

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
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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
<p>English</p> <p>Key vocab:</p> <p>Suffix</p> <p>Responsibility</p> <p>Charter</p> <p>Verb</p> <p>Poster</p> <p>Because</p> <p>Feelings</p> <p>Consequences</p>	<p>Hook: Responsibility</p> <p>There's an orang-utan in my bedroom by Greenpeace</p> <p>LO: To use the suffix 'ing'</p> <p>Follow notebook explaining what a suffix is and how we add 'ing' to a verb to say what someone or something is doing.</p> <p>Activity: To use the suffix 'ing'</p> <p>Must: label what the characters are doing using a verb.</p> <p>Should: use these verbs to write sentences using 'ing'.</p> <p>Could: think of more words they can add the suffix 'ing' to and write them in a sentence.</p>	<p>There's an orang-utan in my bedroom by Greenpeace</p> <p>If you do not have this book here is an interpretation of it on this link: https://www.literacysshedblog.com/blog/category/rang-tan</p> <p>LO: To use the suffix 'ing'</p> <p>Show the children the front cover of the book There's an orang-utan in my bedroom. TPS: What could the orang-utan be doing?</p> <p>Write down some of the children's ideas and relate back to the suffix 'ing' learning yesterday.</p> <p>Model writing a sentence – the orang-utan is playing/ talking/sleeping in my bedroom.</p> <p>Activity: to use verbs and suffix 'ing'</p> <p>Must: say what the orang-utan is doing – can they use one of these words in a sentence e.g. the orang-utan is sleeping.</p> <p>Should: use a verb add 'ing' to a word and describe what the orang-utan is doing and then use that word to write a sentence.</p> <p>Could: think of more words they can add the suffix 'ing' to, to describe what the orang-utan is doing. Write them in sentences.</p>	<p>LO: To understand what we mean by responsibility</p> <p>Explain to the children that our golden thread this term is 'responsibility'.</p> <p>TPS: what do we mean by responsibility? Share ideas.</p> <p>Using their ideas explain what we mean by responsibility. Write a list together of how we are responsible in school. 'In our classroom I/we.....</p> <p>Activity : to understand responsibility</p> <p>Must: discuss what they could do to look after our classroom.</p> <p>Should: write a charter to say what they will do to look after our classroom.</p> <p>Could: say why it is important to look after the classroom.</p>	<p>LO: To understand what we mean by responsibility</p> <p>Go back to the front cover of the story 'There's an orang-utan in my bedroom'. Read the story up to 'There's a human in my forest and I don't know what to do'.</p> <p>TPS: Why do you think the orang-utan is escaping the forest? What are the humans doing there? Why is the orang-utan feeling sad? Share their ideas.</p> <p>Model writing their ideas in a sentence 'The orang-utan is feeling sad because.....We need to look after our world because.....'</p> <p>Activity : to understand responsibility</p> <p>Must: write simple sentences to say how the orang-utan is feeling.</p> <p>Should: describe why the orang-utan is feeling like he is.</p> <p>Could: write what they could do to look after our world.</p>	<p>LO: To understand what we mean by responsibility</p> <p>Reread the story and have a discussion about why we should look after our world and what our responsibilities could be each day.</p> <p>Activity : to understand responsibility</p> <p>To create a poster to inform people that we need to look after our planet and what we could do each day.</p>

<p>Reading</p> <p>Read for at least 10 minutes each day. Spot any tricky words and apply phonics knowledge. Find out the meanings of new words you encounter.</p>	<p>LO: To read with fluency</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>LO: To read with fluency</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>LO: To read with fluency</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>LO: To read with fluency</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>LO: To read with fluency</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>
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<p>Maths</p>	<p><u>LO: To correctly form my numbers</u></p> <p>Mental oral starter: recap learning from last term with quick addition and subtraction sums. Remind children to watch for words like “minus” and “add”</p> <p>Main:</p> <p>Maths PP. Explain that the learning for this week will be forming our numbers and reviewing/learning of how to spell our numbers correctly. Model correct number formation on PowerPoint using draw tool.</p> <p>Children to form their numbers in their books.</p> <p>Activity: Dependent on ability</p> <p>LO: To correctly form my numbers to 30</p> <p>Must: Read my numbers up to 30 numerically and in writing.</p> <p>Should: Write my numbers up to 30 numerically and in writing.</p> <p>Could: Write and read numbers beyond 30.</p> <p>LO: To correctly form my numbers to 20</p> <p>Must: read numbers up to 20 numerically and in writing.</p> <p>Should: write numbers up to 20 numerically and in writing</p> <p>Could: write and read numbers up to 30</p> <p>LO: To correctly form my numbers to 10</p> <p>Must: read my numbers up to 10.</p> <p>Could: write my numbers up to 10 numerically and in word numbers.</p>	<p><u>LO: To sequence numbers</u></p> <p>Starter: continue to review last terms work by counting in fives together again if not secure, tens if secure.</p> <p>Main:</p> <p>Recap what sequencing is and model sequencing in PP.</p> <p>Children to have a go at sequencing in sequencing game.</p> <p>https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p> <p>Activity:</p> <p>LO: To correctly identify missing numbers to 40</p> <p>Must: display secure number formation to 30 in writing and numerically</p> <p>Should: identify missing numbers to 40</p> <p>Could: identify missing numbers to 50 as an extension</p> <p>LO: To correctly identify missing numbers to 20</p> <p>Must: practise number formation to 30</p> <p>Should: identify missing numbers to 20</p> <p>Could: identify missing numbers to 30 as an extension</p> <p>LO: To correctly identify missing numbers to 10</p> <p>Must: practise number formation</p> <p>Should: identify missing numbers to 10</p> <p>Could: identify missing numbers to 15 as an extension</p>	<p><u>LO: To correctly order numbers</u></p> <p>Starter: continue to review last terms work by counting in fives together again if not secure, tens if secure.</p> <p>Main:</p> <p>Maths PP</p> <p>Explain what ordering numbers means, and that this means the numbers don't always have to be in sequence to be ordered, that you can order lots of different ways, such as from smallest to largest or largest to smallest. recap language of greatest and least.</p> <p>Play ordering game, allowing for children to have a go.</p> <p>https://www.topmarks.co.uk/r.aspx?sid=3218</p> <p>Activity:</p> <p>LO: To correctly order my numbers to 30</p> <p>Must: read my numbers up to 30</p> <p>Should: order my numbers up to 30 on a number line.</p> <p>Could: order numbers up to 50 as an extension.</p> <p>LO: To correctly order my numbers to 20</p> <p>Must: read my numbers up to 20.</p> <p>Should: read and write my numbers correctly to 20</p> <p>Could: order my numbers up to 30 on a number line.</p> <p>LO: To correctly order my numbers to 10</p> <p>Must: read my numbers up to 10</p>	<p><u>LO: LO: To consolidate and extend number writing</u></p> <p>Starter: addition and subtraction flash cards</p> <p>Recap the learning for the week. Model writing numbers to thirty and have children practise in their books.</p> <p>Activity: Dependent on ability</p> <p>LO: To correctly form my numbers to 30</p> <p>Must: Read my numbers up to 30 numerically and in writing.</p> <p>Should: Write my numbers up to 30 numerically and in writing.</p> <p>Could: Write and read numbers beyond 30.</p> <p>LO: To correctly form my numbers to 20</p> <p>Must: read numbers up to 20 numerically and in writing.</p> <p>Should: write numbers up to 20 numerically and in writing</p> <p>Could: write and read numbers up to 30</p> <p>LO: To correctly form my numbers to 10</p> <p>Must: read my numbers up to 10.</p> <p>Could: write my numbers up to 10 numerically and in word numbers.</p> <p>Should: write and read numbers to 15 numerically and in writing.</p>	<p><u>LO: To sequence numbers</u></p> <p>Starter: recap what is meant by sequencing and ordering</p> <p>Main:</p> <p>Recap what sequencing is and model sequencing in PP (Tuesday).</p> <p>Children to have a go at sequencing in sequencing game.</p> <p>https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p> <p>LO: To correctly order numbers</p> <p>Main:</p> <p>Maths PP Wednesday</p> <p>Explain what ordering numbers means, and that this means the numbers don't always have to be in sequence to be ordered, that you can order lots of different ways, such as from smallest to largest or largest to smallest. recap language of greatest and least.</p> <p>Play ordering game, allowing for children to have a go.</p> <p>https://www.topmarks.co.uk/r.aspx?sid=3218</p> <p>Activity: Dependent on ability</p> <p>To recap sequencing and ordering of numbers to consolidate learning and extend as appropriate.</p>
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	Should: write and read numbers to 15 numerically and in writing.		Should: order my numbers up to 20 on a number line. Could: practise my number formation.		
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<p>Science</p>	<p>LO: to learn about the different parts of the body</p> <p>Starter: Sing “Head shoulders knees and toes”</p> <p>https://www.youtube.com/watch?v=fvEtwhui1k0</p> <p>Main: Science PP. What do we mean by body part? What are the parts of our body?</p> <p>Activity: Children to label body part worksheet and make a cotton -tip skeleton.</p>  <p>Must: I can identify the different parts of the body.</p> <p>Could: I can label the parts of the body correctly.</p> <p>Should: label more parts of the body.</p>	<p>RE</p> <p>LO: To learn what Islam is and who the prophet Muhammed was</p> <p>In RE this term we are learning a new topic. Its title is ‘Islam. Have you heard that word before? What do you understand by the word Islam?</p> <p>Show the children the new page to start their topic and ask them to record what they think they already know.</p> <p>Explore the first page of the PP where we recap Christianity and its’ symbols and beliefs. Discuss the religion of Islam. What similarities does Islam have with Christianity? Who is Muhammad?</p> <p>TPS: What have we learned today about Islam?</p> <p>Activity: to learn about Islam and the Prophet Muhammed</p> <p>Must: say who the Prophet Muhammed is.</p> <p>Should: recall what book Muslims read</p> <p>Could: Recall key dates in Muhammed’s life.</p>	<p>DT</p> <p>LO: Discuss what is healthy and what is not, and why it is important to eat healthy foods.</p> <p>Watch “The 5 Food Groups” from SciShow Kids</p> <p>https://www.youtube.com/watch?v=L9ymkJK2QCUU and discuss which foods from each category are our favourite.</p> <p>Make classroom “plate” for display.</p>	<p>ICT</p> <p>LO: To learn what ICT is and how to keep safe when using ICT equipment</p> <p>Circle time to introduce the new subject ICT.</p> <p>TPS: What is ICT? How do we use it? Explain that it stands for Information Communication Technology. Have a discussion with the children that there are many types of ICT which includes phones, microwaves, ovens, computers, iPads etc – what do we use them for?</p> <p>We will be learning about all sorts of things in ICT including visiting our ICT suite and using iPads.</p> <p>What could we use our computers and iPads for?</p>
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<p>Foundation subjects</p>	<p>Art</p> <p>LO: To create a Le Parc Inspired drawing using light and dark lines</p> <p>Look at the power point discussing who Le Parc is and the techniques used; review what op art is. Point out how the pencil is darker and lighter in certain parts. Model shading.</p> <p>TPS how did he make it? What do we need? How could we be inspired by Le Parc?</p> <p>Create art with dark and light lines.</p> <p>Activity: to create a pencil drawing inspired by Julio Le Parc</p> <p>Must: use a pencil so that it makes lighter and darker marks.</p> <p>Could: talk about the artwork that inspired my art</p> <p>Should: use my pencil to create darker and lighter lines.</p>	<p>PSHE/RSE</p> <p>LO: To understand how Year One will look and feel different in January</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>Activity: Ask the children to share with you their thoughts and questions.</p>	<p>Music</p> <p>LO: To describe what music is</p> <p>Introduce our new subject Music. TPS: What is music? How can we make music?</p> <p>Facilitate a discussion about music, thinking about different songs we know, music without words, musical instruments, body percussion.</p> <p>What would you like to learn about music?</p>	<p>History</p> <p>L.O: To understand what we mean by extinct.</p> <p>n History this term we are learning a new topic. Its title is 'Extinct'. Have you heard that word before? What do you understand by the word extinct?</p> <p>Show the children the new page to start their topic and ask them to record what they think they already know.</p> <p>Explore the first page of the PP where we discuss extinct and what they think it means. Record pupil voice for the display. Give them the definition of extinct. Can they think of anything that is extinct?</p> <p>Share the introduction to the video then skip the first section about endangered animals and play from 1:55 minutes about extinct animals.</p> <p>https://www.youtube.com/watch?v=oWgTqLCLF8k</p> <p>https://www.youtube.com/watch?v=RbDLFQJlvW8</p> <p>TPS: What makes an animal extinct? How do you know if an animal is extinct? Can you remember any of the animals?</p> <p>Explain that we are thinking about those animals that are extinct in the United Kingdom specifically. Model sorting the animals into categories extinct and not extinct.</p> <p>Activity</p>	<p>PE</p> <p>Dance: To introduce dance to children. Create Dance to "Can't Stop that Feeling" from Trolls.</p> <p>https://www.youtube.com/watch?v=oWgTqLCLF8k</p>
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