

HPPS Weekly Planning 2020 – 2021

	Maths	Reading	Writing	Spelling/Phonics	Creative
Monday	<p>Whole class Concepts Equivalent Fractions Shortcut starters: Doubling</p> <p>Recovery objective: 5F–2</p> <p>Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</p> <p><i>L1. To understand that some fractions are equivalent (Group 2 and 3)</i> <i>Success criteria:</i></p> <ul style="list-style-type: none"> Use a fraction wall Find equivalent fractions <p><i>Explain what I notice</i></p> <p>Daily Drilling</p> <p>Children to develop identifying equivalent fractions and match to visual representations.</p> <p>$\frac{1}{2} = \frac{3}{6} = \frac{6}{12}$ and match to images.</p> <p>CORE- Develop converting denominators and numerators to create equivalent fractions.</p> <p>HA – Sequence patterns of equivalents</p> <p>What do you notice? How does the numerator change? How does the denominator change? Is doubling occurring?</p>	<p>Climate Change – All Groups to study with 4 differentiated texts across the class</p> <p>Targets</p> <ul style="list-style-type: none"> asking questions to improve their understanding of a text asking questions to improve their understanding <p>WEEK 1 DEV- Climate Change – Animal Magic</p> <p>LA – What a Waste by Jess French</p> <p>CORE – Guardians of the Planet</p> <p>HA/EXC – Climate Emergency Atlas</p> <p>D1 Read for Pleasure Question Time Quality Questions Dictionary Digest</p> <p><i>L1. To use a dictionary</i> <i>Success criteria:</i></p> <ul style="list-style-type: none"> I know what a dictionary is I can find words in the dictionary I can use the dictionary to find word meanings 	<p>Kester's thoughts Monday 19th April 2021 <i>L1. To understand a character</i> <i>Success criteria:</i></p> <ul style="list-style-type: none"> I can make inferences I can explain my opinions I can empathise with a character <p>Children are to look at what impact varmint have had on our story The Last Wild so far, children are to annotate a picture of a pigeon and a cockroach. Children are to give their predictions on what impact the animals may have on the story.</p> <p>Children are to focus on a particular character which has impacted on Kester's life. How have they influenced Kester? How have they impacted on what has happened in Kester's life?</p>	<p>Statutory words Spellings: Green – Y3/4, Black – Y5/6</p> <p>through various weight woman women</p> <p><i>twelfth variety vegetable vehicle yacht</i></p> <p>Task: Write out 2 lines of each word checking spellings.</p> <p>Create 2 sentences using 2 words</p> <p>Create a paragraph using all words.</p>	<p><i>Geography</i> 19.04.21 (Geography) <i>L1: To understand how to correctly use a map</i> <i>Success Criteria:</i></p> <ul style="list-style-type: none"> Understand what a map is used for Understand why maps are used Can identify the coordinates on a map Can use coordinates to identify a location <p>Task – Looking at a map of Horton Park and the surrounding area children are to identify key locations using coordinates.</p> <p>Children are to use a coordinates grid to create a map of Horton Park school. A key is to be included to support this.</p>

Tuesday	<p><i>L1: To understand that some fractions are equivalent (Group 2 and 3)</i> <i>Success criteria:</i></p> <ul style="list-style-type: none"> • Know the rule • Find equivalent fractions <p><i>Use the inverse</i> Daily Drilling</p> <p>LA – Children to use a fraction wall to compare parts of the whole. Builds on language of parts / whole / units / non units ‘compare</p> <p>CORE – Learning the converting of fractions to make equivalents using fraction circles.</p> <p>HA – Finding missing denominators and numerators from fractions</p> <p>ordering same denominator fractions and different denominator fractions.</p>	<p>D2 Dictionary Digest Read for Pleasure Question Time Quality Questions</p> <p><i>L1: To ask questions to improve understanding</i> <i>Success criteria:</i></p> <ul style="list-style-type: none"> • I can use an answer to create a questions • I can identify the correct question starters • I can discuss the relevance of each question <p><u>Quality Questions</u></p>	<p>Group discussion and text marking</p> <p>Children are to be given a differentiated starter on identifying what a conjunction is.</p> <p>Children are to be given a grid to provide information about each of the following headings. What do we know? Are there any questions?</p> <ul style="list-style-type: none"> • The virus • The doctor • Selwyn Stone • Kester <p>Children are to identify and discuss viruses that they have heard of before which link to animals and humans, can they link this to our story?</p>	<p>Task:</p> <p>surprise therefore though although thought</p> <p><i>suggest symbol system temperature thorough</i></p> <ul style="list-style-type: none"> - Read each word and say each word out loud. - Define each word. - Create a sentence for each word 	<p>Computing</p> <p>CS19 Use selection in their coding Play this video from computing city as part of the lesson linked below</p> <p>http://www.ticbradford.com/downloads/computing-scheme-of-work-2013/computer-science/297-lesson-activity-cs19-selection-in-the-real-world/file</p> <p>http://ticbradford.com/downloads/computing-scheme-of-work-2013/computer-science/343-experimenting-with-selection/file</p> <p>20.04.21</p> <p><i>L1: To establish the design criteria, including purpose, audience, user.</i></p> <ul style="list-style-type: none"> • Identify how the base design will work. • Improve design vocabulary. • I can create an overview for my design. <p>Design Technology – Design Overview</p>
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Wednesday	<p><i>L1. To compare and order fractions using denominators of different values. (Groups 2 and 3)</i></p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> <i>I can order different fractions to make a sequence.</i> <i>I can identify fractions using the same common denominator.</i> <p><i>I can explain why some fractions are bigger than others.</i></p> <p>Daily Drilling</p> <p>LA – Ordering same denominator fractions using visual aids and shading.</p> <p>Compare fractions over 100 and 200 – What do you notice about the denominators</p> <p>CORE - Finding missing denominators and numerators from fractions</p> <p>ordering same denominator fractions and different denominator fractions.</p> <p>HA – Reasoning and problem solving</p> <p><i>Imran put these fractions in order starting with the smallest:</i></p> <p><i>How do you know they are in the correct order?</i></p>	<p>D3</p> <p>Quality Questions Dictionary Digest Read for Pleasure Question Time</p> <p><i>L1. To generate my own questions</i></p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> <i>I know the difference between inference and comprehension</i> <i>I can generate my own questions</i> <i>I can use question stems</i> <i>I can answer my partner's questions</i> <p><u>Question time</u></p>	<p><i>Newspaper articles</i></p> <p><u>Starter</u></p> <p>Children are to complete a differentiated activity (writing conjunctions)</p> <p>Children are to look at a variety of newspaper articles which the children are to annotate and link to our story The Last Wild.</p> <p>Children are to discuss the impact that these viruses have had on the world/ local area.</p> <p>Extension</p> <p>Class discussion about what is in the media currently in relation to Covid 19. Has this had a similar impact to viruses such as bird flu?</p>	<p>Task:</p> <p>Strange strength suppose special straight</p> <p>Soldier stomach sufficient sincere sincerely</p> <p>Create a sentence including each of these words:</p> <p>Find 3 synonyms for the words</p> <p>Choose 4 of your favourite synonyms for the words</p> <p>Which one would you definitely include in your next writing piece? Why?</p>	<p>PSHE – Living in the Wider World - Economics</p> <p><i>L1. To develop an initial understanding of key financial terms.</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <i>I can match key definitions and discuss them.</i> <i>I can suggest advice for a range of personal finance situations.</i> <i>I can discuss the risks of borrowing and lending.</i>
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Thursday	<p><i>L.I. To recognise a variety of equivalent fractions. (Group 2 & 3)</i></p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> <i>I can match equivalent fractions using a fraction wall.</i> <i>I can explain why equivalent fractions use different digits.</i> <i>I can explain what I notice about equivalent fractions.</i> <p>LA – Shading equivalent fractions of $\frac{1}{2}$ and $\frac{1}{4}$</p> <p>Reasoning that $\frac{1}{2}$ is the same as $\frac{2}{4}$, $\frac{2}{2}$ is the same as $\frac{4}{4}$ which is a whole.</p> <p>Core - Explain why and are equivalent fractions.</p> <p>What do you notice about the numerators and denominators?</p> <p>HA - Give an example of a fraction that is more than .</p> <p>—</p> <p>Now another example of a fraction bigger than that no one else will think of:</p> <p>—</p> <p>Explain how you know the fraction is more than .</p>	<p>D4</p> <p>Question Time Quality Questions Dictionary Digest Read for Pleasure</p>	<p><i>Newspaper articles</i></p> <p><u>Starter</u></p> <p>Children are to complete a differentiated activity (writing conjunctions)</p> <p>Children are to look at a variety of newspaper articles which the children are to annotate and link to our story The Last Wild.</p> <p>Children are to discuss the impact that these viruses have had on the world/ local area.</p> <p>Extension</p> <p>Class discussion about what is in the media currently in relation to Covid 19. Has this had a similar impact to viruses such as bird flu?</p>	<p>regular reign remember sentence separate</p> <p><i>promise purpose quarter question recent</i></p> <ul style="list-style-type: none"> - Read each word and say each word out loud. - Define each word. - Create a sentence for each word . 	<p><u>PSHE</u></p> <p>Lesson 1 – Spend it Wisely Date: Summer term</p> <p>L.I. To explore the role money plays in our lives.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can discuss the risks of spending valuable money on a 'Mystery Box' I can explain why managing money is vital. I can give advice to another helping them to spend wisely. <p>National Curriculum Objectives: To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p>
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Friday	<p>Fraction Match</p> <p>This team-building task is designed to develop learners' team-working skills. If you wish to learn more about these skills and find other team-builder tasks look at this article.</p> <p>This task depends upon members of the group noticing the needs of others and responding. It requires learners to: respond to the needs of others consider the needs of the whole group help others to do things for themselves.</p> <p>Possible approach Share the purposes of the activity and the rules with the group. Ask team leaders to hand the cards out randomly (word, pdf) - four cards to each group member. If you have more than four people in a group then use an observer to ensure the team obeys the rules and notes when there is evidence of members of the team responding to the needs of others. Here are the rule cards: word, pdf As teams finish, ask them to discuss the key things they have learnt about working together. Use observers to feed into the discussions. Then spend some time discussing observations you have made or teams have made as a whole class activity, talking about how they might work more effectively next time.</p> <p>Key questions</p> <p>As this task is designed to be carried out in silence, the use of key questions is inappropriate during the task but can inform discussion of team behaviours when the task is complete. Can you give any good examples of when someone noticed what you needed and tried to help? Possible extension Other skill-building tasks can be found by going to this article.</p>	<p>Class text reading from teacher throughout the week on Climate Change and/or Power of Reading Text</p>	<p>Children are to look at subordinating and coordinating conjunctions.</p> <p>Children are to be given a variety of activities to consolidate their understanding.</p> <p>Children are to be exposed to FANBOYS and also I SAW A WABUB</p>	<p>Task:</p> <p>regularly reigns remembering sentences separated</p> <p><i>promises purposeful quarterly questioning recently</i></p> <p>- Create a sentence including each of these words:</p> <p>Find 3 synonyms for instant</p> <p>Choose 4 of your favourite synonyms.</p> <p>Which one would you definitely include in your next writing piece? Why?</p>	<p>PE</p> <p><u>Lesson 2 – Children to explore a carousel of activities</u></p> <p><u>Date: Summer term</u></p> <p>LI: To explore a variety of athletics activities</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> To be able to complete a successful jump To be able to complete a successful throw To be able to complete a successful run To be able to work as a team <p>National Curriculum Objectives: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> ☑ Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence ☑ Choose pace for running, plan and carry through an event
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<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>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.</p> <p>https://www.oxfordreadingbuddy.com/uk</p> <p>https://www.mathletics.com/uk/</p> <p>https://www.purplemash.com/sch/horton-bd5</p> <p>https://www.bbc.co.uk/bitesize/levels/z3g4d2p</p> <p>https://uk.ixl.com/</p>
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