

Curriculum Home Learning

Week Beginning 15.03.21
Remember to email your
amazing work to the
email addresses below!

3A@hortongrangeacademy.co.uk

3B@hortongrangeacademy.co.uk

3C@hortongrangeacademy.co.uk

This week...

- Day 1- Joe Wicks PE and PSHE
- Day 2 -Spanish- La Fruta
- Day 3- Joe Wicks PE and Computing
- Day 4- Curriculum
- Day 5- Joe Wicks PE and Music

Day 1

Warm up!

It's important to warm up so
your heart and your muscles
are ready for exercise!

It helps you to exercise better
and it means you don't
yourself inj



Joe Wicks PE

Monday, Wednesday and Friday

Click the link below to watch and complete a Joe Wicks PE of your choice.

<https://www.youtube.com/watch?v=AxWIXTOiEJo0TYlRfr>



Cool Down

Why do you need to cool down after exercise?

Its important to cool down after exercise so your heart rate and bodu temperature can return to normal!



Lesson 2- Curriculum

PSHE

Remember to have your pencil and book ready to write down all your amazing ideas.

Learning Intention

Lesson 1

To understand about the value and importance of money.

Success Criteria

On fire: I can understand that people have choices about what they do with their money.

Hotter: I can explain how they might feel when they spend money on different things.

Hot: I can know that money can be saved for a use at a future time.

Question Time?

What is money?

Where does money come from?

How do we use money?

How does money benefit (help) us?

What would the world be like if people didn't have money?

Do you think people have always had money?

What do we mean by spending and saving?

What did we learn about last week.

What does spending mean?

What does saving mean?



We will now read a story about Harold saving for something really special that he would like, a guinea pig!

Do you know?

- > They don't come from Guinea. In fact, guinea pigs originate from South America. ...
- > They are not related to pigs at all. ...
- > They don't get on with rabbits. ...
- > They like to chat to each other. ...
- > They only sleep for short periods. ...
- > They can break dance. ...
- > They have an odd number of toes.



Harold Saves for Something Special.

'Harold,' said Harold's mum, 'It's your birthday coming up next month. Have you thought what you would like to ask for as a present?' 'Oh yes,' said Harold, 'There's only one thing that I want and that's a guinea pig.' 'Oh Harold, I'm afraid that's going to cost too much,' said his mum. 'Really?' cried Harold, 'They don't cost much. My friend Derek told me.' 'No, it doesn't cost much to buy the guinea pig,' explained his mum, 'but it's everything else you'll need to buy to look after it.'



Question- What all the other things Harold will need to buy if he wants to get a guinea pig e.g. a run, hutch, hay, food, water bottle, guinea pig toys - such as a tunnel.

So Harold's mum explained to Harold all the other equipment and things that Harold would need to look after his guinea pig. 'And there are other things to think about like vet fees if your guinea pig is ill. Have you thought about that?' Harold hadn't and he looked very disappointed. 'Don't worry,' his mum said, 'Let's work out how much all that would cost,' and they sat down and wrote it all down. Mum looked up prices on the internet and finally they had a total cost but it was much more than his mum and dad could afford, even if he added in the money from his money box.

Question- What could Harold do?

'Why don't we wait and see if you get any other money for your birthday. You usually do. You could save it all up and buy everything you need,' said Harold's mum. So Harold waited for his birthday and sure enough he did get some money from other people in his family. Even Kiki and Derek gave him some money instead of a present like they usually did. When everyone had gone home from his birthday party Harold sat down with his mum and dad and they counted all the money he had received and added in the money he had saved in his money box. He nearly had enough money for all the things he wanted but was still twenty pounds short

'I know,' said Harold's dad, 'You could do some jobs around the house and we could pay you each time you do one.' If you work hard you should be able to save that extra twenty pounds in no time.'

Question- What sort of extra jobs Harold could do around the house to earn him the money.

Harold loved the idea and for the next three weeks he did as many extra jobs as he could. He helped wash and clean the car; did some weeding in the garden; was responsible for emptying the kitchen bins and sorting out the recycling items; and lots of other jobs that he normally didn't do. He didn't get any money for tidying his bedroom as he was expected to do that anyway!

At the end of the three weeks Harold and his mum and dad counted all the money again and this time he had just enough to buy a guinea pig and all the extra equipment that was needed to keep it. So that weekend they went to the pet shop and picked out a lovely little baby guinea pig which Harold decided on the spot was going to be called 'Piglet'. And then Harold's parents surprised him by saying that because he had been so good at saving his money and working hard at all his extra jobs they were going to buy another guinea pig to keep Piglet company. Harold was overjoyed and saw another brown and white guinea pig in the shop that he knew would be the perfect friend for Piglet. He decided to call her Jigsaw, because of the pattern on her fur. 'Thank you, mum and dad,' he said, and as they went out of the shop Harold had a huge smile on his face.

Questions-

Why did Harold decide to save his money to buy the guinea pigs instead of just getting a smaller present on his birthday?

Would he have found it easy or hard to save up for weeks? Why?

How do you think Harold felt in the weeks that he was saving up?

How do you think Harold felt when he had enough money to buy the guinea pig and equipment

Day 2

Lesson 1- Spanish

Hola



Day 2- Spanish!

Can you recap the sounds?
What sound does the first letter of
the month of your siblings birthday
start with?

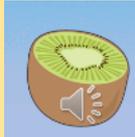
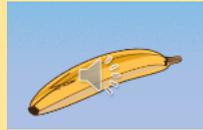
A  ah	J  hota	R  erre
B  beh	K  ka	S  esse
C  theh	L  elleh	T  teh
D  deh	M  emeh	U  ooh
E  eh	N  eneh	V  oohveh
F  ehfeh	Ñ  enyeh	W  doble-oohveh
G  heh	O  oh	X  ehkis
H  ache	P  peh	Y  yeh
I  ee	Q  kuu	Z  thehta

Lets Recap

Which fruits have we been looking at so far?



Match them up



Un kiwi

Una pera

Una manzana

Un plátano

Una naranja

Una ciruela

What's the
difference?

Think, Pair, Share

What's the
difference
between
un and una?

un = masculine
una = feminine

What's the difference?

Think, Pair, Share

What's the difference
between
un and una and los
and las?

un and una = 1
los and las = more
than 1

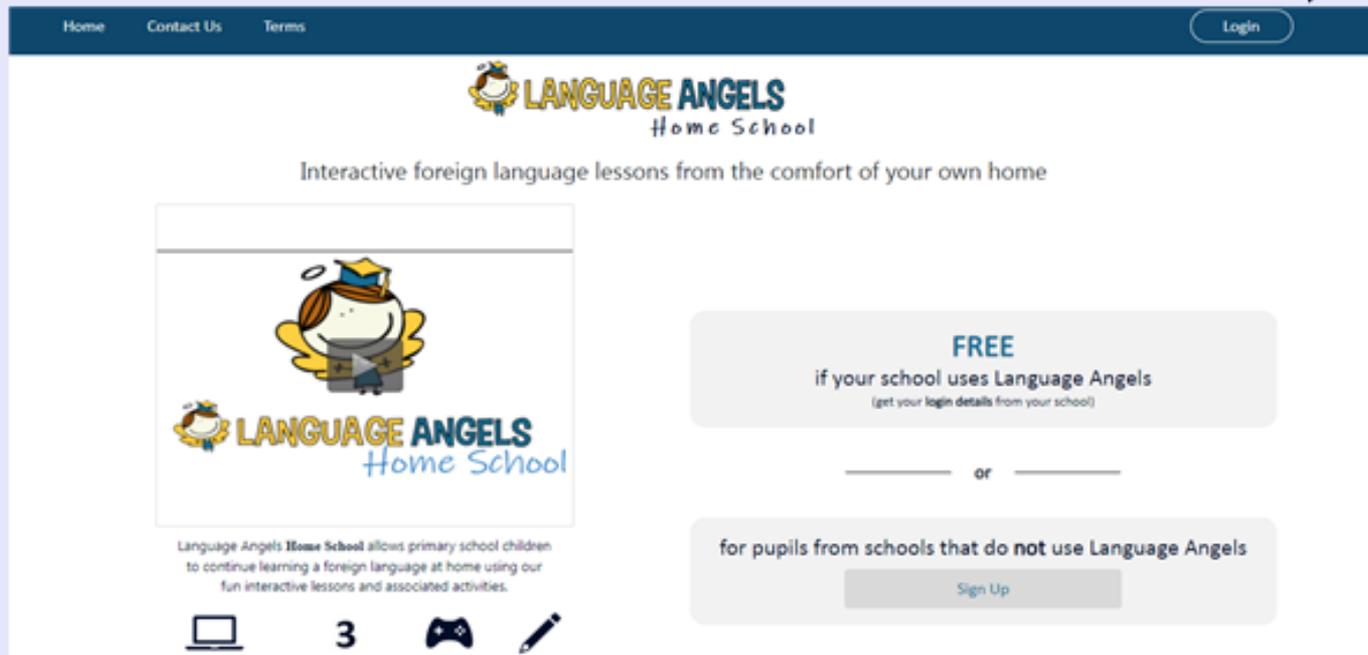
Lets have a look at what we are going today!
Click on the website below.

<https://www.languageangels.com/homeschool>

Username: Horton1344

Password: lahome

Press login and enter the
details below



The screenshot shows the Language Angels Home School website. At the top right, there is a dark blue navigation bar with a white "Login" button. Below the navigation bar is the website's logo, which includes a cartoon angel character and the text "LANGUAGE ANGELS Home School". The main heading reads "Interactive foreign language lessons from the comfort of your own home". On the left, there is a large image of the cartoon angel character and the website logo. Below this image, there is a short paragraph of text: "Language Angels Home School allows primary school children to continue learning a foreign language at home using our fun interactive lessons and associated activities." At the bottom of the page, there are icons for a laptop, the number "3", a game controller, and a pencil. On the right side of the page, there are two registration options. The first option is "FREE if your school uses Language Angels (get your login details from your school)". The second option is "for pupils from schools that do not use Language Angels" with a "Sign Up" button below it.

Lets see what we have to learn!

ENTRY LEVEL CHALLENGE

Unit 1: Puedo... (I can...)

Unit 2: Los Instrumentos (Musical Instruments)

Unit 3: Basic Vocabulary

Unit 4: Las Formas (Shapes)

Unit 5: La Fruta (Fruits)

Unit 6: Yo Aprendo Español (I am Learning Spanish)

Unit 7: Los Animales (Animals)

Unit 8: Caperucita Roja (Little Red Riding Hood)

Unit 9: Las Verduras (Vegetables)

INTERMEDIATE LEVEL CHALLENGE

Unit 1: Mi Clase (In The Classroom)

Unit 2: Los Romanos (The Romans)

Unit 3: Me Presento (Presenting Myself)

Unit 4: La Familia (Family)

Unit 5: Mi Casa (My Home)

Unit 6: ¿Tienes Una Mascota? (Do You Have A Pet?)

Unit 7: La Ropa (Clothes)

Unit 8: ¿Qué Fecha Es Hoy? (What Is The Date?)

Unit 9: La Fonética (Phonetics & Pronunciation)

Unit 10: ¿Qué Tiempo Hace? (The Weather)

SUPER CHALLENGE LEVEL

Unit 1: En El Colegio (At School)

Unit 2: Yo En El Mundo (Me In The World)

Unit 3: El Fin De Semana (The Weekend)

Unit 4: Los Verbos Regulares (Regular verbs)

Unit 5: Los Verbos Irregulares (Irregular Verbs)

Unit 6: La Comida Sana (Healthy Lifestyle)



Pick your lesson

Welcome Horton Grange Primary School



La Fruta (Fruits)

In this unit pupils will learn how to say, read and write up to ten different fruits in Spanish as well as be able to express which fruits they like and dislike.

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson Summary

In this lesson you will recap all of the ten fruits that you have already learnt. You will also learn how to say each of these fruits when there is more than one of them.

START LESSON



Interactive Lesson

La Fruta

OUTLINE 1 / 41 00:00 / 00:00 PREV NEXT

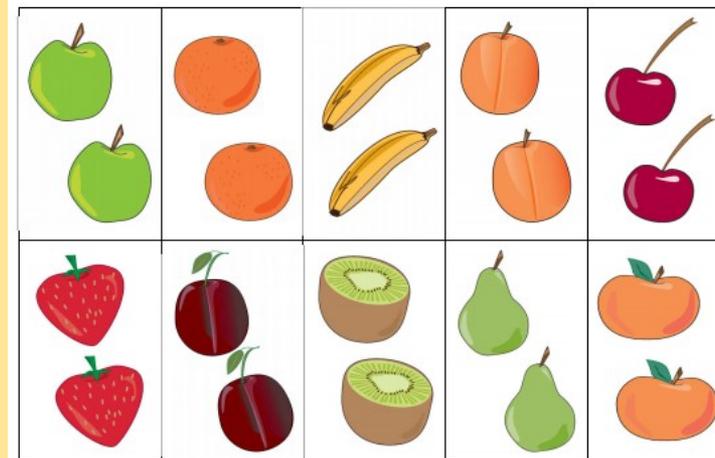
Click the play button and watch the video to recap 10 fruits. Listen carefully.

Today's Task

Teachers to put chn in MA pairs.

In your pairs you are going to play a game of snap! One person will have fruit cards and some will have the names of the fruits on cards. See how many points you can get!

Las manzanas	Las fresas	Las naranjas	Las peras	Las cerezas
Las ciruelas	Los plátanos	Los kiwis	Los albaricoques	Los melocotones



Day 3

PE

Warm up!

It's important to warm up so your heart and your muscles are ready for exercise!

It helps you to exercise better and it means you're taking care of yourself

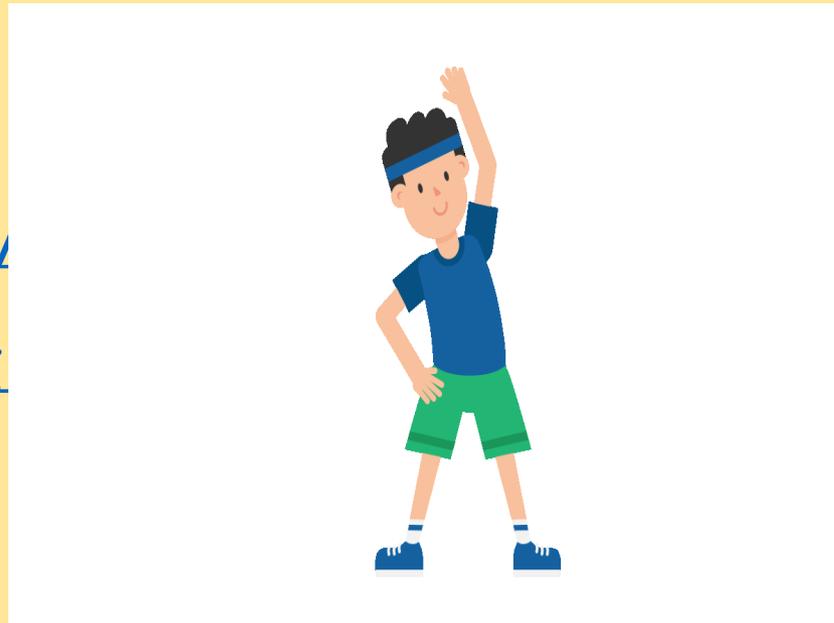


Joe Wicks PE

Monday, Wednesday and Friday

Click the link below to watch and complete a Joe Wicks PE of your choice.

[https://w
Ax](https://www.youtube.com/watch?v=Ax)



[annel/UC
rYQ](https://www.youtube.com/channel/UCrYQ)

Cool Down

Why do you need to cool down after exercise?

It's important to cool down after exercise to lower heart rate and temperature so we can return to normal!



Steps to cool down....

Make sure you find a space and get comfortable

Close your eyes and take some deep breaths in
and out

Do this until you can feel your heart go to a
normal beat and you have cool down.

Remember to stretch up and down to look after
your muscles!



Lesson 2-

Computing

Learning Intention

To explore a simulation, making choices and discussing their effects.

Success Criteria

On Fire- I can begin to evaluate simulations by comparing them with real situations and considering their usefulness.

Hotter- I can use a simulation to try out different options and to test predictions.

Hot- I can explore a simulation.

In Computing this half-term are learning about simulations.



Key Learning

- To consider what simulations are.
- To explore a simulation.
- To analyse and evaluate a simulation.

Key Vocabulary

Simulation

A computer simulation is a program that models a real-life situation. They let you try things out that would be too difficult or dangerous to do in real life.

Key Questions

What is a computer simulation?

A program that models a real-life situation. They let you try things out that would be too difficult or dangerous to do in real life.

What kind of simulations are there?

Some simulations represent dangerous situations for training such as flying in space, carrying out medical operations or piloting an aeroplane. Others simulate activities for fun, such as racing simulations.

Are there any problems with simulations?

Simulations are often too simple; and unexpected problems can still occur in real life that are difficult to simulate. Simulations can also be very expensive.

Recap- what did you learn last week?

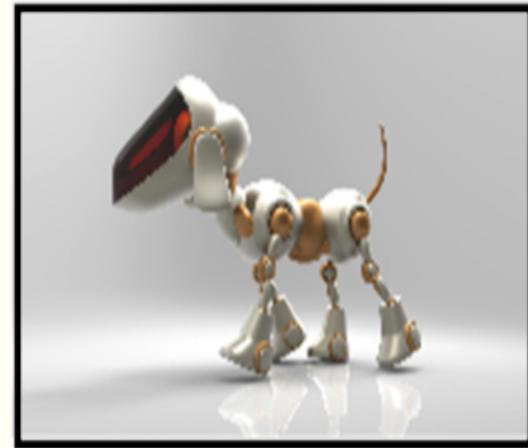
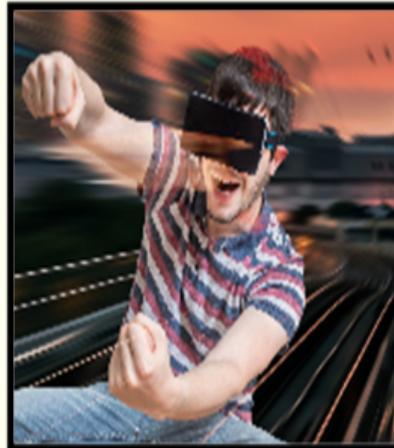
What are simulations?

Computer simulations can represent real or imaginary situations.

They allow users to study or try things that would be difficult or impossible to do in real life. You could have computer games at home that are like simulations.

Simulations are particularly useful when a real-life process:

1. is too dangerous,
2. takes too long,
3. is too quick to study,
4. it is too expensive to create.



As a whole class:

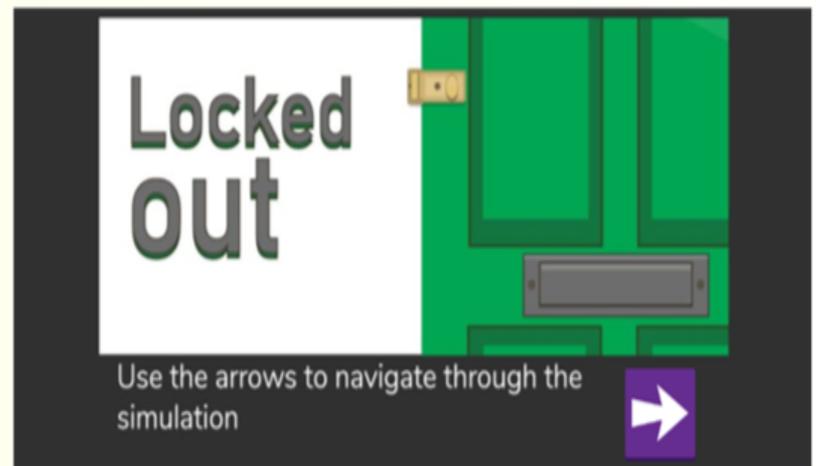
Today we are going to be exploring a simulation about making choices and problem solving. We will be able to explore the situation from each character's point of view, then we will try to help one or more of the characters to solve the problem.

(Click on the arrows to navigate through the simulation forwards and backwards).

(Teacher)-Log on to Purple Mash.



Open-'Locked Out' simulation.





What is everybody thinking? Click on the characters to find out.

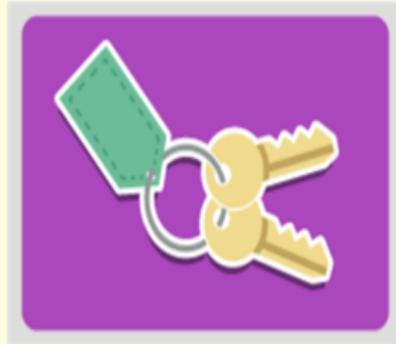
What do you think that the characters might be thinking?

How would you feel if you were in their situation?

Can you think of a solution for their problems?

Learning Challenges

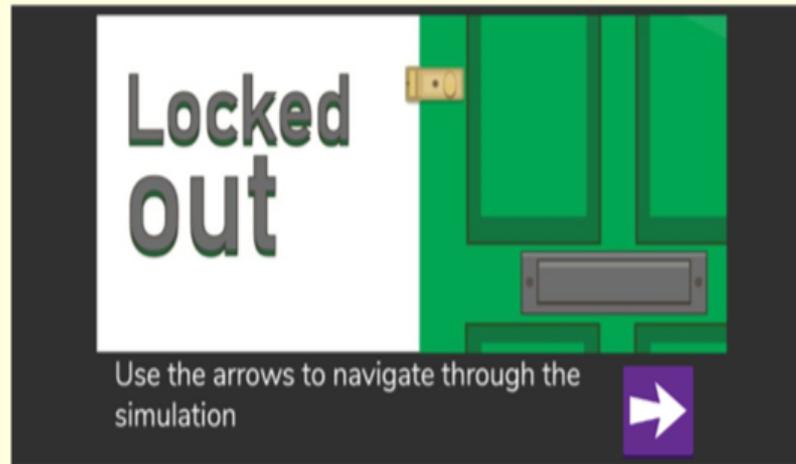
Log on to Purple Mash,
click on alerts.

A screenshot of the Purple Mash login interface. It features a purple header with the 'purple mash' logo and a green search bar. Below is a login form with three rows: 'Username: km', 'Password:' (with a monkey and penguin icon and a strength indicator showing '8' and '7'), and 'Parent Code' (with a green redaction box). At the bottom, the URL 'https://www.purplemash.com/horton-bd7' is displayed.

Username:	km
Password:	  8 7
Parent Code	

<https://www.purplemash.com/horton-bd7>

Complete the simulation
situations by finding
solutions for the problems.



On fire- to create 4 different options to try and solve the problems.

Hotter- to create 3 different options to try and solve the problems.

Hot- to create 2 different options to try and solve the problems.



Learning Intention

To explore a simulation, making choices and discussing their effects.

Success Criteria

On Fire- I can begin to evaluate simulations by comparing them with real situations and considering their usefulness.

Hotter- I can use a simulation to try out different options and to test predictions.

Hot- I can explore a simulation.

Day 4

PSHE

Learning Intention

Lesson 2

To understand about the value and importance of money.

Success Criteria

On fire: I can understand that people have choices about what they do with their money.

Hotter: I can explain how they might feel when they spend money on different things.

Hot: I can know that money can be saved for a use at a future time.

Spending money

We all have choices about how we use our money. We can choose to buy things for ourselves or for other people, or we can choose to save our money to spend another time, maybe on something bigger. Just because we have money doesn't mean we have to spend it.

Have you ever saved money for something?

Where do you get your money?



What would you do?

SAVE



SPEND

How might you feel if you spent money on different things and why might you feel like that?

If I spent money on	I would feel	because
1. A present for my best friend.		
2. A snack for myself.		
3. A toy that I had saved up for weeks for.		
4. A charity the school is raising money for.		
5. An item for a pet.		
6. A new top for the school disco.		

Plenary

Now lets discuss your answers.

Did everyone feel the same? If not, why not?

Now, on your whiteboard, draw three items as follows:

An item they might buy for themselves.

An item they might buy for someone else.

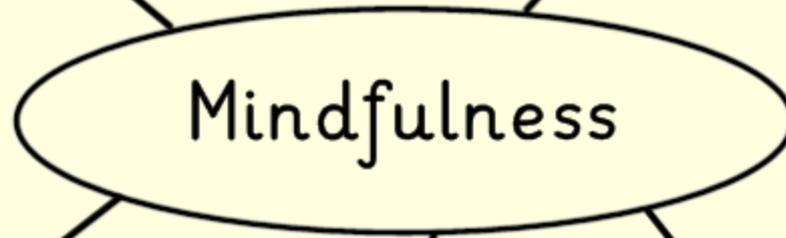
An item they might buy for themselves after they had saved up for it.

PSHE

Mindfulness

What is mindfulness?

What feelings can you have?



When do your feelings change?

Who can help you when you feel sad?

What can you do to feel better?

Mindfulness 5 - 4 - 3 - 2 - 1

Think about:

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

Gratitude Break

Take a moment to think about what you are grateful for in life:

- People you are grateful for
- Places you are grateful for
- Things you are grateful for

Deep Breaths

Lie down and place your hand on your belly. Close your eyes and take 10 deep breaths.

Notice your hand moving up and down as you breathe.

Do you feel relaxed?

Calming Music

Search for calming music on Youtube. For example, it could be ocean waves. When you've found one you like, get into a comfy position, close your eyes, clear your mind, listen to the sounds and relax.

Today we are going to create
a Mindfulness poster using our 5 senses.

Think of things that make you feel:

happy
calm
peaceful
grateful
joyous
delighted

Mindfulness 5 - 4 - 3 - 2 - 1

Think about:

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

My Mindfulness World



Explain why your choices are important to you.

How do they make you feel?

Day 5

Warm up!

It's important to warm up so your heart and your muscles are ready for exercise!

It helps you to exercise better and it means you're taking care of yourself

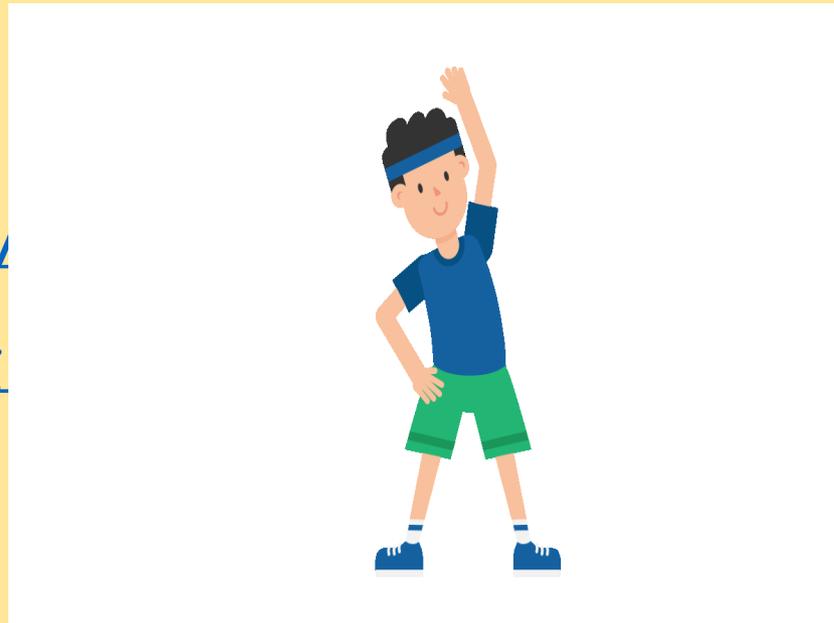


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[annel/UC
rYQ](https://www.youtube.com/channel/UCrYQ)

Cool Down

Why do you need to cool down after exercise?

It's important to cool down after exercise to lower your heart rate and temperature so you can return to normal!



Lesson 2-

Music

Click the links below to watch the video, it's live from 9am but you can watch it whenever you have 15 minutes spare time.

<https://www.youtube.com/singup>

To help out, Sing Up will be running **live sessions** on Tuesday mornings with a *#FeelgoodFifteen* minutes of singing and musical fun to wake children up and get them ready for a day of learning.

Tune in next Tuesday at 9am GMT for the first of our weekly series of live sessions, run by a range of fabulous vocal leaders.

