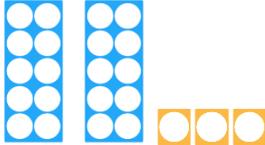




# Home Learning Learning Projects

## YEAR 1 | WEEK 3 | VIEWPOINTS

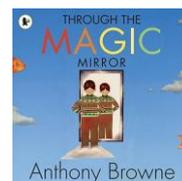
YEAR 1   WEEK 3   VIEWPOINTS	
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Daily Maths Lesson with <a href="#">White Rose Maths</a>.</li> <li>Working on <a href="#">Numbots</a></li> <li>Play on <a href="#">The Mental Maths Train Game</a> - practise adding and subtracting and practise counting in 2s, 5s and 10s. This <a href="#">game</a> could support this.</li> <li>Look in different rooms and go on a number hunt. How many items can you find that have numbers on them? What is the largest number you can find? What is the smallest number you can find?</li> <li>Practise making shapes on this online <a href="#">geoboard</a>. 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?</li> <li>Choose a number between 0 - 50. Make a poster showing how many different ways you can represent this number? E.g. 23 drawn in Numicon 10s and 1s would be -</li> </ul>  <p>With fingers-</p>  <ul style="list-style-type: none"> <li>Can you do 50 star jumps daily, counting forward and backwards?</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Listen to the traditional story '<a href="#">Jack and the Beanstalk</a>'.</li> <li>Find a set of instructions on line, for planting an apple/orange seed. Read the instructions out aloud.</li> <li>Read a traditional story that has a house in it e.g. The Three Little Pigs, Little Red Riding Hood, Hansel and Gretel, Goldilocks and the Three bears. How is your house/flat different?</li> <li>Read an article with happy news from a newspaper or magazine to an adult.</li> </ul>
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>The packs that were sent home before school closed include lists of the phonic sounds and words the children learn to spell and read in Year 1. A copy is also on the school website.</p> <ul style="list-style-type: none"> <li>Daily phonics – practice your sounds (digraphs and trigraphs).</li> <li>Read words with the digraphs and trigraphs you know</li> <li>Interactive games found on link below.</li> <li><a href="#">Phonics play</a></li> <li><a href="#">Top Marks</a></li> <li><a href="#">Spelling</a></li> <li>Spell the days of the week</li> <li>Practise spelling 3 tricky words</li> <li>Practise spelling 3 common exception words</li> <li><a href="#">Spelling City</a></li> </ul>	<p>When children are completing writing tasks it is important that they have the phonic sound mats and tricky word lists available in order to use. Remember phonetic spelling is acceptable of any word that is not on the tricky word list. They also need to remember to use finger spaces, full stops and capital letters.</p> <ul style="list-style-type: none"> <li>Draw a picture of your house and label it. E.g. bedroom, kitchen, bathroom etc</li> <li>Write sentences using adjectives to describe a room in your house. E.g. My bathroom is very small. It has white shiny tiles on the walls.</li> <li>Hide and seek: Write a set of instructions on how to find something in your bedroom. Think about the positional language (under, behind, above etc.) to help find the object.</li> <li>Diary: Chose 1 day and keep a diary of what you did on that day.</li> <li>Draw a map of one of the rooms in your house.</li> </ul>

## Learning Project - to be done throughout the week: Viewpoints

The project this week aims to provide opportunities for your child to learn more about their house and daily routine. Learning may focus on physical objects in terms.

**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 and remember to think about your illustrations.

**Find a place in the house.** Look around you, what can they 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. 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... chose a story; Little Red Riding Hood, Three Little Pigs or The 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:** 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 the school logo. 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?

