



TY'N Y WERN

Week Commencing 16th January 2023


Good morning and Happy New Year Dosbarth Draig Coch!
 We have loved having the children back and enjoyed hearing about their Christmas Holidays.
 We hope you have had a wonderful break and we are excited to start a new term of learning.








This term we will be looking at Local Myths and Legends, in particular, Bran the Giant/ Bran the Blessed and Twmbarlwm. 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](#).


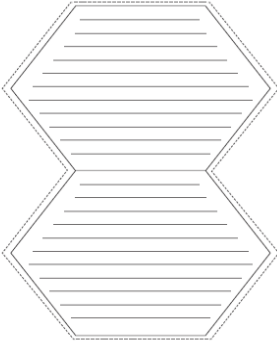










If you have any questions, please come and chat to us at the door or email us on
 HowardL26@Hwbcmru.net or EllisC181@hwbcmru.net


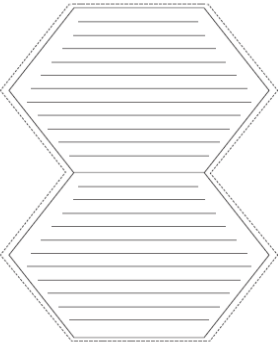

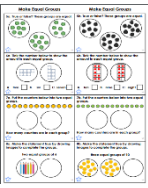
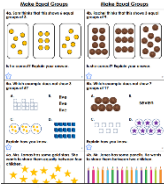

Monday

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: Phoneme search see PP</p> <p>Phonics Session: Phase 5 Week 1 – Lesson 3 – ‘ay’ saying ‘ai’ – Midday Fun.</p> <p>Literacy: Retell the story of Bran and the Bees (Branwen)</p> <p>Teacher to ask children questions on the story: What can they remember? Who were the characters? What happened to Bran?</p> <p>Children to role-play the story, acting out the key parts (T led) on the Teachers call the children will freeze frame a scene from the story (picture for books) and then explain to the T what was happening at that moment.</p> <p>Snack- Boost Book</p>	ACL.1
2	<p>WALT: To Recognise Equal Groups</p>	<p>Warm up: Coconut Multiples – X 2, X 5, X 10 -</p> <p>Main Activity – Teach - Make Equal Groups</p> <p>Go through PowerPoint allowing children to answer a range of fluency, reasoning and problem-solving questions. Children to show answers on whiteboards – photograph for books.</p> 	ECC.3
3	<p>WALT: Gymnastics</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>Cool Catchers Cricket Wales to come in and teach different cricket stances and catching techniques.</p>	HCL.5

Tuesday			
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: Phase 5 Phase 5 Week 1 – Lesson 4 -- ‘ay’ saying ‘ai’ – The Crayons.</p> <p>Literacy: Retell the story of Bran and the Bees (Branwen)</p> <p>Children to sequence story into their books, Wolves/Lions/Bears children to write a sentence under each picture, Foxes to say who is in each picture – T to support with ordering of pictures – Children to retell each other the story to support independent sequencing.</p> <p>Once sequencing is complete children to use the sequenced story to retell the story to T who will create a story map of Bran and the Bees (Picture for books).</p> <p>Snack- Boost Book – Vocab- Vocabulary Victor</p>	EIC.2
2	<p>WALT: To Recognise Equal Groups</p>	<p>Warm up: Coconut Multiples – X 2, X 5, X 10 -</p> <p>Main Activity: Answer the following 3 questions with class to remind them of how to create equal groups</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>1. Drag the counters below into three equal groups.</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p>How many counters are in each group?</p> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2. Describe which group one ball needs to be moved from, and which group it needs to join, to make all groups equal.</p>     </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>3. Copy and paste the spot in order to create the remaining dice to show six groups of 5.</p>  </div> </div> <p>Using hoops and equipment children to create equal groups as instructed by the teacher; 3 groups of 4, 4 groups of 3 etc. – Ask children what they notice – same answer! Remind children of how to share equally. (Photos for books).</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. To go through mutation rule (fel y a fel yr) Children to think and research bank of nouns for different colours. I.e. eira, dail. etc.</p>	


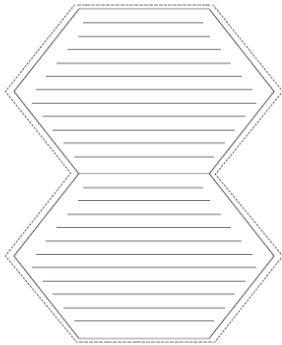
Wednesday			
1	<p>WALT: To learn my phonics</p>	<p>Morning Warm Up Activity: See EMW PP</p> <p>Phonics Session Phase 5 Week 1 – Lesson 5 – ‘ay’ saying ‘ai’ – Fun with Jay.</p>	


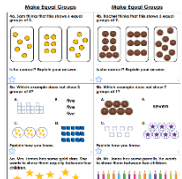
	<p>sounds Phase 5. WALT: Recount the Story of Bran and the Bees</p>	<p>Literacy: Retell the story of <u>Bran and the Bees (Branwen)</u> Children to start their story maps of Bran and the Bees for each Hexagonal/Honeycomb section of the Story Map created by the (T) yesterday. Wolves/Lions to complete independently (T) and DM to check that W/L are completing in sequence.</p> <p>(T) and DM to support Bears/Foxes with their story maps.</p>  	
<p>2</p>	<p>WALT: To Recognise Equal Groups</p>	<p>Warm up: Coconut Multiples – X 2, X 5, X 10 - </p> <p>Main Activity: In groups of mixed ability children to complete task</p> <p><u>Make Equal Groups</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Betty is having a party! She needs to share out the items below equally between five party bags. She has 50 items in total and must use them all.</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;"> <p><u>Each party bag must include:</u></p> <ul style="list-style-type: none"> • at least 3 party poppers • at least 1 party hat • at least 1 blower • no more than 2 cupcakes </div> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="text-align: center;">  party hat </div> <div style="text-align: center;">  cupcake </div> <div style="text-align: center;">  blower </div> <div style="text-align: center;">  party popper </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">      </div> </div> </div>	
<p>3</p>	<p>WALT: Guided Group Reading</p>	<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. 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>	


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<p>2</p>	<p>WALT: To Recognise Equal Groups</p>	<p>Warm up: Coconut Multiples – X 2, X 5, X 10 - </p> <p>Main activity (Apply). Triangles and Squares to complete activity with Teacher – see worksheet – Children to complete fluency and reasoning questions.</p> <p><u>Reasoning</u> <u>Fluency</u></p> <p> Circles and diamonds DM to play: Equal game  with groups</p> <p>Recognising Equal Groups Game</p> <p>Equipment:</p> <ul style="list-style-type: none"> • Counters or similar small objects • Whiteboards and pens <p>Instructions</p> <ol style="list-style-type: none"> 1. Play in pairs. 2. Grab a handful of counters each and count them. 3. Make equal groups with your counters and record the amount of groups you have made, on your whiteboard. 4. Make as many equal groups as you can. 5. When you have finished, compare what you have recorded on your whiteboard with the other player. The person with the most equal groups wins the game. 6. After 3 rounds of the game, choose a mastery question to discuss. 	
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Friday

<p>1</p> <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 Phase 5 Week 1 – Lesson 5 – ‘ay’ saying ‘ai’ – Fun with Jay.</p> <p>Literacy: Retell the story of Bran and the Bees (Branwen) Children to start their story maps of Bran and the Bees for each Hexagonal/Honeycomb section of the Story Map created by the (T) yesterday. Wolves/Lions to complete independently (T) and DM to check that W/L are completing in sequence.</p> <p>(T) and DM to support Bears/Foxes with their story maps.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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<p>2</p> <p>WALT: To Recognise Equal Groups</p>	<p>Warm up: Coconut Multiples – X 2, X 5, X 10 - </p> <p>Main activity (Apply). Triangles and Squares to complete activity with Teacher – see worksheet – Children to complete fluency and reasoning questions.</p> <p>Fluency</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Triangles and Squares to work with DM to play: Equal groups game</p> </div> </div>
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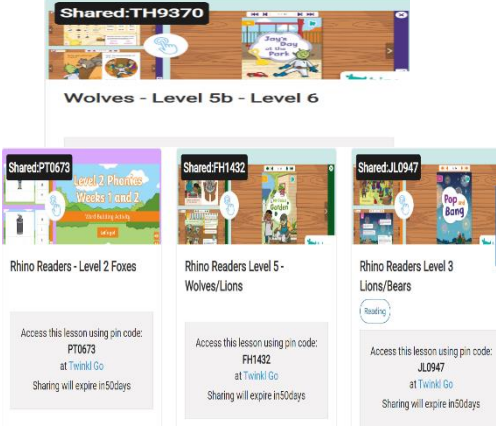

		<p style="text-align: center;">Recognising Equal Groups Game</p> <p>Equipment:</p> <ul style="list-style-type: none"> • Counters or similar small objects • Whiteboards and pens <p>Instructions</p> <ol style="list-style-type: none"> 1. Play in pairs. 2. Grab a handful of counters each and count them. 3. Make equal groups with your counters and record the amount of groups you have made, on your whiteboard. 4. Make as many equal groups as you can. 5. When you have finished, compare what you have recorded on your whiteboard with the other player. The person with the most equal groups wins the game. 6. After 3 rounds of the game, choose a mastery question to discuss. 
3	<p>WALT: PE: DDMIX To Perform a movement phrase that illustrates a feeling.</p>	<p>Warm up: Kids warm up</p> <p>Introduction Activity: Tell the children a story that encourages the children to move around the room. Include different travelling movements, adding in feelings or emotions.</p> <p>Main Activity: Demonstrate a simple phrase involving a travel, jump and a turn, for example: 4 walks – 2 jumps – one turn (each lasting 4 counts) Give the children time to practise this movement phrase Split the class into groups of 3. Each group will choose an emotion/feeling. They must adapt the way that they demonstrate the phrase to suit the feeling/emotion that they chose. Groups perform to the class, allowing them to guess the feeling being portrayed.</p> <p>Plenary/Cool down: Discuss how groups adapted the movement phrase to suit the feeling, focusing on the movement qualities, gestures and facial expressions. What could they do to make the emotion clearer in the movement?</p> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; background-color: #f9f9f9; margin: 10px 0;"> <p>Vocabulary & Questions</p> <ul style="list-style-type: none"> • How can you change the speed of your movements to reflect the emotion/feeling? • Which gestures could you use when performing your dance sequence? • Are there feelings/emotions in which you might move your body in a similar way? • Does everyone in your group know how many counts each movement should last for? • Which facial expression suits your group's emotion? </div>
4.	<p>WALT Jigsaw: Dreams and Goals.</p>	<p>Make sure the children understand the key vocabulary from these during the lesson so they can reflect on them at the end.</p> <p>Realistic/Proud/Success/Celebrate/Achievement/Goal</p> <p>With Jigsaw Jo's treasure chest in the middle of the circle, show children the 'success' pictures one at a time and ask them the question:</p> <p style="text-align: center;">Do you see success in this picture? Why or why not?</p> <p>If yes, how do you think the people in the picture feel about their success?</p> <p>(Ensure the children understand that feeling proud of success is a positive feeling.)</p>



		<p>The pictures that show ‘success’ are then placed in Jigsaw Jo’s treasure chest of success.</p> <p>(Help the children start to associate the treasure chest with success and ensure they understand what success means. It may be possible to interpret the pictures in a number of ways, e.g. a goal keeper may have let a goal in but maybe successful because s/he is in the national team.)</p> <p>Invite the children in talking partners to share something they have achieved and felt proud about.</p> <p>Once all the children have an idea, pass Jigsaw Jo around the circle and invite each child to share their success and their feelings about it.</p> <p>Summarise by explaining that we can store these proud and positive feelings inside us.</p> <p>Ask the children to imagine they have a treasure chest inside them and they are storing their special feelings inside.</p> <p>You could ask children to mime their successes for others to guess.</p>
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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><u>Numeracy</u></p> <p>Make equal groups</p>	<p><u>Literacy/ Writing</u></p> <p>Outdoor-</p>	<p><u>Humanities</u></p>

<p>Hoops, lego, pasta.</p>	<p>Indoor-</p>  <p>Twinkl GO! Codes: Level 5/6 – KR0328, Level 5 – ZL8571, Level 4 – YM1246, Level 3 – LE5324 and Level 2 – MA5134</p>	<p>Post it note- What do they want to know about the legend of Twmbarlam?</p>
<p><u>Creative Design and build/draw a giant.</u></p>	<p><u>Construction</u></p> <p>Can they build a bridge using spaghetti and playdough, marshmallows?</p> 	<p><u>Let's Explore (in tuff spot)</u></p>