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| **Learning Project WEEK 3**  **13th-17th April 2020**  **Viewpoints** | |
| **Age Range:** Year 1  Each Task 20-30 minutes then have a break | |
| **Maths Tasks**  **(Aim to do 1 per day)**  Tasks can be repeated if enjoyed, so as long as at least 3 different tasks are completed each week. | **Reading and Writing tasks**  **(Aim to do 1 per day)**  Tasks can be repeated if enjoyed, so as long as at least 3 different tasks are completed each week. |
| * Working on [Numbots](https://numbots.com) - your child will have an individual login to access this. * Play on [The Mental Maths Train Game](https://www.topmarks.co.uk/maths-games/mental-maths-train) -practise adding, subtracting, multiplying or dividing. * Practise counting in 2s, 5s and 10s. This [game](http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopSkip.htm) could support this. * 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](https://apps.mathlearningcenter.org/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? * Choose a number between 0 - 50. Make a poster showing how many different ways can you represent this number? | * 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. * Read a non-fiction book or/and an article from a newspaper or magazine to an adult. * 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. |
| **Weekly Phonics/Spellings**  **Tasks (Aim to do 1 per day)** | **Weekly spellings** |
| * Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below. * [Phonics play](https://www.phonicsplay.co.uk/) [Top Marks](https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds)   • Please also see separate phonics sheet attached | This weeks spellings are based on the split digraph u-e  June rule rude flute use tube tune huge cute cube  Practise for 4 days and then test on Friday and post the results on seesaw |
| **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.  Image result for through the mirror anthony browne**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’](https://www.youtube.com/watch?v=Hwo36IjsB4o) 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. | |