**Monet Planning**

Timetable

08.06.20

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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 | Geography 1 | Geography 1 | Geography 2 | Science 1 | Science 1 |
| 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 new consonant spelling ‘**ph**’ and ‘**wh**’.dolphin, alphabet, phonics, elephant, when, where, which, wheel, while, white. |
|  | Year 2 | LO: To learn homophones and near homophones.their, there, they’re, hear, here, see, sea, to, too, two. |

Another way to learn spellings could be to:

Write the words onto a piece of paper and scatter them across the floor.

Each person holds a fly squatter or something similar.

The first person calls out a word and the second person uses the fly squatter to identify it.

Then the second person calls out the word and the first person uses the fly squatter to identify it. Repeat until you’ve identified all the words. You can keep score to make it more competitive,

**English**

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| Monday | Year 1 & 2 | * Recap the Big Question: Could you keep an orang-utan as a pet?
* Read screens 9 and 10 of ***All About Orang-utans****.* Discuss new vocabulary e.g. ‘endangered’, ‘pets’, ‘wild’.
* *What do you think/feel about what you have read? Is it right to keep an orang-utan as a pet?*
 |
| Activity | Show ‘**Ellie’s new pet’** assigned on Active Learn, and read through screens 1-3. Encourage predictions about what Ellie will do. *What would you do? Will Ellie be happy?* Read to the end of the story and discuss. |
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| Tuesday | Year 1 & 2 | * Display the eBook ***All About Orang-utans***. *What have we learnt about orang-utans?*
* Use the eBook to check facts. Demonstrate using the contents screen and headings to find the relevant section. Model scanning the page to find key sentences to read.
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| Activity | Show ‘**Wild animal expert’** assigned on Active Learn. Go through the questions checking that the children can answer the questions for orang-utans. Use any information books or the internet together to find out about other animals such as; elephants, tigers, giraffes etc.  |
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| Wednesday | Year 1 & 2 | * Open the eBook ***All About Orang-utans*** and show the zookeeper’s list of things to do (screen 8).
* Introduce the term ‘command’. Ask some of the children to mime following the commands as you read them.
* Identify and highlight the imperatives (bossy words) at the start of the commands. Compare these with statements on the same screen.
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| Year 1 Activity | * Show **‘Find the command’** and reveal the sentences one by one. Ask the children to identify the commands, e.g. miming it if it is a command and keeping still if it is a statement.

Identify the ‘bossy words’ at the start of commands. Orally compose some more examples. |
| Year 2 Activity | * Show **‘Find the command’** and reveal the sentences one by one. Ask the children to identify the commands, e.g. miming it if it is a command and keeping still if it is a statement.

Identify the ‘bossy words’ at the start of commands. Orally compose some more examples.* Practise giving each other commands for taking care of a chosen pet. Using ‘**Giving instructions’** on Active Learn, they then write down some command sentences, adding drawings to record their ideas.
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| Thursday | Year 1 & 2 | * Introduce the task. Use the zookeeper’s list of things to do (screen 8 of the eBook) as a model text. Discuss the purpose of the list (to instruct or tell someone what to do).
* Discuss what might be included on a new ‘to do’ list for a pet, e.g. for taking care of a dog. (E.g. feeding, providing water, cleaning, exercising, playing, grooming.)
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|  | Year 1 Activity | Use the children’s contributions to write one or two instruction style sentences for the chosen animal. Reinforce the use of imperative (bossy) verbs. Model: say the sentence, improve, write, check. |
| Year 2 Activity | Use the children’s contributions to write one or two instruction style sentences for the chosen animal. Reinforce the use of imperative (bossy) verbs. Model: say the sentence, improve, write, check.The children write out their own ‘to do’ lists for a chosen pet, saying each sentence before writing it. Once the lists are complete, give feedback and help to improve their writing. |
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| Friday | Year 1 & 2 | Reading for pleasureI have uploaded an eBook onto the school website called ‘The boy who cried wolf’.Please read and enjoy |
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**Maths**

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| Monday | Year 1 | LO: Counting in 5s and 10s – multiplication. * Hold up your hands and the children’s hands.
* Ask *How many fingers (including thumbs) are we holding up?*
* *We can count them in 5s.*
* Record 4 jumps of 5 (for four hands) on the 0–50 beaded line on **Bead string tool** assigned on **Active learn**.
* Record 6 lots of 5 is 30.
* *We could also have counted them in 10s.*
* Count in 10s, and record 3 jumps of 10 on a 0–100 beaded line.
* Record 3 lots of 10 is 30.
* *How many fingers do you think we would have if 6 children stood up?*
* Record 6 jumps of 10 on the 0–100 beaded line and record 6 lots of 10 is 60.
 |
| Activity | Complete ‘Lily pad counting in 2s, 5s, and 10s activity sheet on school website. |
|  | Year 2 | LO: Working out multiplication using beaded lines.* Display a 50 beaded line on **Bead string tool assigned on Active learn**.
* Write 4 × 5 = ☐on the board.
* *We can read this as 4 lots of 5, or 4 times 5.*
* Ask children to separate 5 lots of beads on the bead string tool until they have drawn 4 groups.
* Clarify that they have now have 4 lots of 5 beads.
* Ask *how many beads is this altogether?*
* Count up in 5s to find that 4 × 5 = 20.
* Repeat, to find the answer to 6 × 5 & 3 × 5.
* After showing 3 × 5 on a beaded line, show 0–20 landmarked line on **Number line tool** assigned on active learn and model hopping 3 lots of 5 to reach 15.
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| Activity | Complete ‘multiplying by 2, 3, and 5’ on school website. |
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| Tuesday | Year 1Activity | LO: Count in 2s, 5s and 10s – multiplication. * Show children five 10p coins.
* *How much money is here?*
* Count in 10s, pointing to each coin as you do so.
* Record 5 lots of 10p is 50p.
* Rpt with seven 2p coins and six 5p coins.
* Show twenty 1p coins on **Money tool** assigned on active learn.
* *How many 10p coins could I swap these pennies for?*
* *How could we find out?*
* Draw a ring round 10 of the pennies.
* *We can swap these for one 10p coin*.
* Remove the ten 1p coins and replace with one 10p coin.
* *Do we have enough to swap for another coin?*
* Ring another 10 and replace with a 10p coin.
* *We have none left, so we could swap these 20 pennies for two 10p coins.*
* *We know that two lots of 10p is 20p.*
* Repeat, now finding how many 2ps the pennies could be swapped for. Record ☐ lots of 2p is 20p

Complete multiplying by 2, 5 and 10 on school website. |
|  | Year 2Activity | LO: Multiplication using beaded/ landmarked lines.Display a 0–30 beaded line on **Bead string tool**. Write 4 × 2 = ☐ on the board. *We can read this as 4 lots of 2, or 4 times 2.* Ask children to separate 2 beads on a 0–30 beaded line until they have 4 groups. Clarify that they have now 4 lots of 2 beads. Ask *How many beads is this altogether?*Count up in 2s to find that 4 × 2 = 8. Display a landmarked 0–30 line on **Number line tool** and explain that we can use this in the same way, finding ‘lots’ of 2. *In this case we needed to find 4 lots of 2.* Draw the 4 hops and count them up together. Repeat with 8 × 2 and 5 × 5.Complete ‘**Counting in steps’** on **school website.** |
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| Wednesday | Year 1Activity | LO: Multiplication using a penny number line. * Display a 0–20 landmarked line on **Number line tool** assigned on Active learn with 3 hops of 5 drawn.
* Ask children to think about what multiplication is being shown.
* Agree that the hops are showing 3 lots of 5, which total 15.
* Write 3 × 5 = 15.
* *This is also showing us that 15 can be divided up into 3 lots of 5.*
* Write 15 ÷ 5 = 3.
* Now show with 4 hops of 2.
* *This is showing us that 4 lots of 2 are 8.*
* *Also that 8 can be divided into 4 lots of 2.*
* Write 4 × 2 = 8 and 8 ÷ 2 = 4.
* Place lots of counting bears (or other objects) in the middle of the table.
* Tell chn that each of these bears costs 5p.
* Pick out 4 bears,
* *How much would all of these bears cost?*
* Children show how they would work this out in their books.
* Remind children that we think of this as 4 lots of 5p.
* Count together to check answers, e.g. 5p, 10p, 15p, 20p.
* Show a money number line ‘**0p-£1 money line’** assigned on **Active Learn** and show the 4 hops of 5 pennies.
* What is the answer? 20p.
* Repeat by picking a new number of bears e.g. 3, 6.
* This time the bears have gone up in price to 10p each.
* *How many will 3 bears cost?*
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|  | Year 2Activity | LO: Working out multiplication and division using beaded and also landmarked lines.* Show children some rubbers or another object.
* Explain that each of these rubbers costs 10p.
* Hold up 4.
* *How much would 4 rubbers cost?*
* Ask children to discuss how to work this out in pairs.
* We could work this out a number of ways and each of these are correct but we need to find the most efficient method.
* Feedback ideas e.g. counting in tens holding up each rubber as you do so, e.g. 10p…20p…30p…40p.
* This is called repeated addition.
* We could also think about this problem as 4 lots of 10 pennies.
* Show children a money number line ‘**0p-£1 money line’** assigned on **Active Learn.**
* Draw jumps along the money line to show the lots of 10p.
* We can begin to write this as 4 × 10 = 40.

Complete worksheet ‘**Multiplication and division on beaded line’** assigned on active learn. |
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| Thursday | Year 1 | Play **Clam Collector** 1.15a assigned on Active learn. |
|  | Year 2 | Play **‘Sea shack smash’** assigned on active learn. |
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| Friday | Year 1 | Play **‘Counting in 2’s and 5’s’** assigned on active learn. |
|  | Year 2 | Play **‘Balloon pop’** assigned on active learn. |
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**Topic**

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| Science 1 | LO: To compare different types of plants.Watch this video clip from BBC about green plants and animals in the rainforest;[BBC Bitesize Green Plants and animals in the rainforest](https://www.bbc.co.uk/bitesize/clips/zb2jmp3)* While watching the clip, the children’s attention could be drawn to the diverse range of leaf shapes and shades of green.
* There are a number of good points to pause the clip to focus on how the leaves are adapted to channel away excess water using drip tips or to float.
* They could compare and contrast the size and texture of leaves with those from their own surroundings and offer reasons why most of the tropical ones are usually found on 'house plants'.
* It may be useful to watch the latter part of the clip without sound to initiate a discussion about camouflage.
* This clip would also be a useful reference when making leaf shapes and creatures for creative artwork.
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| Geography 1 | LO: To learn the names and places of the oceans and seas.Go through the PowerPoint slide ‘**Oceans of the world’** assigned on School website.Complete the worksheet ‘**The five Oceans’** assigned on School website.You can also watch a video on this link by **BBC** about the Oceans; [BBC Bitesize Oceans](https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw) |
| Geography 2 | Following on from yesterday’s lesson:Complete the quiz; ‘**Oceans of the world’** assigned on School website. |
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