



TY'N Y WERN

05/01/24

Welcome back to Dosbarth Kites! I hope everyone is ready to come back from a nice holiday and start the new year with some new goals!

This term there will be a lot of changes to staff, structure and environment, however we can adjust to these changes and use them to our advantage to continue to progress our learning.

This week we will conduct a recount of our holidays, set up our goals for the remainder of the year and create clear structure and rules for our learning environment.

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: Understand the learning environment	Activity: Students will be modelled how to use the new classroom resources, what the expectations of them are, and will engage with the learning areas to begin to feel comfortable in their new environment.	HCL.8
2	WALT: Set a baseline for literacy skills	Activity: Students will write their own recount of events that happened over the holidays. The topic will be open for students to be creative and express their feelings and writing style openly.	ACL.4
3	WALT: Introduce mathematical relationships	Activity: Students will use chalk outside to create large circle diagrams to show the relationships of sequences. E.g. $2 + 6 = 8$, therefore, $8 - 6 = 2$. Children will vary the complexity of their sequences based on their ability level to challenge themselves.	ACL.6

Tuesday

1	WALT: Introduce reasoning with sequences	Activity: Students will begin to explore sequences and infer patterns. Students will attempt to justify their answers to questions given by the teacher. As an activity, students will then test each other in pairs by creating potential sequences on their whiteboards.	ACL.3
2	WALT: Explore a range of vocabulary through research	Activity: Students will show off their application of resources by competing to find the most interesting vocabulary to add to our working wall. Students will be able to use dictionaries and thesaurus as well as technology. We will then create in our books our own vocabulary dartboard.	ACL.2
3	WALT: Introduction to this term's topic	Activity: We will explore what we already know about Judaism and Welsh culture, creating our own two-page spread as a title page for the upcoming lessons. Students are encouraged to collaborate and share their creative ideas.	ECC.2

Wednesday



TY'N Y WERN

1	WALT: Create reversible sequences	Activity: Combine our previous lessons' knowledge to create reversible sequences. E.g. 2 x2 4 x2 8 x2 16. 16 D2 8 D2 4 D2 2. These can be drawn on whiteboards first to practice and then in books to convey understanding.	ACL.5
2	WALT: WAGOLL	Activity: As a class we will discuss a good example of a year 6 level recount and the features that are present. In small groups we will critique each of the examples and then use oracy skills to rank them from best to worst and why. If there is spare time, students can create their own mind map of good features/techniques used in the examples.	ACL.9
3	WALT: Physical education	Activity: Sports afternoon with Mr. Ellis.	HCL.4

Thursday

1	WALT: Reasoning using mathematical relationships	Activity: Students will aim to tackle a reasoning question based on the previous lessons, looking at additive and multiplicative relationships. Students will have to identify patterns and formulas to work out larger variations of the questions.	ACL.3
2	WALT: Sue Palmer Skeleton	Activity: As a class we will go through the Sue Palmer skeleton of recount writing, identifying further features and techniques which we should consider when writing a recount. Students will then have the opportunity to discuss and note in their books any new techniques they have learned and prepare for a hot write recount.	ACL.1
3	WALT: Introducing Judaism	Activity: We will discuss as a class what we already know about Judaism and complete a grid to begin our topic including: "What do I already know?" "What do I want to learn?" "What have I learnt?" (completed at end of topic).	EIC.5

Friday

1	WALT: Developing oracy rules using digital skills	Activity: Students will contribute to their classroom environment by discussing oracy rules to be used by everyone, and then creating a digital art poster to display those rules. The most creative and clear poster will be put up on display on our oracy wall.	ACL.4
2	WALT: Marking and improvement	Activity: 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: Jigsaw Wellbeing	Activity: 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

10.30-10.45am: Break Time

10:45-12.15pm: Session 2

12.20-1.20pm: Lunch Time

1.20-1.50pm: Reading groups (Teacher read, Duolingo, Silent read, Missions)

1.50-2:20pm: 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