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| **Learning Project Week four**  **Viewpoints** | |
| Years 1 and 2 | |
| Weekly Maths Tasks (Aim to do 1 per day) | Weekly Reading Tasks (Aim to do 1 per day) |
| \*Practice counting in 2s 5s and 10s this game is great!  <https://www.ictgames.com/mobilePage/duckShoot/index.html>  \*Look in different rooms and go on a number hunt. How many items can you find that have numbers on them? What is the largest number you can find? What is the smallest number you can find?  \*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?  <https://apps.mathlearningcenter.org/geoboard/>  \*Choose a number between 0 - 50. Make a poster showing how many different ways can you represent this number?  \*Money – Use real coins and find different ways of making 10p, 23p, 37p  \*As a challenge how much change would you get from 50p from each of the above amounts? | \*Share a book every day. This can be reading a book aloud every day or sharing a book with an adult. These can be books you may have at home or use this website to access online books <https://readon.myon.co.uk/>  \*When sharing the books ask questions such as  - How does a character feel?  -How do you know they feel like that?  -How could the story end? Can you make up a different ending to the story?  - Have you ever felt like one of the characters in the story? When was this and what happened?  -Draw pictures to show the beginning, middle and end of the story.  \*Listen to the traditional story ‘Jack and the Beanstalk’. <https://www.bbc.co.uk/teach/school-radio/english-ks1-jack-and-the-beanstalk-episode-1/zjfwkmn>  \*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 or magazine to an adult. |
| Weekly Spelling Tasks (Aim to do 1 per day) | Weekly Writing Tasks (Aim to do 1 per day) |
| \*Choose a fun activity from Spelling City.  <https://www.spellingcity.com/spelling-games-vocabulary-games.html>  \*Learn to spell the number names to 20  \*Learn to spell the names of ten of your friends.  \*Learn to spell the names of the capital cities of 3 countries.  \*Make sure you can spell the Y1 and Y2 common exception words <https://www.bing.com/search?q=year+one+and+two+common+exception+words+list&form=IE11TR&src=IE11TR&pc=TEJB>; | \*Draw a picture of your house and label it.  \*Write sentences using adjectives to describe a room in your house.  \* Hide and seek: Write a set of instructions on how to find something in your bedroom. Think about the positional language to help find the object.  \* Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences using a range of vocabulary. Try to use exclamation marks.  \*Draw a map of one of the rooms in your house. What symbols could you have? Where will you place items? |
| Learning Project - to be done throughout the week - View points | |
| 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 packet of biscuits, an ice cream scoop, a packet of tissues and a wooden spoon. You will also need something to act as a blindfold. Imagine what it would be like if you could never see because you were blind and you had to learn to rely on your other senses instead. Play with a partner and see who guesses most of the objects.    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 and remember to think about your illustrations.    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.    School Uniform: Tell your child that they will be presenting to the School Council about the school uniform. Do they think it is a good idea to wear a uniform or are they against wearing a uniform? Can they write down why they think they should have a uniform and then write down why they shouldn't? Design a new uniform. What would they wear? Would it be the same for girls and boys? What would they say to the school council? How would they campaign? Would they have badges, posters, events and banners to help their debate.    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? | |