



05.02.24

Good morning. I hope you all had a great 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: Area of a shape</b>	<p>Activity: Recap how to find the area and perimeter of a shape.</p> <p>Recount what you did outside last week with sticks? How did you calculate the area of the shapes you made?</p> <p>Work through the <a href="#">power point</a> and answer the <a href="#">questions</a></p>	<b>ACL.6</b>
2	<b>WALT: Write a recount on your trip to St Fagan's</b>	<p>Activity: Recap your work on recounts and the features included. Discuss your class trip to St Fagan's. As a warm write today you will write a recount on your trip. Refer back to the success criteria of your hot write to ensure you include all the appropriate features</p>	<b>ACL.1</b>
3	<b>WALT: Learn the welsh words for items of clothing</b>	<p>Activity: Discuss items of clothing in Welsh. Play Welsh hangman to familiarise yourself with the different items.</p> <p>Discuss the clothing worn by Iron age Celts. Did Celtic Warriors wear different clothing. Learn the Welsh names for each item of clothing. Label the Celtic clothing and play pairs</p>	<b>ACL.4</b>



**Tuesday**





<b>1</b>	<b>WALT:</b> <a href="#">Area of composite</a>	<b>Activity:</b> In previous lessons we have found the perimeter of composite shapes by adding the sides. Today we will look at finding the area of a composite shape. A composite shape is a figure that consists of two or more shapes. Work through the power point and answer the <a href="#">questions</a>	<b>ACL.6</b>
<b>2</b>	<b>WALT:</b> Make a prediction	<p><b>Activity:</b> Think back to the last time you carried out a science experiment. What is a hypothesis? Discuss as a class.</p> <p>This term for your science experiment you will be investigating states of matter. You will investigate turning cream into butter.</p> <p>Using you valued voices work in groups to discuss different questions you may have regarding this experiment.</p> <p>Some examples</p> <ul style="list-style-type: none"> <li>• Does warm or cool cream turn into butter faster?</li> <li>• Can you make butter out of milks with less fat?</li> <li>• How long does it take to make butter?</li> <li>• Does placing the cream in different containers</li> </ul> <p>Decide as a class which question you would like to focus on. You will then create a hypothesis from this and decide on any variables you would like to test and what variables will remain the same. This term your science experiment will be laid out as a 2-page spread. You will need to split your page into 6 sections. Today you will focus on the first section, which you will title- 'What I want to investigate' and your planning board which will include the independent variable and dependent variables</p>	<b>ECC.1</b>
<b>3</b>	<b>WALT:</b> Set up a science experiment	<b>Activity:</b> Discuss your science experiment? How are you going to carry it out? What equipment will you need?	<b>ECC.1</b>



	<p>For this lesson you will need to add your method to your two-page spread science experiment. For a method you need to work out what you are going to do to do to work out the answer to your investigation. Miss James will model this on the board, you can then use and adapt</p> <p>You will also need to create a table to record any results you find during your experiment. As a class, discuss how this could be set out. What is the most suitable way to record our results?</p>	
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Wednesday			
<b>9.30- Open the book assembly</b>			
<b>1</b>	<b>WALT: Carry out a science experiment</b>	<p>Activity: Carry out science experiment. Look at your method, gather the equipment needed and carry out your experiment. Remember to pay attention during the experiment. What do you see happening? Why is it happening? What other questions do you have?</p>	<b>ECC.2</b>
<b>2</b>	<b>WALT: Investigate results</b>	<p>Activity: Look at the results from your science experiment this morning. Discuss your findings as a class. Could you represent your findings in a different way? How? Look at a range of different graphs. Which graph do you think would be most suitable for you?</p> <p>Once decided draw out a graph based on you results. What have you found? Is this different from your prediction? What follow up investigation could be carried out? Use this discussion and information to write a conclusion.</p>	<b>ACL.9</b>
<b>3</b>	<b>WALT: Take part in physical activity</b>	<p>Activity: Take part in physical education and team work games</p>	<b>HCI.3</b>

Thursday			
<b>1</b>	<b>WALT: Recap perimeter and area</b>	<p>Activity: Recap perimeter and area.</p>	<b>ACL.6</b>

		<p>In your maths books draw 5 shapes- rectangles and squares. Measure correctly using a ruler. Underneath each shape total the perimeter and area. Swap your books with a partner and mark in your <b>tickled pink pens</b> and <b>green for growth pens</b>.</p> <p>Once complete- log onto timetables rock stars.</p>	
<p><b>2</b></p>	<p><b>WALT: Design a Celtic knot in the initial of your name.</b></p>	<p><b>Activity:</b> Discuss Celtic patterns and what you already know.</p> <p>Today you will create a Celtic knot in you initial. Some examples are shown below. Carefully draw out your initial in your art books in bubble writing. Within the initial you will need to create your Celtic knot pattern. Choose the colours you wish you use, what colours compliment each other?</p>     <p>Next week you will recreate your designs on A3 paper ready for display.</p>	<p><b>ECC.2</b></p>
<p><b>3</b></p>	<p><b>WALT: Understand how online</b></p>	<p><b>Activity:</b> Influencers are people who use their online platform to influence the way people think, feel or act. Often considered an expert in their field, their</p>	<p><b>EIC.2</b></p>



<p><b>influences can change people's thoughts and feelings</b></p>	<p>followers usually trust this expertise. Because of their reputation and following, influencers often have the ability to impact a large amount of people very quickly. This activity gets learners to think about how this influence might not always be positive.</p> <p>Work in small groups to design your own influencer who uses their platform for good.</p> <ol style="list-style-type: none"><li>1. Ask learners to think about the videos they watch online. Who makes them? Answers may include streamers, YouTubers, companies such as Disney, Netflix, etc.</li><li>2. Explain that in this activity they're going to focus on individual people who make things - like videos - for the internet. Ask them if they have heard the word "influencer". What do they think an influencer might be?</li><li>3. Explain that an influencer is someone who shares things online, normally with a large audience. Lots of YouTubers, streamers, or creators on apps like TikTok could be thought of as influencers. Audiences who enjoy watching a particular influencer, or like the content they create, may be more likely to listen to their opinions and even be influenced by what they say and do. For example, if your favourite YouTuber tells you a new game is really good, you might be influenced to buy it.</li><li>4. Ask learners to think about how an influencer might use their power for good (e.g. to promote and raise money for a charity, to raise awareness of something).</li><li>5. Ask learners to think about how an influencer might have a negative influence on people (e.g. to encourage dangerous behaviour, to make people feel like to have to look a certain way etc.).</li><li>6. Divide learners into small groups and give each group a copy of the 'Design your own influencer' template. Ask learners to design their own influencer who uses their power for good. They should use the prompts on the template to help them with their design.</li><li>7. Once complete, ask groups to present their influencer design. For each presentation, ask another group to say three things that they liked about their influencer design.</li></ol>	
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Friday			
<b>1</b>	<b>WALT:</b> <b>Celebrate Dydd Miwsig Cymru</b>	<p><b>Activity:</b> Today is Dydd Miwsig Cymru. Today you are going to design a poster celebrating all forms of Welsh language music. Your poster can contain photos and pictures of Welsh artists and famous Welsh songs.</p> <p><b>Activity 2:</b> Create a lip sync video of a Welsh song of your choice. We will create this as a class. Using your valued voices decide on a song and plan how you would like the video to look. Once agreed begin filming and edit your video.</p>	<b>EIC.5</b>
<b>3</b>	<b>WALT:</b> <b>Identify ways to support each other</b>	<p><b>Activity:</b> Understand that communicating with someone in a different culture means we can learn from each other</p> <p>Can identify a range of ways that we could support each other</p> <p>Can appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>	<b>EIC.6</b>

Additional Tasks
<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> <p>12.20-1.20- Lunch – children to be taken and collected from zone (timetable on board)</p> <p>1.20-2.20- Topic</p> <p>2.20- 2.40- Daily Mile</p> <p>2.40-3.10- Session 3 -Topic</p> <p>3.10- 3.25- Class book/boost/ Newsround</p>



**3.25 – Home time**