



TY'N Y WERN

Week Commencing 27th March

Good morning Dosbarth Draig Coch!

There are lots of exciting things this week! We will still be continuing with our Active Journeys and starting the Monday Morning off with a 'walking bus' around Trethomas for school pick up.

We have our Reading Festival on Wednesday and we have our school trip to St Fagan's on Thursday.

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 phonic sound	- SPELLING TEST Phonics - Level 5, Week 9. 4 Long vowel sounds	ACL.1
2	WALT: GL Assessments WALT: Kerb Craft- Road Safety.	LH- GL Maths Assessment DM- Kerb Craft Children to also complete maths activities (enhanced sheets)	ECC.3
3	WALT: GL Assessment WALT: Introduction- Cold write	LH- GL assessment continued DM- Write ten more/ ten less than a given number. To put into books. Children to complete a cold write of instructions on how to make lip balm.	HCL.5

Tuesday

1	WALT: To learn my phonics sounds.	Morning Warm Up Activity: Handwriting Phonics Session: Level 5, week 9. 5 MUSIC SESSION – Exploring percussion	EIC. 2
---	--	---	---------------



2	WALT: Look at Instructions WAGOLL	Look at a WAGOLL of instructions and create Steps to Success. Children to practise writing lists of ingredients and steps on WB (upload to seesaw)	
3	WALT: Learn Makaton song to Proud. WALT: Start Hot Write Instructions.	To learn 'Proud' in Makaton to perform. To start their hot write for instructions on how they made their lip balm.	
Wednesday			
1	WALT: Hot Write instructions	DM- To continue to finish Hot Write for instructions. LH- GL assessment. Extra activity- To complete counting in 10s challenges.	
2		Continue above	
3		READING FESTIVAL with parents	

Thursday			
1		SCHOOL TRIP TO ST FAGANS	
2			
3			

Friday			
1	WALT: Answer reading comprehension questions	Easter comprehension To answer reading comprehension questions. DM- comprehension/ finish any hot writes.	



2	WALT: GL assessment	CE- GL assessment. Extra activity- To complete counting in 10s challenges in enhanced.
3	WALT: Change the order of movements to create a dance sequence using contrasting feelings.	<p>WALT: Create a dance phrase, using music as the stimulus</p> <p>Warm up: <i>Follow the leader</i>, using contrasting music (see music suggestions in the resources section) In a circle, listen to the music used in the previous lesson. Recap how the music made the children feel and what it makes them think of.</p> <p>Main Activity: As a class, choose one piece of music as a stimulus for a dance phrase that involves a travelling movement, a jump and a turn. Example track: ‘Storm’. Talk about the types of movement qualities that you would associate with the music. (strong, sharp, sudden, jagged).</p> <ul style="list-style-type: none"> o As a class, pick a travelling movement to cover 8 counts, e.g. crawling for 8 counts o Ask children to create their own still position to link the next movement, e.g. Freeze with hand in the air for 8 counts E.g. Sequence currently: Crawling – Freeze: both for 8 counts each. o Add a jump and a turn. Make sure there is stillness in between each movement. o After adding each new set of 8 counts (travel, stillness, turn, stillness etc.). Practice with the music. <p>Plenary/Cool down: Discuss the different elements used to create their dance</p>
4	Jigsaw WALT: To Keep trying even when it is difficult / I carry on trying (persevering) even when I find tasks difficult	<p>To continue with:</p> <p>Connect Us</p> <p>Play ‘Pass the treasure chest’: Sitting in a circle, the children pass Jigsaw Jo’s treasure chest (filled with beads, marbles, coins, coloured stones).</p> <p>Set the class the goal of passing it all around the circle without making a sound. Can the children suggest ideas that would make this possible? Can they work together to achieve this goal? Is this a ‘realistic’ goal? Can the children remember what made it possible for them to achieve this challenge last week? Can they think of a way to make this more challenging (e.g. against the clock) and then as a group work out a way to achieve it?</p> <p>Ask Me This: How does it feel to set a goal and to achieve it?</p> <p>Calm Me</p> <p>Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down</p>





TY'N Y WERN

		<p>so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p>Open My Mind</p> <p>Sing or listen to the Jigsaw Song: 'For Me'. Ask the children what the song is trying to teach us about our dreams and goals. (E.g. Striving to achieve the best that we can be, looking ahead and working hard to achieve our dreams etc.)</p> <p>Tell me or Show me</p> <p>Group the children according to the challenge they chose at the end of the last Piece (lesson). Ask each group to remind Jigsaw Jo of the challenge they will be working towards. The teacher places a big cut-out ladder in the centre of the circle and uses one of the challenges as an example which he/she writes on a piece of paper and places at the top end of the ladder. Emphasise that the goal is at the top because that is what we are stepping/climbing towards. Ask the children to identify the steps needed to achieve the goal, i.e. what do they need to do first, next, etc. As they give their ideas, place Jigsaw Jo on the first rung of the ladder, then the next and then the next until you have modelled the stepped process of working towards the goal.</p> <p>My Reflections</p> <p>My reflection is a time for children to look back over their experience of the lesson, not just what they have or haven't learnt. My Reflection asks children to be aware of how different parts of the lesson felt. Did they enjoy x or y? How did it feel being part of the group they worked in today? Did they learn anything about themselves this lesson e.g. social skills, personality, emotional awareness?</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> <u>counting in tens</u></p> <p><u>cut and stick tens</u> <u>LA</u></p> <p><u>Fill in tens</u></p> <p><u>lillipads</u></p>	<p><u>Literacy/ Writing</u></p> <p><u>make an ou sleeping bag</u></p> <p><u>rucksack sort</u></p> <p>TWINKL GO BOOKS Lions- LH4509 Bears- LH3024</p>	<p><u>Digital</u></p>
<p><u>Creative</u></p> <p>To create a poster for their lip balms.</p> 	<p><u>Construction</u></p> <p>To build a hive!</p> 	<p><u>Water tray</u></p> <p>Observation on tadpoles. To start making observational drawings.</p>