



TY'N Y WERN

05/02/24

Happy Monday Dosbarth Kites! I hope everyone had a lovely weekend.

This week we will reflect on our hot write recounts, continue with our topic of algebra and enjoy activities surrounding safer internet day.

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.

### Monday

|   |                                     |  |       |
|---|-------------------------------------|--|-------|
| 1 | WALT: Introducing algebraic symbols | <b>Activity:</b> Using blocks, we will aim to introduce the symbol $x$ and explain why we use it. $x$ will represent a variable number and we will practice pretending what this number is using examples such as $x = 3$ or $x = 5$ . | HCL.8 |
| 2 | WALT: Reflect on hot write feedback | <b>Activity:</b> Students will respond to feedback and analyse mistakes in their hot writes. These will form targets for improvement in the next extended write.   | ACL.6 |
| 3 | WALT: Perspective in art            | <b>Activity:</b> Students will further explore the use of perspective in art, learning how to draw a row of houses coming towards the page.  | ECC.2 |

### Tuesday

|   |   |  |       |
|---|---|--|-------|
| 1 | WALT: Digital footprint and online safety | <b>Activity:</b> Create a digital footprint in books and fill this footprint with the apps, games and websites you access at home. Include how much time you spend on each app and design a footprint that represents your online usage.   | ACL.3 |
| 2 | WALT: Oracy and debating                  | <b>Activity:</b> Students will create for and against tables/venn diagrams for debatable questions surrounding safer internet day e.g. "Should primary school children be given access to TikTok?". Students will then choose a side and we will create a debate tunnel where we can share views and make decisions. | ACL.2 |
| 3 | WALT: Design technology                   | <b>Activity:</b> Students will develop their own internet safety day posters using the points they have found in the previous lesson, focusing on presentation and key points.   | ECC.2 |

### Wednesday

|   |  |  |       |
|---|--|--|-------|
| 1 | WALT: Introducing substitution             | <b>Activity:</b> Students will learn how to substitute algebraic symbols with numbers. For example, they will have to solve the same equation with only the $x$ symbol changing value.   | ACL.5 |
| 2 | WALT: Jewish festivals and cold write prep | <b>Activity:</b> Students will continue their research on our topic of the Jewish religion by choosing a Jewish festival or celebration of their choice. This research will form the basis of our non-chronological report extended writing. | ACL.9 |



|   |                          |   |       |
|---|--------------------------|---|-------|
| 3 | WALT: Physical Education | <b>Activity:</b> Sports/Dance afternoon with Mr. Ellis. | HCL.4 |
|---|--------------------------|---|-------|

#### Thursday

|   |   |  |       |
|---|---|--|-------|
| 1 | WALT: Design two page spread literacy hub       | <b>Activity:</b> Students will design and create their own literacy hub following the structure from our previous extended write. We will tackle what we already know, what we would like to find out and complete our research section. | ACL.1 |
| 2 | WALT: Improve engagement with physical activity | <b>Activity:</b> Cardiff city foundation football sessions   | EIC.5 |

#### Friday

|   |   |   |       |
|---|---|---|-------|
| 1 | WALT: Independence and use of resources | <b>Activity:</b> Students will have time to complete missions surrounding our current topic of Judaism. These missions are designed to combine skills we have learned into a project-based task. Students are encouraged to be independent and creative in their completion of these tasks.   | ACL.4 |
| 2 | WALT: Review and Improvement            | <b>Activity:</b> Students will make use of this time to go through this week's work and expand on it. Students will use green pens for growth, highlighting areas they can improve on or correct mistakes. Tickled pink pens will be used for highlighting exceptional work that students are proud of and would like to replicate in future work. Verbal teacher feedback will be given. | ACL.1 |
| 3 | WALT: Dreams and Goals                  | <b>Activity:</b> Following the jigsaw scheme, we will explore topics using real life scenarios and discussion.  | HCL.1 |

#### Additional Tasks

##### **Overall Day Structure**

8.50-9.30am: Registers, Daily 10 Maths, Helper Heddiw

9.30-10.30am: Session 1

10.30-10.50am: Break Time

10.50-11.20: Reading groups (Teacher read, Duolingo, Silent read, Missions)

11.20-12.20: Session 2

12.20-1.20pm: Lunch Time

1.20-2:20pm: Session 3

2:20-2:30pm: Daily Mile

2:30-3:10pm: Session 3

3:10-3:25pm: Newsround, Recap of Learning, Tidy of Classroom, Announcements

3.25pm Home Time