



Week Commencing 30th January 2023

Good morning and Happy New Year Dosbarth Draig Coch!
We hope you have had a wonderful break and we are excited to start a new term of learning.

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 phonics sounds Phase 5.	<p>Morning Warm Up Activity: Phoneme search (ie) see PP</p> <p>SPELLING TEST</p> <p>Phonics Session: Phase 5 – Week 3, Lesson 1 – ‘ie’ saying ‘igh’ Phase 5 – Week 3, Lesson 1 – ‘ie’ saying ‘igh’ Children then complete in pairs: Mr Tan's food game Snack- Boost Book (The Owl who was afraid of the dark – Prediction Pip.</p>	ACL.1
2	WALT: Recount the Story of Bran and the Bees	<p>Introduction- 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?</p> <p>Main activity: Children to then start to work collaboratively on the tapestry – using techniques such as stencilling, batik and tie die to produce their own piece/hexagon for the tapestry.</p>	ECC.3
3	<p>WALT: Gymnastics</p> <p>WALT: Cricket Wales/Chance to Shine</p>	<p>Gymnastics - Warm up- Farmer, wolf and sheep. Practise Log roll, Teddy roll and Curled sideways roll.</p> <p>Cricket – Striker Stance Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination - begin to apply these in a range of activities and participate in team games.</p> <p>Physical focus - Co-ordination and Control To develop the control of an object with the hands or bat</p> <p>Life Skill focus - Resilience To bounce back when things go wrong</p> <p>Keys to Success Keep hands close together when gripping the bat Watch the ball closely at all times</p>	HCL.5

Tuesday

1	WALT: To learn my phonics sounds Phase 5.	<p>Morning Warm Up Activity: See EMW PP</p> <p>Phonics Session: Phonics Session: Phase 5 – Week 3, Lesson 2 – ‘ie’ saying ‘igh’</p> <p>Children then complete: Mr Adam's 'ie' label match</p>	EIC.2
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		Snack- Boost Book – Vocab- Vocabulary Victor	
2	WALT: Recount the Story of Bran and the Bees	<p>Introduction- 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?</p> <p>Main activity: Children to then start to work collaboratively on the tapestry – using techniques such as stencilling, batik and tie die to produce their own piece/hexagon for the tapestry.</p>	
3	<p>WALT: To label colours in Welsh</p> <p>WALT: To start to write a Welsh poem.</p>	<p>To remind children of Lliw Enfys (makaton signs too). Children to complete Paint Palette and label colours.</p> <p>To look at Welsh poem Y Lliwiau Yn Gymraeg. Remind children of mutation rule (fel y a fel yr) Children to continue their research for a bank of nouns for different colours. I.e. eira, dail. etc.</p> <p>Groups to then start filming for community project, teaching Welsh and Makaton.</p>	

Wednesday

Industrial Action – Class closed

Thursday

1	<p>WALT: To learn my phonics sounds Phase 5.</p> <p>WALT: Recount the Story of Bran and the Bees</p>	<p>Morning Warm Up Activity: See EMW PP</p> <p>Phonics Session: Phonics Session: Phase 5 – Week 3, Lesson 3 – ‘ie’ saying ‘igh’</p> <p>Children then complete: ‘ie’ Hide and Seek / ‘ie’ Hide and Seek instructions</p> <p>Introduction - Recite Pie Corbett style- Bran the Giant. Bran the giant simplified 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- Handwriting/Reading activities</p> <p>Activity 3- Sentence writing in Literacy Area.</p> <p>Snack- Boost Book – Sequence- Sequencing Suki</p>	
Sports Xtra Workshop			
We will continue our Super Spies multiskills activities.			
2	WALT:	<p>Warm up: 2 times table song - https://youtu.be/BGWMPqh04o4</p>	



TY'N Y WERN

	The Multiplication Sign	<p>Main Activity: Teach As a class work through the PowerPoint The Multiplication Sign Children to complete tasks as we work through each slide and show their workings on their whiteboards, Mr Ellis to take photos for books. As a class then complete: Multiplication Sign tasks - one Multiplication Sign tasks - two Allow children to complete independently or in pairs if confident.</p>	
3	WALT: Guided group reading	<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> <p>Independent groups to access their Oxford reading login or Twinkl GO! Books within their level – To read and complete quiz. Twinkl GO! Codes: Level 5/6 – KR0328, Level 5 – ZL8571, Level 4 – YM1246, Level 3 – LE5324 and Level 2 – MA5134.</p> <p>Other groups to complete handwriting, phonic or spelling activities.</p>	

Friday

1	<p>WALT: To learn my phonics sounds Phase 5.</p> <p>WALT: Recount the Story of Bran and the Bees</p>	<p>Morning Warm Up Activity: See EMW PP</p> <p>Phonics Session: Phonics Session: Phase 5 – Week 3, Lesson 4 – ‘ie’ saying ‘igh’</p> <p>Children then complete: ‘ie’ picture and word match</p> <p>Introduction - Recite Pie Corbett style- Bran the Giant. Bran the giant simplified 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- Handwriting/Reading activities</p> <p>Activity 3- Sentence writing in Literacy Area.</p> <p>Snack- Boost Book.</p>	
2	WALT: To Recognise Equal Groups	<p>Warm up: 5 Times Table song - https://youtu.be/gfRVYPcfecE</p> <p>Main activity (Apply).</p> <p>Triangles and Squares to complete activity independently – see task - Circles and Diamonds to work with Mr Ellis.</p> <p>Children to complete fluency and move on to reasoning/problem solving questions. Reasoning and Problem Solving questions</p>	



TY'N Y WERN

3	<p>WALT: PE: DDMIX</p>	<p>Warm up: Kids warm up</p> <p>Introduction Activity: Who's leading who. Use this activity to encourage focus and concentration on copying movements from other class members.</p> <p>Main Activity: In a circle, explain that when we listen to music it can cause us to feel an emotion or set a mood. Play a few contrasting pieces of music and discuss how each piece makes them feel/what it makes them think of. Allow the children to move their bodies in response to the music. For good effect, keep switching between the tracks to allow the children to identify the difference between the way they move their bodies to the different tracks. Repeat the tracks and discuss how they moved to each piece of music. Introduce moving body parts separately, for example: Only move heads, only arms. In partners, label the children A and B. A's will lead and B's will mirror. Facing one another, A will pick one body part to move and B must copy how they move that body part. Alternate between the music tracks previously used. Swap roles to give B a chance to lead.</p> <p>Plenary/ Cool down: Discuss how the children responded to music stimuli and the feelings they experienced. How successful were they in mirroring the movements of their partner, and what helped them to do this effectively? Was it easier to mirror movements from a specific track?</p>
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Jigsaw

WALT:

Can work well in a group to create an end product

Can work with other people in a group to solve problems

The challenge in groups is to make some imaginary birds for 'A Garden of Dreams and Goals'.

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

Resources: You will need two sets of number cards. Set A containing the numbers 2, 3, 5 and 10, and set B containing the

Literacy/ Writing

Outdoor-

Humanities

Post it note- What do they want to know

digits 0 to 9. You will also need counters and a whiteboard and pen for each child and for the adult.

Activity: Begin by writing an empty multiplication calculation on the adult's whiteboard: $__ \times __ = __$ Player 1 takes a card from set A and a card from set B and places them into the multiplication. Each player must then write the calculation as a repeated addition on their whiteboard and work out the answer. Each player who writes the calculation correctly scores a point, and the player who is quickest at writing the calculation correctly scores a bonus point. The teacher can use the counters to represent the calculation either before or after the children write on their whiteboards. The winner is the player with the most points after all players have had a turn selecting cards to make the calculations.

Example:

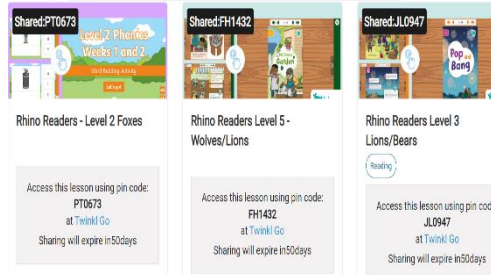
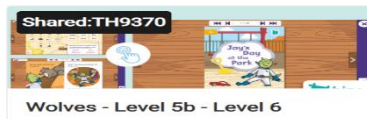
Player 1: Takes a card from set A and set B, and places them into the multiplication.

Adult: Uses counters to represent the calculation.

All Players: Write the repeated addition calculation on their whiteboards. Each player is awarded a point for writing $4 + 4 + 4 = 12$

Player 2: Awarded a bonus point for being the quickest to write the calculation.

Indoor-



Twinkl Go!

Wolves – TH9370

Wolves/Lions – FH1432

Lions/Bears – JL0947

Foxes – PT0673

Outside - Stepping Stones

[Tricky word stepping stones](#)

Their/oh/Would/Should/Some/Come

about the legend of Twmbarlam?

Creative

Design and build/draw a giant.

Construction

Building Spaghetti Bridges



Let's Explore (in tuff spot)