

Learning Project WEEK 3 - Viewpoints

Age Range: Class 1

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Play Hit the Button - number bonds – 10 then 20, halves and doubles. • Look in different rooms and count how many objects you can find. Then play this game to help you sequence the numbers. • Practise making shapes 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? • Daily Maths Lesson • This site has daily Maths lessons which can be accessed online. • Get a piece of paper and ask your child to share what they have learned in their online Maths lesson. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. 	<ul style="list-style-type: none"> • 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. • Listen to the traditional story 'Jack and the Beanstalk'. You can read it here! • Find a set of instructions for planting a seed or a bean. Read the instructions out aloud. Can you follow the instructions and plant a seed? Remember to keep watering it! • Read a non-fiction book • Read a book of your choice and then see if you can answer some of these questions to show your understanding of the text. <ul style="list-style-type: none"> • <i>Where/when is the story set?</i> • <i>Who is/are the main character(s) in the story?</i> • <i>Is there a good/bad character? Who is it? How can you tell?</i> • <i>Is there a dilemma in this story? What is it?</i> • <i>How is the dilemma resolved?</i> • <i>How does the story end?</i> • <i>What do you think is happening here?</i> • <i>Who is telling us the story?</i> • <i>What happened when...?</i> • <i>Why is this story/poem/non-fiction text/section/chapter called...?</i> • <i>Can you think of a different title for this story/poem/ non-fiction text/section/chapter?</i> • <i>What sticks most in your mind?</i> • <i>What moment do you remember most?</i>

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>I would strongly advise accessing Oxford Owl, this has some fantastic free resources for students, including phonics cards, writing and reading practice books. It will all be in the font and with diagrams that the children are used to. https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</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 recognise all of the set 1 sounds. If they feel confident to move on to set 2 then please practise recognising the sounds, writing them and reading them.</i></p> <p><i>Examples might be</i></p> <ul style="list-style-type: none"> • <i>Sigh (igh)</i> • <i>Flow (ow)</i> • <i>Floor (or)</i> • <i>Stair (air)</i> <p><i>It's always fun to ask the children if they can think of any or if they can spot the sounds when scanning in a book.</i></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 (<i>Remind children that 2 letters which make one sound are called special friends</i>)</p> <p><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> <p><u>Speed Sounds 3 sounds and phrase:</u>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?</p> <ul style="list-style-type: none"> • Watch and/or practise 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 	<ul style="list-style-type: none"> • 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. • 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?

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.
- Could you make a car park on paper or card and park your car in the correct sound.

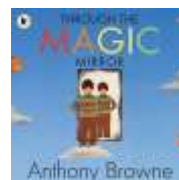


Learning Project - to be done throughout the week: View point

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.



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](#)' 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. Think about what illustrations could be used to enhance the story. Find an example of a story map [here](#)!

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.

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

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.



Could you design a new school logo? Ask your child to think about their current logo now. What does it represent? What could they add or change? Is there something that represents their school or area recently that people would recognise? Look at the shape of the logo. Would they keep it the same or change it?

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>

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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