



TY'N Y WERN

**Week Commencing 9th May**

Good morning Dosbarth Draig Coch!

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

I am looking forward to meeting you this week, on Tuesday and Wednesday for Parents' Evening. If you are unable to make them, please would you let the office know, or we can rearrange another time within the next few weeks.

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@Hwbcymru.net or EllisC181@hwbcymru.net

**Monday**

1		BANK HOLIDAY	<b>ACL.1</b>
2			<b>ECC.3</b>
3			<b>HCL.5</b>

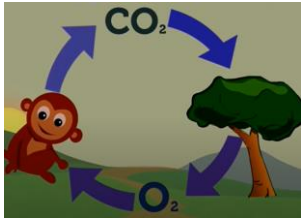
**Tuesday**

1	<p><b>WALT: To learn my phonics sounds.</b></p> <p><b>WALT: To sort fact and opinions.</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>Multiplication and division questions- divide and multiply by 2 and 10.</p> <p><b>Phonics Session- <a href="#">Lesson 1 ew</a></b></p> <p><b>SPELLING TEST</b></p> <p><b>Activity-</b> To recap their research on animals. To draw a table and sort fact/ opinions.</p> <p><a href="#">animals on each floor</a></p> <p>Plenary- <a href="#">layers video</a> or <a href="https://www.youtube.com/watch?v=7gHXoDPHTLw">https://www.youtube.com/watch?v=7gHXoDPHTLw</a></p>	<b>EIC.2</b>
2	<b>WALT: To write facts about the</b>	Children to write facts, using list and bullet points about the animals they have researched. To glue this under the layer that they live.	



	<b>animals they have researched.</b>	<a href="#">facts template</a>	
3	<b>WALT: To ask children in their class what hair and eye colour they have. To create a tally chart.</b>	<p>GGR-            Red – Read with LH            Orange- Handwriting HFW (Mum, Dad, as, at, an) then <a href="#">Word search</a>            Yellow – Read with DM            Green - Spellings            Blue – <a href="#">Board Game</a> and <a href="#">pictures</a></p> <p>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.</p>	

Wednesday			
1	<b>WALT: To learn my phonics sound</b>	<p><b>Morning Activity- Halves and doubles.</b></p> <p><b>OPEN THE BOOK Assembly</b></p> <p><b>Phonics Session <a href="#">Lesson 2</a></b></p> <p><b>MUSIC SESSION</b></p> <p>LH to read with individual children.</p>	
2	<b>WALT: To write facts about each animal and place them in the correct layer.</b>	<p>Continue with writing facts about the animals they have researched.</p> <p><a href="#">animal fact template</a></p> <p>To note why the animal lives in that layer (discuss habitat)</p>	
3	<b>WALT: To learn why the rainforest and</b>	<p>Why is the rainforest important? Ask the children. Record on the board what they know (cold knowledge collection- photo on SeeSaw).</p> <p><a href="#">Why is the rainforest important</a></p>	

	<p>trees are important.</p> <p><b>WALT: GGR activities</b></p> <p><b>WALT: Learn phonics sound.</b></p>	<p>To draw a diagram to show the relationship between trees and animals/ humans.</p>  <p>GGR-</p> <p>Red – <a href="#">Board Game</a> and <a href="#">pictures</a></p> <p>Orange- Read with LH</p> <p>Yellow – Handwriting HFW (the, to I, go, no) then <a href="#">Word search</a></p> <p>Green - Read with DM</p> <p>Blue – Spellings (CVC word games)</p> <p><a href="#">Phonics lesson 3</a></p>	
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Thursday			
1	<p><b>WALT: To learn my phonics sound</b></p> <p><b>WALT: To divide by 10</b></p>	<p><b>Morning (after registration)-</b></p> <p><b>Phonics Session <a href="#">Lesson 4</a></b></p> <p><b>Warm up- To remind children that divide means to share equally between groups. To remind children that multiply means to count that many equal groups of.</b></p> <p><b>Children to get WBs and to answer a few quick question multiplying and dividing by 2 or 10. <a href="#">multiplication and division warm up</a></b></p>	




TY'N Y WERN

		<p><b>Triangles-</b> (I) <a href="#">divide by 10 questions</a> - To peer mark each other's work, using pink and green.</p> <p><b>Squares-</b> (I) To answer the first three activities in the booklet.</p> <p><b>Circles-</b> (Supply) To have a go at the first three activities in the booklet (link below)</p> <p><b>Diamonds-</b> (DM) To answer questions on their WB to write down the sums and to answer x 10 questions. To discuss what they notice. To then look at divide by 10. To write these sums down. What do they notice? (Upload photos to SeeSaw)</p> <p><a href="#">Divide by 10 activities</a></p>	
2	<p><b>WALT: To complete GGR tasks</b></p>	<p>GGR-</p> <p>Red – Spellings <a href="#">Board Game</a> and <a href="#">pictures</a></p> <p>Orange- <a href="#">Board Game</a> and <a href="#">pictures</a></p> <p>Yellow – Read with Teacher</p> <p>Green - Handwriting HFW (the, to I, go, no) then <a href="#">Word search</a></p> <p>Blue – Read with DM</p> <p>Go collect three leaves from the garden (for the science experiment after lunch)</p>	
3	<p><b>WALT: To conduct an experiment on how much oxygen a tree produces.</b></p>	<p>5 minutes- Remind the children that trees are important because they give oxygen. Explain that we are going to do an experiment on what trees give off the most oxygen.</p> <p>5 minutes- Children to collect 3 different leaves from the garden. To measure out the same amount of water and submerge the leaves in the water. (To observe them in 35- 40 minutes' time).</p> <p>(15 minutes)- Discuss what they think will happen. To write in a speech bubble what they think will happen to the leaves (prediction). I.e. I think that the leaves will have bubbles on. I think that the one that has the most bubbles produces the more oxygen. <a href="#">LEaf experiment template</a></p> <p>(10 minutes)- Model how to draw the shape of each leaf. Children to draw, colour and label these leaves in their books.</p> <p>Children to observe and take photos of each leaf (to print out and glue in books)</p>	



TY'N Y WERN

	<p>Children to write a brief summary of what they saw.</p> <p>To complete by writing their findings. E.g. The oak leaf had more bubbles so produced more oxygen.</p>	
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Friday		
1	<p><b>WALT: To multiply and divide by 10</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><b>Triangles-</b> (Supply) Page 4, 5, 7, and 8.</p> <p><b>Squares-</b> (DM) To answer activities 4- 7.</p> <p><b>Circles- <a href="#">divide by 10 questions</a></b> - To peer mark each other's work, using pink and green.</p> <p><b>Diamonds-</b> Ipads- multiply and divide by 10 bingo</p>  <p><b><a href="#">Divide by 10 activities</a></b></p>
2	<p><b>WALT: To use my symmetry skills to create a pattern for my beeswax wrap</b></p>	<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>
3	<p><b>*WALT: Complete phonics and reading activity</b></p>	<p>*If time (GGR-</p> <p>Red – Spellings <a href="#">Board Game</a> and <a href="#">pictures</a></p> <p>Orange- <a href="#">Board Game</a> and <a href="#">pictures</a></p> <p>Yellow – Read with Teacher</p> <p>Green - Handwriting HFW (the, to I, go, no) then <a href="#">Word search</a></p>



TY'N Y WERN

	<b>WALT: Athletics.</b>	Blue – Read with DM )  If dry to use top field. To practise racing and running techniques.	
<b>4</b>	<b>WALT:</b>	Jigsaw	

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

To create a collaborative rainforest scene.

[Rainforest scene](#)



and card (make a model as an example)



To draw the next stage of the tadpoles.