



HPPS Weekly Home Learning 2020 – 2021

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>Place Value revisit Guided 1 Tens and ones revisited Build the numbers with the amount shown – partitioning numbers</p> <p>Guided 2 Tens and ones revisited Build the numbers with the amount shown – partitioning numbers</p> <p>IW Using their understanding of numbers to complete the correct sequence and then using the hundreds square to find different amounts between a given numbers.</p> <p>IW – Recalling knowledge of numbers between 10-20. Count the number of objects in the circle and write the amount next to it</p> <p>Provision: Maths Area: counting amounts using a feely bag and then partner repeats, fill in each amount and then discuss who has more or less – use page.8</p> <p>See Activities on SeeSaw: https://app.seesaw.me/#/activities/library?search&query=base%2010&grade_level=1&p</p>	<p>Big Cat Books P – Jump on, Jump off Guided work True/False/Prove it work Read through pages 2-7, read the statement and find the evidence to complete.</p> <p>Y – The Best Vest Quest Guided Work True/False/Prove it work Read through pages 2-7, read the statement and find the evidence to complete.</p> <p>B – Down the River IW Phonics based activity – phase 3 revision Read pages 2-7 and identify phonemes in a word in the text, ow/er/sh</p> <p>O – In the Big Box Phonics based – non text activity Phase 2 revision – Play the snakes and ladders phase 2 game.</p> <p>R – Ducks Socks Provision Area Creative – use the front cover of the book to design their own socks.</p>	<p>Focus: Class text: How to Find Gold: Innovating a story Weekly spellings: Was, there, where Watch/listen to the story: https://www.youtube.com/watch?v=TQoYF8d7Sto Read the story then discuss the characters, setting and events. Chn share their chosen characters and setting and discuss these with a partner. What would happen at the beginning, middle and end of the story. What would the problem in the story be? How will the problem be solved. PY Sustained writing LI: Use Phonics knowledge to write. Write own innovated story. Use story plan to support. Modified Blue LI: To write sentences that make sense. Use the story board to create a draft copy of your story. Use your story plan to help you. Read your work to check it makes sense. Orange LI: To use finger spaces. Use the Construction area resources to build a model of your story setting. Write a sentence to describe your setting. Sustained writing LI: To identify initial and end sounds. Record key words and phrases to match the pictures.</p>	<p>Focus: alternative spelling of ar sound (a) Tricky words: people, would, or Phase 5 group Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Play the family fortunes game: chn record three words they think are hidden on the board. Uncover the words to reveal them and give chn a point for each word that matches the ones on the board.</p> <p>Use the words to write own sentences. See activity on seeaw: https://app.seesaw.me/#/class/class_1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</p> <p>Phase 2/3 group Focus sound: ai HF words: was, with, will Complete Phase 2 flashcards sounds recall on https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Read the words with the ai word cards and match them to the pictures.</p> <p>Listen to words with the ai sound and spell them on whiteboards.</p> <p>Activity uploaded onto seesaw.</p>	<p>Focus: History: significant people from the past.</p> <p>Discuss who Florence Nightingale was and how she helped change the way patients in hospitals are looked after Identify what the problem in the hospitals were before she arrived.</p> <p>LI: To know about significant individuals from the past. SC:</p> <ul style="list-style-type: none"> o Discuss the state hospitals were in before Florence Nightingale arrived o Identify how conditions changed after she arrived o Record your ideas <p>Modified LI: To know about significant individuals from the past. Explain who Florence Nightingale was and what she did for the lives of ill and injured people. LI: To know how some individuals have helped us to have better lives. Draw pictures of what a hospital looked like before and after Florence Nightingale arrived. Activities accessible on seesaw: https://app.seesaw.me/#/activities/li</p>

	<p>romptId=prompt.0097cfc1-d7e4-4f32-9674-34700f275467</p>			<p>Provision Phase 5: Read sentences with the phase 5 sounds and match them to the pictures. Phase 3: Play the buried treasure game.</p>	<p>brary?my_library</p> <p>Provision Hot seating: think of questions you would like to ask Florence Nightingale. Draw /paint a picture of Florence Nightingale Research fact about her Create a fact file about her</p>
<p>T u e s d a y</p>	<p>Place Value revisit Guided 1 Using objects to continue finding the next number – developing understanding of numbers between 10-20.</p> <p>Guided 2 Tens and ones revisited Build the numbers with the amount shown – partitioning numbers</p> <p>IW Using their understanding of numbers to complete the correct sequence and then using the hundreds square to find different amounts between a given numbers.</p> <p>IW – Recalling knowledge of numbers between 10-20. Count the number of objects in the circle and write the amount next to it</p> <p>Provision: Maths Area: counting amounts using a feely bag and then partner repeats, fill in each amount</p>	<p><u>Big Cat Books</u></p> <p>P – Jump on, Jump off IW Roll on the wall – Read pages 6-7 and identify how the characters are feeling and what they are doing.</p> <p>Y – The Best Vest Quest Roll on the wall – Read pages 6-7 and identify how the characters are feeling and what they are doing.</p> <p>B – Down the River Guided Work Read pages 4-8 and read the questions on the golden tickets, then find the information from the text and record your answers.</p> <p>O – In the Big Box Guided Work Read pages 2 – 6 and read the questions on the golden tickets, then find the information from the text and record your answers.</p> <p>R – Ducks Socks Phonics Phase 2 – use CVC words to blend and read, then write these on their whiteboards – attempt to</p>	<p>Focus: Class text: How to Find Gold: Innovating a story Weekly spellings: Was, there, where</p> <p>Read the story then discuss the characters, setting and events. Chn share their chosen characters and setting and discuss these with a partner. What would happen at the beginning, middle and end of the story. What would the problem in the story be? How will the problem be solved.</p> <p>LI: Use Phonics knowledge to write. Discuss the main character from your story. Describe the character and explain what they did in the story.</p> <p>Modified Sustained writing LI: To use capital letters. Use the story board to create a draft copy of your story. Use your story plan to help you. Read your work to check it makes sense.</p> <p>Sustained writing LI: To identify initial and end sounds. Record key words and phrases to match the pictures.</p> <p>Provision: Write a character description for a character from our class text.</p>	<p>Focus: alternative spelling of ar sound (al) Tricky words: people, would, or Phase 5 group Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Playsound sort. Read the ar words and alternative spelling (al) words. Sort the words into columns under the ar/al sounds.</p> <p>Use the words to write own sentences. See activity on seeaw: https://app.seesaw.me/#/class/class_1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</p> <p>Phase 2/3 group Focus sound: ee HF words: was, with, will Complete Phase 2 flashcards sounds recall on https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Read the words with the ai and ee sounds and match them correctly to the pictures. Activity uploaded onto seesaw.</p>	<p>Focus: History: significant people from the past.</p> <p>LI: To know about significant individuals from the past. Read the information about Florence Nightingale and discuss what you know. Complete a fact file to show your understanding of what Florence Nightingale is well known for.</p> <p>LI: To know about significant individuals from the past. SC:</p> <ul style="list-style-type: none"> o Discuss the state hospitals were in before Florence Nightingale arrived o Identify how conditions changed after she arrived o Record your ideas <p>LI: To know how some individuals have helped us to have better lives. Sort the pictures to show the conditions of hospitals before and after Florence Nightingale arrived.</p>

	<p>and then discuss who has more or less – use page.8</p> <p>See Activities on SeeSaw: https://app.seesaw.me/#/activities/library?search&query=base%2010&grade_level=1&promptId=prompt.337a50e3-8e15-4f65-9b22-31a690b0a982</p>	<p>use in sentences.</p>	<p>Write an innovated version of our class text. Hot seating a character from the story.</p>	<p>Provision Phase 5: Read sentences with the phase 5 sounds and match them to the pictures. Phase 3: Play the buried treasure game.</p>	
<p>W e d n e s d a y</p>	<p>Place Value revisit Guided 1 Tens and ones revisited Build the numbers with the amount shown – partitioning numbers</p> <p>Guided 2 Tens and ones revisited Build the numbers with the amount shown – partitioning numbers</p> <p>IW Using their understanding of numbers to complete the correct sequence and then using the hundreds square to find different amounts between a given numbers.</p> <p>Water Area – Recalling knowledge of numbers between 10-20. Counting the number of objects and placing them into the correctly labelled pot – label pots with numbers between 10-20</p> <p>Provision: Maths Area: counting amounts using a</p>	<p><i>Big Cat Books</i></p> <p>P – Jump on, Jump off Phonics Use the phase 5 sentences to read and then answer the questions.</p> <p>Y – The Best Vest Quest Phonics Use the phase 4 sentences to read and then answer the questions.</p> <p>B – Down the River SPaG – Guided by the TA Read the sentences from the text and then use the chopped sentences to build the sentence.</p> <p>O – In the Big Box Phonics – Use their knowledge of phase 3 phonics to read the simple captions and then match this to the correct image.</p> <p>R – Ducks Socks Guided work</p> <ul style="list-style-type: none"> o Read pages 2 – 5 o Discuss what is happening o Know that Hip is yellow o Know that Hop is blue o Identify the different socks they are wearing 	<p>Focus: sentence structure</p> <p>LI: To use the suffixes er and est. Write sentences to compare the animals below using words with the suffixes er and est.</p> <p>Modified LI: To write simple sentences. Use the key words under each picture to write a sentence. Use a capital letter at the beginning of the sentence and a full stop at the end. Read your work to check it makes sense.</p> <p>LI: To identify initial and end sounds. Look at the pictures and discuss what you can see. Sound out and read the simple sentence starters and write a word to complete them.</p> <p>Provision: Write an innovated version of our class text. Hot seating a character from the story. Read the high frequency words, make them using magnetic letters and use them in a</p>	<p>Focus: alternative spelling of ‘ur’ sound (or) Tricky words: people, would, or Phase 5 group Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Read the words with the alternative ur sound and match them to the pictures.</p> <p>Use the words to write own sentences. See activity on seesaw: https://app.seesaw.me/#/class/class.1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</p> <p>Phase 2/3 group Focus sound: long oo HF words: was, with, will Complete Phase 2 flashcards sounds recall on https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Read the words with the oo sound. Sort the real and nonsense words. Activity uploaded onto seesaw.</p> <p>Provision</p>	<p>Focus: History: significant people from the past.</p> <p>Role-Play area: Hot seating Discuss what you know about the life of Florence Nightingale and think of questions you would like to ask her.</p> <p>LI: To know about significant individuals from the past. Read the information about Florence Nightingale and discuss what you know. Complete a fact file to show your understanding of what Florence Nightingale is well known for.</p> <p>LI: To know about significant individuals from the past. SC:</p> <ul style="list-style-type: none"> o Discuss the state hospitals were in before Florence Nightingale arrived o Identify how conditions changed after she arrived o Share your ideas <p>Adult to scribe ideas</p>

	<p>feely bag and then partner repeats, fill in each amount and then discuss who has more or less – use page.8</p> <p>See Activities on SeeSaw: https://app.seesaw.me/#/activities/library?search&query=base%2010&grade_level=1&promptId=prompt.047fad1f-9d10-48f4-959c-5373f577b044</p>		<p>sentence.</p>	<p>Phase 5: Phase 5 words buried treasure game. Phase 3: Play the buried treasure game.</p>	
<p>T h u r s d a y</p>	<p>Word Problems IW Investigating using numbers: Count in 5's to identify if you will reach 100, record counting in fives in their workbooks.</p> <p>Guided 1 Tens and ones revisited Building reasoning and fluency by counting the number of tens and ones and then recoring their amounts in sentences.</p> <p>Guided 2 – varied fluency Matching amounts to their representations and using a 20 frame to build the number shown.</p> <p>Maths Area – Use the bead strings to count the different amounts shown on the flash cards – flash cards from 1-20.</p> <p><i>Provision: Maths Area:</i> Use the hats to help you count the different colours and then build the part/whole model.</p>	<p><i>Big Cat Books</i> P – Jump on, Jump off SPaG - IW Read the sentence and use the book to help you correct the spelling mistakes. Write the correct spellings on top of the word</p> <p>Y – The Best Vest Quest SPaG – Guided Work Read the sentence and use the book to help you correct the spelling mistakes. Write the correct spellings on top of the word</p> <p>B – Down the River Phonics Use the phase 4 sentences to read and then answer the questions.</p> <p>O – In the Big Box Provision Use the creative area to make an aeroplane and use labels/captions to describe their model.</p> <p>R – Ducks Socks IW Reading and writing phase 2</p>	<p>Focus: Tricky words</p> <p>Independent Tricky words dominoes Read the phase 5 tricky words and work with a partner to match dominoes. Match all the words to complete the activity</p> <p>Modified Writing area – Read the words and use the magnetic letters to make them. Spell the word correctly on the line, and use the words to write your own sentences.</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: https://app.seesaw.me/#/activities/library?my_library</p> <p>Provision: Read the high frequency words, make them using magnetic letters and use them in a sentence. Retell the class text working</p>	<p>Focus: alternative spelling of ur sound (ear) Tricky words: people, would, or Phase 5 group Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Read the words with the alternative ur spelling. Play the ‘cross the golden bridge’ game.</p> <p>Use the words to write own sentences. See activity on seesaw: https://app.seesaw.me/#/class/class.1cabf004-6b1b-43ee-91b6-e83bb07bd1a3 Phase 2/3 group Focus sound: short oo HF words: was, with, will Complete Phase 2 flashcards sounds recall on https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Read the words with the long oo. Sort the short and long oo words. Spell some long oo words independently. Activity uploaded onto seesaw.</p>	<p>PPA – RE/PSHE</p>

	<p>See Activities on SeeSaw: https://app.seesaw.me/#/activities/library?search&query=base%2010&grade_level=1&promptId=prompt.132ec63d-9e69-48d3-8c50-483bb6e0d14f</p>	<p>words – making simple CVC words</p>	<p>with a partner or small groups. Use the laminated pictures and props to help.</p>	<p>Provision Phase 5: sound sort: alternative spelling ur Phase 3: sound sort: short/long oo.</p>	
<p>F r i d a y</p>	<p>Purple and Yellow Base 10 Bingo activity for reasoning and fluency with TA</p> <p>Work with TA to complete a Bingo game – TA has the Mastercard and the will build an amount using the base 10 blocks – children will then read this amount and find it on their bingo card – first child to get all in a row will win. Get children to swap their cards and then repeat.</p> <p>Maths Area – Use the tens and ones to build the different amount shown on the number strip.</p> <p>Creative Area – Reading the number from flash cards and then finger dotting this amount underneath to match: Instructions; print the activity sheet and children to finger dot inside, once dry stick into books or take picture to capture learning.</p> <p><i>Guided by Teacher</i> Reasoning and problem ordering numbers from</p>	<p><i>Big Cat Books</i></p> <p>P – Jump on, Jump off High Frequency word testing</p> <p>Y – The Best Vest Quest High Frequency word testing</p> <p>B – Down the River High Frequency word testing</p> <p>O – In the Big Box High Frequency word testing</p> <p>R – Ducks Socks High Frequency word testing</p>	<p>Focus: 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>Modified 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: https://app.seesaw.me/#/activities/library?my_library</p>	<p>Focus: recap weekly sounds Phase 5 group Access the website below: Review of all sounds. https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials</p> <p>Practise using the words: their and going, in sentences.</p> <p>Sort the words: https://wordwall.net/resource/4175395/phonics/kn-gn-wr-mb-mn-gh-gu</p> <p>Phase 2/3 group Complete Phase 2 flashcards sounds recall on https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Read the real and nonsense words: https://wordwall.net/resource/11648030/phonics/phase-3-real-nonsense-words</p> <p>Complete the reading and spelling activity on purple mash: https://wordwall.net/resource/11648030/phonics/phase-3-real-nonsense-words</p>	<p>DT</p>

<p><i>smallest to largest.</i></p> <p>See Activities on SeeSaw: https://app.seesaw.me/#/activities/library?search&query=base%2010&grade_level=1&promptId=prompt.b3e7d2fa-3118-45e0-bc73-9db5093f4d4f</p>				
<p style="text-align: center;">Daily Activities</p> <p>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</p> <p>Daily Maths: Login and practise times tables Rockstars (https://trockstars.com/)</p>	<p style="text-align: center;">Useful Online Resources</p> <p>https://www.oxfordreadingbuddy.com/uk https://www.mathletics.com/uk/ https://www.purplemash.com/sch/horton-bd5 https://www.bbc.co.uk/bitesize/levels/z3g4d2p https://uk.ixl.com/</p>			