



19.06.23

Good morning, I hope you 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@hwbcymru.net](mailto:jamesl562@hwbcymru.net)

### Monday

1	<b>WALT: Who IS Greta Thunberg?</b>	Activity: Class to have time to finish presenting their tasc work on 'Who is Greta Thunberg?' Refer to the last segments on the tasc wheel. How well did you do and what have you learned. Discuss these as a class.	<b>ECC.1</b>
2	<b>WALT: Triangles</b>	Activity: What do you know about triangles? Follow the <a href="#">Types of triangles power point</a> . As a class practise identifying different triangles and working out the different angles in the triangle.	<b>ACL.6</b>
3	<b>WALT: Take part in physical activity</b>	Activity: Children to carry out a range of athletics games with Miss Power	<b>HIC.2</b>

### Tuesday

1	<b>WALT: <a href="#">Find features of a newspaper report</a></b>	<b>Activity:</b> We are working on the genre of a recount. Next week you will be writing a newspaper report on Greta and the Giants. What features do newspapers have? Look through the <a href="#">example</a> and pick out the different features. Look through the PowerPoint. Highlight any you have found in your <b>tickled pink pens</b> , any you have missed add in your <b>green for growth pen</b>	<b>ACL.2</b>
2	<b>WALT: Regular and irregular polygons</b>	<b>Activity:</b> What different shapes can you name? 'Regular' polygon means all the sides and angles in a shape are equal e.g. an equilateral triangle and a square are regular but a rectangle and isosceles	<b>ACL.6</b>



		<p>triangle are irregular polygons. Can you think of any irregular polygons you might see in everyday life, such as stop signs, benches and tables?</p> <p>With a partner, describe and compare a range of shapes.</p> <p>Work as a group, deciding whether the <a href="#">shape</a> is regular or irregular</p>	
3	<b>WALT: Create a rap/poem on recycling</b>	<p><b>Activity:</b> Children to create a welsh poem/rap on recycling. Watch the video and read the <a href="#">poem</a> to give ideas. Use the <a href="#">sheet</a> to help decode any unfamiliar words</p> <p>Use repeating words and patterns in your rap/poem</p>	<b>ACL.4</b>

Wednesday			
1	<b>WALT: Use line, pattern and shape to create a series of drawings of a sea turtle.</b>	<p><b>Activity:</b> Under the Sea (plastic pollution) Look at and discuss the presentation on sea turtles – What can you recall from last week? Where do they come from? What do they eat? How are they endangered? What can we do to help? Sea Turtles</p> <p><b>Activity 2:</b> Wax resist drawing of a sea turtle.</p> <ul style="list-style-type: none"> <li>• Follow step-by-step instructions on how to draw a sea turtle, from previous lesson.</li> <li>• Outline with a black oil pastel.</li> <li>• Use oil pastel blending techniques to colour the turtle.</li> <li>• Paint over the drawing with a blue green watercolour. Examples found in presentation</li> </ul> <p><a href="#">Sea turtles finding their way to the ocean</a></p>	<b>EEC.1</b>
2	<b>WALT: Positions in the first quadrants</b>	<p><b>Activity:</b> Work through the PowerPoint understanding positions in the first quadrant. Understand in order in which to read the axes, x-axis first, then y- axis next.</p> <p>Complete the <a href="#">worksheet</a> choosing your level of confidence</p>	<b>ACL.6</b>



3	<b>WALT: Take part in a litter pick</b>	<b>Activity:</b> We have been looking at how we can look after the world. One way we can do this is to reduce litter. Today you will all take part in a little pick around Trethomas	<b>EIC.4</b>
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**Thursday**

1	<b>WALT: Make a model wind turbine</b>	<p><b>Activity:</b> Look back over your work from last week. What do we want to find out? What materials are you going to use to make your wind turbines?</p> <p>Refer to your design and build your model wind turbine. Once made we will test them with a hairdryer and cup of pennies.</p>	<b>ECC.1</b>
2&3	<p><b>WALT: Record results</b></p> <p><b>Write a conclusion</b></p>	<p><b>Activity:</b> We will test each model wind turbine to see if it lifts the cup of pennies.</p> <p>As each person has decided to use different materials you can create a table recording the results of different materials and which works best.</p> <p>Record your results in a table on your two page spread.</p> <p>Once you have recorded your results, plot this information on a graph.</p> <p>Look at the results, decide as a class which material worked best when making a model wind turbine. What worked well? What would you change if you had to do the experiment again? Was this a fair test?</p>	<b>ECC.2</b>

**Friday**

1	<b>WALT: Understand a characters</b>	<b>Activity:</b> Listen to the story ' <a href="#">Greta and the Giants</a> '	<b>EIC.1</b>
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	<p><b>thoughts and feelings</b></p>	<p>Next week you will be writing a newspaper report on how Greta helped the giants</p> <p>What are the main points of the story? What happened? What did the giant do? How did Greta feel? What did she do to make change? Who were the giants? How did they feel? What happened as a result of Greta's actions?</p> <p>Consider Greta's feelings throughout different parts of the story</p> <table border="1" data-bbox="528 674 1015 1095"> <thead> <tr> <th>Part of the story</th> <th>Greta's feelings</th> </tr> </thead> <tbody> <tr> <td>The wolf tells Greta that the Giants are ruining their home.</td> <td></td> </tr> <tr> <td>Greta has an idea for how to save the forest.</td> <td></td> </tr> <tr> <td>Greta tries to stop the Giants, but they don't see her.</td> <td></td> </tr> <tr> <td>The other children and animals make signs and join Greta.</td> <td></td> </tr> <tr> <td>The giants apologise and promise to try harder.</td> <td></td> </tr> </tbody> </table>	Part of the story	Greta's feelings	The wolf tells Greta that the Giants are ruining their home.		Greta has an idea for how to save the forest.		Greta tries to stop the Giants, but they don't see her.		The other children and animals make signs and join Greta.		The giants apologise and promise to try harder.		
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<p><b>2</b></p>	<p><b>WALT: Plot coordinates in the first quadrant</b></p>	<p><b>Activity:</b> Yesterday we starting looking at reading coordinates in the first quadrant, recap how we do this. Today you will have a go at plotting at your own quadrants. Plot your coordinates and ask a friend to check your work</p> <p><a href="#">Worksheet</a></p>	<p><b>ACL.6</b></p>												
<p><b>3</b></p>	<p><b>WALT:</b> What has influenced my life and what might influence the lives of other people</p>	<p><b>Activity:</b> Children to take part in the second jigsaw session, looking at our characteristics. Understand that genes are passed from an egg and sperm, which give us characterises and traits as our birth parents. Sometimes other people look after us, such as step-parents, carers and grandparents. Some people may be adopted. Even though these parents may not be the "biological" or "birth" they want to love and take care of us and we can develop traits from them too.</p>	<p><b>EIC.2</b></p>												

**Additional Tasks**



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