

High Lane Primary School w.b. 10th June 2020

Home Learning Expectations for KS1

Topic – Amazing Animals

Last year, Year 2 entered a National Engineering Competition. This year we will complete all the work needed to enter the competition. I will send you entry details and you can decide whether you want to send the work off.

Mornings Some new Maths and English added. Please complete previous work before beginning new work	<ul style="list-style-type: none">• Maths activities (30-40)• English activities – linked to reading, phonics, writing and handwriting(30-40 minutes)
Afternoons Activities continued from previous week.	<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. I have provided 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. Please email or Dojo photos of work (daily if you want to). This way I can keep in contact with you.

<p style="text-align: center;">Literacy</p> <p>Read every day, complete a phonics and/or spelling every day. Complete a handwriting task 2 – 3 times per week. Complete a reading challenge 2- 3 per week and a writing task 2-3 times per week. (After writing spend the next session trying to improve it. Think about spelling, punctuation, checking that it makes sense, making it more exciting by changing words or sentences, handwriting.)</p>	<p style="text-align: center;">Reading – this week the focus is completing a reading activity linked to your book. <i>Double class dojo points for activities sent to me this week.</i></p> <p>*Read for <u>10 minutes every day.</u></p> <p>*Complete one reading activity from the list further down. – <u>double Dojo points for any activity completed</u></p> <p><i>*read a book each week from</i></p> <p><i>*Log onto www.getepic.com/students I've recommended some Animal books</i></p> <p><i>*Read and complete your comprehension text – this has been emailed to you.</i></p>	<p style="text-align: center;">Phonics/ Handwriting/spelling</p> <ul style="list-style-type: none"> • Learn weekly spellings. Carry out a spelling test on Friday and send me the results. (spelling lists have been emailed out for the specific groups) • Log onto Purple Mash and complete activities from phase 3, 4 and 5. • Log onto phonics play and work through games and activities. <p><i>*Practise joining of key words (correct formation can be found below) by joining key words together (the list is attached)</i></p>	<p style="text-align: center;">Writing – Linked to Engineering/Inventor Competition</p> <p>Tell me about your invention (look at the Grid for 18th May if you haven't completed the invention challenge and you wish to)</p> <p>If you wish to enter the competition follow this link https://leadersaward.com/ and register</p> <p>Work through the log book in your own time – if you have done the previous tasks you have this already – now is your time to use your best handwriting and write it up neatly!</p> <p>Write your letter - Learners should write a letter (one side only of A4 paper) that is focussed on persuading engineers why they should choose to build your invention.</p> <p>The letter must tell us...</p> <ul style="list-style-type: none"> ▶ What problem does the idea solve? ▶ Why did you think it was a problem? ▶ How does the solution work? ▶ Who or what benefits from the invention? ▶ Why should their invention be built as a prototype? ▶ Why is your solution special? ▶ Who or what was your inspiration to invent this solution? ▶ What would you like to be when you leave school? <p>All the information, examples and log book can be found on school's website and the Leader's Award site.</p>
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<p>Exploring my home</p> <p>What is this place like? How might a place be improved? How can places be represented on a map?</p> <p>Key vocabulary- • map • valley/hill • landmarks • landscape • land use • services • change • direction • local • rural/urban</p>	<p>Task 1</p> <p>Complete an A-Z of your home by walking around the house and garden to find something beginning with each letter of the alphabet.</p>	<p>Task 2</p> <p>Think about where your house is and what you might find in the local area. Create a map of the local area using sticks, leaves and other miscellaneous things that you can find in your garden or things you can find in your house – lego, beads etc</p> <p>An example can be found here: https://www.youtube.com/watch?v=BiTfdZsAAqM&feature=youtu.be</p>	<p>Task 3</p> <p>Redesign your local area. What would you change?</p>
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Tall letters stretch to the sky, short letters stay in the grass, and some letters dig underground!

a b c d e f g h i j k l m n o p q r s t u v w x y z

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MY CAPITALS ALPHABET STRIP

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Reading activities – After reading a book, once a week choose one of the following activities

Find as many conjunctions as you can in your story. Use 5 of them in sentences of your own.	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.	Make a WANTED poster for the villain in your story. Include a physical description and a reward for information.
Open your book to any page and write down all the nouns that the author uses. Now write adjectives to go with each noun. Apple - delicious	Find an interesting part of your book. Copy the paragraph in your jotter practising your handwriting. Can you use joined up writing?	Write a new blurb for the book you are reading making it sound as exciting as you can.
Write a plan for an alternative ending to the book you have just finished.	Find a Non-Fiction book and design your own information poster. Make sure you include pictures and lots of facts!	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. helpful watering
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. cupboard = cup-board	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.	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.
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	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.	In words describe the setting of the book you are reading using at least 10 lines. Draw a picture to show it.

Different ways to learn spellings

1* Make a wordsearch with your words. List them underneath.	2* Write a sentence for each word to explain its meaning.	3* Write rhymes for each of your words.	4* Write your words on cards. Select 6 to put on a bingo grid. Turn cards over one by one. If you have word and can spell it, you can cover it.
* Play charades with your words. When someone has guessed the word, spell it.	6* Write your words in different fonts and colours.	7* Arrange your words in alphabetical order.	8* Use each of your words in a silly sentence. Underline the word used.
9* Sit back to back with a partner and test your words.	10* Write out your words, cut into parts that help you to learn them and glue them in.	11* Design a board game to play with your words. Write the rules too.	12* Illustrate each of your words with a picture.
13* Play hangman with a partner using your words.	14* Paint your words with paint (in the book) or water (outside).	15* Write your words in colourful bubble writing.	16* Cut out letters from a newspaper or magazine to make your spelling words.
17* On small pieces of paper, write all of the letters of the alphabet. Spread them out on the floor. One person reads a word aloud while the other spells it out by stepping on the letters in the correct order. (Or adapt to a table game with a toy)	18* Decide which word you are going to spell. Throw a ball with a partner. Every time you throw it, say the next letter of the word until you have spelt it out. Play again.	19* Write a short story using all of your words.	20* Write out the whole alphabet on a long strip of paper. Spell out each word by driving a toy car to each letter in the right order! You could draw lines for the route if you wish.