

HPPS Weekly Planning 2020 – 2021

	Maths	Reading	Writing	Spelling/Phonics	Creative
Monday	<p>L.I. To use column method for addition of 5 digit numbers. (CORE) Success criteria:</p> <ul style="list-style-type: none"> • Carry across bounties • Check answers • Use the column method • Solve missing number problems <p>Starter Children to watch input of 5 digit addition, setting out neatly, improving standard of presentation</p> <p>Main Addition written methods (Differentiated)</p> <p>Children to add using written methods of 4 digit numbers post its for what do you notice</p> <p>Children will complete missing number problems on 5 digit addition with reasoning</p> <p>Children to complete series of test base questions to identify weaknesses in column addition – children will punctuate sums to help read.</p>	<p>Group 1 – Perfect predictions (children to answer questions based on the text - When Animals Invade.)</p> <p>Group 2 – Secret sentences – Peer assess answers to comprehension questions about Mummies.</p> <p>Group 3 – Venn diagram Compare the modern alphabet with hieroglyphics</p> <p>Group 4 – Reading for pleasure</p>	<p>Monday 14th March 2021 L.I: To understand and identify verbs Success Criteria</p> <ul style="list-style-type: none"> • Understand what a verb does • Know when to use a verb in a sentence • Understand the use of verbs for verbs • Identify the difference between adverbs and verbs <p>Starter – Sorting verbs Sorting verbs into Run, Say, Walk or Eat</p> <p>Main – Recap and read chapter 10. (Hot seating) Create questions to ask Clovis as he prepares to leave Brazil and hide in the museum.</p>	<p>SpaG-Recap Unit 2</p> <p>Follow the video by Mr Woolley</p> <p>Task 1 –Copy 2 lines of each word:</p> <p>edible credible sensible incredible terrible responsible</p> <p>Task 2 – Dots and dashes Following the silent b rule</p>	<p>History L.I. To develop chronological understanding of Ancient Egypt within know civilisations.</p> <p>L.I: To draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Children to complete Timeline activity to order key historical civilisations they have studied</p> <p>Stone Age Iron Age Anglo Saxons Romans Tudors</p> <p>And add others to their knowledge</p> <p>Key Vocab</p> <ul style="list-style-type: none"> - Chronology - BC - AD - Interval - Duration - Scale <p>History Artefacts – Can we trust everything we find?</p> <p>L.I: To question the reliability of sources by looking at artefacts(mixed ability)</p> <p>Success Criteria:</p>

					<ul style="list-style-type: none"> I can explain the role of an archaeologist I can analyse the artefacts and complete the task sheet I can determine whether or not the source is to be trusted.
Tuesday	<p>16.03.21</p> <p>L.I. To solve Calculations of addition using written methods. CORE</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Pick the correct operation Use the column method Explain my deductions Check my answers <p>Daily Drilling</p> <p>Starter Children to recap addition written method, on whiteboards. CT to check understanding throughout</p> <p>Main Addition written methods (Differentiated)</p> <p>Children to add using written methods of 4 digit numbers post its for what do you notice</p> <p>Children will complete missing number problems on 5 digit addition with reasoning</p> <p>Children to complete series of test base questions to identify weaknesses in column addition – children will punctuate sums to help read.</p>	<p>Group 1 – Reading for pleasure</p> <p>Group 2 – Venn diagram</p> <p>Group 3 – Quality questions – to answer questions based upon the text hieroglyphics – children are to be given the answer and have to work out what the question could be.</p> <p>Group 4- Secret sentences Peer assess answers to comprehension questions about Pharaohs</p>	<p>Starter – Using verbs Children to consolidate their understanding of verbs. Children to use verbs correctly in a sentence.</p> <p>Main- Children are to be show a series of halls and manors around England. Children are to imagine they are Clovis and to complete a 5 senses worksheet about how they imagine Westwood to be like.</p>	<p><u>SpaG-Recap Unit 2</u></p> <p>Follow the video by Mr Woolley</p> <p>Task 1 –Copy 2 lines of each word:</p> <p>credibly sensibly incredibly terribly responsibly</p> <p>Task 2 – Word Changers</p>	<p><u>PE – Competitive Games</u></p> <p>LI: To be able to control a ball when moving an passing</p> <ul style="list-style-type: none"> To know when to release the ball To be able to shoot accurately Understand the correct time to shoot <p>Success Criteria: To be able to shoot the ball accurately</p> <p>Children to practise the 1'2' stick like glue' rule in netball.</p> <p>Starter Children run around following quick stop/start instructions.</p> <p>Main – Recap passin carousel game</p> <ul style="list-style-type: none"> Teach rule and pass the ball in teams of 7 by pivoting Plenary What have we learned? How can this be applied to game scenarios? <p><u>History</u></p> <p>L.I: To describe how crime and punishment has changed over a period of time.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can understand how the hierarchy operated I can describe the motivations behind a criminal's actions

					<ul style="list-style-type: none"> I can compare the punishments given out in Ancient Egypt with that of the Roman and Tudors.
Wednesday	<p>17.03.21 L.I. To use column method for subtraction of 5 digit numbers. (CORE) Success criteria:</p> <ul style="list-style-type: none"> Borrow across bounties Check answers Use the column method <p>Solve missing number problems</p> <p>Daily Drilling</p> <p>Starter Children to watch teacher input on column subtraction. What is subtraction? Other terms for sub. (vocabulary check)</p> <p>Main Subtraction written methods (Differentiated)</p> <p>Children to subtract using written methods of 4 digit numbers post its for what do you notice</p> <p>Children will complete missing number problems on 5 digit subtraction with reasoning</p> <p>Children to complete series of test base questions to identify weaknesses in column subtraction – children will punctuate sums to help read.</p>	<p>Group 1 – Quality questions</p> <p>Group 2 – Read for pleasure</p> <p>Group 3- Secret sentences Peer assess answers to comprehension questions about Hieroglyphics</p> <p>Group 4- Venn diagram</p>	<p>Starter – Upleveling verbs Children are to be given a selection of sentences with basic verbs included. Children are to think of other words that they could use to up level their work.</p> <p>Main- Children are to look at powerpoint about postcards. They are to be able to identify what needs to be included. Children are to be given examples of postcards and are to identify the correct features in each.</p>	<p><u>SpaG-Recap Unit 3</u></p> <p>Follow the video by Mr Woolley</p> <p>Task 1 –Copy 2 lines of each word:</p> <p>castle hustle bustle listen soften whistle</p>	<p><u>Computing: - Repetition</u></p> <p>CS14 Use repetition in programs to write code using the least number of lines and improving efficiency Duration: This can be done in a minimum of one hour but it may be longer with time to tinker. Now children understand the concept of repetition (see prior leaning) they use it in programs. They animate characters in Scratch using forever loops with an extension to use repeat until loops.</p> <p>Faith Assembly</p> <p><u>RE</u> L.I: To develop empathy to engage in worldviews. RE (Group 2-3)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can read and comprehend a passage of text. I can compose a short reply, applying writing skills. I can read my composition. I can peer-assess reading performances. <p>Children to read the story of Malala Yousufzai and discuss the key elements within the story.</p> <p>What sacrifice has been made? Why is she considered a leader? How has her impact and worldview changed society?</p>

Thursday	<p>18.03.21</p> <p>L.I. To use column method for subtraction of 6 digit numbers. CORE</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Borrow across boundaries Check answers Use the column method <p>Solve missing number problems</p> <p>Daily Drilling</p> <p>Starter Children to recap subtraction written method, on whiteboards. CT to check understanding throughout</p> <p>Main Subtraction written methods (Differentiated)</p> <p>Children to add using written methods of 4 digit numbers post its for what do you notice</p> <p>Children will complete missing number problems on 5 digit subtraction with reasoning</p> <p>Children to complete series of test base questions to identify weaknesses in column addition – children will punctuate sums to help read.</p>	<p>Group 1 – 321 grid asking question about the story When Animals Invade.</p> <p>Group 2 – Quality questions</p> <p>Group 3 – Reading for pleasure</p> <p>Group 4 – Venn diagram</p>	<p>Visitor in school – Children are to complete a Safety awareness lesson.</p>	<p>Recap Unit 3 – SPaG</p> <p>Follow the video by Mr Woolley</p> <p>Task 1: Copy out 2 lines of each word:</p> <p>castles hustling bustling listener softening whistling</p> <p>Task 2: Choose the Right Words</p>	<p>PSHE</p> <p>L.I: To understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, some are restricted and some are illegal to own, use and supply to others.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can recognise, predict and assess risks in different situations and decide how to manage them responsibly I can differentiate between the terms, 'risk', 'danger' and 'hazard'. <p>Would you risk it? Lesson from SCARF</p> <p>Children to work in scenarios and discover what choices they should make from a given decision.</p>
Friday	<p>Times Table Challenge and Practical NRICH Activity – Mixed Ability Afl</p> <p>Daily Drilling</p> <p>10, 100, and 1000</p> <p>3 Games to be carouselled in class.</p> <p>Children to understand patterns and quick mental methods of multiplying and dividing by 10, 100, and 1000.</p> <p>Sums to be given at end :</p>		<p>Starter – Writing verbs Children are to be given pictures which will allow them to create sentences using verbs.</p> <p>Main- Writing a postcard Children are to plan what they are to include within their postcard, Children are to use information they have gathered from the text to support them with their plans.</p> <p>Children are to use the planning template and power point to help them structure their work.</p>	<p>Recap Unit 3 – SPaG</p> <p>Follow the video by Mr Woolley</p> <p>Task 1: Copy out 2 lines of the following:</p> <p>noticeable changeable Suitable Enjoyable Adorable reliable</p>	<p>Music</p> <p>Follow Carl White Planning</p> <p>Charanga Unit – L.I. To use body percussion to develop knowledge of rhythm</p> <p>Leading Our Own Learning Time</p>

	302 x 10 1624 x 100 34 x 1000			Task 2 – Dots and Dashes	
	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 Daily Maths: Login and practise times tables rockstars (https://trockstars.com/)			Useful Online Resources 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/	

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.