



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>Focus greater than, less than.</p> <p>Purple – IW Maths Area Roll the dice and write the number in the middle of the sheet, then identify what is 10 more and 10 less of this number – may use number lines to guide their understanding. – provide dice which has numbers bigger than 10.</p> <p>Yellow – Water area Use the number in the middle and the counting sticks to identify what is 5 more and 5 less than the given number – laminated sheet to be provided and children work as a group to complete – counting in 5.</p> <p>Blue – Provision – Creative Area Painting finger dots by identifying what is 1 more and 1 less than a given number.</p> <p>Orange group 1: (1B smaller groups) Working through the flash cards on the carpet.</p> <p>Red – Guided Selecting which one has more or fewer and labelling using post sticky notes.</p> <p>Orange group 2 (1B smaller</p>	<p><u>Big Cat Books</u></p> <p>P – Maps IW Inference – reading in between to check for word meanings. Read the sentence on the page and use the images, plus their book knowledge to think about what this word means.</p> <p>Y – Stunt Jets Provision Sandcastles and high frequency words – pick a word, use it in a sentence and then write a sentence on your whiteboards using that sentence.</p> <p>B – Look at them Go R4P – Use the reading area and choose a book, then complete the book review.</p> <p>O – Group Jig and Jog Guided Inference True/False/Prove It Read the statement and identify if this is true or false, then use the text to prove it.</p> <p>R – Nat Did it Guided</p>	<p>Focus: Class text: 10 things I can do to help my world. comprehension Weekly spellings: Why, how, when Read the book to the class and discuss what the text is about. Explain the meaning of non-fiction. Share ideas of the different ways we can look after our world. LI: To use Phonics knowledge to write. SC:</p> <ul style="list-style-type: none"> o Read the statements o Discuss whether they are true or false o Explain your answer <p>LI: To use my phonics knowledge to write. Make a poster explaining how we can help our world. Use the word bank below and ideas from the text to help you. Orange Discuss ways we can help our world. Write a sentence next to each picture explaining what it shows. Use the word bank and information from the text to support you. Provision – Reading area Discuss ways we can help our world. Show two ways we can help our world in a freeze frame. Use the text to help you. Record your action on a whiteboard. Provision: Use recyclable materials for junk modelling. Use the construction materials to build a model of a park.</p>	<p>Focus: Teach and practise spelling CCVC words Tricky words: was, you, have, like, some, come Revisit and Review Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Teach Teach reading tricky words have, like, some, come and decodable words it's, just Blending for reading: , spot, frog, swim, drop, step, star, tree.</p> <p>Practise (Activity) Play Clear the board twin, sniff, plum, gran, swim, clap, trip.</p> <p>Apply & Assess Read/write: Read the sentence The clown did tricks with a chimpanzee. See activity on seesaw: https://app.seesaw.me/#/class/class_1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</p> <p>Provision Phase 4: Read sentences with the phase 4 sounds and match them to the pictures.</p>	<p>Focus: Geography: weather Watch the weather report for today as a class and discuss how the weather is described, the words used and what the symbols look like to describe the weather. Also point out the different temperatures.</p> <p>LI: To identify features of hot and cold places. SC:</p> <ul style="list-style-type: none"> o Discuss what you can see in the pictures o Identify what the weather might be like o Label the features o Use the word bank for support <p>LI: To explain which clothes I would wear in warm or cold weather. Provision – Role-play area Look at the different weather types and match the pictures of different clothes you would wear in them. Explain what you might wear and do. LI: To explain which clothes I would wear in warm or cold weather. How would you describe the weather in this picture? LI: To identify hot and cold places. Provision – Creative area Paint a picture of a hot or cold place in Pakistan or the UK. Use the word mat to label your picture.</p>

	<p>groups) - Guided Identifying one more and one less on a number line. Use the interactive game on Twinkle as a group input and then they complete the sheet in books. https://www.twinkl.co.uk/resource/t2-m-540-interactive-number-line</p>		<p>Draw and write about ways we can help our world.</p> <p>Write a set of instructions of how to brush our teeth.</p>		<p>Activities accessible on seesaw: https://app.seesaw.me/#/activities/library?my_library</p> <p>Provision Take turns to be weather presenters and describe the weather for today.</p> <p>Role play area: Draw a picture of what the weather is like today and use the word mat to describe it.</p> <p>Use the information cards to describe the weather in Spring.</p> <p>Complete a weather diary for this week.</p>
T u e s d a y	<p>Purple – Provision creative Working through the flash cards on the carpet.</p> <p>Yellow - IW Maths Area Roll the dice and write the number in the middle of the sheet, then identify what is 10 more and 10 less of this number – may use number lines to guide their understanding. – provide dice which has numbers bigger than 10.</p> <p>Blue - Guided – Guided Recognising how to use the symbols > < = by using a hundreds square to find the position/place value of numbers and identify which is greater and which is smaller.</p>	<p><u>Big Cat Books</u></p> <p>P – Maps Phonics Match the pictures to the sentences</p> <p>Y – Stunt Jets .Guided Inference True/False/Prove It Read the statement and identify if this is true or false, then use the text to prove it.</p> <p>B – Look at them Go Guided Use the finish my sentence prompts to discuss the text, and explain their knowledge about it.</p> <p>O – Group Jig and Jog R4P Use the reading area. Choose a</p>	<p>Focus: Class text: 10 things I can do to help my world. Weekly spellings: There, have, you</p> <p>LI: To use the conjunction ‘because’. Read the sentence starters about ways we can help our world. Use the text to extend the sentences using the conjunction ‘because’. Orally compose the full sentence, then write them in your book. Make a poster explaining how we can help our world. Use the word bank below and ideas from the text to help you. LI: To read my work and check it makes sense.</p> <p>SC:</p> <ul style="list-style-type: none"> o Use the text to help you to answer the questions o Record your ideas o Read your work to check it makes sense <p>LI: To read my work and check it</p>	<p>Focus: Teach and practise spelling CCVC words Tricky words: was, you</p> <p>Revisit and Review Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Teach Blending for reading: Countdown speck, green, fresh, steep, smell, track, spin.</p> <p>Practise (Activity) Sentence and picture matching Word Bank brown, sport, trash, start flag, spear, spoil, spoon.</p> <p>Apply & Assess Read/write:</p> <p>A crab crept into a crack in the rock. See activity on seesaw: https://app.seesaw.me/#/class/class_1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</p>	<p>Focus: Geography: weather Identify Pakistan on a world map. Look at the pictures below of two places in Pakistan and discuss what you notice. Discuss what you might wear and what you might do. LI: To explain which clothes I would wear in warm or cold weather. Look at the pictures of different environments and sort the clothes according to which environment they would suit best. LI: To identify features of hot and cold places.</p> <p>SC:</p> <ul style="list-style-type: none"> o Discuss what you can see in the pictures o Identify what the weather might be like o Label the features

	<p>Orange group 1: (1B Higher) Guided Recognising how to use the symbols > < = by using a hundreds square to find the position/place value of numbers and identify which is greater and which is smaller.</p> <p>Orange group 2: (1B Lower) Water Area Use the number in the middle and the counting sticks to identify what is 1 more and 1 less than the given number – laminated sheet to be provided and children work as a group to complete</p> <p>Red – Provision Painting finger dots by identifying what is 1 more and 1 less than a given number. - Ladybird revisit</p>	<p>book and complete the book review in their workbooks.</p> <p>R – Nat Did it Provision – Phonics Look at the picture and identify the different objects in the picture such as, pig; man; dog; log; bin; map; sun; cat.</p>	<p>makes sense. SC:</p> <ul style="list-style-type: none"> o Use the text to help you to answer the questions o Record your ideas o Read your work to check it makes sense <p>Write a word or phrase to match each picture.</p> <p>Provision: Use recyclable materials for junk modelling.</p> <p>Use the construction materials to build a model of a park.</p> <p>Draw and write about ways we can help our world.</p> <p>Write a set of instructions of how to brush our teeth.</p>	<p>Provision Phase 4: Read sentences with the phase 4 sounds and match them to the pictures.</p>	<ul style="list-style-type: none"> o Use the word bank for support <p>Provision – Role-play Area Discuss the different types of weather. Draw pictures to show four different weather types. Label your picture. LI: To explain which clothes I would wear in warm or cold weather. Provision – Role-play area Look at the different weather types and match the pictures of different clothes you would wear in them. Provision Take turns to be weather presenters and describe the weather for today.</p> <p>Role play area: Draw a picture of what the weather is like today and use the word mat to describe it.</p> <p>Use the information cards to describe the weather in Spring.</p> <p>Complete a weather diary for this week.</p>
<p>W e d n e s d a y</p>	<p>Purple – Guided Recognising how to use the symbols > < = to find the position/place value of numbers and identify which is greater and which is smaller.</p> <p>Yellow – Guided Recognising how to use the symbols > < = to find the position/place value of</p>	<p><u>Big Cat Books</u></p> <p>P – Maps Guided To infer information from a text, Use the ‘3 important’ grid to identify which they feel are the 3 most important messages which are to be derived from this book.</p> <p>Y – Stunt Jets R4P Use the reading area to read a</p>	<p>Focus: sentence structure</p> <p>LI: To read my writing and check it makes sense. Make a poster explaining how we can help our world. Use the word bank below and ideas from the text to help you.</p> <p>LI: To use the conjunction ‘because’. Read the sentence starters about ways we can help our world. Use the text to extend the</p>	<p>Focus Teach and practise spelling CCVC words Tricky words: was, you</p> <p>Revisit and Review Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Teach Teach reading tricky words said, so and went Blending for reading: spark, bring, crash, bleed, creep, brown, clown,</p>	<p>Focus: Geography: weather</p> <p>LI: To identify types of weather. Watch tomorrow’s weather forecast for Bradford and Lahore. Record what the weather will be like and what the temperature will be. Explain what you might do in each of the places.</p>

<p>numbers and identify which is greater and which is smaller.</p> <p>Blue – IW – Roll the dice and write the number in the middle of the sheet, then identify what is 10 more and 10 less of this number – may use number lines to guide their understanding. – provide dice which has numbers bigger than 10.</p> <p>Orange – Group 1 – (Higher) WATER Use the number in the middle and the counting sticks to identify what is 1 more and 1 less than the given number – laminated sheet to be provided and children work as a group to complete – counting in 5</p> <p>Orange – group 2 (lower) Carpet Area Selecting which one has more or fewer and labelling using post sticky notes.</p> <p>Red – Creative area Use the grid to identify more or less, autonomy to choose own number and sponge with paint the number in the middle, then finger dot more or less on each side of the grid.</p>	<p>text then complete a book review in their workbooks.</p> <p>B – Look at them Go IW Use the creative area and the resources there to copy one of the models from the book, it may be the pully which throws a bowl.</p> <p>O – Group Jig and Jog Facilitated by the TA Read the questions and then find the book to find the answers.</p> <p>R – Nat Did it Provision - Phonics Use Meg the Cat to read simple sentences and match these to the correct images.</p>	<p>sentences using the conjunction ‘because’. Orally compose the full sentence, then write them in your book.</p> <p>Modified LI: To use capital letters and full stops. Read the sentence starters. Use the text to record sentences about how we can help our world. Orally compose your sentences before writing them.</p> <p>LI: To use my phonics knowledge to write. Discuss ways we can help our world. Show two ways we can help our world in a freeze frame. Use the text to help you. Record your action on a whiteboard.</p> <p>LI: To use my phonics knowledge to write. SC: <ul style="list-style-type: none"> ○ Listen to the question ○ Discuss your answer ○ Record your ideas </p> <p>Provision: Use recyclable materials for junk modelling.</p> <p>Use the construction materials to build a model of a park.</p> <p>Draw and write about ways we can help our world.</p> <p>Write a set of instructions of how to brush our teeth.</p>	<p>cream. Practise (Activity) Play the game: Swap shop tilt, tuft, tusk damp, bust. Apply & Assess Read/write:</p> <p>Write the sentence: Did a shark ever jump off a tree? Is the moon green?</p> <p>See activity on seesaw: https://app.seesaw.me/#/class/class_1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</p> <p>Provision Phase 4 words buried treasure game.</p>	<p>LI: To identify types of weather. Identify Pakistan on a world map. Look at the pictures below of two places in Pakistan and discuss what you notice. Discuss what you might wear and what you might do.LI: To identify hot and cold places. Provision – Creative area Paint a picture of a hot or cold place in Pakistan or the UK.</p> <p>Use the word mat to label your picture. LI: To identify hot and cold places. Provision – Creative area Paint a picture of a hot or cold place in Pakistan or the UK.</p> <p>Use the word mat to label your picture. LI: To identify features of hot and cold places. SC: <ul style="list-style-type: none"> ○ Discuss what you can see in the pictures ○ Identify what the weather might be like ○ Share your ideas ○ Use the word bank for support </p> <p>Provision Take turns to be weather presenters and describe the weather for today.</p> <p>Role play area: Draw a picture of what the weather is like today and use the word mat to describe it.</p>
---	--	---	--	--

				Use the information cards to describe the weather in Spring. Complete a weather diary for this week.	
T h u r s d a y	<p>Purple – Provision Use the base 10 blocks in and the hundred square to identify what is 5 more and 5 less than the given number – laminated sheet to be provided and children work as a group to complete – counting in 5.</p> <p>Yellow – Working through the flash cards on the carpet.</p> <p>Blue – Provision Guided with the Teacher Use the number in the middle and the base tens and ones to identify what is 1 more and 1 less than the given number – laminated sheet to be provided and children work as a group to complete – counting in 5</p> <p>Orange 1 – (higher) IW</p> <p>Orange 2 – Guided (lower) with the TA Construction Area Using the Legos to create one more and one less – place them onto the grid.</p> <p>Red – Water - Provision Choose a number pebble from</p>	<p><u>Big Cat Books</u></p> <p>P – Maps R4P Use the reading area to choose a book and then complete a book review.</p> <p>Y – Stunt Jets Provision</p> <p>B – Look at them Go IW</p> <p>O – Group Jig and Jog IW</p> <p>R – Nat Did it R4P</p>	<p>Focus: sentence structure</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.</p>	<p>Focus: Teach and practise spelling CCVC words Tricky words: was, you</p> <p>Revisit and Review Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials</p> <p>Teach Teach reading tricky words said, so and went Blending for reading CVCC words, extending CVC words to CVCC words: bend, mend, hump, bent, tent.</p> <p>Practise (Activity) Play the Buried Treasure game.</p> <p>Apply & Assess The frog jumps in the pond and swims off. Have you seen a trail left by a snail? See activity on seesaw: https://app.seesaw.me/#/class/class_1cabf004-6b1b-43ee-91b6-e83bb07bd1a3</p> <p>Provision Phase 4 words buried treasure game.</p>	PPA – RE/PSHE

	<p>1-20 and then use the animal counters/sea shells to build one more than that number. Or Use the lily pad activity.</p>				
<p>F r i d a y</p>	<p>Purple – Using a hundreds square, and then activity cards, pick a card and then identify more or less of the number shown.</p> <p>Yellow – IW - Challenge Number Bonds work to 20</p> <p>Blue – Provision Guided Number Bonds work to 10</p> <p>Orange – Provision Guided Number Bonds work to 10</p> <p>Red - IW Pre-Bonds to 5</p>	<p>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</p> <p>Recap phase 2/3/5 sounds. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Access the website below: Review of all sounds. https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials</p> <p>Read the Tricky words: https://www.phonicsplay.co.uk/resources/phase/5/tricky-word-trucks</p> <p>Practise using the words: he, she, me, we, be in sentences.</p> <p>Read the words: https://wordwall.net/resource/9992361/english/phase-4-words</p>	<p>DT</p>
	<p>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/)</p>		<p>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/</p>		

--	--	--