

# High Lane Primary School

## Home Learning Expectations for KS1

<b>Mornings</b> Some new Maths and English added. Please complete previous work before beginning new work	<ul style="list-style-type: none"><li>• Maths activities (30-40)</li><li>• English activities – linked to reading, phonics, writing and handwriting(30-40 minutes)</li></ul>
<b>Afternoons</b> Activities continued from previous week.	<ul style="list-style-type: none"><li>• One or two activities from the home learning grids attached (30-60 minutes depending on the activity)</li></ul>


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. The work included covers all curriculum areas and focuses on expected objectives from the Year 2 Curriculum. Each time a new set of activities are added they build on what has already been done. 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). Please email or Dojo photos of work (daily if you want to). This way I can keep in contact with you. Try your best to get a balance of activities over the week.

	<b>Reading</b>	<b>Phonics/ Handwriting</b>	<b>Writing</b>
<p style="text-align: center;"><b>Literacy</b></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>*Read for 10 minutes every day.</p> <p>*Complete one reading activity from the list further down.</p> <p>*read a book each week from <a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/</a></p> <p style="text-align: center;">*Log onto <a href="http://www.getepic.com/students">www.getepic.com/students</a> Enter code puw4605</p> <p>Select your name and then start reading! Read one book and choose an audio book to have one read to you.</p> <p>*Read the text <b>Planting Seeds</b>. Over a few days complete the different questions/answer sheets that go with it.</p>	<p>Log onto Purple Mash and complete activities from phase 3, 4 and 5.</p> <p>Log onto phonics play and work through games and activities.</p> <p>*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)</p> <p>*Practise your letter families (correct formation can be found below) by joining key words together (the list is attached)</p>	<p>*Use this picture stimulus to help you. Complete the three following activities.</p> <ol style="list-style-type: none"> <li>1. Improve these sentences to make them more interesting.                     <ul style="list-style-type: none"> <li>A) A lion sat on the van.</li> <li>B) A giraffe put his head out through the window.</li> <li>C) The zebra walked across the road.</li> </ul> </li> <li>2. Can you draw a picture of what a scene looks like in the supermarket in Animal Town?</li> <li>3. Imagine you are a visitor in Animal Town. Write about what it would be like.</li> </ol>
			

<p><b>Numeracy</b></p> <p>Please make sure the maths from last week is completed before starting this week.</p>	<p><b>Arithmetic</b></p> <p>Complete challenges found on the website.</p>			<p><b>Times tables</b></p> <p>*Use TT rockstars for 5 minutes each day.</p> <p>*Purple Mash – Monster Multiplication and 2 simple table toons. Great songs and challenges.</p> <p><b>Websites</b></p> <p><a href="https://www.mathplayground.com/">https://www.mathplayground.com/</a></p> <p><a href="https://www.topmarks.co.uk/maths-games/5-7-years/counting">https://www.topmarks.co.uk/maths-games/5-7-years/counting</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zixhfg8">https://www.bbc.co.uk/bitesize/subjects/zixhfg8</a></p>
-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## High Lane Primary School Home Learning Ideas for Year 2

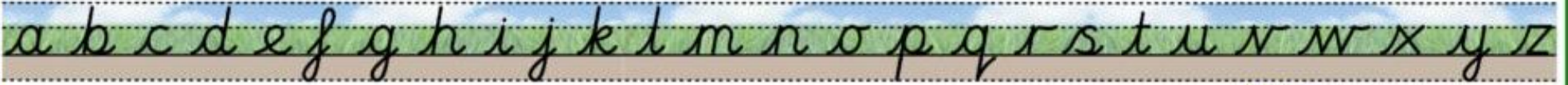
Whilst you're at home, it is really important to keep your brains growing. In the mornings, we recommend completing Maths and English activities set by your class teacher but, in the afternoons, why not try some of these great activities below? Because we know you all have lots of different strengths, we've tried to include a little something for everyone.

Science	Geography	History	Art	DT	Music	PSHE/PE
<b>Create a timeline of how you have grown and changed from being a baby until now. Include a box at the end to show your aspirations as an adult.</b>	<b>Virtual tour of London</b> <a href="https://www.youvisi.com/tour/london">https://www.youvisi.com/tour/london</a>	<b>Complete in order – All worksheets are attached as a separate document entitled History wb 20<sup>th</sup> April</b>  Create a timeline of events of the Great Fire of London	Create a souvenir postcard from London during The Great Fire (template saved in separate document <b>entitled History wb 20<sup>th</sup> April</b> if you want to use it.)	Find a recipe for bread. If you can, follow the recipe and make some.		<b>Try some of these activities to get some extra exercise into your week. Here are a few simple ideas to develop your fine and gross motor skills. You could possibly choose one for each week of the coming half term and practise each day for ten minutes to see how you can develop and improve those skills.</b>

<p>Plan a healthy meal (it could be breakfast, lunch, dinner or a snack) If you can, make your healthy meal.</p>	<p>Sketch and write about a landmark in High Lane.</p>	<p>Complete 'Fantastics' sheet using vocabulary that you might use if you were there during The Great Fire. Some examples have been included.</p>	<p>Use 2 Animate (from Purple Mash) to create a picture of The Great Fire of London</p>	<p>Make a 3D model Nets included in separate document <b>entitled History wb 20<sup>th</sup> April</b></p>		<p>1. Play catch against an outside wall (not near a window). Practise throwing overhand and underhand. Challenge yourself to increasing each day how many catches you can make before you drop the ball. 2. If you have a space to draw a Hopscotch, ask your grown up to show you how to draw one. Can you get all the way to number ten without putting your foot down? This is also good for improving your aim.</p>
<p>Create a poster labelling the different parts of a plant.</p>	<p>Imagine you are Samuel Pepys or Thomas Farrinor. Travel back in time and write a diary to show what the fire was like. (Think about what we learnt about diary writing during Cloudy Lesson work) Include these features; Day/date, Use words 'I', 'my', 'we', 'our', Write as if you were there, Write about the important events in order, Use time connectives, Describe feelings</p>		<p>Use 2 paint a picture (from Purple Mash) and create a masterpiece</p>		<p>3. Draw a target on the floor, practise your aim by throwing something soft and seeing how many times you can hit the centre of your target. When it starts to get easy take another step back. 4. Learn to skip. Turn the rope forwards and the try backwards. Jump</p>	

					with your feet together or with alternate feet.
					Disney 10 minute shake ups. <a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a>

Tall letters stretch to the sky, short letters stay in the grass, and some letters dig underground!



SpurLeBox © Copyright 2015. SpurLeBox Teacher Resources (www.spurlebox.co.uk)

## MY CAPITALS ALPHABET STRIP



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

<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. 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. 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>





## 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.

