

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 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 design a picture book to accompany a song</b>	<b>LO: To create a healthy living poster</b>	<b>LO: To understand equality and kindness</b>	<b>LO: To write a note to add to the book</b>
Key vocab:	Here We Are – Notes for Living on Planet Earth – Oliver Jeffers				
Suffix					
Responsibility	Copy of the book being read: <a href="https://www.youtube.com/watch?v=kkcjKbbF9JA">https://www.youtube.com/watch?v=kkcjKbbF9JA</a>				
Charter	<b>Starter:</b> To add 'ing' to a word Can you write sentences to describe what is happening in the picture using as many 'ing' words as possible?	<b>Main: To write a new song</b>	<b>Main:</b> Re read the book and include the next double page finishing with 'drink and stay warm'. Go back to the picture of the body. Remind the children that we have done lots of thinking about our bodies and keeping healthy in Science this term.	<b>Main:</b> Discuss: What can you remember about the story Here We Are? You have thought about how you keep healthy and you have thought about what our world is like and described it for those who have never visited Earth.	<b>Main:</b> We have used this book to explore and think about many things and you have all made some amazing contributions to your thinking and learning. Read to the end of the story.
Verb		Re-read the book so far, and on to the next page 'there is also the sky. Though that can get pretty complicated'.			
Poster		Reflect on these pages Discuss: What have they learnt about our planet from reading these pages? What is special about its environment? Look at each page in turn looking closely at each of the illustrations in turn, looking at key geographical and environmental features, first on the land - such as mountains, volcanoes, hills, fields, grasslands, forests, deserts, palm trees and ponds. Then to the water - cliffs, sea, icebergs and the wildlife that live above and below the water.	Look closely at the labels around the body. We can use our phonics to decode and read these words. On the PP write these words again underneath and add sound buttons/lines. leg (l-e-g), arms (ar-m-s), brain (b-r-ai-n), lungs (l-u-ng-s), nails (n-ai-l-s) and hair (h-air). Also look at the alternative ways of representing known sounds in words such as head, heart, belly, bones. Are there any body parts that are not labelled? Can you add these labels?	Read the story up to and including the next double page ending at 'we are all people'. Look closely at this picture. What do you notice about the people? What do some of them have in common? Do you notice some are engaging in sports, music or another hobby? Do they all look the same? Do they remind you of anyone you know?	Go back to the baby at the end 'you can always ask someone else. You're never alone on Earth'. This baby has all these different people to help him and to answer his questions. Who could all these people be? Write a list of all the special people that you have in your life. Think about people at home and people at school, ensure they know they always have someone to turn to should they need them.
Because	<b>Main:</b> Look at the front cover of the book. What can you see on the cover? What do you think the book is about? The book is called 'Here We Are' – where do you think they are referring to? It has a subtitle 'Notes for living on planet Earth'. What do you think that might mean?				
Feelings	Open the first double page and discuss what we can see. What instantly jumps out at you? Point out the words 'here we are' and explain this is the planet that we live on called Earth.				
Consequences	Read up to "so let's get started with a quick tour". If we tour around planet Earth what might we see? Note some ideas.	Then look at the sky – weather conditions like snow, wind, clouds, rain, rainbows, storm clouds and lightning, and up into outer space – the sun, moon, stars and other planets. Explain that we are now going to watch a video. Look at the images and listen to the words. Do you notice anything that you may have seen in the book? What does the video make you think or feel about our world? Why is our world so wonderful?	Look at the bit that says 'bits that grow back' and discuss.	Watch the CBeebies clip: <a href="https://www.youtube.com/watch?v=y2egWySNmh0">https://www.youtube.com/watch?v=y2egWySNmh0</a> Discuss with the children about inequalities and how we should all treat each other with fairness and kindness and equality. Think about the words fairness, inclusivity and equality. What do you think makes a good friend? What is a kind person? How do you think people should feel? Think about how no one should feel left out, everyone should feel included, we are kind to everyone	Go back to the page which ends 'just remember to leave notes for everyone else'
	<b>Activity: write a guide to planet Earth.</b>		Watch the BBC bite size video below and think about how you can keep yourself safe and healthy. We have watched this in Science.		Discuss: What is a note? A note is where you record something or write something for someone else to find and read
	Think about the planet that we live on. What does it look like? What can you see? What could you do here? What animals might you meet? What are the buildings like? Do all				<b>Activity: Draw and write a note to add to that page of the book using vocabulary learnt over the week e.g. kindness, fairness or equality.</b> . Plan together to write a note to add to this book, what would it say? Would you want to tell them about the planet and

	<p>countries look the same? What people might you meet?</p> <p>Remind them that they can draw on their Geography, History and Science learning from this year as well as their personal experiences.</p> <p><b>Must:</b> describe what planet Earth looks like.  <b>Should:</b> say what you could do on Earth.  <b>Could:</b> draw on knowledge from History, Geography or Science.</p>	<p><a href="https://www.youtube.com/watch?v=B8WHKRzkCOY">https://www.youtube.com/watch?v=B8WHKRzkCOY</a></p> <p>Tell the children that the words that are being said on the video are from a famous song by Louis Armstrong in 1967. Would you like to hear it?</p> <p><a href="https://www.youtube.com/watch?v=CWzrABouyeE">https://www.youtube.com/watch?v=CWzrABouyeE</a></p> <p><b>Activity: : To design a picture book to accompany a song</b> Share the lyrics with the children. Can they create a picture book to accompany the song saying why they think the world is wonderful?</p> <p>Can they write their own song to describe our wonderful world? Share with them some different lyrics to inspire.</p> <p><b>To write a new song</b></p> <p><b>Must:</b> draw pictures to accompany the lyrics of the song.  <b>Should:</b> write sentences to describe what makes the world wonderful.  <b>Could:</b> write a new song to describe our wonderful world.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhb82">https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhb82</a></p> <p><b>Activity: to create a poster to think about how you will keep yourself safe.</b> Think about including how you should eat 5 fruit and vegetables a day, exercise, sleep, Coronavirus safety and being kind to yourself.</p> <p><b>Must:</b> draw detailed pictures of all the things they should do to keep healthy.  <b>Should:</b> label the pictures.  <b>Could:</b> write sentences to accompany each picture.</p>	<p>no one should be treated differently because of the way they look or what they believe in.</p> <p><b>Activity: To understand equality and kindness</b></p> <p>Can you draw a picture of you? Can you draw a picture of your friends? Can you write and tell me what you think makes a good friend. As you grow up what will you always try to do?</p> <p><b>Must:</b> draw a picture and write what makes a good friend.  <b>Should:</b> write about how you should treat people.  <b>Could:</b> use the words kindness, fairness and equally in my writing.</p>	<p>what it looks like? Would you want to tell them about the different people on it? Would you want to tell them about you and your family and what makes you special?</p> <p><b>Must:</b> recall a part from the story.  <b>Should:</b> write a note to add to that page of the book.  <b>Could:</b> use vocabulary learnt over the week</p>
<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</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>

of new words you encounter.					
-----------------------------	--	--	--	--	--

<p><b>Maths</b></p>	<p><b>Place Value</b></p> <p><b>Starter:</b> Recap your counting by fives, backwards and forwards to and from 50 (or 100 if able).</p> <p><b>Main:</b></p> <p>Model how we show the tens in a number and the ones. Discuss with the children what would we have if we had the number 9? (9 ones) Model to the children how we can break numbers down using a part whole model for place value. Number in the whole, tens in one part and ones in the other part. Complete a few examples on the board as a class. Recap different ways to make tens and ones to represent different numbers with dienes and counters on PowerPoint. Discuss why grouping numbers is more efficient. How does it help you recognise the numbers as you see them?</p> <p><b>Activity:</b></p> <p><b>L.O: To be able to make different numbers, using tens and ones.</b></p> <p>Chn to use a variety of different resources they have at home to group different numbers.</p> <p>E.g. dienes – 1 stick and 4 blocks = 14. Can they use different coloured counters to represent tens and ones, e.g. Red Legos = tens and yellow = ones.</p> <p>Children also are given a worksheet to complete on Place Value</p>	<p><b>L.O: To be able to make different numbers, using tens and ones.</b></p> <p><b>Starter:</b></p> <p>Recap your counting in tens to 100, backwards and forwards.</p> <p><b>Main:</b></p> <p>Tell children we're reviewing all our prior learning in Maths this half term, and today we're going to continue to work on our number formation and place value. What numbers, if any, are children still having trouble forming? Continue to review, as you review Place Value. What is the ones place? The tens place? The Hundreds (if able to extend)?</p> <p><b>Activity:</b> Begin comprehension worksheets. Encourage children to complete as independently as possible, and make note of gaps in learning to focus on. If there are no perceived gaps, continue to review number formation to 50 (after 20, counting in tens) and introducing hundreds place with Extension Activity worksheet.</p> <p><b>Must:</b> complete consolidation activities</p> <p><b>Could:</b> complete extension activities</p> <p><b>Should:</b> work as independently as possible</p>	<p><b>LO: To review prior learning in measuring weight.</b></p> <p><b>Starter:</b></p> <p>Recap learning from last week concerning weight. What are the standard units for length and height? What about for weight and mass? How do we measure weight?</p> <p><b>Main:</b></p> <p>Maths PowerPoint. Go over learning for weight. How many grams are in a kilogram? How do we read a scale? How do we read a measuring cup? What are common misconceptions about weight? What do children remember of their learning last week? What gaps were present in their learning? Review these gaps and allow children to work s independently as possible.</p> <p><b>Must:</b> recall the correct units of measurement for weight</p> <p><b>Should:</b> complete consolidation worksheets</p> <p><b>Could:</b> complete extension worksheet</p>	<p><b>LO: To continue to consolidate learning about measuring weight.</b></p> <p><b>Thursday</b></p> <p><b>Starter: Main:</b></p> <p>Maths PowerPoint. Go over learning for length and height. What units do we use? How do we read a ruler? Which is longer, an inch or a metre? What do children remember of their learning last week? What gaps were present in their learning? Review these gaps and allow children to work s LO: To consolidate learning about measuring length and height</p> <p><b>Must:</b> recall the correct units of measurement for length and height</p> <p><b>Should:</b> complete consolidation worksheets</p> <p><b>Could:</b> complete extension activities</p>	<p><b>LO: To consolidate learning about measurement</b></p> <p><b>Starter:</b> Count how long half term is using calendar <b>Extension:</b> practise writing the days of the week</p> <p><b>Main:</b> Review all of measurement curriculum and continue to reinforce learning to close any gaps. Play games as indicated on Powerpoint.</p> <p><b>Have a lovely half term!</b> Complete optional Maths activities to continue to consolidate and extend learning as desired.</p> <p>LO: To consolidate learning about measurement</p> <p><b>Must:</b> Complete maths challenges</p> <p><b>Should:</b> complete consolidation worksheets</p> <p><b>Could:</b> complete extension activities</p>
---------------------	--	---	--	--	--

<p><b>Science</b></p> <p><b>LO: To know we have a skeleton and to understand the different parts.</b></p> <p>We have been super Scientists this term and have learnt about many aspects of our body and how to keep healthy.</p> <p>Recap with the children what do you need to do to keep healthy? How many senses do we have? Why do we need to exercise?</p> <p>Inside our bodies is an amazing thing called a skeleton. TPS: What do you think is the job of a skeleton? Share children's ideas. Show them the video and discuss the different things they noticed.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zmptsbk">https://www.bbc.co.uk/bitesize/clips/zmptsbk</a></p> <p>Let's look more closely at our skeleton.</p> <p>Work through the power point. Discussing each page.</p> <p><b>Activity: : To know we have a skeleton and to understand the different parts.</b></p> <p>Children to label the different parts of a skeleton.</p> <p>To write about the job of the different parts e.g.</p> <p>The rib cage protects your organs. The skull protects the brain. The leg bones hold up our bodies. Etc.</p> <p><b>Must:</b> label the different parts of a skeleton.</p> <p><b>Should:</b> write about the different parts of our skeleton describing their job.</p>	<p><b>RE</b></p> <p><b>LO: To make comparisons between Islam and Christianity.</b></p> <p><b>Starter:</b> Recap: What are some of the key points about Islam? What are some key points about Christianity?</p> <p>RE PowerPoint. Discuss what we have learned about Islam and Christianity and how they are similar and how they are different. Do they both have important books? Do they both have prophets? Do they worship in the same way? What is different about the places they worship? What is similar? Where are each worshipped?</p> <p><b>Activity: : To make comparisons between Islam and Christianity.</b></p> <p>Write sentences describing the differences between Islam and Christianity.</p> <p><b>Optional Extension activity:</b> To draw both a church and mosque, identifying differences in worship and practise.</p> <p><b>Challenge question:</b> How does prayer help our mental health?</p>	<p><b>DT</b></p> <p><b>LO: To discuss what kind of art is most fun to make and invent a new way of creating art</b></p> <p>In school, we use various tools and resources to create art, such as pencil, charcoal, tin foil, watercolour, and more! Think about the Take One painting activity you've done. How can you extend this? What other materials can you add to make a mixed material Docklands masterpiece?</p> <p>Can you add tissue to your painting? Or Paint to your tin foil? Or create a ship with tin foil, watercolour and cardboard?</p> <p><b>Activity:</b> Create something exciting that follows the theme of the sea and boats and connects to George Burrows' Men of the Docks. When complete, we will submit pictures of children's work to give to Mrs. Geden! Have fun!</p>	<p><b>ICT</b></p> <p><b>The Breck Foundation Online Safety Superhero Competition 2021</b></p> <p><b>LO: To create an online safety Superhero. To recognise the benefits and risks of using the internet.</b></p> <p>We have had many discussions over the year about how we need to keep ourselves safe when we are on the internet. When we use the internet to research we always say that we should have a grown up to help us.</p> <p>Superheroes are people that have super-human abilities that allow them to protect people and save</p> <p>lives. These abilities can include, flying, invisibility and possessing super strength! Can you design a Superhero to save children from online harm? Often, superheroes and super heroines wear brightly coloured costumes that symbolise who they</p> <p>are! Some heroes have symbols or logos on their chests, others wear capes. Many heroes wear masks to hide their identity and keep it secret! Look at the range of Superheroes. TPS: What can you see. What is similar/different about them? Why do you think they wear bright colours? What does their costume look like and tell us about them? We are going to enter a competition where we need to design a Superhero that will remind us how to keep safe online. It would be a very special character; a superhero who will help rescue children when they come across bad things online.</p>	<p><b>French</b></p> <p><b>LO: To listen to French stories.</b></p> <p>Listen to a familiar story that is told in French. Watch the images and listen to the accent and words. Can you hear any familiar words? Do any of them sound like English words?</p> <p><b>Rumpelstiltskin</b></p> <p><a href="https://www.youtube.com/watch?v=K V4PyZFQdMk">https://www.youtube.com/watch?v=K V4PyZFQdMk</a></p> <p><b>The Little Red Hen</b></p> <p><a href="https://www.youtube.com/watch?v=XI J7YsIKLgq">https://www.youtube.com/watch?v=XI J7YsIKLgq</a></p> <p><b>LO: To listen to French stories.</b></p> <p>Children to choose familiar story read in French and listen to the accent and words and see if they can spot familiar words they have learnt.</p>
---	--	---	--	---

	<p><b>Could:</b> compare the human skeleton to that of other animals and say how they are different/the same.</p>			<p>Do you go online/onto the internet? Discuss when, how and what they do online – computers, tablets,  phones, Alexa, smartwatches, smart TV, games consoles, the various ways to go online that are around us in our homes every day. What are the good things about being online? What are the bad things about being online? Remind the children about online safety. Discuss the idea that sometimes we might come across bad/dangerous things when we're online.  E.g. Bad words, rude people, strangers who pretend to be your friend but then trick you, inappropriate pictures etc.  How do you keep yourself safe online?  Can you design your superhero and give them a name?</p>	
--	---	--	--	--	--

<p><b>Foundation subjects</b></p>	<p><b>Art</b></p> <p><b>LO: To use plan to create art inspired by George Burrows</b></p> <p>Recap: “Men of the Docks” is our #TakeOne Painting this term. This means that we will be creating different, imaginative art pieces based on this painting. Review the PowerPoint and discuss the painting, and the different kinds of art that can be created, including sculpture, mixed media- even pencil shading!</p>  <p><b>Also: The RA Young Artist Competition</b></p> <p><a href="https://youngartists.royalacademy.org.uk/?gclid=EA1aIQobChMI9ePRvvn7gIvDI8QBh2CxAv5EAAYASAAEgJ2IfD_BwE">https://youngartists.royalacademy.org.uk/?gclid=EA1aIQobChMI9ePRvvn7gIvDI8QBh2CxAv5EAAYASAAEgJ2IfD_BwE</a></p> <p>Throughout February and April, Year One will be participating in the RA Young Artist Competition. The Young Artists’ Summer Show is a free, open submission exhibition for students aged 5 - 19 studying in the UK and British schools overseas. Artworks are judged by artists and arts professionals with selected artworks displayed online and on-site at the Royal Academy of Arts. Please see attached forms for more information. We are very excited to be a part of this and look forward to seeing what your children come up with!</p>	<p><b>PSHE/RSE</b></p> <p><b>LO: To understand our mental health and why it’s important</b></p> <p>We have been thinking about how we look after our bodies and keep ourselves healthy. We have focussed on exercises and healthy food choices. PowerPoint: Recap some of the exercises suggested in the PowerPoint and give them a try again. Write about how they make you feel. Which activities did you enjoy the most?</p> <p><b>Activity:</b> Write a sentence describing what Mental Health is. Give a couple new activities a try. Draw or write a positive thing from this half-term. Write a note to a different friend or family member. Video call a friend or family member and ask them how they have been. Discuss what you do when sad and what mental, physical and emotional exercises are your favourite.</p> <p><b>Extension activity:</b> Keep a journal over half term and write one positive thing that happens everyday. Make a plan of how you will stay positive and active over half term break and draw what you are most looking forward to. You may use <a href="http://www.journalbuddies.com">www.journalbuddies.com</a> to help with prompts, or the emotional activity board sent to you as part of PSHE</p>	<p><b>Music</b></p> <p><b>LO: To make sound effects</b></p> <p>Last week we researched our favourite instrument and drew it and wrote facts about it. We would all love to make music using a musical instrument but we may not always have one to hand.</p> <p>This week we are going to explore sound effects and how we could make these without a musical instrument.</p> <p>Watch the film that tells us a little more about sound effects. <a href="https://www.bbc.co.uk/bitesize/topics/zk86qfr/articles/zk7wr2p">https://www.bbc.co.uk/bitesize/topics/zk86qfr/articles/zk7wr2p</a></p> <p>Sound effects are sounds (other than speech or music) that can be added to stories to make us feel as though we are in the scene. Sound effects can be created using objects that are completely different to the thing they are representing. We can create the sound of a horse’s hooves using coconut shells, the sound of thunder and rain using a metal sheet along with a plastic container and grains of rice, or the sound of cracking bones with celery.</p> <p>Sounds can be made by playing different materials in different ways. We can hit, tap, scrape, shake, strum, pluck and knock.</p> <p>We can use every type of material, from wood, metal and stone, to plastic, paper and rubber.</p> <p>Environmental sounds are sounds that we hear in the environment around us. Depending on where we are, there will be different environmental sounds. In a park, we might hear ducks quacking, people splashing through puddles, leaves rustling, a seesaw squeaking, birds chirping or the wind blowing.</p>	<p><b>History</b></p> <p><b>L.O: To understand what we mean by the word ‘extinct’.</b></p> <p>Recall how our learning in History this term is to know about extinct animals.</p> <p>TPS: Can you remember the word extinct and what it meant? What happens when an animal is extinct?</p> <p>Can you recall any of the facts you found out about a woolly mammoth and a sabre tooth tiger? Today we are going to learn about some more extinct animals. Share the facts about the Dodo, Great Auk and Tasmanian Tiger and recap what the children can remember.</p> <p>Model writing a fact file for these animals. Children to create a fact file about a Dodo, Great Auk and Tasmanian Tiger.</p> <p>Look at the last page of the PP and talk about the word endangered and how these animals may become extinct. Can you research more information about them? Why may they become extinct?</p> <p><b>Activity: To write a fact file about a Dodo, Great Auk and the Tasmanian Tiger</b></p> <p>Children to complete a fact file on a Dodo, Great Auk and Tasmanian Tiger thinking about when it was extinct, what it ate, looked like and why it became extinct.</p> <p><b>Must:</b> draw and label each animal.</p> <p><b>Should:</b> share three facts about the animal.</p> <p><b>Could:</b> say what animals may become extinct, are endangered.</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</p> <p>s <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p> <p><a href="https://www.youtube.com/user/cosmickidsyoga">https://www.youtube.com/user/cosmickidsyoga</a></p>
-----------------------------------	--	--	--	--	---

On a safari, we might hear lions roaring, monkeys screeching, or elephants trumpeting.

Can you go on a walk and listen to the environmental sounds? Can you create some sound effects to go with a story you have read/written using objects in your house/classroom.

Activities

To go on a walk and listen to the different environmental sounds. Write a list of all the sounds that you hear.

Create some sound effects to go with a story you have read/written using objects in your house/classroom.

Can you record your sound effects to share with us?