

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: Discovery	Starter: <u>LO: To add 'ed' to a word.</u>	Starter: <u>LO: To use the correct punctuation.</u>	Starter: <u>LO: To use the correct punctuation.</u>	Starter: <u>LO: To use the correct punctuation.</u>
Key vocab:	Katie's Picture Show – James Mayhew	Can you add 'ed' to a word to describe something that has happened in the past?	Can you read the sentences and decide if it needs a full stop or a question mark at the end?	Can you read the sentences and decide if it needs a full stop or a question mark at the end?	Can you write two sentences about the duck? One using a full stop and one using a question mark.
Opening	Copy of the book being read is on a separate video link:				
Problem		Main: <u>LO: To use a story mountain to write a new adventure</u>	Main: <u>LO: To identify opening, problem and solution. To use a story mountain to plan a new adventure</u>	Main: <u>LO: To use a story mountain to write a new adventure</u>	Main: <u>LO: To use descriptive vocabulary to describe the painting.</u>
Solution	Starter: <u>LO: To add 'ed' to a word.</u>	Recap how yesterday we used a story mountain to help us to plan our new adventure as if we stepped into the painting. We wrote down our ideas for an opening, problem and solution.	TPS: What has happened in the story so far? Share ideas. Continue the story until the end of the umbrella painting.	Recap how yesterday we used a story mountain to help us to plan our new adventure as if we stepped into the umbrella painting. We wrote down our ideas for an opening, problem and solution.	Recap our story so far. TPS: what can you remember? How many paintings has Katie been in so far into? Which painting was your favourite so far?
Sentence opener	Can you add 'ed' to a word to describe something that has happened in the past?	TPS: Tell your friend what you have on your story mountain. Share ideas.	Read back through the pages where she has climbed into the painting and identify the opening, possible problem and solution in her adventure. Model completing the story mountain on the power point with key words.	TPS: Tell your friend what you have on your story mountain. Share ideas.	Read to the end of the book. TPS: What do you think of the story? Did you like it? Why? What were you not sure about? Share ideas.
Suffix		We are going to use our story mountain to write a new adventure. Model how you take each aspect in turn of the story mountain and build on it to create fuller sentences and a story with a clear opening, problem and solution.	Explain to the children that they are now going to imagine that they have stepped into the 'Les Parapluies' picture and they are going to go on a new adventure. Can you write some key words and ideas in your story mountain to plan how your adventure will start? Write some ideas for the problem that you will encounter. Think about how you will solve this problem and write words to remind you.	We are going to use our story mountain to write a new adventure. Model how you take each aspect in turn of the story mountain and build on it to create fuller sentences and a story with a clear opening, problem and solution.	Explain that your favourite painting is the one called 'Tropical Storm with a Tiger'. Have a closer look at the painting. What can you see? How would you describe it? Write some descriptive words around the painting,
Adventure	Main: <u>LO: To identify opening, problem and solution. To use a story mountain to plan a new adventure</u>	Activity		Activity	Model writing those descriptive words into full sentences to describe different aspects of the painting.
Story mountain	Look at the front cover of the book. What can you see on the cover? What do you think the book is about? Can you see the frame around the edge of the cover? Where do you think this story might take place?	To write your story, using your story mountain, of an adventure you will go on inside the Haywain picture.		To write your story, using your story mountain, of an adventure you will go on inside the Parapluie picture.	Activity
Description	Explain that our new golden thread for this half term is Discovery . The book is called 'Katie's Picture Show' and the little girl Katie discovers many new things as we go through the book.	Must: write sentences to describe what happens at the beginning, middle and end of their story. Should: use an imaginative story opener Could: use descriptive vocabulary.	If there are any descriptive 'wow' words that pop into your mind add them too, to remind you to use them in your writing.	Must: write sentences to describe what happens at the beginning, middle and end of their story. Should: use an imaginative story opener Could: use descriptive vocabulary.	To write a description of the painting Tropical Storm with a Tiger using your adjectives/describing words. Must: write descriptive words around the painting. Should: write sentences using my words to describe the painting,
Adjective	Read the story to the end of the first painting adventure. Read back through the pages where she has climbed into the painting and identify the opening, problem and solution of her adventure. Model completing the story mountain on the power point with key words.		Remember you are not writing your story today, you are planning it. You		

	<p>Explain to the children that they are now going to imagine that they have stepped into the Haywain picture and they are going to go on a new adventure. Can you write some key words and ideas in your story mountain to plan how your adventure will start? Write some ideas for the problem that you will encounter. Think about how you will solve this problem and write words to remind you.</p> <p>If there are any descriptive 'wow' words that pop into your mind add them too, to remind you to use them in your writing.</p> <p>Remember you are not writing your story today, you are planning it. You will need to bring your story mountain ideas to English tomorrow.</p> <p>Activity</p> <p>To create a story mountain for the opening, problem and solution for your story inside the Haywain picture.</p> <p>Must: plan an opening, problem and solution using a story mountain. Should: write some descriptive words that they would like to include. Could: include setting words.</p> <p>You will need to bring your story mountain ideas to English tomorrow.</p>		<p>will need to bring your story mountain ideas to English tomorrow.</p> <p>Activity</p> <p>To create a story mountain for the opening, problem and solution for your story inside the Paraplue picture.</p> <p>Must: plan an opening, problem and solution using a story mountain. Should: write some descriptive words that they would like to include. Could: include setting words.</p> <p>You will need to bring your story mountain ideas to English tomorrow.</p>		<p>Could: say what I think of the painting and why.</p>
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<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: Counting and Ordering</u></p> <p>Starter: Big number song. https://www.youtube.com/watch/e0dJWfQHF8Y</p> <p>Main:</p> <p>Tell children we're reviewing our counting to 100 and our number formation.</p> <p>What is ordering? Why is it useful to order numbers?</p> <p>Discuss that we're going to try to count to 100 backwards and forwards. Ordering is putting numbers in a particular order.</p> <p>This can be from smallest to greatest or from greatest to least.</p> <p>Discuss: Why is this useful?</p> <p>Explain that today we are going to recap how we order and count our numbers, all the way to 100! Model filling in the missing numbers on PowerPoint.</p> <p>Then, we're going to learn how to order numbers using our 2s, 5s and 10s. What could this mean?</p> <p>Discuss and model ordering numbers from greatest to least.</p> <p>Activity: Practise writing to 50 or 100, as able; address any gaps or misconceptions after activity, so that there is a very clear understanding of children's' current understanding. Complete Maths worksheets associated with counting to 100, including number formation sheets as needed.</p> <p>L.O: To practise number formation and counting to 100. Must: Be able to count to 100</p>	<p><u>LO: To order numbers and identify a pattern</u></p> <p>Starter: Let's write our 2s, forwards and backwards up to 50 (or 100). Watch White Rose counting in twos activity video.</p> <p>Main:</p> <p>Maths PowerPoint. Go over learning ordering numbers from greatest to least. Is there a pattern to these numbers? What could that be? Recap how counting in twos and fives can be faster. Review counting in fives as needed. Model ordering numbers from greatest to least and from least to greatest.</p> <p>LO: To order numbers and identify a pattern</p> <p>Activity: Complete activities associated with counting in fives and tens. Work together on identifying patterns and filling in missing numbers. Must: identify pattern in counting in 2s and fives and tens Could: complete extension activities Should: extend to identifying these patterns to 100</p>	<p><u>LO: to order and sequence numbers according to a pattern of twos and fives</u></p> <p>Starter: follow along with the activities in this video about counting in fives</p> <p>Main:</p> <p>Maths PowerPoint. Continue our learning about ordering numbers and working on our number formation. Tell children we're going to be ordering numbers with patterns of 0 and 5, which is the same as counting in fives, and in twos, which is the same as even numbers. Can children recall their fives and twos?</p> <p>Introduce sequencing and filling in the missing numbers using the patters of fives and twos. Explain that when counting in twos, you skip a number. Also explain that what a number even is that you can't share it evenly, we'll learn more about that when we start division.</p> <p>Model completing number sequences as well as ordering numbers.</p> <p><u>LO: to order and sequence numbers according to a pattern of twos and fives</u></p> <p>Activity: practise ordering and sequencing even numbers and numbers counted in fives. Work which children to identify patterns independently. Complete worksheets.</p> <p>Must: recall counting in fives and twos Should: use this knowledge to correctly identify missing numbers and order numbers Could: complete extension activities</p>	<p><u>LO: to order and sequence numbers according to a pattern of odds and tens</u></p> <p>Starter: Starter: write the symbols for addition, subtraction, equals, greater than and lesser than and label these. Starter: write the symbols for addition, subtraction, equals, greater than and lesser than and label these.</p> <p>Main:</p> <p>Maths PowerPoint. Continue our learning about ordering numbers and working on our number formation. Tell children we're going to be ordering numbers with patterns of odd numbers, which is the same as counting in threes, and in tens.</p> <p>Can children recall their tens and odd numbers?</p> <p>Sequence and fill in the missing numbers using these patterns. Explain that when counting in twos, you skip a number. Also explain that what a number odd is that you can't share it evenly, we'll learn more about that when we start division. Also model counting dienes and counting by threes.</p> <p>Model completing number sequences as well as ordering numbers.</p> <p><u>LO: to order and sequence numbers according to a pattern of odds and tens</u></p> <p>Activity: practise ordering and sequencing even numbers and numbers counted in fives. Work which children to identify patterns independently, and fill in missing symbols in simple addition and subtraction problems. Complete worksheets.</p> <p>Must: recall counting in fives and twos Should: use this knowledge to correctly identify missing numbers and order numbers</p>	<p><u>LO: To understand how to solve number stories using addition and subtracting</u></p> <p>Starter: How many cubes are there? Write the number in words and letters.</p> <p>Main: Practise counting on from a number, reminding the child to always start with the larger number. Model solving number stories and identifying faster way of counting (tens, threes, twos, fives).</p> <p>Model creating a number story. Work together to create a new number story</p> <p><u>LO: To understand how to solve number stories using addition and subtracting</u></p> <p>Activity: Work together to correctly identify patterns, until children can identify patterns independently. Practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Review counting to 100 as needed.</p> <p>Must: use problem solving techniques to solve word problems Should: use this knowledge to correctly add, subtract and order a sequence Could: create an original number story</p>
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<p>Should: practise number formation to fill in any gaps in knowledge</p> <p>Could: Count to 100 backwards and forwards</p> <p>Or</p> <p>L.O: To practise number formation and counting to 50</p> <p>Must: Be able to count to 50</p> <p>Should: practise number formation to fill in any gaps in knowledge</p> <p>Could: Count to 100 backwards and forwards</p>				<p>Could: complete extension activities</p>	
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<p>Science</p> <p>L.O: To name, label and describe a fish and its habitat.</p> <p>TPS: What is a fish and where do they live?</p> <p>Recap our learning of the sea and what a fish is. What do children know about fish already?</p> <p>Explain that a fish has different parts and identify the names of these different parts. Discuss what each part of the fish does or what it is.</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zxgq2hv Watch video on website and as an extension activity, complete the quiz.</p> <p>TPS: What do you think a fish likes to eat? Discuss with the children the different things fish like to eat. Where might they find these? Can you describe where a fish lives?</p> <p>Activity: Children to label the different parts of the fish, including: head, body, fin, gill, scales. Children to then identify and describe what a fish eats and what their habitats are like. EXT: Can the children explain what the gills on a fish are for? Or what scales are or fins?</p>	<p>RE</p> <p>LO: To know who Jesus is and that he is a teacher</p> <p>Follow the power point that introduces Jesus performing miracles. Discuss who Jesus was, and why he is considered a prophet. Recap learning about Jesus from previous RE lessons. What is a prophet? What kind of message was Jesus trying to give us? Why is it important we learn about him? What can we learn from Jesus?</p> <p>Discuss: What was Jesus able to do? What values did he bestow?</p> <p>Activity</p> <p>To describe who Jesus is and what some of his miracles were</p> <p>Must: describe who Jesus is. Should: describe two miracles. Could: Identify what value Jesus tried to teach us.</p>	<p>DT</p> <p>LO: To look at different rockets being launched.</p> <p>Main: Recap when we learned about Neil Armstrong. What organisation did he work for? Where did he go? What did he travel in? What makes a rocket go into Space? Would you like to go into Space? What do you think Neil Armstrong saw? Watch the amazing launch of the Discovery Space Shuttle: https://www.youtube.com/watch?v=OnoNITE-CLc and discuss. What did it sound like? How did it make you feel? Explore these questions and any others children may have about rockets and rocket launching. Research rocket launches on YouTube.</p> <p>Activity: Research different rocket launches. What do rockets need to launch? What special materials are rockets made from? Explore what rockets are made of. Recap Paper Mache learning to make a rocket. What colours would you decorate it? Create your own Mission. Where would you travel to, what would you see?</p>	<p>The Breck Foundation Online Safety Superhero Competition 2021</p> <p>LO: Continue to create an online safety Superhero. To recognise the benefits and risks of using the internet.</p> <p>We have begun to think about our Superhero design. We're going to continue designing our superhero, giving it abilities, a personality, a name and more! What would you like to change about your Superhero? What would you like to add? What adventures would your superhero have gone on? Has he or she acquired another costume?</p> <p>Recap that often, superheroes and super heroines wear brightly coloured costumes that symbolise who they 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?</p> <p>We are going to enter a competition where we need to design a Superhero that will remind us how to keep safe</p>	<p>French</p> <p>LO: To revise previous learning about colours in French</p> <p>Review colours in French Powerpoint. Can children identify their favourite colour in French and write the sentence "Je prefere la chaleur au ___"? and perhaps label a colour they don't like with the sentence "Une couleur que je n'aime pas est ___"?</p> <p>Activity</p> <p>Discuss different colours and draw a picture, labelling the colours used. Write about a colour that you like and one you don't using the sentences above.</p>	
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	<p>Must: label parts of a fish.</p> <p>Should: write three sentences about what I know about fish.</p> <p>Could: Colour in a fish mask using different materials, and conduct independent research on fish and their habitats.</p>			<p>online. It would be a very special character; a superhero who will help rescue children when they come across bad things online.</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.</p> <p>What are the good things about being online? What are the bad things about being online?</p> <p>Remind the children about online safety. Discuss the idea that sometimes we might come across bad/dangerous things when we're online.</p> <p>E.g. Bad words, rude people, strangers who pretend to be your friend but then trick you, inappropriate pictures etc.</p> <p>How do you keep yourself safe online?</p> <p>Activity: To continue to create a superhero character that reminds us how to keep safe online.</p> <p>Include costumes and say why you have chosen that costume. Give the Superhero and name.</p> <p>Say why it is important to be safe on line/on the internet.</p>	
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<p>Foundation subjects</p>	<p><u>Art</u></p> <p>LO: To Create art inspired by Jackson Pollock</p> <p>Follow Art PowerPoint and learn who Jackson Pollock was, and why his art was so inspirational.</p> <p>Show the children the image of a watercolour painting. TPS: How do you think it has been created? Show them the water colour pallets and ask them how we could use them to create the paintings.</p> <p>Model using the water colours and create paintings.</p> <p>Activity</p> <p>To create a Jackson Pollock water colour</p> 	<p><u>PSHE/RSE</u></p> <p>LO: To recognise that everyone is special. To know that we are all good at different things.</p> <p>We have been thinking about how we can keep ourselves safe, happy and healthy. We have talked about who we can talk to if we have any worries and we have talked about what it means to be a good friend.</p> <p>Today we are going to think about ourselves. We are all special. We know from our book last term Here We Are that we are all different but we are all the same.</p> <p>Thinking in your head, what is it that makes you special? We are going to pass our circle time teddy around the circle and tell them what it is that makes us special. If you are at home this could be a discussion with your teddies about what makes you special and what makes your teddies special.</p> <p>Activity</p> <p>To write a scroll that introduces who you are and what makes you special.</p> <p>E.g. My name is I am special because.....</p> <p>You could even draw a small picture of yourself at the bottom of your scroll.</p>	<p><u>Music</u></p> <p><u>LO: To identify instruments within a song</u></p> <p>This week in Music we are going to listen to a piece of Music. We are going to play a game where we are listening to the different layers of instruments within a piece of music.</p> <p>Follow the link below and select play.</p> <p>https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p</p> <p>Once you have pressed play, select listen and layer and explore listening to the different layers.</p> <p>Can you hear the difference between the instruments? How would you describe the noise they make? Are they quieter, louder, softer, harder, shrill, dull? How does the music change when you mix together different layers.</p> <p>Activity</p> <p>To explore the listen and layer activity for different songs. Talk about how the music sounds different when layers are removed or changed. How could you describe the different instruments? How does this change the song?</p>	<p><u>History</u></p> <p><u>LO: To know how transport has changed over time.</u></p> <p>Explain that our History learning this term is about transport and how that has changed over time.</p> <p>TPS: What is transport? Can you think of different forms of transport? Are the forms of transport that we use today always looked like this or are they different?</p> <p>Share children's ideas and note for the learning wall.</p> <p>Explore the images on the PP. Can we sort them into past and present?</p> <p>How do we think cars have changed? What did people travel in before there were cars? Look at the image of a horse and carriage and share some facts. Look at the first car and describe how it worked. Compare it to cars today.</p> <p><u>L.O: To sort modes of transport into past and present. To write about a horse and carriage. To compare a car from the past and present.</u></p> <p>Activity</p> <p>Chn to complete an activity sorting transport into past and present.</p> <p>Chn to write some facts about past and present cars. Can they say how they know a mode of transport is from the past.</p> <p>Must: sort the transport into past or present. Should: make comparisons between the horse and carriage, past car and present car. Could: say how you know a mode of transport is from the past.</p>	<p><u>PE</u></p> <p>Follow along to PE as per email from Claire Helps.</p> <p>Alternatively, cosmic kids yoga or PE with Joe Wickes</p> <p>https://www.youtube.com/user/thebodycoach1</p> <p>https://www.youtube.com/user/cosmickidsvoga</p>
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