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| **Learning Project WEEK 3 - Viewpoints** |
| **Age Range:** KS1 |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - number bonds, halves, doubles and times tables.
* Play on [The Mental Maths Train Game](https://www.topmarks.co.uk/maths-games/mental-maths-train) -

practise adding, subtracting, multiplyingor dividing.* Practise counting in 2s, 5s and 10s. This [game](http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopSkip.htm) could support this.
* 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?
* Practise making shapes on this online geoboard. 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?
* Choose a number between 0 - 50. Make a poster showing how many different ways can you represent this number?
 | * 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.
* Listen to the traditional story [‘Jack and the Beanstalk’](https://www.bbc.co.uk/teach/school-radio/english-ks1-jack-and-the-beanstalk-episode-1/zjfwkmn).
* Find a set of instructions for planting a seed or a bean. Read the instructions out aloud. Can you follow the instructions and plant a seed? Remember to keep watering it!
* Read a non-fiction book
* Read an article from a newspaper or magazine to an adult.
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| **Weekly Phonics/Spellings** **Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below.
* [Phonics play](https://www.phonicsplay.co.uk/)
* [Top Marks](https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds)
* [Spelling](https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling)
* Spell the days of the week
* Spell common exception words
* [Spelling City](https://www.spellingcity.com/spelling-games-vocabulary-games.html)
* **YEAR 1:** We have also uploaded some practise phonics tests for you children to practise at home.
* **YEAR 2:** We have also uploaded some practise SATs questions for children to practise at home.
 | * Draw a picture of your house and label it.
* Write sentences using adjectives to describe a room in your house.
* Hide and seek: Write a set of instructions on how to find something in your bedroom. Think about the positional language to help find the object.
* Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences using suffixes. Try to use exclamation marks.
* Draw a map of one of the rooms in your house. What symbols could you have? Where will you place items?
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| **Learning Project - to be done throughout the week: Viewpoint**  |
| **The project this week aims to provide opportunities for your child to learn more about****different viewpoints. Learning may focus on physical viewpoints in terms of what you can****see outside of the window at home, what others can see looking into your home and then****progress onto personal viewpoints and of others.****Using your senses:** Ask your child to pick a window in the house. Ask them to stand there for afew minutes and take a look at what they can see and write or draw them down. Now ask them totry this activity again but this time ask them what they can hear? Write or draw these down. Askyour 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, apacket of biscuits, an ice cream scoop, a packet of tissues and a woodenspoon. You will also need something to act as a blindfold. Imagine what itwould 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 whoguesses 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’](https://www.youtube.com/watch?v=Hwo36IjsB4o) by AnthonyBrowne. Look at the illustrations in the book and discuss what is different. Can they create a storysimilar 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 what they can see. Sketch what they can see. What is onthe left hand side of them? What is the right hand side of them? Does it change if they sit inanother 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. Thecharacters will be going to see Judge Jenny. Can they persuade Judge Jenny to see the story fromtheir point of view. Watch these [links](https://www.bbc.co.uk/bitesize/topics/zngg87h/) to help Judge Jenny to decide. Now it’s their turn… read thestories Little Red Riding Hood, Three Little Pigs and Gingerbread Man. Imagine they are going tobe one of the characters from the story and an adult is going to be Judge Jenny. What would theysay to Judge Jenny? How could they persuade her?**School Uniform** : Tell your child that they will be presenting to the SchoolCouncil about the school uniform. Do they think it is a good idea to wear auniform or are they against wearing a uniform? Can they write down why theythink 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 girlsand boys? What would they say to the school council? How would theycampaign? Would they have badges, posters, events and banners to helptheir debate.**Could you design a new school logo?** Ask your child to think about their current logo now. Whatdoes it represent ? What could they add or change? Is there something that represents their schoolor area recently that people would recognise? Look at the shape of the logo. Would they keep it thesame or change it? |
| **Additional learning resources parents may wish to engage with** |
| [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-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**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **-** 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. **Practise SATs questions and Phonics tests can also be found on Twinkl.**[**Headteacherchat**](https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools) - This is a blog that has links to various learning platforms. Lots of these are free to access. **Additional Year 1 phonics support can be found here:** <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>**Additional year 2 work to support SATs can be found here:** [**https://www.theschoolrun.com/key-stage-1-sats-learning-journey**](https://www.theschoolrun.com/key-stage-1-sats-learning-journey)[www.musicaltoad.co.uk](http://www.musicaltoad.co.uk) Mr Shepherd (our music teacher) website with the music and songs we have been learning with him in class.<https://www.youtube.com/watch?v=d3LPrhI0v-w> – This is just an example link of Joe Wicks children body coach lessons. If you search him on youtube you will find some more great exercise activities to get the children moving. We have also attached practise phonics tests, from Twinkl, to help support Year 1 phonics. We have also attached practise questions for Year 2.  |
| **#TheLearningProjects** |

**In times of Trouble**

**Opening Prayer**

**Leader:**

For God alone my soul waits in silence,
for my hope is from him.
He alone is my rock and my salvation, my fortress;
I shall not be shaken.
On God rests my deliverance and my honour;
My mighty rock, my refuge is in God.
Trust in him at all times, O people;
Pour out our heart before him;
God is a refuge for us.

— Psalm 63: 5-8

**Music reflection:**

Faithful One

(Youtube: https://www.youtube.com/watch?v=Uxviwvjyg1w)

[Brian Doerksen](https://www.bing.com/search?q=Brian+Doerksen&filters=ufn%3a%22Brian+Doerksen%22+sid%3a%22ccae392b-7c3b-f3af-76e0-d890df1cc2e7%22&FORM=SNAPST)

Faithful one, so unchanging
Ageless one, you’re my rock of peace
Lord of all I depend on you
I call out to you, again and again
I call out to you, again and again.

You are my rock in times of trouble
You lift me up when I fall down
All through the storm
Your love is, the anchor
My hope is in You alone.

**Reader 1:**

May you recognise in your life the presence, power, and light of your soul.
May you realise that you are never alone,
That your soul in its brightness and belonging connects you intimately with the rhythm of the universe.

**Reader 2:**

May you have respect for your own individuality and difference.
May you realise that the shape of your soul is unique,
that you have a special destiny,
In your life there is the wonder of beauty, goodness and eternity.

**Reader 3:**

May you see yourself with the same delight, pride, and expectation with which
God sees you in every moment and love you.

 **Leader:**

**Let us use the word that Jesus gave us as we say:**

**The Lord’s Prayer**

Our Father who art in heaven,
hallowed be thy name.
Thy kingdom come.
Thy will be done on earth,
as it is in heaven.

Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass against us,
and lead us not into temptation,
but deliver us from evil.

Amen.

**Leader**:
With God’s help we remain dedicated to one another and to the healing ministry that is our work.  Let us keep in mind the assurance given by Jesus:

"Come to me, all you that are weary and are carrying heavy burdens, and I will give you rest.  Take my yoke upon you, and learn from me; for I am gentle and humble in heart, and you will find rest for your souls.  For my yoke is easy, and my burden is light."

—(Matthew 11: 28-30)

We offer all our prayers through our Lord Jesus Christ, your Son,
who lives and reigns with you and the Holy Spirit,
one God, for ever and ever.
Amen.