



20.03.23

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

**Monday**

1	<b>WALT: Complete GL assessment and word problems</b>	<p><b>Activity:</b> Remaining GL Maths assessments to be completed</p> <p>Remaining children to complete the word problem <a href="#">worksheet</a>.</p>	<b>ACL.1</b>				
2	<b>WALT: Comparing religions</b>	<p><b>Activity:</b> Today we are going to look at the Bible story The Good Samaritan. Watch the <a href="#">video</a> and have a class discussion, what do you think is the moral of the story? Who is our neighbour? Why is it important for us to help others? What examples can you think of that take place that represent 'the good Samaritan'?</p> <p>In pairs/groups complete the <a href="#">activity</a> completing the story sequence</p> <p>Watch the video of the story of Moses. What do you think is the moral of the story? Discuss as a class? How does this compare with the story of the Good Samaritan?</p> <p>In your learning journals, create a table and fill in the table below</p> <table border="1" data-bbox="501 1585 1273 1671"> <tr> <td>The Good Samaritan</td> <td>The story of Moses</td> </tr> <tr> <td>Moral -</td> <td>Moral-</td> </tr> </table> <p>Underneath write a short paragraph highlighting the similarities and differences between the two stories</p>	The Good Samaritan	The story of Moses	Moral -	Moral-	<b>EIC.6</b>
The Good Samaritan	The story of Moses						
Moral -	Moral-						
3	<b>WALT: Take part in physical education</b>	<p><b>Activity:</b> Children to take part in a PE session with Mr Ellis. Children will also be continuing with their cricket sessions.</p>	<b>HCI.3</b>				

**Tuesday**



1	<b>WALT:</b> <u>Adding and subtracting fractions</u>	<b>Activity:</b> Recap work on fractions so far. What do you know? Last week we added fractions. Today we are going to look at subtracting fractions. Recap the steps to success and work the questions. Make a video explaining to others how you add and subtract fractions? Upload to seesaw	<b>ACL.6</b>
2	<b>WALT: Create a magazine article on the Good Samaritan (Warm write)</b>	<b>Activity:</b> Recap non chronological reports. What are the main features? Today you are going to create a non-chronological report (magazine article) on 'The Good Samaritan' Remember you will need a clear introduction, pictures and sub headings. One of your subheadings will need to include an example of 'The Good Samaritan' in the world today	<b>EIC.6</b>
3	<b>WALT: Write a plan for a play script.</b>	Create a plan for you play script. Using your work from last week create a plan detailing what characters will be included, what props will you need? What stage directions are you going to use? How are the scenes going to be split?	<b>ECC.1</b>

<b>Wednesday</b>			
<b>Twmbarlwm Walk- Yr 5</b>			
<b>Yr 6-Activities to be completed throughout the day</b>			
<ul style="list-style-type: none"> <li>• Complete magazine article on 'The Good Samaritan'</li> <li>• Create a plan for your play script- Characters have been described, now you need to provide a brief plan of each scene in your play script             <ul style="list-style-type: none"> <li>• Maths- Daily 10, maths games, <a href="#">adding fractions worksheet</a> <ul style="list-style-type: none"> <li>• Oxford reading, handwriting</li> </ul> </li> </ul> </li> </ul>			

<b>Thursday</b>			
1	<b>WALT:</b> <u>Fractions of an amount</u>	<b>Activity:</b> Discuss work on fractions, complete the starter activities on the video then answer the <u>questions</u>	<b>ACL.6</b>
2	<b>WALT: Write a play script</b>	<b>Activity:</b> Using your plan and work on play scripts, today you are going to create a play script on the myth <u>The Legend of Cantre'r Gwaelod.</u> Use the literacy working wall and steps to success as support. Don't rush and remember to read through your work as	<b>ACL.2</b>



		you go along ensuring your script makes sense and would be able to be read easily by others.	
3	<b>WALT: Make a prediction</b>	<p>Activity: Today we will begin work on our science experiment. You will start by planning your investigation following the format. Children will be investigating how substances change when heated and cooled. Using 4 different liquids, you will investigate how long it takes for each block of frozen liquid to melt back into a liquid and then how long it takes to evaporate.</p> <p>Today you will begin your investigation by completing the plan and hypothesis (what you think will happen)</p>	<b>ACL.3</b>

<b>Friday</b>			
1	<b>WALT: Carry out an investigation and discuss results</b>	<p>Activity: Carry out your science investigation. Record your results in a table, create a graph and conclusion, showing what you found, were your results reliable? Was it a fair test? Was your prediction correct?</p>	<b>ACL.5</b>
2	<b>WALT: Write a play script</b>	<p>Activity: Using your plan and work on play scripts, today you are going to create a play script on the myth <a href="#">The Legend of Cantre'r Gwaelod.</a> Use the literacy working wall and steps to success as support. Don't rush and remember to read through your work as you go along ensuring your script makes sense and would be able to be read easily by others.</p>	<b>ACL.2</b>
3	<b>WALT: Body Image</b>	<p>Activity: Today's jigsaw session will look at body image. Understand how the media, social media and celebrity culture promotes certain body types</p> <p>Reflect on your body image and know how important it is that this is positive accept and respect yourself for who you are.</p>	<b>EIC.5</b>

**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