



Week Commencing 6th February

Good morning Dosbarth Draig Coch!

This term we will be looking at Local Myths and Legends, in particular, Bran the Giant/ Bran the Blessed and Twmbarlwm. We will be starting our Hot Write and recounting the story of Bran the Blessed! It is also Internet Safety Week, so we will be looking at how to keep ourselves safe online.

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@Hwbwymru.net or EllisC181@hwbwymru.net

Monday

1	<p>WALT: To learn my phonic sound</p>	<p>Morning Warm Up- Sorting 'ay' and 'ai' words - SPELLING TEST</p> <p>Phonics- Week 4 Lesson 1 - ea</p> <p>Introduction- Recite Pie Corbett style- Bran the Giant. Bran the giant simplified</p> <p>Activity- Children to look at past and present tense, including irregular verbs. To remind children of time traveling 'ed' and 'irregular Sue'.</p> <p>regular past tense</p> <p>irregular sue</p> <p>To create a table of past and present tense.</p>	ACL.1
2	<p>WALT: To know that multiplication can be written in varies ways.</p>	<p>Mutlification expression</p> <p>Triangles- Hit the button Maths- ipad.</p> <p>Squares- Multiplication expression cut and stick to match different multiplication signs. Semi-independent and with LH</p> <p>Circles- multiplication expression to use sheet and then to think of their own. LH</p> <p>Diamonds- Using playdough show me e.g. 4 x 3 or 5 +5+ 5 etc. DM</p>	ECC.3
3	<p>WALT: To start to look at rocking and forward rolls.</p>	<p>Gymnastics</p> <p>Warm up- Farmer, wolf and sheep. To recap on teddy roll. To introduce rocking and forward roll. Hay bails - rolls To practise these.</p>	HCI.5

Tuesday



TY'N Y WERN

1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: Short Burst writing and sentence enhancing.</p> <p>WALT: Creating Steps to Success</p>	<p>Morning Warm Up Activity: Handwriting</p> <p>Phonics Session: Week 4 Lesson 2</p> <p>Introduction- Recite Pie Corbett style- Bran the Giant .</p> <p>Bran the giant simplified</p> <p>Introduction 2- Quick Past tense game.</p> <p>Activity 1- Children to look at pictures from the story of Bran. To think of different adjectives to describe these pictures. To use these to enhance their writing.</p> <p>To do short burst writing. To have a sentence on the board. Children to improve the sentence by choosing a good opener and adding an adjective. To peer assess one another.</p> <p>Activity 2- To remind children of WAGOLL. To create steps to success. WAGOLL</p>	EIC.2
2	<p>WALT: To know that multiplication can be written in varies ways.</p>	<p>Introduction into arrays</p> <p>Triangles- To say an array .ie. 3 rows of 2. Children to draw. Now 2 columns of 2. Children to do it on their WB. Picture uploaded to seesaw. (informal assessment- do they understand what row and column is?) DM</p> <p>Squares- Ipad- Hit the button.</p> <p>Circles- Creating arrays using play dough. (I- tuff spot)</p> <p>Diamonds- Varied fluency working on varied fluency of multiplication. LH</p>	
3	<p>WALT: To learn and recite our Eisteddford poem.</p>	<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>	

Wednesday

Wednesday			
1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To do Hot write on the recount of Bran the Blessed.</p>	<p>Morning Activity Warm Up: Handwriting</p> <p>Phonics Session: Week 4 Lesson 3</p> <p>Introduction- Recite Pie Corbett style- Bran the Giant.</p> <p>Bran the giant simplified</p> <p>To start Hot Write. To look at layout. To write first section.</p> <p>Foxes- To work with DM. To have children orally retell the story of Bran. DM to write down what the children say. Children to</p>	



TY'N Y WERN

		look at sentence. To discuss as a group how they would improve that sentence. To edit together and to write into their books.	
2	WALT: To know that multiplication can be written in varies ways.	Warm Up- Triangles- To draw arrays into their books. To discuss what they have written and drawn. What is the same. What is different. LH Squares- DM write the multiplication for the pictures Circles- Numeracy area- Booklets or maths tuff spot- making groups and beginning to make arrays from multiplication sums. (I) Diamonds- Hit the Button	
3	WALT: To help Bob find what he can and can't put online.	INTERNET SAFETY powerpoint on Bob Children can work in pairs to crack the codes. Diamonds and circles challenge. squares challenge Triangles challenge Children to feed back to each other what their findings were and to see how Bob and be safer in the future.	

Thursday			
1	WALT: To learn my Phonics sound. WALT: Hot write a recount of Bran the Giant.	Morning Warm Up- Improve the sentences on the board. Phonics- Week 4 Lesson 4 Activity 1- Children to work closely with teacher to write the next sections of their hot write. Foxes- Warm Up- To sequence the story of Bran using the PP slides from the Literacy board. To complete next section of Hot Write. Activity 2- To access enhanced- To make a penguin and write all the real 'ea' words on the penguins stomach.	
2	WALT: To know that multiplication can be written in varies ways.	Warm Up- Count in 2s, 5s, 10s. Stop and ask what is 3 groups of 10 ? etc Triangles- To complete the table (x, bar model, addition) Multiplying, bar and addition Squares- Use Numeracy area to compete workbooks or tuff spot to complete array challenge. (I) Ext Multiplying, bar and addition Circles- Multiplication expression cut and stick the same amounts together. DM Diamonds- Using the multiplication expression CE	
3	WALT: To create an	Children to recap on what is safe to put online and what they should do if something doesn't feel right.	



TY'N Y WERN

	internet safety poster.	To show children examples of internet safety posters. Children to work collaboratively to make an internet safety poster.	
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Friday			
1	WALT- To continue with Hot Write.	<p>Morning Activity : To put 'ed' on the end of regular verbs to put them into the past tense.</p> <p>Phonics- Week 4 Lesson 5</p> <p>Activity – Hot Write To continue with Hot Write of recount.</p> <p>Activity 2- To access enhanced- To make a penguin and write all the real 'ea' words on the penguin's stomach.</p>	
2	WALT:	<p>Warm up- to have a variety of grouped pictures on the board. Children to write down what they think. I.e. 5 + 5+ 5.</p> <p>Triangles- To have written questions and problem solve as group. They will need to use multiplication or repeated addition knowledge. Dosbarth Driag word problems</p> <p>Squares- To say an array .ie. 3 rows of 2 or 2 columns of 2. etc. Children to create it using counters. Then children to progress to drawing it on their WB. Picture uploaded to seesaw. (informal assessment- do they understand what row and column is? Can they group in this way? What do they notice is the same or different?) CE.</p> <p>Circles- Hit the button</p> <p>Diamonds- write the multiplication for the pictures To support by using the language asking, how many groups? Write that down. How many in each group? DM</p>	
3	WALT: Change the order of movements to create a dance sequence using contrasting feelings.	<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>	



<p>4 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 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

Numeracy (tuff spot)



Playdough and arrays

Literacy/ Writing

[Penguin Puppet template](#)
[Penguin words](#)

Tuff spot- coloured sand and paintbrushes/ tools to write HF words.



Digital



To recount a fairytale they know.

Creative

On easel – create on sea theme to make and label [sea createures and name](#)

Construction

Under teepee – train track.

Water tray

Sea theme