

If you would like to follow a set timetable for the week-here is one suggestion.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30	PE with Joe Wickes Or other daily exercise or Disney workout <a href="#">Lion King Work Out</a>	PE with Joe Wickes Or other daily exercise or <a href="#">Spread the happiness</a> 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 <a href="#">Lion King Work Out</a>	PE with Joe Wickes Or other daily exercise exercise or <a href="#">Spread the happiness</a> 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 <a href="#">Lion King Work Out</a>
9.30-10.30	Set English Work	Set English Work	Set English Work	Set English Work	Set English Work
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

Work for Monet Class - Week Beginning Monday 20 <sup>th</sup> April	
Subject Area	
Spellings for the week	Year 1: Now, how, brown, down, town, out, about, mouth, sound, you. Year 2: enjoyment, sadness, careful, playful, plainness, argument, merriment, happiness, plentiful, cheerful.
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	<b>All the resources have been allocated to the children on Active Learn.</b>  <b>Monday: Reading comprehension:</b> Read (parent) the story 'Man on the moon' By Simon Bartram. To answer these questions (read by parent) for understanding (No need to write the answers): Pages 2-3, 4-5: <i>What do you notice?</i>

	<p>Page 6: Explain vocabulary: 'rises', 'launch pad'.</p> <p>Page 8: <i>Can you really get to the Moon in quarter of an hour (e.g. as long as playtime)?</i></p> <p>Page 10: <i>Is Bob good at noticing things? Why do you think he hasn't seen the aliens?</i></p> <p>Page 15: <i>Whose hand is that?</i></p> <p>Activity: Go on an imaginary journey to the moon: <i>Welcome to today's Moon flight. Look, there's the Moon! Are you ready to explore? What can you see/find/feel?</i></p> <p><b>Tuesday: Reading comprehension:</b> Reread <i>Man on the Moon</i> up to page 15. <i>Do you think Bob will notice the aliens?</i> Read pages 16-20, pausing for responses. Encourage to spot aliens.</p> <p>Pages 16-19: <i>What are the tourists looking at? Have they missed anything?</i></p> <p>Pages 18-19: <i>What are those aliens doing?</i></p> <p>Pages 20-21: <i>'Never anyone there' – is that right? Is Bob watching carefully?</i></p> <p>Page 25: <i>Is everyone just like Bob?</i> Explain 'rush hour', 'full swing'.</p> <p>Pages 26-27: <i>What hasn't he seen?</i></p> <p>Page 30: Discuss the book's question. <i>Why do you say that?</i></p> <p>Activity: Show pages 18-19. <i>What would you ask, if you were a space tourist?</i></p> <p><b>Year 1:</b> To say the questions that they would ask. (No need to write but can if they want to, remember to include a question mark at the end of the sentence.)</p> <p><b>Year 2:</b> To write questions in a list. Remember to include a question mark at the end of the sentence.</p> <p><b>Wednesday: Reading comprehension:</b> Recap the main points of the story in order.</p> <p><i>What is Bob like?</i> Reread the story, pausing to ask questions and draw out inferences.</p> <p><i>I wonder what he's interested in and likes doing. Any clues in his house? He's smiling and waving to us. What does that tell us? Yes, he seems friendly.</i></p> <p><i>What's outside the window? Has he noticed? Why? 'Every morning' – what does that show?</i></p> <p>Activity: Use the word bank on the sheet 'About Bob' to write all about Bob.</p> <p><b>Year 1:</b> Complete 'About Bob 2' sheet. If you can't print the sheet then in your writing book draw a picture of Bob and finish the sentence... 'He likes.....'</p> <p><b>Year 2:</b> Complete 'About Bob' sheet. If you can't print the sheet then in your writing book you can draw Bob and write all about him and complete the sentences from the sheet.</p> <p><b>Thursday: Exploring setting and description:</b> <i>Imagine you are in the rocket looking out at the surface of the Moon. What would you see? What does it look like?</i></p> <p>Explore some imaginative ideas: e.g. <i>There are millions of stars sparkling in the dark sky. The ground is covered in white dust and rocks.</i></p>
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	<p><i>There's a deep, dark crater. I'm going to peer in to see if there's anything hiding in there. I wonder what could be in this moon cave?</i></p> <p>Activity: To write about your trip to the moon. Complete the sheet 'My trip to the moon' or copy the sentence starters. You can use the word bank at the end of the sheet.</p> <p><b>Friday: Sequencing the story by retelling it:</b> Reread <i>Man on the Moon</i>, and look out for information about Bob's activities through the day.</p> <p>Activity: To sequence Bob's day.</p> <p><b>Year 1:</b> Use the interactive screen 'Bob's day' to sequence what Bob does in each part of his day.</p> <p><b>Year 2:</b> Use the interactive screen 'Bob's day' to sequence what Bob does in each part of his day. Then write about each day in your writing book. E.g. In the morning Bob has breakfast and then flies up to the moon.</p> <p>You can also try and add more events into his day to make it more interesting. Don't forget to use the grammar focus of the week in your writing.</p>
Daily maths	<p><b>Monday: Money</b></p> <p><b>Year 1:</b> Use the resource sheet 1298 and the 'coin value strip'. Draw the coins you would need to buy each item in your maths book. Remember to use coins that exist; 1p, 2p, 5p and 10p.</p> <p><b>Extension work:</b> Find all the possibilities of paying for each item. E.g. Choccy bar costs 4p – You can use <math>2p+2p=4p</math>, <math>1p+1p+2p=4p</math> etc.</p> <p><b>Year 2:</b> Use resource sheet 1299. Use the hundred square to help you if you need to. The first question is; if you have 75p and you spent 69p, how much money would you have left? So, the number sentence would be; <math>75p-69p=</math>. Write out each number sentence into your maths books and work out the answers.</p> <p><b>Extension work:</b> 'Check your change' worksheet. Answers are included with the worksheet.</p> <p><b>Tuesday: Money</b></p> <p><b>Year 1:</b> Use resource sheet 1300 and 1291. Pretend that you are shopping and you want to buy two items on the resource sheet 1300. E.g. a sweet 4p and strawberries 6p. What is the total amount that you need to pay. So, you will need to write the number sentence in your maths book, <math>4p+6p=</math>.</p> <p>Consider using your number bonds to work out the answers and your knowledge of doubles. Also if you are using resource sheet 1291 number line, then remember to count on from the highest number.</p> <p><b>Extension work:</b> Buy more than two items from the shop and work out the number sentence and answer.</p> <p><b>Year 2:</b> Use the worksheet 'who has the most money'. There are three different abilities. Choose the one that you feel will challenge you. To help you work out the total amounts, write down the number sentences in your maths books, don't forget to include the notes too. The answer sheet is the last page.</p> <p><b>Wednesday, Thursday and Friday</b></p>

	<p>Please note that not all the worksheets need to be completed. Aim to do one a day that's suitable to your child's ability. You do not need to print them, write the answers in your maths books.</p> <p><b>Year 1:</b> Worksheets – 'How much money is in my jar?' Work out the total amount of money in each jar. Worksheets – 'Giving change at the toy shop'. Work out the amount of change by subtracting.</p> <p><b>Year 2:</b> Worksheets – 'Addition and subtraction with change challenge cards' Read through the challenges and write the number sentences in your maths books and work out the answers. Worksheets – 'Diving into mastery compare money activity cards'.</p>
Science	<p>LO: Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p><b>Science 1</b> - Go through the PowerPoint slides and discuss all the things that are living, dead and things that have never been alive. Children usually have misconceptions that plants are not living things because they think that they do not move like us. Activity: Complete the worksheet or draw the table from the worksheet, the first column can have the title - living, second – dead, third – never been alive. Then they can sort the pictures by either drawing or writing them into the correct column.</p> <p><b>Science 2</b> – Revisit the science work from yesterday. Walk around your house and look outside your window or if you can go out into the front or back garden with an adult and see if you can find as many things that are living, dead and things that have never been alive. If you want to draw or write these down you can on the table from yesterday.</p>
History	<p>LO: To learn about the life of Captain James Cook.</p> <p><b>History 1</b> – Read the PowerPoint slide about James Cook. Discuss together who he was and what he did and why he became famous.</p> <p><b>History 2</b> – Revisit the PowerPoint slide about James Cook from yesterday. Draw a picture of his ship and colour it in.</p> <p><b>History 3</b> - Revisit and summarise the PowerPoint slide about James Cook. Then complete the worksheet or you can just write about what life was like on the ship. Use the pictures to help you. Think about some of the things he didn't have and what he did have to help him survive on the ship.</p>