

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
M o n d a y	<p>Revisit multiplication through repeated addition – use the numicons to build the different number sentences, and through counting the total amount of numicon, the amount in each numicon and then the total, work physically to build the sentences and then find the answers</p> <p>Revisit multiplication through repeated addition – use the numicons to build the different number sentences, and through counting the total amount of numicon, the amount in each numicon and then the total, work physically to build the sentences and then find the answers</p> <p>Reconsolidate number recognition and build onto recognising teen numbers.</p>	<p><b><u>Big Cat Books</u></b></p> <p><b>P – Jump on, Jump off</b> To make simple inferences using the text and the inference fan strands – read pages 2-5 and identify/record the answers.</p> <p><b>Y – The Best Vest Quest</b> To make simple inferences using the text and the inference fan strands – read pages 2-5 and identify/record the answers.</p> <p><b>B – Down the River</b> Provision based learning – Use the creative area to make a boat and then label the different parts of your boat.</p> <p><b>O – In the Big Box</b> Use the creative area to design a boat and then label the different parts of their boat.</p> <p><b>R – Ducks Socks</b> Use the role and read it frames to play the ck sound together and then read the words.</p>	<p><b>Focus:</b> Class text: How to Find Gold: Innovating a story Weekly spellings: <b>Why, why, when</b> 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. 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><b>Guided</b> <b>LI: To use capital letters for names.</b> <b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>o Choose a new character</li> <li>o Choose a new setting</li> <li>o Choose a new problem</li> <li>o Record ideas using the planning template</li> </ul> <p><b>Modified</b> <b><u>Independent</u></b> <b>LI: To use a capital letter and full stop.</b> Choose new characters and a setting for your story. Draw pictures and label them below. Use the pictures to help you.</p> <p><b>Independent_ reading area</b> <b>LI: To identify and write the end sounds in words.</b> Look at the picture and identify the sounds in the words. Write the end sound, then copy the word underneath.</p>	<p><b>Focus:</b> alternative spelling of s sound (st) Tricky words: people, would, or <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>Play clear the board game with a partner.</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: sh</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 sh sound and complete the roll and read game. Activity uploaded onto seesaw.</p>	<p><b>Focus:</b> Geography: The four UK countries Show the UK as the map on it's own. Pinpoint on the globe. How many countries are there in the UK? What is a capital city and what are they called? What country do we live in? What is our capital city? <b>LI: To identify major cities in the UK.</b> Complete the chart to show capital cities and countries to match the flags. Colour the four different countries on the UK map. <b>LI: To name and locate the four countries and capital cities of the UK.</b> <b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>o Name the four countries in the UK.</li> <li>o Identify these on a map</li> <li>o Label the countries using the word bank</li> <li>o Add the names of capital cities to the map</li> </ul> <p><b>LI: To understand that the UK is made up of four countries.</b> <b>Cut up the outline of the four UK countries and stick them in the correct places on the map of the UK.</b> 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 u e s d a y</p>	<p>Revisit multiplication through repeated addition – use the numicons to build the different number sentences, and through counting the total amount of numicon, the amount in each numicon and then the total, work physically to build the sentences and then find the answers</p> <p>Revisit multiplication through repeated addition – use the numicons to build the different number sentences, and through counting the total amount of numicon, the amount in each numicon and then the total, work physically to build the sentences and then find the answers</p> <p>Reconsolidate number recognition and build onto recognising teen numbers.</p>	<p><b><u>Big Cat Books</u></b></p> <p><b>P – Jump on, Jump off</b> To make simple inferences using the text and the inference fan strands – read pages 2-5 and identify/record the answers.</p> <p><b>Y – The Best Vest Quest</b> To make simple inferences using the text and the inference fan strands – read pages 2-5 and identify/record the answers.</p> <p><b>B – Down the River</b> Provision based learning – Use the creative area to make a boat and then label the different parts of your boat.</p> <p><b>O – In the Big Box</b> Use the creative area to design a boat and then label the different parts of their boat.</p> <p><b>R – Ducks Socks</b> Use the role and read it frames to play the ck sound together and then read the words.</p>	<p><b>Focus:</b> Class text: How to Find Gold: Innovating a story Watch/listen to the story: <a href="https://www.youtube.com/watch?v=TQoYF8d7Sto">https://www.youtube.com/watch?v=TQoYF8d7Sto</a></p> <p><b>Independent_ Writing area</b> <b>LI: To check that my writing makes sense.</b></p> <p>Discuss your characters and setting. Identify the main events in your story. Discuss what the problem will be in the story and how it will be solved. Complete the story plan.</p> <p><b>Modified</b> <b>Guided groups O/B</b> 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 capital letters and full stops.</b> <b>SC:</b></p> <ul style="list-style-type: none"> <li>○ Discuss your characters and setting</li> <li>○ Identify the main events in your story</li> <li>○ Complete the story plan</li> </ul> <p><b>Independent</b> <b>LI: To write the initial and end sound in words.</b></p> <p>Use the different pictures of story characters to create your own character. Label the picture. 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 z sound (s)</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 se sound: Sound out the phonemes to blend the words: play cross the river game.</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: th</b> Watch the speedy flash cards first to review sounds <a href="https://wordwall.net/resource/9360211/speedy-flashcards-phase-3">https://wordwall.net/resource/9360211/speedy-flashcards-phase-3</a></p> <p>Sort the real and nonsense words.</p> <p>Complete reading and spelling activity on Purple Mash. <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> Geography: The four UK countries</p> <p><b>LI: To identify major cities in the UK.</b> Complete the chart to show capital cities and countries to match the flags. Colour the four different countries on the UK map.</p> <p><b>Reading Area</b> Read the information about famous London landmarks. Fill in the missing word and match the text to the picture.</p> <p><b>Modified</b> <b>LI: To name some cities in the UK.</b> <b>Blue</b> Look at an Atlas and find a map of England. Identify three different cities on the map and record them.</p> <p><b>Orange</b> <b>Creative Area</b> Colour in the flags to match the four UK countries. Use the display poster as a guide.</p> <p><b>Red</b> <b>LI: To name and locate the four countries and capital cities of the UK</b> <b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Name the four countries in the UK.</li> <li>• Identify these on a map</li> <li>• Cut and stick the names of the countries and capital cities on to the UK map</li> </ul>
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<p>W e d n e s d a y</p>	<p>Revisit multiplication through repeated addition – building on from the day before, this time use the resources to support and understanding of abstract views of repeated numbers. Review numicon adding as repeated addition. Focus is to write a formal multiplication sentence.</p> <p>Revisit multiplication through repeated addition – building on from the day before, this time use the resources to support and understanding of abstract views of repeated numbers. Using numicons as a method to write sentences which are formal. Focus is to write a formal multiplication sentence.</p> <p>Reconsolidate number recognition and build onto recognising teen numbers – read the number and then match it to the correct amount shown – may use resources to support learning.</p>	<p><b><i>Big Cat Books</i></b></p> <p><b>P – Jump on, Jump off</b> To make simple inferences using the text and the inference fan strands – read pages 2-5 and identify/record the answers.</p> <p><b>Y – The Best Vest Quest</b> To make simple inferences using the text and the inference fan strands – read pages 2-5 and identify/record the answers.</p> <p><b>B – Down the River</b> Provision based learning – Use the creative area to make a boat and then label the different parts of your boat.</p> <p><b>O – In the Big Box</b> Use the creative area to design a boat and then label the different parts of their boat.</p> <p><b>R – Ducks Socks</b> Use the role and read it frames to play the ck sound together and then read the words.</p>	<p><b>Focus:</b> Class text: How to Find Gold: Innovating a story.. Watch/listen to the story: <a href="https://www.youtube.com/watch?v=TQoYF8d7Sto">https://www.youtube.com/watch?v=TQoYF8d7Sto</a></p> <p><b>Independent-Reading area</b> LI: To use full stops, question marks and exclamation marks correctly.</p> <p>Read the words and order them to make a sentence. Write the sentence and add a full stop, question mark or exclamation mark to complete it.</p> <p><b>Modified : Independent</b> Blue – Reading area LI: To construct sentences that makes sense.</p> <p>Read the words and order them into a sentence. Stick the words in order and read the sentence to check it make sense. Write the sentence underneath..</p> <p><b>Guided</b> LI: To use the end sound in words. Success Criteria:</p> <ul style="list-style-type: none"> <li>o Sound out and blend to read the word</li> <li>o Order the words for the caption to make sense</li> <li>o Stick the words in the correct order</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><b>Focus:</b> alternative spelling of ‘u’ sound (o)</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 o sound then play the dice game.</p> <p>Use the words in own sentences and check that the correct spelling has been used.</p> <p><b>Phase 2/3 group</b> <b>Focus sound: ch</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>Match the words to the pictures.</p> <p>Sort the real and nonsense words: Uploaded onto seesaw</p>	<p><b>Focus:</b> Geography: The four UK countries</p> <p><b>Yellow Reading Area</b> LI: To identify cities in the UK. Read the information about famous London landmarks. Fill in the missing word and match the text to the picture.</p> <p><b>Purple</b> Read the information cards and create a fact file about England.</p> <p><b>Modified : Independent</b> Construction area Orange Look at the pictures pf famous London landmarks Choose one to build using construction resources. Identify where the land mark is on a map of London.</p> <p>Blue – writing area LI: To identify cities in the UK.</p> <p>Highlight London on the map and record two facts about the city.</p> <p>Red– creative area Independent Look at a London Landmark and discuss what it is. Choose one land mark to paint a picture of and label.</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>
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<p>T h u r s d a y</p>	<p><b>Focus: Word Problems</b> Revisit multiplication through repeated addition – building on from the day before, this time use the resources to support and understanding of abstract views of repeated numbers. Review numicon adding as repeated addition. Focus is to write a formal multiplication sentence.</p> <p><b>Focus: Word Problems</b> Revisit multiplication through repeated addition – building on from the day before, this time use the resources to support and understanding of abstract views of repeated numbers. Using numicons as a method to write sentences which are formal. Focus is to write a formal multiplication sentence.</p> <p><b>Focus: matching amounts</b> Reconsolidate number recognition and build onto recognising teen numbers – read the number and then match it to the correct amount shown – may use resources to support learning.</p>	<p><b>Big Cat Books</b> <b>P – Jump on, Jump off</b> <b>Y – The Best Vest Quest</b> <b>B – Down the River</b> <b>O – In the Big Box</b> <b>R – Ducks Socks</b></p>	<p><b>Focus:</b> Tricky words</p> <p>independent Read the tricky word and make it using magnetic letters. Spell the word and use it in a sentence. Extend the sentence by using a conjunction.</p> <p><b>Modified</b> Writing area – independent Use a magnifying glass to find the letters to make a tricky word in the picture. Write the letters, then work out what the word could be. Spell the word correctly on the line.</p> <p>Carpet area – independent Make the Phase 2 tricky word using playdough and magnetic letters. Trace, then write the word.</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> Alternative spelling of ‘ear’ sound (ere) <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>Sound ort activity Sort words with the ‘ear’ and ‘ere’ sound</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: ng</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>PPA – RE/PSHE</p>
<p>F r i d a y</p>	<p><b>Off curriculum</b> <b>Red Nose Day.</b></p>	<p><b>Off curriculum</b> <b>Red Nose Day.</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</p>	<p><b>Focus:</b> recap weekly sounds <b>Phase 5 group</b></p> <p>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:</p>	<p>DT</p>

			<p>sentences.</p> <p><b>Modified</b>  Writing area – independent  LI: 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><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><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>  <a href="https://www.mathletics.com/uk/">https://www.mathletics.com/uk/</a>  <a href="https://www.purplemash.com/sch/horton-bd5">https://www.purplemash.com/sch/horton-bd5</a>  <a href="https://www.bbc.co.uk/bitesize/levels/z3g4d2p">https://www.bbc.co.uk/bitesize/levels/z3g4d2p</a>  <a href="https://uk.ixl.com/">https://uk.ixl.com/</a></p>		