

Year 1 and 2 Home Learning week beginning 11<sup>th</sup> May 2020



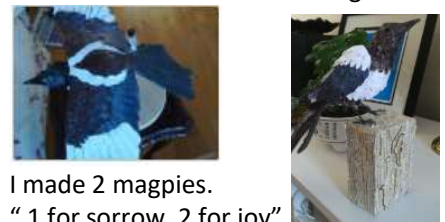
## Weekly Timetable of Activities

Here are some suggested activities to complete each day this week. When you have finished you could take a photograph (or scan) and upload it to your folder on Purple Mash so your teacher can see it.

Monday		
Maths		English
Topic		
<p><b>Before completing the Place Value tasks for this week please look at 'Parent Guide Pasta Maths: Addition'</b></p>		<p><b>Phonics/spelling activity</b> Please find the appropriate activity below in the 'Phonics and Spelling' section of this document.</p>
<p><b>Year 1</b> Using objects and ten frames complete the addition sentences below.</p> <p>5 + 6 = 11 + 6 = 14 + 3 = 18 + 4 = 8 + 13 =</p>	<p><b>Year 2</b> Using objects complete the addition sentences below. Remember to make both numbers first. Add your tens and add your ones. What do you have altogether?</p> <p>14 + 11 = 14 + 31 = 31 + 25 = 43 + 25 = 67 + 32 =</p>	<p><b>Year 2 – Please also complete comprehension activity Resource 2.</b></p>
		<p><b>Weather Patterns</b> Complete the weather chart (Resource 3) to show what the weather is like across the week. Draw the correct symbol to match the weather outside. You could write a short description too (e.g. cloudy but warm). Note down any signs of Spring you spot too!</p>

Tuesday			
Maths		English	ICT
Before completing the Place Value tasks for this week please look at 'Parent Guide Pasta Maths: Addition'		WALT find our favourite words and phrases in poems	
<p><b>Year 1</b></p> <p>Addition drawing into ten frames.</p> <p>6 + 3 = 6 + 7 = 12 + 4 = 17 + 5 = 12 + 14 =</p>	<p><b>Year 2</b></p> <p>Using drawings (tens and ones or a number line) complete the addition sentences below.</p> <p>16 + 12 = 16 + 53 = 53 + 22 = 35 + 22 = 61 + 36 =</p>	<ul style="list-style-type: none"> <li>Listen to the reading of Rumble in the Jungle. <a href="https://www.youtube.com/watch?v=fmq9PkLUBII">https://www.youtube.com/watch?v=fmq9PkLUBII</a></li> <li>Which poem did you like best? Why?</li> <li>Write down your favourite 6 words from the poems. Put them in alphabetical order.</li> <li>Explain why you like each word.</li> </ul> <p><i>I like the word elephing even though it isn't a real word because it helps me imagine a big elephant walking slowly around.</i></p> <ul style="list-style-type: none"> <li>Write a definition (explanation of what your words mean).</li> </ul>	<p><b>2Type</b></p> <p>Complete the 2Do set on Purple Mash to continue practising your typing skills.</p> <p><b>2DIY3D</b></p> <p>Complete the 2Do set on Purple Mash to create your own game. Your teacher should then be able to play it! Can you challenge someone at home to play?</p>

Wednesday			
Maths		English	Science
Before completing the Place Value tasks for this week please look at 'Parent Guide Pasta Maths: Addition'		WALT use alliteration in poems	
<p><b>Year 1</b></p> <p>Complete the reasoning and problem solving questions. Remember to fully explain why or how you got to your answer. (Resource 4)</p>	<p><b>Year 2</b></p> <p>Using drawings (tens and ones or a number line) complete the addition sentences below. (note these will all require exchange or bridging 10)</p> <p>19 + 15 = 19 + 57 = 57 + 25 = 38 + 25 = 64 + 38 =</p> <p>(see Resource 5 for extra optional maths work as needed)</p>	<p>Alliteration is when the words next to each other start with the same sound – <u>s</u>low <u>s</u>nake</p> <ul style="list-style-type: none"> <li>Read the poem Snake (See resource 6)</li> <li>Make a list of all the verbs (action words) that start with s (See resource 6)</li> <li>Can you think of any more verbs or adjectives (describing words) that start with s? Write them on your sheet.</li> <li>Year 2 can you think of any adverbs (words that describe a verb. Remember they end with ly) that start with s? For example – slowly, silently</li> <li>We are going to write our own snake poem using the word bank that we have made. Remember to put each idea on a new line. You may want to start each line with the word <i>Snakes..</i></li> <li>Illustrate your poem (draw a picture).</li> </ul>	<p><b>Food Chain</b></p> <p>Watch: <a href="https://www.bbc.co.uk/bitesize/clips/z96r82p">https://www.bbc.co.uk/bitesize/clips/z96r82p</a> <a href="https://www.bbc.co.uk/bitesize/clips/z8hxp4">https://www.bbc.co.uk/bitesize/clips/z8hxp4</a></p> <p>Using Resource 7 rearrange the animals so they are in the correct order in a food chain. Remember the arrow means 'is eaten by' so it needs to point the correct way.</p> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Can you label which animals are carnivores, herbivores and omnivores in the food chain</li> <li>Predators eat other animals and prey are animals that are eaten. Can you label these too?</li> </ul>

Thursday		
Maths	English	Art
<p><b>Shape space and measure: Coins</b></p> <p>Choose an item from the shop. What coins could you use to pay for it? Can you think of a different way?</p> <p>What if you bought 2 things? What would be the total cost? How could you pay?</p>  <p>You could also play <a href="https://www.topmarks.co.uk/money/toy-shop-money">https://www.topmarks.co.uk/money/toy-shop-money</a></p>	<p><b>WALT use similes in poems</b></p> <p>A <u>simile</u> describes something by comparing it to something else. It uses the words <u>as</u> or <u>like</u>.</p> <p>For example in the Tiger poem it says <i>His eyes shine like lights</i>.</p> <ul style="list-style-type: none"> <li>You are going to use <u>resource 8</u> to make your own similes.</li> </ul> <p>For example <i>As sharp as a pin</i>.</p> <ul style="list-style-type: none"> <li>Think of something that would make a good comparison.</li> </ul> <p>For example - <i>As tall as a skyscraper</i> is better than <i>As tall as a table</i>.</p> <p><b>Challenge</b></p> <p>Can you think of any similes using <u>like</u>?</p> <p><i>The child swung like a chimpanzee.</i></p>	<p><b>Making Birds</b></p> <p>Follow the instructions in Resource 9 to create your own 3D bird.</p>  <p>Mrs Cowburn has been crafting too!</p>  <p>I made 2 magpies. "1 for sorrow, 2 for joy"</p>

Friday		
Maths	English	Topical Art
<p><b>10 for 10 – see Resource 10</b></p> <p>You have 10 minutes to complete the 10 questions. You need to try to do it all by yourself! How quickly can you do them? Continue to practise any of the ones you found tricky.</p>	<p><b>WALT perform poems</b></p> <ul style="list-style-type: none"> <li>Choose your favourite poem (it can be from a poetry book at home or a Rumble in the Jungle poem).</li> <li>Practice saying your poem out loud – can you do it from memory?</li> <li>Think of some actions that will help you remember your poem and make it exciting or fun to watch.</li> <li>Perform your poem to someone at home.</li> <li>Write and tell us which poem you performed and what your family thought of it. You could upload a video of your performing to your 'My Work' folder.</li> </ul>	<p><a href="https://www.fitzmuseum.cam.ac.uk/work/flowers-glass-vase">https://www.fitzmuseum.cam.ac.uk/work/flowers-glass-vase</a></p> <p>Look as carefully at the picture as you can – use your computer zoom function to really get close up!</p> <p>Enjoy the story of Vanessa the lost butterfly. Can you find all the areas from the story in the painting?</p> <p>Resource 11</p>

## Reading

### Reading books

Two publishers are providing free access to some of their e-books. They are both publishers, which we use at school so some stories may be familiar to your children.

Please see the details below of how to log in to each of the websites.

If you are not sure which level your child should be reading please contact your child's class teacher via Purple Mash.

Please continue to read any other books you may have at home. Reading any book for at least 5 minutes daily will be a great help to your child's reading progress.

#### Oxford Owl

Go to: <https://www.oxfordowl.co.uk/>

My class login >

Click: at top right of the page

Enter your child's class details:

Otters

Username: spsotters Password: otters1

Squirrels

Username: spssquirrels Password: squirrels1

Foxes

Username: spsfoxes Password: foxes1

#### Collins Connect

Go to: <https://connect.collins.co.uk/school/Portal.aspx>

Follow instructions below

#### How to access free Collins Big Cat ebooks

Access 330+ free KS1 ebooks from our primary reading programme

Go to [Collins Connect](#) and click on the Teacher portal and enter:

Username: [parents@harpercollins.co.uk](mailto:parents@harpercollins.co.uk)

Password: Parents20!

and click Login.

When using these e-books the application will read the story aloud. If you want to stop this you need to press the pause button as you turn to each page.

Please remember the importance of discussing books with your children.

Their understanding and comprehension of what they have read is just as important as the reading itself. Many of these e-books have questions already printed into them, which you can use as prompts.

### Comprehension (Year 2)

If you are a Year 2 please have a go at the VE Day comprehension in Resource 2. Try and do as much as you can by yourself. You can ask your adult to help you mark it using the answer sheet.

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## Phonics and Spelling Activities

### Miss Lawton, Mrs Cowburn and Mrs Kellam's Phonics Groups

This week we are looking at different ways to spell the sound 'igh'. If you haven't already, watch Lesson 5 ('ie') and Lesson 6 ('i-e')

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/featured](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured)

Can you complete the sentences using the correct 'igh' spelling?.

1. It is dark at \_\_\_\_\_.
2. The brave \_\_\_\_\_ rode a white horse.
3. I must \_\_\_\_\_ my shoelaces or I will trip.
4. What's the \_\_\_\_\_ Mr Wolf?
5. I baked a delicious apple \_\_\_\_\_.
6. I love going down the \_\_\_\_\_ at the park.

Challenge: Can you think of your own words with 'igh', 'ie' or 'i-e' in and put them into sentence.

### Daily Phonics Videos

Continue to watch daily phonics videos using the link below. If you are unsure which session your child should be watching please contact your child's class teacher via Purple Mash.

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/featured](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured)

### Mrs Spevack's Phonics Group

We are going to practice the rule for adding the suffix -ing to verbs.

Just add -ing	Double the final consonant (after a short vowel) and add -ing	Drop the e (after a long vowel) and add -ing
play <del>ing</del>	dropp <del>ing</del>	lov <del>ing</del>

1. Put the words in the correct columns.

marry, worry, sledge, cake, fight, stop, save, drive, hum, jump, cry, run, think, win, eat, paint, try, smile

1. Add some more words of your own.
2. Put the words in to sentences.

## Independent activities

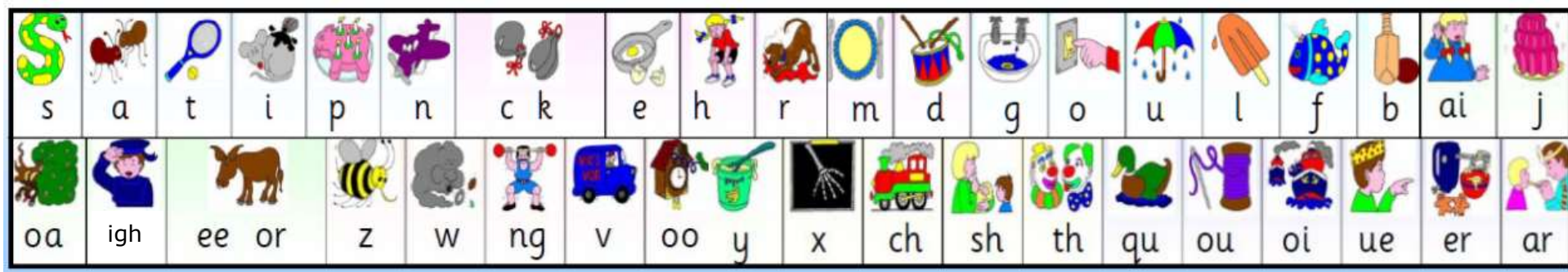
Here are some activities for you to complete by yourself. Colour in the star when you have completed it. You can ask your adult to photograph your challenges and upload to *your Purple Mash folder so that we can see them.*

<p><b>Create a Den</b></p> <p>Create your own explorer's den in a room at home. Use a blanket or sheet to create a 'tent', decorate the area with paper vines and leaves to make it feel 'rainforesty'. Add some cushions or a sleeping bag to make your 'tent' comfortable. You could store all of your rainforest work in the den, just like real Scientific Explorer's do when they visit the Rainforests, don't forget to keep your work space tidy!</p>	<p><b>Imaginary rainforest animal</b></p> <p>Design your own animal to live in the rainforest. How will it move? (legs, tail, wings). How many legs will it have? How will it eat? (beak or teeth). Will it have fur, feathers or scales? What colour will it be? Label your features and explain why you have chosen them.</p>
<p><b>Spelling practise</b></p> <div> <div>Year 1</div> <div> I            they  you        he  your      be </div> </div> <div> <div>Year 2</div> <div> could      last  should    past  would     fast  (Use the mnemonic <b>OULuckyDuck</b>) </div> </div>	<p><b>Explorers Badge</b></p> <p>Draw an explorer onto a card rectangle. Add your name. Decorate the back of the card with Jungle images. Attach a safety pin so you can wear your badge when exploring.</p>
<p><b>What's in your explorer's bag?</b></p> <p>Draw the items you would put into your bag for a day exploring in the rainforest. Don't forget to add labels. Will you need food, clothes and equipment?</p>	<p><b>Make your own binoculars</b></p> <p>Use sticky tape to join together 2 tubes. Attach string to hang round your neck.</p>
<p><b>Matching trees and seeds</b></p> <p>Can you match the seeds and leaves to the tree they came from (Resource 12). You can check if you matched them correctly using the answer sheet (Resource 13).</p>	<p><b>Keep Moving</b></p> <p>Make up a dance routine to your favourite song. You could perform it for someone at home.</p>
<p><b>Nature Diary</b></p> <p>Look out of the window each day and keep a note of what you see. You might see birds, flowers, changes in the weather, what else?</p>	<p><b>Electric inventory</b></p> <p>Can you make a list of all the electrical items in each room of your home? Remember not to touch any wires or plugs. What ideas can you come up with to use less electricity and help our planet?</p>



## Resources

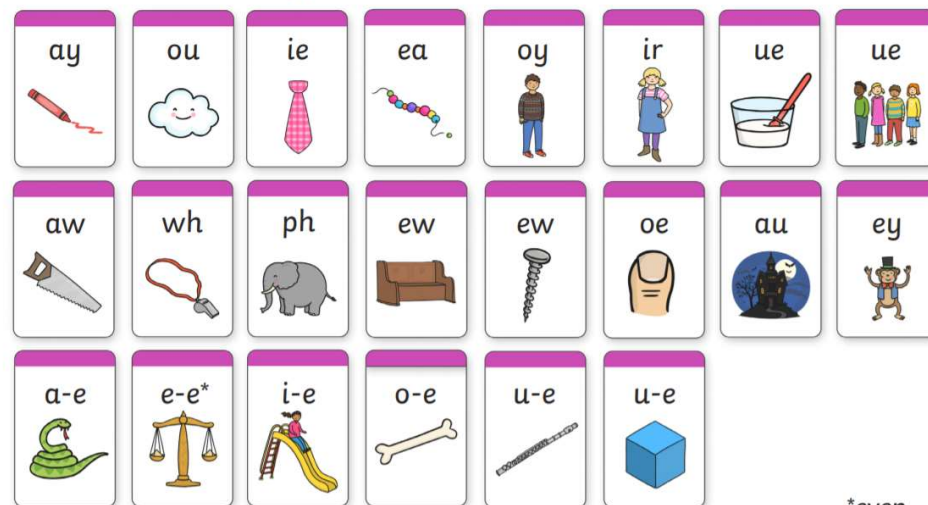
### Resource 1: Sound mats to support with spelling



#### My Phase 3 Sound Mat




#### My Phase 5 Sound Mat



## Resource 2: Year 2 VE Day Comprehension

# Victory in Europe Day

Victory in Europe Day is usually called VE Day.




### What Is VE Day?

- VE Day is a day to remember the end of the fighting in Europe in the Second World War.
- It is a day to remember the bravery and suffering of those who lived during the war.
- It is a day to remember the courage of the soldiers who fought during the war.

### Time to Celebrate

- On May 7th 1945, Germany **surrendered** the war.
- The first VE Day took place on May 8th 1945.
- At 3pm on May 8th 1945, the Prime Minister, Winston Churchill, made a speech to **announce** the end of the war.



### How Did People Celebrate the First VE Day?

People travelled to London for parades, dancing, singing and fireworks. The centre of London was filled with people wearing red, white and blue and waving flags. There were street parties all over the country.

### Glossary

**announce** – to tell people about something important  
**celebrate** – to do something special for a special occasion  
**surrender** – to agree to stop fighting

## Questions

1. Complete this sentence:  
Victory in Europe Day is usually called \_\_\_\_\_.
2. What do we remember on VE Day? Tick one.  
☐ the end of fighting in Europe in the First World War  
☐ the end of the fighting in Europe in the Second World War  
☐ the end of the fighting in Europe in the Third World War
3. What happened on May 7th, 1945? Tick one.  
☐ people in London had parties  
☐ Germany surrendered the war  
☐ Winston Churchill made a speech
4. Write two ways people celebrated the end of the war.  
\_\_\_\_\_  
\_\_\_\_\_
5. Match the word to the correct meaning.

announce

to do something special for a special occasion

celebrate

to tell people about something important

surrender

to agree to stop fighting



## Comprehension answers

Victory in Europe Day

### Answers

1. Complete this sentence:

Victory in Europe Day is usually called **VE Day**.

2. What do we remember on VE Day? Tick one.

the end of fighting in Europe in the First World War

★ the end of the fighting in Europe in the Second World War

the end of the fighting in Europe in the Third World War

3. What happened on May 7th, 1945? Tick one.

people in London had parties

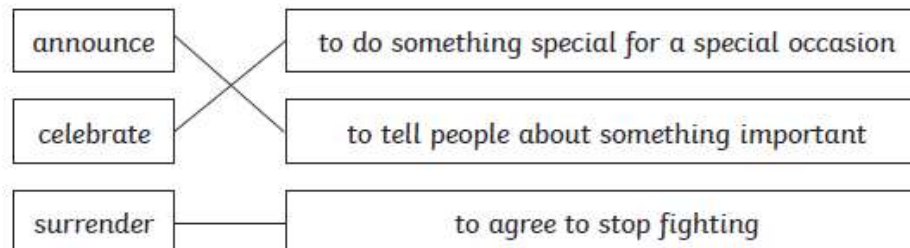
★ Germany surrendered the war

Winston Churchill made a speech

4. Write two ways people celebrated the end of the war.

Any two of: travelled to London for parades, dancing, singing and fireworks.  
Wore red white and blue. Waved flags. Held street parties.

5. Match the word to the correct meaning.





Weather chart -signs of Spring

WEEK BEGINNING: \_\_\_\_\_

Day	Morning	Afternoon	Signs of spring that I have seen
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			



Ducklings

## Resource 4: Year 1 Maths Reasoning and Problem Solving

Here are some reasoning and problem solving questions linked to Place Value. If you choose to complete these activities, it would be beneficial to do so with your child in order that they can talk it through with you. The most important element of these types of questions is the explanation of **how and why** they got to the answer.

### True or false?

There are double the amount of numbers bonds to 20 than there are number bonds to 10

Prove it – can you use a systematic approach?

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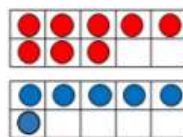
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Dexter uses ten frames to calculate eight plus six.



He says,



$$8 + 6 = 16$$

Do you agree?  
Explain why.

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### True or false?

$$4 = 4$$

$$4 = 3 + 1$$

$$2 + 2 = 4 + 1$$

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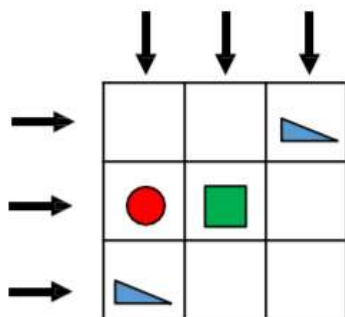
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## Resource 5: Year 2 Maths Reasoning and Problem Solving (optional)

Here are some reasoning and problem solving questions linked to Place Value. If you choose to complete these activities, it would be beneficial to do so with your child in order that they can talk it through with you. The most important element of these types of questions is the explanation of **how and why** they got to the answer.

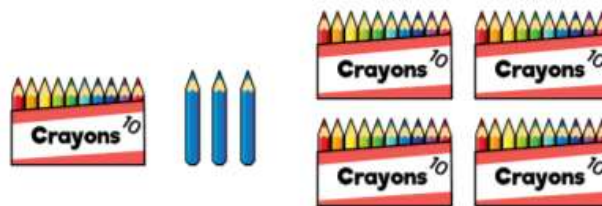


Squares are worth 10  
Triangles are worth 20  
Circles are worth 30

Can you complete the grid above so that all horizontal and vertical lines equal 60?

Can children create another pattern on an empty grid where each line equals 60?

How many possible ways are there to solve this?



Class 3 gives one of their full packets of crayons away.

How many crayons do they have left?

Explain your reasoning.

### Always, Sometimes, Never

$$\text{odd} + \text{odd} + \text{odd} = \text{odd}$$

Use one-digit numbers to test if this is true e.g.

$$3 + 5 + 7$$

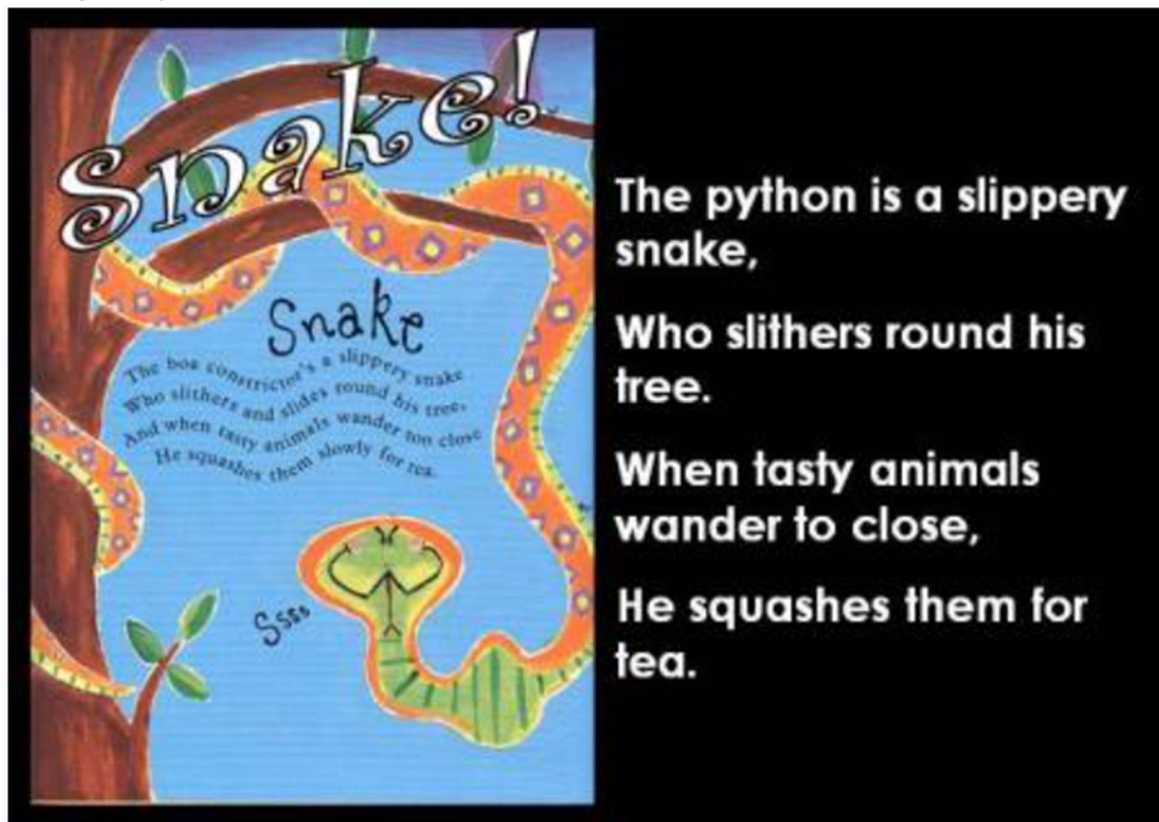
### Always, Sometimes, Never



I am thinking of a two-digit number, if I add ones to it, I will only need to change the ones digit.

Explain your answer.

Resource 6: Wednesday English



Verbs (actions) beginning with s	Adjectives (describing words) beginning with s	Year2 Adverbs (Words that describe a verb. Remember they end with -ly) beginning with s
slithers	slippery	slowly



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Resource 7: Food Chains (Science) Rearrange the food chain so the plants and animals are in the correct order.

Example



Mango Tree



Macaw

*Herbivore*

*Prey*



Python

*Carnivore*

*Predator*



Monkey



Banana Tree



Jaguar



Toucan



Flower Nectar



Blue Morpho Butterfly



Red-eyed Treefrog



Coconut Tree



Rainforest Grasshopper



Seeds and  
fruit that fall  
from trees



Giant Otter



Tambaqui Fish

Resource 8: Thursday English (similes)

As big as .....

As sharp as .....

As slow as.....

As quiet as .....

As cold as .....

As quick as ....

As pretty as ....

As hungry as ....

As tired as ....

As angry as ...

As happy as .....

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## Resource 9: Making Birds

### MAKING BIRDS

Birds have lots of character, the way they may tilt their head, their shape. You can have a lot of fun making 3D birds with very few materials.

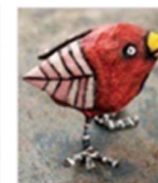
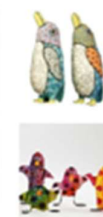
### Materials

Newspaper or magazines or photocopy paper, masking tape or Sellotape, wire or pipe cleaners or sticks from the garden or park, tissue paper or toilet/kitchen roll paper, PVA glue. And anything to decorate them with such as buttons, beads, feathers, wool, treads, metal bits (washers, screws, nails), paint, felt tip pens, coloured paper (or magazines).

### Method

1. Have a look at some birds, through the window or in books or on the internet. What makes each species look different. What types of bird would you find in the rainforest?
2. Scrunch and mould the newspaper tightly into your basic bird shape, holding the paper together with sticky tape.
3. Insert legs (with wire, sticks or pipe cleaners). If your body shape is too firm to add the legs, maybe ask an adult to use a pencil or knitting needle to make the holes for you. Angle the legs so your bird stands up
4. Once you are happy, paint on the pva glue and stick one or two layers of tissue paper or kitchen/toilet roll all over to strengthen your model and smooth out any bumps. Make sure the legs are glued in too. Let it dry over night
5. If you have paints you could paint your basic colours on and let it dry.
6. Once dry you can add any others details, eyes, beak, wings, wiggly eyes (if you have them).

Making Birds ideas sheet.



Don't forget to upload a photo for us to see!

Resource 10: 10 for 10 (Friday's Maths)

Year 1

1.  $2+2=$

2.  $1+2=$

3.  $4+2=$

4.  $7+2=$

5.  $5+2=$

6.  $3+2=$

7.  $0+2=$

8.  $2+6=$

9.  $2+9=$

10.  $2+8=$

Year 2

1.  $4+2=$

2.  $5+2=$

3.  $2+6=$

4.  $2+7=$

5.  $8+2=$

6.  $9+2=$

7.  $14+2=$

8.  $24+2=$

9.  $17+2=$

10.  $27+2=$

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## Resource 11: Fitzwilliam Art Activity



**Flowers in a glass vase**

**by Jan Davidsz de Heem**

<https://www.fitzmuseum.cam.ac.uk/work/flowers-glass-vase>



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## Resource 12: Seed matching (Independent Activity)



apple



avocado



beans

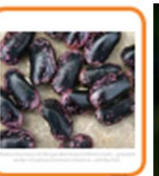
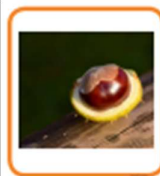


oak



horse chestnut

Plant



Seed



Leaves

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## Resource 13: Seed matching ANSWERS (Independent Activity)

