**Monet Planning**

Timetable

01.06.20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 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 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 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 | 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 |

Phonics/Spellings

There is a **wordsearch** and a **read, write, spell, check sheet** to help the children learn the spellings on the school website.

|  |  |  |
| --- | --- | --- |
| Spellings | Year 1 | LO: To learn the trigraph ‘**ear**’.  dear, hear, beard, near, year, clear, fear, bear, wear, pear. |
|  | Year 2 | LO: To learn common exception words (tricky words).  any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind. |

Another way to learn spellings could be to:

Write some sounds on bottles or pebbles or another object of choice. The children then chose the correct sounds to spell out the words.

**English**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Monday | Year 1 & 2 | Talk about a pet that you own or someone you know owns. Think about what they eat, do during the day, etc.  Show ‘**Ellie wants a new pet**’ on **Active Learn** and read through the story. Ask the children:   * What do you think about Ellie’s idea? * Why does she think an orangutan would be a perfect pet? * Reread screen 4. Why is Ellie’s list empty? What does Ellie need to find out? * Discuss the children’s knowledge of orangutans; encourage questions |
| Activity | Look at the non-fiction eBook ***All About Orang-utans* on Active Learn.**  Use the cover, contents screen and screen 1 of the eBook to encourage further ideas and questions. |
|  |  |  |
| Tuesday | Year 1 | Following yesterday’s lesson  Look again at the non-fiction eBook ***All About Orang-utans* on Active Learn.**  Look at the cover, contents screen and screen 1 of the eBook |
| Activity | Referring to 'Can you help Ellie? Worksheet on Active learn. Talk about one fact they could already tell Ellie about orang-utans and then compose a simple question to show what else she needs to find out from her reading. They then dictate their fact and question write them in your book. |
|  | Year 2 | Following yesterday’s lesson  Look again at the non-fiction eBook ***All About Orang-utans* on Active Learn.**  Look at the cover, contents screen and screen 1 of the eBook |
| Activity | Discuss and write what they could already tell Ellie about orang-utans and then write questions to show what else she needs to find out from her reading.  Challenge them to use a range of different question words. |
|  |  |  |
| Wednesday | Year 1 & 2 | * Show the front cover of the eBook *All About Orang-utans.* * Introduce the Big Question ‘Could you keep an orang-utan as a pet? * Read through screens 2-5. Discuss word meanings (e.g. canopy) using context and glossary pop-ups. * Discuss each section in relation to the Big Question.   Habitat: Would *an orang-utan like it in Ellie’s flat?* Tree-top living: *Could you take an orang-utan for a walk like a dog?* Growing Up: *Would an adult orang-utan be safe with children?* |
| Year 1 Activity | Discuss what they have learned about orang-utans and decide what is relevant to the Big Question, sorting the facts from ‘**Can You Keep an Orang-utan as a Pet?’ on Active Learn** |
| Year 2 Activity | Discuss what they have learned about orang-utans and decide what is relevant to the Big Question.  The children write facts to pass on to Ellie, and then identify and explain further potential problems with keeping an orang-utan as a pet. |
|  |  |  |
| Thursday | Year 1 & 2 | * Use a selection of items/photos of items (e.g. lead, pet food, basket, toy, grooming brush) to discuss caring for pets. Discuss pets’ needs and owners’ responsibilities (e.g. feeding, exercise, health). * What would Ellie need for an orang-utan? * Read screens 6-8 of *All About Orang-utans* to find answers.   Discuss the information in relation to caring for an orang-utan.  Daily routine: *Would an orang-utan sleep in a basket?*  Finding food: *How would you feed an orang-utan?*  Zoos: *Why do orang-utans in zoos need exercise?*  Ask the children to picture Ellie at home caring for an orang-utan. |
|  | Year 1 Activity | Discuss what Ellie would need to care for an orang-utan.  Create ‘Things you need’ list, each child choosing one item to include from ‘**What would an orang-utan need?’ on Active Learn**.  A reduced number of items could be provided, if appropriate. |
| Year 2 Activity | Discuss what Ellie would need to care for an orang-utan.  Create ‘Things you need’ list, discussing which items to include from ‘What would an orang-utan need?’ and then adding other ideas using information from the eBook. |
|  |  |  |
| Friday | Year 1 & 2 | Reading for pleasure  I have uploaded an eBook onto the website called ‘The Zoo Vet’.  Please read and enjoy! |
|  |  |  |

**Maths**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Monday | Year 1 | LO: To be able to Read the time to the half hour on analogue clocks.  Show 2 o’clock on the analogue clock on **Clock tool**, on **Active learn** and then half past 2.  Tell children:   * *This is the time half an hour later.* * *The hour hand is half way between 2 and 3 to show it is half way between 2 and 3 o’clock, and the minute hand is half way round the clock.* * *The minute hand moves round the clock each hour.* * Move the minute hand on half an hour and ask the chn to join in as you count on steps of half an hour: *half past 2, 3 o’clock, half past 3, 4 o’clock…* * Ask children to stand and use their arms to show 12 o’clock. *Now show me half past 12.* * *What time will it be half an hour later?* * *Show me 3 o’clock.* * *Now show me the time half an hour later. And half an hour later?* |
|  | Year 2 | LO: Telling time to nearest quarter on analogue clocks.   * In advance, colour the right hand side of the analogue clock on **‘Blank analogue and digital clocks’** **on Active learn** (or you can draw it out), yellow and the left hand side blue. * Draw on long and short hands to show 3 o’clock. * *When it’s 1/4 past something, which number does the long hand point to?* * *Redraw the long hand to point to 3, showing quarter past.* * Explain that on this special clock, when the long hand is in the yellow it is a ‘past’ time. * Ask the children to chant *Yellow Past.* * Redraw the hands to show 1/4 to 3. * *How long is it until the hour hand gets to the next o’clock time? It is 1/4 of an hour before the next o’clock time so we call this time ‘1/4 to’*. * The minute/long hand is now in the blue half of the clock, which shows us it is a ‘to’ time. * Ask children to chant several times *Blue To.* * Draw 1/2 past 5. * Ask children what time they see. * Agree that it could be half past or half to, but the norm is to say half past. Show other 1/4 past/to and 1/2 past times, reminding children of Yellow Past and Blue To. |
|  |  |  |
| Tuesday | Year 1  Activity | LO: To be able to Read the time to the half hour on analogue clocks.  Recap what the children learnt yesterday.  Children fill in missing times in a timeline with intervals of 1/2 an hour worksheet **‘ timeline’ on Active learn**. They choose 2 times and draw what they might be doing at this time of day. You can use the **Clock tool**, on **Active learn** to complete this. |
|  | Year 2 | LO: Telling time to nearest quarter on analogue clocks.  Recap what the children learnt yesterday.  Look at the clocks on ‘**Telling the time – half past and quarter past/to’ on Active learn** and discuss the times and write the answers.  *What would they be doing at that time?*  Children write times (in words) underneath pictures of analogue clocks (1/4 past, 1/2 past and 1/4 to).  Challenge children to find times 1/4 and 1/2 hour later. |
|  |  |  |
| Wednesday | Year 1 | * Launch **Clock tool**, on **Active learn** and show both analogue and digital displays. * Set time to 10 o’clock. * Remind children that the number before the 2 dots tells us the hour, the number after the 2 dots tells us how many minutes it is past the hour. * Choose 1/2 hour as the interval and click to advance the 2 clocks. * *How has the digital clock changed?* * *It’s now 30 minutes after 10 o’clock.* * *There are 60 minutes in one whole hour and 30 minutes in half an hour.* * *We read this time as ten thirty.* * Repeat, advancing the clocks by 1/2 an hour. |
|  | Year 2 | * Display/draw/ **Clock tool**, on **Active learn** and show 4 geared analogue clocks showing 3 o’clock, 1/4 to 4, 1/4 to 3 and 1/4 past 3. * *All these times are in the afternoon.* * *Which one is the earliest?* * *Latest?* * *Write times in order from the earliest to the latest.* * Now show these times on a digital clock on [Clock tool](https://www.activelearnprimary.co.uk/resource/169971). * Remind them that 3:00 is 3 o’clock and that 3:15 is quarter past because 15 minutes is a quarter of an hour (60 minutes). * Repeat to show 3:30 and 3:45, stressing these times as digital and analogue. |
|  |  |  |
| Thursday | Year 1 | Play game on Active learn  O’clock or half past |
|  | Year 2 | Play game on Active learn  Bingo! 2.28a |
|  |  |  |
| Friday | Year 1 | Play game on Active learn  Talking and listening 32: Ordering clocks |
|  | Year 2 | Play game on Active learn  Marching Madness 2.18a |
|  |  |  |

**Topic**

|  |  |
| --- | --- |
| Science 1 | LO: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Watch the video on this link about how plants grow. It’s a BBC bitesize link.  [How do plants grow?](https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd)  Then Complete the quiz below the video at the bottom of that page. |
| Geography 1 | LO: To learn about the physical features of a forest.  Watch the video on this link about the different types of trees in the forest. This is a BBC link.  <https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-caledonian-forest/zk98qp3>  Activity  See if you can find any trees like the ones in the video near your house or in the garden.  Can you do some bark rubbings? |
| Geography 2 | Following on from yesterday’s lesson:  Can you find some leaves and identify what tree they come from?  You could use the ‘Tree identification display poster’ on the school website to help you. |
|  |  |