



Week Commencing 23rd January

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 to look at our collaborative design and technology project this week.

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	<p>WALT: To learn my phonic sound</p> <p>WALT: To write my story map.</p> <p>WALT: To cut out my material hexagon shape.</p>	<p>Morning Warm Up- Sorting 'ay' and 'ai' words - SPELLING TEST</p> <p>Phonics- Week 2 Lesson 1</p> <p>Introduction- Recite Pie Corbett style- Bran the Giant. Bran the giant simplified</p> <p>Activity 1- To continue creating my story map.</p> <p>Activity 2- To start cutting out my hexagon material.</p> <p>Activity 3- Sentence writing in Literacy Area.</p>	ACL.1
2	<p>WALT: To know that equal groups can be repeated addition.</p>	<p>Activity: Warm up- Counting forwards and backwards in 2s, 5s, 10s.</p> <p>Repeated addition</p> <p>To have groups drawn on paper and loose parts for children to place items into groups.</p> <p>Diamonds and Circles (LH) - To write repeated addition sum on WBs.</p> <p>Squares (DM) - Chn to write in their books groups and repeated addition.</p> <p>Triangles - (Ind)- Chn to look at multiplication cards- can they write down the repeated addition for each card. Partner to mark their work. Chn to upload to SeeSaw.</p>	ECC.3
3	<p>WALT: To learn different gymnastic rolls</p> <p>WALT: Cricket Wales</p>	<p>Gymnastics Warm up- Farmer, wolf and sheep. Practise Log roll, Teddy roll and Curled sideways roll.</p> <p>Brilliant Bowlers</p>	HCL.5





	Cricket Wales to come in and teach different cricket stances, catching and bowling techniques.	
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Tuesday		
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1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To create actions to retell the story of Bran</p> <p>WALT: To write a story map.</p> <p>WALT: To use a variety of textile techniques. (Stencilling)</p>	<p>Morning Warm Up Activity: Handwriting</p> <p>Phonics Session: Week 2 Lesson 2</p> <p>Introduction- Recite Pie Corbett style- Bran the Giant .</p> <p>Bran the giant simplified</p> <p>Whole class activity- Create actions and put on Literacy board.</p> <p>Main activity- To continue creating my story map.</p> <p>Plenary- Short burst sentence writing in Literacy Area.</p> <p>To look at stencilling on material to create grass, rolling hills and river patterns.</p>	EIC.2
2	<p>WALT: To know that equal groups can be counted using repeated addition.</p>	<p>Activity: Count in 2s, 5s, 10s. Remind children of repeated addition.</p> <p>Diamonds- To put numbers on number sticks (2s, 5s, 10s). To put numbers correctly on bead bar.</p> <p>Circles- DM- Children to write the repeated addition underneath groups.</p> <p>Squares- Ipad challenge</p>  <p>Triangles- LH- To look at a variety of equal groups. Can they write the groups using 'x' and repeated addition.</p>	
3	<p>WALT: To recite and perform my poem about Welsh colours.</p>	<p>To remind children of their Lliw poem. To record children performing their poem.</p> <p>To compile a list of words that the children think are important for their parents and community to know.</p> <p>To research these in both Welsh and Makaton.</p>	

Wednesday		
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1	<p>WALT: To learn my phonics sounds.</p>	<p>Morning Activity Warm Up: Handwriting</p> <p>Phonics Session: Week 2 Lesson 3</p>	
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	<p>WALT: To write a story map.</p>	<p>Introduction- Recite Pie Corbett style- Bran the Giant.</p> <p><u>Bran the giant simplified</u></p> <p>Activity 1- To continue creating my story map.</p> <p><u>St Dwynwen</u></p> <p>Make a Dwynwen Cards.</p>  <p>Valentines cards <i>Fun kids craft</i> <small>MasNas</small></p>	
2	<p>WALT:</p>	<p>Warm Up-</p> <p>Diamonds (DM)- To work together to complete sums. I.e. 3 groups of 2. Children to draw them in books and then write the number under each group. To write the addition sum and add the total. To use loose parts if needed.</p> <p>Circles- I-pad challenge- Counting in 10s</p>  <p>Squares (LH in books) and Triangles (ind on WB) To work in pairs. To roll two dice (different colours .e.g red/ white. Red is how many groups. White is how many in those groups.) Children to draw and write the multiplication sum and repeated addition for each roll.</p>	
3	<p>WALT: To create hexagon story for tapestry.</p>	<p>To use large hexagons (from PP <u>Bran the giant simplified</u>)</p> <p>To discuss each section of the story, remind them of their story maps. Children to draw the different scenes from their story map onto the hexagons. To split the children into groups and each group draw a certain scene.</p> <p>One hexagon from each section will be chosen to go on the tapestry.</p>	

Thursday		
1	<p>WALT: To learn my Phonics sound.</p> <p>WALT: To record me reciting the story of Bran.</p> <p>WALT: To create a bank of verbs and turn it into past tense. To then sort these verbs into regular or irregular.</p>	<p>Warm Up : Sentence building Phonics Session: Week 2 Lesson 4</p> <p>Introduction- Recite Bran the Giant's story. (To make sure hexagon story drawings are finished first)</p> <p>To perform Bran and the Giant in small groups. To record and upload to See Saw. To remind children of past tense 'ed' regular past tense To then show them irregular past tense verbs irregular past tense verbs</p> <p>To create a bank of verbs on the WB. Children to work together to write the past tense next to each verb. To then put into a table if they think they are regular or irregular past tense verbs.</p>
2	<p>WALT: To apply repeated addition to a variety of questions.</p>	<p>Warm Up- To count forward and backwards in 2s, 5s, 10s.</p> <p>Varied fluency- Repeated addition.</p> <p>Diamonds- I-pad- ICT games Place value</p>  <p>Circles (CE) - Page 1. Variety of varied fluency questions</p> <p>Squares (DM)- Page 2. Variety of varied fluency questions</p> <p>Triangles- I-pad or chrome books – ICT games- Multiplication</p> 
3	<p>WALT: To listen to Dragon Tales</p>	<p>. Guest visitor will perform Myths and Dragon Tales.</p> <p>To learn about St Dwynwen. Dwynwen Day</p>





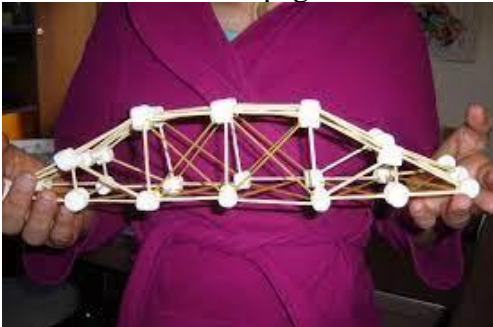
	WALT: To continue with story hexagons.	As above (Wednesday pm)	
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Friday			
1	<p>WALT- To learn my phonics sound</p> <p>WALT: To focus on how to improve my sentences.</p>	<p>Morning Activity : To put 'ed' on the end of regular verbs to put them into the past tense.</p> <p>Phonics- Week 2 Lesson 5</p> <p>To remind children of past tense 'ed' regular past tense</p> <p>To then show them irregular past tense verbs irregular past tense verbs</p> <p>To create a bank of past tense verbs together.</p> <p>To then do short burst writing about the story of Bran. To write about the first scene- How can they make this sentence better? (synonyms, different sentence starters, more detail etc).</p>	
2	<p>WALT: To apply addition to reasoning and problem solving.</p>	<p>Warm up- counting in groups. Model Diamonds activity.</p> <p>Diamonds- Work in pairs. Roll two dice (different colours; one being the group, one being how many in each group). To draw this out.</p> <p>Circles- DM- Reasoning and problem solving</p> <p>Squares- CE Reasoning questions / Numeracy Area Challenges</p> <p>Triangles- CE- Reasoning questions / Numeracy Area Challenges</p>	
3	<p>WALT: Change the order of movements to create a dance sequence using contrasting feelings.</p>	<p>Warm up: Follow the leader, with the leader using emotions to travel around the room.</p> <p>Introduction Activity: Recap the dance sequence from the previous lesson. Groups select a contrasting feeling to the original feeling they chose in the last lesson, for example: Happy – Angry / Excited – tired</p> <p>Main Activity: Within their groups from the previous lesson, split into smaller groups or pairs. Using a contrasting emotion, they must create a dance phrase using the same movements as the previous lesson but in a different order. For example: Four walks – two jumps – one turn, could become One turn – two jumps- four walks. Make sure that the groups adapt the movement qualities to suit the contrasting feelings. Children practice, creating two linked sequences, showing contrasting emotions. For example: Happy: Four walks – two jumps – one turn. Angry: One turn- two jumps- four walks - Children perform in small groups.</p> <p>Plenary/Cool down: Discuss how the groups demonstrated a clear contrast between the two feelings they were portraying. Focus on the contrasting movement qualities, gestures and expressions.</p>	
4	<p>Jigsaw</p> <p>WALT: To Keep trying even when it is difficult / I carry on trying (persevering) even when I</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</p>	



find tasks difficult	<p>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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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</u></p> <p>Roll and draw. Roll yellow dice for how many groups. Roll blue dice for how many in each group. Children to make it.</p>	<p><u>Literacy/ Writing</u></p> <p>Past tense memory game</p> <p>Oi or oy bingo.</p> <p>oi or oy</p> <p>Twinkl GO! Codes: Level 5/6 – KR0328, Level 5 – ZL8571, Level 4 – YM1246, Level 3 – LE5324 and Level 2 – MA5134</p>	<p><u>Digital</u></p>  <p>I movie- To experiment with I-movie and record puppets (Cold assessment)</p>
<p><u>Creative</u></p> <p>- Card and lollipop sticks to make puppets for Bran the Giant.</p>  <p>To have boxes to make scenes.</p>	<p><u>Construction (tuff spot)</u></p> <p>Build a bridge for Bran using marshmallows and spaghetti</p> 	<p><u>Let's Explore (in tuff spot)</u></p> <p>Wax crayons and paint. To create art work with crayons and paint over the top.</p> 