



WB 08.05.23

Hello and welcome to a new week in Dosbarth Deimwns. I hope that you all had a lovely weekend and are ready for a wonderful week of learning.

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

School Closed- King Charles Coronation Bank Holiday

Tuesday

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| 1 | WALT: To recognise and describe 3D shapes | <p>Activity: Warm up- times tables 2,3,4,5,10</p> <p>During this lesson we will identify 3d shapes- the children will be introduced to cylinder, cuboid, sphere, cube, square based pyramid, cone, triangle based pyramid. Discuss key vocabulary- vertices, edges, faces- explaining each using shapes to demonstrate. Play 'identifying features game'- shapes in magic bag, RW gives clues (features) and children need to identify shape based on clues.</p> <p>Gold- identify name, edges, vertices and faces for 6 3d shapes</p> <p>Silver- identify name, edges, vertices and faces for 5 3d shapes</p> <p>Bronze/support group- identify name, edges, vertices and faces for 4 3d shapes</p> <p>During the maths session Groups will complete differentiated tasks whilst small groups complete GL Assessment with RW.</p> | <p>ACL.5</p> <p>ACL.2</p> |
| 2 | <p>WALT: To calculate costings</p> <p>To evaluate our finished product</p> | <p>Activity: During this session we will work in differentiated groups to calculate the costings for our keyrings. We need to think about how much it will cost to make the keyrings so that we can consider how much we need to sell them for so that we can make a profit- do the children know what profit is? We will need to think about how many keyrings we need and where is the best place to buy them from. Using the chrome books research the cost of empty keyrings. Template</p> <p>Activity: Today we are going to evaluate the making process of our product. How did we find the process? Did we face any issues? How did we manage any issues that we faced? Are we happy with the finished product? Record a video on Seesaw evaluating your product and the making process. RW will QR code videos.</p> | <p>ECC.1</p> <p>ECC.3</p> <p>ECC.5</p> <p>ECC.6</p> <p>ACL.6</p> <p>ACL.9</p> |
| 3 | WALT: To take part in | Activity: Today we will continue to practice our athletic skills by taking part in some long distance running around | HCI.6 |



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| | physical activity | the bluebirds field. We will then begin practising some throwing and catching drills to develop our skills for team games that we will participate in this half term. We will set up a game of rounders and practice fielding skills and batting skill. | |
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| Wednesday | | | |
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| 1 | WALT: To engage with text 'Here We Are' To take part in discussion | Activity: Begin the lesson by reading 'Here We Are' by Oliver Jeffers. Discuss as we read the important messages in the book. Discuss the importance of planet Earth for us and the importance of us taking care of it. Ask the children to work in differentiated groups to discuss the following question- 'Who's job is it to look after our planet?' Ask the children to contribute to the discussion page that has been provided. All groups to then feedback to the class. Discussion template | EIC.2 EIC.4 EIC.7 HCI.1 ACL.2 |
| 2 | WALT: To write a non-chronological report COLD WRITE | Activity: Re-cap the text that we read this morning- Here We Are. Today the children will complete a COLD WRITE- non-chronological report. The subject of the non-chronological report will be Planet Earth. As this is a cold write then the children will not be taught how they should present their non-chronological report, they will not be taught about features and the topic chosen is a familiar one- Earth. | EIC.2 EIC.4 EIC.7 HCI.1 ACL.2 |
| RW PPA- See Miss Williams Art Planning (located on school website on Dosbarth Deimwns class page) | | | |

| Thursday | | | |
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| 1 | WALT: To recognise the challenges facing planet Earth | Activity: What are the challenges facing planet Earth? Discuss. What ideas do the children have? Do they recall challenges we have heard about when watching Newsround? Who/What is causing harm to our planet? Children will record a spider diagram of words and images of the challenges they believe are facing planet Earth. | EIC.2 EIC.4 EIC.7 HCI.1 ACL.2 |
| 2 | WALT: To add three numbers To calculate perimeter- 3 sided shapes | Activity: Warm up- times tables 2,3,4,5,10 Introduce perimeter- what is it? Do the children know? Show examples to illustrate and explain what perimeter is. When might knowing the perimeter of a shape be useful in life? Today we will be calculating the perimeter of triangles so we will begin our lesson by practising adding three numbers together. As a class we will roll a dice together 3 times and find the total of the three numbers. Model measuring length of sides and calculate the perimeter of a triangle as a class. Children will then calculate the perimeter of triangles- differentiated tasks Gold- measure the length of sides and calculate perimeter-triangles Triangles activity Silver- calculate perimeter of triangles (length given) Triangles | ACL.6 |



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| | | Bronze- practising adding three numbers (roll the dice activity- counters can be used to support) | |
| 3 | <p>WALT: To understand what pollution is</p> <p>To recognise different types of and sources of pollution</p> | <p>Activity: Pollution examples Following on from our lesson today about the challenges faced by planet Earth, in this lesson we will be beginning to focus on pollution as we move towards our learning about Oceans and pollution. In this lesson we will be learning about different types of pollution, the effect on the environment and the sources of pollution. The children will then complete a table highlighting the sources of different types of pollution. Gold- give at least 3 examples of each, use words and illustrations Silver- give at least 2 examples of each, use words and illustration Bronze- use illustrations to record examples Table</p> | <p>EIC.2 EIC.4 EIC.7 HCI.1 ACL.2</p> |
| 4 | <p>WALT: To recap German vocabulary for colours</p> <p>To learn German vocabulary for clothing</p> | <p>Activity: Recap previous learning- sing the hello song, recap colours blau blue rot red grün green schwarz black grau grey rosa pink gelb yellow lila purple weiß white gold gold(en) bunt Regenbogen rainbow Story: Felix is in his dwelling and the children hear him shout: Kaputt, kaputt. He comes out with a basket full of clothes. He tells the children that the washing machine is broken. He asks the children whether they would help him do the washing. die Hose trousers der Pullover jumper die Jacke jacket der Schal scarf das Kleid dress der Rock skirt der Hut hat die Schuhe shoes Get the children ready to help with the washing. They sit in a circle on the floor; they pull their sleeves back, etc. • You take one piece of clothing out of basket, hold it up and introduce the German word, children repeat. Now all pretend to wash it while singing: Wir waschen, wir waschen, wir waschen den ganzen Tag. Wir waschen, wir waschen, wir waschen den ganzen Tag. (We are washing all day long.) • Then you hang up the piece of clothing on the washing line. You keep asking: Was ist das? and the children say the word.</p> | <p>ACL.4</p> |



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| | | <ul style="list-style-type: none"> • Once all pieces of clothing are on the washing line, you take one piece of clothing off the line while the children have their eyes closed. They guess what is missing. • Now all the washing has dried. You point to one piece of clothing and a child says the German word for it. This child then takes it off the line and pretends to iron it (using a toy iron if possible). The children sing with you: Wir bügeln, wir bügeln, wir bügeln den ganzen Tag. Wir bügeln, wir bügeln, wir bügeln den ganzen Tag. | |
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| Friday | | | |
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| 1 | <p>WALT: To add together 4 numbers- use doubling</p> <p>To calculate perimeter- 4 sided shapes</p> | <p>Activity: Warm up- times tables 2,3,4,5,10 Re-cap perimeter- what is it? Do the children recall? Show examples to illustrate and reinforce what perimeter is. Recap yesterday's perimeter activities- triangles. Today we will be calculating the perimeter of 4 quadrilaterals so we will begin our lesson by practising adding four numbers together- investigating different ways we can do this ie use doubling. Model measuring length of sides and calculate the perimeter of a quadrilateral as a class. Children will then calculate the perimeter of quadrilaterals/triangles- differentiated tasks Gold- measure the length of sides and calculate perimeter-quadrilaterals activity Silver- calculate perimeter of quadrilaterals (length given) Bronze- calculate perimeter of triangles (length given) Triangles</p> | ACL.6 |
| 2 | <p>WALT: Why do the oceans matter?</p> | <p>Activity: Begin by asking pupils to think about what the ocean means to them and discuss this with a partner. Have they ever visited the sea, and if not, would they like to? What did they do at the seaside? Have they ever travelled across the sea or been on a boat trip?</p> <ul style="list-style-type: none"> • Each pair should then join with another and draw up a shared list on the large sheet of paper. This may include swimming, building sandcastles, going on a boat, exploring rockpools, eating fish and chips, fishing etc. • The ocean provides much more than leisure opportunities. Now ask pupils, in their groups, to discuss what other roles the oceans may play in their lives. They should write these in a different colour pen. <p>After allowing time for discussion, give each group a copy of the 'Why do the oceans matter?' fact sheet which contains additional facts. Ask them to add five new facts to their large sheet of paper in a third colour. They will need to agree on which five facts on the fact sheet they consider to be the most important. • Come back together as a class and take feedback from each group. Were there any facts that particularly surprised pupils? How easy was it to agree on just five facts? Has this activity made them think differently about our oceans?</p> | <p>EIC.2 EIC.4 EIC.7 HCI.1 ACL.2</p> |



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| | | <ul style="list-style-type: none"> • End the session by reflecting on the fact that every one of us depends on oceans for a healthy planet. Discuss the idea of interdependence and how all living things are connected in a web of life. If we overfish the seas then they will not be able to give us as much food to eat and other species will suffer too. • Ask each pupil to think of one message that they would like to pass on to others about the oceans and to share this with the person sitting next to them. | |
| 3 | WALT: To understand how the actions of others affect me and the world around me | Activity: Today we will take part in the first lesson of our new Jigsaw topic-Relationships. We will be talking about being a global citizen and being aware of my choices. | EIC. 1-6 HCI.1 HCI.2 |
| 4 | WALT: Classroom reset | Activity: To promote pride in their classroom and responsibility, the children will take part in a classroom reset where they will work together as team to prepare the classroom learning environment and resources both inside and outside ready for the new week ahead. | EIC.4 |

Additional Tasks

8.50-9.00am Registers morning activities-maths/literacy focus
9.00-9.30am Phonics [tricky words](#) [phonic sounds phase 2-5](#)
9.30-10.30am Session 1
10.30-10.45am Break Time
10.45-11.15am Guided Group Reading- (Reading with RW, Oxford Reading Buddy, descriptive write (doodle books), handwriting and hfw/spellings(handwriting books), reading area
11.15-12.15pm Session 2
12.20-1.20pm Lunch Time
1.20-1.30pm Mindfulness
1.30pm- 1.50pm BOOST- read and discuss text (Monday/Tuesday/Thursday)
1.50-3.10pm Session 3
2.20pm Children complete the 'Daily Mile' to promote physical health and mental well being (First thing on a Monday Morning)
3.10-3.20pm Class Storytime/Poetry
3.25pm Home Time