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| **Learning Project WEEK 2 - Area you live in**  |
| **Age Range:** KS1 |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Year 1 working on [Numbots](https://numbots.com), Year 2 working on TT Rock Stars - your child will have an individual login to access this.
* Play on [The Mental Maths Train Game](https://www.topmarks.co.uk/maths-games/mental-maths-train) - practise adding and subtracting. Year 1 up to 20/25, Year 2 up to 100
* Recognise the place value for numbers up to 99 in this [place value basketball game](https://www.topmarks.co.uk/learning-to-count/place-value-basketball).

Year 1 numbers up to 49, Year 2 numbers up to 99.* Create a card game that is based around making number pairs to twenty that can then be played as a family.
* Identify shapes and finish the patterns in this online [game](https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns). Can any of these shapes be found around the house? How many of each shape can be found? Tweet pictures of the shapes you find. #mrsevansmaths
* Write the numbers 20 - 50 in words and digits
 | * Reading a variety of books at home. Your child could share a book every day. This can be reading a book aloud everyday or sharing a book with an adult.
* Listen to a story read:

[www.booktrust.org.uk](http://www.booktrust.org.uk) – storytime videosBedtime story with Mr McClure - twitter* Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and find out what is happening in the world. What did you find out? Is there anything you need help understanding?
* Read the book ‘Voices in the Park’. If you can’t get hold of a copy there are some videos of it on you tube (please vet them first adults). Discuss the illustrations and why the book has been set out the way it has.
* Create a mask of one of the characters from ‘Voices in the Park’. Can your child hot seat the character?
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| **Weekly Phonics/Spellings** **Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| Our children are all in very different places for learning sounds and spellings. We have provided a list of sounds / words, which increase in challenge to suit all needs.Set 2 sound of the week: ee Read and spell words such as: tree, sweep, green, see, sheep, need, feel, jeepSet 3 sound of the week: oi Read and spell words such as: join, coin, boil, foil, toilet, spoil, soil, oilYear 1 common exception spellings of the week: are, were, was, is, his, has, I, youYear 2 common exception words of the week: child, children, wild, climb, most, only, both, old, cold, goldYear 2 adding suffixes: -ness greatness, loneliness, happiness, sadness, wildernessY1 extra challenge – can you write these words in a sentence?Y2 extra challenge – can you write these words in a command / question / statement or exclamationsentence?● Interactive games found on link below.● Phonics play● Top Marks● Spelling● Spelling City | * Ask your child to imagine that they live in the opposite house. What would they see? Write sentences using suffix – ing words and adjectives.
* Write your address: Discuss with your child. Do they know who delivers the post? Share a letter 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. The Prime Minister, 10 Downing Street, The Queen, Buckingham Palace, London. This [Powerpoint](https://www.twinkl.co.uk/resource/t-g-115-our-country-the-uk-facts-powerpoint) may help.

 * Write a letter to Mrs Evans/Mrs Royston about all the things you have been up to since we last saw you and e-mail it to us or post it to school.
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| **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 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 Sheffield/Barnsley/Penistone. 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 water, crayons, chalk or paint. Can they write a postcard or letter to a teacher at school? They could tell their teacher about where they live and things about their local area. **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? **Draw a picture of your street**. Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings. **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 house or street. **Name the shape:** Place some 2D or 3D shapes 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? **Find your house on ‘**[**Google maps**](https://www.google.co.uk/intl/en_uk/earth/)**’.** Search for your house on the street? Can you find Sheffield, Barnsley, Penistone?**Compass**: Make a compass. Do you know what the different compass points mean? Can you label the points? **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:** This is the City of Sheffield flag. What do you think the flag represents? Can you design your own flag for Penistone? What could you add? What would they mean to you? **Design a cottage/block of flats -** Compare how a cottage/block of flats is different to your house. Can you make a model of your house and a cottage/block of flats? **Can you find the UK on the map?** Can you name the countries of the UK and their capital cities? Why do you think the Countries begin with a capital letter? This [song](https://www.bing.com/videos/search?q=wher+ei+live+song+ks1&view=detail&mid=E0617FC13E75465CFCFEE0617FC13E75465CFCFE&FORM=VIRE) may help.  |
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