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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 | Science 3 | DT Optional | Complete DT |
| 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 4th May 2020** |
| 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: for, short, born, horse, morning, more, score, before, wore, shore.Year 2: station, motion, national, section, addition, subtraction, potion, option, introduction. |
| 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: Comprehension:** Watch the **video on ‘Sea Life’** assigned on **Active Learn.** Talk about the video and ask questions as they watch it: *What lives here? Why is it light/dark? What are the goggles for?* Start a word bank - write down some key words that they say e.g. coral, fish, shark etc.**Activity**: Read ***Dougal’s Deep-Sea Diary***assigned on **Active Learn** to **page 13**, pausing for responses. Explain humour of timings as appropriate, throughout.* Pages 2-3: *Which person in the picture is telling the story? How is he different?*
* Pages 4-5: *Anything unusual in this picture?*
* Pages 6-7: *‘I don’t usually see anything much.’ Who does that remind you of?* (Bob) Explain vocabulary:‘harbour’, ‘rickety’.
* Pages 8-9: Support inference: *Which dolphin is Herbert? Do the sharks really want the salad?*
* Pages 10-11: What was he bumping into? Explain the pun: ‘nippy’.
* Pages 12-13: Was it raining?

**Tuesday:**  Recap the story ***Dougal’s Deep-Sea Diary***so far. Explore predictions. *I wonder if the next day will be dull. What do you think?*Read *Dougal’s Deep-Sea Diary* from page 14 to page 29, pausing for responses and to spot mer-people.* Pages 14-15: *What might the maps show?* Explain ‘forty winks’. *Why did he need a nap?*
* Pages 16-17: *Who else is helping? How long did Dougal spend worrying?*
* Pages 18: *Who is watching TV? Where might they be?*
* Pages 20-21: *What was real?*
* Pages 22-25: *Did he have to go back? What would you do?*
* Pages 26-27: Support the children to infer and explain what has happened.

**Activity**: Show pages 22-23: Talk about, ‘Atlantis was wonderful, just like home but with a few small differences.’ *What ‘small differences’ are there?* Can they spot the differences. **Year 1 & 2:** Draw a line down the middle of the page in their writing book. On one side write Atlantis and on the other home. Make a list on each side of all the differences they see. They can draw pictures if they want.**Wednesday:**  Reread pages 2-15 of *Dougal’s Deep-Sea Diary*, asking them to read the days of the week with you each time. Encourage them to notice what happens on each day.**Activity**: Look at **Dougal’s Calendar** assigned on **Active Learn** and sequence the events.**Year 1**: To say the sentences and write them down in sequence. Remember to include capital letters and full stops.**Year 2:**  To write the sentences in sequence and add their own sentence about something else that Dougal did that day. Remember to include the appropriate punctuation.**Thursday:** Complete the tasks set on Active learn.**Year 1: Capital letters****Year 2: Commas for lists****Friday:**  Complete the tasks set on Active learn.**Year 1: Making sentences****Year 2: Exception words** |
| 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:**  **Add tens to two-digit numbers.**Children to choose a number on the **Number square tool** on **Active Learn** or a hundred square. e.g. 60. *What is 10 more?* Draw out that 60 add 10 is 70 and model how to record this in a number sentence: 60 + 10 = 70. Choose another number. This time they have to add 20 on to the number. Show that Spider now has to do two jumps of 10. Record as number sentence. Repeat with adding 20 to other starting numbers without the number square. Extend to adding 30 and 40 (not crossing 100 barrier).**Activity:** On a separate paper write sheet 1 and the numbers **12, 17, 18, 21, 26, 34, 36, 37, 49 and 55**. On another sheet write sheet 2 and the numbers **+ 10, + 20, + 30**They choose a number from sheet 1 and a number from sheet 2.They write the number sentence and then work out the answers. E.g. 17 + 20 = 37.They can use **Number square tool** on **Active Learn** or a hundred square to help work out the answer. **Year 2****LO: Double two-digit numbers using partitioning (answers less than 100).**Open **Place value cards tool** on **Active Learn** and use 2 pairs of cards to show double 23, so 20 and 20 and 3 and 3. Separate each to show the quantity represented by each card. *We have double 23.**Put the 20 cards together*. Move the cards on the tool together. *How much do you have?* *What is double 20? Now put two 3s cards together*. Do likewise on the tool. *What is double 3?* *So how much do we have altogether?* Record:23 + 23= 20 + 20 + 3 + 3= 40 + 6 = 46 Repeat for double 34 and then 46. For the latter record the partitioning as above. *This time the ones cards came to more than 10.* Explain that we can use this strategy to halve too. Show 46, on the **Place value cards tool** partitioned as 40 + 6. Model halving the 40 and the 6 to give 20 + 3, then recombining to make 23. Note that we can check this by doubling the number and checking it gives us the number we started with. Repeat to find half 24.**Activity:** Use **resource sheet 1372 ‘doubling and halving to find pairs of numbers’** on **active learn**. They either halve or double using partitioning. Work through the activity. Start with doubling and only move on to halving in order to check these. Support them to check they are halving or doubling tens and 1s accurately. They can use **bead-string tool** on active learn or **counters** from home (if you have them) to help if necessary.**Tuesday:****Year 1****LO:** **Add 11 to multiples of 10.**Write **50 + 11**. Show 50 beads on **bead-string tool** on **active learn** . Ask them: *What is 50 add 10?* Move 10 beads across to join the 50. *But we don’t want to add 10, we want to add 11. So what do you think we should do now?* Move one bead across. *How many beads do we have now?* Record 50 + 11 = 61. Show them a 0–100 bead string. Write 30 + 11. *What is 30 add 10?* Draw a jump from 30 to 40, labelling it + 10. *And we need to add one more so we’ve added 11 in total.* Draw a hop labelled + 1 from 40 to after the 41st bead, and place tag with 41 after the bead. *What number sentence can we write?* Repeat with 60 + 11**Activity:** Complete **resource sheet 1376 ‘adding 11’** on **active learn.****Year 2****LO:**  **Add any pair of two-digit numbers using partitioning** 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:**  Add any pair of two-digit numbers using partitioning.**Activity:** Complete the **Place Value Challenge (SL 2.6d)** on **Active learn.****Thursday and Friday****Year 1**Resource sheet 592 (RS 592 adding and subtracting 10 track game) on **Active learn.**Adding and subtracting 10 (Y1 WB3 P55) on **Active learn.****Year 2**Recognising the place value of each digit in a 2 digit number (mastery checkpoint 2.11.13) on **Active learn.**Using place value and number facts to solve problems (mastery checkpoint 2.13.14) on **Active learn.** |
| Science**Please note that the resource sheets do not need to be printed. Write the answers in your English books.** | LO: To identify and name a variety of plants in their habitats.**Science 1** - Go through the PowerPoint slides **All about plants habitats** on the **School website.** Then complete the worksheet **all about plant habitats.**See if you can also complete the **Plant matching sheet.** Add any plants that you know about to the sheet. **LO:** Identify and name a variety of animals in their habitats.**Science 2 –** Go through the PowerPoint slides **Animal habitats.** Then choose one worksheet from **habitat fact file** to complete.**LO:** Identify and name a variety of minibeasts in their micro-habitats.**Science 3:** Go through the PowerPoint slides **Minibeasts and their micro habitats.** Then go through the **‘what am I’ PowerPoint game.** If it’s dry outside then you can go on a minibeast hunt and try and find as many different minibeasts as you can. Remember to be very careful not to hurt them. And always put them back from where you got them. And very importantly, ‘**wash your hands**’ once you go back into your house. |
| DT - Science**Optional** | Can you make a minibeast hotel? On the school website there are instructions on how to make a minibeast hotel. If you do manage to make one please send pictures into Mrs Powell. I would love to see them. Make sure you tell us which minibeasts they are for and why. |