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| **Learning Project WEEK 5 - Environment** **27th April-1st May** |
| **Age Range:** ​Year 1 |
| **Weekly Maths Tasks (Aim to do 1 per day)**  | **Weekly Reading and writing Tasks (Aim to do 1 per day)** |
| **Please see seesaw**Tasks will be posted daily Monday-Friday, please post photos, short videos and Audio files for us to approve and comment on. | **Please see seesaw**Tasks will be posted daily Monday-Friday, please post photos, short videos and Audio files for us to approve and comment on. |
| **Weekly Phonics****Tasks (Aim to do 1 per day)** | **Weekly spellings****Please ask what group your child was in before we broke up – if you are unsure please contact us as we have a list.** |
| * 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)
* Also see phonics sheet attached for group 2
 | Phonics group 2 Words ending with the ee sound but spelt y**very happy funny party family dizzy smelly Silly jolly sunny** Phonics group 3Suffixes ly and less**badly hopeless penniless happily lovely** **joyless slowly quickly careless fearless** |
| **Learning Project - to be done throughout the week: Environment**  |
| **The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc .** **Create a chart to record the weather.** Label the chart with days of the week and record the​ weather at different points in the day. Can you write down key words and take a photograph of the sky. Does it change in the week? Watch the weather report on T.V. How do they describe the weather? What do you notice about the map? Can you find Birmingham on the map? Have they got symbols when they are talking about the weather? **Weather reporter:** Pick a day that you would like to present as a weather reporter. Can you create some symbols to use when you are talking about the weather? Can you talk about the weather in your local area and maybe compare to another place in the UK? **What a load of rubbish!**  With your child look at the rubbish as a family youthrow out. Do you help to recycle? How do you sort these into junk and into recycling? Look at the range of items and group them into different material groups. Talk to a family member about how certain groups are plastics and can also look and feel different to each other. Could you design a new way to help recycle more items? [Idea](https://www.bbc.co.uk/bitesize/clips/z8s87hv)​[s](https://www.bbc.co.uk/bitesize/clips/z8s87hv) **Beat the clock-** Can you sort items into the correct recycling and waste bins? ​[Pla](http://www.crickweb.co.uk/environment-links.html)​[y](http://www.crickweb.co.uk/environment-links.html) **Switch it off:** Ask your child to take a look at all the electrical devices in their house. Are they all​plugged in? Do they need to be plugged in? How could they create a poster to place around the house to help remind people to switch it off once they have finished. **Save Electricity,** Recycle Paper, Conserve water. What could you include on these? Where could​you place these in the house? Can you talk to your family about the posters and how you could help the planet? Listen to a [son](https://learnenglishkids.britishcouncil.org/songs/its-up-me-and-you)​ [g](https://learnenglishkids.britishcouncil.org/songs/its-up-me-and-you) about things we can do to help to save the planet.​  |