



Learning Project 12 - FOOD

Age Range: KS1

Weekly Reading Tasks	Weekly Spelling Tasks
Monday- Ask your child to read a variety of books and make a list of all the different types of food they find. Or, they could make a list of all the stories that they know that contain food e.g. The Gingerbread Man or Snow White.	Monday- The word 'food' contains the 'oo' sound. Your child can go on a sound hunt and list anything they find that contains the 'oo' sound e.g spoon, moon. Can they find any items where the 'oo' sound is spelt differently?
Tuesday- Listen to Dragon's Love Tacos . Can your child draw pictures to represent the 5 main events in this story?	Tuesday- Practise plurals by playing this game. If this is too tricky, your child could play this sentence substitution game instead.
Wednesday- Ask your child to read out aloud the ingredients on the back of a tin or cereal box to an adult. This will help with the writing task.	Wednesday- Can your child think of food items that contain these sounds? i-e, ai, ea & sh?
Thursday- Watch Michael Rosen performing Chocolate Cake here . Your child can then perform their poem (see writing task) in a similar fashion.	Thursday- After your child has listened to Chocolate Cake, get them to listen again and list all of the adjectives (words that describe a noun) that they can hear.
Friday- Look through cookery books and recipes together. Can your child find recipes involving bananas? Raisins? Garlic? Carrots? Kidney beans?	Friday- Ask your child to continue to practise spelling the months of the year. Can they think of a food associated with each month?
Weekly Writing Tasks	Weekly Maths Tasks- Place Value
Monday- Task your child with creating a new school menu. Is there anything they'd like to keep the same? How can they make sure the menu offers healthy choices? Will the menu be different every day? Find or draw pictures of the food items. Have they included all of the food groups in each meal?	Monday- On a piece of paper make a grid that has a tens columns and a ones column. Give your child a number between 1 and 99 and ask them to draw or represent this number of the grid. You could represent it using items around the house such as pasta, cereal, sweets etc.
Tuesday- Write a set of instructions for making toast or a healthy sandwich. Can they use time adverbs (Fist, After that,) & imperative verbs (cut, grate)?	Tuesday (theme)- Ask your child to play the game Fruit Fall - answer the data handling questions based on how many pieces of fruit they catch.
Wednesday- Design a new label for a cereal box. Your child must include a picture of what the cereal looks like, a mascot and an eye-catching logo. Can they write information about the cereal and why it's healthy? They could include adjectives to describe the taste and an exclamation mark where relevant.	Wednesday- Play place value bingo. Ask your child to write down 8 numbers between 1 and 50 (this could be between 1 and 20 for younger children). Rather than reading out numbers, read out clues linked to the place value. E.g. for 47 say the ones is a 7 and the tens digit can be said as forty. Can your child recognise the number and cross it off?
Thursday- Ask your child to write a poem about their favourite food. Can they make it a	Thursday- Get your child to show that they can recognise the representation of a number



rhyming poem? Encourage them to perform it once they know it well.	by playing Place Value Basketball .
Friday- Design a new milkshake. Your child can consider the ingredients they need to include, which ingredients work well together and an exciting name for the milkshake. They could even test out the creation and think about improvements.	Friday (theme)- Look in the cupboards and the fridge. Sort some of the foods you can find into different groups. Which food group has the most or least amount of items? Which item of food is the lightest or heaviest? Why might this be?

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more food. Learning may focus on where different foods originate from, what makes a healthy meal, opportunities to cook etc .

- **Fruit and Vegetables Printing-** Look at the [work](#) of the artist Lynn Flavell. How does she represent fruit and vegetables? Can your child create a piece of artwork in the style of Lynn Flavell? Alternatively, your child could draw a still life sketch of a fruit or vegetable bowl just like [this](#) Vincent Van Gogh painting.
- **Healthy or Unhealthy?-** Collect food from the kitchen and ask your child to sort it into healthy and unhealthy foods. Is there anything on the packaging that might help do this quicker? After this, ask your child to create a poster all about healthy eating. Perhaps they could incorporate real food wrappers or labels into the poster to make it more eye-catching? Share the creations at [#TheLearningProjects](#).
- **Finding Favourite Foods-** Ask your child to survey the family about their favourite foods. They could choose particular food types e.g. favourite fruit, vegetable, healthy snack, drink, etc. They might wish to call some family members so that they have more data to represent. Can they tally the information that they have collected? As a challenge, they could represent this as a pictogram and then write statements about their findings e.g. Strawberries are the most popular fruit.
- **Traditional Tastes-** Many cultures have various food dishes to celebrate their festivals. For example, in England we cook pancakes to celebrate Shrove Tuesday. Can your child create a fact file about a special food that is eaten in England during a festival? See [here](#) for some inspiration. Why not have a go at making one of the dishes if you have the ingredients? You can also discuss traditional food that is enjoyed within your own family.
- **Delicious Dishes-** Can your child find out what the national dishes are for the following countries: **England, Wales, Scotland** and **Ireland**? What do the dishes have in common? Where do the ingredients come from? After this, ask your child to choose a country of their choice and find out what the national dish is for that country. Is it very different to those dishes from the British Isles? Why?



Learning Project 13 - CELEBRATIONS

Age Range: Y1/2

Weekly Reading Tasks	Weekly Spelling Tasks
Monday- Create a Celebration Reading Den. What will your child have in there? Maybe balloons or bunting? Can your child find any books about celebrations to enjoy in their new reading den?	Monday- The word 'celebration' contains the 'tion' suffix. This sound can also be spelt 'sion' in other words. Ask your child to write sentences using these words: attention , explosion and television .
Tuesday- Read the story Kipper's Birthday . Talk to your child about the similarities and differences with their own birthday celebrations.	Tuesday- Before your child starts their writing task, ask them to choose a celebration and mind map all of the words that they associate with it.
Wednesday- Show your child some celebration cards that they have received in the past. Ask them to read the messages out loud, including any poems/verses.	Wednesday- Write the months of the year on pieces of paper and ask your child to order them. Encourage them to look carefully at the spellings, what do they notice?
Thursday- Your child can listen to the story ' Hanukkah Bear '. Ask them to show what they have learned by drawing a picture and labelling it.	Thursday- Your child can practice some of the High Frequency Words by playing this game.
Friday- Your child can create a celebration book of their own for their own home library. This could be about one celebration or lots of celebrations.	Friday- Ask your child to practise writing the letters of the alphabet in lower case and as capital letters. They can practice maths and punctuation symbols too.
Weekly Writing Tasks	Weekly Maths Tasks- Money
Monday- Read ' Staying Home ' together. Afterwards, ask your child to write their own version of the story based on their experience of staying at home. They could draw illustrations to match.	Monday- Lay out each of the different types of coins (1p, 2p, 5p, 10p, 20p, 50p, £1 and £2) on the tables in any order. Can your child name each of the coins and write down their values? Can they order the coins from smallest to the largest?
Tuesday- Ask your child to write a diary entry recounting a celebration that they have taken part in. If this is too tricky, they could draw a series of pictures about the event and write a sentence for each picture.	Tuesday- Get your child to have a go at these money games: Coin Game and Toy Shop . Make your own shop with things from around the house and use real coins so your child can practice counting out money and giving change with your help.
Wednesday- Can your child write a menu for a special celebration? It could be Christmas dinner or a Diwali feast? Remind them to include dessert and drinks. What could the menu look like? If you have access to a PC, your child could practice their computing skills by typing (some of) the menu up.	Wednesday- Get the different kinds of coins and encourage your child to think of different ways they could be sorted - ask them about the shapes, sizes, colours etc. How many different ways can they sort the coins? Also, ask them whether the size of the coin affects their value - e.g 1s 2p more than 5p because it is bigger?
Thursday- Your child can ask family members questions about any traditional celebrations	Thursday- On pieces of paper write or draw different money amounts (stick to just pence



<p>you may have as a family. Get them to write the questions first using a range of question words (Why? Where? How? Who? etc.). With supervision, they could call family members and ask the questions over the phone.</p>	<p>or just pounds) and then put them into pile A and pile B. Get your child to select one from each pile and compare them using the symbols < (less than), > (greater than) and = (equal to) and justify how they know. E.g. 52p > 21p because the 5 tens is bigger than 2 tens.</p>
<p>Friday- Ask your child to write a poem for the 'Crafty Card Making' task below. Talk to them first about what they want to poem to say. Can they make the poem rhyme? Encourage them to write this up in their best handwriting.</p>	<p>Friday (theme)- On a calendar, go through and write down when different family members birthdays are or when special events are happening in your family. Which month/months has the most/least birthdays/events? Your child can make a bar chart or pictogram to show how many birthdays there are in your family for each of the months.</p>



Learning Project - to be done throughout the week

This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus on different types of celebrations that take place and who may celebrate them. It could look at how people celebrate different events differently in other parts of the world.

- **Crafty Card Making-** Ask your child to create a celebration card for a family member. This could be for a birthday, a religious celebration or just for being them! What will they put on the front? Can they use different materials to design their celebration card? Your child could practice their handwriting skills and neatly write the address on the envelope, ready to be posted.
- **Party Preparation-** Tell your child that they are going to become party planners. They can plan a party for a person of their choice. Ask them to write a guest list for the party, design an invitation and make a list of things that they will need (e.g. banners and balloons). They could even choose songs to play and write a shopping list for the buffet.
- **Let's Celebrate-** Gather the family and sing the song '[Celebration](#)': Can you add actions to the dance? Could you have a concert and perform to your family and friends? Record the performance and watch it back as a family- what could be even better about the performance?
- **How I Celebrate-** Your child can watch [this](#) video about celebrations. Following this, provide them with a list of the months of the year. Can they list celebrations from around the world and match the months in which they are celebrated? Then ask your child to list what, if anything, they celebrate each month in a different colour. Which celebration do they enjoy most? Why? They could also match the celebration to the season e.g.

Autumn: Diwali, Bonfire Night, Harvest Festival , Hanukkah

Winter: Christmas, New Year

Spring: Holi, Easter, Mother's day

Summer: Father's day, EID, Vesak

- **Spring is in the Air-** Spring is all around us and is a time when we celebrate new life e.g. daffodils springing, lambs being born. Your child can watch [this video](#) and [this video](#) about seasons. Task your child with creating a mini-book all about the four seasons. Perhaps they could make a crafty project to represent each season instead? Encourage your child to look out of the window and observe any changes in the weather, plants and animals over the course of a week or a month. Share your child's learning at [#TheLearningProjects](#).



Learning Project 14 - TRANSITION

Age Range: KS1

This week's learning project focuses on supporting your child with transitioning to their new class. It will give them the opportunity to reflect on their time in their current class, discuss their favourite memories and achievements whilst also considering their hopes and dreams for the next academic year.

Transition Activities

<p>MEMORIES</p> 	<p>Monday- Over the last year, your child will have created many school memories that they will cherish forever. Capture these memories in a fun way by asking your child to create a 'Memory Jar'. Using coloured paper ask your child to draw or write down their favourite memories. They can use different colours to show different categories of memory e.g. blue for friendship, yellow for teachers, red for favourite lessons, green for school trips. Use a jam jar or a plastic bottle to collect their memories; they could even personalise their jar with decoration. Share at #TheLearningProjects.</p>
<p>ACHIEVEMENT S</p> 	<p>Tuesday- Your child has achieved so much over the course of the year and now it is time to reflect on what makes them proud. Ask your child to think about their proudest academic achievements and their proudest achievements outside of the classroom too. After discussing your child's accomplishments, ask them to choose one. Work together to design and create an achievement medal. Do this by cutting a piece of cardboard into a circle or star shape, painting it gold or sticking shiny paper to it. Write the number one on the medal and add string or ribbon. Why not have a ceremony and present the medal to your child?</p>
<p>SAYING FAREWELL</p> 	<p>Wednesday- Ending the academic year is a time for your child to say farewell to current teachers and sometimes to classmates too. Talk to your child about the friendships they have made this year. Who is important to them and why? What are they going to miss most about their teacher/teachers? Support your child to draw around their hand on paper and then carefully cut it out. On the template, ask your child to draw or write a goodbye message to a friend or teacher. On each finger, they could write the qualities that this special person has displayed over the year e.g. kindness, being helpful, etc.</p>
<p>INDIVIDUAL QUALITIES</p> 	<p>Thursday- Ask your child to think about what makes them special. What makes them different to other people? You could ask other family members to contribute to this too and record a list of your child's individual qualities together. Following this, ask your child to record their individual qualities on a person template (see below). They may wish to do this by creating a collage using cut out pictures from magazines that represent their individual qualities. Alternatively, they could draw pictures to represent their qualities onto the template. Talk about the importance of being unique together.</p>
<p>GOAL SETTING</p>	<p>Friday- Read or listen to the story 'Giraffes Can't Dance' here. Talk about how Gerald the giraffe showed determination when trying to achieve his goals. Ask your child what they would like to achieve next year, e.g. 'to improve my handwriting', 'count in tens' or 'show more kindness to others'. After this, ask your child to choose 5 things from the</p>



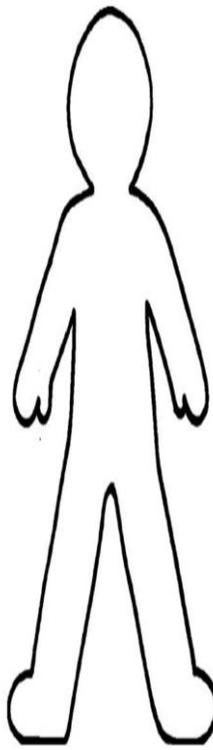
list which they would like to achieve during their next school year. Work together to create a **vision board**. This can be done by cutting out pictures that represent the goals, pasting onto card and decorating. They could add personal qualities to their vision board too.

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KS1 Transition Learning Project

Below are some ideas of how your child could set out their work.

MEMORIES	ACHIEVEMENTS	SAYING FAREWELL	INDIVIDUAL QUALITIES	GOAL SETTING
 	 <p style="text-align: center; font-size: 2em; font-weight: bold;">1</p>	 <p>Dear Mrs Smith,</p> <p>I am really going to miss your wonderful story time and how kind you are.</p> <p>Thank you for being my teacher.</p> <p>From Ali</p>		



Don't forget that as well as these 'Learning Projects', you can also access the following recommended resources...

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects. Brilliant.
- [Oak National Academy](#) – Daily timetabled lessons. Brilliant.
- [Times Table Rockstars](#), [Education City](#), [Discovery Education Espresso](#) and [Coding](#) Your child can access all of these with their school logins.
- [CEOP/Think You Know](#) – IT/safety activities
- [Stay Safe Partnership](#) – lots of information and activities from LCC Stay Safe Partnership
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

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