



TY'N Y WERN

**Week Commencing 20th February 2023**

Good morning Dosbarth Draig Coch!

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	<b>WALT: To learn my phonics sounds Phase 5.</b>	<p><b>Morning Warm Up Activity:</b> Phase 3/5 Flashcard challenge, how many can we complete in a minute?</p> <p><b>SPELLING TEST</b></p> <p><b>Phonics Session:</b> <a href="#">Week 8 Lesson 4 - 'ou'</a></p> <p><b>Task:</b> To share with each other what they like about certain logos and what key things will be important for their design. I.e. clear branding, easy read font etc. Decide on the name of their class lip balm. To have a competition and choose the best one.</p> <p><b>Snack- Boost Book</b></p>	<b>ACL.1</b>
2	<b>WALT: Complete GL assessment and complete Ten Times Table Challenges</b>	<p><b>Warm Up: 10 Times Table Song (Learning is Fun the Todd &amp; Ziggy Way!)</b> <a href="https://youtu.be/8yxMJUHBsLY">https://youtu.be/8yxMJUHBsLY</a></p> <p><b>Main activity: Teach</b> - Introduce ten times table powerpoint and work through on W/B completing tasks. Children then to either complete GL assessments or ten times table tasks.</p> <p><a href="#">10 Times Table Powerpoint</a></p>	<b>ECC.3</b>
3	<b>WALT: To work on a balance with a partner. To practise jumping straight off a jump board</b>	<p><b>Gymnastics -</b> Warm up- Wolves, sheep and farmers. To look at different landmarks. To get children to work in pairs to create a balance. To practise jumping straight up. Once children are confident to teach them how to make a bridge</p>	<b>HCI.5</b>

**Tuesday**

1	<b>WALT: To learn my phonics sounds Phase 5</b>  <b>WALT:</b>	<p><b>Morning Warm Up Activity:</b> Phoneme spotter</p> <p><b>Phonics Session:</b> <a href="#">Week 8 Lesson 5 - 'ou'</a></p> <p><b>MUSIC SESSION – Continue to compose Bran the Giant</b></p> <p><b>Snack- Boost Book – Vocab- Vocabulary Victor</b></p>	<b>EIC.2</b>
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2	<b>WALT:</b> <b>Complete GL assessment and complete Ten Times Table Challenges</b>	<b>Warm Up: 10 Times Table Song (Learning is Fun the Todd &amp; Ziggy Way!) <a href="https://youtu.be/8yxMJUHBSlY">https://youtu.be/8yxMJUHBSlY</a></b>  <b>Main Activity:</b> We will continue our GL Maths. Remaining children to complete the Ten Times Table activities. <a href="#">Varied Fluency</a> <a href="#">Reasoning and Problem Solving</a>	
3	<b>WALT: Welsh</b>	To continue filming for March Makaton month and inclusion month.	

### Wednesday

1	<b>WALT: To learn my phonics sounds Phase 5. WALT: Advertise their lip balm.</b>	<b>Morning Warm Up Activity:</b> Morning Warm Up- Spellings- HF words- pyramid or rainbow writing technique.  <b>Phonics Session: Week 9 Lesson 1 - <a href="#">Week 9 Lesson 1</a> Activity - <a href="#">Ticket Sort</a></b>  <b>Task:</b> *To rotate groups throughout the morning. To write a short script to advertise their lip balm, making sure that they -Include the name of their product - Say about the ingredients used - Say their USP- what is extra special about Dosbarth Draig Coch's lip balm. E.g., "Name of product is made from the best natural and sustainable ingredients to create this gorgeous lip balm. It contains bees wax, organic coconut oil and raw shea butter to make it incredibly nourishing."	
2	<b>WALT: Complete GL assessment and complete Ten Times Table Challenges</b>	<b>Warm Up:</b> 10 Times Table Song (Learning is Fun the Todd & Ziggy Way!) <a href="https://youtu.be/8yxMJUHBSlY">https://youtu.be/8yxMJUHBSlY</a> <b>Main Activity:</b> We will continue our GL Maths. Remaining children to complete the Ten Times Table activities. <a href="#">Ten Times Table Bingo</a> <a href="#">Ten Times Table Maze</a> <a href="#">Ten Times Table Questions</a>	
3	<b>WALT: Guided Group Reading</b>	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. <b>Twinkl GO! Codes:</b> <b>Level 2 - CL3154</b> <b>Level 3 – MG6370</b> <b>Level 4 – RC3920</b> <b>Level 5 – DA2039</b> <b>Level 5/6 – PW6734</b> Other groups to complete handwriting, phonic or spelling activities.	



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Thursday		
1	<p><b>WALT: To learn my phonics sounds Phase 5.</b></p> <p><b>WALT: Recount the Story of Bran and the Bees</b></p>	<p><b>Morning Warm Up Activity:</b> See EMW PP</p> <p><b>Phonics Session:</b> <a href="#">Week 9 Lesson 2</a></p> <p><b>Activity - <a href="#">Toy Search</a></b></p> <p><b>Task:</b> Children to record themselves filming their advertisement, children to read from their scripts to create their advertisement. Children to edit scripts – “Green for Growth”, “Tickled Pink” to show what went well and what they might change.</p> <p><b>To put as a QR code in books and on SeeSaw.</b></p> <p><b>Snack- Boost Book</b> – Sequence- Sequencing Suki</p>
2	<p><b>Sports Xtra Workshop</b></p> <p><b>We will continue our Super Spies multiskills activities.</b></p>	
3	<p><b>WALT: Guided group reading</b></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><b>Twinkl GO! Codes:</b></p> <p><b>Level 2 - CL3154</b></p> <p><b>Level 3 – MG6370</b></p> <p><b>Level 4 – RC3920</b></p> <p><b>Level 5 – DA2039</b></p> <p><b>Level 5/6 – PW6734</b></p> <p>Other groups to complete handwriting, phonic or spelling activities.</p>

Friday		
1	<p><b>WALT: To learn my phonics sounds Phase 5.</b></p> <p><b>WALT:</b></p>	<p><b>Morning Warm Up Activity:</b> See EMW PP</p> <p><b>Phonics Session:</b> <a href="#">Week 9 Lesson 3</a></p> <p><b>Task:</b> <a href="#">Things from Home</a></p> <p><b>Activity:</b> Groups to finish recording and editing scripts if not completed. Children who have completed filming of their advert can then move onto writing out a set of instructions for how to create their lip balm. Children to look back through their work to make a list of what they did to create their lip balm. Teacher to remind children what imperative verbs are and how they can use them within their instruction writing.</p> <p><b>Snack- Boost Book.</b></p>



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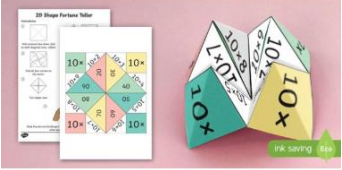



2	<p><b>WALT: PE: DDMIX</b>  <b>Adapt a dance sequence to communicate a mood or feeling.</b></p>	<p><b>Warm up:</b> Use music to perform the warm up created by the children in the previous lesson. Each group leads part of their warm up for the rest of the class to follow. Alternatively pick 2 people per section to lead the warm up at the front of the class.</p> <p><b>Introduction Activity:</b> Discuss with the class the sports they know and which are their favourite ball sports. In a circle ask children to demonstrate actions used in their favourite sports for the other children to guess (e.g. swinging a tennis racket; bouncing a basketball; kicking a football).</p> <p><b>Main Activity:</b> Choose 4 sports and discuss the actions involved with each. For example, Tennis: Moving side on, swinging racket, face forwards ready to receive the ball. Explore the levels each movement is performed at. For example, a serve is performed at a high level, reaching down low to hit a ball would be at a low level. Repeat for the four sports. Create four stations in the room and place a sport at each of them. Divide the children between the stations. Give the children five minutes at each station to experiment. Children demonstrate their moments to the rest of the class. Rotate around stations.</p> <p><b>Plenary/Cool down:</b> Discuss the different movements and levels used for each sport.</p>	
3	<p><b>Jigsaw</b>  <b>WALT: Can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. Have a healthy relationship with food and know which foods I enjoy the most.</b></p>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Healthy</li> <li>• Unhealthy</li> <li>• Balanced diet</li> <li>• Portion</li> <li>• Proportion</li> </ul> <p>In pairs, children discuss their favourite foods and why they like them so much.</p> <p>Feed back to the class and create a class Top 5 Favourite Foods list.</p> <p>Make sure the adults in the class contribute too and try to include more unusual foods on the list.</p> <p>Next, ask the children individually, then as a whole class at the same time, to act out how they feel when they eat their favourite foods.</p> <p><b>Ask Me This:</b>          Why do you like your favourite food so much?</p> <p>Show the children the five different food groups.</p> <ol style="list-style-type: none"> <li>1. Fruit and vegetables</li> <li>2. Carbohydrates</li> </ol>	



		<ol style="list-style-type: none"> <li>3. Dairy and alternatives</li> <li>4. Beans, pulses, fish, egg, meat and other proteins</li> <li>5. Oils and spreads</li> <li>6. Explain each food group and ask for examples of foods that fit into each section.</li> </ol> <p>Open up a discussion that will reveal how much they already know about a healthy, balanced diet. Reinforce the messages about a balanced diet: explain what they need to eat/drink every day in order to stay healthy. Invite them to contribute as much as they know.</p> <p><b>Ask Me This:</b>          What do you know already about a healthy, balanced diet?          Play 'Balanced Diet Switch'.</p> <p>Sitting in a circle, assign each child to a different food from a major food group:</p> <p>potato (carbohydrate)          chicken (protein)          broccoli (fruit and vegetables)          yogurt (dairy)          sweets (foods high in sugar/salt)</p> <p>Every time teacher calls out one of those words, all children in that group change places. If 'Balanced diet' is called out, everyone changes places.</p>	
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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		
<b><u>Numeracy (tuff spot)</u></b>	<b><u>Literacy/Writing</u></b>	<b><u>Digital</u></b>
Ten Times Table Fortune Teller		

 <p>10 Times Table Fortune Teller</p> <p><a href="#">10 X table Fortune Teller</a></p>	<p><a href="#">Penguin Puppet template</a> <a href="#">Penguin words</a></p> <p>Tuff spot- coloured sand and paintbrushes/ tools to write HF words.</p> 	<p>Digital</p>  <p>To recount a fairytale they know.</p>
<p><u>Creative</u> Design and build/draw a giant.</p>	<p><u>Construction</u> Building Spaghetti Bridges</p> 	<p><u>Let's Explore (in tuff spot)</u></p>