



WB 01.05.2023

Good morning Dosbarth Derwen, I hope you had a great weekend?

This week we will be focussing on our enterprise project. We will be developing our product as well as working in teams to produce advertising.

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 [DisleyA4@sch.caerphilly.gov.uk](mailto:DisleyA4@sch.caerphilly.gov.uk)

Tuesday

1	See Mrs Williams Art Plan
2	Mr Ellis Sports Afternoon

Wednesday

1	<p><b>WALT:</b> Design and develop a product.</p>	<p><b>Activity:</b> This week we will be designing, making and advertising our product for the Coronation Fete. Our product will be 'grass heads' in the style of Bran the Giant. As part of this, we will be writing a persuasive advert to record using the school radio station.</p> <ul style="list-style-type: none"> <li>- To start, we will be writing an advert for a random classroom object (this can be your own choice). We will briefly discuss what we could include in our advert however as part of a cold write, little input should be given.</li> <li>- Following this, we will look at the powerpoint to discuss and identify the features of persuasive writing. We will represent these in our books using a mindmap on a double page spread.</li> <li>- Listen to the following <a href="#">playlist of radio adverts</a> and discuss with your partner/table, what features did you recognise and what did you notice in general? How do you think radio adverts differ from that of TV adverts? Add any additional notes to your mindmap.</li> </ul> <p>-----</p> <p>Children will need to recall the topic from before term (Bran and the Bees). Remind children there will be a fete this Friday for the coronation and as part of this we will be creating and selling a product. These products will be grass heads (<a href="#">show pictures</a>)</p> <ul style="list-style-type: none"> <li>- Children will need to cost up these items and also work out how much to sell them for in order to make a profit. Children will be given the following list of items and will need to work</li> </ul>	<p><b>ACL.2</b>  <b>ACL.6</b>  <b>ACL.8</b>  <b>ACL.9</b>  <b>HCI.2</b>  <b>HCI.6</b>  <b>HCI.9</b>  <b>ECC.1</b>  <b>ECC.3</b>  <b>ECC.5</b>  <b>ECC.6</b>  <b>EIC.1</b>  <b>EIC.4</b></p>
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	<p>out:</p> <ul style="list-style-type: none"> <li>- The total cost of all the items. (addition)</li> <li>- The cost per grass head. (division)</li> <li>- Suggested sale price of a grass head. (rounding)</li> <li>- How much profit per grass head. (subtraction)</li> <li>- How many will need to be sold in order to break even. (division/addition)</li> <li>- Potential profit should all of the grass heads sell. (multiplication)</li> </ul> <p>-----</p> <p>We will now work as a class to make our grass heads. We will use the tights, potting mixture, grass seed and bands to create the general face/head shape and continue this until we run out of equipment.</p> <ul style="list-style-type: none"> <li>- Using a glue gun, we will stick googly eyes and material pieces on for mouth/teeth/eyebrows/lashes etc. (These should be to create a character from the story of Bran and the Bees)</li> <li>- Using a card template, we will design an outfit for our character and colour these using felt pens. These will then need to be stuck to the pot to complete the design.</li> </ul>	
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Thursday			
1	<p><b>WALT:</b> Develop our enterprise project and radio advert</p>	<p><b>Activity:</b> Recall the activity from yesterday. What did we do/learn? Today we will need to continue the enterprise project in our books by firstly recalling the instructions on how to make a grass head.</p> <ul style="list-style-type: none"> <li>- Discuss the steps with your partner/table then share with the class. Steps to be copied onto the board.</li> <li>- Who can recall the features of instructions? (You may need to look back through your book to remind yourselves). This morning we will be writing a set of instructions for "How to make a grass head". This should include step by step instructions, a list of things you will need and finally a picture of what the finished product should look like.</li> </ul> <p>-----</p> <p>As a class, discuss persuasive language features.</p> <ul style="list-style-type: none"> <li>- In pairs or small groups, have a think of as many positive adjectives to describe our grass heads as possible. These will need to be shared as a class and recorded in our books.</li> <li>- Are there any words here we could upgrade using a thesaurus? If you have upgraded any of your words, show this using a green pen.</li> </ul> <p>In order to develop our use of persuasive language, we will look at a few different 'Super Sentence' types, and use these to develop some sentences for our product.</p> <ul style="list-style-type: none"> <li>- Question sentence</li> <li>- Choice – Question</li> <li>- If, If, If, Then</li> <li>- Use these examples to create some super sentences of your own. These should promote the product so be careful to</li> </ul>	<p><b>ACL.2</b>  <b>ACL.6</b>  <b>ACL.8</b>  <b>ACL.9</b>  <b>HCI.2</b>  <b>HCI.6</b>  <b>HCI.9</b>  <b>ECC.1</b>  <b>ECC.3</b>  <b>ECC.5</b>  <b>ECC.6</b>  <b>EIC.1</b>  <b>EIC.4</b></p>



	<p>choose your words carefully.</p> <ul style="list-style-type: none"> <li>- In pairs, look through your super sentences and decide which one would be the most effective to use in a radio advert for the Bran grass heads.</li> </ul> <p>-----</p> <p>Children will now plan their radio advert in pairs or small groups. Recall the features of persuasive writing. What does our writing need to have? Recall the range of radio adverts we listened to, what were the main features we saw there? (Could we use rhetorical questions? Deliberate ambiguity – could be, possible the best etc, see <a href="#">Sue Palmer</a> skeleton for more ideas)</p> <ul style="list-style-type: none"> <li>- Our advert will comprise of three parts, opening statement, persuasion, then the conclusion. This will also need to include some other details such as the time and location of sale.</li> <li>- The framework will form three circles, each containing the relevant section. Labels will come from this with key words and ideas for the final advert.</li> </ul>	
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Friday			
1	<p><b>WALT:</b> Develop and record an advert for a product</p>	<p><b>Activity:</b> Recall the work so far this week. This morning we will be writing and performing our radio adverts.</p> <ul style="list-style-type: none"> <li>- In pairs or small groups, children will look back over their plan for the advert created yesterday. They will use this to expand upon each point. Adverts should be written into their books.</li> <li>- Once an advert has been written, children should read this aloud to each other in order to test how effective it is. Are there and changes that could be made?</li> <li>- Children should continue to re-write their advert until they are sure they are as effective as they could be.</li> <li>- Once the adverts are complete, each group will take it in turns to record their advert in the Radio suite as well as choose a song and introduce it.</li> <li>- All adverts and song will be compiled into a radio broadcast that could be aired during the fete.</li> </ul>	<p><b>ACL.2</b>  <b>ACL.6</b>  <b>ACL.8</b>  <b>ACL.9</b>  <b>HCI.2</b>  <b>HCI.6</b>  <b>HCI.9</b>  <b>ECC.1</b>  <b>ECC.3</b>  <b>ECC.5</b>  <b>ECC.6</b>  <b>EIC.1</b>  <b>EIC.4</b></p>
Coronation Fete Afternoon – Children to be collected at 2pm in order to browse the stalls			

Additional Tasks	
<p><b>Reading Groups (9.00 – 9.30)</b> Each morning we will have group reading sessions according to the timetable.</p> <p><b>Mindfulness (1.20)</b> Upon entering the class after lunch, calming music will be played to encourage deeper thought and mindfulness.</p> <p><b>Boost (1.25)</b> (excluding Tuesdays)</p> <p><b>Daily Mile (2.20)</b> Children will lead onto the front yard for the daily mile.</p>	