



WB: 04/12/23

Welcome back to Dosbarth Kingfishers! I hope everyone had a great weekend.

This week we will be starting our string of lessons on non-chronological reports, starting our enterprise task and performing our Christmas concert!

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.

### Monday

1	<b>WALT:</b> Perform for parents!	<b>Activity:</b> Christmas Concert! (PS2)	
2,3	<b>WALT:</b> To learn about a variety of artists and forms of art	<b>Activity:</b> Art with Ms. Williams	<b>ECC.1</b>

### Tuesday

1	<b>WALT:</b> Enterprise: Develop Ideas	<b>Activity:</b> Students will gather ideas for their enterprise task about what we could sell at the Christmas Fete. Some provided ideas would include: Rice Crispie Cakes Rocky Roads Fudge Bronze: Students can discuss ideas as part of a group Silver: Students can use technology to aid their idea gathering Gold: Students are efficient and decisive in deciding on an idea after conducting a thorough investigation	<b>ACL.2</b>
2	<b>WALT:</b> Non-Chronological Report: Cold Write	<b>Activity:</b> Students will attempt to create their own non-chronological report about an endangered animal of their choice (Some examples will be given). This is an opportunity for students to show off what they know before the following string of lessons. Bronze: Students will attempt to write using previous literacy skills Silver: Students can apply some of what they know to their cold write Gold: Students show good presentation even without the prior knowledge of non-chronological reports (Capital letters/full stops)	<b>ACL.4</b>
3	<b>WALT:</b> Perform for parents!	<b>Activity:</b> Christmas concert! (PS2)	<b>EIC. 2</b>

### Wednesday

1	<b>WALT:</b> Dividing by 3	<b>Activity:</b> Students will be tasked to divide a large group into smaller equal groups, exploring if there is a remainder. This will be done physically using multisensory objects. Bronze: Students can identify equal groups Silver: Students can split into equal groups for how many there are in a group	<b>ACL.6</b>
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		Gold: Students can split a large group into different smaller groups using a variety of division, including a remainder	
2	<b>WALT:</b> Non-Chronological Report: WAGOLL	<b>Activity:</b> Students will look at what a good non-chronological report looks like and draw out the good features that we should include in our hot write. Students can produce book mind maps including features of a non-chronological report. Bronze: Students can identify some features that they have identified before (title, subtitle) Silver: Students can identify some new features Gold: Students can identify most new features and	ACL.2
3	<b>WALT:</b> Enterprise: Design Drafts	<b>Activity:</b> Students will have now chosen an item that they will make for their enterprise task. Now they will build on this and develop 4 draft designs for how this item will look. Bronze: Students can develop 4 ideas with guidance Silver: Students work well as a team to develop 4 clear ideas Gold: Students can develop 4 detailed and labelled ideas	ECC.1

#### Thursday

1	<b>WALT:</b> Enterprise: Final Design	<b>Activity:</b> Students can decide on a final design that their group will make, designing this on a full page in their books. Bronze: Students can create their own design, but not through group work Silver: Students can work well as a group to create a consistent design Gold: Students have worked together to create a detailed and labelled design for their enterprise task	ACL.5
2	<b>WALT:</b> Non-Chronological Report: Sue Palmer Skeleton	<b>Activity:</b> Students will follow the Sue Palmer skeleton for explaining a non-chronological report. This will cover any features/structures that students haven't identified and tackle the definition of non-chronological. Bronze: Students can identify further features of a non-chronological report Silver: Students can identify the structure of a non-chronological report and gather ideas for their hot write Gold: Students feel confident in what a non-chronological report is and can thoroughly explain what a non-chronological report should look like	ACL.2
3	<b>WALT:</b> Learn to safely perform a variety of rolls	<b>Activity:</b> Students will show their knowledge and understanding of safety and movement in gymnastics by moving apparatus and setting up equipment. Students will be modelled how to safely perform a roll and will practice these movements independently. Bronze: Students can identify a variety of rolls Silver: Students can explain how to safely attempt rolls Gold: Students can safely conduct a variety of rolls and explain to others how to perform them safely	HCL.3

#### Friday

1	<b>WALT:</b> Enterprise: Completion of design phase and intro of costings	<b>Activity:</b> Students will take this time to finish off all their designs in their books and conclude on a final design ready for next week Bronze: Students can finish their designs without labelling Silver: Students can start to label their work Gold: Students produce a detailed design with labels and clear presentation	EIC.5
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2	<b>WALT:</b> Non-Chronological Report: Hook/Explore Topic	<b>Activity:</b> As a class we will access the WWF website and let students explore to find their favourite animal. As a class we will adopt an endangered animal as a hook for our non-chronological report. Once an animal is chosen, we will receive materials from WWF and do more research on our class animal. Bronze: Students can access the WWF website Silver: Students can explore the WWF website and explore the vast array of endangered animals Gold: Students can explain why the animal they have chosen is endangered and start researching facts for the hot write	EIC. 3
3	<b>WALT:</b> Book Look	<b>Activity:</b> Show off our books and our work to parents as a community event	HCL.8

### Additional Tasks

#### **Overall Day Structure**

8.50-9.30am: Registers, Daily 10 Maths  
 9.30-10.30am: Session 1  
 10.30-10.45am: Break Time  
 10:45-12.15pm: Session 2  
 12.20-1.20pm: Lunch Time  
 1.20-1.30pm: Mindfulness  
 1.30pm- 1.50pm: Boost book class read on carpet/group reading  
 1.50-2:20pm: Session 3  
 2:20-2:30pm: Daily Mile  
 2:30-3:00pm: Session 3  
 3:00-3:20pm: Prep to go home/Newsround/Student news + Class celebration  
 3:20-3:25pm: Double check things to go home (forms, bottles, jumpers etc.)  
 3.25pm Home Time