



WB 07.11.2022

Good morning Dosbarth Derwen and welcome to the first week of this half term, I hope you all had a fantastic break?

This week we will be developing our understanding of the different forms of poetry as well as extending our use of vocabulary.

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 | | | |
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| 1 | WALT: Write a poem Cold Write | Activity: This week we will be starting a new genre of writing. We will be looking at poetry. As part of this, we will be doing a Cold Write poem based on the subject of our own choosing. It could be about school, family, a pet or your favourite musician. As part of a Cold Write, there will be minimal input into the layout and content. | ACL.1 |
| 2 | WALT: Reinforce the lattice method | Activity: Recall the different methods we have for multiplication. What are the steps for success for the lattice method? Run through some examples on the board. - For the first part of this activity, you will need to record the total number of press-ups and sit-ups you can complete. Imagine you did this every day: Bronze: How many would you complete in a fortnight? Silver: How many would you complete in November? Gold: How many would you complete in a year? EXT: Can you round your answer to the nearest 100? | ACL.3 |
| 3 | Concert Practice | | |

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

| Wednesday | | | |
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| 1 | WALT: Identify the features of poetry. | Activity: In small groups, discuss the features of poetry. In your groups you will have 2 minutes of silent thinking time, followed by 5 minutes discussion time. At the end of this time, each group should have 3 features written down and share these with the class. - As a class develop a mindmap of features. - look through the features of poetry and add any features that have been missed using the Green for Growth pen. The features you managed to identify, double tick with the Tickled Pink pen. | ECC.5 |



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| | | <ul style="list-style-type: none"> - Back in small groups, 2 minutes thinking time to recall the different forms of poetry, 5 minutes to share, then each groups should ideally come up with 3 different forms. - Create a class list of forms then we will look at a comprehensive list and add any additional forms using the Green for Growth pen. | |
| 2 | WALT: Reinforce the bus stop method | <p>Activity: Recall the different methods of division and that this is the inverse function of division. What are the steps to success for the bus stop method?</p> <ul style="list-style-type: none"> - Record the steps to success in your books in your own words. These can be used to refer to when working through problems. - Depending on your level of confidence, choose your difficulty on the worksheet. | ACL.7 |
| 3 | WALT: Develop our understanding of German | <p>Activity: Recall the German we have learnt so far. Can you use this in a simple conversation? What were the colours we discussed? Today we are going to be using these to complete a colour by number activity.</p> <ul style="list-style-type: none"> - Following the activity, you will need to write two sentences to say the colour you like, and the colour you dislike. <p>Ich mag ... (I like ...) Ich mag kein ... (I don't like ...)</p> | EIC.7 |

| Thursday | | | |
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| 1 | WALT: Develop our use of language | <p>Activity: Children will draw an outline of a head:</p> <ul style="list-style-type: none"> - Inside the head, children will need to write words to describe how they perceive their own character, their feelings, the things that motivate them in life and the things they desire most from life. - Outside of the head, children will need to write how they believe others perceive them. - These will be shared with the class and discussed. Do we have a positive or negative perception? What could be the reason for this? - Using a thesaurus, look at the word you have used and find alternatives and add these to your work using the Green for Growth pen. - Choose one of the original words and write it at the top of a list. Using the thesaurus you are going to find 4 alternatives for it and list them below. the words should increase in their power as you go down the list. | ECC.6 |
| 2 | WALT: Apply the bus stop method | <p>Activity: You are going to arrange a party for you and your friends (you can choose as many friends as you like). You will need to order enough food for everyone (this can be from a supermarket, make a list of items and cost). You can also choose any of these activities (total cost for group shown):</p> <ul style="list-style-type: none"> - Cinema: £36 - Trampoline Park £72 - Paddleboarding £140 - Go-kart racing £86 <p>You will need to make a list of your food/drink/activity (or activities) and work out how much it is going to cost altogether.</p> <p>You will then need to work out how much that will cost per</p> | ACL.2 |



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| | | person. Remember to record everything down so that it is clear and show all of your workings. | |
| 3 | WALT: | Activity: Look at the file Y Parc in groups discuss the writing and what form it is? Ask Beth ydy'r teitl? and Pwy ydy'r bardd? - Refer to the Reading Skills Card as a reminder of techniques we can use to identify meaning. - How many past tense verbs can you identify? What do they mean? - Complete the Detectif Darllen sheet. | ACL.4 |

| Friday | | | |
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| 1 | WALT: Understand Growth Mindset | Activity: What is emotion? Can we describe what this means? Take 2 minutes to think of as many emotions as you can, then in 2 minutes, write down as many emotions as you can think of. Discuss with others the ones you thought of. Do you have more positive or negative emotions? Can you think of a reason for this? How do we deal with our emotions? Pick an example and demonstrate how this affects our behaviour. Do we have strategies to deal with this? Introduce the term "Growth Mindset" to children. What does this mean? (Make notes if working from home). - How do we use a Growth Mindset? Discuss the learning pit. Make a list for each of the following questions: - Different problems we may experience. - How do we deal with this? Do we keep it to ourselves or do we talk to others? - What are the benefits of talking? - How do we know when a problem is too big to deal with ourselves? - Who do we tell? Who are our trusted people? Why? | EIC.1 |
| 2 | WALT: Use the inverse function | Activity: Recall the work we have done on addition, subtraction, multiplication and division. What methods did we use? What were the steps to success? What is the inverse function? - We will look at an addition problem, solve it, then look at how we can use the inverse to check our answer. - We will do the same with a subtraction, multiplication and division problem. - Depending on your confidence, choose your difficulty from the worksheet . Solve each question then use the inverse function to check the answer. | ACL.2 |
| 3 | Jigsaw: This afternoon we will move onto our new topic within Seesaw, Celebrating Difference. | | |

| Additional Tasks | |
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| 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) Following registration, children will lead onto the front yard for the daily mile.