

## Learning Project WEEK 2 - Area you live in

Age Range: KS1

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Working on <a href="#">Numbots</a> - your child will have an individual login to access this.]</li> <li>Play on <a href="#">The Mental Maths Train Game</a> - focussing on number bonds to 10 and then to 20, adding and subtracting</li> <li>Choose a number between 0 - 100. Make a poster showing how many different ways can you represent this number?</li> <li>Identify 2D shapes and finish the patterns in this online <a href="#">game</a>. Can any of these shapes be found around the house? How many of each shape can be found?</li> <li>Get a piece of paper and ask your child to share what they have learned in their online Maths lesson from White Rose. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.</li> </ul> <p><a href="#">Daily Maths Lesson</a></p> <p>The above site also daily Maths lessons which can be accessed online. These are available for Y1 and for Y2.</p>	<ul style="list-style-type: none"> <li>Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.</li> <li>Listen to a story read: <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> and <a href="#">CBBC</a> Bedtime stories.</li> <li>Watch <a href="#">Newsround</a> and find out what is happening in the world. What did you find out? Is there anything you need help understanding? See if you can find the country the news is talking about <a href="#">here</a>!</li> <li>Read the book 'Voices in the Park' Discuss the illustrations and why the book has been set out the way it has. You can see and hear the book <a href="#">here</a>!</li> <li>Create a mask of one of the characters from 'Voices in the Park'.</li> <li>Can your child hot seat the character? Can you pretend to be one of the characters from the story and your child ask questions about to you? You have to answer the question in character.</li> </ul>
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)

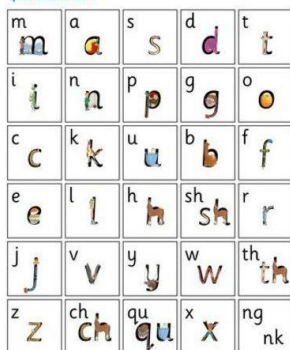
## Read Write Inc daily Phonics

*If your child is in Year 1, they should be confident with Set 1 and Set 2 speed sounds and in the process of securely learning their Set 3 Speed Sounds. Children in Year 2 should be very confident with all Sets of Phonic sounds.*

*Year 1 can watch and take part in Set 2/3 speed sounds lessons online- Please find the link to online RWI lessons on Youtube.*

*It would be excellent revision for Year 2 children to watch and take part in the set 3 speed sounds lesson.*

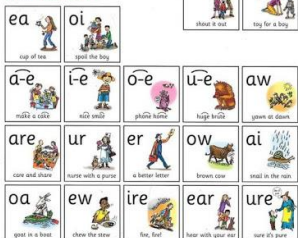
Speed Sounds Set 1



Speed Sounds Set 2



Speed Sounds Set 3



From Monday 23<sup>rd</sup> March and for the next two weeks, films will show at the times below and be available for 24 hours.

- Set 1 Speed Sounds at 9.30 am
- Set 2 Speed Sounds at 10.00 am
- Set 3 Speed Sounds at 10.30 am

Your child can record sounds and spellings in their home learning book. Follow the link below to access the videos.

[https://www.youtube.com/channel/UCo7fbLqY2oA\\_cFCI9GdxtQ?fbclid=IwAR2zPh6Yahil\\_fOxLD\\_ikMQES-EWj\\_1\\_6L8MYTCYYUYMBv-1DePkw5\\_7--E](https://www.youtube.com/channel/UCo7fbLqY2oA_cFCI9GdxtQ?fbclid=IwAR2zPh6Yahil_fOxLD_ikMQES-EWj_1_6L8MYTCYYUYMBv-1DePkw5_7--E)

Mr Thorne's Geraldine the Giraffe is also another resource the children in KS1 really enjoy. Please use this after the Speed sounds lesson.  
Start with Season 2 – Set 2/3 sounds

- Family: Look at a family in a traditional story - how are they different to your family? Can you write sentences comparing the two families?
- Take a look at a variety of poems with your child. Ask them to pick their favourite poem and write a poem <https://www.poetry4kids.com/topic/family/>
- Write a letter or postcard - find out about different postcards and why people write them. Can they design the front of the postcard and then plan what to write and who they could write it too.
- Design the front of the postcard and plan what to write and who to write it too.
- Ask your child to create a story about their family. Who will be the main characters? Where will the setting place.

## SPELLINGS: To be completed daily.

### Year 1: Common Exceptions Words (Weeks 1)

is	your
his	they
has	be
I	he
you	me

### Year 1: Spelling list (Week 2)

Stretched /oo/ spelt 'oo'	food, moon, zoo, soon
Bounced /oo/ spelt 'oo'	book, took, foot, wood, good
/ee/ spelt 'ea'	sea, dream, meat, each, read (present tense)
/eh/ spelt 'ea'	head, bread, meant, instead, read (past tense)
/oh/ spelt 'oa'	boat, coat, road, coach,

### Year 2: Common Exception Words (Week 2)

wild	old
climb	cold
most	gold
only	hold
both	told

### Year 2: Spelling List (Week 2)

Adding '-ed', '-ing', '-er', and '-est' to a root word ending in '-e' with a consonant before it.	hiking, hiked, hiker, nicer, nicest, shiny
Adding '-ed', '-ing', '-er', '-est', and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, bigger, biggest, runner, runny

Strategies for learning spelling rules- To be completed in Home learning books. See next page 😊

<https://www.youtube.com/playlist?list=PLFE759D814D8232E8>

- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week
- Spell common exception words
- [Spelling City](#)
- [Sumdog](#) spelling activities

### Look, Say, Cover, Write,

Spellings!	Look	Say	Cover	Write	Check	Correct

Here are some other engaging ways to teach the new spelling rule using a dice to select the activity.

### Dicey Spelling! Roll the dice and see which activity you need to do!

**Rainbow Words**  
First write your spelling words in pencil. Trace over the words 5 times, using a different coloured crayon each time.  
**ROLL A ONE**

**Silly Sentences**  
Write silly sentences with a spelling word in each sentence. Underline your spelling words.  
Example: My cat wears a yellow hat when she goes dancing.  
**ROLL A TWO**

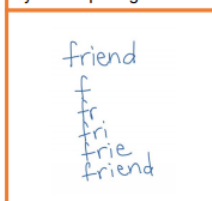
**Tell a Story**  
Write a story using all of your spelling words. Make sure you underline your spelling words.  
**ROLL A THREE**

**UPPER and Lower**  
Write each of your spelling words two times.  
First, write each word in UPPER CASE letters. Second, write each word in lower case letters.  
**ROLL A FOUR**

**Blue Vowels**  
Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil.  
Vowels= a e i o u  
**ROLL A FIVE**

**ABC Order**  
Write out your spelling words in alphabetical order.  
**ROLL A SIX**

### Pyramid spelling!



### Break it down!

Breaking the word up into syllables makes the word easier to spell. Decipher how many syllables there are by clapping the word.  
  
example: two syllable

## Learning Project - to be done throughout the week: Where do you live?

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

### To develop knowledge of the location of significant places:

Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find Cornwall. Do they know the name of their street? Can they create a street sign with their street name?

**My address:** Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words? Ask them to try writing the number using crayons and paint or any other resources you might have at home.

Can they write a postcard or letter to a teacher at school? They could tell their teacher about where they live and things about their local area.

**My house:** Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own.

Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two? In a special bag - could you (with adult support) place things that make it your home? Why would you pick those items?

**Draw a picture of your street.** Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings.

**Shape hunt:** Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes? Ask them to create a picture of their house or street.

**Name the shape:** Place some 2D or 3D shapes (objects you can find around the house) into a bag game. One partner has a **shape** from the shape bag and they stand back to back. The partner describes it to their partner who has to try and draw it. How many do you know?



house) into a bag game. One with the **shape**

**Find your house on 'Google maps'.**

Search for your house on the street? Can you find Truro, Falmouth, Newquay, London?

Exeter and

**Compass:** Make a compass. Do you know what the different compass points label the points?



mean? Can you

**Create a passport:** Create an individual passport to show your own information about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real-life passport? Do you have one?

**Flag:** Here is the Cornish flag. What do you think the flag represents? Can you own flag for your town? What could you add? Why would you choose the pictures on it?



design your different



live in a

**Design a cottage -** Compare how a cottage is different to your house – or if you cottage, why a flat is different to a cottage. Can you make a model of your house and a cottage?

**Create a song about 'Where you live' -** Can you add your address in your song?

**Can you find the UK on the map?** Can you name the countries? Why do you think the Countries begin with a capital letter? This [song](#) may help.

### Additional learning resources parents may wish to engage with

**[Classroom Secrets Learning Packs](#)** - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

**[Twinkl](#)** - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

**#TheLearningProjects**