

## Learning Project WEEK 2 – The area you live in!

### Age Range: KS1

Staying active is really important when you are at home. There are lots of resources, here are just a few to use!

[Joe Wicks PE sessions](#)

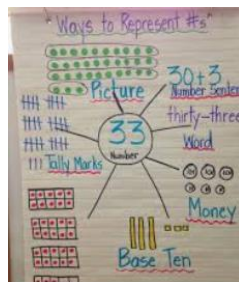
[Go Noodle](#)

[Super movers!](#)

[Cosmic Yoga](#)

#### Weekly Maths Tasks (Aim to do 1 per day)

- Working on [Numbots](#) - your child will have an individual login to access this.
- Play on [The Mental Maths Train Game](#) - focussing on number bonds to 10 and then to 20, adding and subtracting
- Choose a number between 0 - 100. Make a poster showing how many different ways can you represent this number?



- Identify 2D 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?
- Children all have their log-in details for [Sumdog](#) in the front of their learning books, you can use it on a laptop/computer or download the app for free onto a phone or tablet. Each class has different activities to complete each week!
- [White Rose](#) has a daily Maths lesson which can be accessed online. They are available for individual year groups.
- In the home learning books, share what they have learned in their online Maths lesson from White Rose. They could stick the work in, but don't panic! They could explain the work using pictures and diagrams. They can be as creative as they want to be.

#### Weekly Reading Tasks (Aim to do 1 per day)

- Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.
- Listen to a story being read: [Story line](#) and [CBBC](#) Bedtime stories.
- Listen to different David Walliams books [here!](#)
- Listen to a range of free books on [audible](#).
- Watch [Newsround](#) and find out what is happening in the world. What did you find out? Is there anything you need help understanding? See if you can find the country the news is talking about [here!](#)
- Read the book 'Voices in the Park' Discuss the illustrations and why the book has been set out the way it has. You can see and hear the book [here!](#)
- Create a mask of one of the characters from 'Voices in the Park'.
- Can your child hot seat the character? Can you pretend to be one of the characters from the story and your child ask questions about to you? You have to answer the question in character.

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"> <li>• Daily phonics - Ask your child to practice their sounds and blend words. Interactive games found on link below.</li> <li>• <a href="#">Phonics play</a></li> <li>• <a href="#">Top Marks</a></li> <li>• <a href="#">Spelling</a></li> <li>• Spell the days of the week</li> <li>• Spell common exception words</li> <li>• <a href="#">Spelling City</a></li> <li>• <a href="#">Sumdog</a> spelling activities</li> </ul> <table border="1" data-bbox="204 795 810 1146"> <thead> <tr> <th>Year 1 Spellings</th> <th>Y2 Spellings</th> </tr> </thead> <tbody> <tr><td>field</td><td>quiet</td></tr> <tr><td>chief</td><td>quite</td></tr> <tr><td>piece</td><td>bear</td></tr> <tr><td>thief</td><td>bare</td></tr> <tr><td>pie</td><td>one</td></tr> <tr><td>tie</td><td>won</td></tr> <tr><td>cried</td><td>son</td></tr> <tr><td>dried</td><td>sun</td></tr> <tr><td>tried</td><td>be</td></tr> <tr><td>fried</td><td>bee</td></tr> </tbody> </table>	Year 1 Spellings	Y2 Spellings	field	quiet	chief	quite	piece	bear	thief	bare	pie	one	tie	won	cried	son	dried	sun	tried	be	fried	bee	<ul style="list-style-type: none"> <li>• Ask your child to Imagine that they live in the opposite house. What would they see if they were looking into yours? Write sentences using the suffix - <b>ing</b> and <b>adjectives</b>. For example; I would be looking <b>at</b> the <b>big, red</b> door.</li> <li>• 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?</li> <li>• 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 on the Isle of Struay from Katie Morag or The Jolly Postman. This <a href="#">Powerpoint</a> may help. And you can find activities to do with Jolly Postman <a href="#">here!</a></li> <li>• Write a letter to the Queen or another famous person you would like to write to, and post it.</li> </ul>
Year 1 Spellings	Y2 Spellings																						
field	quiet																						
chief	quite																						
piece	bear																						
thief	bare																						
pie	one																						
tie	won																						
cried	son																						
dried	sun																						
tried	be																						
fried	bee																						

**Learning Project - to be done throughout the week: Where do you live?**

**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.**

**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 Cornwall. 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 or any other resources you might have at home.  
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 and the learning they have been doing at home!

**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 (objects you can find around the house) 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 Truro, Falmouth, Newquay, Exeter and London?

**Compass:** Make a compass. Do you know what the different compass points mean? Can you label the points? If you want a template, have a look [here!](#)



**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:** Here is the Cornish flag. What do you think the flag represents? Can you design your own flag for your town? What could you add? Why would you choose the different pictures on it?



**Design a cottage -** Compare how a cottage is different to your house – or if you live in a cottage, why a flat is different to a cottage. 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.

### 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.

**#TheLearningProjects**