

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

* 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	Hook: Responsibility	LO: To identify the facts within the letters	LO: To write a letter to Greenpeace about how we will stop using plastic	LO: To write a letter to the head teacher to tell her how you will care for your planet	LO: To write a letter to Greenpeace to ask them questions about a different animal
Key vocab:	LO: To know the features of a letter	Read the letters from Greenpeace. What do they tell you? Discuss that a fact is a piece of information about the whale. We can find out facts and information in lots of different ways, Emily has chosen to write to the organisation to find out more.	Recap what our story is about and think about who Emily is writing to. TPS: Who do you think Greenpeace are?	Recall our learning yesterday about trash islands and rubbish, in particular plastic, in our oceans and seas.	Read some of the letters that Emily wrote to Greenpeace asking them questions. What did she want to find out about the whale? Is there a different animal you would like to learn about something about? Why would you like to learn about that animal? What questions could you ask them?
Suffix	Show the children the front cover of the book Dear Greenpeace and read the title together. What does the front cover make us think of? Point out the stamp and the word 'dear'. Have a discussion about letters and who we might write letters to.	Look at the first letter from Greenpeace and identify the fact. Highlight the fact and write it as a sentence.	Share with the chn the information about Greenpeace on the PP. Follow on from the information that Greenpeace want to reduce plastic in the ocean by watching the BBC Newsround video about plastic in the ocean.	TPS: Are there any other ways we could be responsible and look after our planet? Watch the song about how to care for our planet.	Recall that question sentences might start with how, what, why, where, when or who.
Responsibility	Read the story Dear Greenpeace and have a discussion about it linking back to our golden thread Responsibility.	Must: listen to the letter and say what the facts are	https://www.bbc.co.uk/newsround/42810179	https://www.bing.com/videos/search?q=how+to+care+for+our+world+kids&&view=detail&mid=AE0121218928B75B91C9AF0121218928B75B91C9&&FORM=VDRVRV	Model writing a letter to Greenpeace asking them some of the questions the children want to know. Recap the features of a letters as modelling.
Charter	Each letter that Emily writes is to an organisation called Greenpeace. What is she asking them each time she writes to them? She is asking them for some information and facts about whales. TPS: If you were to write to Greenpeace what would you want to ask them about whales? Model writing a letter, using dear and love/from to Greenpeace asking a question about a whale.	Should: underline the fact (s) in the letter	Model writing a letter to Greenpeace to tell them what you would do to reduce or stop plastic pollution in the ocean.	Explain that we are going to write a letter to Mrs Geden to tell her how we have been responsible and how you are going to care for our world. Recap features of a letter. Model writing a letter. Chn to write letters on special note paper.	Activity: To use the features of a letter when writing to Greenpeace
Verb		Could: write my favourite facts as a sentences	Activity: write a letter to Greenpeace about how we will stop using plastic	Activity: To use the features of a letter when writing to Mrs Geden	Must: use dear and from in my letter
Poster			Must: use dear and from in my letter	Must: use dear and from in my letter	Should: ask a question using a question word
Because			Should: say how we will stop using plastic	Should: say how I will protect our planet	Could: write more than one question
Feelings			Could: say why I think it is a good thing to stop using plastic	Could: say why I think it is important to look after our planet	
Consequences					

<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 understand what time is</u></p> <p>Starter: Big numbers song https://www.youtube.com/watch?v=e0dJWfQHF8Y&list=PLxn3WdZmMhagPFJwRuxXWUF7Br40hU5xz&index=10</p> <p>Main:</p> <p>Maths pp. Discuss what a clock is. How long is a minute? How long is 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>LO: to make a clock at home and begin reading a clock</p> <p>Must: make a clock at home with the numbers in the correct places</p> <p>Could: begin reading o' clock</p> <p>Should: indicate which is the hour hand and which is the minute hand.</p>	<p><u>LO: To begin to understand other measurements of time, such as months, days, and years.</u></p> <p>Starter: https://www.youtube.com/watch?v=mXMofxtDPUQ</p> <p>Main:</p> <p>Discuss with children: What is a day? What is a week? What is a month? What is a year? Discuss these lengths of time with children. Print out calendar and keep track of the days in January.</p> <p>Activity: to print and colour calendar and keep track of the days in January</p> <p>LO: to begin to understand other measurements of time, such as months, days, and years.</p> <p>HA</p> <p>Must: Indicate how many hours in a day, and how many days in a week</p> <p>Could: colour in calendar and find today</p> <p>Should: practise writing the months of the year.</p>	<p><u>LO: To begin understand time to the hour</u></p> <p>Starter: Quick sums game</p> <p>Main:</p> <p>Maths PP</p> <p>To begin to read the clock by the hour hand.</p> <p>Go over again what the hour hand and minute hand indicate. Show children 1 o' clock, 2 o' clock, 3 o' clock, and so on. What do these have in common? What is different?</p> <p>Activity: worksheets to make 1 o' clock, 2 o' clock, et al and correlate this to activities they already do, such as go to bed.:</p> <p>LO: to begin to understand how to tell time by the hour</p> <p>LO: to begin to understand how to tell time by the hour</p> <p>Must: fill out time worksheet and indicate what time it is to the hour</p> <p>Could: Indicate how many hours in a day, and how many days in a week, and how many weeks in a month</p> <p>Should: write each of the months of the year.</p>	<p>LO to begin to understand how to tell time by the hour</p> <p>Starter: addition and subtraction flash cards</p> <p>Main:</p> <p><u>To begin to read the clock by the hour hand.</u></p> <p>Go over again what the hour hand and minute hand indicate. Show children half past one, half past 2, half past 3, and so on. What do these have in common? What is different?</p> <p>Activity: worksheets to make half past 1, half past 2, et al and correlate this to activities they already do, such as live teaching.</p> <p>Activity: Dependent on ability</p> <p>LO to begin to understand how to tell time by the hour</p> <p>Must: fill out worksheet indicating half hour</p> <p>Could: complete super challenge blank worksheet</p> <p>Should: practise writing the days of the week with correct spelling.</p>	<p><u>LO: To consolidate our understanding of time</u></p> <p>Starter: big numbers song https://www.youtube.com/watch?v=e0dJWfQHF8Y&list=PLxn3WdZmMhagPFJwRuxXWUF7Br40hU5xz&index=10</p> <p>To consolidate learning and review terms we have thus far learned such as half hour, minute, second, hour, month, year, day</p> <p>Activity</p> <p>To play time games online and with worksheets, figure out what time of day is favourite and least favourite.</p> <p>LO: To secure my knowledge of how to tell time by the hour and half hour</p> <p>Must: Fill out blank worksheet on telling time by the hour and half hour</p> <p>Could: Play online time telling game</p> <p>Should: recap how many hours in a day, how many days in a week, and the days of the week and months of the year on a sheet of paper with correct spelling.</p>
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<p>Science</p>	<p>LO: to learn about the different parts of the body</p> <p>Recall how last week we learnt about our bodies and labelled different parts of our bodies.</p> <p>Our bodies are amazing things and each part of our body has an important job to do. TPS: What do your legs do? What do your arms help you to do? What do you use your eyes for?</p> <p>Watch the BBC bite size film about the body and discuss what you have learnt.</p> <p>https://www.bbc.co.uk/bitesize/topics/z9yyvcdm/articles/zqghbr82</p> <p>Show the children the picture of a labelled body. Explain that they are going to draw a body and label it and then write some sentences to describe what some of the body parts do. Model writing 'I use my legs to walk and run'. 'I use my arms and hands to get dressed and eat my dinner'.</p> <p>Show them how they could extend their thinking and remember what they learnt in the film about the skull and the ribs.</p> <p>Activity: To label the basic parts of the human body. To describe the job of parts of the body</p> <p>Children to draw a body and label the different parts. Write a sentence to describe what the different parts do.</p> <p>Must: draw a body and label the different parts of the body.</p> <p>Could: describe what the different parts of the body do.</p> <p>Should: explain my understanding of the ribs and skull.</p>	<p>RE</p> <p>LO: To understand who the prophet Muhammed was.</p> <p>Follow the PP for RE.</p> <p>Ask your child to consider these questions whilst following along:</p> <p>Who was Muhammed? Why was he Special?</p> <p>Who was the Angel that visited Muhammed? What kind of message did Muhammed go and spread? What is Muhammed's other name?</p> <p>After you review the Powerpoint, think about who is special in your life, who inspires you to do the right thing? How do you inspire others to do the right thing?</p> <p>LO: To understand who the prophet Muhammed was.</p> <p>To write about what makes Muhammed special and why he was inspiring.</p> <p>Extension activity:</p> <p>Write about who inspires you in your life to be the best version of yourself. Write them a thank you note.</p> <p>Must: Describe why Muhammed was special using "Qu'ran" and "Jabreel"</p> <p>Could: Use more key terms in the description of Muhammed, such as his birth place.</p> <p>Should: Write a thank you note to someone inspiring.</p>	<p>DT</p> <p>Activity: make fruit kebabs</p> <p>Follow along to PowerPoint about making fruit kebabs.</p> <p>Discuss why fruit is healthy. Define what a vitamin and mineral is and why they are important for our bodies.</p> <p>Make (or draw) a "fruit kebab" using your favourite fruits. LO: make fruit kebabs</p> <p>https://www.bbcgoodfood.com/recipes/rainbow-fruit-skewers</p>	<p>ICT</p> <p>LO: To learn what ICT is and how to keep safe when using ICT equipment</p> <p>Recap what ICT is.</p> <p>What are some the ways we can stay safe whilst using our tablets and computers? Why is it important to stay safe whilst using our computers? LO: To learn about what ICT is and how to keep safe when using ICT equipment</p> <p>All children to participate in circle time activity and discussion. T/TA to make notes for learning wall/assessment file.</p>	<p>French</p> <p>LO: To know where France is in the world</p> <p>Activity: Look at PowerPoint about France. Play with 3D globe and see if you can find France-and as an extra challenge see if you can find the UK. Discuss how we would get to France.</p> <p>Super challenge: Research these questions or any you have about France:</p> <p>Where is France? How long does it take to get to France? Are there any special places in France? What is the Capital of France? What body of water is nearest to France? LO: To know where France is in the world</p> <p>Activity: Research France and create a fact sheet.</p> <p>Where is France? How long does it take to get to France? Are there any special places in France? What is the Capital of France? What body of water is nearest to France?</p>
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<p>Foundation subjects</p>	<p>Art</p> <p>LO: To learn how to use a pencil to create light and dark lines.</p> <p>Recall our learning about shading last week and how we created our Julio Le Parc pictures using a pencil. Discuss, how did we use a pencil to create lighter and darker lines?</p> <p>Look at the drawing of the whale on the first page of the Power Point and the following slides for further examples.</p> <p>Model how to draw the whale using a pencil, exploring how you can make lighter and darker marks with the pencil.</p> <p>LO: To learn how to use a pencil to create light and dark lines.</p> <p>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 a whale.</p> <p>Must: Show ability to use light and dark pencil lines to create a whale</p> <p>Should: Use light pencil lines to create shading</p> <p>Could: Add detail by using dark pencil lines to bring out features.</p>	<p>PSHE/RSE</p> <p>LO: To understand our feelings about lockdown</p> <p>To work with children in understanding lockdown and the effect it can have on our mental health.</p> <p>Review PowerPoint with children and discuss which ideas they like from the PowerPoint.</p> <p>Ask children to record a journal. In this journal they can record one positive thing that happened to them that day. Ask children ways they can keep in touch with their friends and family. Write a letter to a family member or friend you miss. Practise one meditation and yoga session.</p> <p>Some helpful links to help children keep occupied and happy:</p> <p>https://www.youtube.com/watch?v=UIGKhG_Vq8&list=PL8snGkhBF7nhTxd1M7d6A7mmD3kk6wE1&index=2 yoga</p> <p>https://my.headspace.com/kids/738</p> <p>Meditation</p> <p>https://www.homeschooling-ideas.com/journal-writing-prompts.html Journal Prompts</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 the word 'extinct'.</p> <p>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?</p> <p>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.</p> <p>Activity: To write a fact file about a woolly mammoth and a sabre tooth tiger</p> <p>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.</p> <p>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.</p> <p>Must: Draw a picture of a woolly mammoth and a sabre tooth tiger. Label them and share one fact.</p> <p>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.</p> <p>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.</p>	<p>PE</p> <p>Follow along to PE as per email from Claire Helps.</p> <p>Alternatively, cosmic kids yoga or PE with Joe</p> <p>https://www.youtube.com/user/thebodycoach1</p> <p>https://www.youtube.com/user/cosmickidsvoga</p>
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