



Learning Project WEEK 1 - My Family

Age Range: Y1 & Y2

Weekly Maths Tasks (Aim to do 1 per day)

- Play on [Hit the Button](#) - number bonds, halves, doubles and times tables.
- Practise counting in 2s, 5s and 10s. This [game](#) could support this.
- Work on a shopping list for the weekly shop and get children to add up how many items and add up the cost of some items. This [game](#) could support work on making amounts of money.
- Practise telling the time. This could be done through this [game](#) (scroll down to access the game). Read to the hour and half hour.
- Write the numbers 0-20 in words and digits.

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 read, [Storytime](#).
- Watch [Newsround](#) and find out what is happening in the world. What did you find out? Is there anything you need help understanding?
- Create a bookmark, perhaps you could choose characters from your favourite stories.
- Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone?

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)

- Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below.
- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week: Keep a diary of things you do in the week.
- Spell common exception words
- [Spelling City](#)

Weekly Writing Tasks (Aim to do 1 per day)

- Family: Look at a family in a traditional story - how are they different to your family? Can you write sentences comparing the two families?
- Take a look at a variety of poems with your child. Ask them to pick their favourite poem and write a poem <https://www.poetry4kids.com/topic/family/>
- Write a letter or postcard - find out about different postcards and why people write them. Can they design the front of the postcard and then plan what to write and who they could write it too.
- Ask your child to create a story about their family. Who will be the main characters? Where will the setting place



Learning Project - to be done throughout the week: My Family



The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

Family:

- This is time to find out about their family and traditions they follow. Ask them to think about: Who they live with? How many adults? How many children? Can they sort their family members into height order? Who is the tallest? Who is the shortest? Is the tallest family member the eldest family member? If they drew around all their family members' hands; could they count in 5s? What if they drew around their feet? Could they count in 2s? Ask think about one family member they would love to interview. They could be a family member that lives with them or a family member that lives somewhere else. Can they write down some questions they would like to ask them? Have they got a pet? Can they draw or paint a picture of their family? Can they talk about their picture to a family member?

Self portrait:

- Ask your child to think about which materials they use to draw? Can they find different materials around the house to help? [Ideas](#)

Create a card:

- Ask your child to design a card for someone in their family. It can be a birthday card, thank you card or a card to tell someone how much they love them!

Family tree:

- Look at photographs of your family members and discuss where they would go on a family tree. Have you met everyone? Is there anyone you could interview and find out more about?



Design a personal coat of arms shield for the family:

- Find out what a coat of arm shield means. Ask them to begin to think about their design. What could they draw? What does it mean to them ? Ask them to think about the colours and shapes. Maybe if they have some cardboard around the house they could make a shield to give to a family member.

Create a booklet all about the family:

- Can they name the people in their family and write sentences about them? Who are they? What do they call them? What do they like or dislike? Why are they special to them? Maybe they could get a photograph or draw a family member before they write about them.

News Reporter for half a day:

-Their challenge is to interview family members and find things they like and dislike? Can they write down things they like and dislike? Can they compare these to someone else in their family? In your interview they could create flashcards with words such as: colour, clothes, food, drinks, books, places, music and then ask a family member to pick a flash card and talk about their likes and dislikes.

Data detective Ask your child to look at people in the house. What colour is their hair ? Eye colour? Favourite colour? Favourite food? Ask them to collect this and place in a tally chart.

<https://www.twinkl.com/qa/resource/t2-m-250-favourite-colour-tally-and-bar-chart-worksheets>



Interview a family member:

- interview a family member that doesn't live at home with them. Allow your child to ask them about their childhood. Who did they live with? Who is in their family? Have they got any family traditions they follow and why.

Write an invitation to a family event: Ask your child to invite a family member to one of the following: - (*talent show, music show, magic tricks, jokest*) In their invitation ask them to think about the time, date and place. How will they design the invitation? Who will deliver it?
Share the <https://family.gonoodle.com/activities/milkshake> movement and mindfulness video with their family. Who was the best? Which part did they enjoy? Could you create a video of your own?

Additional learning resources parents may wish to engage with

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Headteacherchat - This is a blog that has links to various learning platforms. Lots of these are free to access.

Additional Year 1 phonics support can be found here:

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

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Learning Project WEEK 2 - Area you live in	
Age Range: Year 1 & Year 2 (KS2)	
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Play on The Mental Maths Train Game - practise adding and subtracting. • Recognise the place value for numbers up to 99 in this place value basketball game. • Create a card game that is based around making number pairs to twenty that can then be played as a family. • Identify 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? • Write the numbers 20 - 50 in words and digits 	<ul style="list-style-type: none"> • 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 read: https://www.storylineonline.net/ • Watch Newsround and find out what is happening in the world. What did you find out? Is there anything you need help understanding? • Read the book 'Voices in the Park' Discuss the illustrations and why the book has been set out the way it has. • Create a mask of one of the characters from 'Voices in the Park'. Can your child hot seat the 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"> • Daily phonics - Ask your child to practice their sounds and blend words. Interactive games found on link below. • Phonics play • Top Marks • Spelling • Spell the days of the week • Spell common exception words • Spelling City 	<ul style="list-style-type: none"> • Ask your child to Imagine that they live in the opposite house. What would they see? Write sentences using a variety of suffixes - ing and adjectives. • 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? • 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, Isle of Struay Katie Morag. This Powerpoint may help. • Write a letter to the Queen and post it.



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 area.

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 Birmingham. 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. 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.

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 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 Skegness, Boston, Lincoln?

Compass: Make a compass. Do you know what the different compass points mean? Can you label the points?



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: Below is the Birmingham flag. What do you think the flag represents? Can you design your own flag for your local area? What could you add? What would they mean to you?



Design a cottage - Compare how a cottage is different to your house. 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

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Learning Project WEEK 3 - Viewpoints	
Age Range: KS1	
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Play on The Mental Maths Train Game - practise adding, subtracting, multiplying or dividing. Practise counting in 2s, 5s and 10s. This game 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. 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? 	<ul style="list-style-type: none"> 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 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! Read a non-fiction book Read an article from a newspaper or magazine to an adult.
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"> Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below. Phonics play Top Marks Spelling Spell the days of the week Spell common exception words Spelling City 	<ul style="list-style-type: none"> Draw a picture of your house and label it. 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?

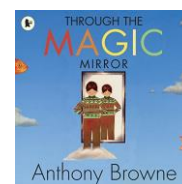


Learning Project - to be done throughout the week: View point

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.

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' - find 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.

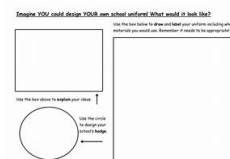


Find a mirror in the house: What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar 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: Pretend that your child 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? 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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Learning Project WEEK 4 - Animals

Age Range: KS1

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • . • Play on Number Fact Families - find the addition and subtraction fact families for numbers up to 20, 50 or 100. • Practise counting in 2s, 5s and 10s. This game could support this. • Go out in the garden and observe the different creatures/animals that can be seen. Count how many of each animal/creature you can find. • Practise learning about money by playing this game. You could also use real coins and play a similar game with family members. • Select a number between 2 and 20. Make a poster showing how many different ways to make this number using addition, subtraction, multiplication etc. 	<ul style="list-style-type: none"> • Can you read fiction, non-fiction and poems about animals? • Can you find adjectives in the books used to describe the animal? • Listen to the stories: https://www.storylineonline.net/books/clar-k-the-shark/ https://www.storylineonline.net/books/library-lion/ • Create a bookmark with animal facts • Read common exception words and time how long it takes for you to read them all. Can you beat your score by the end of the week?
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"> • Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below. • Phonics play • Top Marks • Spelling • Spell the days of the week • Spell common exception words • Spelling City 	<ul style="list-style-type: none"> • A-Z Animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons? • Draw a picture of your animal and label it. Can you write sentences using adjectives? • Write a set of questions about animals you would like to find out about. • Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them. • Describe similarities and differences between animals.



Learning Project - to be done throughout the week: Animals

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

Find out about:

What are mammals?,
What are amphibians?
What are birds?
What are fish?
What are reptiles?
What are minibeasts?

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

Create a mask : Using different materials around the house, create a mask of their favourite animal. Think about the colours and shape. Can they add different textures to their mask?



Where does your animal live? Play [this](#) sorting activity to develop their understanding of where different animals live.

Animal grouping: Get your child to group animals into two columns. Identifying animals that can fly and cannot fly. What do animals eat? Scientists group animals into three different groups according to what animals eat. These groups are carnivores, herbivores and omnivores. Carnivores eat other animals, herbivores eat plant material including fruit, leaves, vegetables, omnivores eat a mixture of meat and plant material. *(Animals that eat other animals are called carnivores. Animals that eat plants are called herbivores. Animals that eat both plants and other animals are called omnivores)*

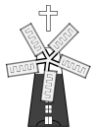
Sorting Cards

Needs of an animal. Can all animals be kept as a pet? Think about a particular animal and find out if that animal could be a pet. Draw pictures of different animals. Sort the animals into two groups; suitable for a pet and not suitable for a pet. Explain why animals were sorted in a particular way.

www.rspcaeducation.org.uk/teachers - Design a leaflet explaining to potential pet owners what each animal will need. - Interview a pet owner to discuss the responsibilities involved with looking after an animal. How often do they need to find their pet? Who helps clean? What does their pet eat? Find some pegs at home. Can you create your own mini animal or object, cut it in half and stick it to a peg.



Nocturnal animals - What do they think this word means? [Watch](#) and discuss the animals they saw. Have they seen these animals? How could they describe them? [Play](#) Nocturnal animals are more active at night than during the day. These animals sleep during the day, often in a burrow or den. They have special adaptations that help them survive in the dark. Over millions of years, these animals have developed traits that help them survive in the darkness. Nocturnal animals may have larger ears to hear better, bigger eyes to see better, and body parts that glow in the night. Create your own big-eyed nocturnal [animal art](#).



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