



WB 29.04.2024

Hello everyone and welcome back, I hope you had a lovely Easter! 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](mailto:Webberr23@hwbcymru.net)

Monday			
1	<p><b>WALT:</b> WAGOLL- features of free verse poetry</p> <p>Whole class read</p>	<p><b>Morning activity: handwriting</b> <b>Daily Mile:</b> 9.15am-9.30am <b>Singing Assembly:</b> 9.30am-9.50am <b>Activity:</b> During this session we will completing a class read of a free verse poem. Children will begin reading the poem with a partner and identifying features that the notice. We will then be reading the poem as a class and we will be picking apart and discussing the features of the poetry and discussing the importance of the features when completing our own writing.</p>	<p><b>ACL.1</b> <b>ACL.4</b> <b>ACL.6</b></p>
2	<p><b>WALT:</b> Ble est ti?</p> <p>Es I i'r</p> <p>Gwelais I</p>	<p><b>Activity:</b> Today we will be continue practising the sentence patterns-</p> <p>Q- Ble est ti? A- Es I i'r .....</p> <p>Traeth- beach Acwariwm- Aquarium</p> <p>Gyda- with Mam- Mum Tad- Dad Mamgu- Nan Tadcu- Grandad Ffrindiau- friends</p> <p>We will be introducing Gwelais i- I saw Fish – Pysgodyn (plural: Pysgod) Dolphin – Dolffin Whale – Morfil Shark – Siarc Crab – Cranc Octopus – Ocwtopws Seal – Sêl</p> <p>Children will work in partners to develop conversations that include previous sentence patterns Pwy wyt ti?/Sut wyt ti? And also showcase our new sentence patterns</p>	<p><b>ACL.1</b> <b>ACL.4</b> <b>ACL.6</b></p>



TY'N Y WERN

	<p>Ble est ti? Es I i'r _____ gyda _____          Gwelais i          Children will perform their conversation to the class.  <b>Carousel Activities (Completed on rotation over a two week period- children complete two activities in lesson)</b>  <b>Activity 1-</b> In books children draw two pictures about a visit to the aquarium and the beach and write sentences to say where they went, with who and what they saw.  <b>Activity 2-</b> Duolingo  <b>Activity 3-</b> Welsh Games/Bingo- Sea Animals  <b>Activity 4-</b> Group Reading Welsh with RW</p>	
<b>RW PPA- CE to cover</b>		

Tuesday			
1 2 3	<p><b>WALT:</b></p> <p>Take part in assessment</p> <p>Describe an ocean animal/the ocean using adjectives and verbs</p> <p>Represent unit fractions</p> <p>Order unit fractions</p>	<p><b>Morning activity: Valued voices- Odd one out</b>  <b>Activity:</b> <i>This week the children will take part in National Test Assessments. Children will complete these in groups. Classroom organisation will involve splitting the class into three groups and children will complete activities on rotation throughout the day.</i>  <b>Activity 1-</b> Children complete their National Reading Test Assessment.   <b>Activity 2-</b> What is an adjective and verb? Today we are going to be using these to describe the ocean/ocean animals. On the tables, you will find a big piece of sugar paper with an animal/ocean in the centre. In groups, you will be rotating around these pictures to add adjectives and verbs around each animal to describe it. Use your own ideas as well as the word mats and thesauruses on each table. Then add any vocabulary which will help you with your acrostic poem to your vocabulary page.   <b>Activity 3-</b> Warm up- Chanting times tables, 2s, 5s, 10s, 3s, 4s, 8s using bead bar            Practise four operations- today's focus addition             Revisit the fractions learning that we did last week. Recap recognition of half/quarter/third written as a fraction. What is the numerator? What does it tell us? What is the denominator? What does it tell us? What can you tell me about the parts? Introduce a range of fractions write on flash cards. What do you notice about all of the fractions? (They are unit fractions) Discuss what is different about all the fractions. Share unit fractions Powerpoint.            Complete differentiated diving into mastery activity sheets.            Extension- order unit fractions</p>	<p><b>ACL.1</b>  <b>ACL.2</b>  <b>ACL.4</b>  <b>ACL.6</b></p>



**Wednesday**

1 2 3	<p><b>WALT:</b></p> <p>Take part in assessment</p> <p>Write descriptive sentences and phrases</p> <p>Research examples of onomatopoeia</p>	<p><b>Morning activity: Valued voices- would you rather?</b></p> <p><b>Open the Book-</b> 9.30am-9.50am</p> <p><b>Activity:</b> <i>This week the children will take part in National Test Assessments. Children will complete these in groups. Classroom organisation will involve splitting the class into three groups and children will complete activities on rotation throughout the day.</i></p> <p><b>Activity 1-</b> Children complete their National Numeracy Reasoning Test Assessment.</p> <p><b>Activity 2-</b> Using the descriptive language that you collated yesterday, today you will be writing some super sentences and phrases to describe the ocean layers and ocean sea creatures that inhabit there.</p> <p><b>Activity 3-</b> Onomatopoeia- use chromebooks to research what onomatopoeia is. Record some examples creatively in your book that you can use in your poetry.</p>	<p><b>EIC.5</b></p> <p><b>ACL.1</b></p> <p><b>ACL.2</b></p> <p><b>ACL.5</b></p>
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**Thursday**

1 2 3	<p><b>WALT:</b></p> <p>Take part in assessment</p> <p>Write sentences with similies</p> <p>WAGOLL- identify features</p>	<p><b>Morning activity: Times tables</b></p> <p><b>Activity:</b> <i>This week the children will take part in National Test Assessments. Children will complete these in groups. Classroom organisation will involve splitting the class into three groups and children will complete activities on rotation throughout the day.</i></p> <p><b>Activity 1-</b> Children complete their National Numeracy Procedural Test Assessment.</p> <p><b>Activity 2-</b> What is a similie? Look at examples together and orally compose with a partner some examples that could be appropriate to our ocean poetry writing. In your books write some super similies sentences that can support your poetry writing.</p> <p><b>Activity 3-</b> Now that we have explored the literacy content of creative poetry writing, look at the topical WAGOLL and highlight and label the features of the poetry.</p>	<p><b>ACL.1</b></p> <p><b>ACL.2</b></p> <p><b>ACL.5</b></p>
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**Friday**

1 and 2	<p><b>WALT:</b> Prepare a collaborative Steps to Success</p> <p>Use a plan to inform my writing</p>	<p><b>Morning activity: Reading</b></p> <p><b>Activity:</b> During this session we will begin by creating a class steps to success for our free verse poetry writing.</p> <p>Discuss the class collaborative mind map that we created last week- this will be implemented as our writing plan to support learners in writing their poetry.</p>	<p><b>ACL.1</b></p> <p><b>ACL.2</b></p> <p><b>ACL.5</b></p> <p><b>ECC.1</b></p> <p><b>ECC.6</b></p>
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	Hot Write-Free Verse Poetry	During the morning session we will be writing our hot write free verse poems using our prepared steps to success and drawing on our learning from our literacy road map. Gold- independent (verses chosen) Silver- working with some support if needed (3 verses) Bronze- working with RW- (1-2 verses)	
3	<b>WALT:</b> Jigsaw- Relationships	<b>Activity:</b> In this session we will be doing the fourth lesson in our next puzzle piece- Relationships. The focus of this lesson is 'Being a Global Citizen 1'. 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	<b>HCI.5</b>
4	<b>WALT:</b> Be responsible for my environment	<b>Activity:</b> <b>2.30pm</b> collective worship <b>3.00pm-</b> Children to reset their classroom in preparation for next week to promote responsibility and consideration for our classroom environment.	<b>EIC.4</b> <b>HCI.8</b> <b>HCI.9</b>

#### 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