



WB 06.05.2024

Hello everyone and welcome back, I hope you had a lovely weekend! I am so looking forward to continuing your learning journey with you and excited for all the wonderful experiences we have to come.

As always, if you are working from home, try to follow the plan as best as you can and remember to upload photographs of your work to Seesaw so that it can be marked and we can feedback. Any extra sheets or information you may need will be included in a link in [blue](#).

Any problems, feel free to comment on Seesaw or email me on Webberr23@hwbcymru.net

Monday

Bank Holiday- School Closed

Tuesday

1	<p>WALT: Mark my hot write poetry</p> <p>Reflect on my previous learning</p>	<p>Morning activity: Valued voices- Odd one out 9.15am-9.30am- Children take part in training for the 2k/daily mile Activity: Activity 1- children will be marking their hot write poetry using the steps to success criteria created by the class. Activity 2- Introduce new writing genre- Recount. Revisit previous learning (valued voices discussion) What is a recount? What is the form and purpose of a recount? Take feedback from children and create a class mind map to represent our knowledge.</p>	<p>ACL.1 ACL.2 ACL.4 ACL.6</p>
2	<p>WALT: Cold write- letter (recount)</p>	<p>Activity: Today we will be writing our next cold write- a letter. Children will be writing a letter to Mrs Webber as our cold write. Children will be writing their bank holiday news in the letter. Extension- return to your topic page and add any new knowledge/learning that you have</p>	<p>ACL.1 ACL.2 ACL.4 ACL.6</p>
3	<p>WALT: Recognising coins and notes-£1 and p</p>	<p>Activity: Warm up-</p> <ul style="list-style-type: none"> • Chanting in 3s and 4s • Ranges- place value counting beads • Column addition- differentiated <p>During this session we will be introducing money, asking children to recognise British Coins and identify pound and pence value. Children will complete activities.</p>	<p>ACL.1 ACL.2 ACL.5 EIC.5</p>

Wednesday

1	<p>WALT: Count money pence (practical)</p>	<p>Morning activity: Valued voices- would you rather? Open the Book- 9.30am-9.50am Activity: Warm up-</p> <ul style="list-style-type: none"> • Chanting in 3s and 4s • Ranges- place value counting beads • Column subtraction- differentiated 	<p>ACL.1 ACL.2 ACL.5 EIC.5</p>
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TY'N Y WERN

		<p>During this session we will working with coins and maths games to count amounts of money. Differentiated amounts will be used.</p> <p>Bronze- count amounts pennies and two pence Silver- count amounts up to 50p Gold- count amounts up to 99p Extend- count amounts beyond a £1</p>	
2	<p>WALT: WAGOLL- features of recount/letter</p>	<p>Activity: In this session we will be looking at features of a formal letter. Children will be given a letter in pairs and will highlight and label any features that they notice.</p>	<p>ACL.1 ACL.2 ACL.4 ACL.6</p>
3	<p>WALT: Take part in performance</p> <p>Valued voices- what issues are faced by inhabitants of the Ocean?</p>	<p>Activity: This afternoon we will be working with Mr Wheeler to practise our song performances for the Lesotho concert. Yma o Hyd He Lives in You</p> <p>Activity: Valued voices discussion- children will work in group this afternoon to participate in a Valued Voices discussion. Children will be asked to discuss 'What issues are faced by the inhabitants of the Ocean?' Individual children will be asked to take on the role of Instigator, Builder and Challenger supported by class script resources.</p>	<p>HCI.6</p> <p>EIC.2 EIC.3 EIC.4 EIC.5 HCI.1</p>

Thursday			
1	<p>WALT: Count money- pence (record)</p>	<p>Morning activity: Times tables Activity: Warm up-</p> <ul style="list-style-type: none"> • Chanting in 3s and 4s • Ranges- place value counting beads • Column addition (money)- differentiated <p>Children will complete written tasks- counting amounts in pence and recording. Bronze- count amounts pennies and two pence Silver- count amounts up to 50p Gold- count amounts up to 99p Extend- count amounts beyond a £1</p>	<p>ACL.1 ACL.2 ACL.5 EIC.5</p>
2	<p>WALT: Water pollution</p>	<p>Activity: Using chromebooks and working in differentiated pairs/threes (selected by RW) children will conduct their own research into water pollution and record the information that they discover. RW will provide some reading for information text on water pollution.</p>	<p>EIC.2 EIC.3 EIC.4 EIC.5 HCI.1</p>
3	<p>WALT: Cymraeg- pets</p>	<p>Activity: Welsh Pets Using the Welsh Placemats revisit the Welsh sentence patterns that we have previously studied and ask and answer questions in class introduction session.</p> <p>Introduce new Welsh learning: Anifailiad Anwes (pets) Practice new vocabulary using vocabulary mats to support and introduce new sentence pattern. Oes gen ti anifail anwes?</p>	<p>ACL.4</p>



TY'N Y WERN

	<p>Oes, mae gen i..... Children in talking partners ask and answer questions using vocabulary mat to support.</p> <p>Carousel Activities (Completed on rotation over a two week period- children complete two activities in lesson) Activity 1- Using the Cardiau Anifailiad Anwes, in a group/partners practice asking one another Oes gen ti anifail anwes? And answering Oes, mae gen i..... Using prior learning children work with a partner to develop a conversation in Welsh that they will present to the class. Activity 2- Duolingo Activity 3- Welsh Games/Bingo- Anefailiad Anwes Activity 4- Group Reading Welsh with RW</p>	
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Friday			
1	<p>WALT: use line, pattern and shape to create a zentangle within a template of "the Great Wave"</p> <ul style="list-style-type: none"> • Look at and discuss natural disasters • Create a spider graph to show prior knowledge of tsunamis • Look at and discuss what a tsunami is and how they are formed. • Use the elements of art (line, pattern and shape) to create a zentangle inspired by Japanese artist Hokusai's "The Great Wave" 	<p>Morning activity: Reading Activity: Natural Disasters – Tsunami. Build on prior knowledge – What is a natural disaster? Can you name any natural disasters? What is a tsunami? How does a tsunami form? What is the impact of a tsunami on a country/world?</p> <p>Activity 1: Create a spider graph showing knowledge of natural disasters, especially a tsunami.</p> <ul style="list-style-type: none"> • Write the word tsunami in the centre of your page and draw a cloud around it (using a pencil). Explain that all lines should be drawn with a pencil and a ruler. • Write sub-headings "what is a tsunami?" "How are tsunamis formed?" "Tsunamis and art" • Ask pupils to write anything they know about tsunamis under the correct heading. • Information will be added as the term progresses and pupils learn more about tsunamis. <p>Look at and discuss what a tsunami is – presentation below.</p> <p>Look at the work, "The Great Wave of Kanagawa" by Japanese artist Hokusai. What can you see? Why do you think there are boats in the picture? What are they doing? What mountain is in the background? How do you think the picture was created? discuss how the story was inspired by the painting. Story - The Great Wave</p> <p>Activity 2: Zentangle inspired by Hokusai's "Great Wave"</p> <ul style="list-style-type: none"> • Look at examples of different lines, patterns and shapes. • Practise drawing these lines, patterns and shapes. • Use a black pen, and draw a selection of lines, patterns and shapes in a template of "The Great Wave". Template found in presentation Listen to the story "The Great wave" 	<p>ACL.1 ACL.2 ACL.5 ECC.1 ECC.6</p>



		by Bruno Pilorget and discuss how the story was inspired by the painting. Story	
3	WALT: Jigsaw-Relationships	Activity: In this session we will be doing the fifth lesson in our next puzzle piece- Relationships. The focus of this lesson is 'Being a Global Citizen 2'. I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices	HCI.5
4	WALT: Be responsible for my environment	Activity: 2.30pm collective worship 3.00pm- Children to reset their classroom in preparation for next week to promote responsibility and consideration for our classroom environment.	EIC.4 HCI.8 HCI.9

Additional Tasks

8.50-9.00am Registers
9.00-9.30am Morning activity-literacy/numeracy focus
9.30-10.30am Session 1
10.30-10.45am Break Time
10.45-11.55am Session 2
11.55-12.20pm Guided Group Reading
12.20-1.20pm Lunch Time
1.20-1.30pm Mindfulness
1.30pm- 1.50pm BOOST-(Monday/Tuesday/Thursday)
Focus Text- The Iron Man
1.50-3.10pm Session 3
2.20pm Children complete the 'Daily Mile' to promote physical health and well-being (First thing on a Monday Morning)
3.10-3.20pm Class Storytime/Poetry
3.25pm Home Time