

## Learning Project WEEK 3 - Viewpoints

Age Range: KS1

### Weekly Maths Tasks (Aim to do 1 per day)

- Play on [The Mental Maths Train Game](#) - practise adding, subtracting, multiplying or dividing.
- Practise counting in 2s, 5s and 10s. This [game](#) 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?
- Online Maths lesson - if you have access to the internet have a go at this lesson:  
**Year 1:** Focusing on measuring lengths using non-standard units (don't worry about the fact it refers to being the 3rd lesson - the children have already looked at this in class).  
<https://www.thenational.academy/year-1/maths/to-measure-lengths-using-non-standard-units-year-1-wk1-3>  
**Year 2:** Focusing on describing and creating shape patterns:  
<https://www.thenational.academy/online-classroom/year-2>  
We would love to hear any feedback you might have about this.
- 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?  
For example; pictures, writing in words, using coins, Numicon and Base 10.
- There are **5 days of Maths work** in one powerpoint. This can be found on the school website:  
<https://sandhills.oxon.sch.uk/weekly-maths-tasks/>
- Practice your times tables. Choose the right level for you.  
<https://sandhills.oxon.sch.uk/home-learning-times-tables/>

### Weekly Reading Tasks (Aim to do 1 per day)

- **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](#)'.
- 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.
- Choose a comprehension from the school website - <https://sandhills.oxon.sch.uk/curriculum-information/english/>
- Choose a shorter 60 Second Read Activity from the school website. <https://sandhills.oxon.sch.uk/60-second-reads-year-1-2/>
- Try an on-line book from Bug Club. See the accompanying letter for log-in details.  
[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>● Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below.</li> <li>● A message from Read Write Inc: <i>We encourage parents to follow the Ruth Miskin Training Facebook page and subscribe to the Ruth Miskin YouTube channel for regular updates. From Monday 20th April, we will continue to stream new lessons for Speed Sounds Set 1, 2 and 3, word reading for Speed Sounds Set 1 and spelling lessons for all three sets. So, type 'Ruth Miskin Training Set 2' into You Tube and you should find that day's lesson.</i></li> <li>● If you feel your child is ready to learn set 3 sounds, try typing in 'Ruth Miskin Training set 3'. If you come across some split digraphs, e.g, a_e in the word 'make', or o_e in the word 'spoke', we call these 'chatty friends'. We say that they are friends who are so busy talking they have to be split up by putting a letter in between.</li> <li>● <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a></li> <li>● Link to weekly spellings - look, cover, write, check <a href="https://sandhills.oxon.sch.uk/spellings/">https://sandhills.oxon.sch.uk/spellings/</a></li> <li>● Practise the Year 1 and 2 common exception words. <a href="https://sandhills.oxon.sch.uk/spellings/">https://sandhills.oxon.sch.uk/spellings/</a></li> <li>● <a href="https://teachmama.com/fun-ways-to-learn-spelling-words/">https://teachmama.com/fun-ways-to-learn-spelling-words/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Draw a picture of your house and label it.</li> <li>● Write sentences using adjectives to describe a room in your house.</li> <li>● 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.</li> <li>● Diary: Keep a diary of things that happen outside one of the windows in your house. Try to use exclamation marks.</li> <li>● Draw a map of one of the rooms in your house. Can you make a key and symbols?</li> </ul> <p>For example;  <b>Key:</b>  O = lamp  ~ = T.V</p>

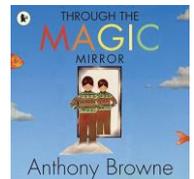
## Learning Project - to be done throughout the week: View point

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 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.

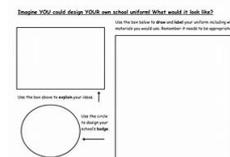
**Find a mirror in the house:** What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar 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 what they can 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... read the stories Little Red Riding Hood, Three Little Pigs and 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:** Tell your child that they will be presenting to the School the school uniform. Do they think it is a good idea to wear a uniform or are wearing a uniform? Can they write down why they think they should have a then write down why they shouldn't? Design a new uniform. What would they it be the same for girls and boys? What would they say to the school council? they campaign? Would they have badges, posters, events and banners to debate.



Council about they against uniform and wear? Would How would help their

**Could you design a new school logo?** Ask your child to think about their current logo now. 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?

## Additional learning resources parents may wish to engage with

**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.

