

Learning Project WEEK 2- The area you live in	
Age Range: Reception/Y1 ~ 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"> <li>Watch a Numberblocks clip each day at: <a href="#">BBC</a> or <a href="#">CBeebies</a>. Use this guide <a href="#">here</a> to give you ideas on what to do with your children whilst watching an episode.</li> <li>Working on <a href="#">Numbots</a> - your child will have an individual login to access this.</li> <li>Play the Numberblocks adding <a href="#">game</a>.</li> <li>Practise counting backwards from 20. This can be done through playing hide and seek, singing number songs, chanting, board games. You could play snakes and ladders with your family and count the spots on the dice.</li> <li>Write out the digits 0 – 9 – Use our number formation song from last week to help you form these correctly. You could write these with water and a paint brush outside, or use your finger to write them in a shallow layer of sand.</li> <li>Use the 'Tens Frames' or 'Five Frames' on this <a href="#">game</a> and practise recognising amounts. This can also be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.</li> <li>Sing Number songs to practice counting, reciting numbers in order, one more, one less using number songs: Five Little Ducks, Five Little Men, Ten Green Bottles.</li> </ul> <p>Class one are familiar with the following clips -  <a href="https://www.youtube.com/watch?v=0TgLtF3PMOc">https://www.youtube.com/watch?v=0TgLtF3PMOc</a>  <a href="https://www.youtube.com/watch?v=-gmEe0-_ex8">https://www.youtube.com/watch?v=-gmEe0-_ex8</a></p> <p><u>Year One Challenges:</u></p> <ul style="list-style-type: none"> <li>Play on <a href="#">The Mental Maths Train Game</a> - focussing on number bonds to 10 and then to 20, adding and subtracting numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development. Does the book you are reading rhyme? Who is the author? Can you find any red words within the first or second page? Remember these words can not be sounded out.</li> <li>Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a <a href="#">free account</a>. Complete the linked Play activities for each book.</li> <li>Can your parents write the red words, I, the, go, no, into, he and she, with chalk in the garden. Using a ball – player 1: calls out a red word and player 2: throws the balls at the correct work.</li> <li>Read the story Hansel and Gretel (or watch on YouTube)- What makes the house appealing to the children? Can draw a picture of your own house made of your favourite foods?</li> <li>Read the story of The Three Little Pigs (or watch on YouTube)- Discuss the choices the little pigs make about the materials they use to build their houses. Can children figure out the material their own house is made from? Do you think the Wolf would be able to blow your house down?</li> </ul> <p><u>Year One Challenges:</u></p> <ul style="list-style-type: none"> <li><a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> and <a href="#">CBBC</a> Bedtime stories. Can you write in your Love Reading Journal the title of the book and what you liked about the story?</li> <li>Watch <a href="#">Newsround</a> and find out what is happening in the world. What did you find out? Is there anything you need help understanding? See if you can find the country the news is talking about <a href="#">here</a>!</li> </ul>

<ul style="list-style-type: none"> <li>Choose a number between 0 - 100. Make a poster showing how many ways can you represent this number? You could use the familiar model – part, part, whole. Using toys or different natural objects (stones), how many ways you can make one number. E.g. <math>20+10=30</math>, <math>21+9=30</math>.</li> <li>Identify 2D shapes and finish the patterns in this online <a href="#">game</a>. Can any of these shapes be found around the house? How many of each shape can be found? Can you make a list of these objects?</li> <li>Get a piece of paper and ask your child to share what they have learned in their online Maths lesson from White Rose. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.</li> </ul> <p><a href="#">Daily Maths Lesson</a></p> <p>The above site also daily Maths lessons which can be accessed online. These are available for Y1</p>	<ul style="list-style-type: none"> <li>Read the book 'Voices in the Park' Discuss the illustrations and why the book has been set out the way it has. You can see and hear the book <a href="#">here!</a></li> <li>Create a mask of one of the characters from 'Voices in the Park'. Please take a photograph and send to school, we would love to see your creations.</li> <li>Can your child hot seat the character? Can you pretend to be one of the characters from the story and your child ask questions about to you? You have to answer the question in character. You could wear your mask to make you feel more like the character you are being.</li> </ul>
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Sing Nursery Rhymes and songs together. Add in actions and change the words. Can children think of different rhyming words to add in? Repeat old favourites and learn new rhymes. Can you remember and retell the story 'We're Going on a Bear Hunt' using the actions we created in class?</li> <li>Daily Speed Sounds Sessions – Every morning, starting Monday 23<sup>rd</sup> March, short speed sounds sessions are being streamed live on Youtube by Ruth Miskin. Reception children now need to recap and become secure in reading and writing set 1 sounds. Once you are secure you can move on to set 2 sounds. Year 1 now need to recap on set 2 and become secure in reading and writing set 2 and set 3 sounds.</li> <li>Can you write 3 words daily using the sound you have learned that day. Don't forget to count the sounds on your Fred fingers and write the word, h-igh.t, l-igh-t.</li> <li>Read the story 'Giraffes Can't Dance', or watch it on YouTube – and talk about the</li> </ul>	<ul style="list-style-type: none"> <li>Design your dream house. What rooms would you like to have in your house? Encourage children to be as imaginative as they can (e.g. a cinema room, a chocolate room). Can they label their house using their phonics knowledge? After you have designed this, can you make this house with blocks, or bricks?</li> <li>Practice name writing. Can they write their first name? Middle name? Surname? Add these to Tapestry, I can not wait to see.</li> <li>Using the sound mat from last weeks home learning – can you practice forming letters accurately? You could make gloop and write the sounds with your finger (it might get messy!) Here's how to make it - <a href="https://www.youtube.com/watch?v=bdcC5ASP7nw">https://www.youtube.com/watch?v=bdcC5ASP7nw</a></li> <li>Ask your child to write out the Red Words they are working on at the moment on pieces of paper and turn them into a pairs game.</li> </ul>

sounds Gerald hears. Send your child on a sound hunt around the house. Can they find and record all of the items that make sounds? (e.g. hairdryer, TV, fridge, microwave, phone)

#### Year One Challenges:

- Daily phonics - Ask your child to practice their sounds and blend words. Interactive games found on link below.
- Daily Speed Sounds Sessions – Every morning, starting Monday 23<sup>rd</sup> March, short speed sounds sessions are being streamed live on Youtube by Ruth Miskin. Reception children now need to recap and become secure in reading and writing set 1 sounds. Once you are secure you can move on to set 2 sounds. Year 1 now need to recap on set 2 and become secure in reading and writing set 2 and set 3 sounds.
- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week – Can you sing the days of the week song to help you remember the order?
- Spell common exception words - Parents, can you write red words on the ground outside and children trace these words using a paintbrush and water until they disappear. Here's a link that might help: <https://www.twinkl.co.uk/resource/t-l-6387-coloured-phase-2-to-5-tricky-words-flashcards>
- [Spelling City](#)

#### Year One Challenges:

- Ask your child to Imagine that they live in the opposite house. What would they see if they were looking into yours? Write sentences using the suffix - ing and adjectives to describe their new house.
- 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. 10 Downing Street, The Post Office, Isle of Struay Katie Morag or The Jolly Postman. This [Powerpoint](#) may help. And you can find activities to do with Jolly Postman [here!](#) Write a letter to the Queen or another famous person you would like to write to, and post it.

### **Learning Project - to be done throughout the week**

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 city.

- **The rooms in my house-**
  - Support your child to create a map or cross section of their home. Can they name all of the rooms? An adult could hide an object in a room and mark where it is on the child's map. Can they use their map to find the hidden object? Label each room using phonics knowledge.

- Gather an object from each room and challenge your child to return them to the appropriate room e.g. toothbrush from the bathroom, teddy from their bedroom.
- Hide objects around the room and describe where it is e.g. "it's under something red" Can your child hide an object and describe where it is for you to find?
- **Go on a numeral hunt-**
  - Search for numerals around the house (clocks, books, house numbers, car registrations, oven, washing machine). Can they record the numerals on paper?
- **Find your house on google maps-**
  - Explore using google maps to look at your house from above and on street view. Use the arrows to move up and down the road and around your area. Can they find key places e.g. the corner shop, their school, grandparents houses?
  - Search for a house in a different part of the world and discuss how it is similar or different to your own. You could use places children have visited on holiday or search places that are significantly different.
- **Junk model your house-**
  - Using old packaging (shoe box, cereal box etc.) support your child to make a model of your house. Can they count how many windows there are and stick on the right amount? Can they write their house number on the front?
  - Junk model your dream house. Use materials from around your house to decorate e.g. old wallpaper, fabric, wool.
- **Go on a shape hunt-**
  - Set your child a shape finding challenge around the house. Ask: Can you find a triangle/ square/ rectangle/ circle in this room? How many can you find? Can you draw all of the circles on one piece of paper, triangles on another etc.
- **Use construction blocks to build your house-**
  - Using Lego, Duplo, wooden blocks make a model of your house. Can they add in the rooms and doors in the right places? Write labels to match each room on pieces of paper.
  - Build your dream house out of construction blocks.
- **Create a furniture collage-**
  - Using old magazines and catalogues support your child to cut out and stick or sort objects into the room they would belong in. Support your child to use the correct scissor grip using this [guide](#).
- **Exploring with your senses-**
  - Gather a collection of household objects e.g. fork, cup, toothbrush, teddy bear, book and show your child. Use a scarf/ material as a blindfold and pass your child one of the objects. Can they figure out what it is through touch alone? Give clues if they are struggling. Swap roles and ask your child to give you an object to figure out.
  - Explore the textures around your house. Can children find something rough, smooth, bumpy. They could take a wax rubbing of each texture (Lay a piece of paper over the top and rub over with the side of a crayon). You could continue this into the garden.



### 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.

**[Headteacherchat](#)** - This is a blog that has links to various learning platforms. Lots of these are free to access.

**[White Rose Maths](#)** -click for spring term guidance

**#TheLearningProjects**