

West Heslerton EYFS/KS1 Learning Project – The Area You Live In
(work set for the week beginning: 26/04/20 and the week beginning: 03/05/20)

Message for all of Badger Wood...

Hi Badgers,

I hope you're all staying safe and enjoying the sunshine.

I have now brought home our chick who is growing bigger every day, I'll keep you updated on the newsletters with how it's settling in and include some pictures for you all to see! I've been able to see lots of you completing the tasks on Spelling Shed over the past couple of weeks, I'm very impressed with how you've all been getting on. Please feel free to send me any work you've been doing or update me with what you've been getting up to at home by emailing me on bw@heslerton.n-yorks.sch.uk. I've included lots of fun activities for you to be doing at home, so I hope you enjoy them!

Have fun and stay safe.

Miss Milner



Weekly Maths Tasks (aim for one per day)

All:

- Carry on working through the **'White Rose Maths'** (Department For Education recommended site) lessons from Summer Term Week 1 and Summer Term Week 2.

Parents - [How to use these lessons:](#)

Just follow these four easy steps...

- Click on the set of lessons for your child's year group.
- If possible, print the activity sheet.
- Watch the video (either on your own or with your child) and fill in the activity sheet.
- Find a calm space where your child can work for about 20-30 minutes.
- Use the video guidance to support your child as they work through a lesson.
- Get the answers and mark the sheet with your child, discussing and altering any mistakes.

- **Work through (15-20 min) the appropriate year group printable packs from 'Maths Mastery'** Week 1 and Week 2 (Department For Education recommended site)

Parents - [How to use these lessons:](#)

There are two maths packs for each year group, one is all of the guidance pages and the other is all of the pupil resources. These need to be provided together. The pupil packs do not make sense without the guidance. To reduce printing, the guidance packs can be shared digitally as they contain embedded video links.

- **Work on [Times Table Rockstars](#).** Login details are recorded in your reading logs/planners.
- Play on [Hit the Button](#)

Reception:

- Play the Numberblocks adding [game](#).
- Practise counting backwards from 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.
- Use the 'Tens Frames' or 'Five Frames' on this [game](#) and practise recognising amounts. This can also be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.

Weekly Reading Tasks (aim for one per day)

All:

- Listen to ['The day the crayons quit'](#) on YouTube.
- Can your child hot seat as one of the crayons and talk about how they are feeling?
- **You can log on to [GetEpic.com](#)** using our class code (our class code is ukk9954) and read a book for pleasure. If you use the search box you can then filter them by clicking on the 'age' box.
- **Visit ['Authorfy'](#)**. Join the website so that they can access videos, author masterclasses and other activities over the next few weeks.

EYFS:

- Read the story Hansel and Gretel (or watch on [youtube](#))- What makes the house appealing to the children?
- Read the story of The Three Little Pigs (or watch on [youtube](#))- Discuss the choices the little pigs make about the materials they use to build their houses. Can children figure out the material their own house is made from?

KS1:

- Listen to a story read: <https://www.storylineonline.net>
- Watch [Newsround](#) and find out what is happening in the world. What did you find out? Is there anything you need help understanding?
- **Work through the appropriate year group printable packs from 'English Mastery'** Week 1 and Week 2 (Department For Education recommended site)
Parents - [How to use these lessons:](#)
- Scroll down to the 'Primary School' section
- Click on the set of lessons for your child's year group.
- Print the workbook and follow the instructions
- Year 2 – Attached is a Horrid Henry comprehension for you to complete. Year 1 children could also complete this if they wish to with the support of an adult.

- Sing Number songs to practice counting, reciting numbers in order, one more, one less using number songs: Five Little Ducks, Five Little Men, Ten Green Bottles.
- Look for the numbers on the doors of houses. Do the numbers get bigger or smaller as you go up and down the street?

KS1:

- Play on [The Mental Maths Train Game](#) - practise adding and subtracting.
- Recognise the place value for numbers up to 99 in this [place value basketball game](#).
- Create a card game that is based around making number pairs to twenty that can then be played as a family.
- Identify shapes and finish the patterns in this online [game](#). Can any of these shapes be found around the house? How many of each shape can be found?
- Write the numbers 20 - 50 in words and digits.
- **Y2** - Work on your reasoning and problem solving by practising past SATs questions.

Weekly Phonics/Spelling Tasks (aim for one per day)	Weekly Writing Tasks (aim for one per day but these may take longer)
<ul style="list-style-type: none"> • Practise spellings on Spelling Frame. • Practise spellings on Spelling Shed. Login details are recorded in your reading logs/planners. I have set tasks on there to be completed. • Send your child on a sound hunt around the house. Can they find and record all of the items that make sounds? (e.g. hairdryer, TV, fridge, microwave, phone) • Daily Phonics – Ask your child to practice their sounds and blend words. Interactive games found on links below: <ul style="list-style-type: none"> • Phonics Play • Topmarks • Spelling • Spelling City • Practice spelling the days of the week. • Practice spelling common exception words. • Ruth Miskin Training (from the Read, Write, Inc phonics scheme) is putting on YouTube daily phonics lessons. Reception's should be watching set 2 and Year 1's should be watching set 3 videos. • https://www.readwithphonics.com or there is an app available for free. • Mr MC is uploading daily phonics lessons available on YouTube. 	<p>All:</p> <ul style="list-style-type: none"> • Write me an email on the computer or Ipad (with parent support) to tell me about what you've been doing at home. <p>EYFS:</p> <ul style="list-style-type: none"> • Draw some of the Crayons with speech bubbles of how they feel or what they might be thinking from the story 'The day the crayons quit.' • Design your dream house. What rooms would you like to have in your house? Encourage children to be as imaginative as they can (e.g. a cinema room, a chocolate room). Can they label their house using their phonics knowledge? • Ask your child to write out the tricky words they are working on at the moment on pieces of paper and turn them into a pairs game. <p>KS1:</p> <ul style="list-style-type: none"> • Write a letter as if you are Duncan from the book 'The day the crayons quit' in response to one of the crayons of your choice. You could then put this in an envelope and make up an address. • Ask your child to Imagine that they live in the opposite house. What would they see? Write sentences using a variety of suffixes – ing and adjectives. • Write your address: Discuss with your child. Do they know who delivers the post? Share a letter with them and explore the envelope from the front and back. Can they see any numbers on the front or back of the envelope? What do they mean? Who is the letter addressed to? Ask your child to write their address on the envelope. Discuss the postcode and any capital letters? • Well known addresses: Discuss with your child any well-known addresses of book characters/famous people/ historical figures they may know? E.g. 10 Downing Street, The Post Office, Isle of Struay Katie Morag. This PowerPoint may help. • Write a letter to the Queen and post it.

Learning Project to be completed throughout the next two weeks

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

EYFS:

The rooms in my house:

- Support your child to create a map or cross section of their home. Can they name all of the rooms? An adult could hide an object in a room and mark where it is on the child's map. Can they use their map to find the hidden object? Label each room using phonics knowledge.
- Hide objects around the room and describe where it is e.g. "it's under something red" Can your child hide an object and describe where it is for you to find?

Go on a numeral hunt - Search for numerals around the house (clocks, books, house numbers, car registrations, oven, washing machine). Can they record the numerals on paper?

Find your house on [google maps](#):

- Explore using google maps to look at your house from above and on street view. Use the arrows to move up and down the road and around your area. Can they find key places e.g. the corner shop, their school, grandparents houses.
- Search for a house in a different part of the world and discuss how it is similar or different to your own. You could use places children have visited on holiday or search places that are significantly different.

Junk model or make your house with lego:

- Using old packaging (shoe box, cereal box etc.) support your child to make a model of your house. Can they count how many windows there are and stick on the right amount? Can they write their house number on the front? Label the rooms in the house?
- Junk model your dream house. Use materials from around your house to decorate e.g. old wallpaper, fabric, wool.

Go on a shape hunt – Set your child a shape finding challenge around the house. Ask: Can you find a triangle/ square/ rectangle/ circle in this room? How many can you find? Can you draw all of the circles on one piece of paper, triangles on another etc.

KS1:

To develop knowledge of the location of significant places:

Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find Birmingham. Do they know the name of their street? Can they create a street sign with their street name?

My address: Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words?. Ask them to try writing the number using crayons and paint. Can they write a postcard or letter to a teacher at school? They could tell their teacher about where they live and things about their local area.

My house: Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own.

Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two? In a special bag – could you (with adult support) place things that make it your home? Why would you pick those items?

Draw a picture of your street. Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings.

Shape hunt: Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes?

Ask them to create a picture of their house or street.

Name the shape: Place some 2D or 3D shapes into a bag and play the game 'Can you name the shape?' You will need a partner to play this game. One partner has a **shape** from the shape bag and they stand back to back. The partner with the **shape** describes it to their partner who has to try and draw it. How many do you know?

Find your house on 'Google maps'.

Search for your house on the street? Can you find Birmingham, Erdington, Hall Green, Solihull?

Compass: Make a compass. Do you know what the different compass points mean? Can you label the points?

Create a passport: create an individual passport to show your own information

about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real life passport? Do you have one?

Flag: Can you design your own flag for your local area? What could you add? What would they mean to you?

Design a cottage – Compare how a cottage is different to your house. Can you make a model of your house and a cottage?

Create a song about 'Where you live' – Can you add your address in your song?

Can you find the UK on the map? Can you name the countries? Why do you think the Countries begin with a capital letter? This [song](#) may help.

Other things your child might like to do over the next 2 weeks:

- **PE – [Joe Wicks](#)** daily PE lessons on YouTube.
- **PE –** An alternative is [Cosmic Kids Yoga](#) on YouTube, following along with well known stories. We've read the story of '[The Twits](#)' in class, so they might enjoy this one!
- **Maths –** Carol Vorderman is teaching free online maths lessons through this website - <https://www.themathsfactor.com>
- **RE –** Reverend Joe Kinsella is uploading Collective Worship Assemblies every Wednesday at 1pm to his [YouTube](#) channel as well as other services.
- **Bake something together –** Discuss what ingredients you need to get? Weight out the ingredients and follow instructions.
- **Science –** Our next topic is plants: Could you grow something at home in the garden? You could record down and measure how tall your plant gets? Talk about what plants need to grow? Label the different parts of a plant?
- Go on a walk – What plants can you see and identify? Can you collect different things and create a nature picture?
- [BBC Bitesize](#) are offering daily lessons.
- [Weekly Schedule](#) – You'll find daily lessons for home learning in Maths and English for every year group, as well as regular lessons in Science, History, Geography and more.

Bitesize Daily will run from the start of the Summer term on Monday 20 April 2020. This extensive new offering will include:

Online daily lessons: resources available on BBC Bitesize are being expanded to help parents and children study at home. We will be offering daily maths and English lessons to children, as well as weekly science, geography and history lessons. These lesson guides will follow the curriculum and be split into year groups from year 1 to 10 in England and the equivalent in Scotland, Wales and Northern Ireland. The daily guides will feature a mix of videos, quizzes, activities and games to help students stay on track with their studies.

Daily programmes: 20 minute programmes to set up students and parents with a plan for each day's study. These will include explanations of key concepts and offer expert advice on different ways to teach the subject, where to find teaching resources and how to keep kids motivated. The programmes will be available to view via iPlayer and the Red Button.

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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.

Year 2 - Answer the questions about Horrid Henry and Moody Margaret

"No, I'm Captain Hook!"

"I'm Captain Hook," said Horrid Henry.

"I'm Captain Hook" said Moody Margaret.

They glared at each other. "It's **my** hook," said Moody Margaret.

Moody Margaret lived next door. She did not like Horrid Henry, and Horrid Henry did not like her. But when Rude Ralph was busy, Clever Clare had flu, and Sour Susan was her enemy, Margaret would quickly jump over the wall to play with Henry.

"Actually, it's my turn to be Hook now," said Perfect Peter. "I've been the prisoner for such a long time."

"Prisoner, be quiet! Said Henry.

"Prisoner, walk the plank!" said Margaret.

"But I've walked fourteen times already," said Peter. "Please can I be Hook now?"

"No, by thunder!" said Moody Margaret. "Now out of my way, worm!" And she swashbuckled across the deck, madly waving her hook and clutching her shiny sword and dagger.

Margaret had eye patches and skulls and crossbones and plumed hats and cutlasses and sabres and snickersnees.

Henry had a stick. This was why Henry played with Margaret. But Henry had to do terrible things before playing with Margaret's amazing swords. Sometimes he had to play 'Mums and Dads' with her. Worst of all (please don't tell anyone), sometimes he had to be the silly baby.

Henry never knew what Margaret would do. When he put a spider on her arm, Margaret laughed. When he pulled her hair, Margaret pulled his harder. When Henry screamed, Margaret would scream louder. Or she would sing. Or pretend not to hear. Sometimes Margaret was fun. But most of the time she was a moody old grouch.



1. Who did Moody Margaret and Horrid Henry both want to be?

2. Moody Margaret only played with Horrid Henry when who else was busy?

3. What was Perfect Peter pretending to be?

4. What had Perfect Peter done 14 times?

5. What do you think swashbuckled means?

6. What did Moody Margaret have that Horrid Henry did not have?

7. What terrible things did Horrid Henry have to do when he played with Moody Margaret?

8. What did Moody Margaret do when Henry put a spider on her arm?

9. What two things did Moody Margaret do when Henry screamed?

10. Underline the adjective in this sentence:

"No, by thunder!" said Moody Margaret. "Now out of my way, worm!" And she swashbuckled across the deck, waving hook and clutching her sword and dagger.

11. Find two adverbs that appear in the text.

12. Read the following sentence again:

"It's **my** hook," said Moody Margaret.
Why do you think **my** is in bold?
