

**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 Walthruth/Mrs Aylmer

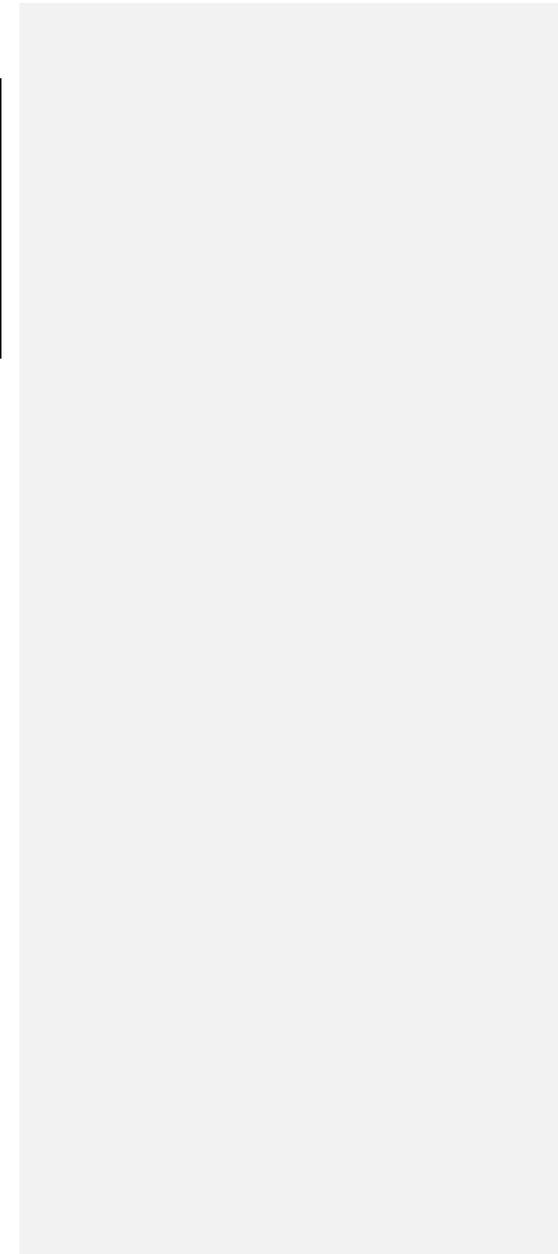
**Class email\*:** Please use [maritimeclass@montbelle.org.uk](mailto:maritimeclass@montbelle.org.uk)

\* 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
<b>English</b>	<b>Hook: Discovery</b>	<b>Starter: <u>LO: To understand an exclamation mark.</u></b>	<b>Starter: <u>LO: To understand an exclamation mark.</u></b>	<b>Starter: <u>LO: To understand punctuation.</u></b>	<b>Starter: <u>LO: To understand an exclamation mark.</u></b>
<b>Key vocab:</b>	<b>Katie's Picture Show – James Mayhew</b> This is the same book from last week and the story link has been previously sent.	Look at the 'one word' and remember what an exclamation is for and what it looks like. Add it to the words and say with expression.	Recap some of the reasons we may use an exclamation mark.	When would you use a full stop, question mark and exclamation mark?	Recap some of the reasons we may use an exclamation mark.
<b>Punctuation</b>					
<b>Exclamation mark</b>					
<b>Expression</b>	<b>Starter: <u>LO: To understand an exclamation mark.</u></b>	Watch the short clip. <a href="https://www.bbc.co.uk/bitesize/articles/zvyyvbdm">https://www.bbc.co.uk/bitesize/articles/zvyyvbdm</a>	Add the exclamation mark to the correct part of the sentences.	Can you match the sentence to the correct punctuation mark?	Can you respond to a question with a sentence using an exclamation mark?
<b>Biography</b>	Look at the 'one word' and discuss what is similar about them. When might you use these words? Look at the different reasons you might use these words with an exclamation mark.		<b>Main: <u>LO: To write a biography about an artist</u></b>	<b>Main: <u>LO: To write a biography about an artist</u></b>	<b>Main: <u>LO: To understand the features of an information book</u></b>
<b>Artist</b>			So far we have written biographies about John Constable and Pierre-Auguste Renoir. TPS: What can you remember about them?	So far we have written biographies about John Constable. Pierre-Auguste Renoir and Henri Rousseau. TPS: What can you remember about them?	This week we have written five biographies about different artists. The four we met through the story Katie's Picture show and the one you chose to research as part of your ICT learning.
<b>Discovery</b>	Look at the words on the next page and decide which ones you would add an exclamation mark to.	<b>Main: <u>LO: To write a biography about an artist</u></b>	Today we are going to create the next page to our biography about the artists we met in the book Katie's Picture Show.	Today we are going to create the next page to our biography about the artists we met in the book Katie's Picture Show.	We are going to put all of these together to create an information book. TPS: What does an information book need? Look at some examples of information books.
<b>Facts</b>		Recall together what our golden thread is this term and discuss what we can remember about the story. This week we are going to use this book to help us to do a different style of writing. It is information writing, writing of facts.	Share information about Henri Rousseau and model how to take that information to create a biography about him	Share information about Kasimir Malevich and model how to take that information to create a biography about him	What do you notice about the front cover? How is it different to a story book?
<b>Information</b>		TPS: If we wanted to find out information about something or someone, how could we do that? Share ideas (recording for the learning wall) and discuss those on PP.	Remind them that they can find out further facts using the different methods discussed.	Remind them that they can find out further facts using the different methods discussed.	Look at the contents page and talk about how it is used.
<b>Contents</b>		Yesterday we learnt some interesting facts about John Constable. Today we are going to create the next page to our biography about the artists we met in the book Katie's Picture Show.	<b>Activity</b> To write a biography about an artist.	<b>Activity</b> To write a biography about an artist.	Look at the glossary and talk about how it is used.
<b>Page numbers</b>	<b>Main: <u>LO: To write a biography about an artist</u></b>		<b>Must:</b> name the artist and say where they are from. <b>Should:</b> write about one of their paintings. <b>Could:</b> include an interesting fact about them.	<b>Must:</b> name the artist and say where they are from. <b>Should:</b> write about one of their paintings. <b>Could:</b> include an interesting fact about them.	Explain that the chn are going to take their biographies and put them into the order they would like to have them in their book. It could be alphabetical by the artist's name or in a different way.
<b>Front cover</b>	Recall together what our golden thread is this term and discuss what we can remember about the story. This week we are going to use this book to help us to do a different style of writing. It is information writing, writing of facts.				
<b>Back cover</b>					
<b>Glossary</b>	TPS: If we wanted to find out information about something or someone, how could we do that? Share ideas (recording for the learning wall) and discuss those on pp.				

	<p>We are going to create a biography about the artists we met in the book Katie's Picture Show. By the end of the week you will have created a mini book about the artists that someone else could use to learn more.</p> <p>Share information about John Constable and model how to take that information to create a biography about him</p> <p>Remind them that they can find out further facts using the different methods discussed.</p> <p><b>Activity</b></p> <p>To write a biography about an artist.</p> <p><b>Must:</b> name the artist and say where they are from. <b>Should:</b> write about one of their paintings. <b>Could:</b> include an interesting fact about them.</p>	<p>information to create a biography about him</p> <p>Remind them that they can find out further facts using the different methods discussed.</p> <p><b>Activity</b></p> <p>To write a biography about an artist.</p> <p><b>Must:</b> name the artist and say where they are from. <b>Should:</b> write about one of their paintings. <b>Could:</b> include an interesting fact about them.</p>			<p>Model writing a contents page by adding page numbers to each piece of writing and then organising the page.</p> <p>Model identifying key terms for a glossary and write them in alphabetical order.</p> <p>Chn to finally put it altogether with a front and back cover.</p> <p><b>Activity</b></p> <p>To create an information book using their artist biographies. Including a contents page, front cover and glossary.</p> <p><b>Must:</b> design a front and back cover. <b>Should:</b> write a contents page. <b>Could:</b> include a glossary.</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 of new words you encounter.</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>LIVE STORY SESSION!</b></p> <p>Access via: <a href="https://www.worldbookday.com/202">https://www.worldbookday.com/202</a></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>LIVE STORY SESSION!</b></p> <p>Access via: <a href="https://www.worldbookday.com/202">https://www.worldbookday.com/202</a></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>LIVE STORY SESSION!</b></p> <p>Access via: <a href="https://www.worldbookday.com/202">https://www.worldbookday.com/202</a></p>

			<p><a href="#">0/09/world-book-day-2021-announcements/</a></p> <p><a href="#">Wednesday 3rd March, 10.30am</a>  <a href="#">– Books that Make you LOL!</a>  Starring: Humza Arshad, Alex Bellos &amp; Ben Lyttleton (Football School), Jonny Duddle and Zanib Mian  Hosted by Kenny Baraka, motivational speaker</p>	<p><a href="#">0/09/world-book-day-2021-announcements/</a></p> <p><a href="#">Thursday 4th March, 10.30am</a>  <a href="#">– World Book Day special – Bringing Reading to Life</a>  Starring: Joseph Coelho &amp; Fiona Lumbers, Tom Fletcher and Lydia Monks and special guest Rob Biddulph  Hosted by Nigel Clarke, TV presenter</p>	<p><a href="#">0/09/world-book-day-2021-announcements/</a></p> <p><a href="#">Friday 5th March, 10.30am</a> – <a href="#">Books and the Real World</a>  Starring: Sita Brahmachari, Jess French and Katherine Rundell  Hosted by Jessie Cave, actor and podcaster</p>
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<p><b>Maths</b></p>	<p><b>Place Value and Number Families</b></p> <p><b>L.O: To match number families to the correct number family</b></p> <p><b>Starter:</b> Play tens and one's game; there is a list of numbers. How many tens does the number have and how many ones does each have?</p> <p><b>Main:</b></p> <p>Recap 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.</p> <p><b>L.O: To match number families to the correct number family</b></p> <p><b>Activity:</b></p> <p>Children to have different sets of number families on three different worksheets, varying in difficulty. They will need to find the number sentences that match the number family. Children only need to complete one worksheet, using both their and their grown-ups discretion as to which to complete.</p> <p><b>Must:</b> understand what a number family is</p> <p><b>Should:</b> sort numbers into number families</p> <p><b>Could:</b> sort addition and subtraction number sentences into number families.</p>	<p><b>L.O: To use part whole models to support with addition and subtraction</b></p> <p><b>Starter:</b> How many star jumps can you do in one minute? How many claps can you do in 30 seconds?</p> <p><b>Main:</b></p> <p>Show the children a bar model on the board. TPS: What is this? What does it show? How can it be used to make fact families?</p> <p>Discuss with the children how we can use a bar model with supporting us with addition and subtraction. As a class, model how to complete different part whole models and write a number sentence to support what the part whole model is showing.</p> <p><b>Activity:</b> Complete part whole models and write a number sentence to match what the bar model is showing. Alternatively, children could have a large bar model where they are able to break numbers down practically using different resources. Children to then have a go at writing number sentences to match what they have done in the part whole model.</p> <p><b>L.O: To use part whole models to support with addition and subtraction</b></p> <p><b>Must:</b> use the bar model to support with addition and subtraction</p> <p><b>Should:</b> complete bar model with all possible equations</p> <p><b>Could:</b> create a bar model independently</p>	<p><b>L.O: To understand and make able to complete missing number family sentences.</b></p> <p><b>Starter:</b> Which set of numbers doesn't belong in this number family? Use your knowledge of Fact families to find the answer</p> <p><b>Main:</b></p> <p>Discuss how we used a part whole model to help us with completing addition and subtraction facts.</p> <p><a href="#">Review how we use bar models to solve addition and subtraction equations. Model making all of show the number sentences in a fact family. Work with children to solve different number addition and subtraction sentences with different parts of them missing. Are numbers. Can they able to identify what to do in order to find solve the missing number? numbers together? Children to work in their pairs to solve the answer and then write it on their whiteboards.</a></p> <p><b>Activity:</b> <a href="#">complete worksheet associated with number families.</a> Try to complete worksheet independently.</p> <p><b>L.O: To understand and make able to complete missing number family sentences.</b></p> <p><b>Must:</b> <a href="#">know what a number family is.</a></p> <p><b>Should:</b> <a href="#">write the addition and subtraction number sentences for a number family.</a></p> <p><b>Could:</b> <a href="#">create a new number family independently.</a></p>	<p><b>L.O: To tell number stories with number families</b></p> <p><b>Starter:</b> number of the day, 22. Can you follow the directions and complete the challenges?</p> <p><b>Main:</b></p> <p>Can children use number families to solve number stories? Model creating number stories with the counters shown. What stories would children create? How can we change the words in a number story using fact families? Does that change the answer? Why or why not? Recap number families, now with larger numbers. Can children have a go at creating number families with these numbers?</p> <p><b>Activity:</b> Create number families with worksheet. <b>Extension:</b> Have a go at creating a number story, as in the PowerPoint, for one of the number families created. What would be in your number story?</p> <p><b>L.O: To secure understanding of how to make a number family</b></p> <p><b>Must:</b> continue to practise number families</p> <p><b>Should:</b> write the missing addition and subtraction number sentences for a number family.</p> <p><b>Could:</b> create a new number family independently</p>	<p><b>L.O: To consolidate learning about fact families.</b></p> <p><b>Starter:</b> <a href="https://www.youtube.com/watch?v=qyUC1NCFkE">https://www.youtube.com/watch?v=qyUC1NCFkE</a> Let's move and review our counting!</p> <p>Can you keep up with what multiples Mr Hartman is counting in?</p> <p><b>Main:</b> Answer any questions the children have regarding number families; review creating number families. Review common mistakes made when solving addition and subtraction facts. Review common mistakes and how to best go about fixing them, and consolidate knowledge from this week, closing any gaps in understanding. Model creating a number story (word problem) from fact families and changing them around again. Play game at <a href="https://www.topmarks.co.uk/number-facts/number-fact-families">https://www.topmarks.co.uk/number-facts/number-fact-families</a> to help with securing understanding.</p> <p><b>Activity:</b> Complete a fact family's worksheet based on difficulty child finds most challenging. As an extra challenge, have child make up their own number stories and review the mistake they most often make in maths (backwards 3 or 5, not taking their time, et al.) and write a sentence about how to go about fixing this.</p> <p><b>L.O: To consolidate learning about fact families.</b></p> <p><b>Must:</b> review word problems related to fact families</p> <p><b>Should:</b> create number sentences for fact families and fill in a number story</p> <p><b>Could:</b> create a new number story independently</p>
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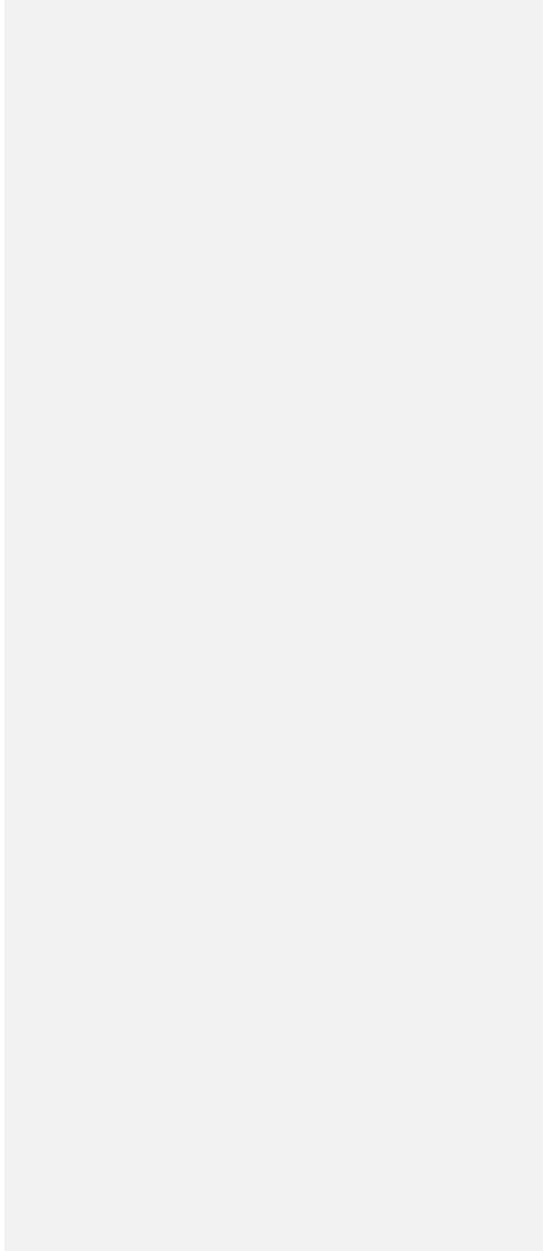
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			<p>Also : <b>To complete have a missing number problem</b></p> <p><b>Must: complete have a missing number problem</b></p> <p><b>Should:</b></p> <p><b>Could: Create a fact family with one of the number sentences</b></p>		
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<p><b>Science</b></p> <p><b><u>LO: To name, label and describe an amphibian and its habitat.</u></b></p> <p>TPS: What do you know about amphibians? Watch video about amphibians:  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hw/articles/zc6br82">https://www.bbc.co.uk/bitesize/topics/z6882hw/articles/zc6br82</a></p> <p>Discuss what an amphibian is. An amphibian is a cold-blooded animal that lives in water and on land. Share some of the facts on the PP and discuss.</p> <p>TPS: What did you learn about an amphibian? Where do they live? What do they breathe? What can amphibians do? Do amphibians have legs?</p> <p><b>Activity</b></p> <p>Children to identify that a frog is an amphibian and then label the different parts of a frog: back, eyes, throat, hind legs, forelegs, webbed feet.</p> <p>Chn to then identify any facts they can remember about an amphibian. Where do they live? What do they breathe? Do they have legs?</p>	<p><b>RE</b></p> <p><b><u>LO: To understand how Jesus calmed the storm</u></b></p> <p>Recap how last week we found out that Jesus performed miracles. TPS: What can you remember about Jesus? Explain that one of the miracles that Jesus was said to perform was to calm a storm. How do you think he could do that?</p> <p>Follow the power point that introduces Jesus as a teacher and how he calmed the storm.</p> <p>TPS: What can you remember about how Jesus calmed the storm?</p> <p><b>Activity</b></p> <p>Children to sequence the story of Jesus calmed the storm. To write about what happened.</p> <p><b>Must:</b> sequence the story. <b>Should:</b> match the sentences to the picture. <b>Could:</b> what happened on the boat.</p>	<p><b>DT</b></p> <p><b><u>LO: To experiment with junk modelling to connect two pieces/objects together. To evaluate what works well.</u></b></p> <p>Last week we watched a space rocket launch and thought about what the rocket looked like and sounded like. We then researched rockets further.</p> <p>Next week we are going to be designing and building space rockets using a range of 'junk', this is called junk modelling. Have a look at the pictures of rockets made from 'junk' on the PP. TPS: What do you notice about them? What have they used? How have they connected all the different pieces? What do you think you will need for your space rocket? What sort of things could we use to connect the different pieces?</p> <p>This week we are not going to build our actual rockets, but experiment with different methods of attaching two things together and thinking about what worked well and what we would need to do differently.</p>	<p><b><u>LO: to use technology purposefully to retrieve information. To use technology safely.</u></b></p> <p>This week in English we have been creating an information book about the artists we met in the book Katie's Picture Show.</p> <p>Can you complete an artist biography sheet for an Artist we have met during our Art learning in Year One? Artists we have studied have been Jackson Pollock, Wassily Kandinsky, David Hockney, Henri Matisse, Georges Braque and Pablo Picasso.</p> <p>One of the ways we discussed for finding out information about something is to use the internet. With adult support can you research some facts about your chosen artist.</p> <p><a href="https://www.kiddle.co/">https://www.kiddle.co/</a></p> <p><b>Activity:</b></p> <p>Chn to research facts about an artist they have learnt about, using the internet <b>with adult support.</b></p> <p>To complete the biography fact file.</p>	<p><b><u>LO: To know colours in French and know the colour of the French flag.</u></b></p> <p>Recap how we learnt the colours in French. Can you remember any of their names? Let's listen to the song to help us remember.</p> <p><a href="https://www.youtube.com/watch?v=fzR66TjrDc">https://www.youtube.com/watch?v=fzR66TjrDc</a></p> <p>Review the colours on the Power Point. Have a look at the images of the French flag at the end. TPS: What do you notice? What are the names of the colours on the French flag?</p> <p>Children to create a French flag using a chosen media e.g. paints, pens, collage materials.</p> <p><b>Activity:</b></p> <p>Children to create a French flag using a chosen media e.g. paints, pens, collage materials.</p>
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	<p>EXT: Can the children explain what 'cold-blooded' means?</p> <p><b>Must:</b> label parts of a frog. <b>Should:</b> write three facts about amphibians or frog. <b>Could:</b> say what is meant by 'cold blooded'.</p>		<p>Make some predictions and then spend some time exploring connecting pieces of junk and evaluating them.</p>		
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<p><b>Foundation subjects</b></p>	<p><b>Art</b></p> <p><b>LO: To Create art inspired by Jackson Pollock on a small scale</b></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 on a much smaller scale to the previous week.</p> <p><b>Activity:</b></p> <p>Chn to use the same technique as last week to create a splatter colour painting using watercolours, on a smaller scale.</p>	<p><b>PSHE/RSE</b></p> <p><b>LO: To recognise and understand other people's feelings.</b></p> <p>We have been thinking about what makes us special and what makes us a good friend to others. TPS: what do we mean by the words feelings and emotions?</p> <p>Work through the feelings power point and discuss the questions as a group/family.</p> <p>Can you talk about what could make you happy if you are feeling sad?</p> <p><b>Activity</b></p> <p>Chn to think about emotions and what makes them happy when they are sad. Can they write a message to someone to tell them what to do if they notice they are feeling sad?</p>	<p><b>Music</b></p> <p><b>LO: To know what a rhythm is and follow the pattern</b></p> <p>This game can be played as a whole class or in small groups.</p> <p>Choose one player to be the leader, which should be the teacher the first few times you play the game. This person claps a variety of short, simple rhythms and the rest of the class copy them straight away. This is called 'call and response'. Try and keep a steady pulse as you go from one rhythm to the next.</p> <p>The leader will choose one rhythm that will be a 'forbidden rhythm' and when the leader plays that, the rest of the class do nothing, like a game of 'Simon Says'. If somebody copies the forbidden rhythm by mistake, they are out! After a few rounds clapping, try playing the rhythms using different parts of the body, or with musical instruments. To make this game more advanced, try adding more forbidden rhythms or adding a rhythm that means the children have to do an action like putting their hands on their head.</p> <p><b>Activity</b></p> <p>To play the forbidden rhythm game as described above.</p>	<p><b>History</b></p> <p><b>LO: To know how cars have changed over time.</b></p> <p>Recap that we are learning about transport and how it has changed over time. TPS: What can we remember about our sorting activity last week?</p> <p>This week we are going to look at cars and create a timeline by putting the cars into chronological order.</p> <p>Go through the facts on the PP about cars drawing attention to the date each time, explaining that the information is starting with the oldest cars first and ends with cars from the present.</p> <p>Watch the short film about chronological order.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zydsb82">https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zydsb82</a></p> <p>Look at the timeline and show how the dates ascend from the oldest to the present. Model how to put the cars into chronological order.</p> <p><b>Activity</b></p> <p>Children to cut out the pictures of the cars and order them in chronological order.</p> <p>Can they describe what we mean by chronological order and make comparisons between the cars.</p> <p><b>Must:</b> order the cars in chronological order starting with the oldest.  <b>Should:</b> say what chronological order is.  <b>Could:</b> make comparisons between the cars.</p>	<p><b>PE</b></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><a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p> <p><a href="https://www.youtube.com/user/cosmickidsvoga">https://www.youtube.com/user/cosmickidsvoga</a></p>
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