



WB 15.04.2024

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

Monday

1	WALT: Tell time on digital clock	Morning activity: handwriting Daily Mile: 9.15am-9.30am Singing Assembly: 9.30am-9.50am (Pupil Voice Meetings during singing assembly) Activity: Warm up- Chanting times tables, 2s, 5s, 10s, 3s, 4s, 8s using bead bar Practise four operations- todays focus addition Recap previous learning- time on analogue clock <ul style="list-style-type: none"> • o clock and half past • quarter past and quarter to • Count around the analogue clock in 5s Introduce digital clock- ask children to identified where they have time illustrated in digital form ie ipads, iphones, fitbits Use the topmarks teaching clock to illustrate the difference between the analogue and digital clock. Practise some examples with the children asking them to read the time on the digital clock. Begin with o clock and then half past- progressing further based on understanding.	ACL.4 ACL.6
2	WALT: Create a vocabulary list	Activity: During this session we will be exploring vocabulary- we will begin by creating a class collaborative vocabulary list of topic word/wow words. Children will then work in pairs/small groups to do some research on seas and oceans and record some new vocabulary that they discover. Groups will then feedback to the class so we can further develop out vocabulary list.	ACL.2

Mrs Webber PPA: CE Cover (PE)

Tuesday

1	WALT: Tell time on the digital clock	Morning activity: Valued voices- Odd one out Activity: Warm up- Chanting times tables, 2s, 5s, 10s, 3s, 4s, 8s using bead bar Practise four operations- todays focus subtraction Recap previous learning- time on analogue clock	ACL.4 ACL.6
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		<ul style="list-style-type: none"> o clock and half past quarter past and quarter to Count around the analogue clock in 5s <p>Re-introduce digital clock- ask children to identified where they have time illustrated in digital form ie ipads, iphones, fitbits</p> <p>Use the topmarks teaching clock to illustrate the difference between the analogue and digital clock. Practise some examples with the children asking them to read the time on the digital clock. Begin with o clock and then half past- progressing further based on understanding.</p> <p>Children complete differentiated activities</p> <p>Bronze- digital- o clock</p> <p>Silver- digital- o clock and half past</p> <p>Gold- digital and analogue- o clock, half past, quarter to and quarter past</p> <p>O clock Quarter to Half past Quarter past</p>	
2	<p>WALT: To identify form and purpose of poetry</p>	<p>Activity: Look at a variety of different poems- share poems as a class (shared reading), listen to RW share poetry and listen to well-known authors recite poetry. Reflect on the poems we have heard and look at written poems and note the differences that we notice in the written form of the poems. Discuss the different kinds of poems that we have examined and share our opinion on our favourite type of poems. What features did we notice? Which features do we particularly enjoy? Rhyme? Alliteration?</p> <p>In books create two mind maps of the form and purpose of poetry. Poetry Powerpoint</p>	<p>ACL.1 ACL.2 ACL.5</p>
3	<p>WALT: Ble est ti?</p> <p>Es i i'r</p> <p>Gwelais i</p>	<p>Activity: 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</p> <p>Gwelais i- I saw</p> <p>Fish - Pysgodyn (plural: Pysgod) Dolphin - Dolffin Whale - Morfil</p>	<p>ACL.1 ACL.4 ACL.6</p>



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		<p>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 Ble est ti? Es i i'r _____ gyda _____ Gwelais i Children will perform their conversation to the class.</p> <p>In books- children create 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.</p>	
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Wednesday			
1	WALT: Seven Continents of the World	<p>Morning activity: Valued voices- would you rather? Open the Book- 9.30am-9.50am Activity: With your partner explore the World's land on Google Earth- What do you notice about the land? Can you identify any of the World's continents? How many are there? Record your findings on a whiteboard to share back in class discussion. RW to share the World Continents Powerpoint with class- discuss as we progress through the presentation discussing the location and features of each continent. Look together at the world map and identify the locations of the seven. Children will then complete activity to label the seven continents. Activity</p>	<p>EIC.5 ACL.1 ACL.2</p>
2	WALT: Cold write- poetry	<p>Activity: Discuss the range of poetry that we looked at earlier this week, discuss what kind of feature we particularly enjoyed about the poetry we read and listened to. Today we will complete a cold write poem about the beach/sea- as this is a cold write the layout and features will not be taught.</p>	<p>ACL.1 ACL.2 ACL.4 ACL.5</p>
3	WALT: Compare time on the digital and analogue clock	<p>Activity: Warm up- Chanting times tables, 2s, 5s, 10s, 3s, 4s, 8s using bead bar Practise four operations- today's focus multiplication- lattice method</p> <p>Recap previous learning- time on analogue clock/digital clock</p> <ul style="list-style-type: none"> • o clock and half past • quarter past and quarter to • Count around the analogue clock in 5s <p>Use the topmarks teaching clock to illustrate again the difference between the analogue and digital clock.</p>	<p>ACL.1 ACL.2 ACL.4 ACL.6</p>



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		<p>Practise some examples with the children asking them to read the time on the digital clock. Begin with o clock and then half past, quarter past and quarter to.</p> <p>Children will complete differentiated activities Bronze- compare digital and analogue- o clock Silver- compare digital and analogue- o clock and half past Gold- compare digital and analogue- o clock, half past, quarter to and quarter past Bronze Silver Gold</p>	
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Thursday			
1	WALT: Answer time word problems	<p>Morning activity: Times tables Activity: Warm up- Chanting times tables, 2s, 5s, 10s, 3s, 4s, 8s using bead bar Practise four operations- todays focus division- bus stop method</p> <p>Recap previous learning- time on analogue clock/digital clock</p> <ul style="list-style-type: none"> o clock and half past quarter past and quarter to Count around the analogue clock in 5s <p>Children answer analogue clock time word problems using clocks to support learning. Time Word Problems</p>	<p>ACL.1 ACL.2 ACL.5 ACL.6</p>
2	WALT: Take part in physical activity	<p>Activity: During this session we will take part in a football session with Cardiff City.</p>	<p>HCI.4</p>
3	WALT: Oceans of the World	<p>Activity: With your partner explore the World's Oceans on Google Earth- What do you notice about the Oceans? Can you identify any of the World's Oceans? How many are there? Record your findings on a whiteboard to share back in class discussion. RW to share the World's Oceans Powerpoint with class- discuss as we progress through the presentation discussing the location and features of each ocean. Look together at the world map and identify the locations of the five oceans. Children will then complete activity to label the five oceans. Activity Gold/Silver Activity Bronze</p>	<p>EIC.5 ACL.1 ACL.2</p>

Friday			
1 and 2	WALT: use line, pattern and shape to create a zentangle within a	<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</p>	<p>ECC.1 ECC.6</p>



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	<p>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>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” by Bruno Pilorget and discuss how the story was inspired by the painting. Story 	
3	<p>WALT: Jigsaw-Relationships</p>	<p>Activity: In this session we will be doing the second lesson in our next puzzle piece- Relationships. The focus of this lesson is ‘Friendship’. I can identify the qualities of good friendship.</p>	<p>HCI.5</p>
4	<p>WALT: Be responsible for my environment</p>	<p>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.</p>	<p>EIC.4 HCI.8 HCI.9</p>

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 Rainbow Fish- Shared Read

1.50-3.10pm Session 3 and 4

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