



06.03.2023

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:</b> <a href="#">Plan a tourist guide</a>	<b>Activity:</b> Today you will be planning your tourist guides. Work through the <a href="#">power point</a> as a class, looking at who your audience is and what type of language you would use. Discuss what information you intend to include in your tourist guide. Have a look at the example skeleton plan on the power point and set out your own plan for your tourist guide. In the middle you will need to write the title of your guide, and write your headings in the outer blobs. Under each heading jot down any words, phrases or pictures that you intend to use in that section.	<b>ECC.1</b>
2	<b>WALT:</b> <a href="#">Mixed numbers to improper fractions</a>	<b>Activity:</b> Recap fractions and work from last week on improper fractions to mixed numbers. Today you are going to work on mixed numbers to improper fractions? Recap the steps to success for turning improper fractions to mixed numbers. Use your thinking skills to suggest how we might convert mixed numbers to improper fractions? Work through some examples on the board. <a href="#">Group 1</a> work with Miss James <a href="#">Group 2</a> <a href="#">complete the worksheet and</a>	<b>ACL.6</b>
3	<b>WALT:</b> Take part in physical education	<b>Activity:</b> Children to take part in a PE session with Mr Ellis. Children will also be continuing with their cricket sessions.	<b>HCI.3</b>

### Tuesday

4	<b>WALT:</b> Singing session	<b>Activity:</b> Dosbarth Ceirios will have their second session with Laura. Using your creativity and knowledge of our current topic you will build on work from last session composing your own song.	<b>ECC.6</b>
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Wednesday			
<b>1</b>	<p><b>WALT:</b> Complete clay dragons – paint, glaze and assess finished work</p>	<p><b>Activity:</b> Recap on your work so far. What activity was your favourite? Why? What piece of work are you most proud of? Why? Complete the clay dragons made two weeks ago. What do you like about the dragon? What could have been better? Paint the dragon, wait for it two dry and glaze with PVA glue.</p>	<b>ECC.1</b>
<b>2</b>	<p><b>WALT:</b> <a href="#">Comparing an ordering fractions different denominators</a></p>	<p><b>Activity:</b> Recap everything you know about fractions. When a fraction has the same denominator, we can compare and order them using the numerator, the bigger the numerator the bigger the fraction. How might we organise a fraction with different denominators?</p> <p>We need to give them common denominators. To do this we multiply fractions</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #e6f2ff; margin: 10px 0;"> <p><b>EXAMPLE</b> Compare these fractions:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Make denominators the same: 8 needs to be multiplied by 3</p> <math>\frac{3}{8} \times \frac{3}{3} = \frac{9}{24}</math> </div> <div style="text-align: center;"> <p>Common denominator: 8 and 12 both go into 24</p> </div> <div style="text-align: center;"> <p>12 needs to be multiplied by 2</p> <math>\frac{5}{12} \times \frac{2}{2} = \frac{10}{24}</math> </div> </div> <p style="text-align: center;">Compare numerators: 10 is bigger than 9 therefore 5/12 is bigger than 3/8</p> </div> <p>Answer the questions</p> <p><u>Bronze:</u></p> <p><u>Silver</u> <u>Gold</u> – Can you draw a picture to represent this visually?</p>	<b>ACL.6</b>
<b>3</b>	<p><b>WALT:</b> Write a tourist guide on Twmbarlwm.</p>	<p><b>Activity:</b> As a class, recap all the work we have done on non- chronological reports. Create the steps to success which will be displayed on the literacy working wall. Once you have gone over your plan and feel confident you can start your tourist guide on Twmbarlwm. Remember to keep refereeing back to</p>	<b>ACL.1</b>



		the resources that can help you (Literacy working wall, steps to success, plan)	
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**Thursday**

<b>1</b>	<b>WALT: Assess our work</b>	<p><b>Activity:</b> As a class, recap all the work we have done on non- chronological reports. Create the steps to success which will be displayed on the literacy working wall. Once you have gone over your plan and feel confident you can start your tourist guide on Twmbarlwm. Remember to keep refereeing back to the resources that can help you (Literacy working wall, steps to success, plan)</p> <p>Read over and edit your work once you have finished. Highlight anything you have achieved off the marking grid in your <b>tickled pink pens</b> and any corrections in your <b>green for growth pens</b>.</p>	<b>EIC.1</b>
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<b>2</b>	<p><b>WALT:</b>  <a href="#">Comparing an ordering fractions different denominators</a></p>	<p><b>Activity:</b> Recap everything you know about fractions. When a fraction has the same denominator, we can compare and order them using the numerator, the bigger the numerator the bigger the fraction. How might we organise a fraction with different denominators?</p> <p>We need to give them common denominators. To do this we multiply fractions</p> <div style="border: 1px solid #add8e6; padding: 10px; margin: 10px 0;"> <p><b>EXAMPLE</b></p> <p>Compare these fractions:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Make denominators the same:</p> <p>8 needs to be multiplied by 3</p> <p>12 needs to be multiplied by 2</p> </div> <div style="text-align: center;"> <math>\frac{3}{8} &lt; \frac{5}{12}</math> </div> <div style="text-align: center;"> <p>Common denominator:</p> <p>8 and 12 both go into 24</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <math>\times \frac{3}{3}</math> <math>\frac{9}{24}</math> </div> <div style="text-align: center;"> <math>&lt;</math> </div> <div style="text-align: center;"> <math>\times \frac{2}{2}</math> <math>\frac{10}{24}</math> </div> </div> <p style="text-align: center; margin-top: 10px;"><b>Compare numerators:</b> 10 is bigger than 9 therefore 5/12 is bigger than 3/8</p> </div> <p>Answer the questions</p>	<b>ACL.3</b>
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		<b>Bronze</b> : complete the worksheet with Miss James support Silver/ Gold	
3	<b>WALT: Write a play script (Cold Write)</b>	Activity: Our next genre of writing is going to be a play script. Today you will be doing a 'cold write' to assess your understanding on play scripts. Recap the story of 'Jack and the Beanstalk' and complete a play script on this tale.	<b>ACL.1</b>

<b>Friday</b>			
1	<b>WALT: Recap fractions</b>	Activity: Today we will recap the maths we have done so far on fractions. Create a spread in your maths books detailing everything you know about fractions. List the steps to success for different fraction problems. We will use this to add to our maths working wall.	<b>ACL.6</b>
2	<b>WALT: Understand and interpret a story</b>	<b>Activity:</b> Read the story of the ' <a href="#">The Legend of Cantre'r Gwaelod</a> ' Discuss what happens in the story, what are the main points? How could this story be split into different scenes? After discussion you are to work in groups to act out a different part of the story.	<b>ECC.6</b>
3	<b>WALT: Understand the effects alcohol has on our bodies</b>	<b>Activity:</b> In today's jigsaw session we will look at some of the risks of alcohol, including anti-social behaviour, and how it affects the liver and heart.	<b>EIC.5</b>

<b>Additional Tasks</b>
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