



08.05.23

Good morning, I hope you had a lovely long 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

Monday

Bank Holiday- Kings Coronation – School closed

Tuesday

1	<p>WALT: Adding and subtracting decimals</p>	<p>Activity: Recap working with decimals. Last week we looked at money. We need to make sure when adding with decimals that the digits are placed in the correct place value holder.</p> <p>Swap your book with a partner, generate a different decimals for your partner to add and subtract. Check your partners answers, used your tickled pink and green for growth pens</p>	<p>ACL.6</p>
2	<p>WALT: Write a persuasive letter. Cold write</p>	<p>Activity: Our next literacy genre is a persuasive letter. What can you recall about persuasive writing? Today you are going to write a letter to Meg requesting your favourite meal to be included in the school menu. Think about persuasive writing and the language you have used before. Make sure to use capital letters and full stops in the correct place.</p>	<p>ACL.1</p>
3	<p>WALT: To use knowledge of symmetry to create a robot in the style of American artist Eric Joyner.</p>	<p>Activity: Robots – Recap on the life and work of American artist Eric Joyner, and how he uses old tin robots in his work</p> <p>Create a symmetrical robot</p> <ul style="list-style-type: none"> • Discuss what symmetry is. Can pupils remember how we created an accurate symmetrical insect last year and explain the process? • Fold your paper in half. • Use the sheets, (found in the presentation), to give ideas and draw half of the robot. • Use a black pen to outline the robot. z 	<p>ECC.1</p>



	<ul style="list-style-type: none"> • Fold the paper and trace the robot. The robot will have to be traced for a second time to complete a full robot. • Use oil pastels to colour the robot and the background. • Paint over the robot with a black water wash and rub off excess water to give the robot an old rusty look. 	
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Wednesday			
1	<p>WALT: Digital forensics</p>	<p>Activity: Today is session 4 of your digital forensics course. Look through these evidence packs provided by the police, finding clues and evidence in your groups. Put all your information into a group presentations to present in court next week.</p> <p>Hard drive evidence</p> <p>USB evidence</p>	EIC.2
2	<p>WALT: To use knowledge of Steampunk to design and create a Victorian top hat.</p>	<p>Activity: Look at a selection of objects that are popular with Steampunk – Victorian pocket watches, goggles, cogs and gears, keys, compass, Peacock feathers etc.</p> <p>Steampunk Top Hat Activity 1: Create a montage of sketches using the above objects as a stimulus.</p> <ul style="list-style-type: none"> • Create a tone chart, challenging pupils to produce 5/6 different tones. • Sketch a selection of Steampunk objects (objects found in presentation). <p>Colour the objects using tones.</p> <p>Activity 2: Create and design a Steampunk Victorian top hat. • Use the Steampunk objects and design a Victorian top hat. Top hat template found in presentation.</p>	ECC.1



Thursday

1	WALT: How we can live more a sustainable life.	<p>Activity: What does it mean to live a sustainable life? Why is it important to live a sustainable life? Share ideas.</p> <p>Look through the resource cards. In groups discuss each card and its importance. Work together to place these cards on in a diamond rank. The top of the diamond would include which card you think is the most important, followed below by the cards you feel strongly about but not top priority, then work down to the bottom of the diamond with the cards you feel least important.</p> <p>Compare your diamond rank with another group, discuss your reasons. Take a picture and upload to seesaw.</p>	EIC.4
2	WALT: Multiply decimals by 10, 100, 1000	<p>Activity: Recap multiplying whole numbers by 10, 100 and 1000. How would you work out 23×10, 23×100, 23×1000</p> <p>How might you work out 4.5×10? 6.7×100? And 8.9×1000?</p> <p>What are the similarities and differences between multiplying whole numbers and decimals?</p> <p>Work through the questions, making sure to show your workings out.</p> <p>Check your answers with a calculator. Make any corrections in your green for growth pens</p>	ACL.6
3	WALT: Find features of persuasive writing	<p>Activity: What can you recall on persuasive writing? Look through the example texts, 1, 2, and 3, can you pick out recurring features in each text? What stands out to you? Write these down in your learning journals.</p> <p>Look through Sue Palmers persuasive writing checklist, have you found each feature? Add any you have missed in your green for growth pens.</p>	ACL.2

Friday

1	WALT: Importance of	Activity: Have you ever grown your own food? In school? At home? Why do you think it is important	EIC.7
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	<p>growing your own food</p>	<p>to grow your own food? Or shop locally? Share ideas on a post it note and add to the literacy working wall.</p> <p>Watch the video discussing where our food comes from and why food miles are bad for the environment</p> <p>Discuss the benefits of growing own food, less reliance on supermarkets, healthier food options, reduction in food miles and packaging waste, and the satisfaction of growing something yourself. You are going to have the chance to grow fruit and vegetables in the school garden. Today we will start preparing a plot in the garden ready for planting.</p>	
<p>2</p>	<p>WALT: Divide decimals by 10, 100, 1000</p>	<p>Activity: Recap dividing whole numbers by 10, 100 and 1000. How would you work out 230 divided 10, 230 divided by 100 , 23 divided 1000</p> <p>How might you work out 4.5 divided by 10? 6.7 divided by 100? And 8.9 divided by 1000?</p> <p>What are the similarities and differences between multiplying whole numbers and decimals?</p> <p>Work through the questions, making sure to show your workings out.</p> <p>Check your answers with a calculator. Make any corrections in your green for growth pens</p>	<p>ACL.6</p>
<p>3</p>	<p>WALT: Recognise when an online community feels safe or unsafe</p>	<p>Activity: Recap the jigsaw charter. Play the 'online safety' game: Explain to the children that the room has been split into 3 different areas, one labelled 'safe', one 'unsafe' and one 'I'm not sure'. Teacher to read out a number of statements, decide whether you think they are safe or unsafe.</p> <p>Take part in a quiz looking at the age restrictions and responsibilities. Following the quiz discuss why there is a need for age restriction?</p>	<p>EIC.5</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