



TY'N Y WERN

### Week Commencing 13<sup>th</sup> March

Good morning Dosbarth Draig Coch!

This week we will be continuing with Enterprise Week to help us become budding entrepreneurs!

We also have been working hard on learning both Makaton and Welsh in order to help promote diversity of language within our community. We hope that you watch us on Twitter and join in!

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@Hwbcmru.net or EllisC181@hwbcmru.net

### Monday

1	<b>WALT: To learn my phonic sound</b>	- <b>SPELLING TEST</b>  <b>Phonics <a href="#">Lesson 1 ou</a></b>  Visit to local library 10.30.	<b>ACL.1</b>
2		Library Visit	<b>ECC.3</b>
3	<b>WALT: To research what can be made from wax</b> <b>WALT: Mother's Day Cards</b>	To research items that can be made from wax. To create a pic collage in small groups. LH  To start making mother's day card using shrinkies. Children to access independent creative area and to draft their picture and write what they love about their Mum/ Female guardian. DM	<b>HCL.5</b>

### Tuesday

1	<b>WALT: To learn my phonics sounds.</b>	<b>Morning Warm Up Activity: Handwriting</b>  <b>Phonics Session: <a href="#">Lesson 2 ou</a></b>  <b>MUSIC SESSION – Starting to compose Bran the Giant</b>	<b>EIC. 2</b>
2	<b>WALT: To collect results using a tally chart.</b>	To explain that our product will be made from wax. Children to create a list of wax products. I.e. lip balm, wax melts, wax wraps (for food). Children to complete a tally chart by asking their classmates.	



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3	<p><b>WALT: To present their results as a bar graph</b>  <b>WALT: To write mother's day cards</b></p>	<p>Children to work in pairs and to use purple mash to create a bar graph of results. LH</p> <p>To glue together and write their Mother's Day cards. DM</p>	
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**Wednesday**

1	<p><b>WALT: To learn my phonics sounds.</b>  <b>WALT: To know more or less of a weight and a cost.</b>  <b>WALT: To research the weight and price of 3 bees wax pellet options</b></p>	<p><b>Morning Activity Warm Up: write in 5s</b></p> <p><b>Phonics Session: <a href="#">Lesson 3 ou</a></b></p> <p>Play more or less game. I have 220g and 110g, which is more? Which is less? I have £1.20 and £0.99, which one is more, which one is less? Which one is more expensive? Which one is cheaper? If children struggling with this concept, then may need extra practice.</p> <p>Show children how to navigate 'amazon'. How to find the weight of a product and how much the product will cost. To get children to research bees wax pellets on amazon. Children need to find 3 options. To us the table to find the weight and cost of the pellets.  <a href="#">table template</a></p> <p>To highlight in pink which bees wax they would buy, to state why at the bottom.</p>	
2		<p><b>Continue above</b></p>	
3	<p><b>WALT: To work out costings to make lip balm.</b></p> <p><b>WALT: To write Mother's Day card</b></p>	<p>WARM UP- Count in tens. Using money- Multiply by 10. Divide by 10. What is double a certain price?</p> <p><a href="#">costings diamonds</a>  <a href="#">Costings circles</a>  <a href="#">Costings Squares</a>  <a href="#">Costings Triangles</a></p> <p>To glue together and write their Mother's Day cards. DM</p>	



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Thursday		
1	<p><b>WALT: To learn my Phonics sound.</b></p> <p><b>WALT: To make lip balm</b></p> <p><b>WALT: To start drawing the life cycle of the tadpoles.</b></p>	<p><b>Morning Warm Up- Spellings- HF words- pyramid or rainbow writing technique.</b>  <b>Phonics- <a href="#">Week 8 Lesson 4</a> ou</b></p> <p>Children to work in small groups to follow instructions to make the lip balm. CH</p> <p>Children to weigh out ingredients, discussing grams, more/ less and halves. To then melt the wax and ingredients.  <a href="https://momsneedtoknow.com/homemade-lip-balm-recipe/">https://momsneedtoknow.com/homemade-lip-balm-recipe/</a></p> <p>To start drawing the first two stages of the tadpoles, adding descriptions next to the drawings. I.e. the tadpoles have grown tails. DM</p>
2	<p><b>WALT: To research other logos online</b></p>	<p>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.</p>
3	<p><b>WALT: To design a logo and strap line.</b></p>	<p>Children to work in small groups to design a logo with their brand name. (logo needs to be circular template)</p> <p>To have a competition and choose the best one.</p>

Friday		
1	<p><b>WALT: Advertise their lip balm.</b></p>	<p><b>Morning Activity- practise sentence building. Can children improve Mr Ellis' sentences?</b>  <b>Phonics: <a href="#">Week 8 Lesson 5</a> ou</b></p> <p>*To rotate groups throughout the morning.</p> <p>To write a short script to advertise their lip balm, making sure that they</p> <ul style="list-style-type: none"> <li>-Include the name of their product</li> <li>- Say about the ingredients used</li> <li>- Say their USP- what is extra special about Dosbarth Draig Coch's lip balm?</li> </ul> <p>E.g.. “ <i>Name of product</i> 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.”</p>



		To record themselves filming their advertisement. To put as a QR code in books and on SeeSaw.
2		Continue with above.
3	<p><b>WALT:</b>  <b>Change the order of movements to create a dance sequence using contrasting feelings.</b></p>	<p><b>WALT:</b> Create a dance phrase, using music as the stimulus</p> <p><b>Warm up:</b> <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><b>Main Activity:</b> 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"> <li>o As a class, pick a travelling movement to cover 8 counts, e.g. crawling for 8 counts</li> <li>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.</li> <li>o Add a jump and a turn. Make sure there is stillness in between each movement.</li> <li>o After adding each new set of 8 counts (travel, stillness, turn, stillness etc.). Practice with the music.</li> </ul> <p><b>Plenary/Cool down:</b> Discuss the different elements used to create their dance</p>
4	<p><b>Jigsaw</b>  <b>WALT:</b>To  <b>Keep trying even when it is difficult / I carry on trying (persevering) even when I find tasks difficult</b></p>	<p><b>To continue with:</b></p> <p><b>Connect Us</b></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><b>Calm Me</b></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 so that we are ready to learn. Teacher to use the Jigsaw Chime and the ‘Calm Me’ Script.</p>






		<p><b>Open My Mind</b></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><b>Tell me or Show me</b></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><b>My Reflections</b></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>	
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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

<p><u>Numeracy (tuff spot)</u></p> <p>More or less game  <a href="#">100 number square</a>  <a href="#">detectives</a></p> <p>Odds and evens chains</p> 	<p><u>Literacy/ Writing</u></p> <p><a href="#">make an ou sleeping bag</a></p> <p><a href="#">rucksack sort</a></p> <p>TWINKL GO BOOKS  <b>Lions- LH4509</b>  <b>Bears- LH3024</b></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>