

W/C 08.06.2020: Learning Project Year 1

Weekly Reading Tasks	Weekly Phonics Tasks
<p><i>Continue to access your child's reading books on Bug Club and Oxford Owl (links are on seesaw) Some other ideas:</i></p>	<p><i>Continue to access phonics and spelling activities on spelling shed (links on seesaw). Some other ideas:</i></p>
<p>Monday- The skyman from the story had seen lots of animals before the turtles. Be a detective and guess what they are by reading the 'What am I?' poems.</p>	<p>Monday- Phonics Videos – follow this link for phonics videos – there is a different sound each day and select the level suitable for your child. https://www.youtube.com/channel/UCo7fbLgY2oA_cFC1g9GdxtQ</p>
<p>Tuesday- Ask children 'Where do you think the turtles came from and where might they be going?' Talk about your ideas.</p>	<p>Tuesday- Spelling Shed - https://play.edshed.com – Practise the new lists for this week.</p>
<p>Wednesday- Read The Turtle 'What am I?' poem and find the noun phrases.</p>	<p>Wednesday- Can your child list different musical words that begin with the letters M, U, S, I & C? How many can they write? Can they identify rhyming words?</p>
<p>Thursday- Login to epic reading and find a book about animals to read together. Check the link on seesaw if you can't remember how to log on.</p>	<p>Thursday- Look at the following sounds: ai, ay, igh. Read the following words out and your child can match the correct sound to the word: nail, light, play, pray, night, paint, fight, spray, day, may, tray. Look for objects in the house with these sounds.</p>
<p>Friday- Are there any facts from the books read on epic that your child wants to use in their poem?</p>	<p>Friday- Spelling Shed - https://play.edshed.com – have another go at this week's words.</p>
Weekly Writing Tasks	Weekly Maths Tasks
<p>Full details and examples will be on seesaw for the activities below. Lots of our Reading and Writing activities this week will be around the 'Once in a lifetime' story clip and working towards writing their own 'What am I?' animal poem.</p>	<p>White Rose Maths online maths lessons – links and resources will be on seesaw daily. IXL- interactive games - Click here for Year 1 Here are some more ideas you might want to try at home to reinforce learning based on shape...</p>
<p>Monday- Watch the film clip 'Once in A Lifetime' follow the link - https://www.literacyshed.com/onceinalifetime.html and talk about the questions (on seesaw) with your grown up. Writing key words and clues from their reading. (template on seesaw)</p>	<p>Monday- Can your child complete the patterns on these sequencing games using 2D shapes? This will help your child to recognise 2D shapes and to problem solve.</p>
<p>Tuesday- Children will be collecting and writing adjectives to describe different things about their animal.</p>	<p>Tuesday- Look at the tins/cartons of food in your cupboards. Discuss with your child which ones are cylinders, which are cubes and which are cuboids. Sort them into groups. Which 3D shape do they think makes the best packaging and why?</p>
<p>Wednesday- Writing sentences using expanded noun phrases for their poem.</p>	<p>Wednesday- Ask your child to practise spelling the names of these 2D and 3D</p>

	shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, pyramid.
Thursday- Use verbs to describe actions.	Thursday- Go on a shape hunt around the house or on your daily walk. Label things that match the shape names they have been practising.
Friday- Write own 'What Am I?' poem. Illustrate and perform!	Friday- Describe 2D shapes to your child based on their properties. Ask your child to draw the shape or make the outline using pasta or rice.

Learning Project - to be done throughout the week

This week is all about Music:

Ask your child what kind of music they like. Do they have a favourite song? Can they find out about the artist who performs the song?

Write and perform their own song. Your child could write an invitation for the performance!

Create fact files about musical instruments. This could include where they originate from, what they're made from, etc. Your child can include an illustration of the instrument and label the parts.

Making Music- Task your child with making a variety of shakers. Using empty bottles from the recycling, fill them with different dry foods/things from the garden. How can they make the shakers sound different? Ask your child to use the shakers during their family song performance (see above). They could also write a set of instructions for making your own musical shakers.

Making More Music! - Can your child use different parts of their body to make music e.g. clicking fingers, stamping feet. After this, ask your child to design a new instrument. This could be an instrument that belongs to the woodwind or brass family. They can draw and label their design and then make it using materials from the recycling. Does it work? Ask your child to record 3 ways they could improve their design.

The Four Seasons- Vivaldi wrote *The Four Seasons* during the early Classical period. Divide a piece of paper into 4 and ask your child to draw each season in each box as they listen to the music [here](#). Discuss how each movement sounds different e.g. Spring is energetic and has a fast tempo.

What can I Hear? Ask your child to visit different places in the home and garden. Get them to list all of the different sounds that they can hear e.g. the humming of the fridge. Which room is the noisiest? Encourage them to use words such as **volume**, **tempo**, **pitch** and **beat**. After this, ask your child to record the sounds and play them to the family. Can the family guess where the sound is coming from? Alternatively, your child can replicate the sound and the family could guess this way instead.

The change that Covid-19 has caused to our lives has been difficult and has provided countless challenges. For many children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.

Think

- Ask your child to think about how they are feeling about returning to being at school. Can they list two or three feelings? Explain to your child that it is okay to feel like this and many children across the world are most likely feeling the same.

Talk

- Does your child have any questions about what school will be like when they eventually return? Or any questions about what they have noticed? Discuss the changes that will be in place when they return or the changes that are already in place e.g. more handwashing, how to social distance, etc. Then talk about all of the things that will remain the same.

Do

- The thought of returning to school will fill many children with a mixture of excitement and apprehension. Why not make a positivity box? Your child could add items to this box that make them feel safe.

Visit

Use this [Balloon](#) or [Aeroplane](#) game to encourage your child to record their worries about returning to school.