



10.10.22

Good morning, welcome to a new week. I hope you're all rested and 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

Monday

1	WALT: Character description	Activity: For your diary entry you will be able to choose to write from the point of view of either Cameron, mum, Dad or Doctor Bryce from our class novel 'Pig Heart Boy' In your books write your chosen character in the middle and write words around to describe them and their feelings.	EIC.2
2	WALT: Addition using the column method.	Activity: Recap addition using the column method. What are the steps to success? Generate a number (number of digits depends on your confidence) using the white boards talk through the steps to working out the answer with a partner. Film and upload to seesaw.	ACL.6
3	WALT: Be physically active	Activity: Children to take part in physical activity with Mr Ellis	HCI.5

Tuesday

1	WALT: Fronted adverbials	Activity: Recall the features of a diary. What did you locate in the diary examples from last week? Today we are going to focus on fronted adverbials so we can use them confidently in our writing. What is a verb ? An action word What is an adverb ? A word or phrase that describes how something occurred, e.g. She ran quickly . A fronted adverbial is when the adverb comes before the verb. Play the fronted adverbial dice game. Work in groups, one person picks a main clause e.g. the young girl hid Roll a dice, 1- Place 2- Time 3- Manner/how If you roll a 3, you to say 'how' e.g. hurriedly she hid	ACL.2
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		Complete the worksheet	
2	WALT: Sing confidently	Activity: Singing lesson	HIC.6
3	WALT: Addition column method	Activity: Word problems column method. Can you think of your own written problems? Write a word problem in a partner's book and get them to answer. Check their answer using the tickled pink and green for growth pens	ACL.6
	WALT: Consolidate knowledge on the heart	Activity: Look back to the work you did at the beginning on the heart, listing everything you knew. Today we are going to go back to this piece of work and see what extra we can add following the new knowledge you have learnt over the past few weeks.	ACL.5

Wednesday			
1 & 2	WALT: <u>Study and use correct body proportions</u>	<p>Activity 1: Activity 2: Using an artist manikin</p> <ul style="list-style-type: none"> • Pupils work in small groups to create some observational drawings of manikins. Encourage pupils to use the 8 equal part rule. Use 8 grid template to help with measurements (found in presentation). • Put the manikin into different poses and ask pupils to draw. • Use 2B and 6B pencils to sketch and shade. <p>Activity 2: Manikin and Zentangle drawing</p> <ul style="list-style-type: none"> • Pupils draw the manikin showing correct body proportions (use measurement grid template). • Choose 2 oil pastels and colour showing light and shade. • Divide the background into different sections and use line, pattern and shape to create a zentangle (black pens) • Instructions and examples found in presentation above. 	ECC.1
3	WALT: Ask and answer how old you are	<p>Activity: Recap numbers from last week. Today we are going to learn who to ask (<i>Wie alt bist du?</i>) and answer (<i>Ich bin x Jahre alt</i>) how old we are in German. Game- Each child will have a number card. You will have to go around the class asking and answering each other your age until you find a partner with the same age card.</p> <p>Complete the activity sheet</p>	ACL.2

Thursday			
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1	WALT: Hot seat as a character	Activity: Today the class will be split up into different characters from 'Pig Heart Boy' Following the first meeting with Doctor Bryce what would you want to ask each character? Create a list of questions. You will then each take it in turns to hot seat as that character. Make notes in your learning journal ready to use when you write your diary entry.	ECC.5
2	WALT: Mental strategies for subtraction	<p>Activity: Recap our mental strategies for addition from last week. Which method worked best for you? Today we will be looking at mental strategies that can help with subtraction. Have a look at the model below. Work through these on the board with Miss James</p>  <p>Use the down 10 strategy to solve the questions</p> <p>58 – 16 67 – 23 83 – 29 123 - 55</p>	ACL.6
3	WALT: Understand instructions	<p>Activity: View Y Pod-antur Cymraeg 3: Unit 1: Part 1 final section (from 10 minutes 36 seconds to the end) & Unit 1: Part 2 (from 9 minutes 23 seconds to end) where Tom plants some bulbs.</p> <p>On second viewing pupils to place pictures in correct order</p> <p>Group reading activity – match the instructions to the pictures. What words can you pick out to help translate the whole sentence? Key Vocabulary sheets available</p> <p>Pupils can then see the reading card Plannu Bylbiau to check their answer</p>	ACL.4

Friday

1	WALT: Draft a diary entry	Activity: Recap the features included in diary writing. Miss James to offer a bag with different items to the class. In groups pick out one object, these will include typical items from a classroom e.g. pencil, whiteboard pen, water bottle, and chair. It is your job to draft a diary entry from its point of view. We will stop at different points so you can have the chance to share your ideas and work to the class. The rest of the class will need to suggest what is working well and what improvements could be made, focusing on	ACL.1
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		vocabulary. We will add these to the working wall. Remember to keep referring back to the diary writing features.	
2	WALT: Subtraction using the column method	Activity: Recap subtraction. What are the steps to success when using column method? Bronze: Generate 2 digit numbers and subtract Silver: Generate 3 digit numbers and subtract Gold: Generate 4 digit numbers and subtract	ACL.6
3	WALT: Understand how an individual's behaviour can impact on a group.	Activity: Take part in a jigsaw session. This week's focus is how an individual's behaviour can impact on a group and how we can contribute to the group and understand how we can function as a whole	EIC.6

Additional Tasks

9.00- 9.10 – Registers, children settle, practise handwriting in books.
 9.10-9.30 – Daily mile on the front yard
 9.30-10.30- Session 1- Maths
 10.30- 10.45- Break – see timetable
 10.45- 11.15- Guided reading – see group list and timetable on board.
 11.15- 12.20 – Session 2-Literacy
 12.20- 1.20-Lunch – children to be taken and collected from zone (timetable on board)
 1.20-1.30- Mindfulness
 1.30-1.50- Boost – Read and discuss a book
 1.50-3.00- Session 3 -Topic
 3.00- 3.20- Class story/ Newsround
 3.25 – Home time