**Monet Planning**

Timetable

15.06.20

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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 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 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 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 | Art 1 | Art 1 |
| 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 **word search** and a **read, write, spell, check sheet** to help the children learn the spellings on the school website.

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| Spellings  | Year 1 | LO: To learn words with the suffix –un.unhappy, undo, unload, unfair, unlock, unwrap, unzip, untidy, unwell, unkind. |
|  | Year 2 | LO: To learn homophones and near homophones.be, bee, quite, quiet, bare, bear, one, won, son, sun.  |

Another way to learn spellings could be to:



Draw the template in the picture if you can’t print it.

Have the word written on a strip of paper for the ‘say it’ section.

Write some letters on small bits of paper if you don’t have any magnetic letters for the ‘make it’ section.

Then the children can write the words in the ‘write it’ section.

**English**

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| Monday | Year 1 & 2 | * Show **‘Wild animal expert’** assigned on Active learn.
* Which questions must the text answer?
* Order the questions in order of importance.
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| Activity | * Discuss a heading for each key question, e.g. ‘Habitat’, ‘Food’ ‘Growing up’. Write these headings on a piece of paper.

Demonstrate using the headings to plan and note ideas for a report/book on a particular animal. Discuss ideas. Note key words and important details. |
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| Tuesday | Year 1 & 2 | Recap yesterday’s lesson. |
| Activity | The children use their completed copies of ‘**Wild animal expert’** assigned active learn to note down key words and ideas under the headings from the sheet yesterday. If not, they may research an animal or use the information gathered. |
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| Wednesday& Thursday | Year 1 & 2 | LO: To write a mini non-fiction book or report (using features noted when reading)* Display ‘**Non-fiction eBook**’ assigned on **school website**, and the notes from the previous session.
* Add the heading. Then model saying, improving and writing an opening sentence for that section. Involve the children in saying and improving one or two subsequent sentences giving more detail. Encourage use of subordination and co-ordination to develop ideas in sentences.

Demonstrate rereading to check the writing makes sense and sentences link together. |
| Year 1 Activity | The children design and write their own non-fiction reports using the plan and notes they made yesterday. Prepare ‘**eBook template’**, ‘**Non-fiction report A’ or Non-fiction report B’** assigned on school website with the section headings from yesterday, and photos and captions if required. Encourage rehearsing each sentence before writing and rereading to check sense. |
| Year 2 Activity | The children design and write their own non-fiction reports using the plan and notes they made yesterday, and ‘**eBook template’**, ‘**Non-fiction report A’ or Non-fiction report B’** assigned on school website for structure.Encourage rehearsing each sentence before writing and rereading to check sense. |
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| Thursday | Year 1 & 2 | See Wednesday |
|  | Year 1 Activity |  |
| Year 2 Activity |  |
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| Friday | Year 1 & 2 | Reading for pleasureI have uploaded an eBook onto the school website called ‘The best dress ever’.Please read and enjoy |
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**Maths**

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| Monday | Year 1 | LO: To be able to find totals to 20p.* On **Money Tool** assigned on **Active learn** show 12 pennies.
* *How many more pence would I have to find to make 20p?*
* *Is there a number fact that can help me with this problem?*
* Discuss with them, e.g. 2 + 8 = 10 or they might know 12 + 8 = 20.
* Hop 8 jumps on the **money line** assigned on **Active learn** to get to 20 and then add 8 more coins to the 12 at the bottom and count to 20 together. Use a new money line and this time mark on 15p.
* Stick 15 pennies underneath.
* Explain that this could also be a 10 pence coin and a 5p coin (both make 15p).
* *How many more pennies would I need to make 20p now?*
* Encourage them to use their number bonds facts but less confident children can count to 20 to work out the answer. 15p + 5p = 20p.
* Hop along the money line to 20p counting as they go.
* Add 5 pennies to the 15 below the line and count altogether to check that it also totals 20.
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| Activity | * Give children some pennies.
* Prepare cards with numbers from 10p to 19p written on them and place face down on the table.
* Ask them to pick a card e.g. 18p.
* They count out that number of pennies each and place them in a line.
* *Do you know a number fact that can help us work out how many more pennies we need to add to make 20p?*
* Draw out that 18 + 2 = 20.
* So we need to add on 2 more pennies to make 20p!
* Children count out another 2p and add it to their line.
* They count them altogether to check there are 20 pennies.
* They write a number sentence: 18p + 2p = 20p.
* Then they pick a new card to get a new number of pennies.
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|  | Year 2 | LO: Placing 2-digit numbers on a number line.* Launch [**Number line tool**](https://www.activelearnprimary.co.uk/resource/191094) assigned on **Active learn** and show a line from 0–100 with only 0 and 100 labelled and no other marks.
* *Where can we mark 47?*
* *What number could we place on the line to help?*
* Discuss how it would be helpful to mark on 50. *Where is 50 on this line? Half-way, so 47 is a little bit before this.*
* *Where is 27?*
* *What number could we mark on to help?*
* *And where is 25 on this line?*
* *How do you know?*
* *Where is 70 on this line?*
* *Is it nearer 50 or 100?*
* Continue and mark on all multiples of 10.
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| Activity | Complete worksheet ‘**Year 2 Placing numbers on a 0-100 number line**’ on school website. |
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| Tuesday | Year 1Activity | LO: To be able to find totals using other number facts. Show pictures of toys labelled with different prices. ‘**Using number facts to add prices-toys**’ assigned on **Active learn**.Ask children to look at the variety of toys and see how quickly they can add pairs together. Remind them that the quickest way of adding is to look for number facts that they already know. These might be doubles, number facts to 10 or 20, near 10s, etc. Children choose two toys to add together that use some of these number facts, e.g. 6p + 6p using doubles, 14p + 6p using number bonds to 20, etc. Children record the number sentences in their books. They explain the number facts that they used to work them out.Complete worksheet on school website ‘**Year 1 Adding 3p, 4p, and 5p’**. |
|  | Year 2Activity | LO: To be able to round 2-digit numbers to nearest 10.* Display a 0–10 number line on [**Number line tool**](https://www.activelearnprimary.co.uk/resource/191094) assigned on Active learn, point to 8 and ask Is this closer to 0 or 10? 10!
* Explain that we call this rounding to the nearest 10.
* Repeat for other numbers.
* Spend time talking about 5: although it is in the middle we always round **up** to the 10 above.
* Write 33.
* Which 10s is this between?
* Show a 30–40 landmarked line.
* Point at 33. Is it closer to 30 or 40?
* Say a 2-digit number, chn find it on a ‘0**–100 number line (0-60)’ and ‘0–100 number line (60-100)’** assigned on **Active learn**, mark it, then circle the nearest 10 (or point it out).
* Check they agree on the answer and discuss misconceptions or misunderstandings.
* Repeat.
* Ensure you include rounding up, rounding down and numbers ending in 5.
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| Wednesday | Year 1Activity | LO: To be able to find totals adding 10 or 20 pence. * Point to 60p on a **0–£1 money line** assigned on **Active learn**.
* *What is 60p add 10p?*
* *Do we need to count on in ones?*
* Draw a jump labelled + 10p from 60p to 70p.
* Point to 70p and repeat.
* *What number sentence can we write?*
* Point to 20p.
* *What is 20p add 10p?*
* Draw a jump from 20p to 30p labelled + 10p.
* *As we’re just adding on 10 we don’t need to count on all the numbers in between*.
* Write 42p + 20p.
* *How can we work this out?*
* Draw out that we add on two 10ps.
* Draw 2 jumps of 10p.
* *What happens to the ones?*
* They stay the same it is only the tens that change amounts.
* Give chn **0–£1 money line** assigned on **Active learn.**
* Write an amount on a sheet.
* Children find that amount, e.g. 50p on their number line.
* The price has just gone up by 20p.
* What is the new price?
* Children draw hops of 20p or 2 hops of 10p on their number lines to find the new amount.
* Ask them to explain how they worked this out and check everyone has the same answer.
* Repeat with new amounts, adding 20p each time including 80p and reinforce that this total is 100p or £1.
* Extend children to add 30p using the same method.
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|  | Year 2Activity | LO: To be able to place 3-digit numbers on a beaded line.* Show children a 101 to 200 square on [**Number square tool**](https://www.activelearnprimary.co.uk/resource/169976) assigned on **Active learn**.
* Count from 101 to 200, pointing to the numbers as you do so.
* Discuss how these numbers have the same pattern as those from 1 to 100, i.e. the multiples of 10 are at the end of the rows, and the ones digits are the same in a column.
* Hide some numbers whilst children close their eyes.
* Ask children to work out the missing numbers & explain how they did so. Show a **0–100 beaded line assigned** on **Active learn**.
* *We’re going to change this 0–100 beaded line to a 100 to 200 beaded line.* Amend 0 to 100, & 100 to 200.
* *What should we change 10 to?*
* *And 20?*
* Repeat for each multiple of 10.
* Count in 10s from 100 to 200.
* *Where should we mark 149 on this line?*
* *How do you know?*

Complete worksheet ‘**Year 2 Number lines’** assigned on **school website**. |
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| Thursday | Year 1 | Play **Marching Madness 1.20** assigned on Active learn. |
|  | Year 2 | Play **Starfish Strike 2.11** assigned on active learn. |
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| Friday | Year 1 | Play **Addition Facts SL1.7** assigned on active learn. |
|  | Year 2 | Play **‘Ordering numbers SL2.1** assigned on active learn. |
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**Topic**

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| Science 1 | LO: To learn about bee’s and how honey is made.Watch this video clip from BBC about bee’s;[BBC bitesize ks1-how-honey-is-made](https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-how-honey-is-made/z7j76v4)If you have lavender outside pick some and bring it in the house, so the children can drink in the scent as they view the clip.Place the lavender on an outside window sill and ask children to photograph any butterflies or bees attracted to it and email them to the school.Ask the children: "If you had a bee hive, where would you put it?" Discuss a suitable site in the local area.The bees need somewhere sheltered, but with plenty of flowers nearby: a park perhaps, or a school garden.When they're on a shopping trip, the children could check the honey jars to see whether the honey is local or comes from far away.The children can also enjoy sampling a little bread and honey, too. |
| Science 2  | LO: To learn about bee’s and how honey is made.Read through the PowerPoint slide ‘**Honeybees**’ assigned on school website.Then complete the worksheet ‘**How honey is made’.** |
| Science 3 | LO: To learn about the life cycle of a bee.Read through the PowerPoint slides ‘**all about the life cycle of a bee’.**Then complete the worksheet ‘**bee life cycle activity sheet’.** |
| Art 1 | Can you produce some artwork about bees? Here are some pictures for inspiration.2nd grade honey bees- these have been a big hit! I am posting this one from my last class so you can see how value played into the lesson by the third time I had taught it.A mixture of #drawing, #printing and #papercut. #artclass #arteducation…Yarn Wrapped Bees ~ Simple Bug Crafts for KidsSimple Bumble Bee Art Project for Kids (Perfect spring craft for toddlers, preschoolers, and kindergarteners!)~ BuggyandBuddy.com |