



TY'N Y WERN

**Week Commencing 19<sup>th</sup> June**

Good morning Dosbarth Draig Coch!

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@Hwbcymru.net or powerk21@hwbcymru.net

**Monday**

1	<p><b>WALT: Build a sentence</b></p> <p><b>WALT: Tennis</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><b>Show familiarisation testing for Reasoning Testing</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>DM-Reasoning 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 wh</a></b></p> <p><b>SPELLING TEST</b></p>	<b>ECC.3</b>
3	<p><b>WALT: Maths reasoning testing</b></p>	<p>Teeth / mindfulness</p> <p>Warm up- Count in 2, 5, 10. Answer a variety of reasoning questions <a href="#">Reasoning questions</a></p> <p>. Children to answer on class WB and individual WB.</p> <p>LH – Reasoning Testing.</p>	<b>HCI.5</b>



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	<p>DM-Group 1- To look at time. Can the children draw the correct time? Can children count on from a given time?</p> <p>Group 2 – To work at tuff spot on writing the correct time in analogue and digital.</p> <p>Group 3- Answering multiplication questions from the enhanced area.</p> <p>Group 4- To work in partners. Partner one to hold a coin in the bag and describe it. Partner 2 to guess that coin. Partner 1 to choose another coin and repeat. Once two coin are chosen Partner 2 needs to add the coins together. If they get it right, they get another go.</p>	
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Tuesday			
1	<p><b>WALT: To explore the importance of the rainforest</b></p>	<p>Morning Activity- Multiplication and division questions- divide and multiply by 2 and 10. <a href="#">Reasoning questions</a></p> <p>Phonics Session - <a href="#">Lesson 2 wh</a></p> <p><a href="#">Why is the rainforest important</a></p> <p>To recap on all that the children have learnt about the rainforest. <a href="#">The rainforest</a></p> <p><a href="#">How you can help with the rainforest deforestation and eco system</a></p> <p><a href="#">amazon facts ad rainforest</a></p> <p>To work as a class to fill out the L section of the KWL grid.</p>	<b>EIC.2</b>
2	<p><b>WALT: To complete reasoning testing.</b></p> <p><b>WALT: To know the difference between two given times.</b></p> <p><b>WALT: To recognise and</b></p>	<p>Warm up- Count in 2, 5, 10. Answer a variety of reasoning questions. Children to answer on class WB and individual WB. <a href="#">Reasoning questions</a></p> <p>LH – Reasoning Testing.</p> <p>DM-Group 1- To look at time. Can the children draw the correct time? Can children count on from a given time?</p>	



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	<p><b>add coins together.</b></p>	<p>Group 2 – To work at tuff spot on writing the correct time in analogue and digital.</p> <p>Group 3- Answering multiplication questions from the enhanced area.</p> <p>Group 4- To work in partners. Partner one to hold a coin in the bag and describe it. Partner 2 to guess that coin. Partner 1 to choose another coin and repeat. Once two coin are chosen Partner 2 needs to add the coins together. If they get it right, they get another go.</p>	
3	<p><b>WALT: To ask and answer Beth wyt t'in hoffi wneud?</b></p>	<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- Testing</p>	

### Wednesday

1	<p><b>WALT: To learn my phonics sound</b></p> <p><b>WALT: To learn about percussion music</b></p>	<p><b>Morning Activity- Handwriting practise- focus on HFW.</b></p> <p><b>OPEN THE BOOK Assembly</b></p> <p><b>Phonics Session <a href="#">Lesson 3 wh</a></b></p> <p><b>MUSIC SESSION- Working on Rainforest piece</b></p> <p>LH - Testing DM- Reading</p>	
2	<p><b>WALT: Decide what sub headings the children's Hot Write should have.</b></p>	<p>o look at <a href="#">rainforest facts</a>. To think of their audience and to decide what headings they want in their fact file to have. e.g. The Amazon Rainforest (map and facts on rainforest).</p>	

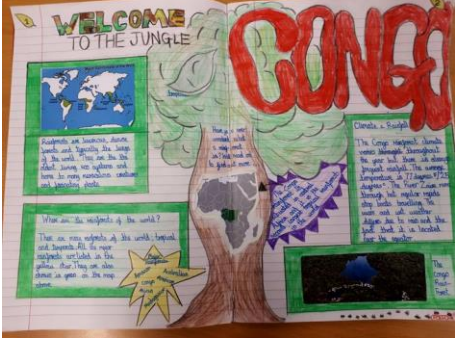


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		<p>Interesting facts- why is the rainforest important (medicines/ animals)?</p> <p>Amazonian animals.</p> <p>Rainforest in danger (climate change)?</p> <p>What can we do to help?</p> <p>Children to have large sugar paper and split into groups (mixed abilities). To write down the sub-headings that they have chosen on each paper. To write/ draw what they think will need to be in that section. To then swap and take turns filling out each sub-heading.</p> <p>*Ask the children how they would like their double page spread design to be?</p> <p>DM- Testing</p>	
3	<p><b>WALT: To start the hot write for the FactFile</b></p>	<p>To write the title of the Fact file 'Amazonian Rainforest'</p> <p>To complete first section- What is a rainforest?</p> <p>To complete the second title- The Amazonian rainforest. To give three facts and draw/ colour a map of where it is.</p> <p>DM- Testing</p>	

**Thursday**

1	<p><b>WALT: To complete reasoning testing.</b></p> <p><b>WALT: To know the difference between two given times.</b></p> <p><b>WALT: To recognise and add coins together.</b></p>	<p><b>Morning Session- Write a fact that they know about the rain forest.</b></p> <p>Warm up- Count in 2, 5, 10. Answer a variety of reasoning questions. Children to answer on class WB and individual WB.</p> <p><a href="#">Reasoning questions</a></p> <p>KP – Reasoning Testing.</p> <p>DM-Group 1- To look at time. Can the children draw the correct time? Can children count on from a given time?</p>	
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		<p>Group 2 – To work at tuff spot on writing the correct time in analogue and digital.</p> <p>Group 3- Answering multiplication questions from the enhanced area.</p> <p>Group 4- To work in partners. Partner one to hold a coin in the bag and describe it. Partner 2 to guess that coin. Partner 1 to choose another coin and repeat. Once two coin are chosen Partner 2 needs to add the coins together. If they get it right, they get another go.</p>	
2	<p><b>WALT: To continue with the hot write.</b></p>	<p><b>Morning Session- Write a fact that they know about the rain forest.</b></p> <p><b>Phonics Session- <a href="#">Lesson 4</a></b></p> <p>Depending on what sub-heading the children decided on Wednesday will depend on what section of they will complete. (Look at class model example created) e.g. lay out similar to below</p> 	
3	<p><b>WALT: To create a script and QR code for the section: What is the impact of deforestation?</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 Think-Pair- Share.</p> <p>Watch : <a href="#">global warming</a> to approx 4 minutes. To recap on what key phrases mean: <b>Deforestation. Natural habitats. Global warming.</b></p> <p>Children to work in small groups to think of a script about how deforestation in the Amazon rainforest impacts the World. To model how this may work by hot seating 5 children and asking each one to have an impact of deforestation.</p> <p>I.e. Teacher to ask What is deforestation? Child 1: (Explains deforestation) Teacher: How might deforestation effect our planet?</p>	



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	<p>Child 2: (Explains about natural habitat being lost and animals becoming extinct).          Teacher: Are there any other impacts?          Child 4 (HA): Explains in their words about Global Warming          Teacher: What can we do to help?          Child 5: We can use less wood, for paper, new furniture, creating fire.</p> <p>Once this model has been shown, children to work together in mixed abilities (one leader, one scientific knowledge I each group). 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 Factfiles.</p>	
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Friday		
1	<p><b>WALT: To learn my phonics sound</b>  <b>WALT: To continue with my Hot Write, Fact File on Amazonian Rainforest.</b></p>	<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>To continue to write the Fact File on the Amazonian Rain Forest.</p>
2	<p><b>WALT: To complete reasoning testing.</b>  <b>WALT: To know the difference between two given times.</b>  <b>WALT: To recognise and add coins together.</b></p>	<p>Warm Up- Answer a reasoning question. To use WBs. To discuss thoughts and answer question together. <a href="#">Reasoning questions</a></p> <p>KP – Reasoning Testing.</p> <p>DM-Group 1- To look at time. Can the children draw the correct time?          Can children count on from a given time?</p> <p>Group 2 – To work at tuff spot on writing the correct time in analogue and digital.</p> <p>Group 3- Answering multiplication questions from the enhanced area.</p> <p>Group 4- To work in partners. Partner one to hold a coin in the bag and describe it. Partner 2 to guess that coin. Partner 1 to choose another coin and repeat. Once two coin are chosen Partner 2 needs to add the coins together. If they get it right, they get another go.</p>
3	<p><b>WALT: Jigsaw- Recognise life cycles.</b></p>	<p>Changing Me. Lesson 2</p> <p>To understand that there are changes outside of my control and can express my emotions about this. To access Jigsaw sessions.</p>



<b>4</b>	<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		
<u>Numeracy (tuff spot)</u>  Time challenges- time bingo/ clocks  Multiplication cards	<u>Literacy/ Writing</u>  Create a postcard from the jungle. <a href="#">postcard template</a>  Write your favourite fact about the rain forest. (easel)  On outdoor lit table <a href="#">wh wheel</a> and <a href="#">Wh painting</a>	<u>Digital</u> VR headsets- jungle. To complete what they see, feel, hear.
<u>Creative</u>  Make a variety of jungle animals using handprints.	<u>Construction</u>	<u>Water tray</u>  Measuring capacity challenges.