



### Week Commencing 13th February 2023

Good morning Dosbarth Draig Coch!

Our last week before half term, you have worked incredibly hard and have shown some amazing progress – well done Draig Coch

We will be starting our Hot Write, recounting the story of Bran the Blessed and producing our final published pieces!

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 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 style="text-align: center;"><b>SPELLING TEST</b></p> <p><b>Phonics Session:</b> <a href="#">a e saying 'ai' Party Preparations</a>  <b>Task:</b> <a href="#">a e Picture match</a></p> <p><b>Snack- Boost Book (The Owl who was afraid of the dark – Prediction Pip.</b></p>	<b>ACL.1</b>
2	<b>WALT: Recount the Story of Bran and the Bees</b>	<p><b>Introduction-</b> Recite Pie Corbett style- Bran the Giant. Bran the giant simplified. Children then act out the hexagon they have created for our Bran and the Bees Tapestry, can they do it in sequence? Produce QR code to put up on the wall so visitors can see our story.</p> <p><b>Main activity:</b>  All children to continue recounting our Bran and the Bees story for our 'Hot Write'. Work in groups with an adult to produce a two-page spread of our story.</p>	<b>ECC.3</b>
3	<b>WALT: Gymnastics - To practise teddy rolls, rocking rolls and forward rolls.</b>	<p><b>Gymnastics -</b>  To look at PP- rolls, using landscapes. To remind children of how to safely set up the hall. To have three groups. One working on teddy rolls, rocking rolls and forward rolls (supervised).</p>	<b>HCL.5</b>

#### Tuesday

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> Phoneme spotter 'ea'</p> <p><b>Phonics Session:</b> <a href="#">a e saying 'ai' The Snake Game</a></p> <p><b>Task:</b> <a href="#">Bake the Cake sorting game</a></p> <p><b>Introduction-</b> Recite Pie Corbett style- Bran the Giant. Bran the giant simplified. Children then act out the hexagon they have created for our Bran and the Bees Tapestry, can they do it in</p>	<b>EIC.2</b>
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		<p>sequence? Produce QR code to put up on the wall so visitors can see our story.</p> <p><b>Main activity:</b> All children to continue recounting our Bran and the Bees story for our 'Hot Write'. Work in groups with an adult to produce a two-page spread of our story.</p> <p><b>Snack- Boost Book – Vocab- Vocabulary Victor</b></p>	
2	<p><b>WALT: The 2 Times Table</b></p>	<p><b>Warm Up: 2 Times Table Song (Learning is Fun the Todd &amp; Ziggy Way!) <a href="https://youtu.be/BGWMPqh04o4">https://youtu.be/BGWMPqh04o4</a></b></p> <p><b>Main Activity: Teach - 2 Times Table</b> Work through powerpoint, children to complete slides on their whiteboards. Are they confident enough to come up and teach the class?</p>	
3	<p><b>WALT: To label colours in Welsh</b></p> <p><b>WALT: To perform a Welsh poem.</b></p>	<p>To continue to work on teaching the children Makaton signs and Welsh to teach the community in (Makaton March).</p> <p>To work on the Eisteddford poem lliw poem.</p>	

### Wednesday

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: Handwriting</b></p> <p><b>Phonics Session: <a href="#">a e saying 'ai' Grandpa Dada's Magic Snaps</a></b></p> <p><b>Task: <a href="#">Photo Labels</a></b></p> <p><b>Introduction-</b> Recite Pie Corbett style- Bran the Giant. Bran the giant simplified. Children then act out the hexagon they have created for our Bran and the Bees Tapestry, can they do it in sequence? Produce QR code to put up on the wall so visitors can see our story.</p> <p><b>Main activity:</b> All children to continue recounting our Bran and the Bees story for our 'Hot Write'. Work in groups with an adult to produce a two-page spread of our story.</p>	
2	<p><b>WALT: The 2 Times Table</b></p>	<p><b>Warm up: 2 Times Table Song (Learning is Fun The Todd &amp; Ziggy Way!) <a href="https://youtu.be/BGWMPqh04o4">https://youtu.be/BGWMPqh04o4</a></b></p> <p><b>Main Activity: Apply -</b> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</p> <p><b><a href="#">Varied Fluency Questions</a></b></p> <p><b><a href="#">Reasoning &amp; Problem Solving Questions</a></b></p> <p><b><a href="#">Extension Problems</a></b></p>	

		Supporting Activities	
		<p><b>The 2 Times Table</b></p> <p><b>Speedy 2s:</b> An activity for pairs or a group to be used in class or intervention to practise the 2 times table.</p> <p><b>Resources:</b> You will need two dice, and a whiteboard and pen per child.</p> <p><b>Activity:</b> Begin with each player writing: <math>2 \times \_\_ = \_\_</math> on their whiteboards. Players take it in turns to roll the dice. The children add the two numbers they roll together and put the total into the multiplication. All players work out the answer. Each player receives a point for the correct answer and the quickest player receives a bonus point. Play continues for 5 rounds and the winner is the player with the most points.</p> <p><b>Example:</b></p> <p><b>All Players:</b> Write <math>2 \times \_\_ = \_\_</math> on their whiteboard.</p> <p><b>Player 1:</b> Rolls a 3 and a 2.</p> <p><b>All Players:</b> Add the dice together and write 5 into their multiplication. They all calculate the answer to <math>2 \times 5</math> and write it on their whiteboard.</p> <p><b>Player 1:</b> Writes the answer 10 and receives 1 point.</p> <p><b>Player 2:</b> Writes the answer 10 the quickest and receives 2 points.</p> <p><b>Player 3:</b> Writes the answer 6 and receives 0 points.</p> <p>Play continues with another player rolling the dice. The player with the most points after 5 rounds, wins.</p> 	
3	<b>WALT: Guided Group Reading</b>	<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.</p> <p>Independent groups to access their Oxford reading login or Twinkl GO! Books within their level – To read and complete quiz.  <b>Twinkl GO! Codes: Level 5/6 – KR0328, Level 5 – ZL8571, Level 4 – YM1246, Level 3 – LE5324 and Level 2 – MA5134.</b></p> <p>Other groups to complete handwriting, phonic or spelling activities.</p>	
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="#">a e saying 'ai' Party Time</a></p> <p><b>Task:</b> <a href="#">Jigsaw Puzzle</a></p> <p><b>Introduction-</b> Recite Pie Corbett style- Bran the Giant. Bran the giant simplified. Children then act out the hexagon they have created for our Bran and the Bees Tapestry, can they do it in sequence? Produce QR code to put up on the wall so visitors can see our story</p> <p>Activity 1- To continue recounting our Bran and the Bees story for our 'Hot Write'</p> <p>Activity 2- If finished, Handwriting/Reading activities</p> <p>Activity 3- If finished, children can produce a page of their recount using IT for our writing display.</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	<b>WALT: Guided group reading</b>	<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>	







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Friday		
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="#">a e saying 'ai' Games and Gifts Galore</a>  <b>Task:</b> <a href="#">Gifts and Cake Writing Minibook</a></p> <p><b>Introduction-</b> Recite Pie Corbett style- Bran the Giant. Bran the giant simplified. Children then act out the hexagon they have created for our Bran and the Bees Tapestry, can they do it in sequence? Produce QR code to put up on the wall so visitors can see our story.</p> <p>Activity 1- To continue creating my story map, children to finish their small hexagon story map in their books</p> <p>Activity 2 - If finished, Handwriting/Reading activities</p> <p>Activity 3- If finished, children can produce a page of their recount using IT for our writing display.</p> <p><b>Snack- Boost Book.</b></p>
2	<p><b>WALT: PE: DDMIX Adapt a dance sequence to communicate a mood or feeling.</b></p>	<p><b>Warm up:</b> Kids warm up</p> <p><b>Introduction Activity:</b> Shapes. Play the game calling out travelling movements with an associated feeling. Groups /class recap their dance sequences from the previous lesson.</p> <p><b>Main Activity:</b> Play a contrasting piece of music. If ‘Storm’ was used during the previous lesson, use a slow, calm track, e.g. ‘Gymnopédie’. Discuss: Talk about the contrasting feelings/emotions this piece of music makes the children experience/think of. Ask the children to keep the same movements as the last lesson, but now they must adapt the way that they demonstrate them to fit the mood and music. Give the children time to practise. If working as a class, divide class into groups to perform their sequence to one another.</p> <p><b>Plenary/Cool down:</b> Discuss which movements needed to be altered more than others? Why? Discuss the contrasting movement qualities used during the phrase to emphasis the different moods/feelings. Focus on how the same movement was performed differently when portraying a different feeling.</p>
3	<p><b>Jigsaw WALT: Can work well in a group to create an end product.</b></p>	<p>Explain that this task is about making the dream bird but also learning about how to work as a team.</p> <p>As the children work on their dream birds for the rest of this lesson and the next, help them to focus on effective group work by asking questions such as:</p> <ul style="list-style-type: none"> <li>• Has everyone on your group got a job?</li> </ul>



<p><b>Can work with other people in a group to solve problems</b></p>	<ul style="list-style-type: none"> <li>• Is everyone clear in your team clear on the design of your bird?</li> <li>• Is everyone clear in your team what their role is?</li> <li>• Can you stop and think of an idea to use to help your group get on better with the task?</li> <li>• Have you got any ideas about how to solve problems when people in the group disagree?</li> <li>• What's working well in your group?</li> </ul>	
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Additional Tasks
<p>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</p>

Enhanced Provision		
<p><b><u>Numeracy (tuff spot)</u></b></p> <p>Playdough and arrays</p>  <p><b><u>Tuff Spot Discussion Problems</u></b></p>	<p><b><u>Literacy/Writing</u></b></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><b><u>Digital</u></b></p> <p><a href="#">Digital</a></p>  <p>To recount a fairytale they know.</p>
<p><b><u>Creative</u></b></p> <p>Design and build/draw a giant.</p>	<p><b><u>Construction</u></b></p> <p>Building Spaghetti Bridges</p> 	<p><b><u>Let's Explore (in tuff spot)</u></b></p>