**Monet Planning**

Timetable

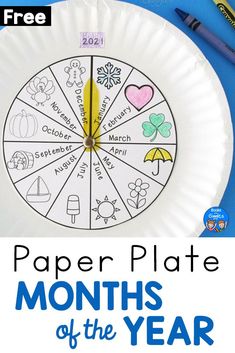
29.06.20

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9.00-9.30 | PE with Joe Wickes  Or 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 Wickes  Or 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 Wickes  Or 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 Wickes  Or 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 Wickes  Or 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 | History 1 | History 2 | History 3 | History/Art 4 | History/Art 4 |
| 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 compound words.  football, playground, farmyard, bedroom, blackberry, lighthouse, sometimes, bathroom, classroom, teatime. |
|  | Year 2 | LO: To learn months of the year/time.  January, February, March, April, May, June, July, August, September, October. |



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

See if you can make this compound 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: Explore rhyme, patterns in a poem and to compare two poems.   * Recall ‘***Don’t Tell****!*’ assigned on Active learn. * Ask the children to flag pairs of rhyming words as you read. * *Which lines are repeated?* * *Which words rhyme?* * *Which words are in capitals? Why?* * Record responses on paper. * Recall ‘***Peasy****!*’ assigned on Active learn, and read the poem. * *What patterns and rhymes are there?* * Add notes to the paper. * Undertake Activity 1. * *Are the poems about similar things?* * *What can or can’t the person do in each poem?* * *Do they feel alike?* * Undertake Activity 2. * *How are the poem themes similar? How are they different?* |
| Activity | 1. *Do the poems have the same pattern?* Children use the notes on the Learning Wall to decide.  2. Children think of similarities and differences between the speakers of the poems: what they are talking about, their points of view and feelings. |
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| Tuesday | Year 1 & 2 | LO: To use ‘because’ to link two simple sentences.   * Recall ‘***Don’t Tell!***’ assigned on Active learn and ‘***Peasy!*’** assigned on Active learn and read the poems. * Elicit preferences and ask questions to help the children develop opinions with reasons: *Which poem do you enjoy more? Have you ever felt like the child in the poem? Do you like reading poems that make you laugh?* * Model writing to create a sentence using the word ‘because’ to give a reason, e.g. *I like this poem because I feel like a giant inside too.* * Compose the sentence orally, repeating it as you write. * Involve the children in spelling high-frequency words and applying phonic knowledge as you write. |
| Activity | The children write a sentence expressing an opinion about a poem, using ‘because’ to connect two clauses.  Complete ‘**I like this poem’** assigned on Active learn to help them.  Praise original ideas. |
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| Wednesday | Year 1 & 2 | LO: Look for patterns in a poem.   * If possible, play extracts from *The Carnival of the Animals* (Camille Saint-Saëns), in which the music represents animal movements. Let the children try moving in the ways suggested. * Read *‘****If I Were a Hawk’*** by Clare Bevan assigned on Active learn. * *What is the poem about? What patterns are there?* * Reread the poem, emphasising alliteration, rhymes, repeated phrases etc.. * Focus on understanding animal names. (Verbs are explored in Comprehension 6.) * *Which animals do you know?* * Explore context clues about what the animals are like. * Show ‘assigned on Active learn’ assigned on Active learn. * Involve the children in using context clues to identify the animals. |
| Activity | Children match the animal names to the pictures on ‘**Who am I?**’ assigned on Active learn. |
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| Thursday | Year 1 & 2 | LO: To make inferences, explore verbs and to explore movement and sound effects.   * *What animal would you be, if you could? Why?* * *What could you do if you were a … ?* * Recall ‘*If I Were a Hawk*’ assigned on Active learn. * *Which of these animals would you like to be?* * Reread the poem, exploring the verbs. * Involve the children in using context and animal knowledge to infer likely meanings, e.g. *Does a slug move quickly or slowly? Is it hard work or easy? So what might ‘trudging’ be like? Who can show me?* * Start word strings on paper adding the children’s ideas (e.g. plod, creep, crawl). |
|  | Activity | The children use **‘*If I Were a Hawk*’** assigned on Active learn, to make up movements and sound effects for one or two lines of the poem.  Share performances. *How did you show the movements of the animals? What else could you do?*  Agree on the best actions and sounds. Read the poem slowly while the children perform the agreed actions and sounds. |
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| Friday | Year 1 & 2 | Reading for pleasure  I have uploaded an eBook onto the school website called ‘Starry eyed Stan’.  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 recognise 3D shapes; understand 1/4, 1/2 and 3/4 turns.   * *Imagine holding a tin of baked beans.* * *How many circles can you see?* * *Where are they on the tin?* * *Can you see the curved face round the middle of the tin?* * Show children a tin of baked beans to confirm its features. * Ask children to think about its name. * Show children a cylinder. * *It looks a bit like this.* * Ask them to now imagine a cereal box. * *What shape are its faces?* Count them*.* * *There is one at the top and one at the bottom, one at the front and one at the back, and then 2, one on each side.* * *How many altogether?* * Show children a cereal box to confirm. * *What shape is this?* * Show children a cuboid. * Repeat with a sphere and a globe or ball. * Show the baked bean tin again and hold it upright. * What would this tin look like if we turned it halfway around? * Children discuss with you and draw it paper. * Ask a child to turn the tin. * It is upside down! * Stress the 1/2 turn. * What will it look like if we only turn it a quarter of the way round? * Show this movement (1/4 turn). * Children draw what the tin might look like now. * Explain that it didn’t turn upside down like a 1/2 turn but ended up on its side! * Repeat with 3/4 turn. * Repeat this, using a cereal box (cuboid). |
| Activity | Give chn the pictures of real life 3D shapes [Resource sheet 1521](https://www.activelearnprimary.co.uk/resource/414945) ‘**Real life 3D objects**’ assigned on active learn.  They work out what each one looks like turned a quarter of the way around and then half the way around.  They draw this in the boxes next to the image. |
|  | Year 2 | LO: To revise language relating to date; days of the week.   * See if children can recall the correct order of the days of the week, without referring to any displays. * Write the days out one by one in the Days of the week table [Resource sheet 1520](https://www.activelearnprimary.co.uk/resource/414944) ‘**Days of the week table**’ assigned on active learn, each time asking children what happens in school/home on this day and recording key happenings in the right hand column. * Either drawing a picture or writing is fine. |
| Activity | Write the first couple of letters of each day in the table [Resource sheet 1520](https://www.activelearnprimary.co.uk/resource/414944) ‘**Days of the week table**’ assigned on active learn.  Encourage children to chant the days of the week in order. |
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| Tuesday | Year 1  Activity | LO: To be able to recognise 3D shapes and describe their position.   * Show children a cube and a rectangular cuboid. * *What is the same about these 2 shapes?* * Count the faces of the cube by sticking a coloured sticker on each face as you count it. * Count the corners, by sticking a lump of sticky tack on each corner as you count it. * Repeat the process for the cuboid. * Agree that both the cube & the cuboid have the same number of faces & the same number of corners. * *What’s different about these 2 shapes?* * Draw out that all the faces of the cube are squares. * Briefly remind children of the properties of the cylinder. * Position a cylinder, cuboid and cube on a shelf/desk in the classroom. * Ask some questions relating to position, e.g. Where is the cylinder? Encourage children to reply by using positional vocabulary, e.g. *the cylinder is beside the cube.* * Repeat with the other shapes including underneath, on top, etc.   Complete ‘Tuesday year 1 Position’ worksheet assigned on school website. |
|  | Year 2  Activity | LO: To revise language relating to date; months of the year.   * See if children can recall the correct order of the months of the year, without referring to any displays. * Show the mnemonic ‘JASON’ by writing the months out one below the other and looking at the first letters of each word from July to November. * Talk about each month in order, * *what celebrations do we have in this month?* * *What is the weather like?* * *What’s happening in school/home?*   In 2s or 3s, chn make a poster about one of the months of the year.  They try to include all that usually happens in that month, in and out of school.  Complete ‘Tuesday year 2 Units of time’ worksheet assigned on school website. |
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| Wednesday | Year 1  Activity | LO: To Know days of the week and months of the year. To collect data to make a block graph.   * *Do you think more chn are born in the winter, spring, summer or autumn?* Children and you write their birthday month on a sticky note. * Children stick their sticky note under the correct season on paper. * *Which season has most birthdays in our class/house? And least?* * *We can make this clearer by drawing a block graph.* * Discuss what title and labels should be and draw a block graph on a squared background on [**Papers tool**](https://www.activelearnprimary.co.uk/resource/191085) assigned on active learn. * Children help you to colour in the correct number of squares for each season. * *Now we can see the results really clearly!* * *How many more people were born in autumn than summer?*   *What do you think the most common number of letters might be in the names of the months?* T  ake chn’s suggestions.  Write each month on paper, and ask chn to write the number of letters in each at the side of several months.  *How could we show this information more clearly?*  Discuss a table or block graph.  Ask chn to help you to draw a table with headings of 3 letters, 4 letters, etc. and draw a tally mark for each month in the appropriate column.  Draw a block graph on a squared background on [**Papers tool**](https://www.activelearnprimary.co.uk/resource/191085) assigned on active learn, and discuss which shows the information more clearly.  *So which number of letters is most common?*  *And least common?* |
|  | Year 2  Activity | LO: To Know days of the week and months of the year. To collect data to make a block graph.   * *Do you think more chn are born in the winter, spring, summer or autumn?* Children and you write their birthday month on a sticky note. * Children stick their sticky note under the correct season on paper. * *Which season has most birthdays in our class/house? And least?* * *We can make this clearer by drawing a block graph.* * Discuss what title and labels should be and draw a block graph on a squared background on [**Papers tool**](https://www.activelearnprimary.co.uk/resource/191085) assigned on active learn. * Children help you to colour in the correct number of squares for each season. * *Now we can see the results really clearly!*   *How many more people were born in autumn than summer?*  *What do you think the most common number of letters might be in the names of the months?* T  ake chn’s suggestions.  Write each month on paper, and ask chn to write the number of letters in each at the side of several months.  *How could we show this information more clearly?*  Discuss a table or block graph.  Ask chn to help you to draw a table with headings of 3 letters, 4 letters, etc. and draw a tally mark for each month in the appropriate column.  Draw a block graph on a squared background on [**Papers tool**](https://www.activelearnprimary.co.uk/resource/191085) assigned on active learn, and discuss which shows the information more clearly.  *So which number of letters is most common?*  *And least common?* |
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| Thursday | Year 1 | Play **Top Shelves SL1.8** assigned on Active learn. |
|  | Year 2 | Play **‘Block graph SL2.18’** assigned on active learn. |
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| Friday | Year 1 | Play **‘Birthday party PS1.8c’** assigned on active learn. |
|  | Year 2 | Play **‘Toy Shelves SL2.8’** assigned on active learn. |
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**Topic**

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| History 1 | LO: To learn about The Titanic.  Go through the PowerPoint slide ‘All about the Titanic’ assigned on school website.  Complete the worksheet ‘The Titanic cross section’ using ‘The Titanic cross section poster’ assigned on school website. |
| History 2 | Complete ‘The Titanic differentiated reading comprehension activity’. |
| History 3 | Complete ‘The Titanic wordsearch’. |
| History/Art 4 | Make/draw The Titanic using whatever media inspires you. Here are some ideas:  Titanic dioramaLearning about the Titanic with Twinkl resources  artisan des arts: Titanic paintings - grade 2  Clipart Photo Digital Download Titanic Art by DigitalArtMovement  I look forward to seeing photos of your lovely artwork. |