

Curriculum Home Learning

Week Beginning 22.03.21
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- Mindfulness
- 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 make spending decisions based on priorities, needs and wants.

Hotter: I can understand that people can spend money based on priorities.

Hot: I can understand why people spend money on certain things.

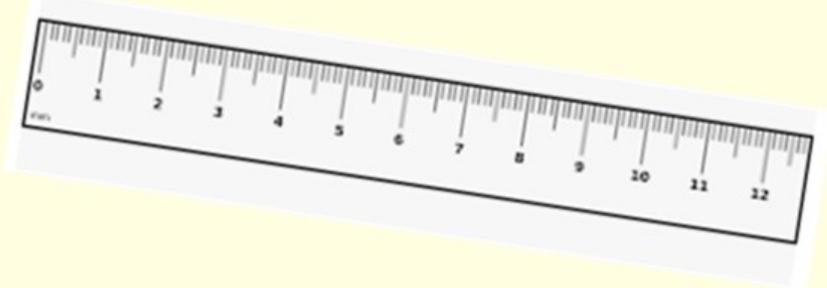
Discussion time



Look around the classroom at all the items they can see. These are mostly items that have been bought by our school to help the you learn.

In pairs, can you make a list of objects that have been bought by Mrs Marshall for you to help you learn.

Discuss the objects and explain why we need them in school.



Question time



- > Which do they think is the most expensive item?
- > How much do they think it is worth?
- > Which is the cheapest item?
- > What impact on the environment do the purchases have? (E.g. are any of the items made from recycled materials? Do they come in packaging that's more environmentally-friendly, such as cardboard?)
- > How much do they think the total cost of all the items in their classroom would be?
- > Where do you think the school gets the money to pay for all the items in the classroom and the school? Explain your answer.

Task-

Harold has been learning about money in school. His teacher has asked him to think of all the things that have to be bought and paid for in his home. Harold has drawn a picture of his house.

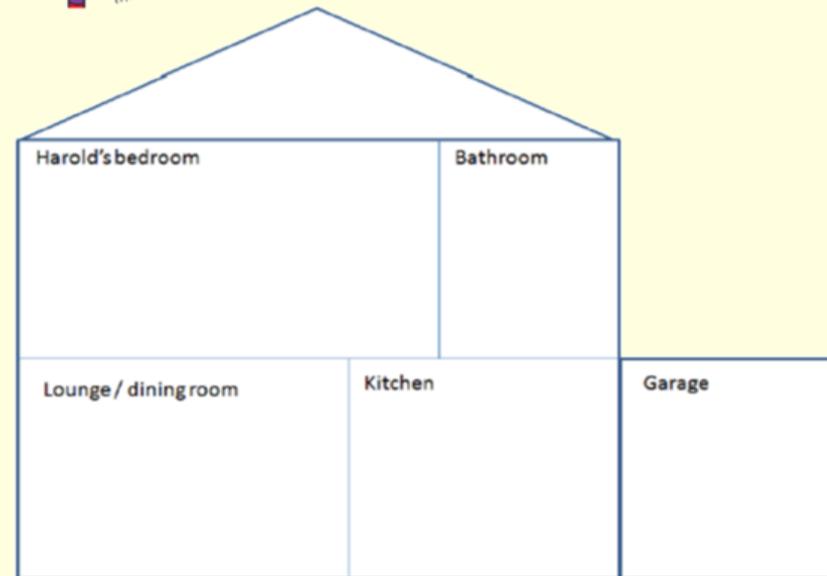
In pairs can you decide what Harold might want to buy for his house and why. Then draw and label all things that you think that he will need for his house.

Can you think of how Harold's family get their money to pay for all these items. They may have jobs which pay them a weekly or monthly amount or if they are unable to work they may get some money from the government.



Activity sheet

Harold's expenses



Learning Intention

Lesson 2

To understand about the value and importance of money.

Success Criteria

On fire: I can understand that people make spending decisions based on priorities, needs and wants.

Hotter: I can understand that people can spend money based on priorities.

Hot: I can understand why people spend money on certain things.

What did we learn about in the last PSHE lesson?

How much things cost.



Task- Diamond Nine card activity. Working in pairs.

Put the cut cards into a diamond shape with the most important things that have to be paid for at the top and the least important things that have to be paid for at the bottom.

Create the diamond pattern as follows:

1 on the top row (most important item)

2 on the 2nd row

3 on the 3rd row

2 on the 4th row

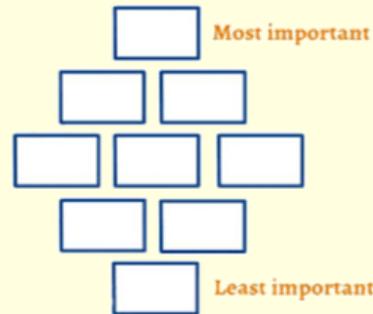
1 on the 5th row (least important item)

Total: 9 cards



Activity sheet

Expenses diamond nine



Food	TV licence	Trip out to the cinema
Petrol for the car	Takeaway meal	Chairs and tables for mealtimes
Beds	Electricity bill	Computer

Plenary

How easy or hard it was to arrange the cards?

Let us look at different groups' top and bottom cards. Were they the same?

They might not be the same answers because lots of things were essential. You may have wanted to put some of the treats closer to the top but essentials have to be paid for first.

Discuss why?

- > The school receives money from the government. This is its income.
- > The school spends the money on all the things that are needed to make it work properly. This is its expenditure (or expenses).
- > Everything at home has to be bought with the income that's going into the family
- > Some items are essentials and have to be prioritised.
- > Other items are things people want rather than need and these can be bought after all the essentials have been paid for.
- > We have choices about how we save and spend money and we need to think carefully about these choices.

Day 2

Lesson 1- Spanish

Hola



Day 2- Spanish!

Can you recap the sounds?
What sounds make up the word
'hello'?

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?



Think, Pair, Share

Today we are going to write whether we like or don't like certain fruits.

Can you join up the faces to the correct saying?



Me gustan...



No me gustan...

Lets see if you were right!



Me gustan...



No me gustan...

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

Home Contact Us Terms [Login](#)

LANGUAGE ANGELS
Home School

Interactive foreign language lessons from the comfort of your own home

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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

A video player interface for an interactive lesson titled "La Fruta". The video content shows a blue background with the text "La Fruta" in large, dark blue letters. Surrounding the text are ten colorful illustrations of various fruits: an orange, a plum, a pear, a kiwi slice, another orange, an apple, a strawberry, another orange, a banana, and a cherry. A small speaker icon is visible to the right of the text. At the bottom of the video player, there is a control bar with an "OUTLINE" button, a play button, a progress bar showing "1 / 41" and "00:00 / 00:00", a refresh button, a back button, a forward button, and "PREV" and "NEXT" buttons. A small logo for "OLIVER AND PINKS" is in the bottom left corner of the video area.

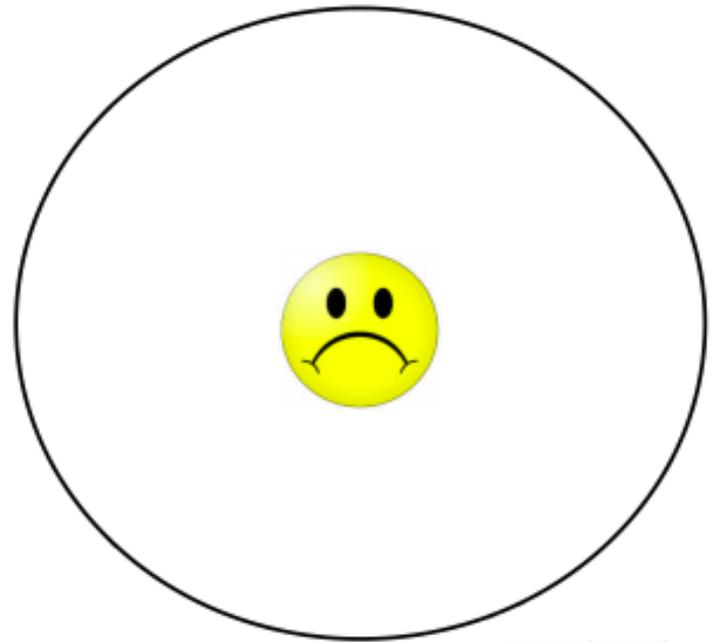
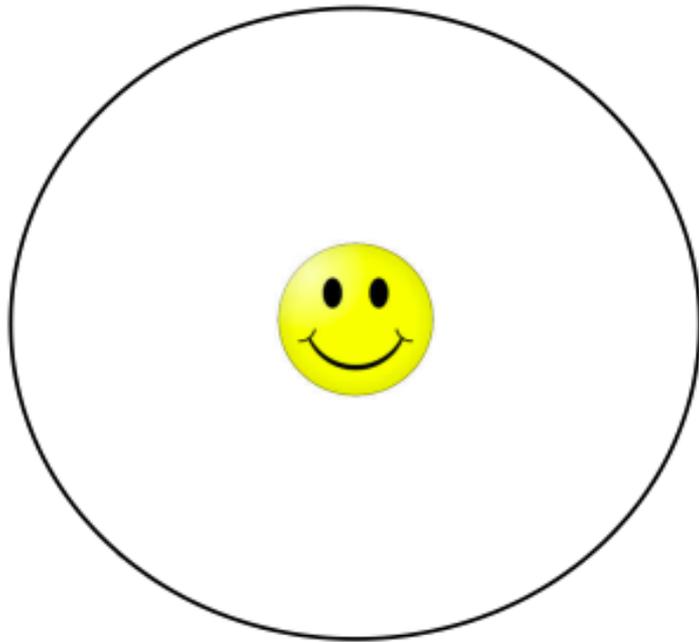
Click the play button and watch the video to learn how to say which fruits you like and dislike

Today's Task

Hagrid

Nombre: _____

Instructions: Draw in the correct circle the fruits you like and do not like and label them in Spanish.



las peras



las naranjas



las manzanas



las fresas



las cerezas



las ciruelas



los kiwis



los melocotones



los plátanos



los albaricoques

Today's Task

Potter and Weasley

Nombre: _____

Instructions: Draw in the correct circle the fruits you like and do not like and label them in Spanish.



Me gustan...



No me gustan...



las peras



las naranjas



las manzanas



las fresas



las cerezas



las ciruelas



los kiwis



los melocotones



los plátanos



los albaricoques

Today's Task

Hermoine and Dumbledore

Nombre: _____

Instructions: Draw in the correct circle the fruits you like and do not like and label them in Spanish. (Use the word bank to help you.)



Me gustan...



No me gustan...

**WORD
BANK**

las peras

las naranjas

las manzanas

las fresas

las cerezas

las ciruelas

los kiwis

los melocotones

los plátanos

los albaricoques

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

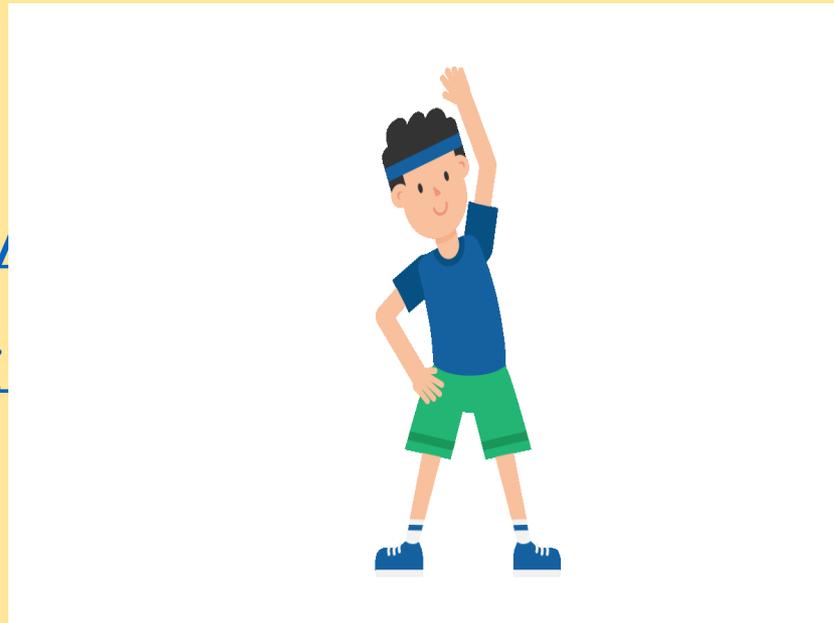


Joe Wicks PE

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 your heart rate and temperature so you 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 analyse and evaluate a simulation.

Success Criteria

On Fire- I can identify the relationships and rules on which the simulations are based and test their predictions.

Hotter- I can recognise patterns within simulations and make and test predictions.

Hot- I can evaluate a simulation to determine its usefulness for purpose.

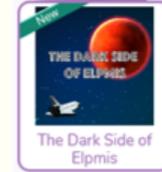
As a whole class- in 5 groups.

Today using a simulation we are going to explore space.

You are on a mission where something goes wrong, and your task is to save the stranded astronauts.

You will need to investigate the planet's (Elpmis) conditions,

decide upon what equipment needs to be taken and solve challenges on the planet.



Key Vocabulary

Gravity- a force which pulls things to the ground on Earth.

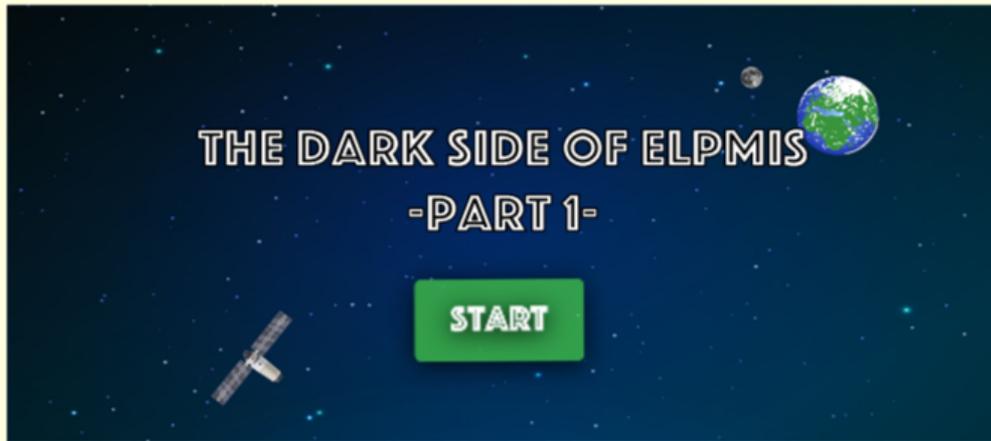
Orbit- the path of an object around a particular point in space.

Atmosphere- the layer of gas that surrounds a planet.

Oxygen- a chemical element found in the air as a colorless, odorless, and tasteless gas that is necessary for life.

Solar power- solar energy is simply the light and heat that come from the sun.

Key fact- all planets have very different conditions/environments.



"With the help of this computer, we are going on a journey far, far away from earth and far, far into the future."

"You are now space cadets" ("trainee astronauts" if you prefer!) and I am your ship's Vice Captain.

"You are on your final training mission. If you succeed you will become qualified astronauts."

"Are you ready?"

Give your groups with a 'space' themed name!

As a whole class with children in 5 teams of space cadets. Work through the simulation discussing each scene and making informed decisions in your group. Children to share their ideas/suggestions with their ship's Vice Captain.



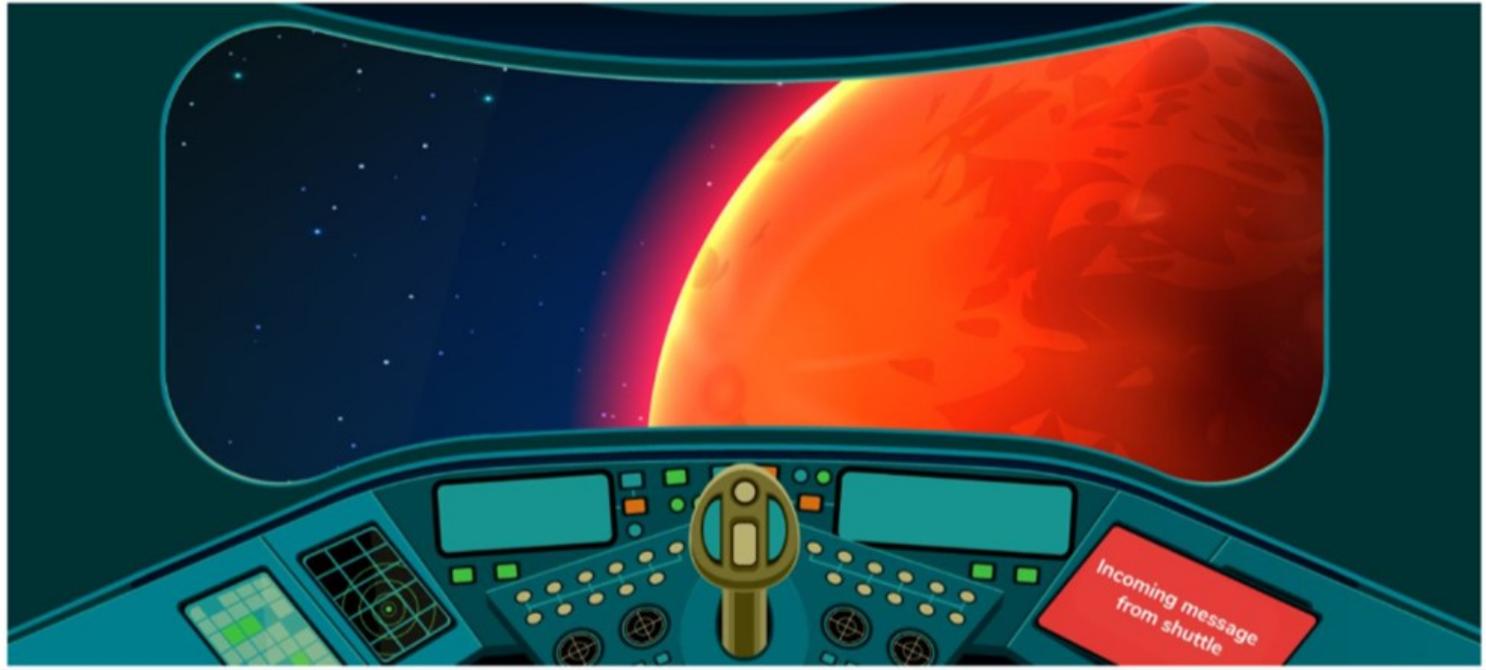
This is the key decision to be made – save our own skins or rescue our stranded comrades!

What shall we do?

To save ourselves or to rescue our stranded comrades(friends).

We will need to have a whole-class decision!

In groups -‘Can you justify your decision?’



Incoming message from shuttle - click to open a channel with messaging communications.



This is the key decision to be made – save our own skins or rescue our stranded comrades!

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We will need to have a whole-class decision!
In groups -‘Can you justify your decision?’



Incoming message from shuttle - click to open a channel with messaging communications.

Message:

**We managed to crash land just in time.
We had to land on the dark side of the planet. The shuttle has broken up.
Meteors have damaged our voice communications.
No power from our solar panels.
Emergency oxygen will last three days.
All six of us are alive but one has broken leg and one is unconscious,
so we are unable to leave shuttle.
Repeat, we are unable to leave the shuttle.
We need your help urgently.
Please send ideas of possible solution and rescue!**

Task: compose a message to the shuttle.

What do you most need to know about conditions on the planet?

In groups, decide on the two or three questions to be asked.

We will choose some of the best messages and will send them to the stranded astronauts.

Continue to follow the simulation.

Learning Challenge-all groups

Complete the rest of the simulation and then use the Equipment and Group scoring sheets to assess each group's progress and achievements.

Ask pupils to evaluate the simulation using the evaluation sheet. Groups may wish to explore the other options within the simulation to help them recognise patterns and make and test predictions.

Discuss how effective this simulation is and decide upon its usefulness for purpose. Could it be used to train real astronauts, for example? Explain your answers.

What equipment did you take?		Group _____	
 Backup Communicators	Communication is essential, useful to have backup, especially if team has to split up. 10 points	 Batteries	Important for lunar buggies and torches! 15 points
 Matches	No atmosphere, therefore no air. 0 points	 Oxygen tank	Essential for breathing. 15 points

Evaluating a simulation Group name: _____

List some of the patterns in the simulation. For example actions that you needed to take to be successful and actions that would cause you to fail the mission.

Learning Intention

To analyse and evaluate a simulation.

Success Criteria

On Fire- I can identify the relationships and rules on which the simulations are based and test their predictions.

Hotter- I can recognise patterns within simulations and make and test predictions.

Hot- I can evaluate a simulation to determine its usefulness for purpose.

Day 4

PSHE

Mindfulness

Learning Intention: To understand what mindfulness is and how it makes it a difference.

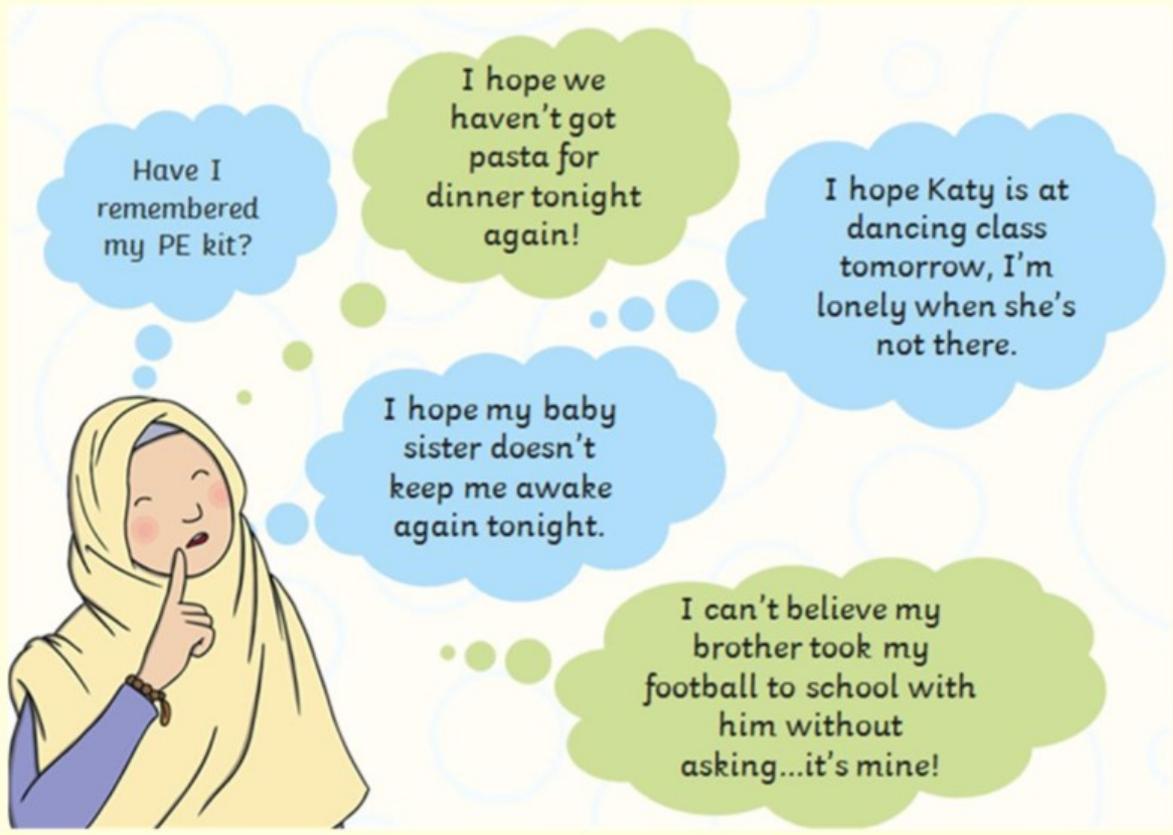
On fire: I can outline different reasons as to how mindfulness can improve a persons wellbeing and performance.

Hotter: I know what mindfulness is and how it makes it a difference.

Hot: I know what mindfulness is.

Do you ever feel like your mind can be like a snow globe? All shaken up with thoughts falling everywhere?





Have I remembered my PE kit?

I hope we haven't got pasta for dinner tonight again!

I hope Katy is at dancing class tomorrow, I'm lonely when she's not there.

I hope my baby sister doesn't keep me awake again tonight.

I can't believe my brother took my football to school with him without asking...it's mine!

Imagine

Just imagine if your mind could be worry free and a calm, peaceful place so that you can enjoy life even more every day.

Well it can...and we are going to find out how over this term



Have You Ever Heard an Adult Say...?

...'I'll cross that bridge when I come to it,'



This phrase means that we shouldn't worry about things that might not happen. We will deal with a problem if it happens.

Have You Ever Heard an Adult Say...?

...'That's all water under the bridge,'

This phrase means that there's no point worrying about a problem from the past. We should learn from it and move on.

The phrases we have heard give us a good way of understanding how mindfulness works.

Mindfulness is a special way of thinking that can help us with our problems. Using mindfulness can help us enjoy our lives more, in a calm and relaxed way.



Suhail



Here is a boy called Suhail. We are going to look at Suhail and how he deals with his emotions, feelings and actions in certain situations.

Suhail

Suhail is having his breakfast with his family.



What if Jack isn't at school today because he felt ill yesterday. I won't be able to play cards with him...I'll be all on my own. What will I do? The last time Jack was ill, I was alone all day and I didn't like it!

Discussion:
In pairs, can you describe how Suhail might be feeling?

Suhail

We can see that Suhail is worrying about the future - a future that might not even happen.

Suhail is also overthinking what had happened in the past and is picking all the worst parts of his memories out which is making the whole thing worse.

He has forgotten that on that day, Emma and Tai asked if he wanted to play their card game but he said no.

Suhail is not enjoying himself at all with his family or thinking about what he is doing, he is not living in the present moment and enjoying himself. He is living in the past and the future...not the present.

Discussion Time

Let's see what happens to Suhail when he arrived at school.

So, Jack was at school after all! Suhail was worrying about something in the future that didn't even happen!

Discussion Time

In pairs, what do you think Suhail could have done that morning instead of worrying about whether his friend would be at school or not?

Suhail could have used **mindfulness**.

Mindfulness

Mindfulness is when we are thinking about what we are doing right now. Ignoring the past or the future, we just think about the present.



Of course, sometimes, we want or need to reflect positively about the past or become excited about things in the future. Mindfulness is about living for the here and now and enjoying this very moment of our lives!

Suhail could have focused on his breakfast with his family and enjoyed that special family time instead of worrying about something which was out of his control in the future.

Reflection Time

Can you be more 'Mindful' from now on?

Plan for future, reflect on the past, however, concentrate and enjoy what you are doing at the moment.

Your mind will feel more like a calm snow globe than a snow storm!



Task- to create a Mindfulness

Super Hero poster, here are some ideas or you can design your own!



Day 5

Warm up!

Its important to warm up so your heart and your muscles are ready for exercise!

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

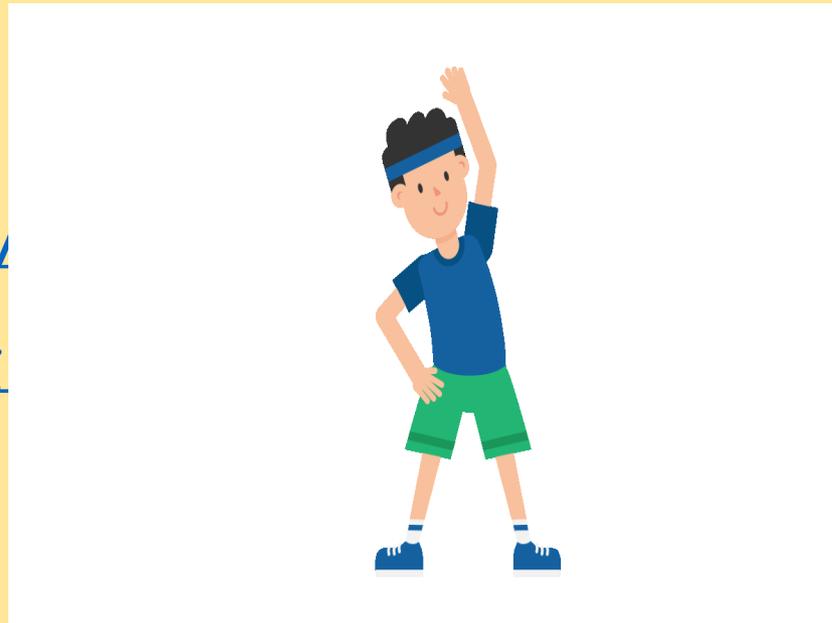


Joe Wicks PE

Monday, Wednesday and Friday

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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!



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.

