

High Lane Primary School

Home Learning Expectations for KS1

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| <p>Mornings</p> <p>Some new Maths and English added. Please complete previous work before beginning new work</p> | <ul style="list-style-type: none"> • Maths activities (30-40) • English activities – linked to reading, phonics, writing and handwriting(30-40 minutes) |
| <p>Afternoons</p> <p>Activities continued from previous week.</p> | <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.

| Literacy 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.) | Reading *Read for 10 minutes every day. *Complete one reading activity from the list further down. *read a book each week from https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/ *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. *Read and complete your comprehension text. Over a few days complete the different questions/answer sheets that go with it. This will be emailed for copyright reasons it cannot be shared freely. | Phonics/ Handwriting/spelling <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. *Practise your letter families (correct formation can be found below) by joining key words together (the list is attached) | Writing – double class dojo points for writing sent to me this week. *Use this picture stimulus to help you. Complete the three following activities. 1. Choose the appropriate punctuation for the following sentences. ! ? . a) Stop You're going too fast b) Am I going to make it to the finish line? c) She told herself that it was going to be fine Can you use all of these pieces of punctuation in your own writing? 2. Perfect picture! Imagine you can see through Emma's eyes. What can she see behind her? Draw/describe what you have imagined 3. Use this story starter and finish the story. The questions below might help you. She turned in the saddle and looked behind her. Emma could see the others gaining on her. Digging in her heels, she whispered some words of encouragement in the ostrich's ears as it burst into full speed. They were making good time, but there was so far still to go... |
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What do you think it would feel like to ride an ostrich?
 How do you think the ostrich feels about being ridden?
 What top-tips would you give Emma to help her win the race?
 How do you think riding an ostrich would be different from riding a horse?
 What thoughts do you think are going through Emma's mind?

Numeracy

Please make sure the maths from last week is completed before starting this week.

Arithmetic

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

Using strategies

Lessons can be found on the website

Lesson 1 comparing lengths
 Lesson 2 Ordering lengths
 Lesson 3 Four operations with length
 Lesson 4 Problem solving

Times tables

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

Websites

<https://www.mathplayground.com/>
<https://www.topmarks.co.uk/maths-games/5-7-years/counting>
<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

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.

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| Science 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. | Geography Virtual tour of London https://www.youvisi.com/tour/london | History Complete in order – All worksheets are attached as a separate document entitled History wb 20th April Create a timeline of events of the Great Fire of London | Art Create a souvenir postcard from London during The Great Fire (template saved in separate document entitled History wb 20th April if you want to use it.) | DT Find a recipe for bread. If you can, follow the recipe and make some. | Music/PSHE Music This week we will begin to use the home learning site Yumu. This is linked to the Music scheme of work that we use in school. I will send details for how to access the site with login and password details to you via Class Dojo. | PE 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. |
| Plan a healthy meal (it could be breakfast, lunch, dinner or a snack) If you can, make your healthy meal. | Sketch and write about a landmark in High Lane. | Complete 'Fantastics' sheet using vocabulary that you might use if you were there during The Great Fire. Some examples have been included. | Use 2 Animate (from Purple Mash) to create a picture of The Great Fire of London | Make a 3D model Nets included in separate document entitled History wb 20th April | PSHE What do we mean by being strong? Does this just mean being able to lift heavy objects? In what other ways can we be strong? Write a few sentences about a time when you have been strong. | 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, |

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| | | | | | | 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. |
| Create a poster labelling the different parts of a plant. | 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 | Use 2 paint a picture (from Purple Mash) and create a masterpiece | | | | 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 with your feet together or with alternate feet. Disney 10 minute shake ups. https://www.nhs.uk/10-minute-shake-up/shake-ups |

Collated by High Lane Primary School KS1 team

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

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| 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

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| 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. |