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| Learning Project: Summer Term Week 3 (27.4.20) - **Viewpoints** | |
| 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.  The activities for this project are designed for the whole family. We do not expect you to do all the activities. Please choose the activities that interest your family and do throughout the week. If you would like to share this learning with your teacher then you can upload it onto Tapestry, Purple Mash or email it to school.  You can also continue to contact your teacher through Purple Mash, Tapestry and e-mail.  This symbol shows that the activity has been set and can be handed in on  Purple Mash (although you can use paper/card instead if you prefer).  *Please look at Tapestry, Purple Mash and the school website for English and Maths activities.* | |
| Activities: | |
| **Using your senses**  Ask your child to pick a window in the house. Ask them to stand there for a few minutes and write or draw what they can see. 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? Look out of a different window (e.g. back or side of the house) and write or draw what they can see now. Look at the two pictures together and discuss what is the same in both pictures (e.g. the sky) and what is different? |  |
| **Sketching**  Ask your child to find a place in the house and look around them at what they can see. What is on the left hand side of them? What is the right hand side of them? Ask them to choose one part and sketch what they can see. How are they going to make it look more like the thing they are sketching? Think about the size and shape – how can they create this with their pencil line? What textures can they include in their sketching (dots, dashes, hatching, cross-hatching and shading)? Does it make a difference how hard you press on with your pencil? |  |
| **An imaginary world**  Close the curtains and ask your child to imagine that the house is in a new imaginary world. What do they imagine? Is it snowy? Are there dinosaurs/ monsters in the new world? Ask them to tell you a story about it.  Your child could create a story map to show what happens in their imaginary world or even write their own story about their world.  They could create their story on Purple Mash – **‘2Create a story’** |  |
| **Diary writing**  Ask your child to keep a diary of things that happen outside one of the windows in your house. They could draw and label what they see or write sentences.  Year 2 - Remember to try and include features of a diary (date, past tense, time conjunctions to link events, first person: I, my, we etc.) |  |
| **Food**  Ask your child to draw or write a shopping list to help plan for the weekly shop. Encourage them to ask all family members views on what they would like to eat that week. What is your most favourite meal? What is your least favourite meal?  As a family, can you find a new or interesting recipe? Can you make this meal together? Can your child write down instructions of how to make this new recipe?  Year 1 and 2 - Remember to try and use some of the features of a recipe: title (how to…), a list of what you need, numbers or bullet points to separate each instruction and to show the order, use bossy words (verbs-e.g. put, stir, mix, chop, pour, slice), short and clear sentences, diagrams or pictures. |  |
| **Sight hunt**  Support your child to make a viewfinder. Cut out a square of card from an old cereal box/cardboard. Cut a smaller square out of the centre. Take your viewfinder around the house and garden and explore what things you can see. Alternatively, you could create a pair of binoculars as pictured.  Your child could write a list of the things they see or draw/paint a picture. If you have a tablet or phone that could be used by your child they could do the same activity but using photographs to record. |  |
| **Sound hunt**  Send your child on a sound hunt around the house. Can they find and record all of the items that make sounds? (e.g. hairdryer, TV, fridge, microwave, phone) What made the loudest sound? What made the quietest sound? How and why do you think these objects make a sound? |  |
| **Data collection**  Set a timer for 5 minutes. Draw out a simple grid and ask your child to put a tick/tally in the right place every time a person, car or bike goes past. When complete, can they count up the ticks/tallies and write the matching numeral?  You could ask your child questions about the data they’ve collected, for example: Were there more people, cars or bikes? How many cars and bikes were there altogether? How many more cars went past than people? What is the difference between the number of bikes and the number of cars?  Year 2 – could you present this data in another way? (pictogram, block chart) |  |
| **Shapes**  Practise making shapes on this online [geoboard](https://apps.mathlearningcenter.org/geoboard/). How many sides does it have? How many vertices (corners)? Is there a vertical line of symmetry? What do you notice about the sides? Are they all the same length?  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?  Link: <https://apps.mathlearningcenter.org/geoboard/> |  |
| **Hide and seek**  Ask your child to write/say a set of instructions on how to find something in their bedroom. Encourage your child to think about the positional language to help find the object. Ask them to give their instructions to someone else in the house and see if they can find the object. |  |
| **Self-portrait**  Ask your child to look in a mirror at their hair colour, eye colour, skin colour. Ask them to create a self-portrait. They could use either felt-tips, crayons, collage materials or paint. Look at some pictures in books and magazines. Does everyone look the same way as them? How do people look different? |  |
| **My face/My body**  Can you chose either of the Purple Mash activities (My face of My body) to draw a picture of yourself? Try and include as much detail as you can e.g. eye brows, glasses, earrings, freckles etc.  **Top tip:** You can slide this bar (bottom left of page) up and down to change the width of the pen. |  |
| **All about me**  Can you create a poster to share facts that are all about you. You could use the Purple Mash activity – **‘All About Me’** to do this if you wish.  **Top tips:** Use this symbol in the top right of the page to help zoom in and out when you are typing.  Click on this symbol at the top left of the page to get more options to change your font. |  |
| **Guess the family member**  Ask your child to write down/say clues about a person in their family, for example:  **They have long brown hair. Their birthday is in March. They don’t like spiders. Who is it?**  See how many family members your family can guess by using your clues. If they are guessing them easily, see if you can make it trickier for them by choosing your clues really carefully and making them a bit harder. |  |
| **Judge Jenny**  Read one of the stories: Goldilocks and the Three Bears, Jack and the Beanstalk or Cinderella. The characters in the stories have been to see Judge Jenny. Can they persuade Judge Jenny to see the story from their point of view? Watch the corresponding [links](https://www.bbc.co.uk/bitesize/topics/zngg87h/) (that matches the story you’ve read) to help Judge Jenny to decide.  Now it’s your child’s turn… read a different story, for example: Little Red Riding Hood, Three Little Pigs or the 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?  Link: <https://www.bbc.co.uk/bitesize/topics/zngg87h/resources/1> |  |
| **New school uniform**  Ask your child if they could have a say about their school uniform what might they change. 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 everyone? What would they say to the school council? How would they campaign? Would they have badges, posters, events and banners to help their debate? |  |
| **New school logo**  Ask your child to think about their current school logo now. What might 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? They could hand-draw their new logo or create it on **‘2Paint’** on Purple Mash.  **Top tips:** If you click on this symbol on the top left of the screen you get more options of what tools to use.  Also you can slide this bar (bottom left of page) up and down to change the width of the tool. |  |
| **Newsround**  Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and find out what is happening in the world. What did you find out? Is there anything you need help understanding?  Link: <https://www.bbc.co.uk/newsround/news/watch_newsround> |  |