



15.03.24

Good morning. I hope you have all had a lovely weekend.

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 [jamesl562@sch.caerphilly.gov.uk](mailto:jamesl562@sch.caerphilly.gov.uk)

### Monday

9.10- Daily Mile

9.30 – Collective Worship

1	<b>WALT:</b> <a href="#">Partitioning mixed numbers</a>	Activity: Warm up by partitioning whole numbers and completing number lines.  Recap last week's lesson exploring numbers greater than a whole  What is a mixed number? – a whole number and a fraction. Children to spend time today exploring additional representations of understanding mixed numbers.	<b>ACL.6</b>
2	<b>WALT:</b> Explore poetry	Activity: Children to spend time looking at a range of different poems and their styles. Looking at the different features and what makes them exciting to read. Children to have a go at reciting each poem and using their valued voices to give opinions on what poems they like or dislike	<b>ACL.5</b>
3	<b>WALT: Write a daily routine.</b>	Activity: Children to have time to finish their daily routine booklets from last week and present to the class	<b>ACL.4</b>



**Tuesday**

<b>1</b>	<b>WALT:</b> <b>Number lines and mixed numbers</b>	<p><b>Activity: Maths warm up concentrating on mental maths</b></p> <p>Recap what is a fraction? What do you remember? Which is the numerator and denominator? What is a mixed number?</p> <p>Look at a range of number lines, locate the start and end point of the line. The space between each number on the number line represents a whole.</p> <p>Find your mixed number – locate the whole number, then locate the fraction, where would it sit on the number line? Use the denominator to help decide what to divide the whole by. Practise these on your whiteboards before answering the questions in your maths books.</p>	<b>ACL.6</b>
<b>2</b>	<b>WALT: Write a senses poem</b>	<p><b>Activity: Children to close their eyes and imagine they're a character in Antarctica: an animal (e.g. whale, krill, albatross), a thing (e.g. sky, iceberg, cloud) or a person (e.g. explorer, scientist and/or artist). Children to then write about who they are, what they sense (see, hear, smell, taste and/or touch) and what their message is to the world. The latter could be something important and that they're desperate to bring to our attention or less serious.</b></p> <p>Children use their ideas to create their finished poem on an Antarctic picture template.</p>	<b>ECC.1</b>
<b>3</b>	<b>WALT:</b> <b><u><a href="#">Understand weather patterns and climate zones</a></u></b>	<p><b>Activity: Understand about weather patterns around the world and relate these to climate zones - Understand and use a widening range of specific topic vocabulary - climate zones, mountains, polar, composition, sea, ocean, Artic, Antarctic.</b></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Compare temperatures in the Antarctica to temperatures in Wales. Can you work out the difference?</p>	<b>EIC.2</b>



**Wednesday**

9.30- Open the book assembly			
<b>1</b>	<b>WALT:</b> <a href="#"><u>Compare and order mixed numbers</u></a>	Activity: Today we are going to start with counting forward and backwards in multiples of 6's  Mental calculation consisting on addition, subtraction, multiplication and division  Recap what a mixed number is?  How could we compare mixed numbers?  Start by looking at the whole number. If one is larger than the other it can be easier to order. If the denominators are the same we compare the numerators. The greater the numerator the greater the fraction	<b>ACL.6</b>
<b>2</b>	<b>WALT:</b> Warm write (non-chronological report) fact file.	Activity: Today children to complete a (warm write) fact file on an Antarctic animal of their choice. Recap to last term when you completed a non-chronological report. What were the main features that needed to be included?	<b>ECC.2</b>
<b>3</b>	<b>WALT:</b> <a href="#"><u>How animals are adapted to the Antarctic environment?</u></a>	Activity: Last week you researched different types of Antarctic animals. Can you list them? How are animals adapted to the Antarctic environment? Today we will focus on the physical adaptations of an Emperor Penguin	<b>EIC.2</b>

**Thursday**

9.30- Open the book assembly			
<b>1</b>	<b>WALT:</b> <a href="#"><u>Improper fractions</u></a>	Activity: In today's lesson children will explore improper fractions. Improper fractions are fractions where the numerator is larger than the denominator. Work through the power point and answer the <a href="#"><u>questions</u></a>	<b>ACL.6</b>
<b>2</b>	<b>WALT:</b> Explore the form and	Activity: What is a recount? What is the purpose? Can recounts appear in different forms? Think and look back on the recount you did last term. What	<b>ACL.2</b>



	<b>purpose of a recount</b>	was the purpose of it? Look at the Sue Palmer recount forms. As a start to our topic you will be working towards writing a diary entry from the perspective (view) of someone travelling to Antarctica. Discuss as a class what your diary entries will need to include.	
3	<b>WALT: <u>How do Antarctic animals depend on each other</u></b>	<b>Activity:</b> In todays session we will explore food chains and their importance. Children will understand that food chains show how plants and animals get their energy. Children to explore different food chains in the Antarctic.	<b>EIC.2</b>

<b>Friday</b>			
1	<b>WALT: Take part in physical education</b>	<b>Activity:</b> Children to take part in physical activity with Mr Ellis	<b>HCI.3</b>
3	<b>WALT: Safety with online relationships</b>	<b>Activity:</b> Understand that belonging to an online community can have positive and negative consequences  Can recognise when an online community feels unsafe or uncomfortable	<b>EIC.6</b>

<b>Additional Tasks</b>
<p>9.00- 9.30 – Registers, children settle, alternate daily, handwriting, times table, spag, mental maths</p> <p>9.20-9.30- Helpwr Heddiw</p> <p>9.30-10.30- Session 1- Maths –</p> <p>10.30- 10.45- Break – see timetable</p> <p>10.45- 11.10- Guided reading – see group list and timetable on board</p> <p>11.10- 12.10 – Session 2-Literacy</p> <p>12.10- 12.20- Mindfulness</p>



**12.20-1.20- Lunch – children to be taken and collected from zone (timetable on board)**

**1.20-2.20- Topic**

**2.20- 2.40- Daily Mile**

**2.40-3.10- Session 3 -Topic**

**3.10- 3.25- Class book/boost/ Newsround**

**3.25 – Home time**