



16.10.23

Good morning. I hope you all had a wonderful 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: Addition and subtraction</b>	Activity: Today you will use your knowledge of addition and subtraction to use in world life maths. Miss James has been organising a party for her friend, but she's been busy and has forgotten a few items. In pairs, use the I Pads and chrome books to locate each of the items and total the full amount. Once you have your total take it to Miss James who will give you your 'budget' you will then need to work together to see if and how much change you have left.	<b>ACL.6</b>
2	<b>WALT: Self and peer assess our work</b>	Activity: Look back at your explanation texts from last week. What worked well? What are you pleased with? Compare your hot write with your cold write. Can you see an improvement? What could you do next time? Use the marking grid and highlight anything you have achieved in your <b>tickled pink pens</b> , make any corrections in your <b>green for growth</b>	<b>ACL.5</b>
3	<b>WALT: Ask and answer 'Faint o'r gloch ydy hi?</b>	Activity: Recap how to ask and answer the time in Welsh. How do we say o'clock and half past? Learn how to say quarter past and quarter to chwarter wedi / chwarter i Around the classroom Miss James has hidden several analogue clock cards and several welsh time cards. Work together to find them all and match correctly.	<b>ACL.4</b>


### Tuesday



1	<b>WALT: Divide by 10, 100, 1000</b>	<p><b>Activity:</b> What do we need to do when multiplying by 10, 100, 1000? Recap the work we did last week.</p> <p>To multiply by 10, we move the digits 1 space to the left</p> <p>Multiply by 100 we move the digits 2 spaces to the left</p> <p>Multiply by 1000 we move the digits 3 spaces to the left</p> <p>What do you think we need to do when dividing? Is the number going to get bigger or smaller? Do we move the number to the left or right?</p> <p>Work through some examples with Miss James before completing the <a href="#">worksheet</a></p> <p>Bronze * Silver ** Gold ***</p>	<b>ACL.6</b>
2	<b>WALT: Understand discrimination</b>	<p><b>Activity:</b> Watch the two videos of <a href="#">Mary Seacole</a> and <a href="#">Florence Nightingale</a> and share information you picked out. What were they famous for? Thinking back to your black history workshop why might more people recognise Florence Nightingale over Mary Seacole? What other questions do you have?</p> <p>What did both women achieve? What challenges did they face?</p> <p>Think of hospitals today and the medical care we receive, how has this changed? Work in groups to create a freeze frame on Mary Seacole</p>	<b>EIC.6</b>
4	<b>WALT: Develop digital confidence</b>	<p><b>Activity:</b> Today we will carry on with our Garage band sessions. Recall what you explored last week with loops and sequences. What were you able to do? Change? Create? You will need to listen carefully to each step in order to enjoy the experience to its fullest.</p>	<b>ECC.6</b>

**Wednesday**

**9.30- Open the book assembly**

1	<b>WALT: <a href="#">Life and work of Romero Britto</a></b>	<p>Activity: • Look at and discuss the life and work of Brazilian artist Romero Britto. What would you find in his work?</p> <ul style="list-style-type: none"> <li>• Use the template of the face, found in presentation, and draw the facial features – eyes, nose and mouth.</li> <li>• Divide the page into different sections</li> <li>• Draw a different line, shape or pattern in each section.</li> <li>• Colour using felt pens (examples found in presentation above).</li> <li>• Outline with a black pen</li> </ul>	ECC.1
2	<b>WALT: Create a mode heart</b>	<p>Activity: Look at the heart models you made with salt dough last week. How accurate a representation are they of a human heart? What are you able to label? Today you will have the chance to finish these off by adding the correct colour paint. Once finished take a picture and upload to seesaw</p>	ECC.1
4	<b>WALT: What responsibility means</b>	<p><b>Activity:</b></p>  <p>This month our school value is responsibility. What does responsibility mean? How can we show this value at home? At school? With our friends? This week you will work in groups to create a piece of your choice to show responsibility using the tasc wheel.</p>	EIC.3



	<p>Discuss the tasc wheel as a class and the different sections.</p> <p>You will have the chance to create and show this is in any form you wish. You could make an I movie, a picture, use resources (playdoh, crafts) create a dance, song or a freeze frame. You will need to work collaboratively to decide on the best idea for your group.</p>	
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**Thursday**

<b>1</b>	<p><b>WALT:</b> <u>Factors</u></p>	<p><b>Activity:</b> What is a factor? Factors are numbers that divide in exactly into another number. Work through the power point. Play true or false as a class to familiarise yourself with factors. Work in pairs to investigate which number up to 50 has the most factors.</p>	<b>ACL.6</b>
<b>2</b>	<p><b>WALT:</b> <b>Discuss a book</b></p>	<p><b>Activity:</b> Together as a class read another chapter of 'The astounding Broccoli Boy' What do we know so far? What characters have we met? How are they different? Create a list of characteristics for Rory. Write a character description of Rory in your learning journals</p>	<b>ACL.2</b>
<b>4</b>	<p><b>WALT: What responsibility means</b></p>	<p><b>Activity:</b></p> <div style="text-align: center;"> </div> <p>This month our school value is responsibility. What does responsibility mean? How can we show this value at home? At school? With our friends? This week you will work in groups to create a piece of your choice to show responsibility using the tasc wheel.</p> <p>Discuss the tasc wheel as a class and the different sections.</p>	<b>EIC.6</b>



		You will have the chance to create and show this in any form you wish. You could make an I movie, a picture, use resources (playdoh, crafts) create a dance, song or a freeze frame. You will need to work collaboratively to decide on the best idea for your group.	
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Friday			
1	<b>WALT: Take part in physical activity</b>	<b>Activity:</b> Take part in physical activity with Mr Ellis.	<b>HCI.3</b>
2	<b>WALT: German</b>	<b>Activity:</b> Practise asking and answering what is your name in German  Wei Heibt du?  Practise with a partner, record and upload to seesaw	<b>ACL.1</b>
3	<b>WALT: Own our own learning charter</b>	<b>Activity:</b> Understand how democracy and having a voice benefits the school community and know how to participate in this  Understand why our school community benefits from a Learning Charter and can help others to follow it	<b>EIC.2</b>

Additional Tasks	
<p>9.00- 9.10 – Registers, children settle, practise handwriting in books.            9.10-9.30 – Guided reading – see group list and timetable on board            9.40-10.30- Session 1- Maths            10.30- 10.45- Break – see timetable            10.45- 11.10- Handwriting and spelling practise            11.10- 12.20 – Session 2-Literacy            12.20- 1.20-Lunch – children to be taken and collected from zone (timetable on board)            1.20-1.40- Daily mile on the front yard            1.40- 2.00- Boost – Read and discuss a book/ Incidental Welsh/ Mindfulness            2.00-3.00- Session 3 -Topic            3.00- 3.20- Class story/ Newsround            3.25 – Home time</p>	