



WB: 13/11/23

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

This week we will be exploring times tables, developing our understanding of formal letter writing and celebrating anti-bullying week.

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

1,2,3	WALT: To learn about a variety of artists and forms of art	Activity: Art with Ms. Williams	ECC.1
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Tuesday

1	WALT: Begin to explore using arrays	Activity: Students will be given counters to create an array. E.g. 12 counters could make 3 rows of 4 or 4 columns of 3. Students can explore how many possibilities there are with different totals. Bronze: Students can create a basic array with a group of counters Silver: Students can start developing multiple possibilities with their total counters Gold: Students can identify totals without many possibilities (Prime numbers)	ACL.2
2	WALT: Explore the difference between informal and formal writing	Activity: As a class we will identify informal language that we use in our speech and what we should use instead in a formal letter. Students can highlight informal and formal language in an example text. Bronze: Students can identify the difference between formal and informal language Silver: Students can effectively find informal and formal language in a text Gold: Students can offer alternatives to informal language to express themselves formally	ACL.4
3	WALT: Explore anti-bullying week	Activity: Students can explore anti-bullying week and why it is important to celebrate. Students can create some anti-bullying posters to put up around the classroom/school Bronze: Students can identify what bullying is Silver: Students can explore what is wrong with bullying and identify more positive behaviour Gold: Students can express their feelings about anti-bullying week and create a persuasive/informative poster	EIC. 2

Wednesday

1	WALT: Understand the 2 times table	Activity: Students will develop their understanding of the 2 times table as doubling by answering various questions. Counters will be available for support.	ACL.6
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		<p>Bronze: Students can start to add 2 to find the next in the sequence</p> <p>Silver: Students can link the two times table to doubling</p> <p>Gold: Students can explore patterns within the two times table</p>	
2	WALT: Plan for formal letter writing	<p>Activity: Students will have time to develop a plan for their formal letter after identifying WAGOLL. Students can plan what questions they will ask Santa and what they will include in their introduction, body and conclusion. Split page into Intro, Body and Conclusion then students fill in ideas for what they will write/ask Santa.</p> <p>Bronze: Students can start noting some ideas for content without much structure</p> <p>Silver: Students can identify intro, body and conclusion but content may not match</p> <p>Gold: Students can plan with structure in mind and fit content to structure</p>	ACL.2
3	WALT: Express creativity and knowledge of current events	<p>Activity: Students will design and create their own odd socks as part of anti-bullying week to be hung up on a washing line in class. Encourage students to use a variety of art techniques and materials such as string and cut out card to create a 3D appearance.</p> <p>Bronze: Students can colour using 2D techniques</p> <p>Silver: Students can develop their own ideas with varying techniques</p> <p>Gold: Students can develop their own ideas applied to anti-bullying week and use a variety of 3D design techniques</p>	ECC.1

Thursday			
1	WALT: Learn to share and group	<p>Activity: Students can share a total of counters into equal groups. E.G 14 counters can be split into 2 groups of 7. Students explore this with physical counters first as a starter activity, then practice writing the sum in their books.</p> <p>Bronze: Students can share counters into equal groups</p> <p>Silver: Students can begin to use the divide symbol in sums</p> <p>Gold: Students can explore a variety of ways they can divide total counters</p>	ACL.5
2	WALT: Develop super sentence starters for formal letters	<p>Activity: Students will brainstorm in groups a super sentence starter for their intro, body and conclusion. Remind students of formal language and explore how we could use interesting vocabulary. Students will then create a bank of sentence starters/vocabulary in their book as prep for their hot write.</p> <p>Bronze: Students can copy and understand basic sentence starters</p> <p>Silver: Students can start to develop their own sentence starters with formal writing in mind</p> <p>Gold: Students can create their own sentence starters with interesting formal vocabulary and connectives</p>	ACL.2
3	WALT: Identify and perform static shapes	<p>Activity: Students will hold various shapes on the ground after a warmup and will apply some of these shapes to our previous movement lesson.</p> <p>Bronze: Students can identify and attempt ground shapes</p> <p>Silver: Students can effectively perform and hold shapes</p>	HCL.3



		Gold: Students can apply their knowledge of shapes to combine with movement	
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Friday			
1	WALT: Take part in performance and expressive arts	Activity: Students will either take part in or listen to acts during the Tyn Y Wern has talent celebration. Bronze: Listen and be respectful to acts Silver: Be able to give feedback and develop opinions about acts Gold: Participate and perform in front of a large audience	EIC.5
2	WALT: Celebrate current events and apply knowledge	Activity: Students will take part in children in need activities and develop an understanding of the reasons why children in need is necessary. Bronze: Take part in activities around the class Silver: Explore the reasons for children in need Gold: Have a solidified knowledge of the reasons for children in need and engage with activities	EIC.3
3	WALT: Explore and discuss higher order questions	Activity: Students will continue with discussing higher order questions and developing their opinions within a group setting. Bronze: Students can listen to others' opinions Silver: Students can start to give their own opinions Gold: Students can build on others opinion and provide counter arguments	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