




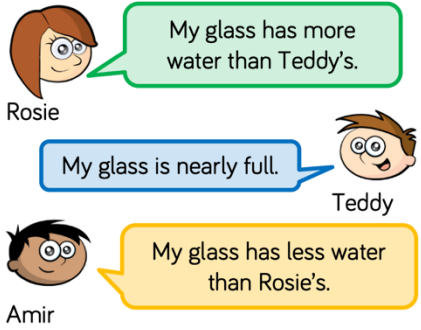
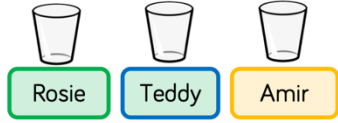
Hatherleigh Community Primary School
Home learning Week beginning: 1/3/21 Fairtrade Week

Phonics - Don't forget you can log on to phonicsplay.co.uk for free to access more resources (Jan21, home) Lots of fun exciting resources to support the learning of phonics.

PSHE – Harold's daily diary <https://www.coramlifeeducation.org.uk/harolds-daily-diary>

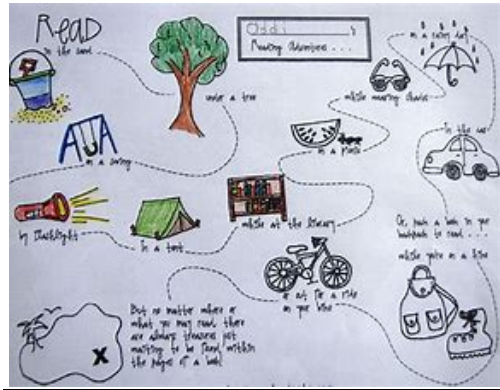
Remember to look out for Mr Mongers Assembly along with Revd. Leigh's assembly on the whole school section of Dojo.

	English	Maths	The wider curriculum
Monday 1st	<p>Reading - Learning Objective <i>I re-read my books so that I become a better reader.</i> Daily reading at least 10 minutes to an adult if possible.</p> <p>Phonics – Video on Dojo Warm up – Squiggle Write. On a piece of paper draw a squiggle pattern. Children write the following words as many times as they can in a section: Mr, Mrs, their, there (remind children when to use their and there) Oh and people. Teach – recap different spellings for the 's' sound. Can be 's', 'ss', 'sc' or 'st'. Read the sentence (write the sentence for your child to read): The glass at the castle made the scene glisten. Write the sentence (say the whole sentence and ask your child to write it. You may need to say parts of it again): Grass is green but flowers can be red, yellow, blue or many other colours.</p> <p>Writing This week we have linked our KS1 text to Fairtrade week. Share the video of 'Pablo the super banana' at: Pablo the Super-Banana (for early years groups) Fairtrade Schools Read the 'Pablo story flashcards' in resources and complete the discussion point activities. All - Re-tell and act out the story of Pablo.</p>	<p style="text-align: center;">Measurement – Weight and Volume</p> <p>Learning Objective – When working with capacity, I use the words full/empty, more than, less than, half, half full and quarter to explain my work.</p> <p>Mental maths – Number bonds of ten quick recall. (If you wish you can print the snappy maths sheet and time how quickly your child can complete.)</p> <p>Main – * Children to collect a range of different containers and explore practically using water, sand or rice. Can they make - a full container, almost full and almost empty and empty container. Ensure the children can tell you if it's full, empty, almost full/empty. If you fill two containers with different amounts can they tell you which one has more/less?</p> <p>** as above. Can they also organise 3 or four containers in order from empty, nearly empty, almost full and full? Always, Sometimes, Never?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid purple; border-radius: 10px; padding: 5px; background-color: #e6e6fa;">The tallest container holds the most liquid.</div> <div style="border: 1px solid red; border-radius: 10px; padding: 5px; background-color: #ffe6e6;">Identical containers can have a different capacity.</div> </div> <p>Show me.</p> <div style="border: 1px solid lightblue; padding: 5px; background-color: #e6f2ff;"> <p>Sometimes.</p> <p>Never - If the containers are identical they will have the same capacity but they can have different volumes of liquid in.</p> </div> <p>*** Complete tasks */** and the challenge below.</p>	<p>This week we are having a whole school focus on Fairtrade.</p> <p>Discuss with the children: Have you ever heard the term Fairtrade? What do you think Fairtrade means?</p> <p>Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.</p> <p>Find out what Fairtrade products are available in our shops (Bananas, coffee, sugar and cocoa are the most common products but other products include wine, flowers, tea, cotton, rice, orange juice and gold). Activity: Look out for the Fairtrade logo on products when you go shopping. How many examples can you find? Remember to send photos to Class Dojo:</p> <div style="text-align: center;">  </div> <p>There is a difference between things that a human needs and things that a human wants. A need is</p>

		<p>Reasoning -</p> <p>Rosie, Teddy and Amir are describing their glasses of water.</p>  <p>Can you fill in how much water could be in each of the children's glasses?</p>  <p>Various representations for Rosie's and Amir's as long as they show that Amir's is less than Rosie's and Rosie's is more than nearly full.</p>	<p>something a person needs to survive and a want is something that is nice to have.</p> <p>Activity: Cut out the wants and needs cards (in resources) and sort into 2 piles. Discuss the basic needs that all humans have to live a happy and healthy life.</p> <p>Please keep these cards for tomorrow.</p> <p>Explain that some needs have to be paid for (medicine/healthy food) and that not everyone can afford to meet these basic needs. Many of the farmers who grow the cocoa for our chocolate are not paid enough money to meet their basic needs, even though they work very hard.</p> <p>Share the PowerPoint of Therese's story (in resources).</p> <p>Discuss: What can be done to ensure the basic needs of all farmers and workers are met?</p>
	<p>English</p>	<p>Maths</p>	<p>The wider curriculum</p>
<p>Tuesday 2nd</p>	<p>Reading - Learning Objective <i>I re-read my books so that I become a better reader.</i></p> <p>Daily reading at least 10 minutes to an adult if possible.</p> <p>Phonics Warm up – Match the pictures to the captions (in resources). Choose either the * sheet with captions or the **/** sheet with sentences. Cut out the pictures and match them to the correct writing. Look at the words. Underline any digraphs or trigraphs that we have learnt. Hint: look for ea, oi, oo, split digraphs, ou, ie etc)</p> <p>Teach – plurals. See class dojo for a video.</p> <p>Reading/Writing – Complete the plurals worksheet in resources, either * or **/**.</p>	<p>Measurement – Weight and Volume</p> <p>Learning Objective - When working with capacity, I use the words full/empty, more than, less than, half, half full and quarter to explain my work.</p> <p>Mental maths – Count in 2's to 20 and back.</p> <p>Main – Children to think about how we can measure how much liquid will fill their containers. Today we are going to use non-standard measuring, (a unit that is the same but not litres and millilitres)</p> <p>* Children to use a cup and measured how many full cups it takes to fill different containers: a bucket, bowl, drinks bottle etc. Make sure they are measuring accurately by not spilling any. Reinforce how important this is for us to be able to compare how much different containers hold. Once</p>	<p>Today we are going to think about how the climate crisis impacts on the basic needs of farmers overseas.</p> <p>Sort the wants and needs cards again from yesterday. You will only need the 'needs' cards.</p> <p>Explain to the children that there is a global challenge that is putting the basic needs of cocoa farmers like Thérèse at risk. It is called the climate crisis. What does your child know about the climate crisis?</p> <p>Share and discuss the PDF presentation (in resources) with the children to learn about the climate crisis and its effects on cocoa farmers. When discussing each effect, ask the children to consider how it might impact the basic needs of farmers e.g. healthy food, clean water, shelter, clothes, education, medicine. Use the notes (in resources) to discuss each effect.</p>

Writing

Re-cap the story of Pablo. Think about the journey a banana takes to reach our shops. Draw a story map to show the different stages. Below is an example of a story map on a different topic just to give you an idea of what it might look like:



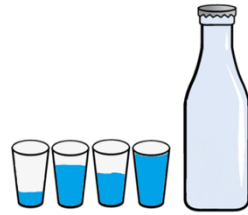
you have explored measuring cups full into 3 containers talk about which container holds the most/least.

/ as above. Can they put the containers into order of which container holds the least to most?

Reasoning –

Whitney pours her cups into the bottle and they fill it exactly.

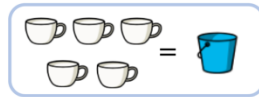
Whitney is wrong. She has not filled the cups to the top so her measuring is inaccurate.



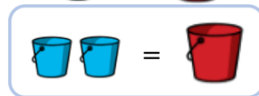
She says the bottle has a capacity of four cups. Do you agree?

*** Challenge – Reasoning

It takes 5  to fill 1 



It takes 2  to fill 1 



How many  will fill one  ?

What else can you find out?

10 cups will fill one red bucket.

The children may also find that it will take 20 cups to fill 2 red buckets etc.

Activity: Ask children to imagine they are cocoa farmers. Hold up one of the climate crisis cards and ask children to discuss what impact it would have on their farm.

Children draw a picture of the impact that one of the cards would have on their cocoa farm. e.g. drought would cause the plants to shrivel and die.

English

Wednesday
3rd

Reading - Learning Objective

I re-read my books so that I become a better reader.
Daily reading at least 10 minutes to an adult if possible.

Maths

Measurement – Weight and Volume

Learning Objective - When weighing, I use the words heavy/light, heavier than, lighter than to explain my work.

Mental maths – Missing numbers working above 10.

The wider curriculum

Watch the video: Guardians of the rainforest at: [Guardians of the Rainforest \(shorter version\) | Fairtrade Schools](#)

Activity: Design a poster for a Fairtrade friendly chocolate bar. Remember to include the Fairtrade logo on your design.

Phonics - See class dojo for a video.

Warm up – Odd one out. Ask a question and provide four answers, three correct and one wrong. Which is the wrong one? Examples: Which of these are days of the week? Sunday, Thursday, Tuesday, September. Which of these are numbers? Blue, five, nine, thirteen. Which of these can you put in bread? Jam, coffee, butter, cheese. Make sure the incorrect one is not always in the same place. There is no expectation to write the questions but it might be helpful to write the four answers if your child finds it difficult to remember them.

Teach – Recap alternative spellings for the 'igh' sound (ie as in tie, y as in by, i_e as in like, y_e as in type, ye as in goodbye, l as in Friday, eigh as in eight, eye, l). Play [Alternative Spellings /igh/ \(phonicsplay.co.uk\)](http://phonicsplay.co.uk), working through Phoneme Spotter, Word Sort and Best Fit.

Read – Write this sentence for your child to read: It was eight at night on a Friday when Mr Jones spied a dolphin swimming by.

Write – Ask your child to write: I spy with my little eye some flies. Goodbye Mr Bright.

Writing

Pablo helped the banana farmers to receive a fair payment for their bananas. His friend sent him a postcard to say thank you.

All- Design and write your own postcard to Pablo. You might like to use the template (in resources) or you could make your own. Remember to send a photograph to Class Dojo.

Say a sequence of numbers missing out one number. Can the children hear when you miss out the number and tell you what number they missed? If you kept your number cards from last half term you may wish to use those so that the children are visualising the numbers too.

Main –

Children to hold two objects in their hands. Think about which is heavier/lighter? How do they know? Try a few objects and encourage the children to explain which is heavier/lighter and why?

Think about how we can prove this. Watch the White Rose introduction to weighing (Mass)

<https://vimeo.com/516651914>

You can use a coat hanger as a set of scales to weigh which is heavier or lighter.



* Children to find objects around the house/school and record which are heavier than or lighter than.

The _____ is heavier/lighter than the _____ .

Ask your child questions like, are larger objects always heavier than smaller objects?

/ as above. Can you find something equal?

I'm thinking of an object. It is heavier than a pencil, but lighter than a dictionary.



What object could Jack be thinking of?
Prove it.
How many objects can you think of?

*** Challenge – Reasoning see below



You might like to choose some of the activities from the home learning grid (in resources) to complete.

The class are seeing whether the balloon or apple will weigh more.

Eva: The balloon will be heavier because it is bigger than the apple.

Whitney: The balance will be level because they are both red.

Mo: The apple will go down because it is lighter.

Teddy: The balloon will go up because it is lighter.

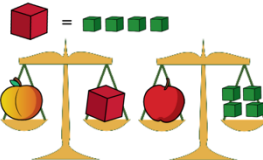



Teddy is correct. However his explanation needs to be clearer. Children should practice using vocabulary such as heavier than and lighter than when comparing objects alongside talking about the movement of the scale.

Children should be encouraged to explain why the others are incorrect.

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	English	Maths	The wider curriculum
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<p>Thursday 4th</p> <p>Reading - Learning Objective <i>I re-read my books so that I become a better reader.</i> Daily reading – please complete the quick read words in the resources.</p> <p>Phonics Warm up – recap plurals Simple Plural Rules (phonicsplay.co.uk).</p> <p>Teach – how to spell looked. Look at Train Your Brain (phonicsplay.co.uk) Work through the introduction and demonstration then choose the word ‘looked’.</p> <p>Write – Ask your child to write: I looked for many ponies in the field but could only see a few. Mrs Gibb was feeding them apples and tomatoes in the buckets. Their tummies were full.</p> <p>Writing/Reading Today we are going to be looking at a recipe that uses both Fairtrade bananas and chocolate. Please read the instructions together with your child and then talk about the features of a recipe.</p> <ul style="list-style-type: none"> Look at the list of ingredients. 	<p style="text-align: center;">Measurement – Weight and Volume</p> <p>Learning Objective - When weighing, I use the words heavy/light, heavier than, lighter than to explain my work.</p> <p>Mental maths – Children to be given two numbers under 20 and say which is more/ less. (**Extend to 3 number – 14, 9, 18. Children can say 18 is more than 14 and 9, or 14 is more than 9 but less than 18, 9 is less than 14 and 18)</p> <p>Main – Linked to English the children can practise weighing real amounts of ingredients to make cakes. If you are unable to make cakes the children can watch https://vimeo.com/516653575 Measuring mass</p> <p>* /**/*** Use your homemade scales (coat hanger) from yesterday and on one side put an object like a toy car and on the other side add something you are going to be weighing in, for example 4-piece lego block, cubes, dice, etc. Can you measure how much 5 different items weigh and record it? “My toy car weighs 6 dice.”</p> <p>***. Challenge – Reasoning. (see below)</p>	<p>Bananas- Ask your child/ren where bananas come from? Work through the ‘B is for Banana’ resource (in resources). Look at the map- identify where you live and where bananas come from. Re-cap the journey of a banana to our supermarkets- linked to Pablo.</p> <p>Activities-</p> <ul style="list-style-type: none"> Cut out the ‘Act it out with Antonia’ cards and put them in the correct order. Make up an action for each stage and act them out. Complete the banana hide and seek. How many did you find? <p>Challenges-</p> <ul style="list-style-type: none"> Make a model representation of a banana plantation. A bunch of bananas is called a hand. Use playdough to make a hand of bananas. Set up your own Fairtrade shop. Which products will you sell? <p>To conclude our work on Fairtrade week please ask your child to tell you what they now know about Fairtrade.</p>
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	<ul style="list-style-type: none"> • Numbered steps telling you what order to do things in. • Bossy verbs (imperative verbs) to make the instructions clear. <p>If you can I would like you to follow the recipe and make your own Fairtrade banana and chocolate muffins. (Don't worry if you haven't got Fairtrade bananas and chocolate. Also, if you would prefer you could use a different recipe thinking about what ingredients could be Fairtrade.)</p> <hr/>	 <p>Possible answer: I agree with Teddy, because 1 brick weighs the same as 4 cubes so the apple and the peach weigh the same.</p> <p>Amir says,  The apple is heavier than the peach, because it weighs 4 cubes.</p> <p>Teddy says,  The apple and the peach weigh the same.</p> <p>Who do you agree with? Explain why.</p>  <p>How many cubes does the teddy bear weigh? Explain how you know.</p>	
	English	Maths	The wider curriculum
<p>Friday 5th World Book Day</p>	<p>See separate plan for World Book Day.</p> <p>You can choose as many as you like but I would like you to complete at least three activities if possible as we would normally complete at least three activities a day.</p> <p>Please send your photos in and If you are happy for them to go on to the school website please email to pupils@hatherleigh-pri.devon.sch.uk</p> <p>Don't forget to look at the whole school tab on Dojo where there will be a whole list of links to staff reading stories.</p> <p>This is where you will also find the book titles competition – how many can you work out as a family? Send your answers to pupils@hatherleigh-pri.devon.sch.uk for a chance to win a certificate.</p>		