

HPPS Weekly Home Learning 2020 – 2021



	Maths	Reading	Writing	Spelling/Phonics	HPPS Creative
Monday	<p>LI: To find the location of any two-digit number on a number line</p> <p>Overview: Children to look at the full number line. Check where it starts and finishes. Know what the jumps are. Put the number onto the number line</p>	<p>LI: To find information from the text</p> <p>Overview: Children to skim and scan the text to answer the questions about their text</p> <p>Modified: phonics speed read and questions</p>	<p>LI: To respond to illustration</p> <p>Overview: Children to talk about their favourite kind of weather, explaining their reason why with the conjunction 'because.' Children to look at the picture from the text and popcorn what they can see, possible characters, weather, settings, etc. Photographs to be taken</p>	<p>Weekly Spelling/Handwriting Focus: contracted words -----</p> <p>Phonics Revisit/Review: Recall all graphemes/pronunciations learned Teach: Alternative spelling of /s/ Practise: Best bet Apply: Diction sentences</p>	<p>PE (Cross-Curricular Science) LI : To develop an awareness of speed and distance</p> <p>Overview:</p> <p>Trains – groups of 4, engine driver and carriages. Aim – to keep close together. On the whistle, the last carriage has to spring to the front and become the engine driver.</p> <p>Fish and Chips – first row (fish) go on the whistle, second row (chips) try to catch them from a seated starting position</p> <p>-----</p> <p>Art LI:To become familiar with an artists work Overview: Children to know how to make secondary colours, exploring with different paints (Science link) Children to look and talk about Edward Tingatinga's art work - giving their opinions about his work.</p>

Tuesday	<p>Overview: Comparing numbers to make sure they are clear on the value of different numbers up to 100- symbols and words (<>= more than, less than, equal to/same as)</p>	<p>LI: To understand the meaning of new words</p> <p>Overview: Children to learn the meanings of words from their new book, finding the definition to help them write it in sentence</p> <p>Modified: Children to find the word in the text and draw a picture to help them remember.</p>	<p>LI: To make predictions</p> <p>Overview: Children to look at the front cover and describe what they think the story is about. Pausing at key points, children should share how Lila is feeling. Children to work in groups on 1 page to write about what has happened and how she was feeling</p> <p>Modified: To have a word bank of different feelings</p>	<p>Phonics</p> <p>Revisit/Review: Recall all graphemes/pronunciations learned</p> <p>Teach: Alternative spelling of /z/</p> <p>Practise: Best bet</p> <p>Apply: Secret teacher</p>	<p>RE</p> <p>LI: To show understanding of the meaning of stories and symbols relating to Islam.</p> <p>Overview:</p> <p>Children to go through a powerpoint about the life of the Prophet Muhammad. Why was he so significant? What impact did he have on the religion of Islam.</p>
<p>LI:</p> <p>Overview:</p>	<p>Overview: comparing common misconception numbers e.g. 14, 40, 4, 44 - same and different</p>	<p>LI: To explain my reasons</p> <p>Overview: Children to answer true/false questions about their text.</p> <p>Modified: Children to use the page numbers given to help them.</p>	<p>LI: To share my opinions about the text</p> <p>Overview: Children to record their responses to the story through drawing and writing their most memorable part of the text.</p>	<p>No phonics session</p>	<p>Computing – E Safety Lesson</p> <p>LI: To keep safe online</p> <p>Overview: Children to discuss the factor of being kind to others. Do we need to be as kind to others when we are on the internet (online) as when we are face-to-face? This includes when using social media etc.</p>

Thursday	<p>Overview: Look at lots of number lines with different start points in multiples of 10 - what do you notice? Which numbers will be between the two marked points?</p>	<p>LI: To answer questions about the text</p> <p>Overview: Children to read the questions, skimming and scanning to find the text.</p> <p>Modified: Children to use the page number help and sentence starters.</p>	<p>LI: To sequence the story</p> <p>Overview: Children to order the smaller pictures from the text. They should orally rehearse what happened in the text, drawing a story map with the teacher on the IWB. Each group to be given a picture from the text. Children to compose their own sentences that describe what has happened.</p>	<p>Phonics</p> <p>Revisit/Review: Recall all graphemes/pronunciations learned</p> <p>Teach: Alternative spelling of /u/</p> <p>Practise: cheeky monkeys</p> <p>Apply: Diction sentences</p>	<p>Science (PSHE cross-curricular)</p> <p>LI: To observe over time</p> <p>Overview: Children to investigate what might happen to an egg when it is placed in different liquids and what protection toothpaste gives us. Children to predict and observe over the week.</p> <p>PSHE</p> <p>LI: To know that we make different choices about how to save and spend money</p> <p>Overview: Children to decide which things they would buy for themselves, others and after saving (link with dojo prizes)</p>
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Friday	<p>Overview :</p> <p>Make number lines and estimate where other numbers would appear - with a reason why.</p>	<p>Reading For Pleasure/Purpose</p>	<p>LI: To retell a story</p> <p>Overview: Children to work in role as Lila. As they listen to the story, they should play the role when the text is paused. Children to reveal how Lila is feeling. They should capture their speech bubbles in writing.</p> <p>Modified - making lollipop stick Lilas to retell the story as though they were Lila.</p>	<p>Phonics</p> <p>Revisit/Review: Recall all graphemes/pronunciations learned</p> <p>Teach: Alternative spelling of /ear/</p> <p>Practise: cheeky monkeys</p> <p>Apply: Diction sentences</p>	<p>PSHE</p> <p>LI: To understand what influences our choices when we spend money</p> <p>Overview: Children to prioritise items, explaining what we spend money on to make our lives more enjoyable or comfortable. Children to explain what they would rather spend £5 on when given a choice of two items.</p>
	<p>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>Useful Online Resources</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/z3q4d2p</p> <p>https://uk.ixl.com/</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.