



W/C: 13/07/2020 Learning Project - TRANSITION

Year 1

This week's learning project focuses on supporting your child with transitioning to their new class. It will give them the opportunity to reflect on their time in their current class, discuss their favourite memories and achievements whilst also considering their hopes and dreams for the next academic year.

[You can watch the introductory video here.](#)

	Transition activities	Phonics and Spelling Click here for Letter and sounds daily phonics lesson	Maths White Rose Maths Hub videos are available for each session this week from the White Rose Maths website. The accompanying worksheets will have been sent out via School Ping.
MEMORIES 	Monday- Over the last year, your child will have created many school memories that they will cherish forever. Capture these memories in a fun way by asking your child to create a ' Memory Jar '. Using coloured paper ask your child to draw or write down their favourite memories. They may include friendships, teachers, favourite lessons, or school trips. Use a jam, plastic bottle or box to collect their memories; they could even personalise the container with decorations.	Monday- Ask your child to write the numbers 0-10 in words. Use look, cover, write, check to support this.	Monday- White Rose Maths –Time to the Hour
ACHIEVEMENTS 	Tuesday- Your child has achieved so much over the course of the year and now it is time to reflect on what makes them proud. Ask your child to think about their proudest academic achievements and their proudest achievements outside of the classroom too. After discussing your child's accomplishments, ask them to choose one. Work together to design and create an achievement medal. Do this by cutting a piece of cardboard into a circle or star shape, painting it gold or sticking shiny paper to it. Write the number one on the medal and add string or ribbon. Why not have a ceremony and present the medal to your child?	Tuesday- Ask your child to write the numbers 11-20 in words. Use look, cover, write, check to support this.	Tuesday- White Rose Maths –Time to the half hour

<p>INDIVIDUAL QUALITIES</p> 	<p>Wednesday- Ask your child to think about what makes them special. What makes them different to other people? You could ask other family members to contribute to this too and record a list of your child's individual qualities together. Following this, ask your child to record their individual qualities. They may want to write a list, a paragraph of writing or put them on a person template (see below). They may wish to use a mixture of words, cut out pictures from magazines or draw pictures to represent their qualities. Talk about the importance of being unique together. Please send this task to year1@pinnerpark.harrow.sch.uk</p>	<p>Wednesday- Write these words on separate bits of paper and play a matching pairs game.</p> <p>Spread the cards on a table and place them face down. Take it in turns to pick two cards. If you find the cards that have 2 matching graphemes. E.g. 'ai' and 'ay' in 'rain' and 'say' you keep the cards.</p> <p>Pain, load, cow, sport, stay, stone, moon, boy, sound, blew, August, coin</p>	<p>Wednesday- White Rose Maths – writing time</p>
<p>SAYING FAREWELL</p> 	<p>Thursday- Ending the academic year is a time for your child to say farewell to current teachers. Talk to your child about the friendships they have made this year. Who is important to them and why? What are they going to miss most about their teacher/teachers? Support your child to draw around their hand on paper and then carefully cut it out. On the template, ask your child to draw or write a goodbye message to a friend or teacher. On each finger, they could write the qualities that this special person has displayed over the year e.g. kindness, being helpful, etc.</p>	<p>Thursday- Practise reading these words which all have a split digraph. Some are real and some are nonsense words.</p> <p>skate, Pete, bone, flute, skite, snoke, pine, slime, drete,</p>	<p>Thursday- White Rose Maths – Comparing time</p>
<p>GOAL SETTING</p> 	<p>Friday- Listen to our Year 6 children tell you the story of 'Giraffes Can't Dance' here. Talk about how Gerald the giraffe showed determination when trying to achieve his goals. Ask your child what they would like to achieve next year, e.g. 'to improve my handwriting', 'count in tens' or 'show more kindness to others'. After this, ask your child to choose 5 things from the list which they would like to achieve during their next school year. Work together to create a vision board. This can be done by cutting out pictures that represent the goals, drawing their own pictures or with writing. They could add personal qualities to their vision board too.</p>	<p>Friday- Ask your child to write down these digraphs from phase 3 ai, ee, igh, oa, oo, ow, oi, er, or.</p> <p>Now ask them to write the matching grapheme from phase 5.</p> <p>(For parents only here are the matching graphemes ai – ay/a-e, ee – ea/e-e, igh – ie/i-e, oa – oe/o-e, oo – ew/ue/u-e, ow – ou, oi – oy, er- ir/ur, or – aw/au)</p>	<p>Friday- Use this day to consolidate the week's learning and recap number bonds to 10.</p>

Transition Learning Project

Below are some ideas of how your child could set out their work.

MEMORIES



ACHIEVEMENTS



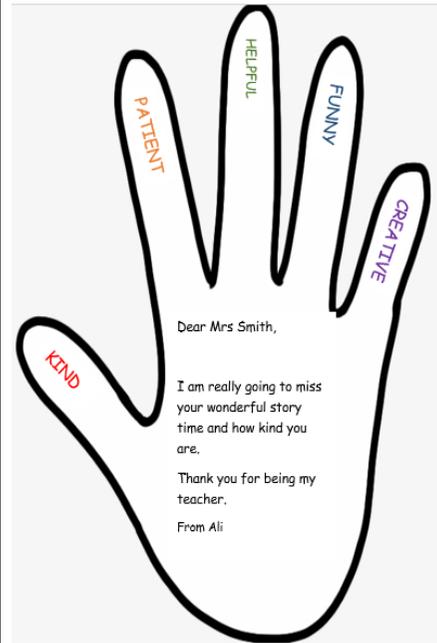
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INDIVIDUAL QUALITIES



- I can do the splits.
- I have got 2 medals in football.
- I am the only one in my family who wears glasses.

SAYING FAREWELL



GOAL SETTING



Learning We Want to See

Each week we are setting some learning which we want every child to send in to us. Please send in your learning through our email address:

year1@pinnerpark.harrow.sch.uk

For this week, we want to see the following. Please let us see it by Friday!

- **Wednesday's writing task:**

Ask your child to think about what makes them special. What makes them different to other people? You could ask other family members to contribute to this too and record a list of your child's individual qualities together. Following this, ask your child to record their individual qualities. They may want to write a list, a paragraph of writing or put them on a person template (see below). They may wish to use a mixture of words, cut out pictures from magazines or draw pictures to represent their qualities.

Talk about the **importance of being unique** together.

*** All About Me – A Special Task for All Pupils ***

In class at this time of year, we would often ask the children to complete an 'all about me' activity which is a way of introducing themselves to their new teacher. This takes many forms – a passport, a mini-book, a questionnaire, or something else.

Our teachers love to hear about the children in their new class and we don't want them to miss out this year!

We have set up an online 'all about me' form and we'd love every child to complete it. Younger children will need help from someone at home. The completed form will be shared with your child's new teacher.

[You can access the form here.](#)

Additional Learning Resources Parents May Wish To Engage With:

- Tips and resources to support transition from Mentally Healthy Schools can be found [here](#).
- Childline wants to help bring out the best in your child through some [easy-to-do activities](#).
- The [BBC Bitesize website](#) has lots of helpful videos to support transition for both parents/carers and children.
- [Parentkind](#) provides handy hints to help prepare your child for their new class.