

**Swift Class Maths Planning for week beginning 1/6/20**

	Learning objective	Overview and activity	Resources school will provide	Resources to source from home
<b>M o n d a y</b>	Use the language of volume and capacity	Vocabulary: <b>full, empty, half-full, half-empty, nearly full, nearly empty.</b> Put water in the cups beforehand to match the above descriptions. Which cup is full? Which cup is half-full? etc until all the cups have been identified. Are any the same? (half-full and half-empty look the same). <b>Activity: Write out labels using the vocabulary above. Can you put water into empty cups to match each label? Draw and label them in your book.</b>	-Class Dojo lesson video to watch	Several cups, all the same size -Bucket of water -Card or paper to make signs for cups
<b>T u e s d a y</b>	Explore non-standard units for measuring capacity	<u>Capacity: how much a container can hold.</u> We are going to measure the capacity of each container (how much it can hold). Show how to use a cup to see how many cups of water each container can hold (fill the container first then use the cup to empty it, counting as you go). <b>Activity: Draw a table in your book with the container names A, B, etc. down the left side and capacity at the top. Estimate the capacity of each container first and order them. Which will hold the most/least? Test actual capacity using cups - were there any surprises?</b>		-Bucket of water -One cup for measuring -Various containers, labelled a, b, c etc.
<b>W e d n e s d a y</b>	Investigate volume and capacity	See whole school capacity and volume maths sheet. <b>Activity: Complete activity on the first page, then try the Swift class challenge.</b>	Whole school maths task sheet Thirsty picture cards	-Various containers (cup, vase, mug, etc) labelled a, b, c etc. -Measuring jug (1litre minimum)
<b>T h u r s d a y</b>	Compare and order amounts	Put 1 litre of water in a jug, bucket, bottle etc. Is it the same amount regardless of which container it is in? (1l is 1000 ml). Recap < > = symbols in relation to less than, greater than and equal to 1litre: the pointy end of the symbol always points to the lower amount, and the wider, open end of the symbol always points to the greater amount. The equals symbol means the amounts are the same. <b>Activity: Draw a table in your book showing container names A, B etc. down the left side and &lt;, &gt; and = across the top. Test each container to see which hold more than, less than or equal to 1 litre and record the results in your table.</b>	-Class Dojo lesson video to watch	-1 litre container -Bucket of water -Various containers, labelled a, b, c etc.

<b>F</b> <b>r</b> <b>i</b> <b>d</b> <b>a</b> <b>y</b>	Explore volume using standard units	<p><u>Volume</u>: how much is in a container. When and how do we measure volume at home? Measuring medicine, milk for pancake mix, plant food for watering can etc.</p> <p><b>Activity: Collect a range of equipment and explore transferring water from one into another. Now, try measuring some amounts using the scale. Which is the best for measuring 5ml of water? How about 100 ml? How about 1l?</b></p>	-Class Dojo lesson video to watch	-Range of equipment for measuring volume e.g. medicine syringes/ spoons/ cups, measuring spoons for cooking, baby bottle, measuring jug
<b>Additional maths activities</b>				
<b>Maths workbook</b>	Complete <u>one section per day</u> .		Schofield and Sims maths workbook	
<b>Fluency</b>	<p><b>Times tables:</b> Learn 2, 5 and 10 times table</p> <p><b>Doubles and halves</b> up to 20</p> <p><b>Number bonds</b> to 10 and 20 (Y1 and Y2) and to 100 (Y2)</p>			<a href="http://www.topmarks.co.uk/maths-games/hit-the-button">www.topmarks.co.uk/maths-games/hit-the-button</a> or <a href="https://ttrockstars.com/">https://ttrockstars.com/</a> (Y2 only - needs login)

Swift Class English Planning for week beginning 1/6/20

	Learning objective	Overview and activity	Resources school will provide	Resources to source from home
<b>M o n d a y</b>	To listen and respond accordingly	Talk about menus you have seen and establish what they are for and how we use them. Look at some real menus <b>Activity: Role-play ordering from a menu (as server and customer). Consider tone of voice, politeness, formal language, listening and answering questions carefully.</b>	-Examples of menus	-Real menus (takeaway or online ones)
<b>T u e s d a y</b>	To explore and identify the features of menus	Look again at some real menus (takeaway or online ones). Identify the features that are common to many of them. <b>Activity: Label the features on the menus (you could use post-it notes or stick the menu onto paper/your book and annotate it) from the list that you can spot.</b>	-Class Dojo lesson video to watch -List of features of a menu -Examples of menus	-Real menus (takeaway or online ones)
<b>W e d n e s d a y</b>	Y1 phonics: To read and write words containing split digraphs.  Y2 spelling: To use the apostrophe for contraction.	<b>Y1 phonics focus:</b> split digraphs revision. Watch Class Dojo phonics lesson video. <b>Y1 Activity:</b> read the <i>Dragon Bake Off</i> comic at: <a href="https://phonicsplaycomics.co.uk/comic_ph5a_dragon_bake_off.html">https://phonicsplaycomics.co.uk/comic_ph5a_dragon_bake_off.html</a> . Draw a table with five columns. Identify the words with split digraphs from the comic and write them in your table, according to whether they are a_e, e_e, i_e, o_e or u_e. <b>Choose one word from each column and write a sentence using it. Challenge: Choose two or three words from one column and use them in a sentence using them all, e.g. <i>My name is Jane and I like games.</i> You could cover the words and test your spelling as you write them.</b>  <b>Y2 spelling rule:</b> using the apostrophe for contraction (to show when letters are missing from a word e.g. <i>have not/haven't, I will/I'll, they would/they'd</i> . Watch the lesson video at <a href="http://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt">www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt</a> . <b>Activity: Play pairs matching game at: <a href="http://www.learninggamesforkids.com/vocabulary-games/contractions/contraction-memory-match.html">www.learninggamesforkids.com/vocabulary-games/contractions/contraction-memory-match.html</a> Play contractions game at: <a href="http://www.education.com/game/space-apostrophes/">www.education.com/game/space-apostrophes/</a> <b>Then, match the contractions on the sheet (copy into books). Write a sentence using each contracted word, or make your own pairs matching game by writing the words onto cards.</b></b>	-Class Dojo lesson videos (Y1) to watch -Dragon Bake Off comic  -Contractions matching worksheet	Phonics Play login: Username - march20 Password - home  -Blank cards to make pairs game (optional)
<b>T h u r s d</b>	To use adjectives to describe nouns	Put simply, expanded noun phrases are made up of one noun (name of a thing) and at least one adjective (describing word). If more than one adjective is used to describe the noun, they are usually separated by a comma. Look at these examples: <b>Activity: Choose a noun card, read it and stick (or write) it in your book. Think of several relevant adjectives to describe it and write them around the noun e.g. chocolate cake – gooey, delicious, sweet. Using those nouns and chosen adjectives, write some of your favourite</b>	-Food-related noun cards (print and cut or copy onto pieces of paper) -Adjectives word mat	

a y		expanded noun phrases below, as you might see them on a menu e.g. Delicious, gooey chocolate cake served with cold, vanilla ice cream		
F r i d a y	To write a menu	Discuss which type of menu you will be writing and which features it will have. Plan a rough overview.  <b>Activity: write own menu - see whole school writing sheet.</b>	-Success criteria (on whole school writing task sheet)	
<b>Additional English activities</b>				
<b>Reading</b>	<u>20 minutes per day</u> reading aloud to an adult.		School reading books, reading record	Magazines, comics, cookery books etc
<b>Reading comprehension workbook</b>	Complete <u>one section per week</u> .		Schofield and Sims comprehension workbook	

### Swift Class Planning for Topic: Food

Complete at least one lesson from this section per day – there are two or three sessions per subject which could be done as one extended session or as separate ones on different days.

Subject	Learning objective	Overview and activity	Resources school will provide	Resources to source from home
Science	To find out what humans need to stay healthy	What do humans need to stay healthy? Watch this Bitesize clip: <a href="http://www.bbc.co.uk/bitesize/topics/z9vyvcdm/articles/zxvkd2p">www.bbc.co.uk/bitesize/topics/z9vyvcdm/articles/zxvkd2p</a> - and make a note of the things we need: <i>balanced diet, lots of water, exercise, good hygiene, sleep</i> . Talk about and what each one means. <b>Activity: write a diary for a few days. Make a note of anything you do each day that helps you stay healthy</b> e.g. eat an apple, do Joe Wicks PE, brush teeth etc.	-Diary template (optional)	
	To describe the importance of eating the right amounts of different types of food	Use this NHS Eatwell guide interactive resource and read the information about each food group <a href="http://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a> <b>Activity: Sort real or play foods into food groups, discussing how much of each it is recommended to eat each day.</b> <b>Then draw/write foods onto either a paper plate (with divisions for each group drawn on) or the Eatwell plate template.</b>	-Eatwell plate info sheet -Eatwell plate template	-Examples of food (play food or real) from each of the food groups -Paper plate (optional)
Design Technology	To evaluate different foods	Which fruits do/don't you like? Are there any you haven't tried? <b>Activity: taste a selection of fruits. Do a small sketch (or stick a photo) of each one and annotate it with taste, smell, texture and a score out of five.</b>		Selection of fruits for tasting
	To research favourite fruits	What are your favourite fruits? We are going to survey everyone in the room to find out our favourite fruits and make a pictogram to match. Show a list of fruits to choose from (suitable for a skewer): melon, strawberries, banana, etc. Ask chn to vote for their favourite (at home, you could ask extra friends or family members over the phone or facetime!) Watch <a href="http://www.bbc.co.uk/bitesize/clips/zg4d2hv">www.bbc.co.uk/bitesize/clips/zg4d2hv</a> - video about pictograms. <b>Activity: create a pictogram showing favourite fruits. Discuss and answer questions about it: Which fruit was most/least popular? How many MORE people liked ___ than ___? etc.</b>	-Fruit pictogram template (optional)	
	To make a design based on research	Which fruits were our favourites? We are going to design a fruit skewer based on our research using the most popular fruits. <b>Activity: Design a fruit skewer based on favourites - draw and label it. Then write a recipe for it like the example one either using the writing frame or straight into books, using the structure of the example.</b>	-Example recipe for fruit skewers -Recipe writing frame sheet (optional)	
Geography	To locate countries on a map	Where does our fruit come from? Some fruits are grown in the UK - apples, pears, blackberries, cherries, strawberries etc. Have you seen any fruits growing on trees/ bushes? Others are brought here from warmer climates because of the conditions they need to grow. <b>Activity: Look at real fruit packaging to find the country of origin. Find the country on a world map and label by drawing a line with a ruler and writing the name of the fruit.</b>	-World map with countries	-Real fruit packaging (to find countries of origin)

	To know the location of hot and cold areas of the world in relation to the Equator and North and South Poles.	Some fruits are better suited to growing in warmer climates. Warm climates are found close to the equator - an invisible line that goes around the Earth at its widest point and is closest to the sun. Look at a globe and find the equator. Watch clip <b>from 0:55secs</b> : <a href="http://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39">www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39</a> . <b>Activity: on a world map, mark and label</b> <b>-the Equator</b> <b>-the North Pole</b> <b>-the South Pole</b>	-Blank world map	-Globe if you have one
PSHE	To know the importance of keeping my mind healthy.	Keeping our minds healthy - mindfulness: slowing down and noticing the here and now. <b>Activity ideas: Sitting still, blowing bubbles and focusing on each one as it fills, flies away and pops OR mindfulness colouring</b> - colour the initial letter of your name. Think about things that begin with that letter: <a href="http://www.kidspuzzlesandgames.co.uk/coloring-sheets/alphabet-letters-coloring-sheets#colouring-page">www.kidspuzzlesandgames.co.uk/coloring-sheets/alphabet-letters-coloring-sheets#colouring-page</a>		-bubbles -colouring pens/pencils and mindfulness colouring print out
	To recognise what makes me special.	<a href="http://www.youtube.com/watch?v=igmU0b65WCU">www.youtube.com/watch?v=igmU0b65WCU</a> sing the Good to be me song. Why is it good to be you? What makes you (and everyone) a special person? <b>Activity: Draw a self portrait. Write around it the things that make you, you.</b>		Drawing equipment
Art	To look at the works of a famous artist	-Have a look at Cezanne's still life paintings. (Google 'Cezanne fruit still life' and look at the images). This short video explains how he set up his still lifes and how important the basic shapes were to him: <a href="http://www.youtube.com/watch?v=k0SrEiEcpRM">www.youtube.com/watch?v=k0SrEiEcpRM</a> . What do you like/dislike about Cezanne's work? Why? <b>Activity: Spend some time setting up your own still-life (a simple fruit bowl, tablecloth and fruit) - reposition the objects until you are happy that it looks good. Take a photo of the still-life.</b>		-fruit, tablecloth, bowl (plus more objects if you wish)
	To draw shapes, positions and sizes carefully	Watch this tutorial video <a href="http://www.youtube.com/watch?v=OFAyglFImuw">www.youtube.com/watch?v=OFAyglFImuw</a> up to 3:28sec. <b>Activity: Using either your photo or the real still-life if it's still set up, lightly sketch the outlines in pencil, looking very carefully at the objects - draw simple shapes and try to get the right sizes and positions.</b>		-paper -pencil
	To mix colours and use paint effectively	Continue to watch this tutorial video <a href="http://www.youtube.com/watch?v=OFAyglFImuw">www.youtube.com/watch?v=OFAyglFImuw</a> from 3:28sec <b>Activity: Add paint to make your picture look realistic - (you could use crayons, oil pastels etc if you don't have paints). Keep looking at the still life and try to match the colours carefully.</b>		-paints (or crayons, chalks etc if you don't have paints.) -paintbrush
<b>Additional topic activities</b>				
PE	Create a food-themed dance and make a video of it.			
Music	<a href="http://www.youtube.com/watch?v=y4uQ4OFTzIE">www.youtube.com/watch?v=y4uQ4OFTzIE</a> learn the menu song and record yourself singing along. You could learn to sign it too, or add your own sounds using musical instruments.			