**Monet Planning**

Timetable

06.07.20

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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 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 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 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 | Science 3 |  |  |
| 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 |

Phonics/Spellings

There is a **word search** and a **read, write, spell, check sheet** to help the children learn the spellings on the school website.

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| Spellings  | Year 1 | LO: To learn words with contractions.I’m, we’ll, she’ll, you’ll, they’ll, we’re, you’re, he’s, they’re. |
|  | Year 2 | LO: To learn the months of the year/timeNovember, December, after, past, hour, half, minute, quarter, month, second. |



**Year 1**: Another way to learn spellings could be to:

See if you can make this contraction word folder.

Split the words up like; foot, ball to make football

and draw the pictures.

**Year 2**: Make a paper plate months of the year and draw a picture of something special in that month, like; it could be your birthday in that month.

**English**

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| Monday | Year 1 & 2 | LO: To be able to develop ideas using imagination.* Recall **‘*If I Were a Hawk*’** assigned on active learn.
* *I wonder what it would be like to be a … Where you would live? What would you eat? Would you like that?*
* *Imagine you could become anything at all, not just an animal.* Display ‘**If I were …’** assigned on active learn.
* Model asking questions. *If you were a … what would you do?*
* *How would you move?*
* *What would people think about you?*
* Model stretching imaginations: *If I were a chocolate cake, I’d be squashy and tasty.* *Everyone would smile at me!*
* Invite more ideas.
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| Activity | Develop ideas of two or three things they could be. They make notes and draw pictures on **‘When I grow up …’** assigned on active learn.Share examples. Encourage the children to build on each other’s ideas: *If I were a plane, I’d zoom through the air; I’d fly above the clouds; I’d take my family on holiday …* |
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| Tuesday | Year 1 & 2 | LO: To create a poem based on a model.* Recall ‘***If I Were a Hawk*’** assigned on active learn.
* *I wonder what it would be like to be a … !*
* Discuss with each other to develop ideas of two or three animals or other things they could be (or recall the things imagined yesterday, if completed).
* Pretend that the children have turned into the things they imagine: *I see I’ve got a house of lollies, monkeys and cars today …*
* Explain that they will write their ideas in sentences for a class poem.
* Recall ‘**If I were …’** ([P ITP 1.3.8](https://www.activelearnprimary.co.uk/resource/261647)) assigned on active learn.
* Involve the children in composing and rehearsing a sentence aloud, using the structure ‘If I were a … I would …’, saying the words and segmenting the phonemes (e.g. *If I were a chocolate cake I would be round and yummy*)*.*
* Model adding another sentence.
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| Activity | The children write and illustrate their sentences on ‘**If I were…**’ ([P PCM 1.3.10](https://www.activelearnprimary.co.uk/resource/261821)) assigned on active learn. They then read out their work. |
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| Wednesday | Year 1  | Complete reading comprehension activity assigned on school website.‘Deep sea explorers’Read through the text and then answer the questions. |
| Year 2 | Complete reading comprehension activity assigned on school website.‘A tale of two feathers’.Read through the text and then answer the questions. |
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| Thursday | Year 1  | Complete reading comprehension activity assigned on school website.‘Stop telling fibs’.Read through the text and then answer the questions. |
|  | Year 2 | Complete reading comprehension activity assigned on school website.‘Amazing Antarctica’.Read through the text and then answer the questions. |
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| Friday | Year 1 & 2 | Reading for pleasureI have uploaded an eBook onto the school website called ‘**The Lion and the Mouse’.**I have also uploaded some lovely poems for you to enjoy.Please read and enjoy |
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**Maths**

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| Monday | Year 1 | LO: To be able to double numbers.* Ask *What do we mean by doubling?*
* Chn discuss ideas.
* Remind chn that when we double a number we add the same amount again, e.g. 2 doubled is 2 + 2 = 4, 3 doubled is 3 + 3 = 6, etc.
* *How can we find out the double of 10?*
* *We add another 10 to make 20!*
* *How about 11?*
* Draw out that we find double the 10 which we already know is 20 and then double the 1 to make 2, put these together and we end up with 22.
* Rpt with 12, 13 and 14, encouraging chn to double the tens and then the ones.
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| Activity | Complete ‘**doubles to 20 ladybirds’** assigned on school website. |
|  | Year 2 | LO: To understand doubling and halving as inverses.* Display two 0–20 bead strings on [**Bead string tool**](https://www.activelearnprimary.co.uk/resource/169974) assigned on active learn, to show 20 + 20.
* Write on paper as you remind chn that this is showing us that: double 20 is 40; half 40 is 20.
* *So halving is the opposite/inverse of doubling.*
* *Remember that doubling is the same as multiplying by 2, and halving is the same as dividing by 2.*
* Ask chn to record halving and doubling facts for other numbers on their whiteboards.
* Launch [**Function machine tool**](https://www.activelearnprimary.co.uk/resource/192479) assigned on active learn.
* Set up with an input of 30 and hide the × 2 function.
* Explain that chn need to use what they know about the relationship between halving and doubling to work out what the function machine is doing to the numbers (you could don a detective’s outfit to add drama to the proceedings).
* Give chn time to think, share what the function machine has done, before working out together that it has doubled the number.
* Rpt with an input of 80 and a hidden function of ÷ 2.
* Agree that it has halved the number.
* Show [Function machine tool](https://www.activelearnprimary.co.uk/resource/192479) with function × 2 showing and the output as 62. Note that this time we can see the number coming out of the machine, but not going in.
* *We can see that the mystery number was doubled, so what was the number?* Agree that we need to find the number which is half 62 (as double the mystery number is 62).
* Chn may know that half of 60 is 30, give them a chance to say this and then model using partitioning to calculate half of 62: 60 + 2 halved is 30 + 1 = 31.
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| Activity | Complete Part A of the function machines activity [Resource sheet 1530](https://www.activelearnprimary.co.uk/resource/414954) ‘**Function machines –doubling and halving’**, assigned on active learn, working out the missing answer and then operation. They can check their answers with a calculator if necessary. |
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| Tuesday | Year 1Activity | LO: To be able to halve numbers.* Ask *What do we mean by halving?*
* Chn discuss again then feed back definitions.
* Establish that halving is sharing the number between 2.
* *If I had 4 sweets and I needed to halve them I would need to share them into two piles.*
* Demonstrate by sharing 4 sweets between 2 chn.
* *How many have they got each? 2, so half of 4 is 2!*
* Rpt with other even numbers up to 20.
* *Why haven’t I chosen any odd numbers to halve?*
* Chn discuss and establish that odd numbers are harder to share as there is always one left over.
* Demonstrate by trying to halve 9.
* *What way of halving numbers is quicker than sharing?*
* *We can use our doubles facts from yesterday to help us.*
* *If we know that double 8 is 16 then we know that half of 16 is 8!*
* Write 12 on paper.
* *What doubles fact can we use to help us?*
* *What number when it is doubled is 12?* Chn discuss.
* Check their answer using the sharing method.
* Now write 24 on paper.
* *This number looks a hard one to halve but it is easy when we half the tens first (half of 20 is 10) and then we halve the ones (half of 4 is 2) so the answer is 12!*
* Rpt with 26 and 28.

Complete worksheet assigned on school website ‘**Year 1 Tuesday halving’**. |
|  | Year 2Activity | LO: To be able to multiply using sets, beaded lines or landmarked lines.Show chn an array of 3 rows of 5 counters on [**Multiplication and division modeller tool**](https://www.activelearnprimary.co.uk/resource/169972) (hide the calculation) assigned on active learn, and ask them to describe what they see. *How many rows? In each row? Altogether?*What number sentence could we write? Show 3 × 5 = 15. *We can read this as 3 lots of 5, or 3 times 5.* *How many lots of 5 are in 15?* Mark 15 on a 0–20 beaded line on [**Bead string tool**](https://www.activelearnprimary.co.uk/resource/169974) assigned on active learn and ring the groups of 5 up to 15. *How many groups have we got? 3*. Rotate the array on [**Multiplication and division modeller tool**](https://www.activelearnprimary.co.uk/resource/169972) so it has 5 rows of 3 counters. *What can you see now?* *How many 3s are in 15?* *What number sentence can we write?*Show 5 × 3 = 15 or 5 lots of 3. *How many lots of 3 are in 15?* Ring the groups of 3 up to 15 on [**Bead string tool**](https://www.activelearnprimary.co.uk/resource/169974) underneath the groups of 5 to show that 3 × 5 and 5 × 3 give the same answer. Ask W*ho can show me how they can find the answer to 3 × 5 using a landmarked line?* Display a 0–20 landmarked line on [**Number line tool**](https://www.activelearnprimary.co.uk/resource/191094) assigned on active learn, and support a child as they hop 3 lots of 5.Complete worksheet assigned on school website ‘**Year 2 Tuesday Multiplication arrays’.**  |
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| Wednesday | Year 1Activity | LO: To be able to multiply using ‘sets of’. * Place 4 transparent bags with 5 buttons in each in the middle.
* Explain that you have 4 sets of 5 buttons.
* *How many buttons have I got altogether?*
* Chn discuss with their neighbour how this could be worked out.
* Share ideas and demonstrate that we can count in 5s four times, e.g. 5, 10, 15, 20!
* Write the number sentence 4 × 5 = 20 on paper and talk it through, e.g. 4 is the number of sets and 5 is how many buttons in each set.
* Rpt with more button sets, e.g. 3 bags of 5 buttons.
* *How could we work out how many there are altogether now? 3 sets of 5…* Rpt with 6 sets of 5 buttons and then change to having sweets in bags of 2. *I have 8 bags each with 2 sweets in so I have 8 sets of 2.*
* *How many do I have altogether?*

Complete worksheet assigned on active learn **‘Multiplications sets’**. They work out how many in each set and how many sets there are to find the answer. They use cubes to help if necessary. |
|  | Year 2Activity | LO: To solve word problems using multiplication.Tell chn that you have bought 4 packets of football stickers, each packet contains 6 stickers. Ask them to talk to their partner about how they would work out how many stickers you have altogether. Agree that you have 4 lots of 6 stickers. Model drawing this as an array (4 × 6) on [Multiplication and division modeller tool](https://www.activelearnprimary.co.uk/resource/169972), on a beaded line on [Bead string tool](https://www.activelearnprimary.co.uk/resource/169974) with 4 hops of 6, and a landmarked line on [Number line tool](https://www.activelearnprimary.co.uk/resource/191094) assigned on active learn. Say that you have bought 3 packets of hair bobbles, each packet contains 8 bobbles. Ask chn to work out how many you have altogether using at least 2 of the three strategies that they know. Agree that you have 24 bobbles and model working this out using an array (lots), beaded and landmarked lines.Complete ‘**year 2 multiplication’** assigned on school website. |
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| Thursday | Year 1 | Play **Addition and Subtraction Facts SL 1.22** assigned on Active learn. |
|  | Year 2 | Play **‘Number Detective SL2.21** assigned on active learn. |
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| Friday | Year 1 | Play **‘Making Amounts SL1.20** assigned on active learn. |
|  | Year 2 | Play **‘Party bags PS2.27’** assigned on active learn. |
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**Topic**

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| Science 1 & 2 | LO: To learn about different life cycles.Go through the PowerPoint slide ‘**Sea Turtle Life cycle’**, ‘**Butterfly Life Cycle’**, and ‘**comparing different life cycles’**, assigned on school website.Compare the al the different life cycles and think about what is the same, different and similar about all these life cycles. |
| Science 3 | Choose one of the life cycles from yesterday, and draw it on paper. Explain the process of this life cycle.  |