



Learning Project WEEK 2 - My Family

Age Range: KS1

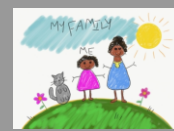
For KS1, work can be submitted via email / message to your class teacher on Teams (link below for each class):

- Year 1 - <http://bit.ly/en-y1>
- Year 1/2 - <http://bit.ly/en-y12>
- Year 2 - <http://bit.ly/en-y2>

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 Times Table Rockstars (Y2) 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. This game could support this. • Work on a shopping list for the weekly shop and get children to add up how many items and add up the cost of some items. This game could support work on making amounts of money. • Practise telling the time. This could be done through this game (scroll down to access the game). • Read to the hour and half hour. • Write the numbers 0-20 in words and digits. • Use a ruler or tape measure to measure small and large objects in your house. How many centimetres is your table? How many meters long is your room? 	<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. • Listen to a story read, Storytime Or on Story Time from Space. • Watch Newsround and find out what is happening in the world. What did you find out? Is there anything you need help understanding? • Create a bookmark, perhaps you could choose characters from your favourite stories. • Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone? • Complete a book review on the Purple Mash template set as a 2Do. • Get your child to read a book on Oxford Owl, discuss what your child enjoyed about the book. You'll need to create a free parent account to access this great library • Read the text for your year group that is attached at the bottom. Can

	you answer the questions?
Read 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"> ● Use the pack provided to practice phonics every day. ● Complete the Phonics Sheet attached below. ● Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below. ● Phonics play (click on 'Free Phonics Play) ● Use Phonics Play – Phase 5 games (Temporary log-in Username: march20 Password: home) ● Top Marks ● Spelling ● Spell the days of the week: Keep a diary of things you do in the week. ● Spell common exception words (find list attached at the end of the document) ● Spelling City ● Learn the word of the day. Can you write a sentence using this word? Vocabulary Ninja ● Complete your year group's spelling quiz on Purple Mash. This has been set as a 2Do. Select your year group. 	<ul style="list-style-type: none"> ● Family: Look at a family in a traditional story - how are they similar and different to your family? Can you write sentences comparing the two families? ● Take a look at a variety of poems with your child. Ask them to pick their favourite poem and write a poem https://www.poetry4kids.com/topic/family/ ● Write a letter or postcard - find out about different postcards and why people write them. Can they design the front of the postcard and then plan what to write and who they could write it to? ● Write a postcard to a family member using this Purple Mash template that has been set as a 2Do. ● Ask your child to create a story about their family. Who will be the main characters? Where will the setting be? What will happen?

Learning Project - to be done throughout the week: My Family



The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

Family:

- This is time to find out about their family and traditions they follow. Ask them to think

about: Who they live with? How many adults? How many children? Can they sort their family members into height order? Who is the tallest? Who is the shortest? Is the tallest family member the eldest family member? If they drew around all their family members' hands; could they count in 5s? What if they drew around their feet? Could they count in 2s? Ask think about one family member they would love to interview. They could be a family member that lives with them or a family member that lives somewhere else. Can they write down some questions they would like to ask them? Have they got a pet? Can they draw or paint a picture of their family? Can they talk about their picture to a family member?

Self-portrait:

- Ask your child to think about which materials they use to draw? Can they find different materials around the house to help? [Ideas](#)

Create a card:

- Ask your child to design a card for someone in their family. It can be a birthday card, thank you card or a card to tell someone how much they love them!

Family tree:

- Look at photographs of your family members and discuss where they would go on a family tree. Have you met everyone? Is there anyone you could interview and find out more about?



Design a personal coat of arms shield for the family:

- Find out what a coat of arm shield means. Ask them to begin to think about their design. What could they draw? What does it mean to them? Ask them to think about the colours and shapes. Maybe if they have some cardboard around the house they could make a shield to give to a family member.

Create a booklet all about the family:

- Can they name the people in their family and write sentences about them? Who are they? What do they call them? What do they like or dislike? Why are they special to them? Maybe they could get a photograph or draw a family member before they write about them.

News Reporter for half a day:

-Their challenge is to interview family members and find things they like and dislike? Can they write down things they like and dislike? Can they compare these to someone else in

their family? In your interview they could create flashcards with words such as: colour, clothes, food, drinks, books, places, music and then ask a family member to pick a flash card and talk about their likes and dislikes.

Data detective

- Ask your child to look at people in the house. What colour is their hair? Eye colour? Favourite colour? Favourite food? Ask them to collect this and place in a tally chart. You can use or make a tally chart similar to the one attached.

Interview a family member:

- Interview a family member that doesn't live at home with them. Allow your child to ask them about their childhood. Who did they live with? Who is in their family? Have they got any family traditions they follow and why.

Write an invitation to a family event:

- Ask your child to invite a family member to one of the following: - (*talent show, music show, magic tricks, jokes*) In their invitation ask them to think about the time, date and place. How will they design the invitation? Who will deliver it? Share the <https://family.gonoodle.com/activities/milkshake> movement and mindfulness video with their family. Who was the best? Which part did they enjoy? Could you create a video of your own?

Additional learning resources parents may wish to engage with

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>

Year 1

House For Sale

8 Good news! A beautiful cottage in the Forbidden
19 Woods has just been put up for sale with a tall,
27 slanted roof, which is dripping with white icing.
36 This house is perfect for hungry buyers who like
45 to have their house and eat it! Colourful, sticky
54 sweets decorate the front of the building and the
61 chimney is made from a crumbling, chocolate
68 wafer. The huge, tasty garden boasts delicious
76 lollipop trees and a river of runny, flowing
77 chocolate.

83 Please note: This house may melt
90 on a sunny day so viewing in
93 winter is recommended!



1. Why might the house melt on a sunny day?
2. Which words does the author use which mean 'something that is nice to eat'?
3. Where is the cottage located?
4. Order the features of the house in the order that they were mentioned.

_____ lollipop trees
_____ tall, slanted roof
_____ sticky sweets as decorations

Year 2

1. Ladybirds are insects that belong to the beetles family, which love to live in gardens, parks, woods and fields where there is longer grass or crops.
2. There are actually over 46 different types of ladybirds living in the

Ladybirds are known as a gardener's best friend because they love to eat insects called aphids (greenflies) or scale insects. Both the aphids and scale insects eat plants in gardens and this is why so many people love to see ladybirds. The seven-spot ladybird can eat 5000 aphids during its lifespan!



If they feel threatened, ladybirds will bleed from their knees as a warning to predators. The yellow blood is called “reflex blood.” It has a strong, horrible smell and taste. Ladybirds also stay safe by having bright colours which warn potential enemies that ladybirds are not at all tasty.



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4. Give **two** things ladybirds do to protect themselves.

1. _____
2. _____

According to an old legend from about 500 years ago, in some parts of the world aphids were sucking the juices from farmers' grape vines. The Catholic farmers prayed to Mary, Jesus's mother, for help. Soon the ladybirds came and ate the aphids. The farmers thought their prayers had been answered so they named the helpful beetles after Mary, who

Year 1 Phonics

/or/

or

port
fort
orbit
sportsman
tornado
horse

-ore

pores (skin)
store
sea-shore
explore
sore
bored

-our

pour
fourteen
course
court
resourceful
fourth

-oor

door
poor
floor
outdoors
poorly
moor

oar

soar (fly)
roars
board
hoarse
coarse
overboard

Underline all the different spellings for the /or/ sound.

The resourceful sportsman hit the ball into orbit. I watched it soar out of centre court! The crowds were hoarse from their roars of disbelief. Of course his competitor thought the spectators went overboard with their response.

Underline all the different spellings for the /or/ sound. Read the text.

Write a short sentence and draw a picture to illustrate it.

