

## 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"> <li>Working on <a href="#">Numbots</a> - your child will have an individual login to access this.</li> <li>Play <a href="#">Hit the Button</a> - number bonds – 10 then 20, halves and doubles.</li> <li>Look in different rooms and count how many objects you can find. Then play this <a href="#">game</a> to help you sequence the numbers.</li> <li>Practise making <a href="#">shapes</a> 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?</li> <li>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.</li> <li><a href="#">Daily Maths Lesson</a></li> <li>This site has daily Maths lessons which can be accessed online.</li> <li>These are available for Y1 and for Y2.</li> </ul>	<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 the traditional story '<a href="#">Jack and the Beanstalk</a>'. You can read it <a href="#">here</a>!</li> <li>Find a set of instructions for planting a seed or a bean. Read the instructions out aloud. Year 1, have you planted your bean seeds yet? Can you follow the instructions and plant another seed? Remember to keep watering it!</li> <li>Read a non-fiction book. Year 1, can you find one about growing plants?</li> <li>Read an article from a newspaper (online version) or magazine to an adult.</li> </ul>
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Year 1</p> <p>Please work in the usual way on spellings, as last week. Write out the words to learn this week, and ask your child to use the usual 'look, cover, say, write, check' routine to practise writing the words for themselves.</p> <p><b>This week's spellings: adding 'ed' to change verbs to the past tense.</b> See Google Classroom on Monday morning for this week's spelling list.</p>	<ul style="list-style-type: none"> <li>Draw a picture of your house and label it.</li> <li>Write sentences using adjectives (wow words) to describe a room in your house.</li> <li>Hide and seek: Write a set of instructions on how to find something in your bedroom. Think about the positional language (up, down, left, right) to help find the object.</li> </ul>

Try a little spelling quiz on Friday, to stick to the usual routine!

**Please practise these 'common exception words' too, which your child has been learning in class:**

Practise words previously learned: says, our, push, pull.

Introduce new words: are, was, they

Year 2

Please continue to work through your child's spelling journal that you hopefully received in your child's home learning pack. This contains the spelling rules that we cover in Year 2. The list of words at the front of their journal are called the common exception words. There are 64 words in total and these are the words that the children need to be able to read and spell by the end of the year.

There is a separate A4 sheet tucked inside the spelling journal which contains a list of spellings to match each of the spelling rules in the journal. Please choose the next spelling rule in your journal and practise the spellings linked to this rule.

- Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences using suffixes. Try to use exclamation marks. For example; A lady is walking a dog. A dog chased a cat up a tree!
- 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 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 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.



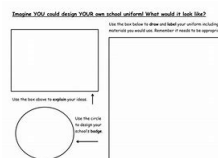
**Find a mirror in the house:** What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar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

create their story. 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 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?

Try exploring senses on Explorify. Brown and bumpy or If I couldn't smell can be found in key stage 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.

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