



TY'N Y WERN

Week Commencing 17th April 2023

Good morning Dosbarth Draig Coch and welcome back!

We hope you have all had a wonderful Easter Break and enjoyed your two weeks off. We are excited to start our '**Full Steam Ahead**' topic and we have lots of fascinating, creative and ambitious learning for you during the summer term.

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	WALT: To learn my phonics sounds Phase 5.	<p>Morning Warm Up Activity: Common exception word search then Phase 3/5 Phonics Play Flashcard challenge, how many can we complete in a minute? Phonics Session: Recap all Phase 3 and Phase 5 words and work through Phase 5 words Phase 5 Week 10 Lesson 1 - 'ch' saying /c/ and /sh/</p> <p>Snack- Boost Book</p>	ACL.1
2	WALT: Tally Charts	<p>Warm Up: 10 Times Table Song (Learning is Fun the Todd & Ziggy Way!) https://youtu.be/8yxMJUHBsLY</p> <p>Main activity: Teach - This Tally Charts lesson covers the prior learning of counting in 5s, before moving onto the main skill of recording data using tally charts.</p> <p>The lesson starts with a worksheet to check pupils' prior learning understanding. The interactive lesson slides recap the prior learning before moving on to tomorrow's tasks.</p>	ECC.3
3	WALT: DDMIX Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics.	<p>Warm up: DDMIX Warm up</p> <p>Introduction Activity: Show the children pictures of different jobs to identify. Shapes: Play the game using different jobs with movements and commands that the children choose such as building, (e.g. Laying bricks) driver (steering, or using the gear stick and brake), postman (e.g. posting letter), lumberjack (e.g. moving logs), nurse (e.g. checking temperature), Secretary (e.g. Typing) etc. Use the DDMIX Lumberjack music. Ask the children which job they would associate with the music that has been played for the activity? (Option to continue Shapes activity using more movements that the children would associate with a Lumberjack or Hoedown).</p> <p>Main Activity: Model the four key DDMIX Lumberjack Hoedown movements. Teach one movement at a time, allowing the children to repeat, identifying the key dynamics through each movement. Heels and Skips Lumberjack Passing the log Sawing and Knee Lift Create four stations in the room, each with a card to represent a key movement. Divide the children between the stations and give groups two minutes to practise that movement using the music. Rotate until groups have demonstrated all key movements. Split</p>	HCI.5



TY'N Y WERN

3	WALT: Guided Group Reading	<p>Groups to work with Teacher reading within a group and completing a follow up activity/questions within one of the reading domains – Vocab, prediction, retrieval, inference or sequencing. Independent groups to access their Oxford reading login or Twinkl GO! Books within their level – To read and complete quiz.</p> <p>Twinkl GO! Codes: Level 2 - CL3154 Level 3 – MG6370 Level 4 – RC3920 Level 5 – DA2039 Level 5/6 – PW6734</p> <p>Other groups to complete handwriting, phonic or spelling activities.</p>	
Thursday			
1	WALT: To learn my phonics sounds Phase 5. WALT: Non- chronological report on rainforest - What is in the rainforest	<p>Morning Warm Up Activity: Common exception word read and write challenge Phase 3/5 Phonics Play Flashcard challenge, how many can we complete in a minute? Phonics Session: Phase 5 Week 10 Lesson 4 - 'ch' saying /c/ and /sh/</p> <p>Task: Children will complete a (KWL) Know Want to know Learnt grid or spider-diagram about the rainforest – showing off all the things they know about the rainforest, what animals live there, where can we find them, what is special about them.</p> <p>Then watch: https://youtu.be/UIbplCn8-zs https://youtu.be/sEQMellUyks</p> <p>Did they already know some of these facts can we use our 'Green for growth' pens to add more facts, 'Tickle Pink' the facts they already knew!</p> <p>Snack- Boost Book – Sequence- Sequencing Suki</p>	
2	Sports Xtra Workshop We will continue our multiskills activities.		
3	WALT: Introduction to Coding – Getting Started	<p>SCRATCH - https://scratch.mit.edu/projects/editor/?tutorial=getStarted WHAT IS CODING? Computer coding is a huge part of STEM, computer coding is what creates all the software, apps, and websites we use without even thinking twice! A code is a set of instructions and computer coders (real people) write these instructions to program all sorts of things. Coding is its own language and for programmers, it is like learning a new language when they write code. There are different types of computer languages but they all do a similar task, which is to take our instructions and turn them into a code the computer can read.</p>	



TY'N Y WERN

	<p>WALT: Guided Group Reading</p>	<p>Groups to work with Teacher reading within a group and completing a follow up activity/questions within one of the reading domains – Vocab, prediction, retrieval, inference or sequencing. Mr Ellis/DM to record in reading file.</p> <p>Independent groups to access their Oxford reading login or Twinkl GO! Books within their level – To read and complete quiz.</p> <p>Twinkl GO! Codes: Level 2 - CL3154 Level 3 – MG6370 Level 4 – RC3920 Level 5 – DA2039 Level 5/6 – PW6734</p> <p>Other groups to complete handwriting, phonic or spelling activities.</p>	
--	--	---	--

Friday

1	<p>WALT: To learn my phonics sounds Phase 5.</p> <p>WALT: WALT: Non-chronological report on rainforest</p> <p>What Are the Main Features of the Rainforest?</p>	<p>Morning Warm Up Activity: Common exception word spotter</p> <p>Phase 3/5 Phonics Play Flashcard challenge, how many can we complete in a minute?</p> <p>Phonics Session: Phase 5 Week 10 Lesson 5 - 'ch' saying /c/ and /sh/</p> <p>What Are the Main Features of the Rainforest?</p> <p>We will start to look at the different layers of the rainforest and in our books we will show that the rainforest is actually made up of four main layers:</p> <p>The Forest Floor - Most of the things in the rainforest are found on this layer. The forest floor is warm and damp, but very dark as little sunlight reaches here. Everything that falls from above (leaves, fruit, animals and droppings) decays quickly. The nutrients from decaying organic matter are used by the ants, giant millipedes, beetles, fungi etc. Nothing is wasted. Even fallen trees will decay. The process is known as decomposition and is an important part of the nutrient cycle.</p> <p>The Understory - Small and young trees are found here.</p> <p>The Canopy - The canopy is at a height of about 30m and is where most treetops are found. Here the trees spread their branches out to catch most of the sunlight and rain. This is where most animals, flowers and fruits are found.</p> <p>Emergents - This layer is where the tallest trees are found (up to 60 metres tall).</p> <p>Activity: Snack- Boost Book.</p>	
2	<p>WALT: PE Rounders Week 1: Develop throwing and catching</p>	<p>Warm up - Pupils will jog around in a marked out area which listening for instructions. When a number is called out they will perform an action. 1 = Touch the floor with the ball 2 = Throw the ball in to air and catch it 3 = Put ball on floor and pick up another one After completing this for 4/5 minutes add a 4th task in e.g. swap balls with the nearest person to you. (pupils will throw ball a small distance) Do</p>	



TY'N Y WERN

	<p>skills over a range of distances.</p> <p>this for a 2 more minutes before changing method of travelling the pupils can do this can be skipping, hopping, bounding, going backward(ensure you tell pupils to look over shoulders to see where they are going and not to move too fast)</p> <p>Introduction Activity: In pairs, one ball between two, pupils will stand 3 metres apart from each other; pupils throw the ball to each other. Discuss with pupils the need to control the speed of their throw and to release the ball pointing at their partner. Pupils practice this for $\frac{3}{4}$ minutes after which introduce the spider web (orthodox cup) catching technique-Hands together, fingers pointing down and spread, hands move together not apart and throw to each other again.</p> <p>Main Activity: 1-Pupils now pass to each other against the clock 1 minute to see the total number of successful catches. After round one mini plenary on throwing and catching technique. Do the one minute challenge twice more? 2-Tell pupils to change partners increase the distance to 4 metres. Place 3 more cones behind one of the partners 5, 6 & 7 metres. Pupils now have to make 10 catches at each cone before they can move to the next level first pair to do 10 on each and sits down wins. 3-Catch and run-ball starts on the side without the extra cones pupil 1 throws to their partner who if they catch the ball runs around the 7 metre cone and throws back to pupil 1 scoring one point, after one minute the pupil 1 and catcher swap roles the winning team is the one with the highest combined score.</p> <p>Plenary/Cool down: Pupils run-jog-walk around a mark area after completion of this instructed pupils to find a cone and choose different stretches that focus on different parts of their bodies.</p>	
<p>3</p> <p>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.</p> <p>I accept that everyone's family is different and understand that most people value their family</p>	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Family • Different • Similarities • Special • Relationship • Important • Cooperate <p>With the children seated in a circle, play 'Switch' using family characteristics.</p> <p>For example, 'Switch places if...':</p> <p>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'.</p> <p>Ask Me This:</p> <ul style="list-style-type: none"> • What is your family like? • How are other people's families similar or different? • How many different types of families have we got in this class? • Does a family always need to have children? 	



	<ul style="list-style-type: none">• Who is special to you?• What are families for?• What is good about belonging to a family?• What makes a family special? <p>Ask Me This:</p> <ul style="list-style-type: none">• Why do we have families? <p>Role-Play:</p> <p>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.</p> <p>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