



WB 20.03.2023

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

This week we will begin to develop our understanding of the water cycle and how this impacts our choices and the choices of others in the past, present and future.

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 solids, liquids and gases	Activity: Odd One Out: Have a look at the three pictures (water, ice, steam) and in your groups or in pairs, discuss and share which one is the odd one out, why? What do they have in common? What else do we know about this? - Think, Pair, Share: In groups or pairs, you will be given 5 minutes to come up with a definition for solids, liquids and gases. Once we have shared these with the class, we will look at a clearer definition . - As a class, using the playground/hall children run around; when solid called they must make tightly packed group of at least 9 children; when liquid called they make chains of at least 5 children and move around area; when gas called they run around as individuals. Reinforce the meaning of particles as well as discuss what causes the change of state (heat etc). - In books, children will draw the outline of a bottle. This bottle will be labelled (the bottle – solid, the water – liquid, the empty space – gas) and a line drawn from each of these to a drawing of how the particles will be arranged.	ECC.5
2	WALT: Maths test questions	Activity: To begin the session we will write down our number facts about the number 4. This should include the time table to 12X, half and double. - This week we will be looking to consolidate our mathematical learning across the year. We will work through a range of questions on the board, answering them in our books. For each question we will discuss the different strategies used/that could be used as well as the correct answer.	ACL.6
3	WALT: Develop our Welsh language	Activity: Last time we looked at the book Y Ras Feiciau. Can anyone remember what the book was about? Today we will drill the question <i>Wyt ti'n gallu...?</i> Can you...? and the response Ydw or Nagw, Yes or No. - Children will use this question orally including a verb eg canu – to sing and respond appropriately. In books children will choose three sentences to write using the language pattern, they will also include their response and draw a picture to match.	ACL.4



Tuesday

1	<p>WALT: Further understand solids, liquids and gases</p>	<p>Activity: In groups or pairs, children will be given a few minutes to recall the activity from yesterday and one fact that they can remember. These should be shared with the class. If they are struggling to remember, they should be reminded that it was the solids, liquids and gas lesson.</p> <ul style="list-style-type: none"> - Children should be able to recall how each state behaves (the particles) as well as suggest some things that may cause the change of state (heat). - Children will then be given 5 minutes to think of as many solids, liquids and gases and possible and list these on a sheet of paper. Once these have been shared with the class, encourage the children to sort these into the same categories. - Share your ideas and explain the reason for your choices. - Children will now represent this in their books, but first they will need to suggest ideas of how they could show this? How creative can they be with it? (Basic example could be a table although encourage more creativity for example putting each category in bubbles, or using a bottle similar to yesterday's session...what are the most creative ideas we can come up with? - All work should be presented neatly within the books and if/when using colour, should be done neatly with colour pencil. 	<p>EIC.1</p>
2	<p>WALT: Maths test questions</p>	<p>Activity: To begin the session we will write down our number facts about the number 5. This should include the time table to 12X, half and double.</p> <ul style="list-style-type: none"> - This week we will be looking to consolidate our mathematical learning across the year. We will work through a range of questions on the board, answering them in our books. For each question we will discuss the different strategies used/that could be used as well as the correct answer. 	<p>ACL.6</p>
3	<p>WALT: Be physically active</p>	<p>Activity: This afternoon, children will need to take part in a relaxation task to begin their afternoon. This will include relaxing music playing whilst completing a mindfulness colouring. Children should use only 3 colours to complete their picture.</p> <ul style="list-style-type: none"> - Following this, children will take part in a fitness session. They will need to change into their kit prior to starting the session. - Weather dependent, children will do PE outside or in the hall. Children should be given a range of equipment and in small groups, develop their own range of mini games. These should then be presented to the rest of the class and discuss the different skills required to do the activity as well as suggest ideas to make it either easier or more difficult. 	<p>HCI.3</p>



Wednesday

1	WALT: Understand the water cycle	<p>Activity: To start of the session, we will look at a picture of Pen y Fan on the board. This should include a view of the horseshoe loop. Encourage children to share where they think this is, if anyone has been there, would they like to go there etc.</p> <ul style="list-style-type: none"> - Have you ever heard of the water cycle? Think pair share what this means or could mean. - Recall what we have learnt about solids, liquids and gases so far. Talk about this specifically in relation to water and the water we have on the Earth. Where would we find each of the states? Annotate the image on the board. <p>Show the powerpoint for the water cycle. Also include transpiration and accumulation.</p> <ul style="list-style-type: none"> - Today we will look at an experiment that will compare the different ways in which water can change state (solid to liquid, liquid to gas) - Using the layout of the planning boards, we will plan and carry out an investigation to see what difference temperature makes to the state of water in its different forms. - At the end of the session, an ice cube will be placed on a tray and a timer set. This will be to record how long it takes for the ice cube to melt without any additional heat. - Show the water cycle rap 	ECC.2
2	WALT: Maths test questions	<p>Activity: To begin the session we will write down our number facts about the number 6. This should include the time table to 12X, half and double.</p> <ul style="list-style-type: none"> - This week we will be looking to consolidate our mathematical learning across the year. We will work through a range of questions on the board, answering them in our books. For each question we will discuss the different strategies used/that could be used as well as the correct answer. 	ACL.6
3	WALT: Complete our science experiment	<p>Activity: Recall the activity from this morning. What did we look at? What did we learn? Talk about the planning of the science experiment and what we were looking to investigate. Children will then be given ice and water to complete the activity. Discuss the different ways we could apply heat.</p> <ul style="list-style-type: none"> - Complete the scientific write up. 	EIC.1

Thursday

1	WALT: Create our own water cycle	<p>Activity: This morning we will be looking to create our own version of the water cycle.</p> <ul style="list-style-type: none"> - In pairs, recall everything we can remember about the water cycle. What were the key stages? Share and discuss. - Recreate the water cycle on the board. - In order to create our own water cycle, children will be using a sealable bag and a permanent pen. On the bag they will draw a shallow line straight across the bottom to represent accumulation (this will also be the fill line for water), they will then add the other stages in the 	ECC.1
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		corresponding places. Once complete, the water cycles will be taped to the window to allow the sun to interact with them.	
2	WALT: Maths test questions	<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> <ul style="list-style-type: none"> - This week we will be looking to consolidate our mathematical learning across the year. We will work through a range of questions on the board, answering them in our books. For each question we will discuss the different strategies used/that could be used as well as the correct answer. 	ACL.6
3	WALT: Create an information video	<p>Activity: This morning we will be looking to show what we know in the form of a digital information video.</p> <ul style="list-style-type: none"> - What is the water cycle? Talk to your partner then share with the class. - What were the key stages of the water cycle? - As a class we will recall the cycle. - Introduce children to the app Spark Video - Children will be creating a video to explain the water cycle. It will need to recall the features of a report and include these. They will also need to insure that each member of the group has an equal part to play in the video. - Once complete, the video should be uploaded to Seesaw. 	ACL.8

Friday

Class Trip – CAG Twmbarlwm Walk

Additional Tasks

Reading Groups (9.00 – 9.30) 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)

Daily Mile (2.20) Children will lead onto the front yard for the daily mile.