

**Swift Class Maths Planning for week beginning 8/6/20**

	Learning objective	Overview and activity	Resources school will provide	Resources to source from home
<b>M o n d a y</b>	To recognise British coins and notes	Vocabulary: <i>pounds, pence, penny, coin, note</i> Look at British coins and notes. Can you recognise all of them? Can you arrange them from smallest to greatest value?  <b>Activity: Either complete the Coin Detectives sheet (colouring coins according to their value) or draw around/make rubbings of real coins and label them with their value.</b>	-Class Dojo lesson video to watch -Images of coins and notes	Coins 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 and notes £5, £10, £20 if you have them (if not, use images instead)
<b>T u e s d a y</b>	To make totals using coins	Vocabulary: <i>total</i> Practise adding two or three coins, remembering that the value of each is not 1, but the value of the coin, e.g. 2p + 5p + 10p = 17p  <b>Activity:</b> <b>Either - Coin totals sheet and challenge</b> <b>Or - set up a shop, labelling each item with an amount, and use coins (and notes) to make the amounts and pay for the items.</b>	- Coin totals sheet	-Real coins or plastic coins (and notes) -Items for shop (toys, food etc)
<b>W e d n e s d a y</b>	To explore different ways of making the same amount	Vocabulary: <i>amount</i> See whole school money maths sheet.  <b>Activity: Complete activity on the first page, then try the Swift class challenge.</b>	Whole school maths task sheet	-Real coins or plastic coins -Items for fruit and veg shop
<b>T h u r s d a y</b>	To find change from 10p or 20p	Vocabulary: <i>change, count on</i> Explain why we sometimes get change back from a shopkeeper. Role play this as shopkeeper and customer. Model how to work out change by counting on from the amount the item costs to the amount paid, e.g. if an apple cost 10p and I paid with a 20p coin, I would get 10p change because 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 is ten more when we count on from 10. I also know that 10+10=20.  <b>Activity: Buy items for less than 10p or less than 20 p and find the change (use number bonds to work these out or count on if they don't know their bonds to 10 or 20).</b>	-Class Dojo lesson video to watch	-10p or 20p coin - Items labelled to buy for a range of prices less than 10p or 20p.

<b>F r i d a y</b>	To find change from 20p or £1	Recap how to find change. Today we'll either pay with 20p or £1 and find the change by counting on (or knowledge of number bonds to 20 or 100).  <b>Activity: Buy items for less than 20p or less than £1 and find the change (use number bonds to work these out or count on if they don't know their bonds to 20 or 100).</b>		-20p or £1 coin - Items labelled to buy for a range of prices less than 20p or £1.
<b>Additional maths activities</b>				
<b>Maths workbook</b>	Complete <u>one section per day</u> .		Schofield and Sims maths workbook	
<b>Fluency</b>	<b>Times tables:</b> Learn 2, 5 and 10 times table <b>Doubles and halves</b> up to 20 <b>Number bonds</b> to 10 and 20 (Y1 and Y2) and to 100 (Y2)			<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://trockstars.com/">https://trockstars.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 explore and identify the features of information leaflets.	Talk about leaflets you have seen or have at home and establish what they are for and how we use them. Look at some real leaflets and discuss the features you can see.  <b>Activity: Identify and label the features of information leaflets.</b>	-List of features of a leaflet -Examples of leaflets	-Real leaflets
<b>T u e s d a y</b>	To research and make notes.	Read the information at <a href="http://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a> . You can also do some additional research using books or the internet if you wish.  <b>Activity: Make notes of the important points you want to include in your leaflet. Decide on which sections/subheadings/diagrams your leaflet will have, ready to write it on Friday.</b>	-Class Dojo lesson video to watch	<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>W e d n e s d a y</b>	Y1 phonics: To read and write words containing long aei spelling  Y2 spelling: To use the apostrophe for possession.	<b>Y1 phonics focus:</b> alternative spellings of long ai sound – common ones: <b>ai, ay, a_e</b> . <b>Y1 Activity: Roll and read sheet</b> - roll a die (Google an interactive one if you can't find one at home) and choose a word to read from that row. Cover it and write it in your book. Challenge: think of and say a sentence for each word you read. Write the sentence in your book.  <b>Y2 spelling rule:</b> using the apostrophe for possession (when something belongs to someone/ something), e.g <i>mum's bag; Daniel's bike, the cat's dinner</i> . <b>Activity: In book, write sentences using the possessive apostrophe about each picture on the sheet.</b>	-Roll and read sheet  - Possessive apostrophes sheet -Class Dojo lesson videos (Y2) to watch	Phonics Play login: Username - march20 Password - home
<b>T h u r s d a y</b>	To use conjunctions to extend my sentences	Conjunctions are 'joining words' which we can use to extend a sentence or join two equal clauses to make one longer sentence. Examples of conjunctions: <b>and, but, so, or, when, if, because</b> . Have a go at this online quiz to get familiar with using conjunctions appropriately: <a href="http://www.educationquizzes.com/ks1/english/conjunctions/">www.educationquizzes.com/ks1/english/conjunctions/</a>  <b>Activity: use my sentence starters (from sheet) and add a conjunction to extend them, e.g.</b> It is important to eat a balanced diet <i>so we can stay healthy</i> . We must not eat too much sugar <i>because it is not good for us</i> . Write complete sentences in books. Make up some of your own using the research you did on Tuesday.	-Conjunctions word mat -Sentence starters	<a href="http://www.educationquizzes.com/ks1/english/conjunctions/">www.educationquizzes.com/ks1/english/conjunctions/</a>

<b>F r i d a y</b>	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>	-Class Dojo lesson video to watch -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.

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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.			