

High Lane Primary School w.b. 29th 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 World Habitats Fact Sheet</p> <p>*Log onto www.getepic.com/students I've recommended some Animal books</p> <p>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 Re-read Koala Text</p> <p>Task 1 – Thinking back to last week's work where you were asked to highlight the different features (heading/title, an introduction, the use of questions, sub-headings, information in sections, key facts and technical language, pictures, diagrams and captions) write your own title, introduction and one fact section (eg habitat, what they eat, lifecycle)</p> <p>An example could be.....</p> <p style="text-align: center;">Super Powers</p> <p>Koalas have very sharp claws. They have five digits on each of their front paws and two of them act like thumbs. This helps them to grip firmly onto a tree.</p> <p>Task 2 – Draw a diagram to match your section about a koala. Use labels and a caption.</p>
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Numeracy	Arithmetic	Using strategies	Times tables
<p>Please make sure the maths from last week is completed before starting this week.</p>	<p>Revision of year 2 work – flashbacks</p>	<p>Lessons will be emailed to you with video links to help support the worksheets.</p> <p>This week is all about revising multiplication and your year 2 times tables.</p>	<p>* Task - Complete Timetable challenge –do one row a day over 3 days. Record your time.</p> <p>*Use TT rockstars for 5 minutes each day. (our subscription is due to end soon so if you have difficulty later on in the week this may be why)</p> <p>*Purple Mash – Monster Multiplication and 2simple table toons. Great songs and challenges.</p> <p>Websites</p> <p>https://www.mathplayground.com/</p> <p>https://www.topmarks.co.uk/maths-games/5-7-years/counting</p> <p>https://www.bbc.co.uk/bitesize/subjects/zjxhfg8</p>

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Science	Geography	Art	Music/PSHE	PE
<p>World Habitats . To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them. • I can describe a habitat and identify animals live in it. To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats. • I can ask and answer questions about habitats.</p> <p>Knowledge organiser will help you with key skills, facts and vocabulary to use during this topic.</p>	<p>Outside my window What can I observe? How is a place perceived? How can I represent a place using a field sketch? Key vocabulary- field sketch • viewpoint• environmental • annotate• human • physical</p>	<p style="text-align: center;">Create a landscape</p> <p style="text-align: center;">Draw, collage, paint your view from your favourite window</p>	<p style="text-align: center;">Music</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 Look out of each of the windows in your house and decide which view you like most or least. Use the criteria in this simple environmental survey to help you.</p>	<p>Art/DT Draw, collage, paint a view you would like to have from your favourite window</p>	<p>PSHE Making a difference What could you do to help protect your local environment?</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 1 – Choose an animal Complete researching habitat 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 Choose one window and create a field sketch of the view outside. This should be a 'rough' drawing annotated with labels that describe the human and physical features that you see: vegetation, clouds, slopes, water, buildings, walls, paving, etc</p> <p>Activity 3 Revisit the window which they thought had the 'worst' view. How could this view be enhanced?</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>What makes you proud? Every day think about something you have done that has made you feel proud of yourself</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

★ Collated by High Lane Primary School KS1 team

<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>

