

Learning Project WEEK 1 - My Family

Age Range: Class 1

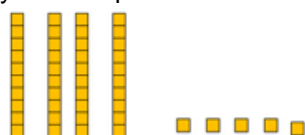
Weekly Maths Tasks (Aim to do 1 per day)

- Practise your number bonds and **addition** mental maths skills by playing Splat. Pick up 10 coins – throw them at the same time.
- Note how many land on heads or tails.*
- Once you have mastered your number bonds to 10. Practise your number bonds to 20 using 20 coins.

For example (where each coin = 1)

Heads	Add	Tails	Equals	Total
0 ()	+	10 (10)	=	10
1 (1)	+	9 (9)	=	10
10 (10)	+	0 (0)	=	10

- Ordering Numbers
- Create your own digit cards 0 – 9.
- Pick up 2 cards at a time and create your own 2 digit numbers i.e 56, 75.
- Create up to 5 sets of numbers – then order them smallest to largest.
- Repeat the process and then order the amounts largest to smallest
- Drawing Numbers
- Create your own numbers with your digit cards.
- Draw each of the numbers which you make using your own pictures i.e.



As an extra challenge Y2 - think of the different ways which you can represent the numbers.

- Addition Poster
- Design a poster showing what you know about addition.

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.
- Create a bookmark, perhaps you could choose characters from your favourite stories.
- Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone?
- Reading Comprehension (1). Ask the children to read the newspaper article writing below and then complete the following questions.

Antarctic Gazette

Paul the Penguin Takes Flight!

Hundreds of emperor penguins looked on in amazement yesterday, as one of their colony took to the skies!

Mr and Mrs Waddle couldn't believe their eyes when their new son, Paul, began to flap his wings and suddenly soared into the icy air. Because of their size and weight, penguins have always been considered a flightless bird – but not Paul! Once he had landed, Paul said, "I just fluttered my wings and before I knew it, I had lifted off the ground! It was easy!" TV crews are already on their way to the Antarctic to try to film Paul in action.

Questions

- What type of penguin is Paul?
- What verb does the author use instead of 'flew'?
- Why do TV crews want to film Paul?
- How do you think Mr and Mrs Waddle feel about their son?

- Reading Comprehension (2). Ask the children to read the Yoga instructions writing below and then complete the following questions. They might even want to try it out themselves!!!!

Arctic Yoga Instructions

Follow these instructions to create some arctic yoga poses:

The Walrus

- Begin by sitting with the soles of your feet together.
- Touch your fingers to each side of your head.

<p>Addition Challenge</p> <ul style="list-style-type: none"> • Y1 – using numbers to 20. • Create your own number or picture cards to 10 • Pick up a handful of clothes pegs. • Add them to your starting number. • How many do you have altogether? <ul style="list-style-type: none"> • Y2 • Use your digit cards – create your own 2 digit numbers. Then pick up another card – and add one digit to your number. Write down your calculations. • i.e. $36 + 7 = 43$. <ul style="list-style-type: none"> • Practise telling the time. Read to the hour and half hour (Y1) progressing to 15 minutes and 5 minutes (Y2) • From this create your own version of What's The Time Mr Wolf (<u>drawing and writing the different times</u>) as analogue times only. 	<p>3. Gently bounce your knees to flip your walrus flippers.</p> <p>The Whale</p> <ol style="list-style-type: none"> 1. Firstly, lay flat on your tummy. 2. Breathe out and lift the top part of your body off the floor. 3. Gaze forwards or look slightly upwards. 4. Hold this for a few seconds and then drop back down. 5. Repeat this move five times while pretending to be a whale squirting water from its blowhole. <p>Questions</p> <ol style="list-style-type: none"> 1. Which parts of your feet have to touch together to do the walrus pose? 2. Which word has the author used instead of 'look' in the whale instructions? 3. Why are these exercises called Arctic yoga poses? 4. Do you think that you would be good at Arctic yoga? Why or why not
Weekly Phonics/Spellings Tasks	Weekly Writing Tasks (Aim to do 1 per day)
<p>The children have been following a phonics scheme called Read, Write, Inc. There are a number of ways for your child to access and practice phonics at home.</p> <p>From Monday 30th March Lessons will be available live on youtube: https://www.youtube.com/channel/UCo7fbLqY2oA_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>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.</p> <p><u>Speed Sounds 1 sounds:</u> 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 <u>Speed Sounds 2 sounds and phrase:</u> 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</p>	<ul style="list-style-type: none"> • Family: Look at a family in a traditional story - how are they different to your family? Can you write sentences comparing the two families? • Take a look at a variety of poems with your child. Ask them to pick their favourite poem and write a poem • Write a letter or postcard - find out about different postcards and why people write them. • Design the front of the postcard and plan what to write and who to write it too. • Ask your child to create a story about their family. Who will be the main characters? Where will the story take place?

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

Learning Project - to be done throughout the week: My Family

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

Look at a selection of family photographs and discuss the changes over time.

Show your child a photograph of them as a baby, a 1 year old, a 2 year old. What could they do at that age? What can they do now that they couldn't do then?

Look at a picture of a family member as a baby (this could be parents, siblings). Discuss how everyone was a baby once.

Are there any black and white photographs? Why are these photographs black and white? Do they show older family members when they were younger? Talk about how life was different then.

Do a survey of the people in your house. How many family members have blonde/ brown/ black/ red hair? Can you record this with pictures? How many people have blue/ brown/ green eyes? Favourite colour? Favourite food? Ask them to collect this and place in a tally chart. Who is the tallest? Collect data about themselves. Measure their arm, leg, waist, head. Compare to someone else in the house.

Have a family picnic. Lay out a blanket in the living room or garden. Give your child a selection of food and ask them to share it fairly between everyone? If there is one left over what could we do? Make a menu card. Make invitations for the event.

Put on a show or performance- Perform a story or song to your family. Plan out costumes, props. Children could make a show program.

What jobs do the people in your family do? Talk to your child about your job and what you do. What would they like to be when they grow up? Can they draw a picture of themselves in the job they would like to do?

News Reporter for half a day:

The challenge is to interview family members and find things they like and dislike? Can they write down things they like and dislike? Can they compare these to someone else in their family? In your interview they could create flashcards with words such as: colour, clothes, food, drinks, books, places, music and then ask a family member to pick a flash card and talk about their likes and dislikes.

Play a family board game- Play a game together. Talk about taking it in turns and playing fairly. Dice games will support your child's number recognition. You could use a spinner with numerals on to help develop numeral recognition. If you don't have a spinner you could make one using an old cereal box and a split pin.

Find out everyone's favourite song in your family- Listen to each person's favourite song and make up a dance to match. Do you like the same music? What is your favourite song?

Self portrait:

Ask your child to think about which materials they have access to in the house and would like to use to draw a picture of themselves? Use a mirror to look closely at facial features.

Design a personal coat of arms shield for the family:

Find out what a coat of arm shield means. Ask them to begin to think about a design for a coat of arms that represents your family. What could they draw? What do you enjoy doing together that could be used on the coat of arms? Ask them to think about the colours and shapes they would like to use. Maybe, if they have some cardboard around the house, they could make a shield and paint their coat of arms design onto it to give to a family member.