

**Woodlands Park Primary School**  
**'Learning at home' activities**



**Home Learning Activities - Year 1 and 2**

**WB: 6<sup>th</sup> July 2020**

Wow - what a turn around. We have had the pleasure in welcoming back our year 2 children on Wednesday this week. It was so nice to see them and hear about their experiences of the current situation. Thank you for supporting your child's transition back to school and also thank you for those continuing to support their children's learning from home.

As we now have more children back in school, the home learning will reduce slightly as both year 1 and 2 children will complete some of their learning in school but would still love to see examples of their home learning sent through the KS1 email address below. Any videos needed will still be uploaded onto the schools YouTube channel for you to access when needed.

As mentioned previously, the home work is now in 2 parts - Year 1 and Year 2, so please make sure you read the correct part for your child. We have written clearly what the expectation is for each subject for each year groups from now until the end of term.

The KS1 Team

Woodlands Park Primary School YouTube channel - <https://www.youtube.com/channel/UCOU6NS13kVz62deXq-o7duA>  
Key Stage One email address - [Ks1@woodlandspark.devon.sch.uk](mailto:Ks1@woodlandspark.devon.sch.uk)

**Year 1 Home learning**

<b>Reading</b>	Please continue to read on a daily basis either with the books you have at home, the books found on the Oxford Owl website or the new books you have had the chance to bring home.
<b>Maths</b>	<p>For those children who attended school on Thursday 2<sup>nd</sup> and Friday 3<sup>rd</sup> July, only the 2 follow up activities need to be completed at home. There are no videos for these activities. The division review and the follow up mastery challenge can be found on the school website.</p> <p><b><u>For children learning at home:</u></b></p> <p>Watch the YouTube videos for year 1 maths and complete the activities and worksheets - both these sessions can be found under last week's playlist.</p> <p>We are beginning a new chapter of learning about division. For these first sessions, we will begin to understand what division is - the equal sharing or grouping of items. We will look at two key strategies for division: grouping (the process of making equal groups with given quantities - here you are investigating how many groups you will have) and sharing (the process of equally sharing items into a given number of groups - here you are investigating how many things will be in each of the groups).</p> <p><b>Session 1 (Thursday 2<sup>nd</sup> July)</b> - For this first session, we will begin to look at division by equal grouping. Please watch the YouTube video (this can be found in last week's playlist) and complete the relevant worksheets.</p> <p><b>Session 2 (Friday 3<sup>rd</sup> July)</b> - For this session, we will look at division by sharing equally. Please watch the YouTube video (this can be found in last week's playlist) and complete the relevant worksheets.</p> <p>Follow up activity - Have a look at the mastery challenge on the school website. Use the 'delivery' questions on the left hand side of each page to structure how you approach these activities with your child.</p> <p>Then please complete the Division review worksheets found on the website and the mastery challenges also on the school website.</p>
<b>Phonics and spelling</b>	<p><b>Phonics:</b> For those children who attended school on Thursday 2<sup>nd</sup> and Friday 3<sup>rd</sup> July, only the follow up activity needs to be completed at home (see below).</p> <p><b><u>For children learning at home:</u></b></p> <p><b>Session 1 (Thursday 2<sup>nd</sup> July)</b> - For this session, we will begin to look at some 'best fit' spelling rules for spelling the /ai/ phoneme (the sound these letters make, as in rain, pain, strain). We will be focusing on the graphemes (letters that represent the sound) 'ai' and 'ay'. Please watch the YouTube video (this can be found in last week's playlist) and complete the spelling activities.</p> <p><b>Session 2 (Friday 3<sup>rd</sup> July)</b> - For this session, we will look at some other ways of spelling the /ai/ sound using the letters 'a-e' (this is a split digraph, for example, in the word cake the 'a' and 'e' work together to make the /ai/ sound), 'igh' and 'ey'. Please watch the YouTube video (this can be found in last week's playlist) and complete the spelling activities.</p>

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	<p><b>Follow up activity</b> - Read the phoneme spotter story on the school website. Can you find all of the words with the /ai/ sound in them? Make a poster all about the different ways of spelling /ai/. Can you remember the 'best fit' spelling rules for where they belong? ('ai' in the middle, 'a-e' most common, 'ay' at the end)</p>
<p><b>Topic/ English</b></p>	<p><b>English:</b> For our English learning we will be looking at conjunctions this week. Over the last two weeks we have looked at constructing sentences using our steps to success.</p> <p>This week we will use our amazing sentence writing skills to include conjunctions in them. Follow the video to watch our learning together and use your imagination to construct sentences using the conjunctions 'and' and 'because'</p> <p><b>Quick knowledge check:</b> A conjunction is a word that extends a sentence or joins simple sentences together.</p> <div style="text-align: center;"> <p>I can write a sentence using the conjunction 'and' and 'because'</p> <p>I can write a sentence using an adjective and a verb.</p> <p>I can write a sentence using capital letters, finger spaces and full stops.</p> <p>I can say a sentence out loud.</p> </div> <p><b>Session 1:</b> We will be using the conjunction 'and' today. Please choose two characters from the sheet provided (or the same from previous sessions with the characters on them). Use the 'Think it, say it, write it, check it' routine to think and write your sentence using the two characters using 'and' to join the two sentences. For example: I am Moana of Motunui and I love the ocean.</p> <p><b>Session 2:</b> We will be using the conjunction 'because' today. Please use the 'questioning sheet' provided on our school website and explain what you seen in the pictures (make sure you 'think it, say it, write it, check it' routine to support you work. For example: Moana is sad because...</p> <p><b>Topic:</b> Follow the topic video or written instructions found on the school website to make a Moana inspired sun catcher.</p> <p>You will need the following materials available before you watch the video to make your sun catcher:</p> <ol style="list-style-type: none"> <li>1. A4 Card (any colour - preferably white or light blue)</li> <li>2. Scissors</li> <li>3. Sticky plastic</li> <li>4. Tissue paper (blue and green)</li> <li>5. Some string to hang it up</li> </ol> <p>We hope you enjoy making these!</p>
<p><b>Life Skills</b></p>	<p><b>Be Grateful....</b>over the last few weeks we have been put into a situation that is new and confusing for all of us - adults too! Think back to how you felt at the beginning of lockdown - make a list of the feelings you had and maybe the reasons why you felt like that. Now think about your feelings today....How have your feelings changed? Why have they changed? What has helped them change? Now, make a list or discuss with an adult any questions you might have about the near future, as lockdown eases and as life goes back to normal.</p> <p>Lastly, be a reflective butterfly and make a list of all the things, people, times that you have been grateful for over the last few weeks. For example - I have been grateful for the beautiful weather we have had which I have been able to spend a lot of time doing what I love to do - gardening!</p>
<p><b>PE</b></p>	<p><b>Challenge someone to a water fight!</b> You could play in teams. Discuss tactics and think of some good hiding places to avoid getting caught.</p> <p>You could...</p> <ul style="list-style-type: none"> <li>• Split into teams and set a timer: See which team is the most wet when time's up. The driest team wins.</li> <li>• Dodgeball: Fill balloons with water and play a game of dodgeball. Last person or team left standing wins.</li> </ul>

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- Chase: If you only have one water pistol, play a game of chase to decide who has it. Whoever gets hit by the water first becomes 'it' and takes hold of the pistol.
- Catch: Ideal if you're looking for gentler kids' water play ideas. One player throws water balloons into the air, while another tries to catch them in a colander held over their head. The winner is whoever catches the most balloons.
- No rules: Let's face it, a water fight doesn't need rules to be fun! Your one rule? Get your opponents as wet as possible - however you can.

**Year 2 Home learning**

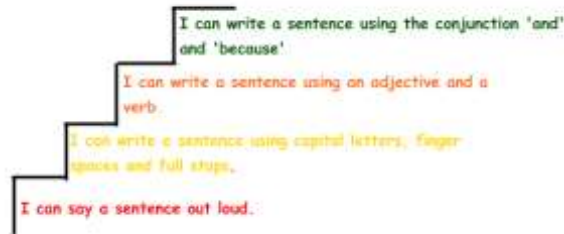
<b>Reading</b>	<p>This week we are going to do another guided reading session based on a non-fiction text about <b>Pirates</b>. (Please see website to access the text).</p> <p>There are then 4 activities we would like you to have a go at:</p> <p><b>Activity 1 - BEFORE READING THE TEXT</b> - Have a look at the title of the text. What is meant by the term encyclopaedia? Discuss with your adult what an encyclopaedia is and why they are used. Now talk about what you know about pirates. Can you name any books or films that have pirates in? Now read through the text and like last week, as you read, underline or highlight any words you don't understand the meaning of or any words you have struggled to read. Can you find the meanings of the words you don't understand? Can you use sound buttons to help you segment the words and then blend back together? Make some flash cards of the words you are struggling to read to help you practise.</p> <p><b>Activity 2</b> - Re-read the text - Look out for any interesting facts and things you didn't know about pirates as you read the text. Does reading the text leave you with any questions you want to find out the answer to? Write them down.</p> <p><b>Activity 3</b> - Re-read the text for a third time and complete the pirate glossary (see school website) to explain the meaning of certain pirate related words.</p> <p><b>Activity 4</b> - Complete the Pirate quiz to test your knowledge about what you have read. (See school website for quiz).</p>
<b>Spelling</b>	<p>This week we would like you to continue to practise the common exception words we have covered in year 2. These spellings are the list of common exception words that year 2 children are expected to be able to spell correctly by the <b>end of year 2. ADULTS - it would be beneficial to focus on just 20 words a week from this list for the next 3 weeks. Look carefully at the new activities and ways of learning your spellings.</b></p> <p><b>Spellings</b> - door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas.</p> <p><b>Activity 1</b> - Cut out letters from old magazines and newspapers and then stick on paper to practice your spellings. You might stick these up around your house and every time you look at one you can read the word then spell it out loud to help remember the correct spelling,</p> <p><b>Activity 2</b> - Learn how to Fingerspell - Using the fingerspelling posters from the British Sign language Website (see school website) learn how to spell the words you are finding tricky using sign language.</p> <p><b>Activity 3</b> - Take the words you are practising to spell and draw a picture of the word to help you visualise and remember the correct spelling.</p> <p><b>Activity 4</b> - Be sensory - practice your spellings using sensory equipment such as - shaving cream, sand, salt, sugar, flour, finger paint, chalk, water spray, playdough, string, pipe cleaners, lego blocks and pasta to name a few.</p>
<b>Maths</b>	<p><b>The year 2 children will complete session 2 when they are in school on Wednesday so if your child is in school on this date please only complete Monday and Fridays session.</b></p> <p><b>Those children who are still learning from home, please complete all 3 sessions - videos are all on the website.</b></p> <p><b>Word Problems..Please complete the 3 sessions provided for this week - In Focus tasks, Guided practice and Independent learning.</b></p> <p><b>Session 1</b> - Solving word problems - deciding which operation to use.</p> <p><b>Session 2</b> - Solving word problems - deciding which operation to use.</p> <p><b>Session 3</b> - Solving word problems - deciding which operation to use.</p>
<b>English/ Topic</b>	<p><b>English:</b> For our English learning we will be looking at conjunctions this week. Over the last two weeks we have looked at constructing sentences using our steps to success.</p>

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This week we will use our amazing sentence writing skills to include conjunctions in them. Follow the video to watch our learning together and use your imagination to construct sentences using the conjunctions 'and' and 'because'

**Quick knowledge check:** A conjunction is a word that extends a sentence or joins simple sentences together.



**Session 1:** We will be using the conjunction **'and'** today.

Please choose two characters from the sheet provided (or the same from previous sessions with the characters on them). Use the 'Think it, say it, write it, check it' routine to think and write your sentence using the two characters using 'and' to join the two sentences. For example: I am Moana of Motunui and I love the ocean.

**Session 2:** We will be using the conjunction **'because'** today.

Please use the 'questioning sheet' provided on our school website to write a sentence answering the questions that use the conjunction 'because'. Make sure you use the 'think it, say it, write it, check it' routine to support you writing. For example: Moana is sad because...

**Topic:** Follow the topic video or written instructions found on the school website for instructions on how to make a Moana inspired sun catcher.

You will need the following materials available before you watch the video to make your suncatcher:

1. A4 Card (any colour - preferably white or light blue)
2. Scissors
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