

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. 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;">Reading</p>	<p style="text-align: center;">Phonics/ Handwriting</p>	<p style="text-align: center;">Writing</p>
<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>*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 https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/</p> <p>*Log onto www.getepic.com/students Enter code puw4605 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 about The United Kingdom. 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 spellings from different phonic patterns. Use ideas from ways to learn spellings attached below to make it more fun.</p> <p>*Practise your letter families (correct formation can be found below) by either completing letters on their own or joining key words (list attached)</p>	<p>*Choose and use an instructional writing template from Purple Mash. Make sure you save it.</p> <p>*Learn something new and write about it. Teach someone how to do it by writing a set of instructions.</p> <p>*Use this picture stimulus to help you finish the story.</p> 

Scruff poked his large, shaggy head out of his front door and sniffed. He loved the smell of the forest, especially first thing in the morning. He could almost taste the fresh, leafy goodness on his slobbering tongue as he dangled it out of his yawning mouth. He could hear a rustling noise coming from nearby; one of the others was awake. You see, Scruff wasn't the only dog that lived in the forest...

These questions might help you come up with some ideas.

Why does Scruff live at the foot of a tree?

Why do they live in a forest?

Who else lives there with him?

What do you think it's like living in a forest?

What do these dogs get up to?

Where are their owners?

Who built their houses?

Numeracy

Arithmetic

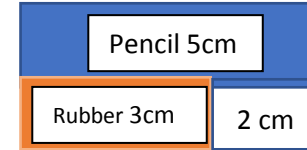
Complete daily challenges. I will send five challenges over the week to you on Class Dojo. Complete one a day.

Using strategies

<https://whiterosemaths.com/homelearning/> There are teaching videos that go with each worksheet/activity

Measures

*Measure objects around your house using centimetres. Draw and record how long the different objects are.
*Compare lengths of different objects. Use a comparison bar to show differences. EG
The pencil is 2 cm longer than the rubber.



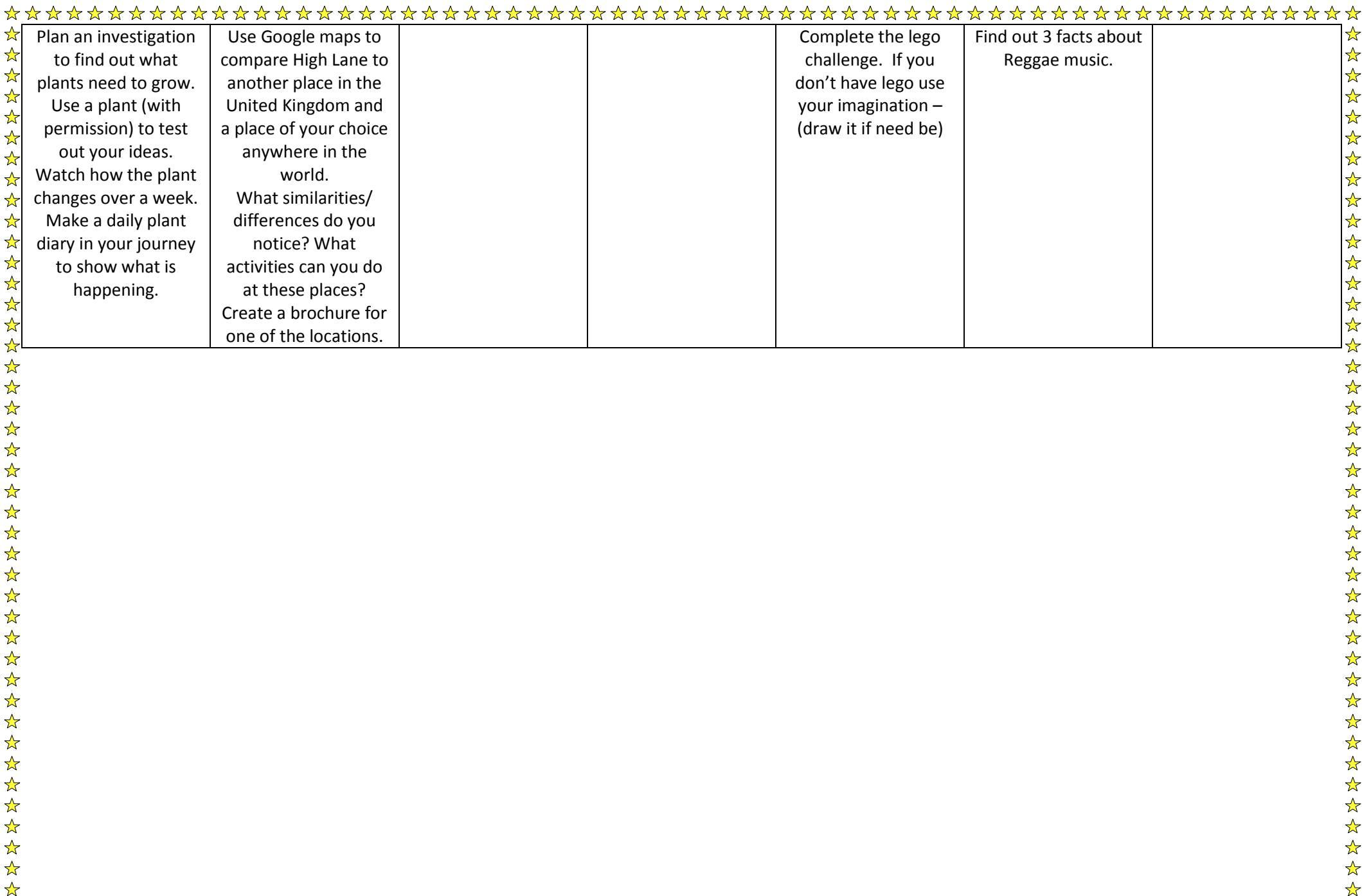
Times tables

*Use TT rockstars for 5 minutes each day.
*Purple Mash – Monster Multiplication and 2simple table toons.
Great songs and challenges.

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
<p>Keep a daily weather diary (Geography link) Over three days compare our weather with another place somewhere in the world.</p>	<p>Draw an aerial map of a room in your house. Use a key to show the different places.</p>	<p>Find out 5 facts about London during The Great Fire of London. Record this in your journal.</p>	<p>Look at the picture below of London in 1666. Re-create your own picture that shows:</p> <ul style="list-style-type: none"> • A view from your window • What the view from this London window might look like now in 2020. 	<p>Design and make a Tudor style house from empty packets. Make sure you sketch and label your design before you build it. After building record what you learnt and enjoyed in your journal. Include what you could improve or do differently next time.</p>	<p>Listen to/learn London's Burning. Teach a family member and sing in a round. Can you make an instrument to keep a beat or play a rhythm while you sing? (EG You could use a bottle to make a rain maker, some boxes to make a drum etc)</p>	<p>Watch and join in to a video from Yoga Cosmin Kids https://www.youtube.com/user/CosmicKidsYoga</p>
<p>Draw and name some plants in your garden. Use the internet (with parent help) and/or books to find out about common plants in the UK.</p>	<p>Create a maze and give directions to navigate your family through it. Try to use compass points and directional language to give directions. EG 3 steps east</p>	<p>Find a map of London in 1666. How is it different from London today?</p>	<p>Use a HB (writing pencil) to sketch a house from 1666.</p>	<p>Design and make a smoothie. Write instructions to tell someone else how to make your smoothie. Remember the features needed to write instructions.</p>	<p>Learn a new song. Perform it to your family.</p>	<p>Search Joe Wicks kids workout on You tube (make sure you do this with your parent's permission – they could join in) Joe Wicks is doing a 9am workout every day. Subscribe to his channel if you want to do this.</p>



Plan an investigation to find out what plants need to grow. Use a plant (with permission) to test out your ideas. Watch how the plant changes over a week. Make a daily plant diary in your journey to show what is happening.

Use Google maps to compare High Lane to another place in the United Kingdom and a place of your choice anywhere in the world. What similarities/ differences do you notice? What activities can you do at these places? Create a brochure for one of the locations.

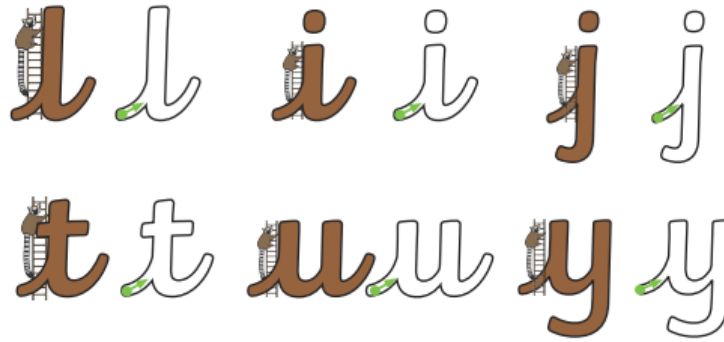
Complete the lego challenge. If you don't have lego use your imagination – (draw it if need be)

Find out 3 facts about Reggae music.

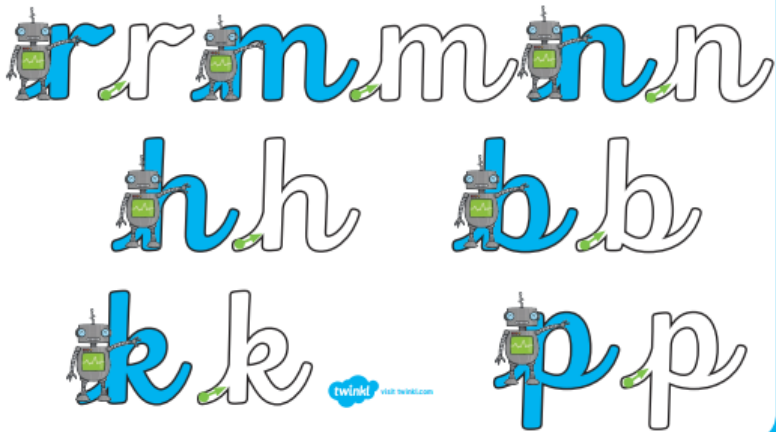
Curly Caterpillar Letters



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	



Look, say, cover, write, check

This is probably the most common strategy used to learn spellings.

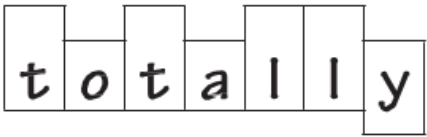
Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p> <p style="text-align: center;">P a r k • • •</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <p style="text-align: center;">  </p>

