

## Learning Project WEEK 3 - Viewpoints

Age Range: Class 2

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>Play Hit the Button - number bonds – 10 then 20, halves and doubles. To play this game offline, write 1-20 on individual pieces of paper or card. Then make a card that says <i>half</i> and another that says <i>double</i>. Place all of the number cards face down on the floor and the <i>half</i> and <i>double</i> cards face up. Turn over one number card. Hit either the <i>half</i> or <i>double</i> card and call out the answer.</li> <li>Look in different rooms and count how many objects you can find. For example, how many chairs, how many pictures, how many books. Then play this <a href="#">game</a> to help you sequence the numbers. To play this game offline, use pieces of paper to write down the numbers from your counting activity. Now put the numbers in order from the smallest to the largest.</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? To learn about shapes offline, find some resources that will give you straight edges, for example lolly sticks, pencils, sticks from your garden or straws. Which shapes can you make using your resources? How many different versions of one shape can you make? For example, how many different triangles can you make? How do you know they are all triangles?</li> <li>Get a piece of paper and use it to share what you have learnt in your maths lesson. This could be pictures, diagrams, explanations, methods etc. You can be as creative as they want to be.</li> <li>Daily <a href="#">arithmetic</a> sessions – focussing on addition, subtraction, multiplication</li> </ul>	<ul style="list-style-type: none"> <li>Try to read a book or part of a book everyday. This can be reading a book aloud 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>! If you don't have access to the internet, see how much of the story you can retell from memory. Talk about how you think Jack feels at different points throughout the story. Do you agree with how the giant treated Jack? Explain your reasoning. What could be another point of view?</li> <li>Find a set of instructions for planting a seed or a bean. You can look online if you don't have any seeds at home. Read the instructions out aloud. Can you follow the instructions and plant a seed? Remember to keep watering it!</li> <li>Read a non-fiction book and talk about the features of this text.</li> <li>Read an article from a newspaper or magazine with an adult. Share your view point about the article.</li> </ul>
	<b>Weekly Phonics/Spellings Tasks (Aim to do 1 per day)</b> <ul style="list-style-type: none"> <li>Access Read Write Inc phonics lessons every day via youtube live: <a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ</a></li> <li>Parents; your child will be learning Speed Sounds related to their reading ability. If you're not sure which set your child should be working on, start at the beginning and see how you get on. If you find set one too easy for your child, then please progress to set two or three.</li> </ul>

and— levels 2 or 3. To play an offline version, use the number cards you have made previously. Spread them face down in two piles. Make a further pile of cards that shows the symbols for addition (+), subtraction (-), and multiplication (x). Each time take two of the number cards and one of the mathematical symbols. Write down the calculation on a whiteboard or piece of paper. Which strategy will you use to find the answer? Write down your working out as well as the answer.

#### [Daily Maths Lesson](#)

- This site has daily maths lessons which can be accessed online.
- These are available for each year group.

### Weekly Writing Tasks (Aim to do 1 per day)

- Use your imagination to draw a picture of Jack's house or the giant's castle. Add labels to your picture to tell about the different parts of the house / castle.
- Write sentences using adjectives to describe a room in the house / castle you have drawn.
- 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 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?
- Year 3: Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?

- Speed Sounds 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sg, r, j, v, y, w, th, z, ch, qu, x, ng, nk
- Speed Sounds 2 sounds and phrase: ay: may I play, ee: what can you see, igh: fly high, ow: blow the snow, oo: poo at the zoo, oo: look at a book, ar: start the car, or: shut the door, air: that's not fair, ir: whirl and twirl, ou: shout it out, oy: toy for a boy
- Speed Sounds 3 sounds and phrase: a-e: make a cake, ai: snail in the rain, ea: cup of tea, e: he me we she be, i-e: nice smile, o-e: phone home, ao: goat in a boat, u-e: huge brute ew: chew the stew, aw: yawn at dawn, are: share and care, ur: nurse for a purse, er: a better letter, ow: brown cow, oi: spoil the boy, ire: fire fire!, ear: hear with your ear, ure: sure it's pure?

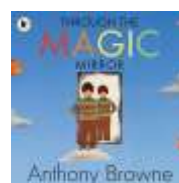
- Watch and/or practice your sounds every day, choosing one sound per day to focus on. Use your sound of the day to identify words which include that sound and have a go at saying and then spelling them with the correct letter graphemes. Can you use 'Fred to Frog' to help say and spell words too?
- Make your own phonics cards to help you practice the sounds.
- Practise ten words you would like to improve. Use look / cover/ write and check. Get someone in your family to test you when you think you have learnt them.
- Try writing an interesting sentence using each of these words.
- Start with the following verbs: *grow, walk, climb, go, run*. Now think of ways you could use these verbs in interesting ways to tell about the story of Jack and the Beanstalk. You might decide to change the verb for something more interesting. For example, instead of *Jack climbed down the beanstalk*, you could say *Jack clambered as quickly as he could down the giant beanstalk*.
- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week
- Spell common exception words (you can find a list online [here](#)).
- [Spelling City](#)
- [Sumdog](#) spelling games

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

The project this week aims to provide opportunities for you 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 as well as the viewpoints of others.

**Using your senses:** Pick a window in your house, stand there for a few minutes and take a look at what you can see. Now write or draw what you noticed. Try this activity again but this time think about what you can hear. Again write or draw what you noticed. Now find a piece of material in the house and use it as a blindfold. What can you see? Which sense are you using now? Now cover your ears and look outside the window. What do you notice?

**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 were not able to see the objects and had to reply on your other senses instead. Put one hand inside the bag and take hold of one of the objects. Try to guess which object you are feeling. Play with a partner and see who guesses the most objects.



**Find a mirror in the house:** What can you see? Imagine if you were able to walk into the mirror. What do you 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 you create a story similar to 'Through the Mirror'? Draw a story map first to plan your story outline. Use your plan to write or draw your full story. Think about what illustrations could be used to enhance the story. Find an example of a story map [here](#).

**Find an interesting place in the house:** Look around and take note of what you can see. Sketch what you can see. What is on your left side? What is on your right side? Does it change if you sit in another part of the house? Make a list of all the things and compare.

**Point of View Game:** Read the stories [Goldilocks and the Three Bears](#), Jack and the Beanstalk and [Cinderella](#). The characters will be going to see Judge Jenny (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 your turn... read the stories [Little Red Riding Hood](#), [Three Little Pigs](#) and [Gingerbread Man](#). Imagine you are going to be one of the characters from the story and an adult is going to be Judge Jenny. What would you say to Judge Jenny? How could each character persuade her?

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



**Could you design a new school logo?** Think about our current school logo. What does it represent? What could be added or changed? Is there something that represents the school or area recently that people would recognise? Look at the shape of the logo. Would you keep it the same or change it? Draw your ideas for a new school logo and explain why you have chosen this design.

**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>

**Be Active:**

- [Jo Wicks-9.00 daily](#)
- Move around your home and garden taking photographs from different viewpoints. Which photos do you like? Do the people you live with like the same photos as them? Why? Why not?
- Think of the shapes you used in your maths lesson. Try to create different shapes with your body. How many mathematical different shapes can you create using your full body? You could use a mirror to help check the shapes. Find a way to transition from one shape to another.
- Use [this link](#) to access some children's yoga based on well known books (Alice in Wonderland, Harry Potter, and The Twits).
- Try to find time to relax and practise some breathing exercises too. Use some of the methods we have learnt in class, or try this new activity which uses a cotton ball (if you don't have a cotton ball, you could use a feather or a small scrunched up piece of tissue). Put the cotton ball on the palm of your hand and hold your hand flat in front of your face, under your nose. Try to breathe normally and take notice of what happens. Can you tell from the movement of the cotton ball whether you are breathing in or breathing out? Try to make your breathing slower, with longer inhalations and longer exhalations. Keep your focus on your breath and on the cotton ball. Try to keep this going for a few minutes

***Recommendation at least 2 hours of exercise a week.***

**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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