



TY'N Y WERN

| Week Commencing 22nd May   |  |  |
|--|--|--|
| Good morning Dosbarth Draig Coch!  |  |  |
| We will be looking at fractions, time, and weight this week. Any extra sheets or information you may need will be included in a link in <a href="#">blue</a> . |  |  |
| 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      | <b>WALT: Learn our new phonics sound.</b>                       | <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>Phonics Session- Lesson 1 <a href="#">‘ow’ saying ‘oa’</a></b></p> <p>Spelling Test</p> <p>DM – Salford testing</p>   | <b>ACL. 1</b> |
| 2      | <b>WALT: To understand what a whole, half and a quarter is.</b> | <p><a href="#">Fractions Song</a></p> <p>Triangles - <a href="#">Work sheet</a></p> <p>Squares – <a href="#">Pizza activity</a></p> <p>Circles – LH to give the group a shape cut into a fraction and the group must write down on their whiteboards what fraction the shape is cut into fraction</p> <p>Diamonds – enhanced provision</p> <p>DM – Salford testing</p>   | <b>ECC. 3</b> |
| 3      | <b>WALT: Multi-skills- Bat and Ball</b>                         | <p>Multi-skills - Bat and Ball Tennis</p> <p>Warm up: To play Battleships: Children to work in pairs and to have a target to aim beanbag/ tennis ball at. Children to keep partners target if they get it. To practise forearm by using drop and shot with tennis rackets. Children to use ‘tennis feet’ and then to position the racket as if they would use forearm or back arm.</p> <p>To practise serving rocket shots. Start with tennis racket above their heads with ball on top.</p> <p>Cool down- To play the game Around the World- To throw a ball. Children to go to jail if they miss the ball.</p> | <b>HCI.5</b>  |

| Tuesday |   |  |              |
|---------|---|--|--------------|
| 1       | <b>WALT: Learn our new phonics sound.</b> | <p>Morning Activity- Multiplication and division questions - divide and multiply by 2 and 10.</p> <p><b>Phonics Session- Lesson 2 <a href="#">‘ow’ saying ‘oa’</a></b></p> <p>DM – Salford Testing</p> | <b>EIC.2</b> |



TY'N Y WERN

|   |  |   |  |
|---|--|---|--|
| 2 | <b>WALT: To understand what a whole, half and a quarter is.</b>  | <a href="#">Fractions Song</a><br>Triangles – <a href="#">Pizza activity</a><br>Squares – <a href="#">Work sheet</a><br>Circles - enhanced<br>Diamonds - LH to give the group a shape cut into a fraction and the group must write down on their whiteboards what fraction the shape is cut into fraction<br>DM – Salford testing |  |
| 3 | <b>WALT: To ask children in their class what hair and eye colour they have. To create a tally chart.</b> | To recap on Pa Lliw ydy dy gwallt di? Pa lliw ydy dy llygaid di? Children to ask their friends what hair colour and eye colour they have. Children reply - Mae... da fi and <b>Mae llygaid / gwallt ...'da fi.</b><br>To create a tally chart of their class results.   |  |

| Wednesday |  |  |  |
|-----------|--|--|--|
| 1         | <b>WALT: To learn about percussion music<br/>WALT: To learn my phonics sound</b> | <b>Morning Activity- Handwriting practise- focus on HFW.</b><br><br><b>OPEN THE BOOK Assembly</b><br><br><b>Phonics Session- Lesson 3 <a href="#">'ow' saying 'oa'</a></b><br><br>MUSIC SESSION<br><br>KP to read with individual children.<br>DM- Salford Testing   |  |
| 2         | <b>WALT: To recognise hourly times on the clock.</b>                             | <a href="#">Telling the Time</a><br><a href="#">Let us learn about the clock</a><br>Triangles – <a href="#">Work Sheet</a><br>Squares – Test a partner<br>Circles – KP to give the group a time and then they must translate it to their own clocks.<br>Diamonds - enhanced<br>DM – Salford tests  |  |
| 3         | <b>WALT: To explore the work of Salvador Dali.</b>                               | <a href="#">Salvador Dali</a><br>The children will look at information on Salvador Dali and try to re-create his famous painting, ' <a href="#">The Persistence of Memory.</a> ' Each group will have a different media to explore<br>Outdoor area – water colours<br>Table 1 – colouring pencils<br>Table 2 – oil pastels<br>Small world area – shading pencils |  |

| Thursday |                          |   |  |
|----------|--------------------------|---|--|
| 1        | <b>WALT: To learn my</b> | Morning Activity - Answer division and multiplication questions on the board 2s, 5s, 10s. |  |



|   |  |  |  |
|---|--|--|--|
|   | <b>phonics sound</b>   | <b>Phonics Session- Lesson 4 <u>'ow' saying 'oa'</u></b><br>DM – Salford Testing   |  |
| 2 | <b>WALT: To recognise hourly times, half past and quarter past on the clock.</b> | <a href="#">Telling the Time</a><br><a href="#">Let us learn about the clock</a><br><a href="https://www.youtube.com/watch?v=g6tJAY_7AL4">https://www.youtube.com/watch?v=g6tJAY_7AL4</a><br>Triangles – Test a partner<br>Squares – <a href="#">Work sheet</a><br>Circles - enhanced<br>Diamonds - KP to give the group a time and then they must translate it to their own clocks.<br>DM – Salford tests |  |
| 3 | <b>WALT: To look for a suitable habitat.</b>                                     | We have enjoyed having tadpoles in our outdoor area but now they have started to grow legs, turning into frogs. We will go for a walk down the river and find a new home for them.   |  |


| Friday |   |   |  |
|--------|---|---|--|
| 1      | <b>WALT: Learn our new phonics sound. WALT: To play animal Olympics</b> | <b>Morning Activity- Answer division and multiplication questions on the board.</b><br><br><b>Phonics Session- Lesson 5 <u>'ow' saying 'oa'</u></b><br><br>Athletics – Track events<br><br>Warm up- To choose an animal and to move around like that animal.<br><br>Activity- To choose from the animal Olympics. (1-3) To practise moving around like this. To get the children to watch each other. What did they think was good about their friends' movements.<br><br>Cool Down – Listen to rainforest sounds and stretch/ move like a sloth.<br><br>DM – Salford Testing |  |
| 2      | <b>WALT: To understand the different units of measure.</b>              | <a href="#">Weight and Mass</a><br><a href="#">Is it heavy or light?</a><br><br>As a class, work through <a href="#">booklet</a> , discussing each question and answering them.   |  |
| 3      | <b>WALT: To show trust and appreciatio</b>                              | Jigsaw - Put the children into small groups. Give each group a piece of <b>flip chart paper</b> cut into a circle and ask them to draw a stick figure in the middle to represent themselves. Give each group a set of the ' <b>People</b> ' cards. Note there are some 'generic cards' so teachers can add/create additional people suitable for their setting.   |  |



TY'N Y WERN

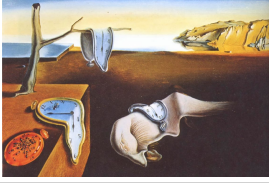
|                             |   |
|-----------------------------|---|
| <p><b>n for others.</b></p> | <p>Explain that we can all create a Circle of Trust around us and only let into the circle, those people we trust (like the stick person in the paper circle). You could illustrate this further with a hula hoop and invite each child to stand in the hoop (Circle of Trust) with you, saying “Jenny, I trust you so invite you into my Circle of Trust.”</p> <p>Ask the groups to place the cards on the flip chart circle. Any people they feel sure they can trust they need to place nearer the stick figure. Any people they think they might be able to trust, but are not sure, they place a little further away, and so on. Those they would not trust at all; they keep off the paper and do not invite these into the Circle of Trust.</p> <p>Encourage the children to talk about these in their groups and see if different people have different ideas. Stress that there are no right or wrong answers - it is something each person must judge for themselves.</p> |
|-----------------------------|---|

| Additional Tasks  |
|---|
| <p>8:50am: Doors open, - Children to complete group Morning Tasks.<br/>           9.10am- Register<br/>           9:20am: Phonics<br/>           9:30am: Literacy<br/>           10:15am: Boost book and snack.<br/>           10.30am: Break<br/>           11:00am: Maths<br/>           12:00pm: Lunch<br/>           1:00pm: Registration<br/>           1:10pm: Mindfulness<br/>           1:20pm: Group guided reading<br/>           1:50pm: Topic / PE<br/>           3:15pm: Home time</p> |

| Enhanced Provision  |   |   |
|---|---|---|
| <p><u>Numeracy (tuff spot)</u></p> <p>Stopwatch</p> <p>What can you do in 1 minute? worksheet</p> <p>Telling the time playdough</p> | <p><u>Literacy/ Writing</u></p> <p><a href="#">bean bag toss</a></p> <p>TWINKL GO BOOKS<br/>           Twinkl GO! Codes:<br/>           Level 2 - CL3154 Level 3 – MG6370<br/>           Level 4 – RC3920 Level 5 – DA2039<br/>           Level 5/6 – PW6734</p> <p>Write a recipe using accurate units of measure.</p> | <p><u>Digital</u></p> <p>Teaching Clock</p>  |
| <p><u>Creative</u></p>  | <p><u>Construction (Tuff spot)</u></p>  | <p><u>Water tray</u></p>  |



Pictures of Salvador Dali's melting clocks – to recreate them using paint.



To build a time machine using Lego.

Use measuring jugs to collect different volumes of water.