



TY'N Y WERN

Week Commencing 24th April

Good morning Dosbarth Draig Coch!

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


We have a few guests this week, not only do we have Lead Creative teaching our regular music slot, but we have Welsh Heritage Award coming in this week to talk to the children about what they did with Bran and the Bees and tennis lessons on Wednesday.

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 EllisC181@hwbwymru.net


Monday

1	WALT: To learn my phonic sound	<p>Morning Activity- To build a sentence. To focus on children building accurate sentences (finger spaces, capital letters, correct spelling of HFW)</p> <p>Phonics Session- Level 5 lesson 1 - ir</p> <p>GGR-</p> <p>Red – Read with LH</p> <p>Orange- Handwriting HFW (the, to I, go, no) then Word search</p> <p>Yellow – Read with DM</p> <p>Green - Spellings</p> <p>Blue – Board Game and pictures</p>	ACL.1
2	WALT: To know doubles is repeated addition.	<p>Warm Up- Odd and Even- children to sort on whiteboards. Counting in 2s, 5s, 10s, forwards and backwards from any number.</p> <p>Doubles to 20 song</p> <p>doubles pp</p> <p>LH- To work with Triangles and Squares to assess doubles knowledge. Using bar method, partition method. Do they know it is the same as x 2? To introduce doubling diamond if extension needed. Photos on SeeSaw.</p> <p>Second group to roll dice and work in partners to find as many doubles as they can.</p>	ECC.3

		 <p>Circles-</p> <p>DM- To look at double rap To use large ladybirds to work out doubles up to 10. Progress to up to 20 if able.</p>	
3	<p>WALT: To adapt the Lumberjack Dance by changing formations and directions.</p>	<p>Dance DDMIX</p> <p>Introduction Activity: Shapes. Play the game to familiarise children with the key movements. (There is the option to use to the job commands that they chose in the previous weeks Shapes game)</p> <p>Recap DDMIX Lumberjack Hoedown key movements from the previous lesson. Link these key movements together with the children to form the DDMIX Lumberjack Hoedown dance.</p> <p>Main Activity: Divide the class into groups of 6-8. Discuss, in what formation that can they stand as group to dance? (In a line, in a circle, in a blob, 2 lines facing one another, 2 lines facing same way, back-to-back etc). Ask them to adapt the sequence to allow for their chosen formation. Using change of direction, ask the children to adapt the dance by adding in a change of group formation. For example: 2 lines change into a circle after. Do they need to change the order of movements to enable the children to get into position? Groups pair together to allow them to watch one another and make comments/improvements. Discuss whether the formations and key movements were clear. Apply improvements and repeat performances.</p> <p>Plenary: Children discuss formation and Cool Down</p>	HCL5

Tuesday			
1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To know the different animals that live in the different layers of the rainforest.</p>	<p>Morning Warm Up Activity: Maths- addition, subtraction, multiplication.</p> <p>Phonics Session: Lesson 2</p> <p>To recap on the different layers of the rainforest. To have a bank of animals on the board. Children to have a large sheet of paper in each group (titled- canopy, emergent, understory, forest floor.) To work in groups to put the animal in the correct layer of the rainforest. To show results. To discuss each one and why. animals on each floor</p>	EIC. 2



		<p>Plenary- layers video or https://www.youtube.com/watch?v=7gHXoDPHTLw</p> <p>(double check children know vocab- predator, prey, fungi, bacteria, decay, shelter etc)</p>	
2	WALT:	<p>Warm up - Count in 2s, 5s, 10s. Add more/ less.</p> <p>Triangles- DM to show variety of double questions by using bar method and partition method.</p>  <p>Squares-</p> <p>Circles- LH to assess doubles knowledge.</p> <p>Diamonds- To answer simple addition/ subtraction questions</p>	
3	<p>WALT: Learn Makaton song to Proud.</p> <p>WALT: Mae... da fi.</p>	<p>GGR-</p> <p>Red – Board Game and pictures</p> <p>Orange- Read with LH</p> <p>Yellow – Handwriting HFW (the, to I, go, no) then Word search</p> <p>Green - Read with DM</p> <p>Blue – Spellings (CVC word games)</p> <p>To perform ‘Proud’ in Makaton to perform.</p> <p>Introduce children to Mae... da fi and Mae llygaid / gwallt ...’da fi.</p> <p>To get children to practise saying their eyes and hair colour.</p> <p>Children to draw themselves with speech bubbles saying ‘mae llygaid.... da fi’ ‘mae gwallt.... da fi’.</p>	
Wednesday			
1	WALT: To learn my phonics sound	<p>OPEN THE BOOK Assembly</p> <p>Phonics Session Lesson 3</p> <p>MUSIC SESSION</p>	



		Supply and DM to read with individual children.	
2		Tennis Session 10.40- 11.10.	
3	WALT: To use my measuring skills to cut fabric	<p>Measuring</p> <p>Introduction-How to use a ruler</p> <p>Supply and DM to work with mixed ability groups to draw 20cm by 20cm squares, to use pinking shears to cut out fabric (to put names on it, with pencil). *To take photos, create Pic Collage and upload to SeeSaw.</p> <p>To swap groups once first group completed. Other two groups to complete other measuring activities:</p> <p>-To complete measure a line, then to measure items around the classroom. (HA to support and model for LA)</p> <p>- To match mm to cm to then choose a measurement and use a ruler to draw that line. To take a picture and upload to SeeSaw. (HA to support and model for LA)</p>	

Thursday			
1	WALT: To	<p>Morning (after registration)- Phonics Session Lesson 4</p> <p>Warm up- Doubles to 20 song to introduce that double is also x 2. To show this on the board by drawing 2 groups.</p> <p>Triangles- emoji multiplication</p> <p>Squares- Supply- Doubles matching. Play the game- photos on SeeSaw. Can the children write some of these in their books.</p> <p>Circles- DM- Play ‘doubling machine’. To have a toy that when he holds a number it doubles. Can children answer the double correctly on their WB. If not, children to use physical items to help. To record on SeeSaw.</p> <p>Diamonds- Play the double addition game doubles game</p>	



2	<p>WALT: To complete GGR tasks</p> <p>WALT: To understand symmetry</p>	<p>GGR-</p> <p>Red – Spellings Board Game and pictures</p> <p>Orange- Board Game and pictures</p> <p>Yellow – Read with Teacher</p> <p>Green - Handwriting HFW (the, to I, go, no) then Word search</p> <p>Blue – Read with DM</p> <p>Maths – symmetry input- To explain what symmetry is. To take symmetry quiz- Symmetry</p>	
3	<p>WALT: I can create a symmetrical design for my beeswax wrap.</p>	<p>Symmetry-</p> <p>Supply and DM to work with groups to use fabric pens on cut materials. To create a symmetrical design. *To take photos and upload to SeeSaw afterwards.</p> <p>To swap groups once first group completed. Other two groups to complete other activities:</p> <p>-To create symmetrical shapes using lego lego symmetry challenge</p> <p>-</p> <p>.</p>	

Friday			
1	<p>WALT: To complete a warm write on instructions to make a bees wax wrap.</p>	<p>Morning Activity- WBs Counting forward and backward in 10s from any number.</p> <p>Phonics Session - Lesson 5</p> <p>To a video https://www.youtube.com/watch?v=FhFnwNkXE8 on how to make bees wax wrap.</p> <p>(To remind the children why using a bees wax wrap is more eco-friendly than cling film)</p> <p>To ask children what they need to include in instruction writing. To create a class model on the board discussing what they have done to make their bees wax wrap.</p>	



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		To then remove the model and to write any key vocabulary they would like to use on the board. Children to write Instructions on how to make their bees wax wrap.	
2		Continue with above (Warm Write).	
3	WALT: To create different shapes with my body and hold them still.	<p>WALT: Gymnastics</p> <p>Warm up: Get the children to travel around the room, listening to instructions on different ways to travel. To include movements from the rainforest, such as ‘run like a jaguar’ etc.</p> <p>Main Activity- (To use the mats) To ask the children what is balance? To get the children to explore balance positions with their partner and show their peers.</p> <p>Show slide 9- Choose some good examples asking questions such as, what part did you balance on? etc.</p> <p>Show slide 10- To encourage the children to think about ‘anchor points’</p> <p>Allow children to explore their shapes and encourage partners to help discuss their anchor points and see if they can time their partner- can they hold their balance for more than 5 seconds?</p> <p>Cool Down- To shut their eyes and listen to rainforest music. To visualise an animal in the rainforest and picture them balancing.</p>	
4	Jigsaw WALT: I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone’s family is different and understand that most people value their family	<p>To continue with:</p> <p>Key vocabulary <input type="checkbox"/> Family <input type="checkbox"/> Different <input type="checkbox"/> Similarities <input type="checkbox"/> Special <input type="checkbox"/> Relationship <input type="checkbox"/> Important <input type="checkbox"/> Cooperate</p> <p>With the children seated in a circle, play ‘Switch’ using family characteristics. For example, ‘Switch places if...’: You have any brothers or sisters You have a grandparent living with you or near you You are the oldest/youngest child in your family Your family has ever moved house You share a bedroom with another family member Your family has relatives who live abroad, etc. You might also include features such as ‘...if you have parents who live in different places or parents who are married’. Ask Me This: <input type="checkbox"/> What is your family like? <input type="checkbox"/> How are other people’s families similar or different? <input type="checkbox"/> How many different types of families have we got in this class? <input type="checkbox"/> Does a family always need to have children? <input type="checkbox"/> Who is special to you? <input type="checkbox"/> What are families for? <input type="checkbox"/> What is good about belonging to a family? <input type="checkbox"/> What makes a family special? Ask Me This: <input type="checkbox"/> Why do we have families? Role-Play: Role-play the making of a ‘happy home cake’ using mixing bowl, wooden spoon etc asking children to suggest the ingredients for making the recipe. Invite the class to make a recipe for a happy home, e.g. a pinch of laughter, a cup of love, a spoon of sharing, etc. Suggest a couple of examples to establish the idea then ask the children in pairs to think of their own ‘ingredients’. Go around the class collecting their ideas to make up the ‘recipe’, writing all the ideas on post-it notes before adding them to the bowl.</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

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><u>Literacy/ Writing</u></p> <p>To use the washing line to sort clothes</p> <p>clothes to sort bin charity</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. Rainforest scene</p> 	<p><u>Construction</u></p> <p>Create the layers of the rainforest</p>	<p><u>Water tray</u></p> <p>Observation on tadpoles. To start making observational drawings.</p>

