

Learning Project WEEK 3 - Viewpoints

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"> Working on Numbots - your child will have an individual login to access this. Play Hit the Button - number bonds – 10 then 20, halves and doubles. Look in different rooms and count how many objects you can find. Then play this game to help you sequence the numbers. Practise making shapes on this online geoboard. Once you have made the shape from one view, can you make it from another? How do you know it is still the same shape? Get a piece of paper and ask your child to share what they have learned in their online Maths lesson. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Daily Maths Lesson This site has daily Maths lessons which can be accessed online. These are available for Y1 and for Y2. | <ul style="list-style-type: none"> 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. Listen to the traditional story 'Jack and the Beanstalk'. You can read it here! Find a set of instructions for planting a seed or a bean. Read the instructions out aloud. Can you follow the instructions and plant a seed? Remember to keep watering it! Read a non-fiction book Read an article from a newspaper (online version) or magazine to an adult. |
| Weekly Phonics/Spellings Tasks (Aim to do 1 per day) | Weekly Writing Tasks (Aim to do 1 per day) |
| <ul style="list-style-type: none"> Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below. Phonics play Top Marks Spelling Spell the days of the week Spell common exception words Spelling City Sumdog spelling games | <ul style="list-style-type: none"> 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. |

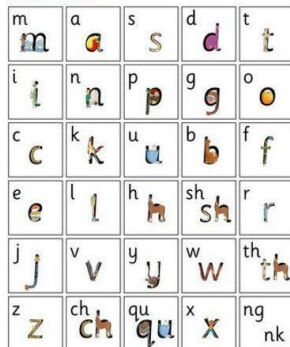
Read Write Inc daily Phonics

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.

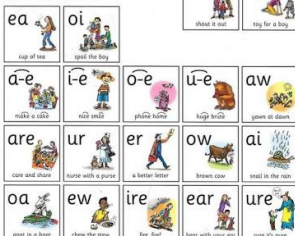
Speed Sounds Set 1



Speed Sounds Set 2



Speed Sounds Set 3



From Monday 23rd 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/UCo7fbLgY2oA_cFCIq9GdxTQ?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.

- 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 (Week 3)

| | |
|-----|------|
| is | your |
| his | they |
| has | be |
| I | he |
| you | me |

Year 1: Spelling list (Week 3)

| | |
|---------------------------|------------------------------|
| /ay/ spelt 'a_e' | made, came, same, take, safe |
| Stretched /oo/ spelt 'oo' | food, moon, zoo, soon |
| Bounced /oo/ spelt 'oo' | book, took, foot, wood, good |

Year 2: Common Exception Words (Week 3)

| | |
|-----------|-----------|
| very | steak |
| everybody | pretty |
| even | beautiful |
| great | after |
| break | fast |

Year 2: Spelling List (Week 3)

| | |
|---|--|
| 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

Look, Say, Cover, Write,

| Spellings! | Look | Say | Cov-er | Write | Check | Correct |
|------------|------|-----|--------|-------|-------|---------|
| | | | | | | |
| | | | | | | |

Start with Season 2 – Set 2/3 sounds
<https://www.youtube.com/playlist?list=PLFE759D814D8232E8>

YEAR 1- Can you fred talk and read these words? Don't forget to add your sound buttons.

Challenge 1 Challenge 2

| | |
|--------|----------|
| chill | blank |
| start | scribe |
| best | phone |
| grit | rusty |
| shin | dentist |
| gang | starling |
| week | day |
| hooks | slide |
| strap | newt |
| trains | finger |

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

Pyramid spelling!

friend
f
fr
fri
frie
friend

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

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

Learning Project - to be done throughout the week: View point

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

Using your senses: Ask your child to pick a window in the house. Ask them to stand there for a few minutes and take a look at what they can see and write or draw them down. Now ask them to try this activity again but this time ask them what they can hear? Write or draw these down. Ask your child to help find a piece of material in the house and then blindfold them. What can they see? Which sense do they use now? Ask them to now cover their ears and look outside the window. What do they hear?

A 'feely bag' - find six objects, such as a hairbrush, a tube of toothpaste, a an ice cream scoop, a packet of tissues and a wooden spoon. You will also act as a blindfold. Imagine what it would be like if you could never see blind and you had to learn to rely on your other senses instead. Play with a who guesses most of the objects.



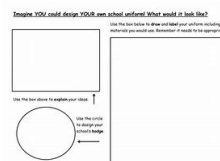
packet of biscuits, need something to because you were partner and see

Find a mirror in the house: What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story 'Through the Magic Mirror' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar to 'Through the Mirror'? Draw a story map first and plan their story. Using their story map, create their story. Think about what illustrations could be used to enhance the story. Find an example of a story map [here!](#)

Find a place in the house. Look around what they can see. Sketch what they can see. What is on the left hand side of them? What is the right hand side of them? Does it change if they sit in another part of the house? Make a list of all the things and compare.

Read the stories: [Goldilocks and the Three Bears](#), Jack and the Beanstalk and [Cinderella](#). The characters will be going to see Judge Jenny (who is a character from the clip which they will be watching). Can they persuade Judge Jenny to see the story from their point of view. Watch these [links](#) to help Judge Jenny to decide. Now it's their turn... read the stories [Little Red Riding Hood](#), [Three Little Pigs](#) and [Gingerbread Man](#). Imagine they are going to be one of the characters from the story and an adult is going to be Judge Jenny. What would they say to Judge Jenny? How could they persuade her?

School Uniform: Tell your child that they will be presenting to the School about the school uniform. Do they think it is a good idea to wear a uniform or against wearing a uniform? Can they write down why they think they should uniform and then write down why they shouldn't? Design a new uniform. What wear? Would it be the same for girls and boys? What would they say to the council? How would they campaign? Would they have badges, posters, banners to help their debate.



Council
are they
have a
would they
school
events and

Could you design a new school logo? Ask your child to think about their current logo now. What does it represent? What could they add or change? Is there something that represents their school or area recently that people would recognise? Look at the shape of the logo. Would they keep it the same or change it?

Try exploring senses on Explorify. Brown and bumpy or If I couldn't smell can be found in keystage 1 area, topic senses. Explorify. <https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/brown-and-bumpy>

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