



TY'N Y WERN

Week Commencing 27th February

Good morning Dosbarth Draig Coch!

This week we will be celebrating the Eisteddford and having some competitions to celebrate our Welsh heritage. 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	<p>- SPELLING TEST</p> <p>Recite Pie Corbett style- Bran the Giant. Bran the giant simplified create QR code for our story board.</p> <p>To finish any Hot Writes that need to be completed and to finish self assessments using our Steps to Success.</p> <p>*EISTEDDFORD PRACTICE*</p> <p>Iliw poem</p>	ACL.1
2	WALT: To sort odd and even numbers	<p>Warm up- Count in 2s using number stick. Play the game 'buzz' and odds and evens. Remind children of evens chant. even and odd song</p> <p>Triangles- Do addition odds and evens pg 3 odd and even addition</p> <p>Squares- I- Colour in the odd and even on number square odd and even</p> <p>Circles- LH- Create a table for odds and evens and sort in a table</p> <p>Diamonds- DM- Sort odd and even - Play vote with your feet. Then to write on WB.</p>	ECC.3
3	WALT: To work on a balance with a partner. To practise jumping straight off a jump board	<p>Gymnastics</p> <p>Warm up- Wolves, sheep and farmers.</p> <p>To look at different landmarks. To get children to work in pairs to create a balance.</p> <p>To practise jumping straight up. Once children are confident to teach them how to use the spring board.</p> <p>Landscape- skyscrapers</p>	HCL5

Tuesday



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1	WALT: To learn my phonics sounds.	Morning Warm Up Activity: Handwriting Phonics Session: Week 5 lesson 1 i-e MUSIC SESSION	EIC.2
2	WALT: To look at multiplying by 5	<p>Warm up- count in 2s, 5s. Play fuzz buzz. Play odd or even – vote with feet.</p> <p>multiplying by 2 - Looking at using grams/ capacity- reasoning questions</p> <p>Triangles- I- Colour in the odd and even on number square odd and even - Colour 2s and 5s.</p> <p>Squares- LH – Create an odds and even table. To finish with a reasoning question.</p> <p>Circles- DM – Write out their 5s on the top of their books. To answer 4 x 5 etc.</p> <p>Diamonds- Page 1 odd and even addition, with some support from Triangle teachers.</p>	
3	WALT: To learn and recite our Eisteddford poem. Phonics	<p>To start filming for March Makaton month and inclusion month.</p> <p>To look and start to recite out Lliw poem for the Eisteddford.</p> <p>Week 5 Lesson 2</p>	

Wednesday			
1	WALT: To learn my phonics sounds.	Morning Activity Warm Up: Handwriting Phonics Session: Week 5 Lesson 3 ****EISTEDDFORD CONCERT****	
2	WALT: To sort odd and evens WALT: To look at groups of 5	Watch https://www.youtube.com/watch?v=TFcwMi8l040 Multiplying by 5 pp	



		<p>Triangles- Colour in the odd and even on number square odd and even</p> <p>Squares- DM - Write out 5s on WB. To then practise- 'groups of'. E.g. 4 groups of 5. do children count 4 jumps down their number line? To write down their answers in their books.</p> <p>Circles- Maths area. Order 5s on bead bar/ magic stick. Ipad.</p> <p>Diamonds- LH- Page 1 odd and even addition, with some support from Triangle teachers.</p>	
3	<p>WALT: To discuss and agree on the different methods that could be used.</p> <p>WALT: To write down the variables and their prediction.</p>	<p>To show children the three variables that they will use in their science experiment.</p> <p>To explain to the children that their challenge is to spread the wax across the canvas without holding the crayons.</p> <p>To have three stations for each of the tools and A3 paper to write down ideas -</p> <ol style="list-style-type: none"> 1. knife (blunt) 2. hairdryer 3. paintbrush and water <p>Children to write down how they would use that tool to complete the challenge.</p> <p>To share ideas together as a class and decide how each tool will be used.</p> <p>Children to write and draw the tools/ variables section.</p> <p>Children to draw themselves and a speech bubble of what they will predict. I.e. I predict that the ____ (hairdryer)___ will spread the wax across the canvas because.</p>	

Thursday			
1	<p>WALT: To learn my Phonics sound.</p> <p>WALT: COLD WRITE</p>	<p>Morning Warm Up- Spellings- HF words- pyramid or rainbow writing technique.</p> <p>Phonics- Week 5 lesson 4</p> <p>Cold write instructions for how to conduct the science experiment from yesterday. (Remember to put cold write header on)</p>	
2	<p>WALT: To look at multiples of 5</p>	<p>Warm Up – Count forwards and backwards in 5s.</p> <p>Triangles- DM - Colour in the odd and even on number square odd and even</p> <p>Squares- 5s activity</p>	



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		<p>Circles- KP- Write out 5s on WB. To then practise- 'groups of'. E.g. 4 groups of 5. do children count 4 jumps down their number line? To write down their answers in their books.</p> <p>Diamonds- Maths area. Order 5s on bead bar/ magic stick. Ipad.</p>	
3	WALT: TO explore and conduct the experiment.	<p>To work in small groups to conduct the experiment with close supervision. (Need to have photos of: -Children using each method ; knife, hairdryer, paintbrush. - The canvases after the experiment -Video of wax melting from the hairdryer.</p>	

Friday

1	WALT: To write the method and results section	<p>Morning Activity- practise sentence building. Can children improve Miss Power's sentences? Phonics- Week 5 Lesson 5</p> <p>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.</p> <p>*Next week- Play odd one out- have solids and then a glass of water. Which is the odd one out. Can the children explain why? To get the children list any solids that they know and any liquids. What is the difference between the two states of matter? https://www.youtube.com/watch?v=JQ4WduVp9k4 https://www.youtube.com/watch?v=EtSQDdbMTQI 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. 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>	
2	WALT: To multiply by 5	<p>counting in 5s song</p> <p>Triangles- KP- Write out 5s on WB. To then practise- 'groups of'. E.g. 4 groups of 5 and 3 x 5. do children count 4 jumps down their number line? To write down their answers in their books. To end with a reasoning question. maths reasoning question</p> <p>Squares- Maths area- completing booklets, ordering 5s on beadbar and magic stick. Ipads.</p>	



		<p>Circles- Show a model copy from Squares. 5s activity with some of squares helping and acting as teachers.</p> <p>Diamonds- DM- Write out 5s number line in the top of their books. Support children to complete 5s activity</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 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</p>


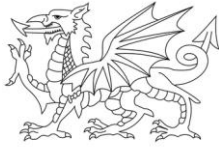


	<p>we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p>Open My Mind</p> <p>Sing or listen to the Jigsaw Song: 'For Me'. Ask the children what the song is trying to teach us about our dreams and goals. (E.g. Striving to achieve the best that we can be, looking ahead 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

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>TWINKL GO BOOKS</p> <p>Wolves- Lions- Bears- Foxes-</p>	<p><u>Digital</u></p>
<p><u>Creative</u></p>  <p>Children to draw Welsh dragon for competition</p>	<p><u>Construction</u></p>	<p><u>Water tray</u></p>