



WB 17.10.2022

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 2 digits to 2 digits crossing a ten</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 2 digit column addition crossing a ten 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 using place value tables and counters. Children record on whiteboards and photograph for Seesaw. If completing confident then complete <a href="#">2 digit column addition written activity</a> <i>Support group to complete number recognition and column addition activity (within 30)- no exchanging</i> <b>Independent group- access maths activities/games/twinkl go activities</b> <b>(Rotate group on Tuesday)</b></p>	ACL.6
2	<p><b>WALT:</b> Write instructions- cold write</p> <p><b>Thrive children out with LB/KC</b></p>	<p><b>Activity:</b> Cold write- write instructions This week the children will complete a cold write- instructions for making salt dough. Bronze- create instructions using images/write simple words and phrases with support Silver- write a set of instructions using sound card to support word building Gold- write a set of instructions independently <b>Coch-</b> Cold write Instructions <b>Glas-</b> Digital activities/provision <b>Melyn-</b> Cold write instructions <b>Gwyrdd-</b> Digital activities/ provision</p>	ACL.4
3	<p><b>WALT:</b> Celebrate Shwmae Sumae Day</p>	<p><b>Activity:</b> To celebrate Shwmae Sumae day we will be enjoying some Welsh cakes and listening to some music by Welsh artists. We will have conversations with classmates opening them with the phrase Shwmae Sumae. We will then make a poster to celebrate Shwmae Sumae day incorporating the 'Shwmae Sumae' phrase and images of things that we love about Wales.</p>	EIC.5
4	<p><b>WALT:</b> Practise phonics</p>	<p><b>Activity-</b> RW to work with group of identified children (&lt;4.5) to practise phonic sounds and blending words.</p>	ACL.6



		Independent activity (rest of class)- complete phonic cutting and sticking activities/ twinkl go phonic activities	
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Tuesday			
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1	<p><b>WALT:</b> Write instructions- cold write</p> <p><b>Thrive children out with LB/KC</b></p>	<p><b>Activity:</b> Cold write- write instructions This week the children will complete a cold write- instructions for making salt dough. Bronze- create instructions using images/write simple words and phrases with support Silver- write a set of instructions using sound card to support word building Gold- write a set of instructions independently <b>Glas-</b> Cold write Instructions <b>Coch-</b> Digital activities/provision <b>Gwyrdd-</b> Cold write instructions <b>Melyn-</b> Digital activities/ provision</p>	<b>ACL.4</b>
2	<p><b>WALT:</b> Take part in musical experience</p>	<p><b>Activity:</b> This morning the children will take part in the 'First Experiences' music workshop.</p>	<b>HCI.6</b>
3	<p><b>WALT:</b> Add 2 digits to 2 digits crossing a ten</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 2 digit column addition crossing a ten 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 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 (within 30)- no exchanging</i> <b>Independent group- Complete written column addition then access maths activities/games/twinkl go activities <a href="#">2 digit column addition written activity</a></b></p>	<b>ACL.6</b>
4	<p><b>WALT:</b> Practise number skills</p>	<p><b>Activity-</b> RW to work with group of identified children to practise number recognition skills.</p> <p>Independent activity (rest of class)- times tables activities/ twinkl go maths activities/maths games</p>	<b>ACL.6</b>

Wednesday			
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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</p>	<b>ACL.6</b>
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		<p>group practically completing column addition crossing ten and hundred using place value tables and counters. Children record on whiteboards and photograph for Seesaw. If completing confidently then complete <a href="#">3 digit written activity</a></p> <p><b>Independent group- access maths activities/games/twinkl go activities</b> <b>(Rotate on Thursday)</b></p>	
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 <a href="#">Powerpoint</a> 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>	<p><b>ACL.2</b></p>
<p><b>RW PPA- See Miss Williams Art Planning</b> <b>(located on school website on Dosbarth Deimwns class page)</b></p>			

Thursday			
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> <b>(Rotate on Thursday) <a href="#">3 digit written activity</a></b></p>	<p><b>ACL.6</b></p>
2	<p><b>WALT:</b> Identify features of instructions</p>	<p><b>Activity:</b> Share the writing instructions <a href="#">Powerpoint</a> 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</p>	<p><b>ACL.2</b></p>



	Use a range of digital devices and equipment	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. <b>Extension</b> -Provision activities	
3	<b>WALT:</b> Take part in physical activity	<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.	HCI.6
4	<b>WALT:</b> Ask and answer 'How are you?' in German	Sing the 'Hallo' song with Franzie and Felix Watch the <a href="#">Video</a> Ask Felix and Franzie- Wie gehts? Model conversation between Felix and Franzie and RW. Children have conversation with a partner using the vocabulary that we have previously learnt and using new language pattern- Wie gehts?  Wie geht's? - How are you? Hallo - Hi! Danke, gut - Fine, thank you. nicht gut - not well schlecht bad/not well Es geht - OK wunderbar - wonderful Es geht mir (nicht) gut - I am (not) well. krank - ill  sing the goodbye song	EIC.5

Friday			
1	<b>WALT:</b> Understand a balanced diet	<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 Powerpoint. 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>	HCI.3
2	<b>WALT:</b> To express my likes and dislikes in Welsh	<b>Activity:</b> Practise the sentence pattern- Dw i'n hoffi- I like Dw i ddim yn hoffi- I don't like Children taste a range of delicious fruits. Using Welsh fruits vocabulary the children will discuss their likes and dislikes using the sentence patterns. Children will then complete the table sorting fruits into those they like and dislike. <a href="#">Welsh Fruits Table</a>	ACL.4
3	<b>WALT:</b> Express our thoughts and feelings	<b>Activity:</b> This afternoon we will take part in our next Jigsaw session. We will be taking part in 'Being Me in My World' Lesson Six	EIC.6



4	<b>WALT:</b> Classroom reset	<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.	<b>ECC.5</b>
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#### Additional Tasks

**8.50-9.00am** Registers and morning task-Spellings, times tables, individual independent reading  
**9.00-9.30am** Children complete the 'Daily Mile' to promote physical health and mental well being  
**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)  
**1.50-2.50pm** Session 3  
**2.50-3.10pm** Phonics (Monday/Tuesday/Thursday)  
**3.10-3.20pm** Class Storytime/Poetry  
**3.25pm** Home Time