



Week Commencing 6th March

Good morning Dosbarth Draig Coch!

This week we will be continuing with our Science Challenge and will be starting our 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@Hwbcymru.net or EllisC181@hwbcymru.net

Monday

1	WALT: To learn my phonic sound	- SPELLING TEST Phonics Level 5, Week 7 Lesson 1	ACL.1
2	WALT: To write the results section of our Science Experiment.	To write the method section and stick the photos of their experiment in their books. To start writing their results section. Children to explain under each picture what the results were. Then to write a sentence explaining which was the most effective method.	ECC.3
3	WALT: To work on a balance with a partner. To practise jumping straight off a jump board	Gymnastics 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 Making bridges	HCL.5

Tuesday

1	WALT: To learn my phonics sounds.	Morning Warm Up Activity: Handwriting Phonics Session: Week 7 Lesson 2 MUSIC SESSION – Starting to compose Bran the Giant	EIC.2
2	WALT:	Play odd one out- have solids and then a glass of water. Which is the odd one out. Can the children explain why?	



		<p>To get the children list any solids that they know and any liquids. What is the difference between the two states of matter?</p> <p>https://www.youtube.com/watch?v=JQ4WduVp9k4</p> <p>https://www.youtube.com/watch?v=EtSQDdbMTQI</p> <p>To get the children to play a game. A small group of children will act as the particles. Children to position themselves in a tight, lined formation. Then liquid the children can stand close, but not touching and move around.</p> <p>Children to draw the solid and liquid flaps in their books and to draw the particles underneath the flap. Children to add a conclusion explaining about the particles and why they changed in the experiment. To add QR code of wax melting on the end.</p>	
		Continue with Science Experiment above.	
Wednesday			
1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To create a title page with definitions on.</p>	<p>Morning Activity Warm Up: write in 5s</p> <p>Phonics Session: Week 7 lesson 3</p> <p>ENTERPRISE TIME!</p> <p>Children to create a double page cover with Enterprise week as their heading.</p> <p>Can children remember some of the business words that they learnt last time they did an enterprise (remind them of previous actions and to look back in their books).</p> <p>To look at the vocab: Research Consumer Profit Producer Questionnaire Cost</p> <p>Film children explaining definitions</p> <p>*Leaving space for ethical section</p>	
2	WALT:	Continued as above	



3	WALT: To understand what ethical means.	<p>To work in small groups. To look at pictures and discuss what might be happening in each picture. pictures of rubbish</p> <p>To share ideas about pictures. To discuss how products can affect our environment and animals. I.e. Palm trees in rainforest cut down, what might be the impact? Packaging may not be reusable or recyclable, what might be the impact?</p> <p>To sort company statements from ethical products to not ethical. ethical or not ethical</p> <p>*photo of above activities to go in books.</p> <p>Children to write a statement saying what they would like their product to be. I.e. I would like our product to be cruelty free, sustainable and have recyclable packaging. I would like our product to be natural.</p> <p>Fill in the front cover with a mind map.</p>	

Thursday			
1	WALT: To learn my Phonics sound. WALT: Research wax products.	Morning Warm Up- Spellings- HF words- pyramid or rainbow writing technique. Phonics- Week 7 Lesson 4 To research items that can be made from wax. To create a pic collage in small groups.	
2	WALT: To collect results using a tally chart. WALT: To create a bar graph from my results.	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. Children to use purple mash to create a bar graph of results.	
3		Continue above	

Friday			
1	WALT: To know more or less of a	Morning Activity- practise sentence building. Can children improve Mr Ellis' sentences? Phonics: Week 7 Lesson 5 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	



	<p>weight and a cost.</p> <p>WALT: To research the weight and price of 3 bees wax pellet options.</p>	<p>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. table template To highlight in pink which bees wax they would buy, to state why at the bottom.</p>	
2		<p>Continue with above.</p>	
3	<p>WALT: Change the order of movements to create a dance sequence using contrasting feelings.</p>	<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	<p>Jigsaw</p> <p>WALT: To Keep trying even when it is difficult / I carry on trying (persevering) even when I find tasks difficult</p>	<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 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>
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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>Odds and evens chain making</p> 	<p><u>Literacy/ Writing</u></p> <p>Fairytale small world- i-e toadstools children to hide them in fairy scene and write them down once they find them.</p> <p>e-e Ea sheet</p> <p>TWINKL GO BOOKS Lions- LH4509 Bears- LH3024</p>	<p><u>Digital</u></p>
<p><u>Creative</u></p> <p>Children to make an observational drawing of a daffodil</p> 	<p><u>Construction</u></p>	<p><u>Water tray</u></p> <p>Observation on tadpoles.</p>