

 <p>Ambitious, capable learners who.....</p> <ul style="list-style-type: none"> • Set themselves high standards and enjoy challenges. • Question and enjoy problem solving • Undertake research • Have the skills to connect and apply the skills learned in other contexts. • Can explain the concepts and ideas that they are learning about. • Can understand how to interpret data and apply mathematical concepts. • Use ICT creatively to communicate, interpret and find out information. • Can communicate in English and Welsh. • Can undertake research and evaluate critically what they find. <p>.....so that they are ready to learn throughout their lives.</p>	 <p>Enterprising, creative Contributors who....</p> <ul style="list-style-type: none"> • Take measured risks. • Connect and apply their knowledge and skills to create ideas and products. • Think creatively to reframe and solve problems. • Identify and grasp opportunities. • Lead and play different roles in teams effectively and responsibly. • Express ideas and emotions through different types of media. • Give of their skills and energy so that other people will benefit. <p>.....so that they are ready to play a full part in life and work.</p>	 <p>Ethically informed citizens who.....</p> <ul style="list-style-type: none"> • Find, evaluate and use evidence in informing views. • Engage in contemporary issues based upon their knowledge and values • Understand and exercise their human rights and responsibilities. • Understand and consider the impact of their actions when making choices. • Are knowledgeable about their culture, community, society and the world – now and in the past. • Respect the needs and rights of others as a member of a diverse society. • Show their commitment to the sustainability of the planet. <p>.....so that they are ready to be citizens of Wales and the World.</p>	 <p>Healthy confident individuals who.....</p> <ul style="list-style-type: none"> • Have secure values an establishing their spiritual and ethical beliefs. • Are building their mental and emotional well-being by developing confidence, empathy and resilience. • Apply knowledge about the impact of diet and exercise on their physical and mental health. • Know how to find the information to keep safe and well. • Take part in physical activity. • Take measured decisions about lifestyle and managing risk. • Have the confidence to participate in performance. • Form positive relationships based on trust and mutual respect. • Face and overcome challenge. • Have the skills to manage life independently. <p>.....so that they are ready to lead fulfilling lives as valued members of society.</p>
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<p>WOW start: Touch rugby tournmanet. Trip to Wagammmas to cook/sample Japanese food.</p>	<p>HEALTH AND WELL-BEING (PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)</p> <p>Evolve PSE Lessons/ PE Lessons</p> <p>Internet safety- invention of the web and cyber bullying/ safety</p> <p>Healthy eating - creating a healthy diet for a rugby palter.</p>	<p>CELEBRATION finish: Fashion show – children to show off their new kit designs.</p>
<p>EXPRESSIVE ARTS (Music, Art, Drama, Dance, Film and Digital Media)</p> <p>Art - Japanese art</p> <p>Music – Mr Thomas – World Cup Music</p> <p>Dance – Create and perform a version of the Haka</p> <p>Film/Media - <u>Becoming a News Reporter.</u> Children to write a report on a rugby match, present this using green screen as a sport reporter (dress up).</p>	<p>TOPIC: Rugby World Cup</p>	<p>SCIENCE and TECHNOLOGY</p> <p>DCF - Database - Crate a database of Rugby players.</p> <p>Rich task - Create an online shop! Children to create a logo for their online shop before using excel functions to code a simple purchases calculator.</p> <p>Pulse Rate investigation -</p> <p>Rich task - design a new rugby kit for their chosen country. Research links to that country so that the design has relevance.</p> <p>With fabric pens/paint. Draw the new design on a plain white tshirt.</p>
<p>MATHS AND NUMERACY</p> <p>Rich Tasks Data collection/representation. Collect data from Wales first WC game, use Excel to represent the data in different forms of graph/table.</p> <p>Numeracy - Maths No Problem 5A Chapter 1 - Numbers to 1,000,000 - Comparing numbers, making number patterns, rounding numbers Chapter 2 - Whole Numbers: Addition and Subtraction - counting on/back adding/subtracting within 1,000,000 Numeracy - Maths No Problem 6A Chapter 1 - Numbers to 10,000,000 - Comparing numbers, making number patterns, rounding numbers Chapter 2 - Whole Numbers: Long multiplication, long division, word problems, finding common multiples, factors and prime numbers</p>	<p>WELSH DIMENSION</p> <p>History - History of the WRU - When was it founded etc. DCF - How reliable are the sources. Biography of a Welsh rugby player.</p> <p>HUMANITIES (History, Geography, RE)</p> <p>History - History of the WRU - When was it founded etc. DCF - How reliable are the sources.</p> <p>Geography Research capital cities of the countries in the World Cup. Locate on a map and work out the distance from Japan (Tokyo). - Using google maps.</p> <p>R.E. - Come and See Domestic Church- Family: Ourselves/Loving Baptism/ Confirmation- Belonging: Life choices/Vocation and commitment Advent-Loving: Hope/Expectations</p>	<p>LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages)</p> <p>Big Writing Adventures: Mission One: Character Descriptions, Recount: Diary Entry, -Non-Chronological Report, Instruction Writing, Acrostic Poetry. Reading: Weekly Reading Explorer Lessons. Spelling: Spelling Journals daily. Handwriting: Weekly practice of school handwriting scheme reinforced daily.</p> <p>Rich Tasks Becoming a News Reporter. Children to write a report on a rugby match, present this using green screen as a sport reporter (dress up).</p> <p>Welsh: Describing ourselves- Oral presentation Name/ age/ where we live Feelings Likes/ Dislikes- food, sport, dress, subjects Pod Antur- Uned 1</p>