

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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Teacher: Miss Walthrust/Mrs Aylmer

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

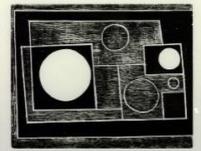
\* In the event that remote learning is put in place, class emails will be monitored at 10am and 2pm daily.

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<b>Hook: Responsibility</b>	<b>LO: To identify the headline and key features of the first paragraph</b>	<b>LO: To identify the headline and key features of the first paragraph</b>	<b>LO: To write a newspaper report based on the Snail and the Whale.</b>	<b>Main:</b>
Key vocab:	<b>LO: To know the features of a newspaper</b>				<b>LO: To write a newspaper report about something that happened to you</b>
Suffix	The Snail and the Whale	<b>Starter:</b> Watch video about fire ants building a raft and write about how this connects to our Golden thread of responsibility	<b>Starter:</b> Look at the underlined words in the sentences below. Replace them with a different, more exciting adjective.	<b>Starter:</b> Rewrite sentences in the past tense.	This week, we have been learning about newspapers and what makes a newspaper report exciting to read.
Responsibility	<a href="https://www.youtube.com/watch?v=E_mMnaSkeKqQ">https://www.youtube.com/watch?v=E_mMnaSkeKqQ</a>	<b>Main:</b> Look at the newspaper and identify where the headline is. Discuss: What is the job of a headline? Show them where the first paragraph is read it to them. Now explain that they need to tell you which parts are telling them who, why, what, where and when the event has happened.	<b>Main:</b> Look at the picture from the snail and the whale and talk about what has happened. Discuss the key points for the first paragraph thinking about who, what, why and where.	<b>Main:</b> Look at the front cover of the newspaper and remember what the first paragraph is telling us.	Can you think of an exciting thing that has happened to you?
Charter		Identify the key features of the first paragraph. What makes it interesting to read? What exciting adjectives are being used? Do you notice alliteration?	Model writing the first paragraph of a newspaper. Identify what makes it exciting. Exciting adjective,	Look at the main body of the report and discuss what we notice – How does it tell you about an event? What exciting words interest you?	Model writing a Newspaper story about something that happened in your life.
Verb	<b>Starter:</b> Draw the blob that matches how you are feeling and write a sentence about why you chose that blob.		<b>Activity: To write the first paragraph of a newspaper report</b>	Model writing the report about the snail and the whale event, including speech, dialogue, and pictures.	<b>Activity:</b>
Poster	<b>Main:</b> Read the story The Snail and the Whale and have a discussion about it linking back to our golden thread Responsibility. How do you think the snail is being responsible? How about the children and the other adults? What do you think you would do in this situation?	<b>Activity: To identify the key features of the first paragraph</b>	<b>HA and MA</b>	<b>Activity: To write a newspaper report based on the Snail and the Whale.</b>	Write a newspaper report about what happened to you, including the five w's and exciting adjectives.
Because	Show the children pictures newspapers. Share ideas/ Look together at the front page of a newspaper and label it with the features: name of newspaper, headline, date, picture, opening paragraph and report.	<b>Must:</b> identify the "who, what, where and when" in the first paragraph. <b>Could:</b> Write an exciting sentence about an event. <b>Should:</b> Identify what the five w's are	<b>Must:</b> write the first paragraph of a newspaper report	Discuss the events of The snail and the Whale. What exciting events happened? Who (which character) did what, and why? Were there any scary or sad moments? If you were to read this to a friend, which parts would you talk about?	Recap what makes a newspaper story exciting. Model writing a Newspaper story about something that happened in your life. Go through the five w's, the heading, subheading, exciting opener, picture and caption.
Feelings	<b>Activity:</b> To label the features of a newspaper.		<b>Could:</b> identify the exciting words used in the paragraph and design an exciting headline	<b>Must:</b> write a newspaper report based on the Snail and the Whale.	<b>Must:</b> use a exciting opener at the beginning
Consequences	<b>Must:</b> label the headline, date, newspaper name, picture and report. <b>Could:</b> Identify the purpose of one or more features of a newspaper <b>Should:</b> recall an important story they have recently heard in the news		<b>Should:</b> Identify the five w's in the paragraph	<b>Could:</b> Include 5 w's, adjectives, dialogue and pictures	<b>Should:</b> use the 5 w's in writing.
				<b>Should:</b> include imaginative newspaper name, date, and catchy headline	<b>Could:</b> use some adjectives to describe the setting and people

<p><b>Reading</b></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><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>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><u>Length and Height</u></b></p> <p><b>LO: To begin to understand what length and height</b></p> <p><b>Starter:</b> Recap capacity and what they can remember from the vocabulary- millilitres, more than, less than, volume</p> <p><b>Main:</b> Introduce new measurement unit. What do length and height mean? What ways could we measure the length or height of something? Make a “mind map” of the different objects we can use to measure the length or height of an object. Introduce vocabulary such as “ruler”, centimetre, meter, inches” Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length. Review lengths that are equal to one another.</p> <p><b>Activity: Comparing lengths.</b> Begin to understand what length and height are and practise by comparing the length and height of different objects.</p> <p>Ask the children to gather different objects that can be used to measure the length of something, for example: paper clips, pencils, fingers. Provide the chn with an object that they will then have to measure using these. Can they make their predictions first and then measure using each of the measuring objects? Record their results in their table.</p> <p><b>Must:</b> Complete ordering height and length activity sheets <b>Could:</b> Complete practical length and height activity <b>Should:</b> Identify units of measurement</p>	<p><b>LO: to measure objects using nonstandard units.</b></p> <p><b>Starter:</b> Number of the day and recap what length and height is and ask what the different ways you can measure them are.</p> <p><b>Main:</b> Show the children a ruler. What is a ruler, what does it do? Together, label the features of the ruler.</p> <p><b>Starting point is 0.</b> <b>Goes up in cm.</b> <b>Each little line is a mm.</b> Measuring the length of a line in cm. Together as class discuss what height is. How is it similar to length?</p> <p>Show the chn different characters on the board. Can they put them in order from shortest to smallest.</p> <p>Then, discuss how we can then measure the height of each of the characters using the ruler and recording the result in cm.</p> <p><b>Activity: Practise comparing heights.</b> Chn to have different length pictures. Can they order them from shortest to longest? Can they then begin to use a ruler to measure some of the pictures and record their answer in cm?</p> <p><b>Must:</b> Understand how to measure an object <b>Could:</b> do measuring activity worksheet <b>Should:</b> understand the terms associated with length and height.</p>	<p><b>LO: to measure objects using standard units</b></p> <p><b>Starter:</b> Number of the day and recap features of a ruler. Model measuring objects and see if there are able to identify where you have made a mistake.</p> <p><b>Main:</b> Demonstrate how to measure and discuss different units of measurement, such as millimetres, centimetres, inches and meters.</p> <p>Discuss what makes a measurement accurate, and model how to accurately measure using a ruler. Go over what units look like when recorded: mm, cm, in, M.</p> <p>Measure child’s height in both inches and meters.</p> <p><b>Activity:</b> Children to complete measuring activity and practise measuring as accurately as possible, always starting at 0, and always using the same units of measurement (such as a ruler)</p> <p><b>LO: to measure objects using standard units</b></p> <p><b>Must:</b> measure objects using standard units <b>Should:</b> accurately measure from 0. <b>Could:</b> do extension worksheet</p>	<p><b>LO: to continue to measure objects using standard units</b></p> <p><b>Starter:</b> Number of the day and recap measurement.</p> <p><b>Main:</b> Recap how to measure using a ruler, and discuss different word and reasoning problems associated with measurement. Discuss common mistakes made when measuring and how to avoid these mistakes. Practise measuring with a ruler and fix any misconceptions.</p> <p><b>Activity:</b> Chn to go on an environment walk in pairs, identifying different objects and recording either how long they are or how tall they are in cm or inches.</p> <p>Chn to work together with grown up to ensure that that partner is using the ruler correctly, starting their measurements at 0.</p> <p>Record in a table, by naming the object and recording the height/length in cm in the results box.</p> <p><b>to continue to measure objects using standard units</b></p> <p><b>Must:</b> measure objects using standard units <b>Should:</b> accurately measure from 0. <b>Could:</b> do extension worksheet</p> <p>LA: To practise accurate measurement, starting from 0.</p>	<p><b>LO: To consolidate our understanding of measurement</b></p> <p><b>Starter:</b> Number of the day and recap measurement.</p> <p><b>Main:</b> Recap how to measure using a ruler and word problems associated with measurement. Discuss deeper understanding problems of measurement and comparison on maths PowerPoint and discuss what makes one a master at measurement. Go over how to measure with a ruler and model answering word problems.</p> <p><b>Activity:</b> To practise mastery with measurement <b>Must:</b> practise mastery word problems associated with measurement <b>Could:</b> extend further with secure word problems <b>Should:</b> secure knowledge by fixing any misconceptions</p>
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	<p><b>Science</b></p> <p><b>L.O: To understand healthy eating.</b></p> <p>Follow Science PowerPoint. Discuss what healthy eating means. Why is it important to eat healthy? Make a mind map of the different foods children think are healthy to eat. Discuss what carbs, protein, sugar and vitamins and minerals do for our bodies.</p> <p>Children to sort food into different categories. Can they identify meat, potatoes, rice, dairy, sweets, etc., and place them in the correct category?</p> <p>Can they sort them into carbohydrates, meat and fish, dairy.</p> <p>Once they have sorted the food into different categories, can they then make a healthy meal? Are they able to choose the food that they think is healthy and place it onto a plate template, to demonstrate a healthy meal?</p> <p><b>Activity:</b> create a mind map of the different foods children think are healthy to eat, and mark their favourite healthy foods.</p> <p><b>Extension activities:</b> Tasting pots. Children to guess what different pieces of food they have eaten from the different tasting pots.</p> <p>e.g. banana, orange, biscuit, marshmallow</p>	<p><b>RE</b></p> <p><b>L.O: To learn about Ramadan</b></p> <p>Follow the PP for RE.</p> <p>Recap what the children know about Islam. Where did Islam start? Who worships Islam? What is the prophet named in Muslim culture? Where do Muslims go to worship?</p> <p>Discuss that we are going to learn about a Muslim celebration called Ramadan.</p> <p>Discuss Ramadan with children. What would it feel like to not eat for the entire day? Why do Muslims do it? What do you think it is like to only eat at night?</p> <p><b>Activity:</b> Go to <a href="https://www.bbc.co.uk/newsround/23286976">https://www.bbc.co.uk/newsround/23286976</a> and learn about Ramadan and watch the videos you find most interesting, especially “7 things you need to know about Ramadan.”</p> <p>Write down what you have learned about Ramadan. What is the meal that break the fast called? Iftar. How long does Ramadan last? What is the last day of Ramadan called?</p> <p><b>Optional extension activities:</b> Draw a picture of a celebratory meal you have had with your family, perhaps a Christmas, Easter, or Birthday meal. Do something nice for a neighbour, friend, stranger or family member. You could give away a toy you no longer play with, or clothes you no longer</p>	<p><b>DT</b></p> <p><b>L.O: to experiment with ice and investigate what materials keep ice from melting</b></p> <p>Follow investigation of ice: Activity: You will need: -six ice cubes - a glass container with lid - a cup - one piece of each material: fabric, paper, kitchen foil, plastic - a few rubber bands</p> <p>Place one ice cube in a cup. It should show us how fast ice melts naturally without any protection. So we could compare all other ice cubes to this one and see how well the material protects the ice.</p> <p>Then use different materials to wrap all other ice cubes using rubber bands to hold the protective layer in place. Wait 2 hours before continuing our experiment.</p> <p>Ideally, the ice cube in the cup should be noticeably melted, so it is easier to compare with other ice cubes.</p> <p>Unwrap the ice cubes. What do you notice?</p> <p>Record the following: What happened to the ice when you wrapped it in cloth? In a napkin? In the aluminium foil? In the rubber bands? Why? Children should see how different materials conduct heat. Metal (aluminium foil) is a good conductor of heat; that is why this material is used in making pans and pots. Metal quickly moves the heat from the flame to our food. Fabric isn't a good conductor of heat. That's why it's used to make blankets that keep us warm at night.</p>	<p><b>ICT</b></p> <p><b>O: To explore and discuss how technology can improve lives</b></p> <p>Recap what ICT is.</p> <p>How has technology helped us? What kind of technology could help us in the future?</p> <p>Have a discussion about what children enjoy about different kinds of technology, and record what kinds of technology have helped the most.</p> <p><b>Activity:</b> Record your favourite features of technology, such as “helps me to learn” or “is fun to play.”</p> <p>Design your own machine. Draw and record what it does and how it would help</p>	<p><b>French</b></p> <p><b>L.O: To draw and label modes of transport in French</b></p> <p>Recap what we have learned about France and the different ways to get to France.</p> <p>Discuss different modes of transport, and review how to say these in French.</p> <p>Activity: to practise reciting different modes of transport in French using cards.</p> <p>Play a game whilst walking and point out the different modes of transport you see in French.</p>
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<p><b>Foundation subjects</b></p>	<p><b>Art</b></p> <p><b>LO: To learn how to use a pencil to create light and dark lines in shapes</b></p> <p>Recall our learning about shading last week and how Mrs Burran taught us how to use a pencil to create lighter and darker marks on the page. We were able to create light and dark lines and shade from lighter to darker. TPS: How did we use a pencil to create lighter and darker lines?</p> <p>Today we're going to practise adding shadows to our work in shapes.</p> <p>LO: To learn how to use a pencil to create light and dark lines in shapes</p> <p>All children to have a go at drawing shapes using lighter and darker pencil strokes. Look at the power point for different examples and to see how artists have used light and dark strokes to create their versions of op art and shaded shapes</p> <p>Must: Show ability to use light and dark pencil lines to create shapes</p> <p>Should: Use light pencil lines to create shading</p> <p>Could: Add detail by using dark pencil lines to bring out shadow</p> 	<p><b>PSHE/RSE</b></p> <p><b>LO: To understand what makes exercise an important, healthy choice</b></p> <p>Discuss what "healthy" means with children. Look at PSHE PowerPoint and try new exercises as directed on the PowerPoint: Capoeira, Yoga, and Dance. You may also continue to choose from the Social Emotional Health Board.</p> <p><b>Activity:</b> Engage in Capoeira, yoga and dance as directed in the PowerPoint. Engage with one per day (for the total 3 days minimum of recommended exercise a week). Discuss which exercises you enjoyed, why or why not.</p> <p>Discuss new and different physical activities you can engage in with children. Write down any new activity and what you enjoyed about it, what you didn't and what you learned about your body, if anything.</p> 	<p><b>Music</b></p> <p><b>LO: To write the first verse to a song</b></p> <p>We've had a think about Music and how we think we can make music, and we've designed a band name.</p> <p>What kind of music would your band play? Have a listen to different kinds of music, including pop, rock, hip hop, and soul. Which do you like best? What kind of song would you produce?</p> <p>Have a discussion: If you were to be in a band what sort of music would you make? Have a go at writing the first verse of a song. Include rhyme and what the song would sound like. Then have a go at singing the song whilst playing makeshift instruments, such as pots and pans!</p>	<p><b>Geography</b></p> <p><b>L.O: To identify the features of the seven continents</b></p> <p>Show the chn a globe. Recap: What are the 7 continents? Let children spin globe on PowerPoint and identify them.</p> <p>Explain that the seven continents are all d different in features, like animals that live on which continent, and the climate of each.</p> <p>Remind them where the seven continents are located and play song to help them remember</p> <p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>Discuss different features of the seven continents. Tell children that We live in Europe, and Australia is on the other side of the world, so the weather is much different there. Go through PowerPoint discussing the different features of all seven continents.</p> <p><b>Activities:</b></p> <p>Draw the seven continents with the appropriate climate and animals. Also complete worksheet to secure knowledge of the different features of each of the continents.</p> <p>L.O: To identify the seven continents of the world.</p> <p>Chn to have a map of the world and a blank map of the world. Can you work out which label belongs to which continent? How do you know that is the right one name? What can you use to help you?</p> <p><b>Must:</b> name the seven continents <b>Should:</b> identify different animals on each of the seven continents <b>Could:</b> Identify the climate in each continent</p>	<p><b>PE</b></p> <p><b>Follow along to PE as per email from Claire Helps.</b></p> <p>Alternatively, cosmic kids yoga or PE with Joe <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a> <a href="https://www.youtube.com/user/cosmickidsvyoga">https://www.youtube.com/user/cosmickidsvyoga</a></p>
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