











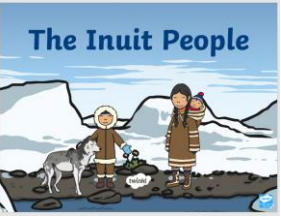


HPPS Weekly Home Learning 2020 – 2021

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	Maths More and Fewer	Literacy Power of Reading: Iris and Isaac	Phonics Weekly Phonemes: ch, sh, th, ng, ai	HPPS Creative (Topic) Cold Places: The Inuit Community
Monday	<p>Today we are going to look at the vocabulary “more, fewer and the same.”</p>  <p>Choose an item in your house to use. This could be lego bricks, spoons, teddies etc.</p> <p> GREEN – count out 5 objects. Split them into two groups. Label which group has more and which has fewer.</p> <p> AMBER – count out 8 objects. Can you sort them into two groups where one has more and one has fewer?</p> <p> RED – count out 13 objects. Split them into 3 groups. One group must have more and 2 must be the same. Which are the groups with fewer objects?</p> <p>Upload photos/videos of your work onto Seesaw. Make sure there are labels of the vocabulary.</p>	 <p>Have a look at the picture of the northern lights on the seesaw template. Ask your child to think of any words to write around the picture to describe what you can see. Remember to encourage them to use phonics to write the words. You can use the sound mat attached to this document to help then or can record your child saying the words if they struggle to remember the letters.</p>	<p>Daily Grapheme: ch</p> <p>Revisit: Watch the daily Phonics video. Encourage your child to join in saying the phoneme when the grapheme (letter card) is shown. Encourage them to read the tricky words.</p> <p>Teach: On the daily Phonics video, encourage your child to say the new phoneme, practise writing the grapheme and join in blending and reading the words containing the new phoneme (sound).</p> <p>Daily Grapheme: ch Words: chip, chop, chill, chug, chess</p> <p>Practise: Play the ch word and picture match game on SeeSaw.</p> <p>Apply: Read the differentiated Chilli Challenge words and sentences. Start at the green and read the words/sentences to red and read as much as possible. Read the words/sentences to them so that they can write them.</p>	<p>The Inuit Way of Life</p>  <p>Watch the video, ‘The Inuit Way of Life’ on Youtube: https://www.youtube.com/watch?v=Btz4LNaxF4c</p> <p>Discuss what you have seen in the video. Does this look the same or different to how we live in the UK? How is it different?</p>










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Tuesday	<p> GREEN – play a drawing game with your grown up. On a piece of paper each draw an object e.g. circles, stars. Hide your paper from each other. Stop and see who drew more and who drew fewer. Label each drawing with the vocabulary “more” and “fewer.” Take a picture of your drawings and upload to Seesaw.</p> <p> AMBER – Look at the ten frames on the red task. Ask your child to talk about what they can see. Identify the frame with more and fewer. Complete the sentences underneath.</p> <p> RED –Look at the pictures of groups of objects on Seesaw. Count how many there are in each group. Label the groups with the number of objects as well as more and fewer. Use the writing tool to write on the work.</p>	<p></p> <p>We are going to look at features of a letter as we will be writing one later this week. Look at the letter on seesaw from Iris to Isaac telling him about what he has seen. Can you label it with the right words?</p>	<p>Daily Grapheme: sh</p> <p>Revisit: See above</p> <p>Teach: See above</p> <p>Daily Grapheme: sh</p> <p>Words: shop, fish, dish, shell</p> <p>Practise: Using the template on SeeSaw, write words in the boxes to match each of the sh pictures.</p> <p>Apply: Read the differentiated Chilli Challenge words and sentences. Start at the green and read the words/sentences to red and read as much as possible. Read the words/sentences to them so that they can write them.</p>	<p>The Inuit People</p> <p></p> <p>Read the information about the Inuit People on the PowerPoint added to Seesaw. Discuss what you have learnt.</p>
Wednesday	<p> GREEN – look at the pictures of dominoes. Count the number of dots. Which end has more and which has fewer? Move the labels to the correct part of the domino.</p>	<p>Write a letter in response to Iris from Isaac. Think about the things Isaac saw and how he would tell Iris. Use the template on seesaw to support your writing. It would be lovely though, to see some handwritten letters, adults can take a photograph of these and upload to seesaw. Alternatively, you could voice</p>	<p>Daily Grapheme: th/th</p> <p>Revisit: See above</p> <p>Teach: See above</p> <p>Daily Grapheme: th</p>	<p>The Inuit People</p> <p></p>



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	<p> AMBER - Look at the number on the sheet. What is one more than this number? You can count to work this out or use the number line attached to this task.</p> <p> RED - complete the task without using the number line.</p>	<p>record/video your child speaking what Isaac would say.</p>	<p>Words: moth, bath, path / that, them, this</p> <p>Practise: Using the template on SeeSaw, sort the words into the hard and soft th sound.</p> <p>Apply: Read the differentiated Chilli Challenge words and sentences. Start at the green and read the words/sentences to red and read as much as possible. Read the words/sentences to them so that they can write them.</p>	<p>How are the Inuit people similar to or different from us? Look at their environment, homes, clothes, transport. Draw a picture in each box and, if you can label each of the pictures that you have drawn.</p>
Thursday	<p> GREEN – count out objects on the pictures. Draw one more object. How many do you have now? Complete the sentence underneath.</p> <p> AMBER – count out a number of objects. Take one away. How many do you have now? Complete the sentence _____ is one less than _____. For example 5 is one less than 6.</p> <p> RED – look at the pictures of objects. Record how many there are. Cross one out. How many are there now? Complete the sentence underneath.</p>	<p>Think about the part of the story where Iris and Isaac were not friends. Can you think of a time you fell out with a friend or sibling? Grown ups – ask the children these questions:</p>  <ul style="list-style-type: none"> • What made you fall out? • How did you feel? • How did you make friends again? • How did you feel when you were friends again? <p>You can have a go at writing or recording your answers and uploading to the seesaw task.</p>	<p>Daily Grapheme: ng</p> <p>Revisit: See above</p> <p>Teach: See above</p> <p>Daily Grapheme: ng Words: ring, sing, bang, thing</p> <p>Practise: Using the template on Seesaw, play the game of 'Cross the River' with ng words.</p> <p>Apply: Read the differentiated Chilli Challenge words and sentences. Start at the green and read the words/sentences to red and read as much as possible. Read the words/sentences to them so that they can write them.</p>	<p>Hobbies</p> <p>The Inuit children have a range of hobbies. Discuss with your child what a hobby is and talk about what their hobbies are.</p>  <p> Draw a picture of your hobby and talk about what your hobbies are.</p> <p> Label using single words what you have drawn in your pictures.</p>

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				 Write a sentence(s) to talk about why that is your hobby e.g. I like football. I can play with my friends. <i>Children should use their phonic knowledge to write their labels or sentences.</i>
Friday	<p>CHALLENGE DAY!!</p> <p>Collect your group of objects. Start at a number larger than 1. Each time you add an object complete the sentence _____ is one more than _____</p> <p>For example I have 3 spoons. I put 1 more down. "4 is one more than 3."</p> <p>How far can you count to? Can you reverse the process for one less?</p>	<p>Imagine you are Iris and Isaac's friend. Can you give them some advice about how to be better friends? What would you tell them? How do we solve our friendship problems at school/at home? Why is it better to be friends than not friends?</p>	<p>Daily Grapheme: ai</p> <p>Revisit: See above</p> <p>Teach: See above</p> <p>Daily Grapheme: ai Words: rain, pain, main, tail</p> <p>Practise:</p> <p>Apply: Read the differentiated Chilli Challenge words and sentences. Start at the green and read the words/sentences to red and read as much as possible. Read the words/sentences to them so that they can write them.</p>	<p>Music</p> <p>Watch the video of the Inuit song being performed. https://www.youtube.com/watch?v=M1GUengQGAQ</p> <p>Make an instrument using any objects in your house and perform your favourite song.</p> 

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Daily Activities

Daily Raving Reading: Read for at least 15 minutes and record it in your home reading record. Remember there is a reward if you read and record every day!

Name writing: Please ensure that your child practises writing their name 1-2 times per day, encourage them to write it on every piece of work they complete with you.

Practise blending words in word books – if given

Practise letter formation using the formation below, teach children the letter names of the letters that they are writing.



Useful Online Resources

<https://www.oxfordreadingbuddy.com/uk>

<https://www.purplemash.com/sch/horton-bd5>

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<https://www.phonicsplay.co.uk/>

<https://uk.ixl.com/>

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Before reading the book:

Encourage the child to handle the book and hold it the correct way around.

Can you find the front cover?

What can you see on the front cover?

What might this book be about?

Can you find/point to the title?

What might happen in the story?



During the reading of the book:

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.

What is happening on this page?


What might happen next?

What does this word mean?

Do you like ...?

What might happen at the end of the story?

Can you turn to the next page?



After reading the book:

Encourage the child to talk about what happened in the book.

What happened in the story?

What happened to this character?

What did you find out?

Did you like this book? Why?

What was your favourite part?

Who was your favourite character?

