



TY'N Y WERN

**Week Commencing 21<sup>st</sup> November**

Good morning Dosbarth Draig Coch!

We hope to catch you this week for our Parent/Teacher phone calls – please let us know if any time, date is inconvenient.

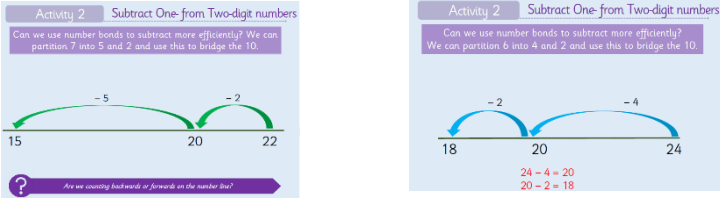
We have now messaged parents to share with them the roles that their children have in the Christmas Concert. If you are unsure about anything, please come and see us or email us.

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><b>WALT: To learn my phonics sounds.</b></p> <p><b>WALT: Recipe Hot Write</b></p>	<p><b>Morning Warm Up Activity:</b> Writing capitals.  <b>Phonics Session: CVCC Words Phonics Lesson - Level 4</b>  <a href="#">Week 2 Lesson 1</a>  <b>To discuss Arts project for next term- what do the children want to do?</b></p> <p><a href="http://www.landoflegends.wales/location/twmbarlwm">http://www.landoflegends.wales/location/twmbarlwm</a></p> <p><b>Finish Hot Writes for Welsh cake recipes.</b>  <b>Snack- Boost Book (The Owl who was afraid of the dark – Prediction Pip.</b></p>	<b>ACL.1</b>
2	<p><b>WALT: To know and explore subtraction within 100.</b></p> <p>GL assessment</p>	<p><b>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid more, less etc (introducing new vocab fewer)</b></p> <p>To show children subtraction sign (-) and vocabulary subtract, minus, less. To remind them to count up the number line. Show a number line and 100 square (top marks)          Children to access different activities and to assess their subtraction knowledge and application of number facts.  <b>Triangles: For this week Triangles to look at different subtraction reasoning and problem solving questions.</b>  <a href="#">Triangles Monday</a>  <b>To complete GL Assessments</b>  <b>Squares/Circles/Diamonds:</b> (Teacher and TA to rotate through these groups throughout week).  <b>Subtract One - from Two-digit numbers.</b> each group that is not with T/TA to consolidate number bonds to 10/20/100 on hit the button and record scores – children to use related facts to progress. <a href="#">Diamonds-Circles-Squares</a></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="493 1800 794 2004"> <p>Activity 1 Subtract One from Two-digit numbers</p> <p>Can you put the larger number in your head and count back the smaller number? Start at 22 and count back 7.</p> <p><math>22 - 7 =</math></p> <p>15 16 17 18 19 20 21 22</p> </div> <div data-bbox="906 1800 1224 2004"> <p>Activity 1 Subtract One from Two-digit numbers</p> <p>Can you put the larger number in your head and count back the smaller number? Start at 24 and count back 6.</p> <p><math>24 - 6 =</math></p> <p>18 19 20 21 22 23 24</p> </div> </div>	<b>ECC.3</b>

		 <p>• <b>GL assessments</b></p>	
3	<b>WALT: To learn the concert dance.</b>	<b>Warm Up: To play Bean warm up. Side stepping practise. Free style dance then form in line when music stops. To start to learn the line dance for Nazareth Town's People.</b>	<b>HCL5</b>

Tuesday			
1	<b>WALT: To learn my phonics sounds. WALT: Complete a cold write on a Fact file about their local hero.</b>	<p><b>Morning Warm Up Activity:</b> Sentence building.</p> <p><b>Phonics Session:</b> Level 4 <a href="#">Week 2 Lesson2</a></p> <p><b>Activity: Cold Write</b> Children to think of somebody that they know and admire. Children to draw and write facts about them.</p> <p><b>Snack- Boost Book – Vocab- Vocabulary Victor</b></p>	<b>EIC.2</b>
2	<b>WALT: To know and explore subtraction within 100.</b>	<p><b>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc.</b> To show children subtraction sign (-) and vocabulary subtract, minus, less. To remind them to count up the number line. Show a number line and 100 square (top marks) Children to access different activities and to assess their subtraction knowledge and application of number facts.</p> <p><b>Triangles:</b> For this week Triangles to look at different subtraction reasoning and problem solving questions. <a href="#">Triangles Tuesday</a></p> <p><b>Squares/Circles/Diamonds:</b> (Teacher and TA to rotate through these groups throughout week). Subtract One - from Two-digit numbers. each group that is not with T/TA to consolidate number bonds to 10/20/100 on hit the button and record scores – children to use related facts to progress. <a href="#">Diamonds-Circles-Squares</a></p>	

		<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Activity 3</b> Subtract One from Two-digit numbers</p> <p>Subtract 8 from 24.</p> <p>Tens    Ones</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="border-right: 1px solid black; padding: 5px;">2</td><td style="padding: 5px;">4</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-</td><td style="padding: 5px;">8</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;"> </td><td style="padding: 5px;"> </td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;"> </td><td style="padding: 5px;"> </td></tr> </table> <ul style="list-style-type: none"> <li>Can we take 8 ones away?</li> <li>Exchange 1 ten for 10 ones.</li> <li>Take away 8 ones.</li> <li>Can you write this using the column method?</li> </ul> <p style="font-size: x-small; color: purple; text-align: center;">? Are we counting backwards or forwards on the number line?</p> </div> <div style="width: 48%;"> <p><b>Activity 3</b> Subtract One from Two-digit numbers</p> <p>Subtract 6 from 24.</p> <p>Tens    Ones</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="border-right: 1px solid black; padding: 5px;">2</td><td style="padding: 5px;">4</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-</td><td style="padding: 5px;">6</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;"> </td><td style="padding: 5px;"> </td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;"> </td><td style="padding: 5px;"> </td></tr> </table> <ul style="list-style-type: none"> <li>Can we take 6 ones away?</li> <li>Exchange 1 ten for 10 ones.</li> <li>Take away 6 ones.</li> <li>Can you write this using the column method?</li> </ul> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 48%;"> <p><b>4</b> Subtract with Two-digit Numbers (1)</p> <p>47 - 31 = ____</p> <p>7 ones - 1 one = ____</p> <p>4 tens - 3 tens = ____</p> <p>We have ____ ten and ____ ones</p> </div> <div style="width: 48%;"> <p><b>5</b> Subtract with Two-digit Numbers (1)</p> <p>34 - 13</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="border-right: 1px solid black; padding: 5px;">30</td><td style="padding: 5px;">4</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">- 10</td><td style="padding: 5px;">- 3</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">20</td><td style="padding: 5px;">1</td></tr> </table> <ul style="list-style-type: none"> <li>Partition the number 34.</li> <li>Partition 13 and subtract the ones and the tens.</li> <li>Place the partitioned number back together.</li> </ul> <p style="font-size: x-small; color: purple; text-align: center;">? Do we need to make both numbers in the subtraction before we take it away?</p> </div> </div> <p style="text-align: center; margin-top: 20px;"><b>• GL assessments</b></p>	2	4	-	8					2	4	-	6					30	4	- 10	- 3	20	1	
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3	<p><b>WALT:</b> <b>Sequence the story of Cinderella</b></p>	<p>Wales Factfile to finish To add Dw'in bwy yn Cymru To look at the story of Cinderella. <a href="#">Sinderela story</a> Place the flashcards outside. Children to move to the flashcard said Cerddwch i'r palas, Sgipiwch at ddeuddeg o'r gloch, Hopiwch at Ych, Neidiwch at Mam Hud. Sequence the story of Cinderella. <a href="#">Sinderela sequences</a></p>																							

Wednesday			
1	<p><b>WALT: To learn my phonics sounds.</b> <b>WALT: To know fact or opinion</b></p>	<p><b>Morning Warm Up Activity:</b> Sentence writing</p> <p><b>Phonics Session: Level 4 <a href="#">Week 2 Lesson 3</a></b></p> <p>Fact or opinion?</p> <p>Warm up- Assess children's knowledge of fact or opinion. To have a list of statements on the WB. To vote with feet- Fact or opinion. To use majority to mark statements. (Take photo of WB and put in books to show previous knowledge.</p> <p>To explain the difference between fact or opinion. <a href="#">PP on opinion and fact</a></p> <p>Children to sort into a table if the statements are fact and some opinion. <a href="#">Insects fact or opinion activity</a></p> <p>Wolves- To use statements shown on board. To draw their own table and to write statements in. To choose an animal and create two sentences about the animal. One fact/ one opinion.</p> <p>Lions- Draw table, write the insect sentences into their table.</p> <p>Bears- Draw table, cut and stick statements, explain to teacher why they have chosen that box. To write about another animal, to write a fact and an opinion.</p>	

		<p>Foxes DM- To use sheet and cut and stick in appropriate box. To discuss why they have put it in that box, how do they know ? To have DM create facts or opinions- children to vote with their feet.</p> <p>Plenary- To read an extract and underline in different colours Fact or Opinion. <a href="#">Elephant passage</a></p>	
2	<p><b>WALT: To use outdoors to explore place value and numbers – subtraction focus.</b></p>	<p><b>Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less.</b>  <b>WELLY WEDNESDAY- Outdoors</b>  <b>Children to use natural objects to represent tens and ones.</b>          To use natural objects to create Say it Make it Write it to show off the subtraction methods they have learnt this week so far.</p>  <p><b>Triangles to continue with problem solving and reasoning.</b>  <a href="#">Triangles Wednesday</a></p> <p>Plenary- To thread leaves onto string to use as a number bar.</p>	
3	<p><b>WALT: Think Positive: Think Happy, Feel Happy - How to recognise and name different feelings.</b></p>	<p><b>To continue with PP</b>  <a href="#">Think Happy PowerPoint (PP)</a>  <b>Think a Happy Thought:</b> Share the Big Questions with the class and see what they think positive thinking might be and how it can make people feel better. Share some responses. Next, ask the children to sit very quietly and to relax – use Jigsaw Chime! Tell them they are going to try to clear their minds and that they can close their eyes if it helps. When they are all ready, ask them to imagine a happy thought. It could be something they are looking forward to or something they recently did that made them happy. It could be a person or place that makes them happy. After a moment, ask the children to open their eyes and pick some children to share their happy thoughts.</p> <p><b>What is Positive Thinking?</b> Using the PP explain to the children what positive thinking is. Next, consider the kind of vocabulary we might use when we are thinking positive, happy thoughts. Children to share any positive words they can think of with their talk partner.</p> <p><b>Positive Thoughts:</b> Work through the PP with the class, looking at the examples of things a negative person might think about a situation, then compare with how a positive person might respond to that same situation. Display the next slide on the PP. Discuss with the class that there are lots of things we can do to help ourselves feel good and thinking positive thoughts is one of them.</p>	



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	<p><b>Turn That Frown Upside Down:</b> Read the children some statements, all of which are negative. Ask the children to work with their talk partner to try to think of an alternative thing to say, that focuses on the positive.</p>	
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Thursday		
1	<p><b>WALT Phonics</b></p> <p><b>WALT: Research their hero.</b></p>	<p><b>Morning Warm Up Activity:</b></p> <p><b>Phonics Session: Level 4 <a href="#">Week 2 Lesson 4</a></b></p> <p>Look at Welsh heroes;</p> <p>Dame Tanni Grey Thompson- <a href="#">about Tanni</a></p> <p>Aneurin Bevan - <a href="#">Powerpoint</a></p> <p>Betty Campbell- <a href="#">Video and facts</a></p> <p>Iolo Williams-</p> <p>Gareth Bale- <a href="https://kids.kiddle.co/Gareth_Bale">https://kids.kiddle.co/Gareth_Bale</a></p> <p>To show children websites to use and how to use search engine.</p> <p>Children to work in mixed abilities and further research the Welsh hero given. To write information on a shared sheet.</p> <p><b>Snack- Boost Book – Sequence- Sequencing Suki</b></p>
2	<p><b>WALT: To read scales and transfer number application.</b></p>	<p><b>Warm Up - Continue with 10 more 10 less (Children who are still unsure catch up intervention with DM.</b></p> <p>To show children subtraction sign (-) and vocabulary subtract, minus, less. To remind them to count up the number line. Show a number line and 100 square (top marks).</p> <p>Children to access different activities and to assess their subtraction knowledge and application of number facts.</p> <p><b>Triangles:</b> For this week Triangles to look at different subtraction reasoning and problem solving questions. <a href="#">Triangles Thursday</a></p> <p><b>Squares/Circles/Diamonds:</b> (Teacher and TA to rotate through these groups throughout week). Subtract One - from Two-digit numbers. each group that is not with T/TA to consolidate number bonds to 10/20/100 on hit the button and record scores – children to use related facts to progress. <a href="#">Diamonds-Circles-Squares</a></p>

3	<p><b>WALT: Think Positive: Think Happy, Feel Happy - How to recognise and name different feelings.</b></p>	<p>Continue with Think Positive session, children to complete and finish activities.</p> <p><a href="#">Think Happy PowerPoint (PP)</a></p>	

Friday			
1	<p><b>WALT- Recap on phonics learnt.</b></p> <p><b>WALT: Hot seat one another.</b></p> <p><b>WALT: Short burst write.</b></p>	<p><b>Morning Warm Up Activity:</b> Wolves: Phonics Game, Lions: Handwriting, Bears: Oxford Reading, Foxes: Times-table: Rock Stars DM- Reading 1:1</p> <p><b>Phonics Session: Level 4 <a href="#">Week 2 Lesson 5</a></b></p> <p>Children given time to look at what they found out about their hero. To choose a child from each group to hot seat. This child will pretend to be the hero and tell the children 5 fact about themselves. After each child the teacher will model his opinion on the hero.</p> <p>Children to practise short burst writing on facts about their chosen hero. To aim to write at least three to five facts about their hero. To underline the facts in blue. *Note- to leave 2 lines underneath each sentence to edit sentences on Monday.</p> <p>(Extension- if there is time- To write a few sentences stating their opinion using basic sentence starters .e.g. ‘In my opinion, I think that, I believe that...’ To underline these in red)</p>	
2	<p><b>WALT: Subtraction and Addition</b></p>	<p><b>Warm Up - Continue with 10 more 10 less (Children who are still unsure catch up intervention with DM.</b></p> <p>To show children subtraction sign (-) and vocabulary subtract, minus, less. To remind them to count up the number line. Show a number line and 100 square (top marks).</p> <p>Children to access different activities and to assess their subtraction knowledge and application of number facts.</p> <p><b>Triangles:</b> For this week Triangles to look at different subtraction reasoning and problem solving questions. <a href="#">Triangles Friday</a></p> <p><b>Squares/Circles/Diamonds:</b> (Teacher and TA to rotate through these groups throughout week). Subtract One - from Two-digit numbers. each group that is not with T/TA to consolidate number bonds to 10/20/100 on hit the button</p>	




		and record scores – children to use related facts to progress. <a href="#">Diamonds-Circles-Squares</a> <b>Finish and complete activities from this week – consolidate if time.</b>
3	<b>WALT: PE: Circuits – Changing Direction.</b>	<p><b>Warm-Up:</b> Travelling Cars: Hoops and Cones Why is it important to warm up before we exercise? Spread cones and hoops around the room. Tell the children that they are going to be cars travelling around the room. Each time the children get to a cone, it is a junction and they must change direction. If they get to a hoop, they need to go around it like a roundabout. Instruct the children to travel in different ways (hopping, jumping, bunny hops, sidesteps, skipping) or to choose their own way of travelling using a different way each time they have passed a junction.</p> <p><b>Changing Direction:</b> Talk about how to make quick changes of direction by planting one foot and using it as a pivot. Encourage the children to bend their knees slightly and to push off from the planted foot to help them to run back the other way. Give children time to practise this by running towards a cone and back again. Encourage the children to try each foot as the pivot, not just rely on one. Can you pivot using your other foot?</p> <p><b>Shuttle Run:</b> Introduce the first activity for the circuit. Remind children that they are getting a score for each of the activities and that their score for the shuttle run will be how many times they can run from cone to cone in 45 seconds (time can be altered as necessary). Sort the children into pairs and explain that one person will be completing the shuttle run while the other person counts how many runs they do. Ask the children to record their scores. Give the children two practices each, if time allows. Set up the cones for each pair in a line down the length of the hall so that the distance between the cones is consistent (i.e. the width of the hall). Children who find it difficult to change direction using one foot to pivot, can run round the cones at each end of the run. This allows them to keep running in the same direction.</p> <p>The shuttle run can be set up in a star formation, so that more changes of direction are required. This version can also be used in the final circuit, if needed. Children return to the centre cone each time.</p> <p>What have we learnt: Emphasise the three key words for the children to remember – <b><i>plant, pivot and push.</i></b></p>
4	<b>Jigsaw</b>	

#### Additional Tasks

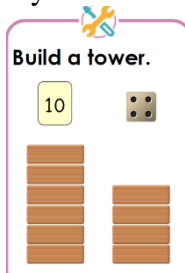
8:50am: Doors open, - Children to complete group Morning Tasks.  
 9.10am- Register  
 9:20am: Phonics  
 9:30am: Literacy  
 10:15am: Boost book and snack.  
 10.30am: Break  
 11:00am: Maths

12:00pm: Lunch  
 1:00pm: Registration  
 1:10pm: Mindfulness  
 1:20pm: Group guided reading  
 1:50pm: Topic / PE  
 3:15pm: Home time

Enhanced Provision		
<p><u>Numeracy</u></p> <p>Say it, make it, write it.</p> <p>Subtraction games</p>	<p><u>Literacy/ Writing</u></p> <p>Outdoor- Tuff spot- <a href="#">Write in the snow</a>          Write words in flour.</p> <p>Indoor- Use sentence building prompts- Rainbow sentences/ flip sentence.</p> <div style="text-align: center;">  <p>Wolves - Level 5b - Level 6</p> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Rhino Readers - Level 2 Foxes</p> <p>Access this lesson using pin code: PT0673 at Twinkl Go Sharing will expire in 50 days</p> </div> <div style="text-align: center;">  <p>Rhino Readers Level 5 - Wolves/Lions</p> <p>Access this lesson using pin code: FH1432 at Twinkl Go Sharing will expire in 50 days</p> </div> <div style="text-align: center;">  <p>Rhino Readers Level 3 Lions/Bears</p> <p>Access this lesson using pin code: JL0947 at Twinkl Go Sharing will expire in 50 days</p> </div> </div> <p><b>Twinkl Go!</b>          Wolves – TH9370          Wolves/Lions – FH1432          Lions/Bears – JL0947          Foxes – PT0673</p> <p>Outside - Stepping Stones  <a href="#">Tricky word stepping stones</a></p>	<p><u>Humanities</u></p> <p>Post it note- What do they want to know about their World?</p>
<p><u>Creative</u></p> <p>1) Draw the fireworks that they saw.</p>	<p><u>Construction</u></p> <p>Provide children with three numeral cards to pick from: 10, 20 or 30. This is the number of bricks they will use to build a tower.</p>	<p><u>Let's Explore (in tuff spot)</u></p>

2) Collaborative  
Art- Create a  
poppy scene.

They roll a dice and subtract that



many bricks by  
removing them  
from their tower.  
Children can say  
the calculation  
aloud.