



Learning Project 8 - Space

Age Range: KS1

Weekly Reading Tasks	Weekly Phonics Tasks
Monday- Ask your child to select a book and imagine they are reading it in space. Try reading it with a flashlight just before bedtime.	Monday- The word 'space' contains the sound 'a-e'. Ask your child to list as many words as they can containing the 'a-e' sound. Your child might identify words that contain an alternative spelling for 'a-e' such as ai/ay/a .
Tuesday- Ask your child to listen to Look Up! read by the author and then take part in a drawing session with the book's illustrator.	Tuesday- 'there', 'move', 'climb', 'fast' and 'behind' are some of the words that children in KS1 need to be able to spell. Can your child use these to write sentences about a rocket travelling into space?
Wednesday- Take a look at these facts about space and read them together. Planets on Oxford Owl has further facts. Does your child have any further questions about space that you could investigate?	Wednesday- Look at the words: want, wash, wasp, wand, swallow, squash, swap, squad, swamp, watch . Ask your children to sound talk the words and identify how the letter a should be pronounced in each of these words (/o/). Explain that when /w/ comes before vowels it can affect the pronunciation of the vowel.
Thursday- Ask your child to list any space related words from the books they have read or listened to this week. Can they write the meanings of each word?	Thursday- Write the names of the planets on separate pieces of paper and practise reading them. Can your child order them alphabetically?
Friday- Listen to Beegu here . Can your child write a character description about Beegu? Encourage them to reference events from the story.	Friday- Play the online game ' Yes/No Yeti ' or the ' Suffix Factory '. Can your child list words that end in the suffixes: ing, en, ly?
Weekly Writing Tasks	Weekly Maths Tasks- Length and Height
Monday- Ask your child to design their own rocket and create a bank of adjectives to describe it and verbs to describe how it moves.	Monday- Ask your child to find a book in your house. Can they find three items which are longer than the book and three items which are shorter? Order the items from longest to shortest. Measure the items to work out the difference in lengths.
Tuesday- Now that they have designed their rocket, ask your child to create an advertisement of the rocket launch. How much will it cost? What time will it	Tuesday- Can your child write down the name of each family in order from tallest to shortest. Is the tallest person the oldest person or not? Discuss why this might



<p>launch? Is there anything else on offer?</p>	<p>not be true. They could measure family members using a measuring tape.</p>
<p>Wednesday- Ask your child to plan their own trip to space – what will they take and what will they do there? Record this in a timetable.</p>	<p>Wednesday- Play level 1 of this game to practise measuring things with a ruler. Write handy hints for using a ruler e.g. start at 0.</p>
<p>Thursday- Encourage your child to research facts about a planet and then create a fact file about their chosen planet. This could be Earth.</p>	<p>Thursday- Look outside, in your garden or on your walk, can your child find things that are taller than they are and things that are shorter than they are?</p>
<p>Friday- Watch the Disney short “La Luna” here. Ask your child to write a short diary entry about the star crashing into the moon.</p>	<p>Friday (theme)- Can your child design a logo for their rocket? They must include the following 2D shapes: rectangle, triangle, hexagon and heptagon.</p>

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about space. Learning may focus on our Solar System, the Sun and the Moon. It could look at life in outer space from the view of an astronaut and travelling through space.

- **Our Solar System-** Encourage your child to think about what they already know about space and create a mind map. Can they name the planets in our solar system? Use [the Solar System Song](#) to create a diagram showing the order of the planets. Or make real ones using balloons and paper mache.
- **Astronaut Aerobics-** Astronauts have to be fit and agile for their missions into space. Ask your child to design a home workout and put your agility to the test! You could even use [Mr Garcia's](#) video to help. Then, your child can plan a day of healthy eating for the aspiring astronauts thinking carefully about each food group.
- **What are Day and Night?-** Share the video of [day and night](#) with your child. Watch the video and then create a poster about day and night explaining why we have day and night. Play the quiz and see how many answers you can get right!
- **Rocket Creation-** As part of their writing tasks, your child has designed a rocket. Ask your child to create their rocket using objects they can find in the home such as cardboard boxes, newspapers and tin foil. Can they write a set of instructions to share with a family member or friend? Share on Twitter at [#TheLearningProjects](#).
- **Is There Anything out There?-** [Tim Peake](#) is a famous British astronaut. Ask your child to record the questions they would ask him if they could interview him. Can they answer the questions in role as him? Why not task them with designing a new space suit for him? What would make a good space suit?



STEM Learning Opportunities #sciencefromhome

Mission X – Astro Food

- Collect a variety of plant foods from home or download the cards from [this](#) resource.
- Group the food/cards e.g. fruits, seeds, vegetables. Which parts are edible?
- Sign up and access all of the Mission X resources [here](#).



Learning Project 9 - Around the World

Age Range: KS1

Weekly Reading Tasks	Weekly Phonics Tasks
Monday- Ask your child to look through their books and identify any places from around the world by looking at the illustrations. They could also look through a magazine or newspaper and find the names of different countries.	Monday- The word 'around' contains the sound 'ou'. Ask your child to list as many words as they can containing the 'ou' sound. Your child might identify words that contain an alternative spelling for 'ou' such as ow .
Tuesday- Follow the story Here We Are with your child. What makes our world so special? Using the story, your child can make a list.	Tuesday- Practise spelling days of the week using different materials in the house. Can they find materials to match the colours of the UK flag?
Wednesday- Help your child to look through cookery books for a recipe originating from another country. Ask them to use decoding skills to read some of the ingredients. Why not make it if you have the ingredients!	Wednesday- 'Where', 'would', 'people', 'clothes' and 'water' are some of the words that children in KS1 need to be able to spell. Can your child use these to write sentences about a contrasting country?
Thursday- Use an atlas or a map and locate countries that make up the UK. Your child can then locate a contrasting country such as Brazil or Kenya. What is different? What is the same?	Thursday- Can your child list places from around the world using the alphabet? Can they add an adjective before each place that starts with the same letter?
Friday- Follow the story When I Coloured in the World . What would your child change about the world? Task them with drawing a picture of their ideal world.	Friday- Recognise vowel and consonant digraphs and blending by playing this game or add suffixes playing this game .
Weekly Writing Tasks	Weekly Maths Tasks- Subtraction
Monday- Ask your child to create a leaflet about a place in the world they would like to visit/have visited. Include the weather, landmarks and cuisine.	Monday- Get your child to have a go at the online game for subtraction facts up to 20.
Tuesday- Draw a picture of 10 different pieces of fruit or vegetables from around the world and label them using adjectives e.g. fresh, juicy pineapple.	Tuesday- Give your child a number between 1 and 50 and ask them to list how many ways they could make the number using subtraction. Try 20 if this is too hard.
Wednesday- Your child could write a set of instructions for a meal they would love to share with family and friends. They can use illustrations too.	Wednesday- Get your child to write a subtraction number bond to or within 10 - e.g. $9 - 4 = 5$ or $7 - 2 = 5$. Can they use these facts to find out the subtraction facts



	up to 100? E.g. $90 - 40 = 50$ and $70 - 20 = 50$.
Thursday - Your child could write a letter to a friend or a family member who lives in a different part of the world - describe where they live and describe school. Think of questions to ask about where they live and about their school.	Thursday (theme) - Look at flags from around the world either in books or on the internet . Ask your child to list any shapes they see and name the properties of the shapes they find. Ask your child how many lines of symmetry the flag has.
Friday - Visit the Literacy Shed for this wonderful resource on The Black Hat or your child could write their own version of When I Coloured in the World .	Friday -Encourage your child to practise different ways to subtract by playing these different activities .

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about countries and cities around the world. Learning may focus on different cultures and traditions, famous landmarks, food and clothing.

- **Flags**- Look at [flags from around the world](#) with your child. Discuss which are your child's favourites and why? Ask your child to recreate their favourite; this could be through drawing, collaging etc. Can they place the flag on a map? There are some quizzes that your child can have a go at [here](#). Can they create their own quiz about the UK?
- **Dance Around the World**- Watch the following dances: [Diwali Stick Dance](#), [Maypole Dancing](#) and [Spanish Flamenco Dancing](#). Encourage your child to have a go at some of the moves used in these videos. Record the dances and ask your child to evaluate what they did well and what they could do even better when watching them back. Can your child recreate one of the costumes using items from their wardrobe? Perform the dance to a family member.
- **Food Tasting Fun**- Find some different fruits from around the world. This could include: mangos, kiwis, pineapples, bananas. Encourage your child to try them and have a discussion about which ones they liked and which ones they did not like. Cut the fruits open and task your child with sketching the inside of each fruit. Remind them to look closely at the patterns and shapes.
- **Where in the World?** - **Have a discussion with your child about your own family heritage. Discuss with them your traditions and where your family originates from. This may be where you live now or it could be somewhere completely different. Ask your child to create a poster or PowerPoint all about their own family. Can they include a map identifying the country they're from?** Share these on Twitter at [#TheLearningProjects](#), so children can compare families.

Speak the Language- There are lots of different ways to say hello around the world. Learn how to say hello in Spanish, French, Mandarin, German, Arabic and Italian with your child using [Google Translate](#). Practise writing hello using the colours of the flag for each country.



STEM Learning Opportunities #sciencefromhome

Engineering Around the World - World's Largest Steel Structure

- The Bird's Nest is the world's largest steel structure and was built in China for the 2008 Olympic Games. It is made out of 26 miles of steel.
- Use strips of paper, card or wool to create your own bird nest style building. You might like to search for photos of the 'Birds nest' to help you with your design.



Learning Project 10 - Music

Age Range: KS1

Weekly Reading Tasks	Weekly Phonics Tasks
Monday- Listen to the programme Instruments Together . Your child can design a poster for a concert – who will be performing? What instruments will be played?	Monday- 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?
Tuesday- Ask your child to read a favourite story or to read Rumpelstiltskin here . When reading, play some classical music. Talk to your child about how it made them feel. Mind map their feelings after this e.g. relaxed, calm.	Tuesday- 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.
Wednesday- Read along to the story Every Bunny Dance . Following this, ask your child to list all of the instruments and dances that appeared in the book.	Wednesday- Ask your child to add the 'ing' suffix to these root words: beat, clap, dance, sing, hum e.g. beat+ing = beating . Where does the rule change?
Thursday- Practise a favourite rhyme or poem. Your child could learn the National Anthem for their country. Create actions and perform this to the family.	Thursday- Play this plural game or this investigating 'ai' game .
Friday- Listen to the story of a poor musician and a stray dog . Stop the film at certain points, e.g. 5:11 or 5:43. Discuss together what the characters might be thinking. Can your child draw thought bubbles showing this?	Friday- Write a list of musical words on paper/card. Play snap using these words. Rule: to be able to read the word to win!
Weekly Writing Tasks	Weekly Maths Tasks- Shape
Monday- Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. Apply some of these into sentences.	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.
Tuesday- 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.	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?
Wednesday- Can your child rewrite the events from Every Bunny Dance as a newspaper report? If this is too challenging, they could draw the events in a	Wednesday- Ask your child to practise spelling the names of these 2D and 3D shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid,



comic strip style using words such as 'first', then, and 'after that'.	sphere, pyramid.
Thursday- Task your child with writing their own family song. When ready, they can perform it- perhaps to a family member on Facetime (with adult supervision).	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- Visit the Literacy Shed for this wonderful resource on Once in a Lifetime or your child can create an invitation for their family song performance.	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

The project this week aims to provide opportunities for your child to learn more about music. Learning may focus on famous musicians, listening to and performing music and exploring a range of music genres and instruments.

- **Famous Musicians-** Find out about famous singers and bands from Birmingham. Listen to some of their music. Ask your child to list what they like/dislike about the music. What genre of music is it? Does it remind them of any singers or bands that they know? Create a fact file about the musician/s.
- **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. Share at [#TheLearningProjects](#).
- **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.

STEM Learning Opportunities #sciencefromhome

Making Instruments – Animal Sounds

- How many different animal sounds can you make with your voice?
- Try making an instrument that sounds like a chicken. You will need: tin can/plastic cup, and some string.
- Make a small hole in the base of a tin can or plastic cup.
- Thread string through with and knot on the inside. Wet your fingers and run them down the string to produce a chicken noise.
- For more ideas take a look at the full resources [here](#).



Learning Project 11 - Transport

Age Range: KS1

Weekly Reading Tasks	Weekly Phonics Tasks
Monday- Listen to Hey! Get off our Train . Ask your child to order the events from the story using simple sentences, illustrations or both.	Monday- Ask your child to make an A-Z list of transport vehicles they know. Think about transport from the past and the present.
Tuesday- Visit World Book Online . Login using Username: wbsupport and Password: distancelearn . Select eBooks and search for the title Tough Trucks to read with your child.	Tuesday- Play a game using split digraphs: a-e, e-e, i-e, o-e, u-e . On a post it, write the split digraphs and ask your child to think of things for each split digraph. For example: plate, stone, flute .
Wednesday- Ask your child to make a book marker based on a vehicle they like from the past and present. Can they use this in a book about transport?	Wednesday- Ask your child to spell the Common Exception words in a fun way using this online game, ‘Spooky Spelling’ .
Thursday- Look through a newspaper or magazine and list the different types of transport found. Record these in a table.	Thursday- Can your child list adjectives to describe past and present vehicles? Encourage them to use alliteration e.g. charging chariot, valuable van .
Friday- Make some masks for the characters in the story, ‘Whatever Next?’ . Share the story with a family member at home or on Facetime.	Friday- Use these KS1 words in sentences about transport: water, move, climb, push, pull, pass and because .
Weekly Writing Tasks	Weekly Maths Tasks- Weight, Capacity and Temperature
Monday- Ask your child to draw pictures of vehicles used in an emergency. What colours are they? Do they have any writing on the vehicles? What do they notice about the writing on the vehicle? Can they write facts about each vehicle?	Monday- Select containers, this could be different sized glasses, jugs, bowls etc. Ask your child to predict which will hold the most/least water. Pour cups of water to see which holds the most/least. For objects that are similar in size, predict how much water it will hold and then use a measuring jug to read the capacity.
Tuesday- Your child can draw pictures of a vehicle from the past and present. Label the parts of the vehicles and think about the different materials used.	Tuesday (theme)- Direct your child to create their own vehicle by drawing different 2D shapes to make it. They can be as creative as they want to be.
Wednesday- Task your child with writing a journey story in the role of a transport driver. This could be a pilot, a boat captain or an astronaut for example.	Wednesday- Ask your child to find a book. Can they find 3 items which are heavier than the book and 3 items which are lighter than the book?



<p>Thursday- Ask your child to write a set of instructions on how to stay safe on the road. What do they need to do when crossing the road? Who can help cross a busy road? Include adverbs such as: carefully, slowly, cautiously.</p>	<p>Thursday (theme)- Sit with your child and look outside a window for 5 minutes. Tally the different types of transport that passes by. Can your child record this information in a bar chart or pictogram with your help?</p>
<p>Friday- Visit the Literacy Shed for this wonderful resource on The Bridge or your child can write a list poem about a boat, a train, a plane or even a submarine. E.g. Wooden tracks sleep, roaring wheels charge, smokey engines smoke.</p>	<p>Friday- Work with your child to measure the temperature of each room in your home using a thermometer (you can download a free one on most phones). Which room is the hottest/coldest? Discuss why this might be? Repeat the activity at a different time of the day, has the temperature changed? Why?</p>

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about transport. Learning may focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.

- Transport Through Time!**- Support your child to create a timeline of transport from the past to the present. Find a selection of photographs and place them in the correct order. Take a look at these [online resources from the transport museum](#) to help you. Create a booklet about different forms of transport. Find out about the first aeroplanes. Who was the first person to fly in one? Who invented the first train? Look at pictures of the penny-farthing. Why do you think we don't ride them today? What makes racing bikes different from mountain bikes?
- Moving Models-** With your child find some junk modelling around the house and support them make a model car that moves or use Lego. Test it out in the garden or during your daily walk. Does the car move faster or slower on a ramp? Why/why not?
- Float your Boat!**- Using a variety of materials, work with your child to make boats out of junk e.g. wood, plastic, paper, polystyrene etc. Make a prediction about whether or not they will float and then test them to see which floats the longest. Can your child summarise why this boat floated for the longest?
- Transport Across Europe-** Show your child a map of Europe (You can use Google Maps if you don't have a paper one available). Research the different means of transport in France, Mexico and India. Compare them to see which means of transport we have in common. Why are some modes of transport more popular in some countries? Create an information report on one chosen mode of transport. Include the appearance, age and what it's commonly used for.
- Wacky Wheels-** Cut out a circle from an old cardboard box. Ask your child to create a wheel print using this template and paint. If you do not have paint, your child could draw around the circle and create a repeating pattern. Look at this [Sonia Delaunay print](#) for inspiration. Share at [#TheLearningProjects](#).



STEM Learning Opportunities #sciencefromhome



Brilliant Boats

- Use tinfoil to create a simple boat design. Try testing it by seeing how many coins it will hold.
- What shape makes the best boat?
- Don't forget to recycle the tinfoil after using it!



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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