

High Lane Primary School w.b. 22nd 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.</p> <p style="text-align: center;">*Read for 10 minutes every day.</p> <p>*Complete one reading activity from the list further down.</p> <p style="text-align: center;">*read a book each week from https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/</p> <p>*Log onto www.getepic.com/students I've recommended some Animal books</p> <p style="text-align: center;">After reading complete one reading activity from the list below.</p> <p style="text-align: center;"><u>Double class dojo points for activities sent to me this week.</u></p> <p>*Read and complete your comprehension text that has been emailed to you</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>*Practise joining of key words (correct formation can be found below) by joining key words together (the list is attached)</p>	<p style="text-align: center;">Writing</p> <p>Non-fiction Text –Non Chronological Reports Read Koala Text</p> <p>Task 1 – Highlight the different features in the text. Can you find the heading/title, an introduction, the use of questions, sub-headings, information in sections, key facts and technical language, pictures, diagrams and captions</p> <p>Task 2 – Write 3 facts that you have learnt about koalas.</p> <p>Task 3 – Can you find the sentences that use conjunctions? Write them out in your best handwriting. Write your own sentence using a conjunction.</p>
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★ Collated by High Lane Primary School KS1 team

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Science	Geography My landscape	Art Learn to draw a koala	Music/PSHE Music	PE
<p>To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</p> <ul style="list-style-type: none"> • I can map a habitat and identify what is in it. <p>To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive.</p> <ul style="list-style-type: none"> • I can classify objects as those that are living, dead and those that have never been alive. <p>Knowledge organiser will help you with key skills, facts and vocabulary to use during this topic.</p>	<p>What are physical features? Can you describe a journey through a landscape? Can you compare different locations?</p> <p>Key vocabulary- landscape • rivers • place • mountain • human • physical • cliff • forest</p>	<p>http://www.howtodrawanimals.net/how-to-draw-a-koala</p> <p>https://www.how-to-draw-funny-cartoons.com/how-to-draw-a-koala.html</p>	<p>Go to Yumu and click on the friendship song option. Go to the sections: Flexible games track-Amazing animals. Improvise with the song-Friendship song.</p>	<p>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.</p>

<p>Read through Lesson Presentation Local Habitats.</p> <p>Activity 1 Complete activity sheet Living, dead and never alive based on your local habitat – (e.g. garden, park, school field)</p>	<p>Activity 1 Create a scaled down landscape in your garden or outside space with physical features such as cliffs, rivers, mountains, forests, etc. They should label the features, taking the opportunity to use some descriptive language such as ‘wild river’ or ‘steep cliff’, with mini flags made from sticks and masking tape. Plan a route for a character, such as a toy figure, using a piece of string to show their route as they travel through the ‘flagged’ areas. https://www.youtube.com/watch?v=mtLwNtRMm0k&feature=youtu.be</p>	<p>Art/DT</p> <p>Using card, paper, recycled boxes make a tree for a koala</p>	<p>PSHE Happiness Week Every day write down something that has made you happy. Put it in a jar. At the end of the week read each one. Share them with a family member.</p>	<p>1. Set up a maze using objects in your garden. Run around the objects using short steps, long strides, high knees, change your speed and direction.</p> <p>2. Set up a start and finish line. Jump/hop from one line to the other. How many jumps does it take? How many hops? What if you hop on the other foot?</p>
<p>Activity 2 – Complete local habitat map worksheet.</p> <p>Feel free to present your work in a different way. You don’t need to print out the worksheet but could create it on paper yourself.</p>	<p>Activity 2 - Create a paper map of the landscape, using a key to show the main features (you can add extra ones if you wish: including some more human features such as tracks, buildings, etc). The route should be clearly plotted on the map. Activity 3 With adult ermission/supervision use a compass (on a phone app), and add in directions to your journey? You can use the compass to say which direction: your house faces, • your bedroom window faces, • the sun rises and sets in, • has the best view?</p>	 <p>Aboriginal art – Aboriginal Art uses symbols. These symbols were used as a means of communication. Paint a koala in this style. Other examples have been added to the website.</p>	<p>Make someone’s day - Say thank you Make a poster, a card, some flowers or write a letter to thank someone.</p>	<p>3. Throw rolled up socks into a (clean) bin from a distance. Mark out 3 different distances and give each distance a total eg. 2 points, 5 points, 10 points. How many points can you get using 5 socks? Challenge your family members.</p> <p>4. Watch and join in to a video from Yoga Cosmic Kids https://www.youtube.com/user/CosmicKidsYoga</p> <p>Disney 10 minute shake ups. https://www.nhs.uk/10-minute-shake-up/shake-ups</p>

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.