



WB 17.04.2023

Good morning Dosbarth Derwen, I hope you had a great break for Easter and are ready to tackle the final term in Ty'n y Wern?

This week we begin to look at our new topic of "Full STEAM Ahead" which has a strong focus on science and technology.

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: Understand our new topic	Activity: This term, our topic will be Full STEAM Ahead. The word STEAM is an acronym. What does this mean? What could each of the letters mean? What do you think this topic is all about? Think, Pair, Share your ideas. In the acronym STEAM, the letters stand for Science, Technology, Engineering, Arts and Mathematics.	EIC.1
2	WALT: Develop our understanding of times tables	Activity: As a warm up activity, we will work together to count up in 3s, 4s and 6s. Can we beat our high score? Today we will be looking at some of the patterns that occur in times tables. Which times tables are we most confident with? Which ones not? Are there any tricks we can use to help us? What is the inverse function and how can we use this to check our answers? - For the level you choose, you will need to represent your times tables by drawing "groups of" for instance 3 groups of 4 for 3x4. For each representation you will also need to write out the fact family that comes with it e.g. 3x4=12, 4x3=12, 12/4=3, 12/3=4 Bronze: Write out the 3 and 4 times tables. Silver: Write out the 6 and 8 times tables. Gold: Write out the 7 and 9 times tables. EXT: Play the multiplication race game	ACL.6
3	WALT: Prepare for the Welsh Baseline	Activity: As part of a carousel of activities, children will complete a range of activities to consolidate their learning across the year. Group 1: Using the placemat, children should work in pairs or small groups to practice the language patterns. Group 2: Working in pairs, children will look at the Proffil Reading Card (Ffion) and use the placemat to support the reading and translation. Group 3: Working with the teacher, children will work together to translate the Proffil Reading Card (Dyfan) using the placemat for additional support.	ACL.4
4	WALT: Develop our	Activity: What are fossil fuels? Think, pair, share. Can we define what a fossil fuel is? Can we explain how they are	EIC.2



	<p>understanding of fossil fuels</p>	<p>created? What is the problem with fossil fuels? - In pairs, children will login to Hwb and access Encyclopedia Britannica. We will be using this to research fossil fuels. What is a suitable search term? Remember this should be simple and accurately reflect what it is we are trying to research. Please also choose the reading level that best suits your ability. As part of our research, it is important to understand what you are reading. Only then should you make notes. At the end of the session, everyone will write something they have learned on a post-it note and these will be placed on our topic board.</p>	
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Tuesday	
1	See Mrs Williams Art Plan
2	Mr Ellis Sports Afternoon

Wednesday			
1	<p>WALT: Write an essay – COLD WRITE</p>	<p>Activity: As part of our learning, we will be developing our understanding of how to write an essay. As part of this we will be starting with our cold write. The subject of the write will be “Should schools have a uniform?” As with any cold write, there will be little input with regards to the layout or content of the writing.</p>	EIC.2
2	<p>WALT: Develop our understanding of times tables</p>	<p>Activity: As a warm up activity, we will work together to count up in 3s, 4s and 6s. Can we beat our high score? Recall the lesson from Monday, what did we learn? Can anyone recall any of the tricks we looked at to remember a range of number facts? Today we will be using the skills we used on Monday to help us create our own game of battleships. - In books, children will need to draw a grid 10 squares by 10 squares. (you may wish to use 2x2 squares to give yourself more room) - Up the left hand side of the grid we will label 1 to 10 and the same along the bottom of the grid. In the bottom left corner we will write the “x” sign. - Complete the multiplication square by multiplying the two sides together. - Your next job will be to create three battleships (3, 4 and 5 squares in size), rockets/mines (one square in size) as well as a pouch to store them when not in use. - Colour/decorate your grid (this should be water although you could include fish or other sea creatures/islands etc). - With a partner, secretly place your ships on your grid. They can go up/down or across the grid. In order to play the game, the first player calls out a multiplication sum and answer (trying to guess where the others ships are). If the ship is on that square, the player calls out hit and that ship is sunk. If not, the player calls out miss and the search continues.</p>	ACL.6



		Players take it in turns to try and sink each others ships. The winner is the first player to sink each of the other players ships.	
3	WALT: Prepare for the Welsh Baseline	Activity: Children to continue with the carousel activities. Group 1: With Teacher Group 2: Placemat Group 3: Proffil Reading Card (Ffion)	ACL.4
4	WALT: Revisit the SWST	Activity: Begin the session by going over a few strategies for spelling, identify the initial sound, looking for the small word in the big word etc. Children will be given a list of spellings to complete. This will be the same list the children used at the beginning of the year.	ACL.1

Thursday			
1	WALT: Develop our understanding of essays	Activity: As a warm up activity, children will look at an example of an essay (page 12) and this will be stuck in their books across a two page spread. - Children should take their time to identify anything that they think is a feature then share these with the class. - We will discuss these ideas and look at the powerpoint to get a clearer idea of the key features. - Having listed the features on the board, we will then identify these on the example using colour pencil and a ruler for lines. Each feature should be clearly identified by a label using pen.	ACL.2
2	WALT: Develop our understanding of multiplication	Activity: As a warm up activity, we will work together to count up in 3s, 4s and 6s. Can we beat our high score? 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 sum, followed by the equivalent in 10s, 100s e.g. $2 \times 6 = 12$, $2 \times 60 = 120$, $20 \times 60 = 1200$, $20 \times 600 = 12000$ Bronze: 6 times tables Silver: 7 times tables Gold: 9 times tables EXT: Play the multiplication kart game .	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
4	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 tis in a diagram. You may wish to look for examples on the internet to support, but remember these diagrams should be your own	ECC.1



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Friday			
1	WALT: Develop our understanding of renewable energy	<p>Activity: How do we use fossil fuels? Why are they good? Why are they bad? What is the alternative? What is renewable energy? Think, pair, share. Can we define what a renewable energy? What examples can we think of? Can you think of any problems with this type of energy?</p> <p>- In pairs, children will login to Hwb and access Encyclopedia Britannica. We will be using this to research renewable energy. What is a suitable search term? Remember this should be simple and accurately reflect what it is we are trying to research. Please also choose the reading level that best suits your ability.</p> <p>As part of our research, it is important to understand what you are reading. Only then should you make notes. At the end of the session, everyone will write something they have learned on a post-it note and these will be placed on our topic board.</p>	EIC.2
2	WALT: Develop our understanding of multiplication.	<p>Activity: To begin the session we will start with our Big Maths CLIC and Learn Its sheets and look to beat our previous scores.</p> <p>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 ...”</p> <p>- 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. $12/6=2$, $120/6=20$, $120/60=2$, $12/0.6=20$</p> <p>Bronze: 6 times tables Silver: 7 times tables Gold: 9 times tables EXT: Play Penguin jump multiplication</p>	ACL.6
3	WALT: Better understand relationships	<p>Activity: This week in our Jigsaw, we will begin our new jigsaw piece looking at relationships. The first week will focus on the important topic of mental health.</p>	HCI.7

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