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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 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 | Science 3 | Geography 1 | Geography 2 |
| 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 18th 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: air, fair, pair, hair, chair, bare, dare, care, share, scared.  Year 2: Megan’s, Ravi’s, the girl’s, the child’s, the man’s, the women’s, the school’s, a dog’s, a teacher’s, Gus’. |
| 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: To build vocabulary to use when writing a postcard tomorrow.**  Show pages 22–23 of ***Dougal’s Deep-Sea Diary***. Examine the details and encourage the children to point out interesting and humorous things, e.g. the mer-creatures, octopus tentacles round the lamppost next to the ‘No octopus’ sign, the mermaid waving to Dougal. Encourage inference. *Why is there a ‘No sharks’ sign?*  *How would you describe this place?* Parent to write useful vocabulary on a sheet of paper, this is a word bank for children to use later when writing their postcard.  Explain the prefix ‘mer’ to describe imaginary creatures that are half-fish.  *What could we call this creature that is half-cat, half-fish?*  Add ideas to the word bank.  **Activity**: Explain that they will be writing a postcard about life in Atlantis. Talk about *What sorts of things are the characters doing in Atlantis?*  Recall the picture on pages 22–23 of the eBook. *Did we spot all of these?* (e.g. merdog, mercat, octopus, tourist, aliens, Superman, painting of a rocket launch pad, boy with teddy, the Moon). *What are they doing?* Add useful words to the word bank.  **Year 1&2:** On a piece of paper or card if you have it, draw a picture of the things that you spotted in the book. E.g. merdog, mercat, octopus, tourist, aliens, Superman, painting of a rocket launch pad, boy with teddy, the Moon. This will be the front of your postcard. Remember to draw a small rectangle in the top right hand corner for the stamp.  **Tuesday: Orally compose and write a postcard.**   * Recall pages 22-23 of *Dougal’s Deep-Sea Diary*. * Talk about *How is Atlantis similar to an ordinary city? How is it different?* * Share ideas, referring to the word bank from yesterday. * Show pages 24-25 of the eBook. Point out that Dougal sends a postcard to his cousin Bob. *I wonder if that’s Bob, the Man in the Moon? What do you think Dougal tells Bob about?* * Show ‘**A postcard from Atlantis’** on **school website**. Model using the children’s ideas and a sentence starter to write a simple sentence. Compose and rehearse orally before writing. Involve the children in checking sense, spelling and punctuation.   **Activity**: Explain to children: *Imagine you were sending a friend a postcard from Atlantis. What would you tell them about?*  **Year 1**: The children use ‘**A postcard from Atlantis’** to write a postcard, referring to their word bank for vocabulary and any notes about Atlantis’s similarities/differences. They draw their favourite detail from Atlantis on their postcard. An additional **word bank** has also been assigned on Active Learn.  **Year 2**: The children use ‘**Postcard**’ assigned on **active learn** to write a postcard, referring to their word bank for vocabulary and any notes about Atlantis’s similarities/differences. They each draw their favourite detail from Atlantis on their postcard.  **Wednesday:**  Complete the tasks set on Active learn.  **Year 1:** Different spelling  **Year 2:** ‘j’, ‘g’, ‘dge’  **Thursday:** Complete the tasks set on Active learn.  **Year 1:** Difficult words  **Year 2:** Adding -es after -y  **Friday:**  Complete the tasks set on Active learn.  **Year 1:** Grammar terms  **Year 2:** Consonant phonemes |
| Daily maths  **Please note that the resource sheets do not need to be printed. Write the answers in your maths books.** | **Monday: 3D Shapes**  **There are PowerPoint slides on the school website describing the names of the shapes.**   * Hold up a cuboid and a cube, naming each, you can use a tissue box or any other box of those shapes around the house. * Ask the children: *What is the same about these two shapes and what is different?* * On a piece of paperdraw out that they have flat faces and that some faces are squares and some are rectangles. * Point to each face to help children understand how this word is used in maths. * Children may describe one shape as longer than the other. * Draw out that all faces of the cube are the same size. * Ask them: *Can you think of where you might see this shape?* * Point out any examples of each in the house. * Repeat with a cylinder, a sphere and a cone. Point out how these have curved faces. * Do not worry about naming the curved faces of a cone or sphere! * Show them packaging/objects including a cone, cylinder, sphere, cube, cuboids of different proportions and a square-based pyramid. Show the pyramid. * Ask: *This shape has flat faces, but do you think it would be good to build with? People don’t use this shape to build, but the Egyptians made buildings in this shape. This shape is called a square-based pyramid, just like the Egyptians’ pyramids. What shapes are its faces? Pyramids can have other shapes on the bottom. The other faces are always triangles.* * Write the shape’s name on a sticky note and attach to the package. * Discuss how the shapes might look a bit different, e.g. the square-based biscuit tin might look different from the shoe box, but both are cuboids.   **Year 1**  **LO: To be able to name common 3D shapes.**  **Activity:** Find as many different types of 3D shapes around the house. Use them to draw around and make a picture. E.g. You can draw a house by drawing around a cube and a pyramid.    **Year 2**  **LO:**  **To be able to name common 3D shapes and their faces.**  **Activity:** Work together to make a display of packaging, photographs of objects round the house (and perhaps outside) and photographs downloaded from the internet, including a cube, cuboid, cylinder, cone, sphere and square-based pyramid. Children describe each shape and add these as labels. (If they want they can do year 1 activity instead).  **Tuesday:**   * Hold up a large cuboid (such as a shoe box). * Ask: *How many faces does this shape have?* * Discuss a system for counting them, e.g. round the ‘middle’ and then both ends. * Parent to draw a table with headings ‘Shape’, ‘Number of faces’ and ‘Number of corners’. * Tell them: *We’re going to record the information in a table. How many corners does a cuboid have?* * Ask them to count them, discussing how they do this, e.g. do they count those on one end and the other, or the corners round the top, then the bottom. * Repeat with a cylinder. *This shape has no corners! It has 2 flat faces, and 1 curved round the middle.* * Repeat with a cone (pass this shape around if it is small) and a pyramid and a sphere (1 round face, no corners). * Point to an edge. *Where 2 faces meet, we call this an edge. Look for edges on the shapes we have looked at.* * Help children to identify one or more edges on each shape. (Don’t count them at this stage.)   **Year 1**  **LO:** **Name and describe common 3D shapes.**  **Activity:** Give each group a collection of 3D shapes. Children sort into those that roll and those that don’t.  Give children a table with headings ‘rolls’, ‘doesn’t roll’ and space for them to place the actual shapes underneath the appropriate heading.  **Year 2**  **LO:** **Naming 3D shapes and identifying their properties.**  **Activity:** Look at the worksheet ‘3D shape Carroll’ copy the table into your book and then sort out the 3D shapes.  **Wednesday:**  **3D shape game:**   * Put a collection of shapes (cone, cylinder, sphere, cube and cuboid) in front of you. * Children close their eyes whilst you put one shape in a feely bag. * Describe it, e.g. referring to the number and shape of faces, and whether they are curved or straight. * They pick a shape like the one you are describing. * Reveal the shape and name it. * Repeat with other shapes. * Whilst children close their eyes, place a shape in the feely bag, then pass the bag. * Ask a child or you, depending on who’s turn it is to describe it to everyone. * Children are likely to use vocabulary such as ‘pointy’, ‘round’, ‘skinny’ and ‘fat’. * Do not discourage this kind of vocabulary, but prompt them if necessary and encourage. * **Year 2** children to describe whether the faces are flat or curved, what shape they are and perhaps how many faces the shape has. *I wonder what it might be. Do you think it might be a cylinder? Why not?* * Repeat with other shapes. *I spy something in the room that is shaped like a cylinder. There is one on each table, and they have coloured pencils in them. What do you think it is? Where else can you see cylinders in this room? I spy something that is shaped like a cuboid. It has a very bright light that you shouldn't look into, and it shines pictures onto our whiteboard. If you listen very carefully you might hear it making a noise. What do you think it is? Where else can you see cuboids in this room? Do you think there are more cuboids or cylinders?* * Repeat with other shapes around the room.   **Thursday and Friday**  **Year 1**  3D shapes (Mastery checkpoint 1.14.14) on **Active learn.**  Reel it in 1.14a on **Active learn.**  **Year 2**  The properties of 3D shapes (Mastery checkpoint 2.14.16) on **Active learn.**  Bubble burst 2.14a on **Active learn.** |
| Science  **Please note that the resource sheets do not need to be printed. Write the answers in your English books.** | **LO**: Observe and describe how seeds and bulbs grow into mature plants  **Science 1** – Go through the PowerPoint slide ‘**The lifecycle of a flowering plant’**.  Use the worksheet ‘**plants and flowers hunt sheet**’ and go on a hunt in your garden. See how many you can find. Maybe you can add some of your own.  **Science 2 –** Go through the PowerPoint slide **‘Parts and Functions of a plant’.** Use the worksheet ‘**Parts of a Plant’** (you can draw the plant) and label it.  **Science 3 –** Go through the posters ‘**How do plants grow’.** See if you can complete the sequence ‘**Fruit Plant growth Sequencing’.** |
| Geography | **LO: To learn about the Human and physical features of the seaside.**  **Geography 1&2**  Go through the PowerPoint slide ‘**Features of the seaside’** and complete the tasks. |