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**Summer term**

**Home learning ideas**

**The World around Us**

English

* Work will be set for the children on Purple Mash.
* Photocopied books from school
* SATS books for Year 2- These should be completed by June
* Pupils need to continue daily reading at home for at least 20 minutes per day. Children can access a variety of reading resources for free online, try

<https://classroomsecrets.co.uk/free-home-learning-packs/>

* A useful book suggestion list for general year 1 and 2 quality fiction books if you need inspiration for new reads:

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks1-school-pupils/>

* You may wish to sign up for a 30 day FREE trial of Reading Eggs(early reading and phonics), Reading Eggspress (reading and comprehension) and Mathseeds by visiting the following web address.

When the child goes on for the first time the programme will assess their starting point.

<https://readingeggs.co.uk/>

Read and listen to stories from different places around the world. Just a few suggestions here. You can listen to them on you tube if you wish:

* We’re going on a Lion Hunt-
* Handa’s surprise- Eileen Browne
* Anansi and the Pot of Beans-
* Gregory Cool- Caroline Binch
* The Story Thief- Andrew Peters
* Granny Ting Ting- Patrice Lawrence

Listen to these stories on the BBC website. Can you find the countries on the map?

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world/zmybnrd>

* Which story is your favourite and why?
* Record yourself reading part of the book
* Act out your favourite part
* Write a list of questions that you would ask the character- ask a grown up or a sibling to be in the ‘hot seat’ or to ask you the questions in the ‘hot seat’
* Write a review of the book- see the link:
* Book review
* Create an alternative ending to the story

Writing Tasks:

* Describe the view from your window. Remember to use capital letters, finger spaces and full sentences. You need to make your description interesting by using expanded noun phrases (adjectives to describe the noun) Don’t forget a comma between adjectives!
* Write a letter to me to tell me about what you have been doing. Remember to use the first person and write in the past tense. How will you begin and end your letter? Will you have any questions for me?
* Find an insect or mini- beast in your garden. Can you draw and label it? Find out all about it and create a fact file. You might also want to write some clues for another person to guess what it is you are describing. For example… 1. I have 6 legs, 2. I am red and black 3. I can fly etc.
* Write a set of instructions on how to make something or carry out a task you have been learning- i.e washing up, cooking, changing your bed etc. Don’t forget to use imperative (bossy) verbs and number the steps. Remember, pictures and diagrams can help to make instructions clearer.

Maths

I will send you additional tasks via email for maths on a weekly basis this will be in addition to:

* Mathletics
* Purple mash
* School photocopied books- Year 2 SATs books should be completed by June
* You may also wish to try White Rose Maths. They have a daily Maths lesson lasting for about 20-30 minutes. These run daily, and if pupils log in from 10-11am, there is also online help available during the hour. There is a video to accompany each lesson, which parents can watch before to get an understanding of what is being taught, or pupils and parents can watch together prior to doing the lesson. Answers are also provided on the site. The website can be found at:-

<https://whiterosemaths.com/homelearning/year-1/>

<https://whiterosemaths.com/homelearning/year-2/>

The weekly topics for the next three weeks are:

Week 1 -Fractions

Year 1 Guidance:

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| National Curriculum attainment targets**Pupils should be taught to:**recognise, find and name a quarter as one of four equalparts of an object, shape or quantityrecognise and combine quarters as parts of a whole \* | Pupil targetsRecognise and find one quarter of an object, shape or quantity, understanding that it is one of four equal partsRecognise and find one quarter of a lengthRecognise quarters as part of one wholeCombine quarters to make one whole |

Weekly overview

Pupils find quarter of a shape, cutting a circle to make four quarters, then suggesting how objects with a variety of different shapes can be quartered accurately. They share a set of objects into quarters, using counters to support their working. They find one quarter of multiples of 4, from 4 to 20. Pupils find one quarter of a length, using first non-standard units, e.g. interlocking cubes, then standard units, i.e. centimetres. Pupils recognise that four quarters make one whole. They use this idea to solve problems, combining quarters to find the original quantity or the total number of whole objects.

Year 2 Guidance:

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| **National Curriculum attainment targets****Pupils should be taught to:**recognise, find, name and write fractions , ,  and of a length, shape, set of objects or quantitywrite simple fractions for example,  of 6 = 3 and recognise the equivalence of  and  | **Pupil targets**Recognise ,  and  of a shapeFind  and  of a length, set of objects or quantityKnow that a third is one of three equal parts of a wholeFind , ,  and  of a length, set of objects or quantityKnow that two halves make a whole, three thirds make a whole and four quarters also make a wholeLink fractions to division and multiplication |

Weekly overview:

Children consolidate their understanding of halves and quarters by finding half or a quarter of a length, height, set of objects or quantity. They are introduced to thirds and find one third of a length, set of objects and quantity. Children use arrays to link multiplication, division and fractions and find , , , ,  and  of a number of object

Week 2- Volume and Capacity

Year 1 Guidance:

National Curriculum attainment target

Pupils should be taught to:

• compare, describe and solve practical problems for mass or weight capacity/volume [for example, full/empty, more than, less than, quarter

• measure and begin to record capacity and volume

Pupil targets:

• Make direct comparisons about the capacity of containers using correct vocabulary

• Check the capacity of containers by measuring

• Compare and order containers based on their capacities using uniform non-standard measures

• Understand the need for consistency when using uniform non-standard measures

• Choose a suitable non-standard measure for what they are measuring

• Use the correct vocabulary to compare the capacity of containers

• Identify containers that hold more than, less than and the same as a litre

Weekly overview

Pupils label containers as ‘full’, ‘empty’, ‘half full’ or ‘quarter full’. They order the containers based on their capacities. Pupils learn how to check the capacities of containers using items such as lentils. They understand the need to use uniform measures, e.g. the same sized spoon and the same type of measure (lentils). Pupils identify the most suitable measuring equipment for different sized containers. They understand which measurements they can compare and which they cannot, e.g. spoonfuls can be compared to spoonfuls but not bucketfuls. Pupils are introduced to the litre and make comparisons between this and other containers in terms of those that will hold more or less than the litre.

Year 2 Guidance:

National Curriculum attainment targets

Pupils should be taught to:

* choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels
* compare and order volume/capacity and record the results using >, < and =

Pupil targets

* Understand the meaning of the term ‘capacity’
* Estimate and measure the capacity of different objects in litres and multiples of 100 ml
* Convert between litres and millilitres and vice versa
* Compare and order objects according to their volume
* Record volume using >, < and =

Weekly overview

Children estimate and measure capacity, including describing a container as having ‘more than one litre’ or ‘less than one litre’. They extend their understanding of the standard units from litres to millilitres, including recording volume and capacity with
mixed units, e.g. 1 l 400 ml. Children identify the capacities of different containers, reading the scales on measuring jugs. They record and compare capacities using the inequalities signs. Children solve problems involving volume, including doubling and halving – reading scales on measuring jugs – they halve the amounts to work out half the volume, and double the amounts to calculate twice the volume.

Week 3 Number and Place value

Year 1 Guidance:

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| **National Curriculum attainment targets****Pupils should betaught to:**count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbercount, read and write numbers to 100 in numerals; count in multiples of twos, fives and tengiven a number, identify one more and one lessidentify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastread and write numbers from 1 to 20 in numerals and wordsrecognise place value in numbers beyond 20 \* | **Pupil targets**Read and begin to write numbers 0–20 in wordsAccurately identify digits in a number, identifying tens and ones in numbers beyond 20Represent numbers beyond 20, progressing up to 50, using objects and pictorial representationsOrder numbers and use related vocabulary correctlyCount on confidently, from 0 or 1, in multiples of 2, 5 or 10 up to 100 |

Weekly overview

Pupils recognise and order numbers from 0–20, identifying the numbers before and after a given number. They become familiar with numbers 11–20 written in numerals and in words. Pupils learn about place value, describing numbers 10–20 and beyond 20, using tens and ones (units). Pupils identify missing numbers on a 0–20 number track. They identify the smallest and largest numbers of two cards and find a number in between these, then order three given numbers. Pupils count sets of 0–30 objects, counting in sets of ten and units to find the total in each group. They extend this to counting up to 100, in multiples of 2, 5 and 10, using a 1–100 number square to support their counting. Pupils also count in steps of 2, 5 and 10, and identify the next number in a given sequence.

Year 2 Guidance

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| **National Curriculum attainment targets****Pupils should be taught to:**count in steps of 3 from 0, forward and backwardrecognise the place value of each digit in a two-digitnumber (tens, ones)compare and order numbers from 0 up to 100; use <,> and = signsuse place value and number facts to solve problems | **Pupil targets**Recognise, count, read, write, compare and order numbers to 100Accurately count in steps of 3 beyond 36 and identify the multiples of 3Identify the number of tens and ones in any two-digit numberRecognise and use the inequality signs < and >Apply their knowledge of place value to solve simple problems |

Weekly overview

Children count forwards and backwards in steps of 3, up to the twelfth multiple. They arrange number cards for the multiples of
3 to make a number track from 3 up to 36. They then continue the count on a 1–100 number square up to 99. Children count
sets of up to 100, using tens and ones to find the total. They understand what each digit in a two-digit number represents,
e.g. in the number 26, the ‘2’ represents two tens (20) and the ‘6’ represents six ones (6). They apply this knowledge to finding missing numbers on a 1–100 number square. Children continue to compare two numbers using the inequality symbols.

Science:

The Environment

Learning overview:

This Environment Unit introduces children to the ecological challenges that face the modern world. Children undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives. Throughout the unit, learning is closely focused on the Working Scientifically strand of objectives, providing a range of opportunities for children to apply practical scientific methods and skills.

I will send you weekly lessons to cover the objectives. Hopefully there will be some practical activities you can carry out at home.

Geography

Continents and Oceans:

Overview of the unit and guidance:

In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for focus on teaching about continents, then moving beyond the locational knowledge to deeper place knowledge. One must be mindful of presenting simplistic, single-view images of whole continents. Balancing images and specific case study examples, even within a lesson, allows for sufficient challenges against stereotypes and misconceptions.

Learning will be supported on purple mash.

If you have friends or family members in a different country to the UK it may be wise to base your learning on this continent and country i.e Italy. You can look at where Italy is in the world, which continent, learn a few key words, cook Italian food etc.

**Additional websites to look at:-**

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| * [10-minute literary challenges](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884K9e1ba315)
 |
| headstartprimary.com |

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| * [500 virtual museum tours](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884L9e1ba315)
 |
| artsandculture.google.com |

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| * [Free online books, videos and games with BookTrust HomeTime](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884M9e1ba315)

 booktrust.org.uk |
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| * [Free primary maths resources for Years 1-6](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884W9e1ba315)
 |
|  masterthecurriculum.co.uk |

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| * [Free ebooks for children aged 3-11 from Oxford University Press](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884X9e1ba315)
 |
|  oxfordowl.co.uk |

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| * [Free cross-curricular primary resources from National Geographic Kids](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884Y9e1ba315)
 |
|  natgeokids.com |

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| * [Comprehensive free website for parents to support home literacy learning](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884Z9e1ba315)
 |
|  literacytrust.org.uk |

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| * [Pearson maths and English resources free of charge during school closures](https://link.aceville.com/click/19956098.40544/aHR0cHM6Ly93d3cubGVzc29uYWJsZS5jb20vaG9tZS1sZWFybmluZz91dG1fc291cmNlPUxlc3NvbmFibGVOZXdzbGV0dGVyJnV0bV9tZWRpdW09MjAyMDA0MDgmdXRtX2NhbXBhaWduPUhvbWVMZWFybmluZw/5e1ae6da773f846b431e7884a9e1ba315)
 |
|  pearson.com |

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