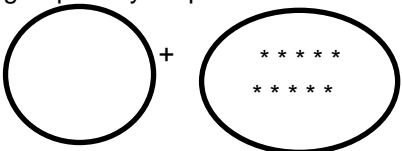


## Learning Project WEEK 2 - Area you live in

### Class 2 (Year 2/3)

#### 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

##### Number Facts

Choose a number between 0 - 100. Make a poster showing how many different ways can you represent this number?

##### 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.

##### Subtraction Poster

- Design a poster showing what you know about subtraction. You can be as creative as you want.

##### Shapes and Patterns

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

- Read 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. Encourage them to read with expression and intonation.
- Think of a fairytale your child knows well. Can your child 'hot seat' the character? This means you pretend to be one of the characters from the story and your child asks you questions about the story. You have to answer the question in character. Swap roles and let your child take on the role of the character whilst you ask the questions.
- Reading Comprehension Task. Find some books at home which have different settings, for example, a forest, a castle, a school. Show what you understand about the settings by writing a description of each one using wonder words. Why do you think the author used this setting? You can also draw a picture of the different settings and label the key features.
- If you have access to the internet, listen to a story online with [CBBC](https://www.cbbc.co.uk/television/childrens-programmes/cbbc-childrens-programmes).
- Use this [this link](https://www.youtube.com/watch?v=9GdxtQ9GdxtQ) to access the book 'Voices in the Park' Discuss the illustrations and why the book has been set out the way it has.

#### Weekly Phonics/Spellings Tasks (Daily)

Fortunately you can access Read Write Inc phonics lessons every day via youtube live:

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIq9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ)

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.

**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

**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:

- 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.

#### Continue to practise telling the time

- Read to the hour and half hour, progressing to 15 minutes and 5 minutes.
- Create your own time sequencing story based on 'The Very Hungry Caterpillar' (you can find a video of this story on you tube to remind you of the main events). Try to include different versions of time, eg, days of the week, o'clock, half past, quarter past etc.
- Then create your own chart showing what you do at different times of the day. Try and record up to 8 activities.

Time (drawn on analogue clock)	Time written in digital	Activity Drawn or Written

#### Online Learning

- For those of you who are able to access learning online, [Daily Maths Lesson](#) has a daily lesson for each year group.
- Working on [Numbots](#) - your child will have an individual login to access this.
- Play on The [Mental Maths Train Game](#).

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 sounds 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 them.
- Try writing an interesting sentence using each of these words.
- How many time conjunctions can you remember? Challenge yourself and write as many as you can in one minute. Now write some sentences to tell about what you did yesterday using these time conjunctions.
- Further spelling activities are available [here](#).

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

- 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 piece of mail 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.
- Imagine you can write a letter to a favourite book character! What would you want to ask them?! Have a go at writing this letter.

- Write a letter to someone in your family to share a special message. Perhaps you would like to write to your mum or dad to say thank you for looking after you, or you might like to write to a brother or sister inviting them to play a game with you.
- Write a setting description to describe your local area. What is in their local area? What do you like/dislike about it and why? (This links to the reading comprehension activity, so you could do these two tasks on the same day).

## 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 village / town.

**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?  
If you have internet access, find your house using [Google Earth](https://www.google.com/earth/).

**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 house) into a bag and play the game 'Can you name the shape?' You will need a partner to play this game. One partner has a **shape** from the shape bag and they stand back to back. The partner with the **shape** describes it to their partner who has to try and draw it. How many do you know?



**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 design your own flag for your town? What could you add? Why would you choose the different pictures on it?



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

## Online Learning Packs

[Classroom Secrets website](#)

### **Be Active:**

- Get out into the garden, pull up some weeds or mow the lawn? Does the garden need a tidy up? Maybe you could plant some seeds.
- If you don't have a garden, make up a simple indoor exercise circuit. For example, you could include star jumps, squats, running on the spot, lunges, plank, skipping on the spot. Write out each exercise on a piece of paper and spread them out around the room. Decide how long you will spend at each exercise station (perhaps 30 seconds) and then time yourself as you complete each exercise in turn.
- Remember to keep up with your daily relaxation time, including taking time to focus on your breathing. You can put on some relaxing music and lie on your back listening with your eyes closed for about 10 minutes. Focus on breathing deep into your belly. You can imagine a pebble on top of your stomach (or even use a real one!) rising and falling with each inhale and exhale that you take.

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

**#TheLearningProjects**