



TY'N Y WERN

**Week Commencing 26<sup>th</sup> June**

Good morning Dosbarth Draig Coch!

This week we will be having Transition Day on Wednesday (am). I know your next teacher will be very excited to meet you!

We will be looking at time, weight and fractions this week. Any extra sheets or information you may need will be included in a link in [blue](#).

If you have any questions please come and chat to us at the door or email us on HowardL26@Hwbwymru.net or powerk21@hwbwymru.net

**Monday**

1	<p><b>WALT: Build a sentence</b></p> <p><b>WALT: Tennis (Last Tennis session)</b></p>	<p>Morning Activity- To build a sentence. To focus on children building accurate sentences (finger spaces, capital letters, correct spelling of HFW)</p> <p><b>Singing Assembly</b></p> <p>Warm up- Volcano and craters          Battleships- To work in pairs. To have 3 cones each and take it in turns to hit their cone. If they hit the cone. They keep the cone.          Activity - Practise rocket shots and drop shots.          Play around the World- Children to hit a bounce shot.          Children to work with partners, one to throw, the other to hit back with a racket.</p> <p>To work in groups of 3, using a net. Child 1 to throw a ball over the net; child 2 to hit it; child 3 fields it. Then rotate.</p> <p>DM-Reading or last testing</p>	<b>ACL.1</b>
2	<p><b>WALT: Learning our new phonics sound</b></p>	<p><b>Circle time – sharing any news</b></p> <p><b>Phonics Session- <a href="#">Lesson 1 ph</a></b></p> <p><b>SPELLING TEST- ‘g’</b></p>	<b>ECC.3</b>
3	<p><b>WALT: To use TASC to explain how the</b></p>	<p>Teeth / mindfulness</p> <p>To complete ‘decide’ and ‘implement’ on our TASC wheel.</p>	<b>HCI.5</b>



	<b>Rainforest is important.</b>		
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<b>Tuesday</b>			
1	<b>WALT: hot Write- Complete why the Rainforest is important?</b>	<p>Morning Activity- Multiplication and division questions- divide and multiply by 2 and 10.</p> <p>Phonics Session - <a href="#">Lesson 2</a></p> <p>To work on Hot write and create a Fact File. Focusing on the Why the Rainforest is important section.</p>	<b>EIC.2</b>
2	<b>WALT: Hot Write</b>	To continue with above.	
3	<b>WALT: To ask and answer Beth wyt t'in hoffi wneud?</b>	<p>To learn 'Beth wyt ti'n hoffi?'</p> <p>To have a set of vocabulary, <a href="#">verb card pictures</a></p> <p>To learn makaton and Welsh word for each verb. Children to play and sing song 'Beth wyt ti'n hoffi wneud?' To record and put on SeeSaw.</p> <p>To start drawing a mind map of Beth wyt ti'n hoffi wneud?</p> <p>DM- Reading</p>	

<b>Wednesday</b>			
1	<b>WALT: To learn my phonics sound</b>	<p><b>Morning Activity- Handwriting practise- focus on HFW.</b></p> <p><b>OPEN THE BOOK</b> Assembly</p> <p>Phonics Session <a href="#">Lesson 3</a></p> <p><b>Transition Morning</b></p> <p>To complete their One Page Profile. Have photos taken. Draw and talk about their family- Sharing time.</p>	



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		To design their classroom and discuss what they would like to learn next year. To discuss what class name they could like. Have a bird call quiz.	
2	<b>WALT:</b>	Transition Morning	
3	<b>WALT: To explain what impact Deforestation can have.</b>	To continue with hot write and create a Fact File. Focusing on the Deforestation (Emoji) section.	

<b>Thursday</b>			
1	<b>WALT: To create a script and QR code for the section: What can we do to help?</b>	<p><b>Morning Session- Write a fact that they know about the rain forest.</b></p> <p><b>Phonics - <a href="#">Lesson 4</a></b></p> <p>Intro- To discuss with class about deforestation. Why might we cut down trees. To create a list on the board. Children to have a think about what impact deforestation might have. To discuss what we can do in our daily lives to help. To Think-Pair- Share.</p> <p>Children to work in small groups to think of a script about how we can help the rainforests. To model how this may work by hot seating 5 children and asking each one how they would help the World.</p> <p>I.e. Teacher to ask What can we do to help save our rainforests? Child 1: (Explains about planting more trees ) Child 2: (Explains how we can stop wasting paper/ wood/ logs/ by burning less.) Child 3: (Factories could use less fossil fuel/ burning to make things and could use renewable energy for their electricity) Child 4: (We can reuse or recycle things instead of getting factories to make new things). Child 5: Stop cutting so many trees down. Once this model has been shown, children to work together in mixed abilities. To replicate the hot seating model and to film this and upload to seesaw.</p> <p>To create QR codes for these to go in Fact files, under heading 'How can we help?'</p>	




2	<b>WALT: To practise our measuring skills.</b>	<p><b>To recap what measurements can be used and what tool to measure. I.e. capacity ml, length cm etc.</b></p> <p>To rotate groups throughout the two sessions.</p> <p>Temperature- DM -To show a variety of temperatures and children to read scales and then to fill in last 3 thermometers (adjusted depending on ability). <a href="#">Thermometer</a></p> <p>Length- To measure items around the classroom. To draw shadows of toy animals on paper and measure. <a href="#">Measure crayons measure around classroom</a></p> <p>Capacity- KP- To use water tray and measure different capacities. To then answer capacity questions. <a href="#">Measure capacity LA and MA</a></p> <p>Weight- KP – To practise weighing items. To compare animal weights. <a href="#">Compare capacity</a></p> <p>*Pictures on SeeSaw too.</p>	
3		MATHS above.	

<b>Friday</b>			
1	<b>WALT:</b>	<p><b>Morning Activity- Answer division and multiplication questions on the board.</b></p> <p><b>Phonics- <a href="#">Lesson 5</a></b></p> <p><a href="#">2D shape pp</a></p> <p><a href="#">Recognising properties of 2D shapes</a></p>	
2	<b>WALT:</b>	<p>Warm Up- Play 'I am thinking of a shape'. Describe the shape and children have to draw it on their WBs.</p> <p><a href="#">Introducing polygons</a></p> <p>To go through challenges on the board altogether. <a href="#">polygon challenges</a></p>	
3	<b>WALT: Jigsaw- Recognise life cycles.</b>	<p>Changing Me. Lesson 3</p> <p>To understand that there are changes outside of my control and can express my emotions about this. To access Jigsaw sessions.</p>	
4	<b>WALT: Sports Day</b>	Sports Day practice races	

### Additional Tasks

8:50am: Doors open, - Children to complete group Morning Tasks.  
 9.10am- Register  
 9:20am: Meditation  
 9:25am: Phonics  
 9:35am: Literacy  
 10:15am: Boost book and snack.  
 10.30am: Break  
 11:00am: Meditation  
 11.05am: Maths  
 11.45pm: Lunch  
 1:00pm: Registration / Toothbrush  
 1:10pm: Mindfulness  
 1:20pm: Group guided reading  
 1:50pm: Topic / PE  
 2.30pm: Brain break  
 2.45pm: Boost Book  
 3:15pm: Home time

### Enhanced Provision

Enhanced Provision		
<p><u>Numeracy (tuff spot)</u></p> <p><a href="#">classroom thermometer</a></p> <p>Weights Capacity items</p> <p>Paper and tape measure with toys glued to paper- children to draw around shadows</p>	<p><u>Literacy/ Writing</u></p> <p>Create a postcard from the jungle. <a href="#">postcard template</a></p> <p>Write descriptive words around a picture of a rainforest animal</p>	<p><u>Digital</u></p> <p>VR headsets- jungle. To complete what they see, feel, hear.</p>
<p><u>Creative</u></p> <p>What game can they create with multi-links</p>	<p><u>Construction/ Exploration</u></p> <p>Children to experiment and investigate with magnets.</p> 	<p><u>Water tray</u></p> <p>Sand with fish in to feed the dolphins. <a href="#">fish with ph words</a> <a href="#">dophins</a></p>



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