


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.

This week we will be continuing addition in maths, we are also going to be writing our one page profiles and continuing our learning journey all about the human body. We will also be continuing to practise our German and Welsh language.

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> Explore the human body in the outdoors</p> <p><b>Thrive children out with LB/KC</b></p>	<p><b>Activity:</b> This morning the children will be thinking about their work on the skeleton last week and previous learning on the human body. Using natural resources that they will find in the garden area outside the children will create their own woodland skeletons.</p> 	ECC.1
2	<p><b>WALT:</b> Complete COLUMN ADDITION activity- orienteering course</p> <p><b>Thrive children out with LB/KC</b></p>	<p><b>Activity:</b> This morning the children will complete column addition activities on the orienteering course.</p> <p><a href="#">Activity plan</a> <a href="#">Activity</a></p>	ACL.6
3	<p><b>WALT:</b> Say how I feel in German</p>	<p><b>Activity:</b> Watch the 'How are you? <a href="#">Video</a> - Ask the children how they think Felix will be feeling today. Ask them whether they have any suggestions for helping with homesickness. If not suggested by the children, you could add that singing is a very good treatment. Then sing the Hallo song really enthusiastically to put Felix in a good mood. • Sing the Hallo song. • Felix and Franzi appear and ask the teacher Wie geht's? You respond saying Wunderbar. Felix and Franzi are asked the same question. Franzi and</p>	



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		<p>Felix both respond Wunderbar! You ask Felix whether he is still homesick and Felix can shake his head and say: Nur noch ein bisschen, das Lied war so gut. Danke! (Only a bit. The song was so good. Thanks.) Franzi asks individual children the question Wie geht's? You could prompt the children by doing an action for one of the responses. Display the Notebook presentation and partly cover up the pictures. Ask the children Wie geht's? for each slide and they guess the response which is partly or totally covered up. You reply with Ja, richtig! (Yes, correct) Nein, falsch! (No, wrong) or fast! (almost) • Ask the children to stand up (Aufstehen, bitte!) Play the Wie geht's? song and ask them to move around the room like one of their favourite animals. When the music stops they should turn to the nearest child and ask and answer the question Wie geht's? • Ask the children to sit down forming a circle. You sit in the middle with Felix and Franzi. Play the song again and the children should point to the puppet they are singing to. Now ask for a volunteer to sit in the middle. The children should have a go at singing the song to him/her including the name, e.g. Hallo Emma, wie geht's? Hallo Emma, wie geht's? The volunteer could then give a response or do an action which could be built into the song, e.g. Es geht mir schlecht, Es geht mir schlecht. Danke, es geht mir schlecht!</p> <p>• Now ask for more volunteers to take it in turns to be in the middle of the circle. The children could clap as they sing the song. The child in the middle could even do a dance to express how he/she is feeling.</p> <p>Ask children to turn to a partner and make up a short dialogue by firstly greeting each other and then asking each other the question: Wie geht's? After each responded, they say goodbye in German Tschüss. Felix and Franzi should do an example. Give the children a few minutes to practise. • Ask for volunteers to come up to the front to perform their short dialogue. • Sing the Auf Wiedersehen song.</p>	
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Tuesday			
1	<p><b>WALT:</b> Write my one page profile</p> <p>Draw and write about 'My Hero'</p> <p>Use a range of digital devices and equipment</p>	<p><b>Activity: Read text- I am Special, I'm Me</b> This week the children will be thinking about what makes them unique? The children will be thinking about the things that are important to them. We will also be discussing the ways in which different people may appreciate/require support. The children will then work with RW to complete their one page profile.</p> <p><b>Independent Task-</b> Discuss within your group who your hero is- share with the group. Task- draw your hero (write about why this person is your hero)</p>	<p><b>ACL.</b> <b>4</b></p>



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		<p><b>Melyn-</b> Work with RW to complete my one page profile.</p> <p><b>Gwyrdd-</b> Outdoor provision</p> <p><b>Coch-</b> Independent <a href="#">My Hero</a> task/Indoor Provision</p> <p><b>Glas-</b> Digital Discovery area tasks</p> <p><b>Extension-</b>Provision activities</p>	
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>	HCI.6
3	<p><b>WALT:</b> To understand ways I can keep my body clean- personal hygiene</p>	<p><b>Activity:</b> Read the <a href="#">Dirty Bertie Story</a> - Discuss ways in which we need to keep our body clean and healthy.</p> <p><a href="#">Powerpoint</a> Discuss personal hygiene- discuss children's ideas and opinions on the importance of personal hygiene. Discuss what might happen if Dirty Bertie continues not taking care of his personal hygiene. Children create an information/ advice poster informing other of the ways in which we can take care of our personal hygiene.</p> <p><a href="#">Differentiated activity sheet</a></p>	HCI.5

### Wednesday

1	<p><b>WALT:</b> Add 1, 10 and 100- column addition</p>	<p><b>Activity:</b> Warm up- using bead bar practise counting in 2s, 5s and 10s starting from 0.</p> <p>Re-cap column addition method and practise method with children using place value counters and place value table. Model adding 1, 10, 100- discuss how the columns change? Support group- reading and recognising numbers to thirty/ addition within 30</p> <p>Whole class practical- add 1, 10 and 100 to 2 digit/3 digit numbers using physical resources (counters/place value tables) Record in a <a href="#">table</a></p>	ACL.6
2	<p><b>WALT:</b> Write my one page profile</p> <p>Draw and write about 'My Hero'</p> <p>Use a range of digital devices and equipment</p>	<p><b>Activity: Read text- I am Special, I'm Me</b></p> <p>This week the children will be thinking about what makes them unique? The children will be thinking about the things that are important to them. We will also be discussing the ways in which different people may appreciate/require support. The children will then work with RW to complete their one page profile.</p> <p><b>Independent Task-</b> Discuss within your group who your hero is- share with the group. Task- draw your hero (write about why this person is your hero)</p> <p><b>Glas-</b> Work with RW to complete my one page profile.</p> <p><b>Melyn-</b> Outdoor provision</p> <p><b>Gwyrdd-</b> Independent <a href="#">My Hero</a> task/Indoor Provision</p> <p><b>Coch-</b> Digital Discovery area tasks</p> <p><b>Extension-</b>Provision activities</p>	ACL.4

RW PPA- See Miss Williams Art Planning  
(located on school website on Dosbarth Deimwns class page)



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Thursday			
1	<p><b>WALT:</b> Add a 1 digit number to a 2 digit number crossing 10</p>	<p><b>Activity:</b> Warm up- using bead bar practise counting in 2s, 5s and 10s starting from 0. Re-cap column addition method and practise method with children using place value counters and place value table. Whole class practical activity- children complete addition questions (begin with adding 1 digit to 2 digit-crossing 10) using place value tables and counters. Support group- reading and recognising numbers to thirty/ addition within 30 Whole class practical- add 1 digit to a 2 digit number crossing 10</p>	ACL.6
2	<p><b>WALT:</b> Write my one page profile</p> <p>Draw and write about 'My Hero'</p> <p>Use a range of digital devices and equipment</p>	<p><b>Activity: Read text- I am Special, I'm Me</b> This week the children will be thinking about what makes them unique? The children will be thinking about the things that are important to them. We will also be discussing the ways in which different people may appreciate/require support. The children will then work with RW to complete their one page profile.</p> <p><b>Independent Task-</b> Discuss within your group who your hero is- share with the group. Task- draw your hero (write about why this person is your hero)</p> <p><b>Coch-</b> Work with RW to complete my one page profile. <b>Glas-</b> Outdoor provision <b>Melyn-</b> Independent <a href="#">My Hero</a> task/Indoor Provision <b>Gwyrdd-</b> Digital Discovery area tasks <b>Extension-</b>Provision activities</p>	ACL.4
3	<p><b>WALT:</b> Take part in physical activity</p>	<p><b>Activity:</b> Today will be our next P.E session. We will take part in our next gymnastics shape session. Children will be using the gymnastics equipment, focusing making a shape to start/finish routine and making shapes in the air as part of a jump.</p>	HCI.6

Friday			
1	<p><b>WALT:</b> Add a 1 digit number to a 2 digit number crossing 10</p>	<p><b>Activity:</b> Warm up- using bead bar practise counting in 2s, 5s and 10s starting from 0. Re-cap column addition method and practise method with children using place value counters and place value table. Whole class practical activity- children complete addition questions (begin with adding 1 digit to 2 digit-crossing 10) using place value tables and counters. Support group- reading and recognising numbers to thirty/ addition within 30 Whole class practical- add 1 digit to a 2 digit number crossing 10 Record in books if able to complete practically.</p>	ACL.6
2	<p><b>WALT:</b> Write my one page profile</p>	<p><b>Activity: Read text- I am Special, I'm Me</b> This week the children will be thinking about what makes them unique? The children will be thinking about the</p>	ACL.4



	<p>Draw and write about 'My Hero'</p> <p>Use a range of digital devices and equipment</p>	<p>things that are important to them. We will also be discussing the ways in which different people may appreciate/require support. The children will then work with RW to complete their one page profile.</p> <p><b>Independent Task-</b> Discuss within your group who your hero is- share with the group. Task- draw your hero (write about why this person is your hero)</p> <p><b>Gwyrdd-</b> Work with RW to complete my one page profile.  <b>Coch-</b> Outdoor provision  <b>Glas-</b> Independent <a href="#">My Hero</a> task/Indoor Provision  <b>Melyn-</b> Digital Discovery area tasks  <b>Extension-</b>Provision activities</p>	
3	<p><b>WALT:</b> Express our thoughts and feelings</p>	<p><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 five- Our Learning Charter</p>	<p><b>EIC.6</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>

#### 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