



**Dartmoor**  
MULTI ACADEMY TRUST



Dear Parent/Carer

Although the school is temporarily closed due to the Coronavirus, we are continuing to provide education for your child. Teachers will ensure children have access to home learning and will prepare activities weekly for your child to complete. Where possible there will be links to online tutorials on our website (Children/ Home Learning/ COVID-19). Where access to the internet is limited, we can provide a paper copy of tasks to be completed.

Please see the attached home learning tasks for your child to complete this week:

- Reading (minimum 20 minutes per day)
  - 5 hours of English across the week
  - 5 hours of Maths across the week
  - Wider curriculum tasks
  - Please supplement with online learning and record this as part of your child's learning timetable
  - Please refer to the school website where there will be tutorials to support learning.
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- Please email completed learning to the admin email address at the end of each day, it will then be forwarded to your class teacher.
  - Please complete the attached learning timetable at the end of the week to inform your class teacher of what learning you have completed.

## English tasks w/c 23<sup>rd</sup> March 2020

All sheets are printed out and available in the resource pack given to the children. It is up to you how you work through the tasks. However, we have attached a timetable which could help with the spacing and timings of activities.

Within the resource pack we have also included practice SATS activities for the year 2 children to complete.

<b>Day 1</b>	20 minutes of phonics: Phase 5 games <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Writing activity: I can correctly form a sentence.</b> Children to copy the phrase cards into two sets- those that make sentences and those that don't. Look at the cards in the two groups and ask children to explain their decisions (sheet 1).
<b>Day 2</b>	20 minutes of phonics: Phase 5 games <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Writing activity: I can use conjunctions to join ideas together.</b> Children to complete the sheet on how to use the conjunctions, 'and', 'but' and 'or' (sheet 2).
<b>Day 3</b>	20 minutes of phonics: Phase 5 games <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Writing activity: I can correctly use the past tense.</b> Children to read the list of present tense verbs and then change them into the past tense. Year 2 children to apply three of the verbs into sentences (sheet 3).
<b>Day 4</b>	20 minutes of phonics: Phase 5 games <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Writing activity: I can correctly form letters</b> Children to complete handwriting sheet, focusing on letters with ascenders (b, d, h, k, l, t) and descenders (p, g, y) (sheet 4).
<b>Day 5</b>	20 minutes of Phonics: Phase 5 games <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Writing activity: I can correctly spell common exception words.</b> Children to refer to the common exception word list for their year group and have a go at writing the

### Online learning resources:

Nessy: [www.nessy.com](http://www.nessy.com) (pupils with access only)

Read theory: [www.readtheory.org](http://www.readtheory.org)

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Literacy shed: [www.literacyshed.com](http://www.literacyshed.com)

Primary Resources: [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

Spag.com <https://www.spag.com/> (pupils with access only)

Phonics Play <https://www.phonicsplay.co.uk/>

Letters and Sounds <http://www.letters-and-sounds.com/>

Topmarks <https://www.topmarks.co.uk/>

ICT Games <https://www.ictgames.com/>

spellings and applying them in a sentence (sheet 5).

### Maths tasks w/c 23<sup>rd</sup> March 2020

All activities are printed out and available in the resource pack given to the children. It is up to you how you work through the tasks. However, it is advised you follow the structured timetable as this will make timings and work load easier for both you and your child. If there is any spare time through out the week, have a go at the games on the websites shown.

Within the resource pack I have also included practice SATS activities for the year 2 children to complete.

<b>Day 1</b>	Maths starter: count in steps of 2 to 20. <b>I can measure length.</b> Children are building on prior knowledge of measuring length and height using non-standard units and applying this to measuring using a ruler. They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm. Children to complete the attached sheet on measuring length (sheet 6).
<b>Day 2</b>	Maths starter: count in steps of 5 to 50. <b>I can compare length</b> Children are comparing lengths of objects using comparison language and symbols. They use language such as longer than, shorter than, taller than, longest, shortest and tallest.

### Online learning resources:

RM Easimaths: [www.rmeasimaths.com](http://www.rmeasimaths.com)

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Timestables rockstars: [www.ttrockstars.com](http://www.ttrockstars.com) (pupils with access only)

Percy Parker times tables: [www.percyparker.com](http://www.percyparker.com)

Topmarks <https://www.topmarks.co.uk/>

ICT Games <https://www.ictgames.com/>

	Children to complete the attached sheet on comparing length (sheet 7).
<b>Day 3</b>	<p>Maths starter: count in steps of 10 to 100</p> <p><b>I can order lengths</b></p> <p>Children are ordering more than two lengths from shortest to longest and vice versa. They will order given lengths as well as order objects by measuring each length themselves. They will use the language of shorter, shortest, longer and longest to describe the order.</p> <p>Children to complete the attached sheet on ordering length (sheet 8)</p>
<b>Day 4</b>	<p>Maths starter: count in steps of 3 to 30.</p> <p><b>I can apply my skills of length</b></p> <p>Children are drawing on their skills of the four operations and applying their understanding to length.</p> <p>Children to complete the attached sheet on applying skills of length (sheet 9)</p>
<b>Day 5</b>	<p>Maths starter: count to 100 forwards and backwards.</p> <p>Children to apply all of their skills of length in the maths quiz attached (sheet 10).</p>

### Wider curriculum tasks

For each subject the key objectives are shown below. Please select one project for each subject and complete through out the week.

<b><u>Geography</u></b>		
Key Objectives: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas		
<b><u>Project 1</u></b> Using google maps identify the United Kingdom and the countries within it. Draw your own outline of the United Kingdom and label the countries.	<b><u>Project 2</u></b> Create your own geography quiz about the United Kingdom to share with your friends after Easter. Include 5 questions and answers.	<b><u>Project 3</u></b> Choose one country within the United Kingdom and create a poster about it.
<b><u>Science</u></b>		

**Key Objectives:** Identify and name a variety of common animals that are carnivores, herbivores, omnivores. Describe how animals obtain their food from plants and other animals.

Project 1

Draw your own food chain and label the producer and consumers. Have a think about the key questions; *What do you notice about the order of the animals? Why do you think we call them 'food chains'?*

Project 2

Choose 10 animals and sort them into three groups; carnivores, herbivores or omnivores. Record the results in a Venn diagram.

Project 3

Create a model of an animal using a range of materials. Label how it is suited to its environment.

**Art**

**Key Objectives:** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists- describing similarities and differences.

Project 1

Research Picasso and Andy Warhol. Describe similarities and differences between Picasso and Andy Warhol. Record on table.

Project 2

Draw your own self portrait using colour.

Project 3

Draw a portrait in the style of Picasso.

**RE**

**Key Objectives:** Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot). Make links between Jewish ideas of God found in the stories and how people live. Tell stories of Easter from the bible and recognise a link with the idea of salvation.

Project 1

Find out what Jewish people do in the home on Shabbat. Put together a mind map by collecting, connecting and labelling information of all the shabbat celebrations.

Project 2

Look at some stories from the bible which teach about God looking after his people.

Project 3

Create a story map of the Easter story.