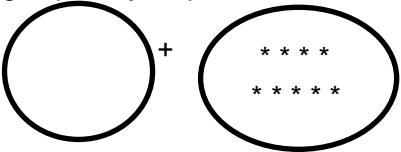


Learning Project WEEK 2 - Area you live in

Age Range: Class 1

Weekly Maths Tasks (Aim to do 1 per day)

- Number Bond Fun
- Draw 2 large plates.
- Get 10 or 20 objects – practise putting them into groups on your plates. i.e.
- 
- Then write the number sentence i.e.
- $0 + 10 = 10$ for each calculation you create.
- Try and work systematically
- Mental Subtraction Challenge
- Create your own digit cards 0 – 9
- Create your own 2 digit number.
- Then pick up another card and **subtract one digit from your starting number.**
- Write down your calculations and try and solve them mentally. i.e. $57 - 3 = 54$.
- Practise your **subtraction** mental maths skills by playing Splat. Pick up 10 coins – throw them at the same time.
- *Organise them onto a grid like this noting how many land on heads or tails.*

H	H	T	H	H
H	H	H	T	H

- Then write down as many subtraction number sentences as you can for example where each coin =1
- $10 - 8$ (Heads) = 2 (Tails)
- $10 - 2$ (Tails) = 8 (Heads)
- **Remember to always start with the total amount on the grid**
- Choose a number between 0 - 100. Make a poster showing how many different ways can you represent this number?
- Create your own shape headband or wrist band using repeating patterns. See if you can use up to 5 different objects.
- Why not create a wrist band for each family member.
- Subtraction Poster
- Design a poster showing what you know about subtraction. You can be as creative as you want.
- Continue to practise telling the time

Weekly Reading Tasks (Aim to do 1 per day)

- 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.
- Think of a fairytale your child knows well. Can your child hot seat the character? Can you pretend to be one of the characters from the story and your child ask questions about to you? You have to answer the question in character.
- Reading Comprehension (1). Ask the children to read the diary entry below and then complete the following questions.

Troll's Troubles

Dear diary,

I love my little house underneath the bridge in the valley but I get very grumpy when I hear grubby, little goats trotting over the top of it when I am trying to sleep. One morning, three goat brothers made a plan to cross my bridge; they knew it would make me cross. One at a time, they bashed their hooves across the bridge. When I went outside to tell them to be quiet, the biggest goat pushed me with his horns and I fell off the bridge into the river. I was furious! I think I'm going to move house.

Dave the Troll

Questions

1. Why does the troll get grumpy when people cross the bridge?
 2. Number these events from 1 to 3 to show the order they happened in.
The troll decided to move house.....
The three goats made a plan.....
The biggest goat pushed the troll.....
 3. Where does the troll live?
 4. Find and copy two adjectives in the text which mean the same as 'angry'.
- Reading Comprehension (2). Ask the children to read the House for sale poster below and then complete the following questions.

<ul style="list-style-type: none"> • . Read to the hour and half hour (Y1) progressing to 15 minutes and 5 minutes (Y2). • Create your own time sequencing story based on 'The Very Hungry Caterpillar' using your focus times. 	<p style="text-align: center;"><u>House For Sale</u></p> <p>Good news! A beautiful cottage in the Forbidden Woods has just been put up for sale with a tall, slanted roof, which is dripping with white icing. This house is perfect for hungry buyers who like to have their house and eat it! Colourful, sticky sweets decorate the front of the building and the chimney is made from a crumbling, chocolate wafer. The huge, tasty garden boasts delicious lollipop trees and a river of runny, flowing chocolate.</p> <p>Please note: This house may melt on a sunny day so viewing in winter is recommended!</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. Why might the house melt on a sunny day? 2. Number the house's features from 1 to 3 to show the order that they are mentioned in. lollipop trees..... tall, slanted roof..... sticky sweets as decorations..... 3. Which two words does the author use which mean 'something which is nice to eat'? 4. Where is the cottage located?
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>There are a number of ways for your child to access and practice phonics at home.</p> <p>From Monday 6th April Lessons will be available live on youtube: https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ or on Facebook https://www.facebook.com/miskin.education/ The videos will be available for 24 hours following each live streaming.</p> <p>9.30am – Set 1 speed sounds 10am – Set 2 speed sounds 10.30am – Set 3 speed sounds.</p> <p>As last week, your child will be learning Speed Sounds related to their reading ability. To ensure they are working at their level please consider the following guidance. 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. <i>I would anticipate that most children in Class 1 can recognize all of the set 1 sounds. They may struggle with writing them into new words. I would advise not rushing past set 1 but</i></p>	<ul style="list-style-type: none"> • Ask your child to Imagine that they live in the opposite house or the garden. What would they see if they were looking into yours? Write sentences using the suffix - ing and adjectives. • Write your address: Discuss with your child. Do they know who delivers the post? Share a letter with them and explore the envelope from the front and back. Can they see any numbers on the front or back of the envelope? What do they mean? Who is the letter addressed to? Ask your child to write their address on the envelope. Discuss the postcode and any capital letters? • Well known addresses: Discuss with your child any well-known addresses of book characters/famous people/ historical figures they may know? e.g. 10 Downing Street, The Post Office, Isle of Struay Katie Morag or The Jolly Postman. • Write a letter to the Queen or another famous person you would like to write to, and post it.

referring back to it and asking the children to write words such as:

- **Think (th and nk)**
- **Sing (ng)**

- **Queen (qu)**
- **Bring (ng)**
- **Shout (sh)**
- **Chase (ch)**
- **Also lots of words that end "K" – Children tend to use a "C" instead. For example back, track, crack.**

Speed Sounds 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk (**Remind children that 2 letters which make one sound are called special friends**)

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 practise the sounds. **Perhaps you can teach everyone in the house the game "recognise the sound in the pack"**

Learning Project - to be done throughout the week: Where do you live?

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

To develop knowledge of the location of significant places:

Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find Cornwall. Do they know the name of their street? Can they create a street sign with their street name?

My address: Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words? Ask them to try writing the number using crayons and paint or any other resources you might have at home.

My house: Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own.
Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two? In a special bag - could you (with adult support) place things that make it your home? Why would you pick those items?

Shape hunt: Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes?
Ask them to create a picture of their home or street.

Name the shape: Place some 2D or 3D shapes (objects you can find around the and play the game 'Can you name the shape?' You will need a partner to play this partner has a **shape** from the shape bag and they stand back to back. The partner describes it to their partner who has to try and draw it. How many do you know?



house) into a bag game. One with the **shape**

Compass: Draw a compass. Do you know what the different compass points mean? Can you label the points? Do you know which direction the sun rises and sets?

Create a passport: Create an individual passport to show your own information about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real-life passport? Do you have one?

Flag: Here is the Cornish flag. What do you think the flag represents? Can you own flag for your town? What could you add? Why would you choose the pictures on it?



design your different



live in a

Design a cottage - Compare how a cottage is different to your house – or if you cottage, why a flat is different to a cottage. Can you make a model of your house and a cottage?