

	9.30am – 10:15am		11.00am– 11.45am		1.30pm – 2.15pm
<b>Tues</b>	Maths		English – guided reading		Geography
<b>Wed</b>	Maths		English- guided reading		History
<b>Thur</b>	10am- panto				Class party and quiz

**Montbelle Primary School: Interim Weekly Planning Format** *(Revised for use in Autumn 2020 school term in preparation for potential of immediate move to remote learning)*

Year/Class: Greenwich Meridian / Royal Greenwich

Teacher: Mrs Leathem/Mr Kinsella Mr Hoyte

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*\* In the event that remote learning is put in place, class emails will be monitored at 10am and 2pm daily.*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Guided Reading</b>	<b>What we are learning (LO):</b>	<b>What we are learning (LO):</b>	<b>What we are learning (LO):</b>		
<b>Key vocab:</b>		<b><u>LO: To use a non-fiction text to widen understanding about evolution.</u></b>	<b><u>LO: To draw inferences from a non-fiction text.</u></b>		
prosperous		<b>Activity:</b> Define unknown vocabulary using context and comprehension skills.	<b>Activity:</b> Answer a range of comprehension questions linked to the text.		
physician		Answer comprehension questions.Year			
loathed					
captivated					
dissected					
marine					
emulate					
controversy					
heredity					

transmutation					
<p>Maths</p> <p>Key vocab:</p> <p>axis, horizontal, vertical, plotting, coordinates, negative, quadrilaterals ,polygons</p>		<p><b>LO: <u>Reading, writing and plotting coordinates</u></b></p> <p><b>Must:</b> Reading, writing and plotting coordinates on a 5x5 grid with 3 or 4 points plotted to create triangles and squares.</p> <p><b>Should:</b> Reading, writing and plotting coordinates on a 8x8 grid with 5 or more points plotted to create pentagons, hexagons, heptagons, octagons and irregular shapes.</p> <p><b>Could:.</b> Identify coordinates which are the odd one out and give reasons.</p> <p>Identify the coordinates that make a pentagon or hexagon plotted on an 8x8 grid.</p> <p><b>Mastery:</b> Identify the missing coordinates of a shape.</p> <p>Identify the coordinates that make a heptagon or octagon plotted on an 8x8 grid.</p>	<p>LO: <b><u>Reading, writing and plotting coordinates</u></b></p> <p><b>Must:</b> Reading, writing and plotting coordinates for quadrilaterals in two quadrants.</p> <p><b>Should:</b> Reading, writing and plotting coordinates for regular polygons in all four quadrants.</p> <p><b>Could:</b> Spot the mistake where the coordinates are supposed to make polygons using all four quadrants.</p> <p><b>Mastery:</b> Follow the clues to find the coordinates of the quadrilateral or regular polygon in all four quadrants.</p> <p>Write the missing coordinate for a polygon which overlaps quadrants.</p> <p><b>Activity:</b> See above</p> <p><b>Resources:</b> Position and Direction weekly presentation slide 16 A2W6</p>		

		<p><b>Activity:</b> See above</p> <p><b>Resources:</b> Position and Direction weekly presentation slide 1 A2W6</p>			
Foundation subjects		<p><b>Geography</b></p> <p><b><u>LO: To find out about rivers and how they erode, transport and deposit materials.</u></b></p> <p><i>(precipitation, tributaries, meanders, erodes, ox bow lake, mouth of the river, deposit, sedimentary, gravity, source, load, deltas, recedes, transported)</i></p> <p><b>Must:</b> Explain what a river is.</p> <p><b>Should:</b> know some of the geographical features of a river</p> <p><b>Could:</b> Explain the process of erosion.</p> <p><b>Task:</b></p> <p><b>MUST:</b> Read the fact-file on rivers. Write the questions in your book and answer the questions.</p> <p><b>SHOULD:</b> Read the fact-file on rivers. Write the even more challenging questions in your book and answer them.</p> <p><b>COULD:</b> Draw and label a</p>	<p><b>History</b></p> <p><b><u>LO: To Create a balanced script on evacuation.</u></b></p> <p><b>KEY QUESTION:</b> Just how happy were the evacuees?</p> <p><b>Must:</b> analyse a wide variety of short testimonies from evacuees and describe and contrast the experiences.</p> <p><b>Should:</b> suggest reasons why experiences differed.</p> <p><b>Could:</b> Explain why the negative testimonies were at odds with the positive public face of evacuation and suggest reasons why certain positive images were produced.</p> <p><b>Mastery:</b> focus on the purpose behind two images about evacuation which have to be treated with caution.</p> <p><b>Task:</b> You have each been given a role card and a clipboard with a grid on it. Your job is to talk to EVERYONE in the room to find out what their experience of evacuation was. After you have</p>		

		<p>picture of a river, beginning at its source at the top of a mountain and ending at the mouth of the river in a sea or ocean. You are to label your picture with the correct geographical vocabulary provided.</p> <p><b>CHALLENGE:</b> In writing, describe the journey from the top to the bottom of the river including as many geographical words as you can.</p> <p><b>Resource:</b> 1.Rivers ppt Slide 1 A2W7</p>	<p>spoken to each person, make a judgement about how positive the view is +1 to +3, or negative (-1 to -3) and add any interesting notes. You will have to select a number of these memories to go on your website. The notes you make in the end column will help you to select them quickly.</p> <p>Which arguments on Evacuation are the strongest? Explain and justify your choices.</p> <p>What should our 'improved' website contain?</p> <p>You are restricted to 200 words, 3 photographs and 3 drawings of our own. What should we include? What makes a good account?</p> <p><b>Resource:</b> Just How Happy were the evacuees Slide 1 A2W6</p>		
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