



23.01.2023

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><br>Identify jobs for the future                        | <b>Activity:</b> This week's Jigsaw lesson will focus on what jobs children would like to do when they grow up and what they can do to help build their future  | <b>EIC.6</b> |
| 2 | <b>WALT:</b><br>Explore the relationship between area and perimeter | <b>Activity:</b> Recap what you know about perimeter and area. Create steps to success that can be displayed on the maths working wall and measure the area and perimeter of different items in the classroom.<br><br>Can the same area have two different perimeters?<br>Explore using the square tiles. | <b>ACL.</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

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| 1 | <b>WALT:</b><br>Develop rhythm, melody and harmony | <b>Activity:</b> Develop confidence in singing, focusing on rhythm, melody and harmony. Children will have the opportunity to explore a range of different instruments.  | <b>HIC.6</b> |
| 2 | <b>WALT:</b> Use descriptive language              | <b>Activity:</b> Today you are going to develop your descriptive language. You will need to work in partners. Partner A and Partner B. Partner A will look at the picture and describe what they see to partner B. Partner B will look away and draw what they hear. Once complete swap roles. You will have 5 minutes on each turn. Once complete compare your pictures. Was your partner descriptive enough?<br><br>Recap the story of Bran. What descriptive words could we use for the different characters? Create a list in your learning journals. Can you think of descriptive words for the different scenes? Think about the wedding, the battle, the cauldron. Create a | <b>ACL.2</b> |



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|   |   | vocabulary bank that will help you when writing your poem.   |              |
| 3 | <b>WALT: Explore and make enquiries about Welsh Myths and Legends</b> | <b>Activity:</b> Children to enjoy a performance of 'Dragon Tales' followed by a Q&A session where they will have the chance to deepen their understanding of myths and legends. | <b>EIC.6</b> |

| <b>Wednesday</b> |  |  |              |
|------------------|--|--|--------------|
| 1                | <b>WALT: Develop confidence and creativity in dance</b>                        | <b>Activity:</b> Children to take part in a DDmix dance workshop. The workshop embodies wellbeing and helps children develop confidence to explore their own creativity in other fields.   | <b>ECC.5</b> |
| 2                | <b>WALT: Use line, tone and colour to create 4 drawings of a dragon's eye.</b> | <p><b>Activity:</b></p> <p>Follow step-by-step instructions on how to draw a dragon's eye.</p> <ul style="list-style-type: none"> <li>• Split art page in half to create 2 equal sections. •</li> </ul> <p>Follow the instructions to draw the eye in one section (teacher model first)</p> <p>Pupils repeat the drawing process in the other section (independently) to have 2 dragon eyes.</p> <p>Instructions found in presentation above.</p> <p><b>Activity 2: Use 2 different art medium to decorate each eye.</b></p> <p>The 1st eye should be a line drawing. Use a black pen to draw over the eye sketch.</p> | <b>ECC.1</b> |



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|   |  | <p>2nd eye should be coloured using watercolours. Use painting skills to colour carefully. When dry outline with a black pen.</p> <p>Activity 3: Reflect and respond<br/>         Look at the 2 drawings – which do you prefer? Why?<br/>         Which medium did you prefer working with? Why?<br/>         How could your work be improved on?<br/>         Use a pink pen to state what has been done well.<br/>         Use a green pen to state how your work could be improved</p>   |                     |
| 3 | <p><b>WALT:</b><br/> <b>Discuss Christmas holidays</b></p> | <p>Activity: Revise previous learning Ble est ti? / Beth gest ti? / Beth welaist ti? / Sut oedd y tywydd? Sut oedd y gwyliau? and the answers Es i ... / Ces i... Gwelais i ... and Roedd hi'n ... Roedd yn...</p> <p>Ble est ti?<br/>         Where did you go?<br/>         Es i (i / i'r) ...<br/>         I went (to / to the)<br/>         Es i ddim i unman<br/>         I didn't go anywhere<br/>         yn ystod y gwyliau<br/>         during the holidays<br/>         ar y penwythnos<br/>         on the weekend</p> <p>Beth welaist ti? What did you see?<br/>         Gwelais i ... I saw ...<br/>         Beth gest ti? What did you have?<br/>         Ces i ...<br/>         I had ...<br/>         Beth glywaist ti? What did you hear?<br/>         Clywais i... I heard...</p> <p>Beth wnest ti? What did you do?<br/>         Bwytais i... I ate...<br/>         Yfais i... I drank...<br/>         Prynais i... I bought ...<br/>         Chwaraeais i... I played...</p> <p>Discuss Christmas holidays in Welsh with a partner. Write a script in your language book detailing a conversation on Christmas holidays</p> | <p><b>ACL.4</b></p> |



**Thursday**

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|---|---|---|--------------|
| 1 | <b>WALT: Reading and handwriting session</b>    | <p><b>Activity:</b> Reading session, oxford reading, handwriting and spellings</p> <p>Read the legend on <a href="#">Bran and Branwen</a> and answer the questions.</p> <p><a href="#">Bronze</a><br/><a href="#">Silver/Gold</a></p>   | <b>ACL.1</b> |
| 2 | <b>WALT: Area and perimeter</b>                 | <p><b>Activity:</b><br/><a href="#">Play area builder level 2</a><br/><a href="#">Area shape hit</a></p> <p>Find the area of 2d shapes around the classroom</p>   | <b>ACL.3</b> |
| 3 | <b>WALT: Find features of a free verse poem</b> | <p><b>Activity:</b> You will be building up to writing a free verse poem on the Myth 'Bran and the Bees'<br/>In groups write down on A4 paper a list of words that come to mind when you hear the word poetry.</p> <p>Did rhyme make your list? Free verse poetry doesn't have to rhyme. Traditionally, poems have a consistent rhyme scheme. Poets have written this way for hundreds of years, following strict rhyme schemes in sonnets or using rhyme in narrative poetry to tell a story.</p> <p>In the 19th century, however, this began to change. Poets such as Matthew Arnold and Walt Whitman explored the possibilities of poems without rhymes</p> <p>Have a look at the <a href="#">example of free verse poetry</a> (slide 3) to see if you can find the features. Add the features you find to a mind map in your learning journals.</p> <p>Have a look at the list of poetic features, add any you may have missed to your mind map using your <b>green for growth pens</b></p> <p>Do you understand what each feature is? Draw the table below in your learning journals. Add the feature along with and definition. Research any you are unsure of and add to your table in your <b>green for growth pens</b></p> | <b>ACL.2</b> |



|  |  |              |            |  |
|--|--|--------------|------------|--|
|  |  | Feature      | Definition |  |
|  |  | Alliteration |            |  |
|  |  |              |            |  |

| Friday   |   |  |  |  |              |
|----------|---|--|--|--|--------------|
| <b>1</b> | <b>WALT: Develop sentences for free verse poem</b>      | <p><b>Activity:</b> Following on from your lesson yesterday on the features of a free verse poem, today you are going to develop your understanding by writing examples on each.</p> <p>Recap as a class the definition of each feature.</p> <p>In groups, match the <a href="#">definition and examples</a> to the correct feature. Take a picture and upload to seesaw.</p> <p>Look back through your story maps on the Myth 'Bran and the Bees' using this information write your own examples for each of the features in your learning journals? Share your work with the class and give feedback to others. You will be able to use these within your poem next week</p> |  |  | <b>ACL.2</b> |
| <b>2</b> | <b>WALT: Find the area of a triangle</b>                | <p><b>Activity:</b> Can you remember the formula to find an area of a triangle?</p> <p>Using a ruler draw different size triangles in your book, measure and find the area.</p> <p>Outside work as a team to measure the chalk triangles.</p> <p>Play <a href="#">Area builder</a><br/><a href="#">Area shape hit</a></p>  |  |  | <b>ACL.3</b> |
| <b>3</b> | <b>WALT: <a href="#">Learn different food items</a></b> | <p><b>Activity:</b> Begin to learn different food items.</p> <p>Draw and label the different food items.</p> <p>Play German food <a href="#">snap</a></p> <p>At the end of the lesson. Introduce the phrase Was magst du? – What do you like?<br/>Ich mag – I like<br/>Ich mag nicht – I don't like</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