

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: One/Maritime  
Thamesclass@montbelle.org.uk

Teacher: Miss Waltrust/Mrs Aylmer

Class email\*: Please use [maritimeclass@montbelle.org.uk](mailto:maritimeclass@montbelle.org.uk)

\* 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
<p><b>English</b></p> <p><b>Key vocab:</b></p> <p>Author, empathy,</p>	<p>Hook: Sacrifice</p> <p>Visitors to Montbelle</p> <p>Letter from Mrs Peabody</p> <p><b>LO: To write a short report</b></p> <p>Read the letter from Mrs Peabody. Show the children the video of the dancing reindeer on the field. Discuss what has happened. How did they get there? What did they do? Where are they now?</p> <p>Re-read the letter from Mrs Peabody and recap that we need to write a report to Mrs Geden to tell her about our visitors.</p> <p>Model writing the beginning of the report using the word 'yesterday'. Include descriptive vocabulary.</p> <p><b>Activity: to write a short report</b></p> <p><b>Must:</b> Describe what has happened and draw a picture of the characters and where they were in the classroom. Label the picture.</p> <p><b>Should:</b> Write a report using 'yesterday' and adjectives.</p> <p><b>Could:</b> Write a report using 'yesterday' and adjectives with exclamation mark for an important point raised.</p> <p>LO for JK: to draw a picture, maybe of reindeer and describe it.</p>	<p><b>LO: To write a character description</b></p> <p>Recall with the children that yesterday we had some unwanted visitors in our school. Can you remember who they were and what they looked like and what they were up to?</p> <p>Can you think of any words (adjectives) to describe what they look like?</p> <p><b>Activity: to write a character description</b></p> <p><b>Must:</b> draw a picture of the reindeers. Can they label it with adjectives and use one of these labels in a sentence?</p> <p><b>Should:</b> To write a description of the characters using adjectives.</p> <p><b>Could:</b> Include a description of what kind of reindeers they are and higher order thinking adjectives.</p>	<p><b>LO: To write a description of what the characters are doing.</b></p> <p>Recall that yesterday we were thinking about adjectives to describe what the reindeers looked like. Can you remember what the reindeers were doing?</p> <p>A little while ago we met a word called a verb. Can you remember what a verb is? A verb describes the action, what something or someone is doing. What were they doing? Can you use some verbs to describe what they are doing? Are they all doing the same thing? How do they do that? Do you think they need anything?</p> <p><b>Activity : to write a description of what they were doing using verbs</b></p> <p><b>Must:</b> Draw a picture of what the characters are doing. How do they describe what they are doing? Can they use a verb? Can they label it and use one of their labels in a sentence.</p> <p><b>Should:</b> Write a description of the character and say what it is doing using verbs.</p> <p><b>Could:</b> Extend sentences with polysyllabic adjectives.</p>	<p>If you wanted to extend your thinking about reindeers you could do some research. In which countries will you find reindeer? Where do reindeers live? What do they like to eat? When do they sleep?</p> <p>You could write a reindeer fact file.</p>	

	JM/OK/MB: To draw a picture of what has happened. Talk about it. Write a sentence 'The reindeers are.....'				
<b>Reading</b>	<p><b>LO: To read with fluency</b></p> <p>Must: Predict what will happen in the story</p> <p>Should: Talk about what happened and find evidence for it</p> <p>Could: talk about the evidence I have found to show my thinking</p>	<p><b>LO: To read with fluency</b></p> <p>Must: Predict what will happen in the story</p> <p>Should: Talk about what happened and find evidence for it</p> <p>Could: talk about the evidence I have found to show my thinking</p>	<p><b>LO: To read with fluency</b></p> <p>Must: Predict what will happen in the story</p> <p>Should: Talk about what happened and find evidence for it</p> <p>Could: talk about the evidence I have found to show my thinking</p>	<p><b>LO: To read with fluency</b></p> <p>Must: Predict what will happen in the story</p> <p>Should: Talk about what happened and find evidence for it</p> <p>Could: talk about the evidence I have found to show my thinking</p>	

<p><b>Maths</b></p>		<p><b>LO: To understand number bonds and what they look like and what they are for.</b></p> <p><b>Mental oral starter:</b> recap learning from last week: what number does the Crocodile always eat? Count in fives and tens together.</p> <p><a href="https://www.bbc.co.uk/teach/superheroes/ks1-maths-number-bonds-with-martin-dougan/zf6cpg8">https://www.bbc.co.uk/teach/superheroes/ks1-maths-number-bonds-with-martin-dougan/zf6cpg8</a></p> <p>play quick sums game-What is 8+3? 9+2? 5+3? 6+4? 14+6?</p> <p><b>Main:</b></p> <p>Maths PP. Recap number bonds. What is a number bond? Recap that number bonds are different ways to add and subtract. Go over terms 'part' and 'whole' and how parts equal a whole in addition and a whole is broken down into parts, in subtraction.</p> <p>Number bonds let us split numbers in useful ways. They show how numbers join together. Number bonds are represented by circles connected by lines. The 'whole' is written in the first circle, while the 'parts' are in the adjoining circles.</p> <p><b>Activity: To identify number bonds and addition facts to 5, 10, 20, 30 and 50, as appropriate.</b></p> <p><b>Must:</b> understand what a number bond is</p> <p><b>Should:</b> show my understanding of part, part, whole</p> <p><b>Could:</b> practise addition number bonds as appropriate</p>	<p><b>LO: To understand number bonds and what they look like and what they are for.</b></p> <p><b>Mental oral starter:</b> play quick sums game- i.e. what is 5-3? 9-2? 8-4? 10-3? 15-12?</p> <p><b>Main:</b></p> <p>Maths PP. Recap number bonds. What is a number bond? Recap that number bonds are different ways to add and subtract. Go over terms 'part' and 'whole' and how parts equal a whole in addition and a whole is broken down into parts, in subtraction.</p> <p>Number bonds let us split numbers in useful ways. They show how they break down into component parts. Number bonds are represented by circles connected by lines. The 'whole' is written in the first circle, while the 'parts' are in the adjoining circles.</p> <p>Practise subtraction number bonds.</p> <p><b>Activity: To identify number bonds and subtraction as appropriate.</b></p> <p><b>Must:</b> can identify different ways to separate 5, 10, 20, or 50 into two components.</p> <p><b>Should:</b> Identify missing number facts in a number sentence.</p> <p><b>Could:</b> identify at least three different ways to separate a number into two parts.</p>		
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<p><b>Science</b></p>	<p><b>L.O: explore floating and sinking materials</b></p> <p>Starter: recap key terms opaque, translucent, transparent, material, object, property. Talk about floating and sinking.</p> <p>Main: Science PP. What do we think makes an object float? Sink? Introduce the concept of density.</p> <p>Activity: Children to explore floating and sinking, in groups if able, or as a whole class. Which objects float? Which sink? Why?</p> <p>MBW/JK/JM: To join in activity as able; record vocabulary in Evidence Me.</p> <p>Could draw objects as part of discussion.</p> 	<p><b>LO: To understand the properties of density and buoyancy.</b></p> <p><b>Must:</b> Can predict what materials float and which sink and review prediction</p> <p><b>Should:</b> Identify what materials float and which sink.</p> <p><b>Could:</b> Use the term density.</p>	<p><b>LO: To retell the Christmas story</b></p> <p>Recap what we have learnt about Christianity.</p> <p>TPS: What do you know about the Christmas story? Who was involved? Where did they go? What happened?</p> <p><b>Activity: To retell the Christmas story</b></p> <p>To rehearse and act out sections of the Christmas story to share with parents and carers.</p>	
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<p><b>Foundation subjects</b></p>	<p><b>Art</b></p> <p><b>LO: To create a Wassily Kandinsky inspired collage.</b></p> <p>Look at the power point discussing who Kandinsky was and the techniques used when collaging.</p> <p>TPS how did he make it? What do we need? How could we be inspired by Picasso? Cut out geometric shapes to show how these can make a face.</p> 	<p><b>PSHE/RSE</b></p> <p><b>LO: To understand how Year One will look and feel different in January</b></p> <p>Explain to the children that Year One is going to look and feel a little different when we return to school after the Christmas holidays. The desks will be in a different structure, and we will be learning subjects as a whole class as we have been learning English. Children will have their own desk to put their learning books into, and we will sit like Big Kids.</p> <p>Give them a flavour of how the classroom will look and what their day will look like.</p> <p><b>Activity:</b> Ask the children to share with you their thoughts and questions.</p>	<p><b>Geography</b></p> <p><b>LO: To investigate the continents and think of questions.</b></p> <p>Next term our topic in Geography is 'Continents of the world.</p> <p>Can you look at the picture and decide what questions you would like to ask? What do you think a continent is? Which continent do we live in? What can you see in the picture? Who might live there? What is it like in each continent?</p> <p><b>Activity:</b> To think of some questions that you would like to learn about continents and their surrounding seas and oceans.</p> 	<p><b>History</b></p> <p><b>LO: To research what we mean by extinct. To know what British animals are now extinct.</b></p> <p>Next term our topic in History is extinct, What British animals are extinct.</p> <p>What do you know about the word extinct? Which animals used to be in the United Kingdom and are now extinct?</p> <p><b>Activity:</b> To think of some questions about extinct British animals. What would you like to learn?</p>	<p><b>PE – intro to ballet</b></p> <p><a href="https://www.youtube.com/watch?v=vEEefB3R8-o">https://www.youtube.com/watch?v=vEEefB3R8-o</a></p> <p>Continue to discuss Ballet this term and different poses.</p> <p>Alternatively, Children could practise yoga for Christmas:</p> <p><a href="https://www.youtube.com/watch?v=P2bXRROGopc">https://www.youtube.com/watch?v=P2bXRROGopc</a></p>
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