



Week Commencing 15th May

Good morning Dosbarth Draig Coch!

We will be continuing with our new topic and delving into more detail about the rainforest!

We hope to start planting some of our lovely vegetables this week.

We will be researching facts about the rainforest. 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@Hwbcmru.net or EllisC181@hwbcmru.net

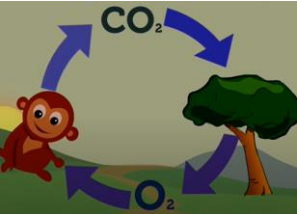
Monday

1	<p>WALT: Build a sentence</p> <p>WALT: Multi-skills- Bat and Ball</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>Multi-skills- Bat and Ball</p> <p>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.</p> <p>Children to use 'tennis feet' and then to position the racket as if they would use forearm or back arm. 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>	ACL.1
2	<p>WALT: Learn our new phonics sound.</p> <p>WALT: Cold assessment- To look at why the rainforest is important to us</p>	<p>Phonics Session- Lesson 1 'y'</p> <p>SPELLING TEST</p> <p>Look at the importance of the rainforest.</p> <p>Why is the rainforest important? Ask the children. Record on the board what they know (cold knowledge collection- photo on SeeSaw).</p>	ECC.3
3		<p>Clean Teeth/ Mindful session</p> <p>counting in 5s song multiply by 5 song divide by 5 pp</p>	HCL.5



TY'N Y WERN

	<p>WALT:</p>	<p>Triangles- (I) Colour by number division and White Rose booklets</p> <p>Squares- LH- Division question. Acitivity card</p> <p>Circles- DM- Write a 5s number line, from any start place. Forwards/ backwards. What number is missing? To Draw a 5 number line and to ask questions e.g. what is 25 divided by 5. To model how to jump on the number line to answer the question.</p> <p>Diamonds- Put 5s on the number line and bead bars. Complete 100 number square with just 5s.</p> <p>Last break-To play double bubble at break time (children to work in teams to pop as many bubbles in 30 seconds). Every bubble is worth 2 points. Children to count how many bubbles and times by 2. Can children use their 5 knowledge and count in 5s.</p> <p>* brain break- sleep</p>	
--	---------------------	---	--

Tuesday			
1	<p>WALT: To learn our new phonics sound</p> <p>WALT: To plant vegetables</p>	<p>Morning Activity- Multiplication and division questions- divide and multiply by 2 and 10.</p> <p>Phonics- Lesson 2 'y'</p> <p>To go up to the gardens to clear the allotments beds. To plant beans and potatoes.</p> <p>(To also observe and collect what spring flowers they can see).</p> <p>DM- Testing HFW.</p>	EIC.2
2	<p>WALT: To create a mind map to show why trees are important</p>	<p>Why is the rainforest important</p> <p>To draw a diagram to show the relationship between trees and animals/ humans.</p>  <p>Create a mindmap on what the rainforest does for us.- Double page spread L picture of a tree and then bubbles of</p>	



		positive things the rainforest does. I.e. provide medicine, food, habitat for wildlife.	
3	<p>WALT: To ask children in their class what hair and eye colour they have. To create a tally chart.</p>	<p>GGR- Red – Read with LH rainforest comprehension Orange- Handwriting HFW (across, after, again, air) then Word search Yellow – Read with DM rainforest comprehension Green - Spellings Blue – missing word</p> <p>Continued from previous week... 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 to reply Mae... da fi and Mae llygaid / gwallt ...'da fi.</p> <p>To create a tally chart of their class results. tally</p> <p>To learn Seren and Sbarc song for Friday (EAS celebration of Welsh Language). https://www.youtube.com/watch?v=HtvQBrjUBNg</p> <p>Complete Seren and Sbarc activities- design a uniform/ flag. Seren and Sbarc activities</p>	

Wednesday			
1	<p>WALT: To learn my phonics sound</p> <p>WALT: To learn about percussion music</p>	<p>Morning Activity- Handwriting practise- focus on HFW/ DM reading</p> <p>OPEN THE BOOK Assembly</p> <p>Phonics Session Lesson 3 'y'</p> <p>MUSIC SESSION</p> <p>LH to read with individual children. DM- Testing</p>	



2	<p>WALT: To look at negative effects human are having on the rainforest.</p>	<p>To add to their mindmaps in a different colour. Explaining what is happening to the rainforest- negative effects of human actions.</p> <p>deforestation on ecosystem</p> <p>amazon facts and deforestation</p>	
3	<p>WALT: GGR activities</p> <p>WALT: To look at the dangers of what is happening to the rainforest.</p>	<p>GGR-</p> <p>Red – missing word</p> <p>Orange- Read with LH - rainforest comprehension</p> <p>Yellow – Handwriting HFW (across, after, again, air) then Word search</p> <p>Green - Read with DM – rainforest comprehension.</p> <p>Blue – Spellings (CVC word games)</p> <p>To continue with work from second session.</p>	

Thursday			
1	<p>WALT: To learn my phonics sound</p> <p>WALT: To divide by 5</p>	<p>Registration activity- multiply and divide by 5 sums / DM reading</p> <p>Phonics- Lesson 4</p> <p>counting in 5s song</p> <p>multiply by 5 song</p> <p>Triangles- 1) To answer divide by 5 questions on board I.e. 25 divide by 5 etc. (put into books). To then answer 2 challenge cards. division word challenges</p>	



		<p>Squares- To use bean bags. To use WB with multiples of 5 on I.e. 5, 10, 15. Children to throw their bean bag on that WB. To divide by 5 and get that many points. To have 3 goes each and then ad up their score.</p> <p>e.g. Throw 1 lands on 15 the player will get 3 points. (Isabelle to 'play teacher' and record on SeeSaw)</p> <p>Circles- KP - Division question. Acitivity card To answer one of the division word challenges supported and modelled.</p> <p>Diamonds- DM- To have a toy (to write $\div 5$ on paper and stick it on toy). To explain that this toy likes to share into groups of 5. To have WB with multiples of 5 on them I.e. 5, 10, 15. To get the children to close their eyes. To put the toy on one of the WB. Children open their eyes and figure out the sum. E.g. if the toy was on 15 it would be $15 \div 5 = 3$.</p> <p>Children to write down the sums that they do. (upload to SeeSaw)</p>	
2	<p>WALT: To complete GGR tasks</p> <p>WALT: To look at WAGOLLS to create Steps to Success for a Factfile</p>	<p>GGR-</p> <p>Red – Spellings</p> <p>Orange-missing word</p> <p>Yellow – Read with Teacher rainforest comprehension</p> <p>Green - Handwriting HFW (across, after, again, air) then Word search</p> <p>Blue – Read with DM rainforest comprehension</p> <p>To explain that we will be writing a fact file on the rainforest.</p> <p>Children to create their Steps for Success by looking at a variety of WAGOLLS</p> <p>Sloth factfile</p> <p>Rainforest facts</p> <p>Rainforest layers</p> <p>cameleon facts file</p> <p>amazon rainforest facts</p> <p>What do they notice about the layout? The language? What sub headings do they think we would use to write a fact file about the amazon rainforest?</p> <p>To create steps to success for a factfile as a whole class.</p>	



3	WALT: To explore the story of David and Goliath	<p>Read story David and Goliath</p> <p>To write on board (likes/ dislikes/ what puzzled them) Take photo to put into books.</p> <p>To get groups to sequence the story using the card (minimise the pack of cards to the main parts- children can help you decide on this) sequence cards</p> <p>To give each small group a card to create freeze frame for the section (To take photos and print to put into books.)</p>	
---	--	---	--

Friday			
1	WALT: To divide by 5	<p>Morning Activity- Answer division and multiplication questions on the board 2s, 5s, 10s.</p> <p>Phonics- Lesson 5 'y'</p> <p>Triangles- DM- divide by 2, 5, 10 questions</p> <p>Squares- (I) divide by 2, 5, 10</p> <p>Circles- (I) To use bean bags. To use WB with multiples of 5 on I.e. 5, 10, 15. Children to throw their bean bag on that WB. To divide by 5 and get that many points. To have 3 goes each and then ad up their score. e.g. Throw 1 lands on 15 the player will get 3 points. (Isabelle to 'play teacher' and record on SeeSaw)</p> <p>Diamonds- KP – To draw a 5 number line in their books. To then use this to help answer dividing by 5 questions.</p>	
2	WALT: To use my symmetry skills to create a pattern for my beeswax wrap	<p>To create symmetrical shapes on fabric, using fabric pens.</p> <p>Supply and DM to work with small groups on rotation to complete fabrics.</p> <p>Other children to read access other areas and complete enhances provision- to put on SeeSaw. Ipads can be used for TwinklGo (codes in planning below)</p>	





TY'N Y WERN

3	<p>WALT: To play animal olympics</p>	<p>Athletics – Track events</p> <p>Warm up- To choose an animal and to move around like that animal. Activity- To choose from the animal Olympics. (prob 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. Cool Down – Listen to rainforest sounds and stretch/ move like a sloth.</p>
4	<p>WALT: Show respect in how they treat others</p>	<p>Jigsaw</p> <p>Children will understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Children will know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this https://jigsawpshe.online/materials/pshe-primary/ages-6-7/relationships/4-secrets/ Relationship- Lesson 4 understanding secrets. Lesson- Share 'The Jigsaw Charter' with the children to reinforce how we work together (printed on wall). Play a game of Whispers/Mimes around the circle, where the teacher starts the whisper, or the mime (the rest of the circle needs to have their eyes closed until their shoulder is tapped and the mime is passed on). See how the whisper/mime at the end compares with the way it started. Calm Time- Sit in a circle To unwrap Jo's gift. To have a discussion whether they should keep a secret about Jo's gift. To discuss the two types of secrets, including a secret that may make us feel worried, scared, confused etc. Help the children think about who they may trust with a secret that worries them. To look at different scenarios (Follow Lesson plan on Jigsaw site)</p> <p>*NOTE Next week- Create Hot Write Fact File. Maths- inversion- family number triangles.</p>

Additional Tasks

8:50am: Doors open, - Children to complete group Morning Tasks.
9.10am- Register
9:20am: Phonics
9:30am: Literacy
10:15am: Boost book and snack.
10.30am: Break
11:00am: Maths
12:00pm: Lunch
1:00pm: Registration
1:10pm: Mindfulness

1:20pm: Group guided reading
 1:50pm: Topic / PE
 3:15pm: Home time

Enhanced Provision		
<p><u>Numeracy (tuff spot)</u></p> <p>Tape half of the tuff spot and children to use loose parts to create symmetrical design.</p> <p>Colour by number division</p>	<p><u>Literacy/ Writing</u></p> <p>bean bag toss</p> <p>TWINKL GO BOOKS Twinkl GO! Codes: Level 2 - CL3154 Level 3 – MG6370 Level 4 – RC3920 Level 5 – DA2039 Level 5/6 – PW6734</p>	<p><u>Digital</u></p>  <p><u>Small World</u></p> <p>To have rainforest creatures</p>
<p><u>Creative</u></p> <p>To paint a design and to fold in half to create symmetry.</p> <p>To create a collaborative rainforest scene.</p> <p>Rainforest scene</p> 	<p><u>Construction (tuff spot)</u></p> <p>To build a shelter that an Amazonian tribe could live in. To provide straws and card (make a model as an example)</p> 	<p><u>Water tray</u></p> <p>Observation on tadpoles. To start making observational drawings. To draw the next stage of the tadpoles.</p>