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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 [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 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 | Science 1 | Science 2 | History 1 | History 2 | History 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 |

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| **Work for Monet Class - Week Beginning Monday 11th 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: saw, draw, yawn, crawl, claw, author, August, dinosaur, astronaut, your.  Year 2: can’t, didn’t. hasn’t, it’s, wouldn’t, shouldn’t, wasn’t, Mr, Mrs, couldn’t. |
| 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: Explore features of a diary.** *Ask the children: What is a diary? What do people write about in a diary? How often do they write in it?* Talk about the use of ‘I’ as the speaking voice in a diary.   Show pages 2-3 of *Dougal’s Deep-Sea Diary*. *What details show that this is a diary?* Explain that not all diaries give the time of day for each event.  **Activity**: Ask children: *What would the mermaid write in her diary?* Reread the eBook, pausing on pages featuring the mermaid so the children can orally compose sentences for her diary, e.g. ‘Sunday – I saw a diver.’  **Year 1:** Use the resource sheet ‘**The Mermaid’s diary’** assigned on **Active learn.** Match the diary entries to the days when it happened.  **Year 2:**  Use the resource sheet ‘**The Mermaid’s diary’** assigned on **Active learn.** Write out in your writing books the days of the week and match what had happened and write the sentences. See if you can join the simple sentences with ‘and’ to create new sentences with the sentence starter ‘This week…’ (e.g. This week I saw Dougal on TV and I swam with the sharks.).  **Tuesday: Write your own diary entry.** Talk about what you did yesterday. Think about specific things ask:what did you play/eat/do? Did anything unusual or interesting happen? Model turning some notes into a diary sentence, rehearsing orally before and as you write. *First I’ll put the date …*. *I had cereal for breakfast. I fed my cat and I played with …*  **Activity**: Write a diary.  **Year 1:** Use the resource sheet ‘**My diary 2’** assigned on **Active learn.** Say the sentences first before you write them out. Please check your spellings, and make sure you have remembered to include capital letters, finger spaces and full stops. You can also draw pictures in your diary.  **Year 2**: Use the resource sheet ‘**My diary’** assigned on **Active learn.** Write out each sentence in your writing books. You can draw pictures if you want.  **Wednesday: Compare two stories.** Look through ***Man on the Moon*** and ask the children to tell you their favourite parts. Do the same with ***Dougal’s Deep-Sea Diary****.* Remind the children of the details shared and enjoyed so far.   * *Talk about how are these two stories similar?* (E.g.same author, similar style of pictures, similar characters, similar story of not noticing things; diary / ‘day in the life of …’ format.) * *Talk about how are they different?* (E.g. shows a day/week; different settings; Dougal eventually notices everything; different ending.) * Ask them w*hich place would they rather visit – the Moon or Atlantis? Why?*   **Activity**: To compare the two stories ***Man on the Moon*** and ***Dougal’s Deep-Sea Diary.***  **Year 1 & 2:** Draw a line down the middle of a page in your writing books. On the left write the title‘Reasons for visiting the Moon’ and on the right write the title ‘Reasons for visiting Atlantis’. See how many reasons you could write. You can draw pictures to illustrate your point.  **Thursday:** Complete the tasks set on Active learn.  **Year 1: Days of the week**  **Year 2: Apostrophes**  **Friday:**  Complete the tasks set on Active learn.  **Year 1: Putting sentences together**  **Year 2: Conjuctions** |
| 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 to the next ten.**  Recite number bond song **Resource sheet 1402 on Active learn.**  Parent to write 36 + 4, 45 + 5, 23 + 7 on a piece of paper. Ask children *What do all of these number sentences have in common?*  Explain that these are super easy to work out on a Monday morning as all we have to know is our number bonds!  Take 36 + 4. Show 36 on [Bead string tool](https://www.activelearnprimary.co.uk/resource/169974) on **Active learn**. *What number bond to 10 can help us here?* Children establish that 6 + 4 = 10 so 36 + 4 = not 10 but 40! Demonstrate by moving 6 beads across the bead string to make 40. Repeat with the other two additions; reinforce relation between number bonds to 10 and how these can be used for higher numbers.  **Activity:** Use **resource sheet 1403 ‘number and matching number bond cards’** on **Active learn.** Start with the first number on the sheet 34. Write this in your maths book. On the resource sheet find the matching number (thinking about your number bonds) which gets you to the nearest 10. E.g. 34 + 6 = 40. Do this for the remaining numbers.    **Year 2**  **LO: Subtracting by counting up.**  Parent to use **resource 1145 ‘0p - £1 money line’** from **Active learn or ‘hundred square’ on school website** to explain: Say *I have 62p. I want to spend 47p on a drink.* Mark 62p on a 0–£1 money line. Mark on 47p, and cross out the pennies up to this point. *This is how much I’ve spent.* Point to the pennies between 47p and 62p. *This is how much money I’ll have left.*  *What’s the difference between 47 and 50?* Draw a hop and label it 3p.  *Between 50 and 60?* Hop and label 10p.  *Between 60 and 62?* Draw a hop and label it 2p.  *So what’s the difference between 47 and 62? How much money would I have left? We can see the 15 pennies on the line.*  Record 62 – 47 = 15.  **Activity:** Use **resource sheet 1404 ‘Finding a difference (I)’** on **active learn**. Children to work out the answers by counting up. Think about the frogs making jumps to the next 10 and write it down, then jump to the next ten or ones and write it down.  **Tuesday:**  **Year 1**  **LO:** **Adding bridging ten.**  Parent to write 36 + 5, 57 + 4, 28 + 5 on paper. Ask children: *What do all these additions have in common?* *Look carefully at the ones numbers.* *These additions are very similar to the ones we had yesterday but they cross over, or bridge, the next tens number.* Look at 36 + 5 in more detail and show 36 on [Bead string tool](https://www.activelearnprimary.co.uk/resource/169974) on **Active learn** and ask children: h*ow do we know that by adding the 5 on to 36 this is going to have a total over 40?*  Draw out that 6 + 5 makes 11 (which is one more than 10) and not 10 so the answer to this addition would be 41 (which is one more than 40). Show this on [Bead string tool](https://www.activelearnprimary.co.uk/resource/169974) by moving 4 beads across to make 40 and then another 1 to make 41.  Now write 35 + 7= *Will this addition bridge the next ten? How do you know?* Mark 35 on the tool. Show hop of 5 to get to 40, *but we are adding 7 not 5 so we need to add how many more?* 2!  Model another hop of 2 to get to 42.  **Activity:** Complete **counting on by 3, 4, 5 and 6** on **active learn.**  **Year 2**  **LO: Subtracting by counting up.**  Parent to write 95 – 21 on paper. Explain that we can count back 20 and then count back 1. From *95 count back 20 is 75, and counting back another 1 gives us 74*. Write 95 – 77. Point out that it is hard to count back 77, especially since there are more units in the number we need to take away.  Point out that 77 is quite close to 95 and so it will be easier to count up to find a difference. Remind them that when we count up to find an answer. Sketch an ENL (empty number line) from 77 to 95. *What hops shall we draw? Remember to jump to the next 10.*  Children help to draw and label the hops. Ask children: s*o what is the difference between 95 and 77?*  Record 95 – 77 = 18 on paper.    **Activity:**  On **Active Learn** complete the **sheet 1405 finding a difference (2).**  **Wednesday:**  **Year 1**  **LO: Subtracting bridging 10.**  On **Active Learn,** open the **Bead String tool** that has been assigned. Show 15 beads on LHS of Bead string tool. Explain: *What is 15 take away 5? Do you need to count back in ones? No!* The answer is 10! Cover 10 beads. *I’m going to take away another 3 beads, so I will have taken away 8 beads altogether. How many will be left? How do you know?* Uncover to confirm.  Show 14 beads, then cover them. *I will take away 4 beads. How many will be left? What colour are they?* Reveal to check and then cover again.  Write 14 – 4 = 10 on the board. *Now I’m going to take away 2 beads. How many will be left? How do you know?* Reveal the beads to confirm. Write 10 – 2 = 8 on the board. Write 14 – 6 on the board. *What do you think the answer might be*. Show 14 beads on the bead string and slowly slide 6 beads as one group across. *Can you see the 4 red beads that we took away first, and then the 2 white beads?*  **Activity:** Children to write these out in their maths books and to work out the answers: 12 – 2, 10 – 3, 12 – 5, 14 – 4, 10 – 3, 14 – 6, 13 – 3, 10 – 4, 13 – 7, 16 – 6, 10 – 2, 16 – 8, 15 – 5, 10 – 1, 15 – 7.  **Year 2**  **LO: Subtracting by counting up/counting back.**  Parent to explain*: I have 53p in my purse. I want to spend 47p on a pen.* Label 53p on **resource 1145 ‘0p - £1 money line’** from **Active learn or ‘hundred square’ on school website** . *I count back 47p to find out how much I have left*. Model hopping back in 10s then subtracting 7. *That was quite hard work! It is easier to count up to find the difference.*  Remind them that Frog helps us count up to subtract – we find the difference between 47p which I have spent and the 53p I started with. Mark 47p on 0–£1 line, and cross out the pennies up to 47p. *This is how much I spent.*  Point to pennies between 47p and 53p. *This is what I have left.*  *What’s the difference between 47 and 50?* Draw a hop and label it 3p.  *What’s the difference between 50 and 53?* Draw a hop and label it 3p.  *So what’s the difference between 47 and 53? How much do I have left?* Record 53p – 47p = 6p reading the – sign as subtract. Point out that if the numbers are close to one another, it’s usually easier to count up. If the numbers are far apart, it’s often easier to count back.Write 64 – 6 and 64 – 58 on paper. *For which one should we count back and for which should we count up with Frog?*  **Activity:** Complete **resource sheet 1406 Counting up or counting back** on **Active learn.** Decide which would be the best way to find the answer – counting up or counting back  **Thursday and Friday**  **Year 1**  Addition facts (challenge) (SL1.17d) on **Active learn.**  Word problems (Support) (SL1.17a) on **Active learn.**  **Year 2**  Number puzzle (Challenge) (SL2.12d) on **Active learn.**  Subtraction (Core) (SL2.22b) 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 understand how animals get their food from plants and other animals.  To understand what a food chain is.  **Science 1** - Go through the PowerPoint slides **Food Chain** assigned on the **School website.** Then complete the **Food Chain sorting activity.** There are three different sorting activities, choose the one that you prefer.  **Science 2 –** See how much you remembered from yesterday and complete the **Food Chain Quiz** assigned on the **School website.** |
| History | **LO:** To learn who Charles Darwin is and how he contributed to history.  **History 1:** Go through the PowerPoint slide ‘**Charles Darwin’** assigned on the **school website.**  If you are taking a keen interest in Charles Darwin there is a **Charles Darwin Fact sheet’** assigned on the **school website**.  **Activity:** Can you find out what animals Charles Darwin found on the Galapagos Islands.  **History 2:** Recap what you learned about Charles Darwin from yesterday.  **Activity:** Have fun completing the **Charles Darwin Wordsearch’** on the **school website**.  **History 3:** Draw a picture of your favourite animal on the Galapagos Islands. |