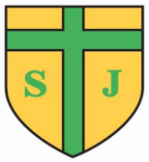




Home Learning Week 3: Viewpoints	
Weekly Maths Tasks (aim to do 1 per day)	Weekly Reading Tasks (aim to do 1 per day)
<ul style="list-style-type: none"> - Working on Numbots - your child will have an individual login to access this. - Working on MyMaths – your child will have an individual login to access this. - Play on Hit the Button - number bonds, halves, doubles and times tables. - Practise counting in 2s, 5s and 10s. Use BBC Supermovers to learn times table dances! - 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 and 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 - 100. Make a poster showing how many different ways you can represent this number? - Home Learning with White Rose Maths: Year 1 Year 2 	<ul style="list-style-type: none"> - Reading a variety of books at home. Your child could share a book every day. This can be reading a book aloud every day or sharing a book with an adult. - Get your child to read a book on Active learn and complete the activities. These focus on comprehension skills - Watch Newsround a and find out what is happening in the world. What did you find out? Is there anything you need help understanding? - 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.
Weekly Phonics Tasks (aim to do 1 per day)	Weekly Writing Tasks (aim to do 1 per day)
<ul style="list-style-type: none"> - Daily phonics - your child to practice their sounds and blend words. <p>Interactive games found on link below.</p> <ul style="list-style-type: none"> - Phonics play - Top Marks - Spelling - Spell the days of the week: Keep a diary of things you do in the week. - common exception words - Spelling City - Use your spelling menu to find different ways to practise your common exception words - Spelling Play <p>Teaching and games to learn spelling patterns, homophones and suffixes.</p>	<ul style="list-style-type: none"> - Draw a picture of your house and label. - 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 and question marks. - Draw a map of one of the rooms in your house. What symbols could you have? Where will you place items?



Learning Project to be done through the week – Viewpoints

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.

It is not expected that every activity is completed – aim to do 1-2 a day)

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 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. [Through the Mirror](#) 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:

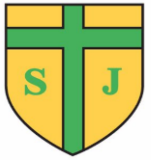
Goldilocks and the Three Bears, Jack and the Beanstalk and Cinderella. The characters will be going to see Judge Jenny. Can they persuade Judge Jenny to see the story from their point of view? Watch these links to help Judge Jenny to decide. [Links](#) Now it's their turn... read the stories Little Red 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 Council about the school uniform. Do they think it is a good idea to wear a uniform or are they against wearing a uniform? Can they write down why they think 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 girls and boys? What would they say to the school council? How would they campaign? Would they have badges, posters, events and banners to help their debate?

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?



Scavenger Hunt

Go on a scavenger hunt in any outdoor space you have at home. Make sure you use all your senses. [Scavenger Hunt](#)

Science STEM

Science, Technology, Electronics and Maths)

Enjoy a range of [science starters](#).

Do try these at home

[Parts of a plant](#) Curriculum Link Plants Y1

[Seeds and Plant Growth](#) Curriculum Link Plants Y2