



Learning Project - Week 3 - 04.05.20
Theme - Viewpoints

Year 2

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Work on Times Table Rock Stars – which you have an individual login to access. This week they will be practicing the x10 and x5 or x5 and x3. • Choose 5 addition facts from the number facts grid to practise each day. • Access the Power Maths online B book and continue working on Unit 10 – Fractions. Remember to complete all sections of the lesson – Discover, Think Together and Individual Practice. • Play on The Mental Maths Train Game - practise adding, subtracting, multiplying or dividing. • Practise counting in 2s, 5s, 10s and 3s both forwards and backwards. This game could support this. • Look in different rooms and go on a shape hunt. How many different shapes can you find? Are they 2D or 3D? What are they called? Can you describe their properties? • 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? Remember to partition in different ways. Eg. $49 = 40 + 9$, $30 + 19$, $20 + 29$ 	<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. Use your ActiveLearn books for this - which you have an individual login to access. Remember 3 new books are set each week. • 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, if possible could this be based on plants to help you learn more about our topic. This book list from TWINKL may help you decide on a 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"> • Use Spelling Shed to practise your weekly spellings. The spelling rules this week are; igh, the j sound as g or adding the suffix ed. • Daily phonics – get your child to practice their sounds and blend words. Interactive games can be found on the links below. <p>➤ Phonics play</p>	<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. Try and use powerful adjectives. • Hide and seek: Write a set of instructions on how to find something in

- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week and months of the year – Remember the capital letters.
- Spell some of the common exception words

your bedroom. Think about the positional language to help find the object and remember to include your imperative verbs.

- Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences using suffixes such as ly and ment. Try to write exclamation sentence types – What a strange _____ I saw!
- 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.



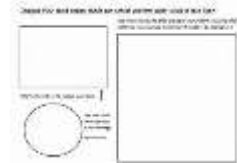
Find a mirror in the house: What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar 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: Tell your child that they 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? Would it be the same for girls and boys? 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?

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.

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

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