



TY'N Y WERN

WB 25.04.2023

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

This week we will continue to develop our understanding of the different sources of energy as well as begin to use these ideas to support a change. On Wednesday we will also be taking part in a virtual session with the University of South Wales looking at digital forensics.

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

Monday

1	WALT: Develop our understanding of fossil fuels	Activity: Recall the activity from the other day. What did we learn about fossil fuels? What facts can we recall? (If unsure, revisit the topic board). - Today we will be researching how the main fossil fuels were formed (coal, oil and natural gas). Think, pair, share your findings. - We will complete this session by representing this in a diagram. You may wish to look for examples on the internet to support, but remember these diagrams should be your own ideas.	ECC.1
2	WALT: Develop our understanding of multiplication.	Activity: To begin the session we will start with our Big Maths CLIC and Learn Its sheets and look to beat our previous scores. Recall the work we have done so far this week, what tricks have we looked at to help us understand times tables? Today we will take this further by understanding that "if we know..., then we know ..." - For your chosen difficulty level, you will need to write out the times table division sum, followed by how this relates to tens and hundreds e.g. $12/6=2$, $120/6=20$, $120/60=2$, $12/0.6=20$ Bronze: 6 times tables Silver: 7 times tables Gold: 9 times tables EXT: Use your battleships game to play "multiplication battleships"	ACL.6
3	WALT: Prepare for the Welsh Baseline	Activity: Children to continue with the carousel activities. Group 1: Proffil Reading Card (Ffion) Group 2: With Teacher Group 3: Placemat	ACL.4

Tuesday

1	WALT:	Activity: Children to recall the work so far on fossil fuels and	ECC.1
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	<p>renewable energy. What have we learnt so far? As a class, go through the BBC Website including the short video clip, encouraging the children to take it in turns to read parts of the text. Stop and pause regularly to discuss the different points raised. What have we learnt? Have we discovered anything new?</p> <ul style="list-style-type: none"> - Take the quiz as a class. Designate a side of the room to each answer and encourage the children to show their answers by physically moving to a side of the class. - For the next part of this lesson, children will need to be introduced to this scenario: <p style="text-align: center;"><i>In 2025, the energy bill for Ty'n y Wern Primary School is expected to rise from £2000 a year, to well over £5000 a year. As a result, the school will lose a considerable amount of money that could be used for other things such as classroom equipment, technology or school trips. This is a problem shared by many schools across the country. Your job as an architect (discuss this term) is to design a school that is more environmentally friendly (Discuss what this could mean? Could it mean more than just renewable energy? Supporting wildlife? Bees? Trees planted? Recycling areas etc. List ideas on board).</i></p> <ul style="list-style-type: none"> - You will create a draft design of your school on an A4 piece of paper. Discuss why it is important to make a draft first (make changes during the process, easier to allow ideas to flow etc). This draft should include a rough drawing of the school building with features labelled (these should include the entrance, classrooms, any significant features). - Once you are happy with your design, you should create a final draft. This should be done using pencil and coloured carefully using colour pencil (no pens). All features should be labelled carefully using a line and a ruler. - These designs should then be stuck into your learning journals. - EXTENSION: A description of your school can be written, describing its appearance, its features, and how this stands out as an environmentally friendly school. How will this help the current energy crisis as well as help with climate change? 	
2	Mr Ellis Sports Afternoon	

Wednesday			
1	See Mrs Williams Art Plan		
2	WALT:	Activity: 13.00 – 15.00 Internet of Things project. A virtual working with the University of South Wales looking at the topic of digital forensics.	ACL.9



Thursday

1	WALT: Identify our own energy needs	<p>Activity: Discuss the topic so far, what have we discussed? (fossil fuels, renewable energy etc). What do we need these for? Where does our power come from? How is it generated?</p> <ul style="list-style-type: none"> - Run through the powerpoint - 3 minute challenge: How many things can you think of that use power in your home? Discuss these and which ones we rely on the most. Record these in our books in a bubble or another creative way. - Which of these things that you have identified would you miss the most if the world ran out of energy? - 3 minute challenge: What are the different ways in which we can save energy in our homes? (lightbulbs, turn of lights/taps, don't leave things on standby). Discuss then record these in a further bubble - What are the main sources of energy in the uk? Which ones are renewable, which ones are not? Record the sources in a table. - In a final table, identify one positive and one negative to each form of energy source. 	EIC.2
2	WALT: Develop understanding of area and perimeter	<p>Activity: What is area and what is perimeter? Today we are going to investigate whether there is a relationship between area and perimeter of a shape.</p> <ul style="list-style-type: none"> - In your books, draw a shape with and area of 1cm^2 Then calculate the perimeter and write both of these measurements next to it. - Continue for 2cm^2, 3cm^2 and so on. Once you have completed an area of 10cm^2, see if you can identify a pattern. Write this in your own words. - Try some different shapes with the same area. Does this change the perimeter? 	ACL.3
3	WALT: Complete the Welsh Baseline	<p>Activity: To begin the session, we will remind ourselves of the Welsh placemat. We will look over each of the questions and responses as well as look at the extension ideas.</p> <ul style="list-style-type: none"> - Each child will be given a blank copy of the placemat and encouraged to colour code it relating to the ability with each part. Green (can read, say and understand) Orange (can read/say/are not confident in its use) Red (unsure what it means). - These sheets will be stuck into the books. 	ACL.4

Friday

1	WALT: Plan and write a discussion text	<p>Activity: Recall all of the work we have done so far. What have we learnt about different energy sources? What are the positives and negatives?</p> <ul style="list-style-type: none"> - 5 minute challenge, split the class in half. One half will think of as many positives to renewable energy as possible, the other will think of as many negatives as possible. These will then be shared and listed on the board. - Using the information collected on the board, we will plan our discussion text by selecting three of each and using the 	ECC.6
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		<p>skeleton framework on page 7 of the powerpoint.</p> <ul style="list-style-type: none"> - Below this framework, we will identify some key phrases or vocabulary to use from page as well as develop some rhetorical questions that could be used. - Look through the example we labelled previously, recall the features. Read aloud as a class. Relate to the skeleton plan. - What are the main features we will be looking for today in our writing? Can we develop the steps to success? Create a marking grid, then this will be displayed/used to support the writing of the essay. 	
2	WALT: Discuss Mental Health	Activity: This week's Jigsaw session will be focussing on relationships, in particular, My mental health.	EIC.2

Additional Tasks

Daily Mile (9.15) Children will lead onto the front yard for the daily mile.

Reading Groups (10.45 – 11.15) Each morning we will have group reading sessions according to the timetable.

Mindfulness (1.20) Upon entering the class after lunch, calming music will be played to encourage deeper thought and mindfulness.

Boost (1.25) (excluding Tuesdays)