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| **West Heslerton EYFS/KS1 Learning Project – Viewpoints** (work set for the week beginning: 11/05/20 **and** the week beginning: 18/05/20)  |
| **Message for all of Badger Wood…**Hi Badgers,As you can see, our chick has grown quite a bit in the last couple of weeks. On Saturday it joined the rest of my chickens in the big enclosure and is enjoying having lots of other chickens to play with and space to roam around. So far I’ve received the suggestions of ‘Elsa’ and ‘Sweetie’ for the chicken’s names, so feel free to send in some more name ideas.It’s been fantastic to hear from some of you over the last two weeks and see what you’ve been getting up to at home, you’ve been working really hard and I’m very impressed. I’ve included below some more fun tasks for you to be getting on with at home. Email me on bw@heslerton.n-yorks.sch.uk with any questions, work or to update me on anything you’ve been getting up to. Stay safe and keep working hard,Miss Milner |
| **Weekly Maths Tasks** (aim for one per day) | **Weekly Reading Tasks (**aim for one per day) |
| **All:*** **Carry on working through the** [**‘White Rose Maths’**](https://whiterosemaths.com/homelearning/) (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’**](https://www.mathematicsmastery.org/free-resources) 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​.](https://ttrockstars.com/) Login details are recorded in your reading logs/planners.
* Play on ​[Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button)​
* Carol Vorderman is teaching free online maths lessons through this website -<https://www.themathsfactor.com>

**Reception:*** Play the Numberblocks adding pattern spotting ​[game​.](https://www.bbc.co.uk/cbeebies/puzzles/numberblocks-easy-patterns-quiz?collection=numbers-and-letters)
* Practise counting backwards from 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.
* Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.
* Look out of the window and count how many houses or buildings can be seen.
* Play some maths games on [Oxford Owl.](https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/)

**KS1:*** Play on [The Mental Maths Train Game](https://www.topmarks.co.uk/maths-games/mental-maths-train) - practise multiplying and 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​.](https://apps.mathlearningcenter.org/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?
* Use some of these resources below to learn about fractions:
* <https://www.bbc.co.uk/bitesize/topics/z3rbg82>
* <https://nrich.maths.org/8939>
* <https://www.topmarks.co.uk/Search.aspx?q=fractions%20ks1>
* **Y2** - Work on your reasoning and problem solving​ by practising past SATs questions.
 | **All:*** Listen to [‘Lost and Found’](https://www.youtube.com/watch?v=xNgh3Q58QoI) on YouTube.
* Discuss how the characters are feeling in the story at different points. Why did the penguin arrive? Why didn’t he want to go home?
* **You can log on to ​**[**GetEpic.com ​**](https://www.getepic.com/students) 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.

**EYFS:*** Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child’s book band. You can create a free account at: <https://www.oxfordowl.co.uk/for-home/> Complete the linked Play activities for each book.

**KS1:*** Listen to a story read: <https://www.storylineonline.net>
* 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!
* **Work through the appropriate year group printable packs from** [**‘English Mastery’**](https://www.englishmastery.org/our-response-to-coronavirus-covid-19/)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.
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| **Weekly Phonics/Spelling Tasks** (aim for one per day) | **Weekly Writing Tasks** (aim for one per day but these may take longer) |
| * **Practise spellings on ​**[**Spelling Frame​.**](https://spellingframe.co.uk/)
* **Practise spellings on** [**Spelling Shed**](https://www.spellingshed.com/)**.** Login details are recorded in your reading logs/planners. I have set tasks on there to be completed.
* Play I-spy with things you can see out of the window. You could alternate between the initial sound in the word e.g. *“I spy with my little eye something beginning with t”*​. Or with oral blending e.g. ​*“I spy with my little eye a t-r-ee”*
* Play a listening game- Gather a selection of objects that make sounds from around the house. Cover your child’s eyes with a blindfold and make sounds with the objects collected. Can they figure out what the object is without looking at it?
* **Daily Phonics** – Ask your child to practice their sounds and blend words. Interactive games found on links below:
* [Phonics Play](https://www.phonicsplay.co.uk/)
* [Topmarks](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)
* [Spelling City](https://www.spellingcity.com/spelling-games-vocabulary-games.html)
* 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](https://www.youtube.com/playlist?list=PLDe74j1F52zTYEYHmhC68VV_LVvzu-imu) and Year 1’s should be watching [set 3](https://www.youtube.com/playlist?list=PLDe74j1F52zRJc5SKIq2QA85oScvky-PP) videos.
* <https://www.readwithphonics.com> or there is an app available for free.
* Mr MC is uploading daily phonics lessons available on [YouTube](https://www.youtube.com/watch?v=Emb2yvwAHtc&list=PLWee7c-xY-eSm2hSNzz5r1L12IxUI7b89).
 | **All:*** Write me an email on the computer or Ipad (with parent support) to tell me about what you’ve been doing at home.
* Make a lost poster to help the penguin from ‘Lost and Found’ get home.
* Rewrite the story from the Penguins point of view: Think about how he would be feeling.

**EYFS:*** 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.
* Ask your child to draw or write a shopping list to help plan for the weekly shop. Encourage them to ask all family members views on what they would like to eat that week.
* Ask your child to help plan a movie night/ afternoon. Select two films from a streaming service or DVD’s you have in the house. Ask them to draw a picture to represent each film or write out the title. Ask them to speak to each member of the house to find out their view on which film they would like to watch. Ask your child to write each person’s name under their chosen film.
* Draw a suitcase for the ‘Lost and Found’ characters and decide what they should take on their adventure and why?

**KS1:** * Listen to the ‘Lost and Found’ story. Draw the characters and write synonyms for the words ‘sad’ and ‘happy’ around them to show how they were feeling in the story.
* **Focus on writing the story from the Penguins point of view, think about:**
* **Feelings and emotions**
* **Adjectives**
* **Conjunctions**
* **Capital letters, full stops and finger spaces**
* **Exclamation marks, commas, question marks.**
* 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 completed throughout the next two weeks** |
| **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.** **EYFS:** * **What can you see out of your window?-**  Ask your child to look out of a window in the house and draw what they can see. Look out of a different window (e.g. back or side of the house), draw what they can see. Look at the two pictures together and discuss what is the same in both pictures (e.g. the sky) and what is different.
* **Record how many cars/ people walk past your house-** Set a timer for 5 minutes on your phone or tablet. Draw out a simple grid (as below) and ask your child to put a tick in the right place every time a person or car goes past. When complete, can they count up the ticks and write the matching numeral? Were there more people or cars?
* **How do we differ from others?-** Ask your child to look in a mirror at their hair colour, eye colour, skin colour. Ask them to create a self-portrait using either felt-tips, crayons or paint. Look at some pictures in books and magazines. Does everyone look the same way as them? How do people look different?
* **Imagine another world outside the window-** Close the curtains and ask your child to imagine that the house is in a new imagined world. What do they imagine? Is it snowy? Are there dinosaurs/ monsters in the new world? Ask them to tell you a story about it... Your child could create a story map to show what happens in their imaginary world.
* **Go on a sight hunt-** Support your child to make a viewfinder. Cut out a square of card from an old cereal box/ cardboard. Cut a smaller square out of the centre. Take your viewfinder around the house and garden and explore what things you can see. Alternatively, you could create a pair of binoculars.
* Your child could write a list of the things they see or draw/ paint a picture.
* If you have a tablet or phone that could be used by your child they could do the same activity but using photographs to record.

**KS1:** * **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’ -** ​f​ind 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’](https://www.youtube.com/watch?v=Hwo36IjsB4o)​ 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 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?
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| **Other things your child might like to do over the next 2 weeks:** |
| * **PE –** [Joe Wicks](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ) daily PE lessons on YouTube.
* An alternative is [Cosmic Kids Yoga](https://www.youtube.com/playlist?list=PL8snGkhBF7nhEc52y4C1S9yqjBQSLCmT4) on YouTube, following along with well known stories.
* Harry Sheader (Who runs the gymnastics club) has been posting home workout and gymnastics videos on his [YouTube](https://www.youtube.com/channel/UCDMO9sTdtwH5oXDR27A9Z8w/videos) channel.
* **RE –** Reverend Joe Kinsella is uploading Collective Worship Assemblies every Wednesday at 1pm to his [YouTube](https://www.youtube.com/channel/UCST0WfruBC8k8mWjsP4SBiw) channel as well as other services.
* **Art –** Go on a walk and find different hard and soft materials you could use for printing?Alternatively you could print using fruit and vegetables? What patterns can you create? Look at the artist ‘Giuseppe Arcimboldo’ and try to recreate some of his art work.
* **History –** Find out and research about the ‘Trooping the colour.’ Can you make a poster about it or an invitation to the celebration?
* **English –** There’s some fun creative writing templates [here](https://bogglesworldesl.com/creativewriting.htm) you could use at home that we’ve been using in school.
* **100 indoor activities –** Twinkl have created a [‘100 fun indoor activity](https://content.twinkl.co.uk/resource/03/84/t-tp-2549426-100-fun-indoor-activity-ideas_ver_5.pdf?__token__=exp=1588607183~acl=%2Fresource%2F03%2F84%2Ft-tp-2549426-100-fun-indoor-activity-ideas_ver_5.pdf%2A~hmac=ea4e37f94407a976b6d900cd8e4ba254fe95) ideas’ checklist which has some lovely ideas.
* **Support your community –** You could show your support for the NHS by drawing a rainbow for your window. In school we made some ‘[rainbow heart mobiles](https://www.youtube.com/watch?v=Ps4z1rnY2QU)’ which you could make at home with just some coloured card and string. You could make a card or write a letter for someone you know is elderly or alone at this time. Make a poster for your door to show your support to your postman.
* **Make a time capsule –** Put together some things you’ve been making/doing during this time, you could include some pictures as well, things you’ve found on nature walks etc.
* **Useful home learning packs –** There are lots of free printable packs online to help with learning from home on [Twinkl,](https://www.twinkl.co.uk/resources/wellbeing-parents/school-closures-category-free-resources-parents/school-closures-free-resources-parents) [TTS](https://www.tts-group.co.uk/home%2Blearning%2Bactivities.html) and [Classroom Secrets](https://classroomsecrets.co.uk/free-home-learning-packs/). (If you don’t have a printer, just get the children to write down their answers instead.)
* **Science –** Discuss how seeds turn into mature plants. You could plant something at home to show this physically. This will also help the children to understand how to care for plants and that they need a good temperature, water and light to grow. [BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zpxnyrd) have some videos to help support this learning. There are also some games below:
* <http://www.crickweb.co.uk/ks1science.html>
* <https://www.topmarks.co.uk/Interactive.aspx?cat=64>
* [BBC Bitesize](https://www.bbc.co.uk/bitesize/dailylessons) are offering daily lessons.
* [**Weekly Schedule**](https://bam.files.bbci.co.uk/bam/live/content/zr9bgwx/pdf#sa-link_location=blocks&intlink_from_url=https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Farticles%2Fznbnscw&intlink_ts=1587469797415-sa) – 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.  |
| **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/) **-** ​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.  |