

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

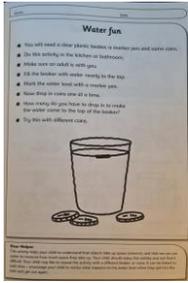
Teacher: Miss Waltrush/Mrs Aylmer

Class email*: Please use maritimeclass@montbelle.org.uk

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

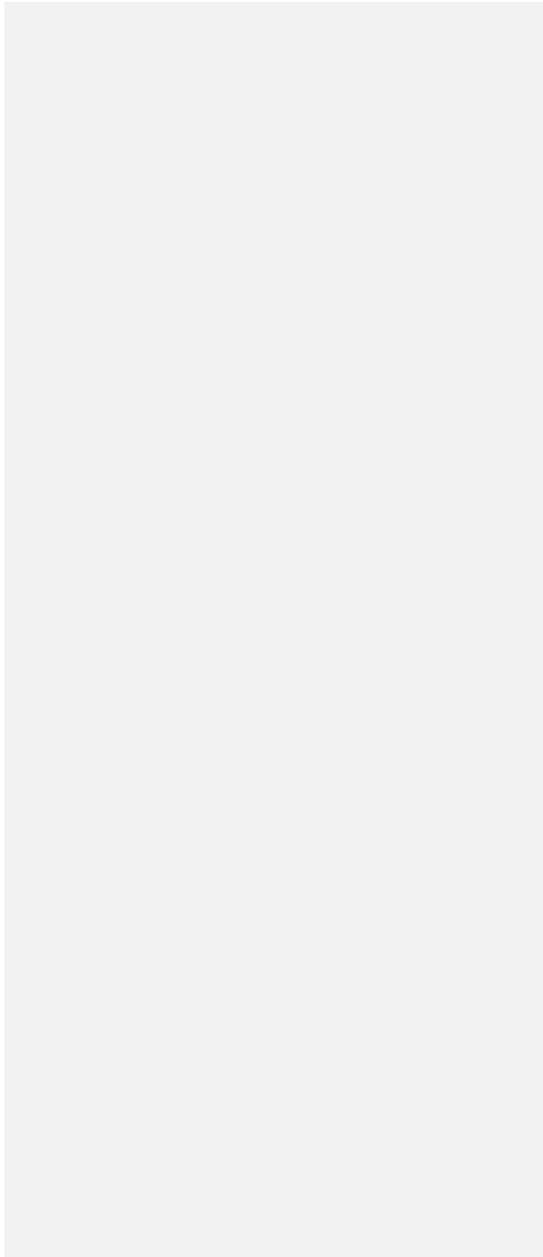
	Monday	Tuesday	Wednesday	Thursday	Friday
English	LO: To know what a thought bubble is.	<u>LO: To know what a speech bubble is</u>	<u>LO: To identify some facts about whales</u>	<u>LO: To identify some facts about sea creatures</u>	<u>LO: To write an adventure story</u>
Key vocab:	Starter: Pick the word to make the sentence make sense.	Starter: Identify which words need a capital later.	Starter: Identify the adjectives in the sentences and change them to another one.	Starter: Identify the adjectives in the sentences and change them to another one.	Discuss what it would be like if we were to dive into the ocean and go on an adventure? What do you think it would be like? How could you describe it?
Suffix	Main: LO: To know what a thought bubble is.	Main: Remember how yesterday we learnt about a thought bubble. Can you remember what a thought bubble is?	Main: The letters from Greenpeace contained facts within them. We wrote letters to Greenpeace to ask questions to find out some more information. How could we find out some more information about whales? We could go to a library to look at information books. We could ask someone who is knowledgeable about the subject. Or we could go onto the internet (with adult support) and read a book or watch a video that would tell us some more. Today we are going to watch a video about whales and see if we can identify some different facts.	Main: Recall how we have found out some facts about the blue whale. Do you think the blue whale is the only animal to live in the oceans and seas?	What will happen to you? What will you see? Who will you encounter? Why would that happen? Where will you go? Do you think you will have a problem? How will your adventure end? Let's watch a very short film together and I want you to pretend that you are the person wearing the Scuba diving equipment that has dived off of the boat into the vast ocean.
Responsibility	Re read the story Dear Greenpeace. Recall how we read the story Dear Greenpeace last week and used it to help us to learn about the features of letter.	Show the children the speech bubble. What do you think this is? How is it different to a thought bubble? This is called a speech bubble and you often see them in stories and it tells us what a character is saying.	TPS: Who or what else might live in the ocean?	Today we are going to watch a video about life in the ocean and see if we can identify some different animals and find out some new facts.	https://www.bbc.co.uk/cbbc/watch/p00x5him
Charter	This week we are going to use this book a little more to help us with our learning. Show the children a picture of a thought bubble. What do you think it might be? Explain it is a thought bubble and it tells us what the character is thinking.	Look at the pictures and speech bubbles and model writing what the character is saying in each speech bubble.	https://www.youtube.com/watch?v=dcilg3Zm1hI	https://www.bbc.co.uk/bitesize/clips/mxqxn	What you see and encounter when you dive into the ocean will be very different to what your friend encounters. Today you are going to become authors and you are going to write an adventure story that takes place under the sea or ocean.
Verb	Look at the pictures and thought bubbles and model writing a thought in each thought bubble	Activity: To write what the characters are saying.	Discuss: What facts can you remember about the blue whale from the video? Model writing a fact file about the blue whale.	Discuss: What did you see in the film? Did you have a favourite animal that you learnt about? What can you remember about that animal? Model writing a fact file about something we saw in the film.	Discuss different story openers, how we build up to something happening and then how our story may end. Will it be a happy or sad ending? Will it be a cliff hanger which leaves us wanting to know more? Model writing the beginning of the story.
Poster	Activity: To write the characters thoughts.	Must: say what the character is thinking	Activity: create a fact file about the Blue Whale	Activity: write a fact file on a sea creature.	Activity: To write an adventure story.
Because	Must: describe what is happening in the picture and say what the character is thinking	Should: write what the character is thinking	Must: identify facts about the blue whale	Must: identify facts about a sea creature	Must: use an exciting story opener.
Feelings	Should: write what the character is thinking	Could: write why the character is thinking	Should: write three facts about the blue whale	Should: write three facts about the sea creature	Should: write a beginning, middle and end.
Consequences	Could: write why the character is thinking		Could: think of something else they would like to know about the blue whale and write these facts.	Could: think of something else they would like to know about the sea creature	Could: use a range of adjectives to make it descriptive
	Challenge – to write stories about different sea creatures.				

Reading	LO: To read with fluency				
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>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>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>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>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>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>Maths</p> <p>LO: To begin to understand capacity and identify full, half-full, almost full, and nearly empty</p> <p>Starter: recap telling time to the hour and half hour what time is what time is</p> <p>Main: Maths pp. Recap Greater than and less than. Discuss what measurement is. On Google Slides, children can interact with slide during Live Teaching, using code given by Miss Walhurst.</p> <p>Discuss: What a clock is measurement? What. How long is capacity a minute? How? What different things can we use to measure? What do half-full, nearly full, nearly empty mean? a second? How long is 3 minutes? How long is an hour?</p> <p>Go over how to read a clock. Go over what a minute hand and an hour hand look. Which is bigger? Which is smaller?</p> <p>Activity:</p> <p>To make a clock at home with the numbers in the correct place.</p> <p>Compare different measurements of volume and capacity in practical ways such as the activity.</p> <p>Activity:</p> <p>https://www.bbc.co.uk/bitesize/topics/z9k7y/articles/zp8crdm visit for capacity activity for children to do</p> <p>Also fill out worksheets for capacity.</p> <p>LO: To use the vocabulary of capacity.</p>	<p>LO: to begin to understand volume.</p> <p>Starter: write out the five times tables as fast as possible.</p> <p>Main: What is volume? What does it mean that something can be bigger, but hold less?</p> <p>Explain that volume is how much space an object takes up. Show children differently sized containers. Discuss how some containers can hold more, and this is volume.</p> <p>Activity: Have children experiment with water as a practical activity. This will be gone over in Live teaching as well. Activity is pictured below and will be attached to email.</p>  <p>LO: To use the vocabulary of capacity.</p> <p>Must: identify what full, empty, half full, nearly full and nearly empty means.</p> <p>Should: I can use the correct vocabulary to describe the amount in each cup.</p> <p>Could: I can write a sentence to describe how much is in each cup.</p>	<p>Main: LO introduction to measurement, to begin measuring volume</p> <p>Starter: https://mathsstarters.net/numofthedayjunior/2digit</p> <p>Discuss: Which container holds more? Complete an experiment with different sized containers. Fill one container with cups of water and record how many cups of water it holds and complete the same for the other container. Compare different containers and ask the chn to record the answers.</p>  <p>Activity:</p> <p>Have children experiment with filling a mug and other containers, and see which hold more than the mug and which hold less. This will be gone over in Live teaching as well. Activity is pictured and will be attached to email.</p> <p>LO: To begin measuring volume.</p> <p>Must: record measurements as "almost full, nearly empty, half full, full"</p> <p>Could: write a sentence comparing measurement</p> <p>Should: complete worksheet on comparison of measurements</p>	<p>Thursday</p> <p>Starter: Quick sums.</p> <p>Main:</p> <p>https://www.bbc.co.uk/bitesize/clips/zk8jxnb watch for an introduction to measurement of scale. Discuss how reading millilitres is same as a number line, only upwards. Discuss how we record capacity of liquids in millilitres. Look at different jugs and show how the millilitres are on the side of the jug to help measure.</p> <p>On PowerPoint are different containers holding different amounts of water. Work together to identify how many millilitres of water are in each jug and model how to record this. Children to record how many millilitres are in each container.</p> <p>Looking at the containers, can they identify how many millilitres are in the container and record correctly using 'ml' after the number?</p>  <p>Activity:</p> <p>Children to test the capacity of a teapot with different objects (such as spoons, eggcups, or anything you can find)</p> <p>Must: predict how many cups of water each container will hold.</p> <p>Should: record my results.</p> <p>Could: measure the millilitres the container held.</p>	<p>LO: To consolidate our understanding of measurement</p> <p>Starter: big numbers song https://www.youtube.com/watch?v=e0dJWfQHf8Y&list=PLxn3WdZmMhagPFJwRuxXWUF7Br40hU5xz&index=10</p> <p>Children to independently explain what capacity, volume and millilitres. Children to find continue measurement of millilitres, measuring differently filled jugs. Children to practise measurement on Maths PowerPoint and practically at home.</p> <p>Extension: Children can move on to measure Litres</p> <p>Activity: recreate any activity from this week with different containers/objects. Play with capacity and the vocabulary around measurement. There are also worksheets to gauge children's understanding of the week's learning.</p>
--	--	--	---	--

- Formatted: Font color: Auto
- Formatted: Font color: Text 1
- Formatted: Font: Bold, Underline, Font color: Auto
- Formatted: Font: Bold, Font color: Auto
- Formatted: Font color: Auto
- Formatted: Font: Bold, Font color: Auto
- Formatted: Font color: Auto

	<p>Must: identify what full, empty, half full, nearly full and nearly empty means.</p> <p>Should: I can use the correct vocabulary to describe the amount in each cup.</p> <p>Could: I can write sentences to describe how much is in each cup.</p>				
--	--	--	--	--	--



<p>Science</p> <p>LO: to learn about the senses</p> <p>Recall how last week we learnt about our bodies and labelled different parts of our bodies. Our bodies are amazing things and each part of our body has an important job to do. Recap: What do your legs do? What do your arms help you to do? What do you use your eyes for?</p> <p>Explain that today we're going to learn about the senses.</p> <p>Show the children the PowerPoint of the 5 senses.</p> <p>Activity:</p> <p>Children can choose from a few science activities: There is a super challenge worksheet for parts of the eye, a label the senses worksheet, and an activity to go on a sound walk. You could extend this to a "senses" walk, and write down one thing each you see, taste, smell, hear and touch whilst on this walk (which can be around your house or neighbourhood). L.O: To understand the five senses and what they are used for</p> <p>Must: complete five senses worksheet.</p> <p>Could: complete parts of the eye worksheet and label which parts of the tongue taste what.</p> <p>Should: complete sound walk activity worksheet.</p>	<p>RE</p> <p>LO: To explore mosques</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 explore a mosque.</p> <p>Identify the features of a mosque together. How many times do Muslims pray? What is your favourite feature of the mosque?</p> <p>Activity: Draw a mosque and label identifying features. Write a sentence about what your favourite feature is and explain what that feature means.</p> <p>LO: To learn about the features of Mosques</p> <p>Must: draw a mosque with an identifying feature</p> <p>Should: discuss what makes that feature special or important</p> <p>Could: write which feature is my favourite and why</p>	<p>DT</p> <p>LO: to experiment with ice and investigate why salt makes ice melt faster</p> <p>Follow investigation of ice on https://www.science-sparks.com/lego-ice-excavation/ Record the following: What happened to the ice when you added salt? How long did it take the ice to freeze?</p> <p>You may use any toy if Legos are unavailable. https://www.science-sparks.com/lego-ice-excavation/</p>	<p>ICT</p> <p>LO: To explore and discuss what technology means to us.</p> <p>What are children's favourite games and apps? How do they stay safe on those apps? Have child record in journal entry "My favourite app is..." and describe why they enjoy using it and what they learn from that app.</p>	<p>French</p> <p>LO: To learn the French for modes of transport</p> <p>Last week, we thought about where France is in the world and some facts about its capital city.</p> <p>If you were to travel to France, how would you get there? Explore the different ways to travel to France on the Power Point.</p> <p>LO: To learn the French for modes of transport</p> <p>Activity: to think about the different ways to travel to France. Draw and label the different modes of transport.</p> <p>Write a sentence to describe how you would travel to France.</p>
---	--	---	---	---

Foundation subjects

Art

LO: To learn how to use a pencil to create light and dark lines.

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? Look at the drawing of the sea creatures. How could you use the pencil to create the drawings of sea creatures?

Model how to draw the octopus using a pencil, exploring how you can make lighter and darker marks with the pencil.

Activity: To use a pencil to create light and dark lines in drawing an Octopus.

All children to have a go at drawing a whale using lighter and darker pencil strokes. Look at the power point for different examples of a whale and to see how artists have used light and dark strokes to create their versions of an octopus.

Must: Show ability to use light and dark pencil lines to create an octopus

Should: Use light pencil lines to create shading

Could: Add detail by using dark pencil lines to bring out features.



PSHE/RSE

LO: To understand what healthy choices are and why it is important to make healthy choices.

Discuss what "healthy" means with children. Look at PSHE PowerPoint and celebrate the healthy choices children make independently. Discuss why healthy food, exercise and being social are important parts of being healthy. Talk about how making healthy choices makes us feel. Explain to children that unhealthy things are okay when done in moderation. (teach word moderation). <https://www.bbc.co.uk/bitesize/topics/zchhvcw/resources/1> Explore healthy living videos on BBC Bitesize, especially <https://www.bbc.co.uk/bitesize/clips/z8yd2p3> "What do Humans need to do to stay healthy?"

Activity: Social mood board
Choose an activity or two from the board and record feelings after completing the task. As an extension, ask children to group their choices, not just foods, into healthy and unhealthy.

Continue recording in journal and using PSHE Resources from last week.

Social Emotional Health Choice Board				
Monday	Tuesday	Wednesday	Thursday	Friday
Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.
Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.
Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.
Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.	Write a letter to your best friend.

Music

LO: To understand what it means to be in a band

We've had a think about Music and how we think we can make music.

Do you know what it means to be in a band? Do you listen to music that is produced by a band? It could be all different types of music. Who are your favourite band? What about everyone else in your house, do they like the same music as you?

Have a discussion: If you were to be in a band what sort of music would you make?

LO: To design a logo for your band

Can you come up with a name for your band? Can you make a design for your bands name?

Activity:

To design a logo for your band.

To create a poster advertising your band.

History

LO: To understand what we mean by the word 'extinct'.

Recall our learning from last week. What can we remember about the word extinct? What happens when an animal is extinct? Can you remember any extinct animals from our sorting activity last week?

Look at the first three pages of the Power Point only, recapping extinct and facts about a woolly mammoth and a sabre tooth tiger. Share facts and recap what the children can remember.

Activity: To write a fact file about a woolly mammoth and a sabre tooth tiger

Model writing a fact file for a woolly mammoth. Children to create a fact file about a woolly mammoth and a sabre tooth tiger. 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.

Children to complete a fact file on a woolly mammoth and a sabre tooth tiger, thinking about when it was extinct, what it ate, looked like and why it became extinct.

Must: Draw a picture of a woolly mammoth and a sabre tooth tiger. Label them and share one fact.

Could: Create fact file sharing three facts about a woolly mammoth and a sabre tooth tiger. Draw and label the woolly mammoth and sabre tooth tiger.

Should: Create fact file sharing two facts about a woolly mammoth and a sabre tooth tiger. Draw and label the woolly mammoth and sabre tooth tiger.

PE

Follow along to PE as per email from Claire Helps.

Alternatively, cosmic kids yoga or PE with Joe
<https://www.youtube.com/user/thebodycoach1>
<https://www.youtube.com/user/cosmickidsvyoga>