



WB 16.01.2023

Good morning Dosbarth Derwen and welcome to week 2 of the Spring term.

This week we will be starting to develop our topic by looking into the history of Wales and how it developed into the nation it is today.

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: Identify our understanding of myths and legends	<p>Activity: Today we will begin to develop our understanding of what Myths and Legends means to us as well as begin to look at the history of Wales and how this affects the stories that we know today.</p> <ul style="list-style-type: none"> - To begin with, we will go to the first clear two-page spread in our books and write the topic title Myths and Legends in the middle. - Although we have previously talked about this, in groups take 5 minutes to discuss what we know about myths and legends as well as any questions we may have. - Share ideas as a class and note them on the board. We will discuss any misunderstandings or misconceptions as we go through these. - If we haven't already, in pairs or small groups we will use the dictionaries to identify the definition of a myth and a legend. These can be added to our books. - We will now start with a Cold Write which will take the form of a timeline of our lives. This will begin the genre of recount. - As with all Cold Writes, there will be minimal input to this in order to establish a baseline of understanding. 	ECC.1
2	WALT: Develop understanding of tenths	<p>Activity: Begin by completing the multiplication challenge using the number 4.</p> <ul style="list-style-type: none"> - Recall the work we did last week on tenths, what did we learn? What is a tenth? What different ways can we represent it? - How do we calculate a tenth of a number? What about two tenths and so on. - Is there a rule we can apply when we calculate a tenth/divide a number by 10? - Using whiteboards, children should add the place value headings of H, T, U decimal point t and h. - As a class we will have a go at dividing a range of numbers by 10. This will be done by writing the number in the correct columns, then moving the numbers to the right one place to reveal the answer. 	ACL.6



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		<p>- For today's lesson, to support our understanding, we will create our own place value charts in our books relating to the levels below.</p> <p>Bronze: HTU.t (3 digit whole numbers) Silver: ThHTU.t (4 digit whole numbers) Gold: ThHTU.t h (5 digit one decimal numbers)</p> <p>- Using these levels, children will write their generated number into their charts, then divide them by 10 by writing each number again in the column to the right.</p> <p>- To clarify each question, you will need to write out the sum and answer next to it.</p> <p>- If multiplication is the inverse of division, what do you think the rule will be when we multiply by ten? Can you prove it completing some questions yourself?</p>	
3	WALT: Recall familiar language patterns	<p>Activity: Recall the German we have learnt so far. Today we are going to play some games to help reinforce this.</p> <p>- One child will go out of class whilst the others choose a response to a question. All children will need to use the same answer except one. The person outside of the class will come in and go round the class asking the question until they discover the person with a different response.</p>	HCI.6
4	Cricket 2.45		

Tuesday	
1	See Mrs Williams Art Plan
2	Mr Ellis Sports Afternoon

Wednesday			
1	Group Reading and Comprehension Session		
2	DDMix 10-10.45		
3	<p>WALT:</p>	<p>Activity: Discuss the work we have done so far and the information we have found out.</p> <p>As we will be writing a recount in the form of an encyclopaedia entry, we will need to be aware of the features of this type of writing.</p> <p>- Each pair or group will have one of the class encyclopaedias and will have 5 minutes to have a look through it and see if they can identify the key features.</p> <p>- Once shared with the class, the will be made into a mindmap on the board.</p> <p>- We will then look at the powerpoint to see if there is any information or features that we have missed. These can be added using the Green for Growth pens and any that we identified independently can be carefully highlighted using the Tickled Pink highlighters.</p> <p>- Following this, in pairs or small groups, we will use the ipads and chromebooks to research the history of Wales. You should aim to:</p> <ol style="list-style-type: none"> 1. Make a note of any significant dates in Welsh history. 2. Identify when the first settlers were suspected in Wales. 	EIC.1



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		<p>3. Make a note of any significant structural or settlement changes linked to specific era or events in history. This information should be presented/shared with the class towards the end of the session and a whole class timeline should be developed.</p>	
4	WALT: Divide by 100	<p>Activity: Begin the lesson by completing the number challenge, today's number is 3.</p> <ul style="list-style-type: none"> - Recall the work we have done so far on tenths and division and multiplication by 10. What was the rule we could use for this? - What is the relation between 10 and 100? (10 times 10) If we move to the left when we multiply by 10, what do we do when we multiply by 100? ($\times 10 \times 10$) - With our knowledge of the inverse function, what do you think the rule would be if we divide a number by 100 ($\div 10 \div 10$) <p>Generate some three digit numbers and use these new rules to both multiply and divide by 100.</p>	ACL.6

Thursday			
1	WALT: Develop our understanding of different era in Welsh history	<p>Activity: Recall the activities from this week, what did we find out? What were the significant events in Welsh history? (See class timeline for support with additional dates added by teacher if necessary)</p> <ul style="list-style-type: none"> - As a class we are looking to develop a factual and informative timeline of the history of Wales that could be displayed in class. In order to do this, children will work in pairs to research an era or event in Welsh history and make notes on large sheets of paper. - We will need to ensure that each pair are working on a different event or era to ensure a broad range of information is gathered. You should be sure to include any specific features of that period in time as well as how they are different from today. - When researching, what are the important skills we need to have or remember? (team work, read and understand before writing down, write in your own words) - Towards the end of the session, children will present their ideas and information to the class. 	EIC.5
2	WALT: Convert units	<p>Activity: To start the session we will begin with the number challenge, today's number is 6.</p> <ul style="list-style-type: none"> - What do we know about measuring? What units do we measure in? What is the relationship between each of them? $\text{mm} \div 10 \text{ cm} \div 100 \text{ m}$ $\text{m} \times 100 \text{ cm} \times 10 \text{ mm}$ - Recall the work we have done so far on multiplication and division by 10 and 100. What were the rules we used to support this? - Knowing this, could we convert measurements from different metric units? - Copy the rule into your book, then in pairs, measure some 	ACL.6



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		objects around the classroom. You should measure in cm. - You will need to write the name of the object and its measurement in cm. Then using the rule, convert it to mm and m.	
3	Sport Xtra 1.50-2.20		
4	WALT:	<p>Activity: Show the front cover of the book Ein Stori Ni to the class - Edrychwch ar y clawr. Beth ydy'r teitl? ... ydy'r teitl. Pwy ydy'r awdur? Pa fath o lyfr? Llyfr ffeithiol / stori? Dyfalwch. Llyfr am...?</p> <p>How do we learn to read? What strategies do we use to understand the text</p> <ul style="list-style-type: none"> • Look for familiar words • Words that sound like English e.g. iard, bws, ces, label, • Clues from context / pictures / punctuation • Break down words / sounding out • Glossary at the back of the book <p>- Read the book as a class and discuss familiar and unfamiliar words. - Have a go at the comprehension sheet.</p>	ACL.4

Friday			
1	WALT: Develop our understanding of openers and time connectives	<p>Activity: To start the lesson, children will write a sentence about life in Wales now or in the past in their books.</p> <ul style="list-style-type: none"> - Each child will then share their sentence with the class. - Teacher to make a record of how each child has started their sentences. - What do we notice? Have we all started our sentences in a similar way or have we used a variety of language? - If we had to mark our sentence out of 10, what would we rate our sentence? Why? Add this to the work using your Green for Growth pen. - What could we do to make this sentence more exciting? How could we make it a 10? (remember the meaning of the sentence should remain the same, but we should be looking to add extra detail or change the way we have started it) - As we will be looking at the history of Wales, what type of openers or sentence starters could we use? Share some examples. - In our books we will develop a mindmap of a range of openers or sentence starters that could be used in our writing. - Share our ideas as a class and children should add additional ones to their sheets using the Green for Growth pen. - Looking through your collection of sentence starters, use the Tickled Pink pen to highlight two or three that you will use in your writing. - Following on from this, chose some of these starters to develop some super sentences of your own, relating to the history of Wales. Remember that these could be used in your final write up. 	ECC.2



2	WALT: Convert units of measure	Activity: To start the session we will have a go at the number sheet, the number of the day is 5. - Recall the work we have done so far, multiply and divide by 10 and 100, converting from different units of measure. What were the rules we used to calculate these conversions? - Once you have familiarised yourself with the rules, have a go at these questions .	ACL.6
3	Jigsaw Session: Continue to develop our focus of Dreams and Goals by identifying steps to success.		HCI.8

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.