

Please use the links below to help you learn at home. You can do this work on the computer or in your Home Learning book and upload it onto Seesaw. It is important to complete all the work to ensure you keep up with the learning we are doing in school.

	Maths	Reading	Writing	Spelling/Phonics	HPPS Creative
Monday	<p><b><u>Division revisited</u></b>  <b>Numbers up to 30</b>  <b>LI: To use knowledge of division</b>  <b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Read the division sentence</li> <li>Use the counters/cubes to help you share</li> <li>Share into groups</li> <li>Record the answer</li> </ul> <p>Read the number sentences            Find objects around the house/school to build or share            Find the answer            Record the correct answer  <b>See activity on SeeSaw</b></p> <p><b>Numbers up to 20</b>            Read the number sentences            Find objects around the house/school to build or share            Find the answer            Record the correct answer  <b>See activity on SeeSaw</b></p> <p><b>Recognising double of a number – simple numbers up to 10.</b>  <b>See activity on SeeSaw</b></p>	<p><b>Big Cat Book</b></p>	<p><b>Focus:</b> Class text: How to Find Gold: Understanding story sequence            Weekly spellings:  <b>what, please, little</b></p> <p>Watch/listen to the story:  <a href="https://www.youtube.com/watch?v=TQoYF8d7Sto">https://www.youtube.com/watch?v=TQoYF8d7Sto</a></p> <p>Read the story then discuss the characters, setting and events.</p> <p>Talk partners: identify beginning/middle/end of story.            What do the characters want to do?            What problem do they have? Do they achieve their goal? How do they achieve their goal?</p> <p>Role-play            Mixed ability groups: Work in groups of three. One person to narrate the story. One person will play the role of Anna and one person to play the role of Crocodile.            Each group to perform for the class at the end.</p> <p>T/TA support children with orally composing their sentences and recalling events.</p> <p>Class text to be accessed on Seesaw:  <a href="https://app.seesaw.me/#/activities/library?my_activities&amp;promptId=prompt.0300c6ad-d50a-46d9-ab81-73187a46c315">https://app.seesaw.me/#/activities/library?my_activities&amp;promptId=prompt.0300c6ad-d50a-46d9-ab81-73187a46c315</a></p>	<p><b>Focus:</b> alternative spelling of n sound (gn)            Tricky words: their, going  <b>Phase 5 group</b>            Recap phase 2/3/5 sounds.  <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a></p> <p>Complete activity to practise new words with gn sound:            Sound out the phonemes to blend the words, then match the words to the pictures.</p> <p>Use the words to write own sentences.            See activity on seesaw:  <a href="https://app.seesaw.me/#/class/class.1cabf004-6b1b-43ee-91b6-e83bb07bd1a3">https://app.seesaw.me/#/class/class.1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</a></p> <p><b>Phase 2/3 group</b>  <b>Focus sound: y</b>  <b>HF words: and, no, go, to, the</b>            Complete Phase 2 flashcards sounds recall on  <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a>            Read the words with the y sound and complete the roll and read game.            Activity uploaded onto seesaw.</p>	<p><b>Focus:</b> Art – understanding mood in Artwork</p> <p>Look at the pictures and discuss the colours and shapes they can see. Discuss the objects/faces/facial expressions. Identify the media used and what the artist is trying to show through the paintings.            Chn share their view about how the paintings make them feel and why. Focus on colours/shapes/tones/thin/thick lines.            Doe a bright or dull painting affect how they feel about it?  <b>LI: to understand mood in paintings.</b>  <b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Discuss what you can see</li> <li>Discuss how the painting makes you feel</li> <li>Record your answers</li> </ul> <p><b>LI: to understand mood in paintings.</b>            Discuss what you can see, and how the paintings make you feel.            Label the drawings using the word bank.  <b>Activities accessible on seesaw:</b>  <a href="https://app.seesaw.me/#/activities/library?my_library">https://app.seesaw.me/#/activities/library?my_library</a></p>

<p>T u e s d a y</p>	<p><b><i>Division revisited</i></b>  <b><i>Numbers up to 30</i></b>  Read the number sentences  Use dots or tally marks to share the number into groups  Find the answer  Record the correct answer  <b>See activity on SeeSaw</b></p> <p><b><i>Numbers up to 20</i></b>  Read the number sentences  Use dots or tally marks to share the number into groups  Find the answer  Record the correct answer  <b>See activity on SeeSaw</b></p> <p><b>Recognising double of a number – simple numbers up to 15.</b>  <b>See activity on SeeSaw;</b></p>	<p><b><i>Big Cat Book</i></b></p>	<p><b>Focus:</b> Class text: How to Find Gold: Understanding story sequence  <b>Watch/listen to the story:</b>  <a href="https://www.youtube.com/watch?v=TQoYF8d7Sto">https://www.youtube.com/watch?v=TQoYF8d7Sto</a></p> <p><b>Independent_ carpet area</b>  <b>LI: To check that my writing makes sense.</b></p> <p>Listen to the story and discuss order of events.  Cut out the pictures and order them to show sequence of the story.  Record sentences on the story board under each picture.</p> <p><b>Modified</b>  <b>Guided groups O/B</b>  Sequence the story pictures as a group. In pairs discuss what is happening in each picture. Orally compose full sentences.  Model writing a sentence on the board using a capital letter and full stop.  Read the completed sentence together as a group.  <b>LI: To use a capital letter and full stop</b>  Success Criteria: <ul style="list-style-type: none"> <li>o Say your sentence orally</li> <li>o Write your sentence</li> <li>o Use capital letters at the beginning of sentences</li> <li>o Use full stops at the end of sentences</li> </ul> <b>Independent_ reading area</b>  <b>LI: To identify the end sounds in words.</b></p> <p>Order the pictures to show the sequence of the story.  Retell the story to a partner.  Use sticky note to label the pictures.  Activities accessible on seesaw:</p>	<p><b>Focus:</b> alternative spelling of n sound (kn)</p> <p><b>Phase 5 group</b>  Recap phase 2/3/5 sounds.  <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a></p> <p>Complete activity to practise new words with kn sound:  Sound out the phonemes to blend the words, then match the words to the pictures.</p> <p>Use the words to write own sentences.  <b>See activity on seesaw:</b>  <a href="https://app.seesaw.me/#/class/class.1cabf004-6b1b-43ee-91b6-e83bb07bd1a3">https://app.seesaw.me/#/class/class.1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</a></p> <p><b>Phase 2/3 group</b>  <b>Focus sound: z</b>  <b>Watch the speedy flash cards first to review sounds</b>  <a href="https://wordwall.net/resource/9360211/speedy-flashcards-phase-3">https://wordwall.net/resource/9360211/speedy-flashcards-phase-3</a></p> <p><b>z words snap game with playing cards.</b></p> <p><b>Complete reading and spelling activity on Purple Mash.</b>  <a href="https://www.purplemash.com/#tab/pm-home/literacy/phonics/phonics_phase_3/phonics_phase_3_cloze">https://www.purplemash.com/#tab/pm-home/literacy/phonics/phonics_phase_3/phonics_phase_3_cloze</a></p>	<p><b>Focus:</b> Art – understanding mood in Artwork  <b>LI: To ask questions about the work of an artist.</b></p> <p>Purple – writing area  Independent</p> <p>Look at a portrait by Henri Matisse. Discuss what you would like to know. Record questions you would like to know about the painting.</p> <p>Yellow – carpet area  Independent</p> <p>Look at a portrait by Henri Matisse. Discuss what you would like to know. Work as a group to record questions on sticky notes for each painting.</p> <p><b>Modified</b>  Talk about <b>emotion</b>. What does the word emotion mean? What kinds of emotions do we experience on a day-to-day basis.  Talk about <b>color</b>. How do certain colors make us feel? Why?  Talk about <b>line</b>. What kinds of lines are there? Straight, jagged, squiggly, zig-zag, etc.  Ch draw lines (using pencil on newsprint) based upon certain feelings. IE: draw happy lines, draw angry lines, etc.</p> <p><b>LI: To create mood in art work.</b>  <b>Success criteria:</b> <ul style="list-style-type: none"> <li>o Look at a portrait by Henri Matisse</li> <li>o Discuss what colours, shapes and types of lines you see</li> <li>o Identify emotions and feeling you see in the painting</li> </ul> </p>
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W e d n e s d a y	<p><b><i>Division revisited</i></b>  <i>Using and applying learning</i>  <i>Building number sentences by looking at the amounts of groups and numbers shared</i>  <b>Numbers up to 30</b>  Count the total number of objects  Count the number of groups  Count the number in each group  Use this learning to write your division number sentence  <b>See activity on SeeSaw</b></p> <p><i>Using and applying learning</i>  <i>Building number sentences by looking at the amounts of groups and numbers shared</i>  <b>Numbers up to 20</b>  Count the total number of objects  Count the number of groups  Count the number in each group  Use this learning to write your division number sentence  <b>See activity on SeeSaw</b></p> <p>Recognising double of a number – numbers up to 20.  Use the water area and the pebbles to build the ladybird to show what the number is when it is doubled.  <b>See activity on SeeSaw</b></p>	<b><i>Big Cat Book</i></b>	<p><b>Focus:</b> Class text: How to Find Gold: Character description.  Watch/listen to the story:  <a href="https://www.youtube.com/watch?v=TQoYF8d7Sto">https://www.youtube.com/watch?v=TQoYF8d7Sto</a>  Discuss the characters from the story. Who is the main character? What do the characters look like? What do they do in the story? What do we know about them?</p> <p><b>Independent-Reading area</b>  LI: To use capital letters for names. Discuss what you know about Anna. What is her appearance like? How would you describe her character? What do we know about her? Complete the role on the wall activity as a group.  Yellow - Writing area  LI: To use capital letters for names. Write a character description of Anna.</p> <p><b>Modified : Independent</b>  Blue – Reading area  LI: To use capital letters and full stops.  Record some key words to describe Anna’s appearance and character around her picture. Then use the words to record sentences describing Anna.</p> <p>Orange -Creative area  LI: To use capital letters and full stops. Draw a picture of Anna and write a sentence to describe her.</p> <p><b>Guided</b>  LI: To use the end sound in words.  <b>Success Criteria:</b>  <ul style="list-style-type: none"> <li>o Sound out the word</li> </ul> </p>	<p><b>Focus:</b> alternative spelling of ‘r’ sound (wr)</p> <p><b>Phase 5 group</b>  Recap phase 2/3/5 sounds.  <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a></p> <p>Read the words with the wr sound  ten play the dice game.</p> <p>Identify the correct spelling with the wr sound.  <a href="https://wordwall.net/resource/161395/english/spelling-aut12-r-sound-spelt-wr">https://wordwall.net/resource/161395/english/spelling-aut12-r-sound-spelt-wr</a></p> <p><b>Phase 2/3 group</b>  <b>Focus sound: zz</b>  Complete Phase 2 flashcards sounds recall on  <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a></p> <p>Sort the real and nonsense words:  Uploaded onto seesaw</p> <p><b>https://app.seesaw.me/#/class/class.1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</b></p> <p>Flip the tiles to read the words.  <a href="https://wordwall.net/resource/44758/english/cvc-flip-tiles-u">https://wordwall.net/resource/44758/english/cvc-flip-tiles-u</a></p>	<p><b>Focus:</b> Art – understanding mood in Artwork</p> <p>Talk about <b>emotion</b>. What does the word emotion mean? What kinds of emotions do we experience on a day-to-day basis.  Talk about <b>color</b>. How do certain colors make us feel? Why?  Talk about <b>line</b>. What kinds of lines are there? Straight, jagged, squiggly, zig-zag, etc.  Ch draw lines (using pencil on newsprint) based upon certain feelings. IE: draw happy lines, draw angry lines, etc.</p> <p>LI: To create mood in art work.  <b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>o Look at a portrait by Henri Matisse</li> <li>o Discuss what colours, shapes and types of lines you see</li> <li>o Identify emotions and feeling you see in the painting</li> <li>o Imitate the work to create your own painting</li> </ul> <p><b>Modified : Independent</b>  LI: To ask questions about the work of an artist.</p> <p>Blue – writing area</p> <p>Look at a portrait by Henri Matisse. Discuss what you would like to know. Record questions you would like to know about the painting.</p> <p>Orange/Red– carpet area  <b>Independent</b></p>

			<ul style="list-style-type: none"> <li>○ Identify the end sound</li> <li>○ Record words to describe Anna</li> </ul> <p>Activities accessible on seesaw:  <a href="https://app.seesaw.me/#/activities/library?my_library">https://app.seesaw.me/#/activities/library?my_library</a></p>		<p>Look at a portrait by Henri Matisse. Discuss what you would like to know. Work as a group to record questions on sticky notes for each painting.</p> <p>Activities accessible on seesaw:  <a href="https://app.seesaw.me/#/activities/library?my_library">https://app.seesaw.me/#/activities/library?my_library</a></p>
<p>T h u r s d a y</p>	<p><b>Division revisited</b>  HA/MA – Colour by division worksheets  HA – Colour by dividing in 5's  MA – colour by dividing in 2's</p>	<p><i>Big Cat Book</i></p>	<p><b>Focus:</b> sentence structure</p> <p>independent  LI: To use the conjunction 'and'  Complete the sentences by adding the conjunction 'and' in the correct places.  Write sentences to describe the pictures and extending them using 'and'.</p> <p><b>Modified</b>  Writing area – independent  LI: To write sentences that makes sense.  Look at the pictures and discuss what is happening. Order the words and place into a sentence to describe what is happening in the picture. Write the sentence on a whiteboard.</p> <p>Carpet area – independent  LI: To identify the initial and end sound in words.  Look at the pictures and discuss what is happening. Choose the correct words to complete the sentences.  Complete the sentence by writing the name of the setting at the end of each sentence.  Activities accessible on seesaw:  <a href="https://app.seesaw.me/#/activities/library?my_library">https://app.seesaw.me/#/activities/library?my_library</a></p>	<p><b>Focus:</b> Alternative spelling of 'm' sound (mb)  <b>Phase 5 group</b></p> <p>Recap phase 2/3/5 sounds.  <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a></p> <p>Sort the words:  <a href="https://wordwall.net/resource/4175395/phonics/kn-gn-wr-mb-mn-gh-gu">https://wordwall.net/resource/4175395/phonics/kn-gn-wr-mb-mn-gh-gu</a></p> <p><b>Phase 2/3 group</b>  <b>Focus sound: qu</b>  Complete Phase 2 flashcards sounds recall on  <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a></p> <p><b>Complete reading and spelling activity on Purple Mash.</b>  <a href="https://www.purplemash.com/#tab/pm-home/literacy/phonics/phonics_phase_3/phonics_phase_3_cloze">https://www.purplemash.com/#tab/pm-home/literacy/phonics/phonics_phase_3/phonics_phase_3_cloze</a></p>	<p>PPA – RE/PSHE</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p>	<p><b>Number bonds revisited</b></p> <ul style="list-style-type: none"> <li>Exceptionally able – x2/x5 table</li> <li>HA – Bonds to 20</li> <li>MA – Bonds to 10/20</li> <li>LA – Pre bonds to 5/Bonds to 10</li> </ul>	<p><b>Big Cat Book</b></p>	<p><b>Focus:</b> high frequency word work</p> <p>Read the words and use them in a sentence. Work with a partner to check that the words have been spelt correctly and the sentence makes sense. Use a conjunction to extend the sentences.</p> <p><b>Modified</b> Writing area – independent L1: To write sentences that makes sense. Practise reading and spelling high frequency words. Use the read/cover/write sheets to support.</p> <p>Creative area – independent Look at the pictures and identify the words. Choose the correct letters/sounds to complete the spelling of the words.</p> <p>Activities accessible on seesaw: <a href="https://app.seesaw.me/#/activities/library?my_library">https://app.seesaw.me/#/activities/library?my_library</a></p>	<p><b>Focus:</b> recap weekly sounds <b>Phase 5 group</b> Access the website below: Review of all sounds. <a href="https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials</a></p> <p>Practise using the words: their and going, in sentences.</p> <p>Sort the words: <a href="https://wordwall.net/resource/4175395/phonics/kn-gn-wr-mb-mn-gh-gu">https://wordwall.net/resource/4175395/phonics/kn-gn-wr-mb-mn-gh-gu</a></p> <p><b>Phase 2/3 group</b> Complete Phase 2 flashcards sounds recall on <a href="https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</a></p> <p>Read the real and nonsense words: <a href="https://wordwall.net/resource/11648030/phonics/phase-3-real-nonsense-words">https://wordwall.net/resource/11648030/phonics/phase-3-real-nonsense-words</a></p> <p>Complete the reading and spelling activity on purple mash: <a href="https://wordwall.net/resource/11648030/phonics/phase-3-real-nonsense-words">https://wordwall.net/resource/11648030/phonics/phase-3-real-nonsense-words</a></p>	<p>DT</p>
	<p><b>Daily Activities</b></p> <p><b>Daily Raving Reading:</b> 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</p> <p><b>Daily Maths:</b> Login and practise times tables Rockstars ( <a href="https://trockstars.com/">https://trockstars.com/</a> )</p>		<p><b>Useful Online Resources</b></p> <p><a href="https://www.oxfordreadingbuddy.com/uk">https://www.oxfordreadingbuddy.com/uk</a></p> <p><a href="https://www.mathletics.com/uk/">https://www.mathletics.com/uk/</a></p> <p><a href="https://www.purplemash.com/sch/horton-bd5">https://www.purplemash.com/sch/horton-bd5</a></p> <p><a href="https://www.bbc.co.uk/bitesize/levels/z3g4d2p">https://www.bbc.co.uk/bitesize/levels/z3g4d2p</a></p> <p><a href="https://uk.ixl.com/">https://uk.ixl.com/</a></p>		

