



WB 24.10.2022

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](mailto:Webberr23@hwbcymru.net)

Monday

1	<p><b>WALT:</b> Add 3 digits to 3 digits crossing a ten and a hundred</p>	<p><b>Activity:</b> Warm up- counting in 2s, 5s, 10s and 3s using bead bar. Working on whiteboards children work with RW to complete 3 digit column addition crossing a ten and a hundred as a class. RW to talk through each step of the method asking the children to remind RW of each step to success. Split the class in half. RW to work with small group practically completing column addition crossing ten and hundred using place value tables and counters. Children record on whiteboards and photograph for Seesaw. <i>Support group to complete number recognition and column addition activity- no exchanging</i> <b>Independent group- Complete column addition than access maths activities/games/twinkl go activities</b></p>	ACL.6
2	<p><b>WALT:</b> Understand imperative verbs and time conjunctions</p> <p>Use a range of digital devices and equipment</p>	<p><b>Activity:</b> Recap what a verb is- a doing word. Share the Imperative verbs Powerpoint and ask children to share any imperative verbs that they can think of. Discuss the importance of imperative verbs when writing instructions. Children work in groups to mindmap ideas of imperative that will be required when writing instructions. Bring the class back together and introduce Time connectives. Do the children know what they are and why they are necessary when we write instructions. Can children identify any time connectives. Consolidation activity- children will go on a scavenger hunt in the outdoor area searching for words that are hidden on the orienteering course. Children record the words that they find in a table, sorting the words into imperative verbs and time connectives. <b>Extension-Provision activities</b></p>	ACL.4
3	<p><b>WALT:</b> Understand a balanced diet</p>	<p><b>Activity:</b> Ask the children what they know about a balanced diet. What foods should we have in our diet? <a href="#">Video</a> All food in moderation. Share the balanced diet <a href="#">Powerpoint</a> Discuss how foods can be divided into food groups and how these groups can help us to have a balanced diet. Children will then create the balanced plate activity drawing foods and naming foods in each food group. Bronze- cut out images and stick on plate. <a href="#">Activity</a></p>	HCI.3



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4	<b>WALT:</b> Practise phonics	<b>Activity-</b> RW to work with group of identified children (<4.5) to practise phonic sounds and blending words.  Independent activity (rest of class)- complete phonic cutting and sticking activities/ twinkl go phonic activities	<b>ACL.6</b>
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**Tuesday**

1	<b>WALT:</b> Add 3 digits to 3 digits crossing a ten and a hundred	<b>Activity:</b> Warm up- counting in 2s, 5s, 10s and 3s using bead bar. Working on whiteboards children work with RW to complete 3 digit column addition crossing a ten and a hundred as a class. RW to talk through each step of the method asking the children to remind RW of each step to success. Split the class in half. RW to work with small group practically completing column addition crossing ten and hundred using place value tables and counters. Children record on whiteboards and photograph for Seesaw. <i>Support group to complete number recognition and column addition activity- no exchanging</i> <b>Independent group- Complete column addition than access maths activities/games/twinkl go activities</b>	<b>ACL.6</b>
2	<b>WALT:</b> Take part in musical experience	<b>Activity:</b> This morning the children will take part in the 'First Experiences' music workshop.	<b>HCI.6</b>
3	<b>WALT:</b> Topic- Design a smoothie	<b>Activity:</b> Today the children will design a fruity smoothie. Children will need to design their fruity smoothie and write a pictorial/written list of fruits and ingredients that they will need. <a href="#">Template</a>	<b>HCI.3</b>
4	<b>WALT:</b> Practise number skills	<b>Activity-</b> RW to work with group of identified children to practise number recognition skills.  Independent activity (rest of class)- times tables activities/ twinkl go maths activities/maths games	<b>ACL.6</b>

**Wednesday**

1	<b>WALT:</b> Subtraction- 2 digits/3 digits/4 digits no exchanging	<b>Activity:</b> Warm up- counting in 2s, 5s, 10s and 3s using bead bar. This week we will be beginning column subtraction. Put three questions on the board to assess children's understanding. Model completing subtraction 2 digits/ 3 digits if good understanding. Use place value counters and tables. Support group- subtraction within 20/30 using counters Bronze- subtraction 2 digits <a href="#">activity</a> Silver- subtraction 3 digits <a href="#">activity</a> Gold- subtraction 4 digits <a href="#">activity</a> Extension- digital maths activities and games	<b>ACL.6</b>
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2	<p><b>WALT:</b> Identify features of instructions</p> <p>Use a range of digital devices and equipment</p>	<p><b>Activity:</b> Share the writing instructions Powerpoint and discuss the features that we require when we write instructions. Share a WAGOLL example of instructions. RW to give verbal instructions to the class asking them to draw a picture on whiteboards. Begin with 'You will need' and then give instructions incorporating time conjunctions and imperative verbs. Emphasise the features of the instructions. Children will then work with a partner to give each other verbal instructions to draw a picture/create a lego model etc practising giving clear instruction and using relevant vocabulary.</p> <p><b>Extension-</b>Provision activities</p>	<p><b>ACL.</b> <b>2</b></p>
<p><b>RW PPA- See Miss Williams Art Planning (located on school website on Dosbarth Deimwns class page)</b></p>			

Thursday			
1	<p><b>WALT:</b> Promote physical health and well-being by encouraging others to travel actively</p>	<p><b>Activity:</b> To celebrate our active travel day and bring my ride the children will take part in a morning of celebration of active travel.</p> <ul style="list-style-type: none"> <li>• Before school on the road closure where children will ride their bikes and scooters.</li> </ul> <p>Children will then discuss and mind map the benefits to health of active travel. The children will then design and create an active travel poster encouraging other people to travel actively and highlighting the benefits.</p>	<p><b>HCI.3</b></p>
2	<p><b>WALT:</b> Take part in physical activity</p>	<p><b>Activity:</b> Today will be our next P.E session. We will be continuing to practice our netball skills, focusing on sending and receiving the ball and shooting the ball into the goal. We will set up a small game and begin developing these skills.</p>	<p><b>ECC.5</b></p>
3	<p><b>WALT:</b> Half term Dojo reward</p>	<p><b>Activity:</b> This afternoon the children will take part in a movie afternoon as a reward for all their hard work this term.</p>	<p><b>HCI.7</b></p>
4	<p><b>WALT:</b> Classroom reset</p>	<p><b>Activity:</b> 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.</p>	<p><b>ECC.5</b></p>

Friday	
<p>School Closed-Cluster Inset Day</p>	

Additional Tasks	
<p><b>8.50-9.00am</b> Registers and morning task-Spellings, times tables, individual independent reading</p> <p><b>9.00-9.30am</b> Children complete the 'Daily Mile' to promote physical health and mental well being</p> <p><b>9.30-10.30am</b> Session 1</p> <p><b>10.30-10.45am</b> Break Time</p>	



**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)

**1.50-2.50pm** Session 3

**2.50-3.10pm** Phonics (Monday/Tuesday/Thursday)

**3.10-3.20pm** Class Storytime/Poetry

**3.25pm** Home Time