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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9.00-9.30 | PE with Joe WickesOr other daily exercise or Disney workout [Lion King Work Out](https://m.youtube.com/watch?feature=youtu.be&v=kKuVq48vUcw&fbclid=IwAR3OAXc6-ENC2q2pUfXBqKh2d57y3GwR4Ia-p7JdN0LY9E168hfbpuHXzPY)  | PE with Joe WickesOr other daily exercise or [Spread the happiness](https://www.youtube.com/channel/UCj0shfH3pzhrf3dOrSj_pRw) this is dough disco with Shonette Bason-Wood live everyday at 9.30 and 1pm.  | PE with Joe WickesOr other daily exercise or Disney workout [Lion King Work Out](https://m.youtube.com/watch?feature=youtu.be&v=kKuVq48vUcw&fbclid=IwAR3OAXc6-ENC2q2pUfXBqKh2d57y3GwR4Ia-p7JdN0LY9E168hfbpuHXzPY) | PE with Joe WickesOr other daily exercise exercise or [Spread the happiness](https://www.youtube.com/channel/UCj0shfH3pzhrf3dOrSj_pRw) this is dough disco with Shonette Bason-Wood live everyday at 9.30 and 1pm. | PE with Joe WickesOr other daily exercise or Disney workout [Lion King Work Out](https://m.youtube.com/watch?feature=youtu.be&v=kKuVq48vUcw&fbclid=IwAR3OAXc6-ENC2q2pUfXBqKh2d57y3GwR4Ia-p7JdN0LY9E168hfbpuHXzPY) |
| 9.30-10.30 | Set English Work | Set English Work | Set English Work | Set English Work | Set English Work |
| 10.30-10.45 | Exercise[Freeze with Jump start Jonny](https://www.jumpstartjonny.co.uk/free-stuff) Link doesn’t work so just type it into google. | Exercise[I like to move it with Jump Start Jonny](https://www.jumpstartjonny.co.uk/free-stuff)Link doesn’t work so just type it into google. | Exercise[Wipe out with Jump Start Jonny](https://www.jumpstartjonny.co.uk/free-stuff)Link doesn’t work so just type it into google. | Exercise[Shake it off with Jump Start Jonny](https://www.jumpstartjonny.co.uk/home)Link doesn’t work so just type it into google. | Exercise[Everything is awesome with Jump start Jonny](https://www.jumpstartjonny.co.uk/home)Link doesn’t work so just type it into google. |
| 11.00-12.00 | Set Maths work | Set Maths work | Set Maths work | Set Maths work | Set Maths work |
| 1.00-3.00 | Science 1 | Science 2 | Geography 1 | Geography 2 | Art |
| 3.00-3.30 | Reading for pleasure | Reading for pleasure | Reading for pleasure | Reading for pleasure | Reading for pleasure |
| 3.30-3. 45 | Diary Entry | Diary Entry | Diary Entry | Diary Entry | Diary Entry |

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| **Work for Monet Class - Week Beginning Monday 27th April**  |
| Subject Area |  |
| Spellings for the week | On the school website I have put a **wordsearch** and a **read, write, spell, check sheet** to help learn the spellings and to make it fun.Year 1: very, happy, funny, party, family, dizzy, smelly, silly, jolly, sunny.Year 2: badly, hopeless, penniless, happily, lovely, joyless, slowly, quickly, careless, fearless. |
| Grammar focus for the week | You can use this in your English work.Year 1: To say the sentence before writing it. Finger spaces between words. Full stops at the end of sentences, or a question mark at the end of questions. Start sentences with a capital letter.Year 2: To use commas, full stops and question marks appropriately when writing a sentence. |
| English **Please note that the resource sheets do not need to be printed. Write the answers in your English books.** | **Monday: Reading comprehension:** Reread *Man on the Moon. What do the aliens do in the day?* Encourage inferences about events from the aliens’ point of view. Look at Page 10: ‘They are looking at planet Earth. I wonder what they’re saying.’‘What do they want to do?’*‘What do you think the aliens eat? Let’s look for clues.’* **Activity**: To write about the alien’s day.**Year 1:** Use sheet **‘Aliens’ day 2’** assigned on **Active Learn**. Tick/choose one picture showing what the aliens are doing. Say what the alien is doing, then in your **writing books** write the sentence. Remember to keep saying the sentence as you write it.**Year 2:** Look at **‘Aliens’ Day’** assigned on **Active Learn.** Write a sentence for each picture about what the alien does in your writing books.**Tuesday: Short Composition: Plan a story:**  Talk about: What would happen if Bob met an alien? Reread Man on the Moon. Are these aliens friendly? When/where did Bob and the alien meet? Did they get on well? What problem came up? Agree on a story line from the ideas explored. Your new story is going to be called ‘**New man on the Moon’****Activity**: To plan the story and including your own ending. Think about the problem that needs to be solved.**Year 1:** Use ‘**Story bridge Bob and the Alien’** assigned on **Active Learn** to make brief notes about your story in your writing book. Think about how you would end the story.**Year 2:**  Use ‘**Story bridge Bob and the Alien’** assigned on **Active Learn** to make brief notes about your story in your writing book. Think about how you would end the story. Can you think of more than one way to end the story?**Wednesday: Short Composition:** **Orally compose the beginning, middle and ending of your story ‘New man on the Moon’, before writing.** Review and look at the plan for your story from yesterday. You are going to use this to help you with the next task. **Activity**: Look at ‘**Success Criteria**’ assigned on **Active Learn.** **Year 1**: Add to the success criteria about what you would need to remember when writing sentences. E.g. Capital letters, full stops, finger spaces etc.**Year 2:**  Add to the success criteria about what you would need to remember when writing sentences. E.g. Capital letters, full stops, comma’s etc.**Thursday: Short composition: Write middle and ending of your story ‘New man on the Moon’.**Recap the **story bridge** and **success criteria** from yesterday. The children are now going to write the story. Remember to say the sentences first before writing them down.**Activity**: To write the middle and ending to their story. Remember to look at the success criteria to check that you have met them in your writing.**Friday: Completing your story:** Today the children can complete their story from yesterday and draw pictures for their story. |
| Daily maths **Please note that the resource sheets do not need to be printed. Write the answers in your maths books.** | **Monday:****Year 1****LO: To compare two numbers less than 100 and say which is more or less.**Parent to write two numbers on paper 27 and 72. Children say what the numbers are. Ask them which number is more and which is less. Do the same for the numbers 18 and 81, 35, 53, 45, and 54.**Activity:** Complete the resourceassigned on **Active learn ‘Resource sheet 1359 ‘More than/less than’.** Parent can write two numbers between 11-100 for the children to use in the worksheet. **Year 2****LO: To count in 2’s, 5’s, and 10’s.**Count in 2’s together up to 50. Then count in 5’s to 100 and then 10’s to 100. **Activity:** Complete the counting on game on **Active Learn ‘Count on in 2’s, 5’s and 10’s’.****Tuesday:****Year 1****LO: To be able to Say a number between any given neighbouring pairs of multiples of ten.**Parent to say a number between 11-100. Use the assigned resource sheet **1015 ‘0-100 beaded line’** on **Active Learn** for the children to find where that number is. E.g. ask ‘*where is 54?’ ‘Where is 25?’***Activity:** To complete resource sheet assigned on **Active Learn ‘Resource 1360 numbers between two multiples of 10’.** Children to write a number that is between those two numbers.**Year 2****LO: To be able to count in 3’s and recognise multiples of 3.**On **Active Learn,** open the **Bead String tool** that has been assigned and set it to **30**. Children count out three beads then place (by dragging) the ***yellow*** ***tag*** after 3 beads. They then continue to count in 3’s placing the ***yellow*** ***tag*** as they count. (Children have used the bead string tool in class before, so they should know how to use it). Explain that this is the 3 times table.**Activity:**  On **Active Learn,** open the **Arrange an array** that has been assigned. Move three of the circles into a line. Explain that this is **one line of three circles, 1x3.** Arrange another three circles underneath. Now explain that there are **two lines of three circles, 2x3.** Children can continue this and draw the arrays in their maths books and write out the multiplication next to each array.**Wednesday:****Year 1****LO: To be able to count on in tens from single-digit numbers and back, and relate this to adding and subtracting 10.**On **Active Learn,** open the **Bead String tool** that has been assigned and set it show **100 beads**. Children count out 6 beads and place ***yellow*** ***tag.*** Then they count on 10 from 6 and place the ***yellow*** ***tag*** at number 16. They continue to add 10 until they get to 96. (Children have used the bead string tool in class before, so they should know how to use it). Make sure that they are aware that they are adding 10 each time to the number.**Activity:** Open the **resource sheet 562 Number cards 0-20** on **Active Learn**. Children choose a random number from that sheet and add 10. They can write it in their Maths book as a number sentence. E.g. 19+10=29. If the children want higher numbers they can go up to 100.**Year 2****LO: To be able to count in halves, quarters and to know that 2/4 is the same as 1/2.**On the **School website** find and open **Year 2 Introduction to fractions PowerPoint slides.** Go through the slides.**Activity:** Complete the worksheet on the **School website,** **Year 2 Halves and quarters fractions.****Thursday and Friday****Year 1**Play game assigned in **Active Learn Bingo** **1.16a and Bingo 1.16c.****Year 2**Play games assigned in **Active Learn Canopy Chaos 2.25a** and **Canopy Chaos 2.25c.**  |
| Science**Please note that the resource sheets do not need to be printed. Write the answers in your English books.** | LO: To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other **Science 1** - Go through the PowerPoint slides **Local Habitats** on the **School website.** Then complete the sorting worksheet **British habitats sorting activity.** You can do this in your writing book. Make 4 sections and write the headings **Urban, Coast, Woodland and Pond.** Underneath these headings you can write the name of the living things that live in those habitats. You can draw pictures if you like. You can also add other living things that you know about too.**Science 2 –** Revisit the science work from yesterday. You can complete the **British Habitat wordsearch** on the **school website.** |
| Geography**Please note that the resource sheets do not need to be printed. Write the answers in your English books.** | LO: To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK**Geography 1 –** Look through PowerPoint slides **Physical and Human Features** on the **school website**. Discuss the differences between human and physical features. **Physical features** are natural features of the world like trees, grass, mountains, volcanoes etc. **Human features** are man made things like houses, towns, factories etc.**Activity:** Complete the **Physical and Human Sorting activity** on the **school website.** You can do this in your writing book. Draw a line down the middle of a page and write the heading **Physical Features** and **Human Features**. Underneath the headings write the answers. You can draw pictures if you want. **Geography 2 –** Recap yesterday’s geography lesson. If you go on a local walk you can write down what you see. Write whether it is a **Physical Features** and **Human Features.** You can use the worksheet **local walk observation list** on the **school website** if you want to |
| Art | Draw a picture of a **Human Feature**. Think about the different shades of colour you could use. How could you make the colours lighter/darker? |