

	Maths	Reading	Writing	Spelling/Phonics	HPPS Creative
Monday	<p><b>LI: To explore a range of angles.</b></p> <p>Children to recap on the names of different angles and their properties. Children to then go explore outside and search for different types of angles.</p> <p>Acute, obtuse, reflex, full circle, straight line etc.</p> <p>Some children to use angle makers to help them find right angles.</p>	<p><b>Read for pleasure</b></p> <p>Children to choose a book and read for pleasure.</p> <p>Children to discuss their book with a partner and write down things they liked and disliked about the book</p>	<p><b>LI – To create a prediction</b></p> <p>Children to analyse images and front cover of the story 'Boy 87'. Children to then annotate images identifying key words.</p> <p>Children to use different sentence starters to create a prediction about the book.</p>	<p><b>Read Write Inc</b></p> <p>Focus on suffixes – ment, ness, ship</p>	<p>RE</p> <p><b>LI: To explore the meaning of world views</b></p> <p>Children will define and understand what is meant by having a worldview. Children to consider the definition of religious and non-religious worldviews and consider what influences their worldview. Children to share responses with peers.</p>
Tuesday	<p><b>LI: To identify right, acute and obtuse angles.</b></p> <p>Children to identify different types of angles. Children to use facts sheets and identify the properties of different angles and then sort angles correctly.</p> <p><b>LI: To measure angles with a protractor</b></p>	<p><b>Carousel!</b></p> <p><b>LI – To retrieve information from a song</b></p> <p>Children to read the lyrics of the song.</p> <p>Children to then listen to sound and describe the differences.</p> <p>Children then to use retrieval skills to gather information and answer</p>	<p><b>LI: To be able to draw inferences on characters' feelings, thoughts and motives from their actions.</b></p> <p>Children to read the story up to page 47.</p> <p>Children to discuss ideas about the character and begin to understand the character.</p> <p>Children to identify the characters feelings and use inference to gather ideas</p>	<p><b>Read Write Inc</b></p> <p>Focus on suffixes – ment, ness, ship</p>	<p>RE</p> <p><b>LI: To understand the term humanism and its worldview</b></p> <p>Children to recap on different types of worldviews that we have. Children to learn about humanism and how its worldview is different to religious worldviews.</p> <p>Children to compare the two and answer questions on humanism.</p>

	<p>Children to practise using a protracted and to measure different angles given to them.</p>	<p>retrieval style questions based on the song.</p> <p>LI – To make inferences from a song</p> <p>Children to read the lyrics of the song.</p> <p>Children to then listen to sound and describe the differences.</p> <p>Children then to use inference and describe what they think is meant based on the clues from the text.</p> <p>LI – To explain the writer's choice of language within a song</p> <p>Children to read the lyrics of the song.</p> <p>Children to then listen to sound and describe the differences.</p> <p>Children to then pick out key vocabulary used within the song and to discuss why the author chose words and language tools within the song.</p>	<p>about why the character has made the choices the choose to do</p>		
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Wednesday	<p>LI: To reason when identifying types of angles.</p> <p>Children to continue work on identifying different anglesw. Children to use the knowledge learnt previously and to then use reasoning to answer questions.</p> <p>LI: To reason when measuring angles.</p> <p>Children to continue to work on finding angles using a protractor. Children to then use reasoning skills to answer questions on finding angles with a protractor.</p>	<p><b>Carouse!</b></p> <p>LI – To retrieve information from a song</p> <p>Children to read the lyrics of the song.</p> <p>Children to then listen to sound and describe the differences.</p> <p>Children then to use retrieval skills to gather information and answer retrieval style questions based on the song.</p> <p>LI – To make inferences from a song</p> <p>Children to read the lyrics of the song.</p> <p>Children to then listen to sound and describe the differences.</p> <p>Children then to use inference and describe what they think is meant based on the clues from the text.</p> <p>LI – To explain the writer's choice of language within a song</p> <p>Children to read the lyrics of the song.</p>	<p><b>COLOUR CODED SHEETS</b></p> <p>LI: To be able to draw inferences on characters' feelings, thoughts and motives from their actions.</p> <p>Children to continue to discuss ideas about the character and begin to understand the character.</p> <p>Children to continue identify the characters feelings and use inference to gather ideas about why the character has made the choices the choose to do</p> <p>Children to then create questions that they would ask the character giving reasons why.</p>	<p><b>Handwriting</b></p> <p>Children to practise writing the words of the week</p>	<p>RE</p> <p>LI: To identify influential humanists</p> <p>Children to recap on the humanism worldview and retrieve facts from it.</p> <p>Children to then look at influential humanists and explore how they can have a n impact in influencing others to have the same worldview.</p> <p>Children to look at famous thinkers and describe their views.</p>
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Thursday	<p><b>COLOUR CODED QUESTIONS</b></p> <p>LI: To compare and order angles</p> <p>Children to identify different sizes and names of angles.</p> <p>Children to compare images and accurate measurement.</p> <p>Children to then use ordering and comparing skills to order and compare the angles correctly.</p> <p>Children to use more than and less than symbols.</p>	<p><b>Carouse!</b></p> <p>LI – To retrieve information from a song</p> <p>Children to read the lyrics of the song.</p> <p>Children to then listen to sound and describe the differences.</p> <p>Children then to use retrieval skills to gather information and answer retrieval style questions based on the song.</p> <p>LI – To make inferences from a song</p> <p>Children to read the lyrics of the song.</p>	<p><b>COLOUR CODED QUESTIONS</b></p> <p>LI: To be able to use a variety of sentence types punctuated correctly.</p> <p>Children to create different sentences using subordinating and coordinating conjunctions.</p> <p>Children to recap the different types of conjunctions and the different sentences that they can write.</p> <p>Children to use conjunctions and create sentences about the text.</p>	<p><b>Read Write Inc</b></p> <p>Focus on suffixes – ment, ness, ship</p>	<p><b>PE</b></p> <p>Children to practise different types of running and understand how stamina plays a major role in knowing and understanding distance.</p> <p>Children to practise 100m, 200m, 400m and 800m</p> <p>Children to practise how to pace themselves for longer distances</p>

		<p>Children to then listen to sound and describe the differences.</p> <p>Children then to use inference and describe what they think is meant based on the clues from the text.</p> <p>LI – To explain the writer's choice of language within a song</p> <p>Children to read the lyrics of the song.</p> <p>Children to then listen to sound and describe the differences.</p> <p>Children to then pick out key vocabulary used within the song and to discuss why the author chose words and language tools within the song.</p>			
Friday	<p>Arithmetic paper</p> <p>Children to use arithmetic knowledge to answer questions.</p>	<p>Read for pleasure</p> <p>Children to choose a book and read for pleasure.</p> <p>Children to discuss their book with a partner and</p>	<p>SPAG paper</p> <p>Practise questions and spellings</p>	<p>Read Write Inc</p> <p>Focus on suffixes – ment, ness, ship</p>	<p>Arabic/DT</p>

		write down things they liked and disliked about the book			
	<b>Daily Activities</b>  <b>Daily Raving Reading:</b> 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  <b>Daily Maths:</b> Login and practise times tables rockstars ( <a href="https://trockstars.com/">https://trockstars.com/</a> )			<b>Useful Online Resources</b> <a href="https://www.oxfordreadingbuddy.com/uk">https://www.oxfordreadingbuddy.com/uk</a> <a href="https://www.mathletics.com/uk/">https://www.mathletics.com/uk/</a> <a href="https://www.purplemash.com/sch/horton-bd5">https://www.purplemash.com/sch/horton-bd5</a> <a href="https://www.bbc.co.uk/bitesize/levels/z3g4d2p">https://www.bbc.co.uk/bitesize/levels/z3g4d2p</a> <a href="https://uk.ixl.com/">https://uk.ixl.com/</a>	

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.