

Learning Project WEEK 5- Environments

Age Range: Reception/Y1 ~ Class 1

Weekly Maths Tasks

- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#). Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.
- Working on [Numbots](#) - your child will have an individual login to access this. Play the Numberblocks add and subtract [quiz](#).
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc. Write out the digits 0 - 9. To help you remember our Class 1 number formation song, the lyrics will be uploaded onto Tapestry. I would love to see videos of you singing this song with your families and writing the numerals, reception children could share them on Tapestry.
- Practise recognising amounts up to [five](#) or up to [ten](#) by playing these games. This can be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc. You could write numbers 1-10 outside and find objects to represent each numeral.
- Practise counting in 2's, can you make your own exercise routine using the number sequence? Can you find 10, then 20 pairs of socks to count in 2's. You could record the numerals to represent the number pattern. E.g 2, 4, 6, 8...
- Listen to a number song from the [CBeebies](#) website. After listening to them, watch again and sing along if you can. Talk about the maths you can see in the video clip.
- [White Rose Weekly Maths](#) .

Exploring possibilities

Show the children an empty feely bag.

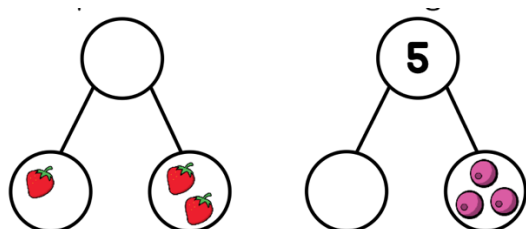
Together, count 4 cubes into the bag.

Take out an unseen amount.

Ask the children to discuss how many **could** be in your hand and how many **could** be left in the bag.

What is missing? Draw the part-whole model below minus the fruits. Use objects to represent the fruits.

Show your child a part-whole model with either one of the parts or the whole missing. You could draw this large scale outside and use natural objects, such as sticks and stones to represent the numerals.



Encourage the children to use concrete objects, draw a picture or use their fingers to use their fingers to help them explain how they know what is missing.

Ask your child to write the number sentence to explain the part whole model e.g. $1+2=?$ $5=?+3$

Year One Challenges ~

- Working on [Numbots](#) - your child will have an individual login to access this.
- Keep checking <https://www.mymaths.co.uk/> - new tasks will be uploaded frequently.
- Practise counting to 100
- Practise your number recognition to 100 and number sequencing by playing this [game](#)

- Play on [The Mental Maths Train Game](#)
Y1 – addition and subtraction
 - Practise counting in 2's, can you make your own exercise routine using the number sequence? Can you find 10, then 20 pairs of socks to count in 2's. You could record the numerals to represent the number pattern. E.g 2, 4, 6, 8...
 - Find pairs of objects in your house and describe them using the terms longer / shorter.
 - This [game](#) will support this further (use Animals game please.)
 - All
 - Design a poster showing what you learned in your daily Maths lesson you can be as creative as you want to be!
- [Daily Maths Lesson](#)
- This site has daily Maths lessons which can be accessed online.

Weekly Phonics Tasks (Aim to do 1 per day)

- 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. You can find an A-Z of [Nursery Rhymes here](#).

Can you Practise the following song with your family?

A-B-C-D-E-F-G

H-I-J-K-LMNO P

LMNOP-Q-R-S-T

U-V-W-X-Y-Zed

X-Y-Zed

Now I know my "ABCs"

Next time won't you sing with me?

- Daily Speed Sounds Sessions – Every morning, , 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.

- Daily Phonics:

Focus sounds: ay (may I play)-

-Fred talk: p-l-ay, s-ay, s-t-ay children blend.

-Write words for children to read: way, say, play, encourage the children to spot the special friends.

-Write alien words for the children to read: thay, fray, vay, encourage children to spot special friends.

-Children practice writing 'ay' use sound mat to support handwriting patter.

-Fred talk words for children to write, encourage them to show Fred Fingers (tell them how many sounds are in the word), get them to pinch the sounds and then write the word. Words for writing: pay, lay, say, clay, Encourage the children to tick and fix.

Weekly Reading Tasks (Aim to do 1 per day)

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.

Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a [free account](#).

Complete the linked Play activities for each book.

With your child, look in magazines, newspapers and books for the red words they are currently learning. They could use a highlighter to highlight in magazines and newspapers.

Below are set 1 and set 2 Red Words for you to find-

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Y1 - You could write the word on flash cards in red pen/pencil and read these as quickly as you can.

Additional Year One Challenges ~

- Listen to the information video about caring for the environment. Discuss with your child after. [Watch](#). Write a bullet point list of what you found out from watching this clip in your home learning book.
- Read a story that has a woodland in. [Here](#) is one as an example. A Class 1 favourite is also The Gruffalo - <https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo> Could you make puppets to represent the characters and retell the story?

Follow this format for each focus sound.

Focus sound: th

th words for blending, reading and writing: thin, thick, that.

Alien words: thev, thim, vith.

Focus sound: igh (fligh high)

igh words for blending, reading and writing: night, bright, light.

Alien words: dight, gighb.

Focus sound: OW (blow the snow)

OW words for blending, reading and writing: snow, blow, show, row.

Alien words: fowg, jowb.

Focus sound: OO (Poo at the zoo)

OO words for blending, reading and writing: zoo, poo, loo, pool, hoot.

Alien words: foog, zool, hoob.

Focus sound: OO (Look at a book)

OO words for blending, reading and writing: book, shook, took, look, cook, hook.

Alien words: koot, spoot.

Sing the song, 'Incy, Wincy Spider' and add in the rain sounds using your rainmaker (from the learning project below).

"Itsy Bitsy Spider" Lyrics

"The itsy bitsy spider crawled up the water spout.

Down came the rain, and washed the spider out.

Out came the sun, and dried up all the rain,
and the itsy bitsy spider went up the spout again"

Additional Year one Challenges ~

- Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below.
- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week
- Spell common exception words
- [Spelling City](#)
- [Sumdog](#) Spelling activities
- Using the 'Daily Phonics' activity above, can you write a sentence using the sounds/words? Remember to use capital letters, finger spaces and punctuation and read it back to make sure it makes sense. Eg. I went to the zoo and I saw a zebra....

- Find and read a book aloud about materials. Discuss the materials you find and place them in alphabetical order.
- Place the words onto paper and read them out aloud: environment, recycle, reuse, conserve. Can you put the sound buttons on?
- Listen to [Newsround](#) and discuss what has been happening in the world this week. What new things have you found out? Can you find the countries that are in the news on the [map](#)?

Weekly Writing Tasks (Aim to do 1 per day)

- Practice name writing. Can they write their first name? Middle name? Surname? Don't forget to upload your fantastic learning to Tapestry!
- Using the Daily Phonics activity – can you practise your letter formation saying the sound (**ay**) and the rhyme (**may I play**).
- Can you write red words on a wall outside, remember you can't sound them out. E.g. I, the, my, you, said.

Linking to learning project below -

Discuss with your child what they think happens when ice gets warm. Support your child to write their ideas in a simple sentence e.g. I think the ice will melt in the sun. Encourage them to sound out using their phonic knowledge as they write, remember to include a capital letter to start, finger spaces and a full stop. A line on the paper will support them to form their letters correctly and think about the orientation. Remember spelling only needs to be phonetical as we are encouraging children to love writing.

Create a poster to remind people to put rubbish in the bin and recycling. Label the poster.

Keep a daily weather diary. Encourage your child to write in simple sentences, as per the guidance above and on lines e.g. On Monday it was hot. Draw picture to go with the sentence. On Tuesday it was windy etc

Year one Challenges ~

- Using the Daily Phonics activity – can you practise your letter formation saying the sound (**ay**) and the rhyme (**may I play**). Can you create your own sentence using one of the daily phonics sounds?
- Can you write red words on a wall outside, remember you can't sound them out. See set 1,2 and 3 red words to remind you. Write the sounds on paper and turn them over, mix them up and in turns with a partner choose a red word to write in a sentence.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Write a 'thank you' letter to the people who collect your rubbish and recycling. What could you include in your letter? Can you think of any questions you could ask about recycling or where the rubbish goes?• Can you label the plants in your garden or in the house?• Write a weather report. Can you use any adjectives?• Write a set of clear instructions on how a rainbow is made. Watch here to get some ideas! |
|--|--|

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.

- **Create a daily weather chart-**

- Record using pictures and written labels (where appropriate). How has the weather changed over the week?
- If it is raining, leave a container outside to collect the rain e.g. a water bottle with the funnel cut off. Draw a line or make a mark to show where the rain came up to. Repeat overnight or the next day and compare your results.

- **Recycling/ Exploring Materials-**

- Provide your child with a selection of packaging to sort into groups to recycle. Can they identify plastic, paper, card, metal?

- **Create your own rain cloud-**

- Use a plastic container with a lid (e.g. a water bottle) and make small holes on one side. You could stick on cotton wool to decorate. Fill the container with water and watch as the water drips out.

- **Weather sounds (Rainmakers)**

- Provide your child with either a plastic container, bottle or other junk modelling item. Pour in a spoon or two of rice or lentils and secure with a bottle lid or Sellotape. Decorate with stickers, glitter and sequins if you have them available. Have fun exploring making rain sounds.

- **Ice-**

- Watch '[Frozen- In Summer](#)'. Discuss with your child what they think will happen to Olaf when it gets warm. Support your child to fill up ice cube trays or plastic containers, if ice cube trays are not available, and freeze. Once frozen, take them out and explore how quickly they melt: in your hands, in the fridge, on the windowsill and when blown with the hairdryer.
- Search on Google Maps for the UK. Discuss with your child the colour of the land and sea. Scroll up to look at the Arctic. Discuss why the land looks different in the the land is covered in snow and ice. Discuss the differences in the UK and the Arctic. Look at a picture of an [igloo on google](#). Fill an ice cube tray with water and when frozen take out and child to create their own igloo out of the ice cubes.



Arctic, because
temperature in
support your



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