

High Lane Primary School

Home Learning Expectations for KS1

| | |
|-------------------|--|
| Mornings | <ul style="list-style-type: none">• Maths activities (30-40)• English activities – linked to reading, phonics, writing and handwriting(30-40 minutes) |
| Afternoons | <ul style="list-style-type: none">• One or two activities from the home learning grids attached (30-60 minutes depending on the activity) |

At High Lane, we recognise that each family’s situation is different, which is why we have not allocated days or times to the work provided. If school is closed or you are self-isolating, it is important for children to be accessing English, Maths and Reading daily, in equal measure with breaks, opportunities for other areas of their learning to be reviewed and quality family time.

We hope that, during this time, our families remain well. Should you require support from school with regards to your child’s learning, class teachers will be available on ClassDojo – replies during the week may take up to 48 hours, and slightly longer over weekends. Please bear with us and we will endeavour to return your message as soon as possible.

Thank you for your continued support,
The Key Stage 1 Team

High Lane Primary School Home Learning Ideas for Year 2

Whilst you're at home, it is really important to keep your brains growing. In the mornings, we recommend completing Maths and English activities set by your class teacher but, in the afternoons, why not try some of these great activities below? Because we know you all have lots of different strengths, we've tried to include a little something for everyone. We will provide each child with a journal. Any work, pictures, photos etc can be put in here. Feel free to decorate your front cover! If you are unable to print work, we will include an image of the work and you can copy your answers into your journal. (Make sure you include a title so we know what work you are completing). We will provide hard copies wherever possible if all other options have been exhausted.

| | | | | |
|-----------------|---|--|---|--|
| Literacy | <p>Reading</p> <ul style="list-style-type: none"> *Read for 10 minutes every day. *Complete one reading activity from the list further down. *Read instructions – How to blow a perfect cloud. Talk to someone about how it is set out e.g title, introduction, clear numbered steps. *Read and follow a set of instructions (this could be the one included or something different) | <p>Phonics/spelling</p> <p>Log into Purple Mash.</p> <ul style="list-style-type: none"> *Spend 5 minutes reading phonic flashcards (on line is fine you don't need to print them out.) Look at a different list each day. *Spend 5 minutes playing a phonics game from Purple Mash, Phonics Play and/Or ictgames. Com *Spell 5 key words or phonic flashcards every day – use the list of ideas to learn spellings attached for ideas. | <p>Writing</p> <ul style="list-style-type: none"> *Write your own set of instructions How to make the perfect cloud blower. *Write a poem about your mum or any other special lady in your life. | <p>Handwriting</p> <ul style="list-style-type: none"> *Practise your letter families (correct formation can be found below) by either completing letters on their own or joining key words (list attached) |
| Numeracy | <p>Arithmetic</p> <ul style="list-style-type: none"> *Complete arithmetic paper (allow 20 minutes and mark which question you are up to after 20 minutes – then complete the rest the next day) Work on your own for this one! <p>https://www.gov.uk/government/publications/key-stage-1-tests-2017-mathematics-test-materials - arithmetic paper only. Ask for a paper copy if you can't get online.</p> | <p>Using strategies</p> <ul style="list-style-type: none"> *Using subtraction strategies and fraction strategies. * Complete fraction assessment (again please do this one on your own – any questions you are not sure of I will go over) <p>Division and fractions worksheets – this week's homework. Interpreting pictograms and shape work from this week's class work.</p> | <p>Number bonds</p> <ul style="list-style-type: none"> *Use cards to play games where you need to quickly add two or three cards. Who has the highest total? The lowest? Who can get to 50 first. (Or start from 50 and get to 0) | <p>Times tables</p> <ul style="list-style-type: none"> *Use TT rockstars for 5 minutes each day. |

High Lane Primary School Home Learning Ideas for Year 2

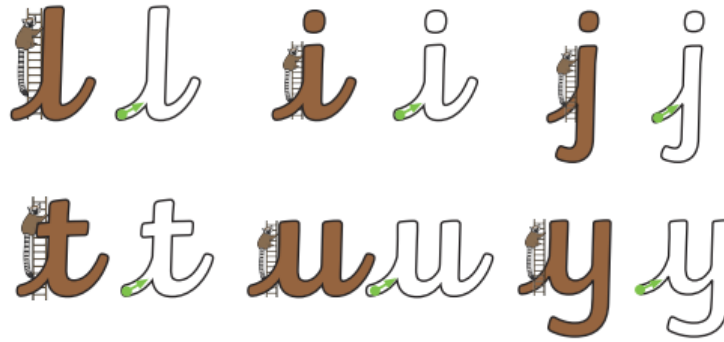
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| | | | | | | |
|---|--|---|--|--|---|--|
| 2 animate Log into 2animate and create an animation | Shape hunt Go on a 3D shape hunt. Which shapes can you find around your house? | London now and in the past Find out about London now and London in the past. Show how buildings, people and transport have changed. | Master Artist Draw a picture. Use what you have to colour it – pencil, paint, torn coloured paper. Choose a picture that shows your personality or favourite activity. | Master builder Use construction/old boxes or whatever else you have to make a model. | Music Relax and listen to some music. Learn a new song. Keep a steady beat to the music, make a rhythm. Can you make up a dance? Teach a family member. | PSHE/RE Watch and join in to a video from Yoga Cosmin Kids https://www.youtube.com/user/CosmicKidsYoga |
|---|--|---|--|--|---|--|

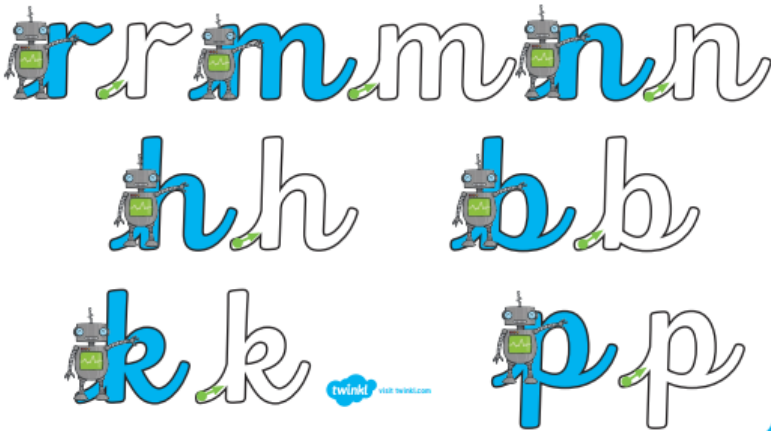
Curly Caterpillar Letters



Ladder Letters



One Armed Robot Letters



Zigzag Monster Letters



| | | |
|---|--|---|
| <p>Find as many conjunctions as you can in your story. Use 5 of them in sentences of your own.</p> | <p>On your own write 4 questions about your book so far. You must write down the answers as well. Take turns to ask the others in the group your questions.</p> | <p>Make a WANTED poster for the villain in your story. Include a physical description and a reward for information.</p> |
| <p>Open your book to any page and write down all the nouns that the author uses. Now write adjectives to go with each noun.</p> <p>Apple - delicious</p> | <p>Find an interesting part of your book. Copy the paragraph in your jotter practising your handwriting. Can you use joined up writing?</p> | <p>Write a new blurb for the book you are reading making it sound as exciting as you can.</p> |
| <p>Write a plan for an alternative ending to the book you have just finished.</p> | <p>Find a Non-Fiction book and design your own information poster. Make sure you include pictures and lots of facts!</p> | <p>Be a word hunter and find all the words with suffixes used in the story. Write the base word in pencil and the suffix in a coloured pencil.</p> <p>helpful watering</p> |
| <p>Be a word hunter and find all the compound words in the story so far. Select five of them and use them in a sentence in your book.</p> <p>cupboard = cup-board</p> | <p>Choose a page you have read and write down the different punctuation the author uses. Now try and use the same punctuation in sentences of your own.</p> | <p>Write down the main characters of the story and the words the author uses to describe them. Select your favourite character and write three sentences about why you like them.</p> |
| <p>Choose a character from the story you are reading and write a short character portrait in first person. Write at least two sentences for each sub-heading. I am..., I live..., I like..., Add one more of your own</p> | <p>Open your book to any page and list all the adjectives (describing word) that the author uses. Now put six of them into sentences of your own in your jotter.</p> | <p>In words describe the setting of the book you are reading using at least 10 lines. Draw a picture to show it.</p> |

Year 1 and 2 Common Exception Words

Year 1

| | | |
|-------|-------|--------|
| the | they | one |
| a | be | once |
| do | he | ask |
| to | me | friend |
| today | she | school |
| of | we | put |
| said | no | push |
| says | go | pull |
| are | so | full |
| were | by | house |
| was | my | our |
| is | here | |
| his | there | |
| has | where | |
| I | love | |
| you | come | |
| your | some | |

Year 2

| | | | |
|----------|-----------|---------|-----------|
| door | gold | plant | clothes |
| floor | hold | path | busy |
| poor | told | bath | people |
| because | every | hour | water |
| find | great | move | again |
| kind | break | prove | half |
| mind | steak | improve | money |
| behind | pretty | sure | Mr |
| child | beautiful | sugar | Mrs |
| children | after | eye | parents |
| wild | fast | could | Christmas |
| climb | last | should | everybody |
| most | past | would | even |
| only | father | who | |
| both | class | whole | |
| old | grass | any | |
| cold | pass | many | |



How to blow the perfect cloud

Have you ever seen how clouds are made? Have you ever tried to make a cloud? This set of instructions will help you to blow your very own cloud!

You will need:

- A very tall tower
- A cloud blower
- Deep breaths
- An adult to help you



Instructions:

- 1) Firstly, climb your tower carefully all the way to the top. Don't look down!
- 2) Then, take your cloud blower (cloudometre) out of its case.
- 3) Bend it into the shape you want (you might need an adult to help you).
- 4) Next, accurately set up your cloudometre facing away from the tower.
- 5) After that, take some deep breaths to warm up your lungs.
- 6) Now, put your mouth to the cloudometre and blow as hard as you can!
- 7) Finally, watch your cloud drift away.
- 8) Repeat instructions with a new shape if desired.

Warning!

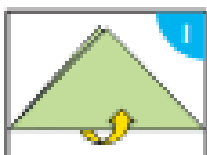
Avoid blowing too many clouds at once because it might rain!

Literacy Shed clip and link: <http://www.literacyshed.com/cloudylesson.html>
Clip: A Cloudy Lesson

Mother's Day Flower Pot and Seed

You will need:

- A square piece of thin card or paper about 20 x 20cm
- A hole punch
- A piece of paper for the gift tag
- Some gift ribbon
- Packet of seeds



1 First, fold the square in half. Make sure you match one corner to the opposite corner to make a triangle. The fold will be along the bottom.



2 Then, fold the bottom right corner up to the left side.



3 Next, fold the bottom left corner up to the right side.



4 Fold the top, making a flap at the front.



5 Lift that flap and fold down the front tip at the top towards you.



6 Fold that front top bit over again.



7 Fold it over once more making a lip of the flower pot pocket.



8 Turn the pot over and repeat steps 5-7 on the back flap so that it looks the same as the front.



9 Make a hole in the tag using the hole punch.



10 Thread the gift ribbon through the hole and around the flower pot.



11 Write a message on the gift tag and put the packet of seeds in the pot.

For My Mother

Here are flowers,
For a very special day.
Just for you,
On Mother's Day.

I must have been born,
Beneath a lucky star,
To have a mother,
As nice as you are!



Mother's Day Song

On Mother's Day, on Mother's Day,
Say "Thank you," say "Thank you."
"Thank you, lovely Mummy, thank you, lovely Mummy,
I love you, I love you!"

Mothering Sunday, Mothering Sunday,
Mother's Day, Mother's Day.
"You're the greatest Mummy, you're the greatest Mummy."
Hear us say, hear us say.

"Love you Mummy, love you Mummy,"
Yes it's true, yes it's true!
Kisses and big cuddles, kisses and big cuddles,
"I love you, I love you!"



My Mum is...

- Happy, sad, always there,
- Kind, gentle, caring,
- Smiling, waving always fair,
- Loving, thoughtful, sharing.

- My Mum, she's the best,
- From her head to her toes,
- She's warm and she's soft
- Smelling sweet like a rose.

My mum

- Understanding, unbelievable and unique
- Magnificent, magic and most wonderful
- Many, many marvellous moments
- You mean the world to me x

Collated by High Lane Primary School KS1 team

Year 2

Fractions

Name _____

1 Match the fractions with their names.

$\frac{1}{2}$

One half

$\frac{1}{3}$

One quarter

$\frac{1}{4}$

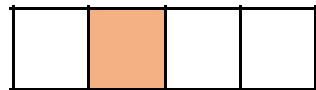
One third



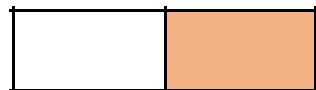
2 marks

2 Match the fractions with the correct representations.

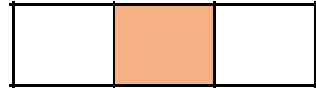
$\frac{1}{2}$



$\frac{1}{3}$

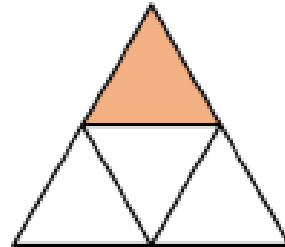
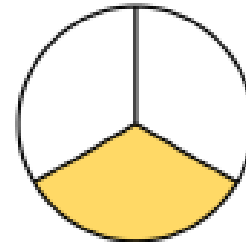
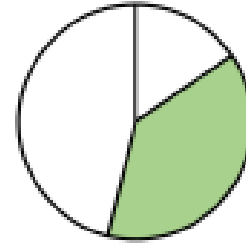


$\frac{1}{4}$



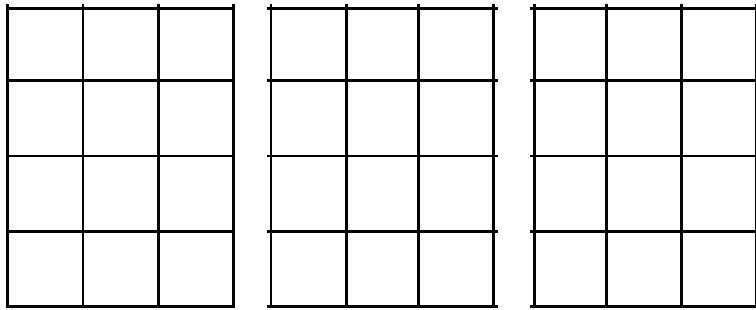
2 marks

3 Tick the images that show $\frac{1}{3}$



2 marks

4 Shade the fractions on the grids given.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

5 Here are some cubes.



Whitney takes $\frac{1}{2}$ of the cubes.

How many cubes does Whitney take?

_____ cubes

Ron takes $\frac{1}{4}$ of the cubes.

How many cubes does Ron take?

_____ cubes



3 marks



1 mark



1 mark

6 Dexter says,

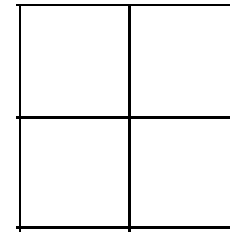


$\frac{1}{2}$ is the same as $\frac{2}{4}$

Do you agree?

Explain your answer.

You can shade the grids to help you.



1 mark

Circle how confident you feel with fractions.

1

2

3

4

5

Not confident

Very confident

$\frac{1}{2}$ of 22 =

$\frac{1}{3}$ of 9 =

45 \div 5 =

30 \div 10 =

$\frac{1}{4}$ of 16 =

$\frac{2}{3}$ of 9 =

12 \div = 6

8 \div 2 =

$\frac{2}{4}$ of 8 =

$\frac{3}{4}$ of 8 =

\div 10 = 5

60 \div 5 =

Sort 3D Shapes

Adult Guidance with Question Prompts

For this activity children will need a selection of 3D shapes and real-life objects of the same shape to sort. Children may need a list of 3D shape vocabulary to help them write the shape names. Encourage children to think of other ways to sort, e.g. can/cannot roll, can/cannot stack, number of faces/vertices/edges, etc.

How have you sorted the shapes?

What are the names of these shapes?

Can you write a label for each of your groups?

Can you describe each of the shapes?

How many flat faces/curved surfaces do they have?

How many vertices?

How many edges?

Can you find any other shapes in the classroom to add to each group?

How else could you sort these shapes?

Can you write a label to explain how you've sorted them?

Compare your (shape name), what's the same and what's different about them?

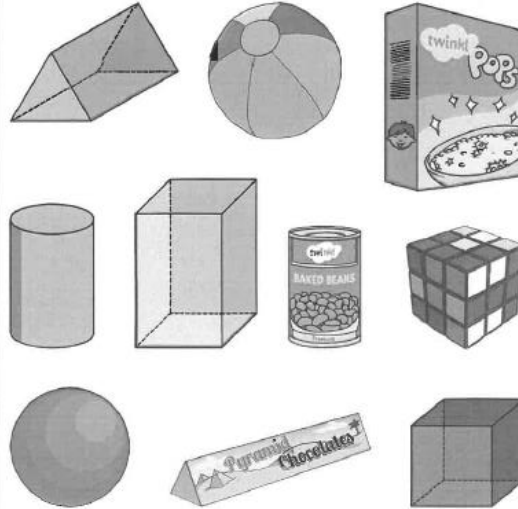
twinkl

visit [twinkl.com](https://www.twinkl.com)



Sort 3D Shapes

Sort your objects by their shape.

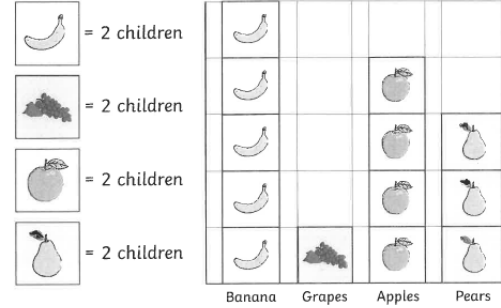


Label each group with the shape name.

Interpreting Scaled Pictograms

Learning Objective: I can interpret scaled pictograms

Favourite Fruit



Answer the following questions.

What is the favourite fruit? _____

How many children chose apples as their favourite fruit? _____






How many more children chose bananas than grapes, as their favourite fruit? _____

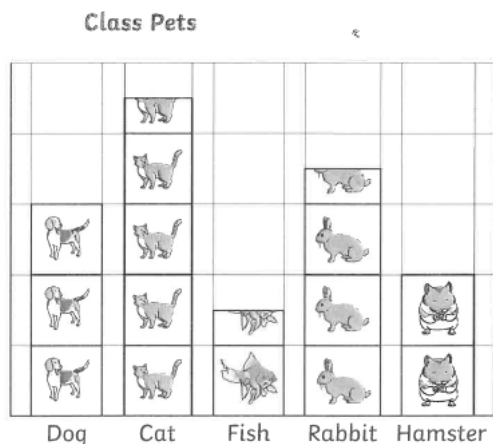
How many children chose apples or pears as their favourite fruit? _____

Write your own questions for a friend.

Interpreting Scaled Pictograms

Learning Objective: I can interpret scaled pictograms

-  = 2 children
-  = 2 children
-  = 2 children
-  = 2 children
-  = 2 children



Answer the following questions.

Which is the most common pet? _____

How many pets are there in class? _____

How many more rabbits than hamsters are there? _____

How many fewer dogs than cats are there? _____

Write your own questions for a friend.

