

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
English	Hook: Responsibility	LO: To describe a journey	LO: To use thought bubbles	LO: To describe a skyscraper using adjectives and similes	LO: To describe a skyscraper using adjectives and similes
Key vocab:	Take One Picture - 'Men of the Docks'	Starter: To know and understand capital letters.	Starter: To know and understand capital letters.	Starter: To correctly use capital letters and full stops. What can you see in the picture? Can you write two sentences to describe it? Remember to use capital letters and full stops.	Starter: To correctly use capital letters and full stops
Suffix	LO: To describe what I can see in the painting	Can you write the lower case and capital letters? Can you write each word so that it starts with a capital letter?	Can you correct the words so that the lower case letters and capital letters are in the right places?		
Responsibility	Starter: To know and understand capital letters Can you identify the capital letters and lower case and capital letters?				What can you see in the picture? Can you write two sentences to describe it? Remember to use capital letters and full stops. E.G. The girl is sitting in the comfy chair.
Charter		Main: Look at the picture of Men of the Docks by George Bellows and remember how we were detectives and thought about all the different things we could see.	Main: Look at the thought bubble. TPS: Can you remember what this is from Dear Greenpeace?	Main: Look at the painting and ask the children what they can remember about it. What is it called? Where is it set? Can you remember what a dock is? Share with the children the information on the PP. Discuss the similarities between the painting and the aerial photo, draw attention to the city and buildings in both.	Main: Remember how yesterday we looked at the images of the Chrysler building and the Empire State building and learnt how to use adjectives and similes to describe them.
Verb	Main: Look at the picture Men of the Docks by George Bellows. Explain to the children that today they are going to be detectives. Can you look closely at the picture and think about what you can see? Who are the people? What are they doing? Where are they? What are they thinking? What is this in the background? Why are there different size boats? Where are the boats heading off to? What is on the boats? Are they for passengers or freight?	Talk about the title of the painting. Discuss: What is a dock? There is a clue in the picture. Look at the different boats. Explain to the children what a dock is. Look at the picture of a boat and discuss what it would be like to go on a journey somewhere. What would it be like to be on a ship? How would you feel? What would you see? Where would you go? Would the scenery change as you travel? What could you smell. Watch the clip of Barnaby Bear on a boat. Discuss: What will you write about for your expedition on a boat? https://www.bbc.co.uk/bitesize/clips/z8mn34j	I wonder what the men are thinking in the picture Men at the Docks by George Bellows. Look at the image of the men with two thought bubbles. Discuss where they are standing, what they might be looking at, how they might be feeling, what they can hear. How would these ideas become their thoughts?	Activity: Look at the images of the New York skyline. What do you notice? How could you describe it? Tall buildings are called skyscrapers as it is said they are to be reaching for the sky 'scraping the edge of the sky'. Look at the image of the Chrysler building. Use adjectives to describe it and model writing them in a sentence. Discuss what a simile is (when you compare something to something else using 'like' or 'as') and write a sentence. E.g. The building is grand like a rocket. Repeat with another building.	What can you remember about an adjective? Simile?
Poster		Activity: Can you design a boat or ship to go on an adventure in? Once you have drawn your picture, can you write about your adventure using interesting and descriptive vocabulary? Think about all of your senses whilst you are describing your journey.	Model writing thought bubbles for the two men.		Today we are going to do the same. First describing a day time New York skyline picture using adjectives and similes and then a night time sky line picture.
Because	Activity: To describe what I can see in the painting After discussing the questions, write around the picture some of our ideas. Draw a speech bubble from a man and write what he is saying. Describe the buildings at the back. Write where you feel the ships/boats are going.		Activity: To write thought bubbles		Model thinking about adjectives and similes and how these would then be put into sentences.
Feelings			Must: write what the character is thinking		Activity: Describe the two skyscrapers using adjectives and similes
Consequences	Must: describe what I can see using adjectives. Could: give a character a speech bubble and write what they are saying Should: describe where the different boats are going		Could: use expressive vocabulary		Must: describe the day time sky line using adjectives and similes.
			Should: write the characters thoughts in a sentence saying why the character is thinking that	Must: design a skyscraper with detailed features. Could: describe it in a sentence using adjectives. Should: describe it using a simile.	Could: describe the night time sky line using adjectives and similes. Should: make a comparison between the two pictures.

		<p>Must: design a boat.</p> <p>Could: describe a journey using descriptive vocabulary.</p> <p>Should: use my senses to describe what I could see, feel and hear and describe where I am going.</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>

<p>Maths</p>	<p>Weight</p> <p>LO: To understand what weight is and to begin measuring weight by comparing the weight of different objects.</p> <p>Starter: Big numbers song. Recap prior weeks' learning. How do we measure capacity, lengths and heights? What different measuring tools did we use?</p> <p>Main: Introduce our new measurement unit. What is weight? How would you describe the weight of an object? Discuss the vocabulary of heavier and lighter.</p> <p>On the board, show the children different pictures of objects. As a class, can we sort them into heavier and lighter objects and put them in the correct column on the table.</p> <p>Model how to record this as a sentence.</p> <p>E.g: The bricks are heavier than the mouse. The feather is lighter than the elephant.</p> <p>Activity: Sort various objects around the home into lighter and heavier. Use vocabulary of lighter and heavier, lightest and heaviest in explanation. Write these findings in notebook</p> <p>Must: understand what weight is.</p> <p>Should: sort objects into heavier and lighter.</p> <p>Could: compare the weight of two objects using mathematical vocabulary.</p>	<p>L.O: To investigate the weight of an object.</p> <p>Starter: Number of the day. Practise counting forwards and backwards to 100.</p> <p>Main: Maths PowerPoint. Show the chn a balancing scale. Recap that we have seen these in Nursery and Reception, as well as before in Year One. Discuss: what are these used for? What happens when one side goes down?</p> <p>Model to the chn how we will experiment the weight of different objects by comparing the weight of the object to the number of cubes that make the scales balance. Introduce language of Kilograms, grams, and Stone.</p> <p>Activity: All children to practise reading scales to compare weights. On worksheet, mark where each measurement is on the scale, and identify measurements independently- ideally by measuring practically using a kitchen scale.</p> <p>Can they read the scales and record the weight in grams?</p> <p>Extension activity: Begin using language of Kilograms and grams/ e. g How many more kilograms is the apple to the pear? Measuring how heavy an apple is – chn to compare the weight of the apple to how many cubes, paper clips, counters, etc.</p> <p>Must: use a balancing scale to compare the weight of an object.</p> <p>Should: record my results in a table.</p> <p>Could: say how many objects were needed to make the balancing scale equal.</p>	<p>LO: To identify the weight of an object on a scale.</p> <p>Starter: Number of the day.</p> <p>Give the name of two objects. Chn to identify which is the heavier or lighter object. Repeat game as time allows.</p> <p>Main: Maths PowerPoint. Show a measuring scale. Discuss how we measures weight in grams, kilograms, pounds, stones.</p> <p>Show the chn the scale and identify that the scales are going up in grams.</p> <p>Show the chn on the board different scales with different objects on them. Can they read the scales and record the weight in grams.</p> <p>Activity: Chn to complete different word problems relating to weight. Can they work out the answer to each of the word problem and explain how they have reached this answer?</p> <p>Can they compare two weights? Can they explain how they know one object is heavier than the other?</p> <p>Must: know what scales are used for.</p> <p>Should use the scales to measure the weight of an object.</p> <p>Could: begin to read the weight of an object in grams.</p>	<p>LO: To begin to complete word problems associated with weight and mass.</p> <p>Starter: Number of the day. Recap the different measurements weight can be recorded in.</p> <p>Main: Show the chn different word problems. Can they work out the answers and explain their reasoning for this? Model answering using mathematical language</p> <p>Activity: Chn to complete different word problems relating to weight. Can they work out the answer to each of the word problem and explain how they have reached this answer?</p> <p>Can they compare two weights? Can they explain how they know one object is heavier than the other?</p> <p>Must: read the scale to identify the weight of an object and record the weight in grams.</p> <p>Should: practise word problems related to weight and mass</p> <p>Could: try more complex word problems related to weight and mass.</p>	<p>L.O: To secure understanding of how identify the weight of an object on a scale with word problems</p> <p>Starter: Number of the day. Recap the different measurements weight can be recorded in.</p> <p>Main: Show the chn different word problems, more challenging than yesterday. Can they work out the answers and explain their reasoning for this? Model answering using mathematical language and reasoning.</p> <p>Must: : read the scale to identify the weight of an object.</p> <p>Could: practise word problems related to weight and mass</p> <p>Should: record the weight in grams.</p>
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	<p>Science</p> <p>LO: To know what to do in an emergency situation and if you get hurt.</p> <p>See PowerPoint. This week is all about knowing what to do in an emergency. Discuss various emergency situations, and how to handle them together. Review emergency numbers that are personal to the child (such as an Mum, Dad, carer, Uncle, Aunt, cousin, etc) as well as 999. If possible, review an emergency plan as a family so children are aware of what to do and create a “go bag” with different supplies to grab in the event of evacuation.</p> <p>Activity: Do activity sheets as shown on PowerPoint. Discuss what an emergency is and what is not.</p>	<p>RE</p> <p>LO: To understand how Muslims worship at home and explore different ways in which they do.</p> <p>Starter: Recap: What are some of the key points about Islam and Muslims worship?</p> <p>Main:</p> <p>RE PowerPoint. Read about Muslim worshipping at home. Watch BBC Bitesize video on Mulism worship at home. After the video, discuss what they noticed about worship at home for Muslims. What do they do before prayer or during prayer? How is this the same or different to worship in a Mosque? What direction do Muslims face when praying? What is this called? (qiblah). What is Salah? Who do Muslims Pray to? LO: To understand how Muslims worship at home and explore different ways in which they do.</p> <p>Activity: Chn to write key words about Muslim worship at home. Draw what you would include in your prayer room.</p> <p>Extension activity: To identify the key features of Muslim worship at home. Identify how Muslims can worship at both home and in a Mosque. Challenge question: How is Muslim worship at home similar or different to worship in a Mosque?</p>	<p>DT</p> <p>LO: to experiment with paper mache Follow instructions on how to make paper mache: https://www.youtube.com/watch?v=kOKGn86NW8U</p> <p>Activity: Make a sculpture of anything with the paper mache. What does it feel like? What does it look like when it dries?</p>	<p>ICT</p> <p>LO: To explore using technology to support learning</p> <p>Are you able to use ICT to access a programme? Can you follow the instructions with a grown up?</p> <p>We would like you to tell us how you could use an iPad/computer or tablet (or any other devise you may be using) to access a programme to support your learning. Are you able to follow the instructions? Can you participate in the activity? Can you tell someone else how to use the equipment?</p> <p>Activity: With adult support, to follow the instructions to access the following website. https://home.oxfordowl.co.uk/</p> <p>To choose a book of choice appropriate to your reading level and read it to your grown up. Can you talk about the story? Can you follow the instructions for appropriately leaving the website? Can you say how you have kept yourself safe whilst on the internet? LO: To explore using technology to support learning</p> <p>Activity: To follow instructions to appropriately and safely use ICT to access a program to support learning.</p> <p>Can you read a new book each day?</p>	<p>French</p> <p>LO: To draw and label modes of transport in French.</p> <p>Recap the different words for modes of transport. Chn to draw their transport and label with the correct French word.</p> <p>Activity:</p> <p>Children to choose a different mode of transport that they would like to travel to France in e.g. helicopter, submarine, hot air balloon. etc. draw their transport and label with the correct French word.</p>
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<p>Foundation subjects</p>	<p>Art</p> <p>LO: To plan how to create art inspired by George Burrows</p> <p>“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>Activity: To plan how to create art inspired by George Burrows</p> <p>Activity: Children to have a go at planning art inspired by George Burrows. They may have a go at creating it, but the idea is to plan your art this week. It will go up in school, so let's try our best!</p> <p>Must: understand what “men of the Docks is about.</p> <p>Should: Create a plan for art inspired by “Men of the Docks”</p> <p>Could: Practise creating art inspired by George Bellows.</p> 	<p>PSHE/RSE</p> <p>LO: To understand healthy food choices</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.</p> <p>Watch the video (link below) and have a discussion about the positive and negative impacts of food choices and it is ok to eat certain things in moderation, as a treat.</p> <p>https://www.bbc.co.uk/bitesize/clips/zd4d2p Will you make different choices? Will you taste a new food? What will you try that you have never tried before? Watch the five a day song.</p> <p>https://www.bbc.co.uk/bitesize/clips/z2pxpv4 What's your favourite fruits and vegetables?</p> <p>In the summer term we will be doing some growing of fruits and vegetables both in our Year One growing area and our school allotment. What would you like to plant, care for, harvest and then eat?</p> <p>Activity: To design an allotment.</p> <p>Can you design an allotment? Draw it out and label it with the fruit and vegetables you would like to grow?</p> <p>Can you say why you would like to grow and eat those fruits and vegetables?</p> <p>If you want to watch a short film about an allotment, here is a link.</p> <p>https://www.bbc.co.uk/bitesize/clips/zmn6n39</p>	<p>Music</p> <p>LO: To research your favourite musical instrument</p> <p>We've had a think about Music and how we think we can make music, we've designed a band name and we've begun to write our own songs.</p> <p>If you were to play a musical instrument what would it be? Can you find out about your favourite instrument? Can you draw it? Can you find out some facts about it? Why is it your favourite? Can you describe the sound it makes? Is it loud, soft, smooth, crisp, raucous?</p> <p>If you were to design a new instrument what would it be like? LO: To research your favourite musical instrument</p> <p>Activity:</p> <p>To draw and write about your favourite musical instrument.</p>	<p>Geography</p> <p>L.O: To identify the five oceans of the world.</p> <p>Look at the picture of the globe. Can you remember what a continent is? Can you name the seven continents of the world? We spent some time learning about the features of the different continents including the weather and what animals you may find there.</p> <p>Looking at the map, what can you see surrounding the continents? These are bodies of water and they are seas and oceans. We are going to be learning the names and locations of the five oceans of the world. TPS: do you know the names of any of the oceans?</p> <p>Watch the song. Can you name the five oceans? https://www.youtube.com/watch?v=X6BE4VcYngQ Look at the five names of the oceans and place them in the correct place on the map. Do you think all of the oceans are the same? Did you learn some differences from the song?</p> <p>Watch the two BBC bite size videos and share the facts on the PP. https://www.bbc.co.uk/bitesize/articles/z7fq96f</p> <p>Activities:</p> <p>To label the five oceans. To write some facts about each ocean.</p> <p>Ext recap the names of all of the continents and add their names to the map.</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 https://www.youtube.com/user/thebodycoach1 https://www.youtube.com/user/cosmickidsyoga</p>
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