



W/C 11.05.2020: Learning Project – Celebrations Online

Age Range: KS1

From next week (18.5.20), we will be setting an optional task in Seesaw for each class, and your teacher will be checking in to see any work that you would like to share on this. You will be getting details via Arbor as to how to access this via your child's account.

Weekly Reading Tasks	Weekly Phonics/Spelling Tasks
<p>Monday- Find a book where you can see the characters celebrating. Is it a birthday? Can you read the book to someone over the phone?</p>	<p>Monday- Y1 Explore alternative pronunciation of the a grapheme. Sort words into lists by the way the a grapheme is pronounced. <i>Words: hat, splash, band, laptop, grand, bacon, apron, angel, apricot, bagel, fast, bath, grass, after, path, was, what, squad, want, wander.</i> Phonics play</p> <p>Y2 – Look at adding the suffix 'est'. Talk about how adding 'est' to an adjective gives us even more information about a noun. Focus on adjectives where you just need to add 'est' to the root word (e.g. quick. light, cold, great, full, small, tall, bright etc). Write sentences using some of these words.</p>
<p>Tuesday- Read the story Kipper's Birthday. Discuss how it may be similar or the same to your birthday celebration.</p>	<p>Tuesday- Y1 Explore alternative pronunciation of the y grapheme. Practise sorting words into lists by the way the y grapheme is pronounced. <i>Words: yes, yell, yawn, yellow, yet, by, why, dry, reply, sky, gym, crystal, pyramid, myth, happy, funny, hairy, smelly, crunchy.</i></p> <p>Y2 – Focus on adjectives that end in an 'e' (e.g. tame, rude, fine, brave, cute, huge, large, etc). Discuss the rule of dropping the 'e' in order to add 'est' (e.g. bravest, cutest, largest etc). Can you think of some more words that follow this pattern? Write sentences using some of these words.</p>
<p>Wednesday- Create a celebration book with your family. Can you add sound buttons onto the words?</p>	<p>Wednesday- Y1 Practise learning to read the tricky words: <i>many, laughed, because, different, any, eyes, friends, once, please.</i> <i>Can you spot the tricky parts of each word?</i></p> <p>Y2 – Today look at adding 'est' to adjectives that end in a 'y' (e.g. funny, messy, silly, happy, muddy, lovely, pretty, slimy etc). Discuss the rule of turning the 'y' into an 'i' before adding 'est' (e.g. funniest, happiest, prettiest etc). Can you think of some more words that follow this pattern? Write sentences using some of these words.</p>
<p>Thursday- Create a Celebration Reading Den. What will you have in there? Who can read in there with you? Will you have cushions in there, so you are comfortable?</p>	<p>Thursday- Y1 Explore alternative pronunciation of the ch grapheme. Practise sorting words into lists by the way the ch grapheme is pronounced. <i>Words: church, chick, crunch, pinch, chirping, school, chemist, chord, chorus, technical, chef, chalet, brochure, machine.</i></p>

	Y2 - Look at adding 'est' to adjectives that end in a vowel followed by a consonant (e.g. big, dim, fat, glum, grim, hot etc). Discuss the rule of doubling the final consonant before adding 'est' (e.g. biggest, fattest, hottest etc). Can you think of some more words that follow this pattern? Write sentences using some of these words.
Friday- Read a poem about a celebration you have had or looking forward to celebrating with your family.	<p>Friday- Explore alternative pronunciations for the ou grapheme. Practise sorting words into lists by the way the ou grapheme is pronounced. <i>Words: loud, proud, sound, round, mountain, you, soup, group, could, would, should, mould, shoulder, boulder.</i></p> <p>Y2 - Play 'Word Sort'. Sort adjectives into lists according to the rules identified this week for adding the suffix 'est'.</p> <ul style="list-style-type: none"> - Just add 'est' - Drop the 'e' then add 'est' - Change the 'y' to an 'i' then add 'est' - Double the consonant then add 'est'
<p>Free Ebooks you could use:</p> <p>The Toys' Party (Do you think you could make a tea party for your toys?)</p> <p>The Birthday Cake</p> <p>Special Days Poems</p> <p>Happy Birthday, Winnie!</p>	Spelling Shed Practise your spellings here.
Weekly Writing Tasks	Weekly Maths Tasks- Time and Shape
Monday- Ask your child to write an invitation for a celebration. This could be a birthday party, Easter celebration etc.	Monday- Play Daily 10 - play levels 1 or 2 to practise adding and subtracting.
Tuesday- Ask your child to create a list of all of the celebration days they can recall and write a sentence about what they remember about each.	Tuesday- On a calendar (here is an online calendar if needed) go through and write down when different family members birthdays are or when special events are happening in your family.
Wednesday- Encourage your child to invent a story involving a celebration. They could write it out or make a story map. Encourage your child to use story language. (Here are some resources to help encourage good story language).	Wednesday- Play this game to practise ordering the months of the year.
Thursday- Can your child create a birthday card for the next family	Thursday- Practise telling the time in words. This could be done through this game (scroll

member's birthday? Can they try and add a rhyming poem in the middle?	down to access the game). Read to the hour, half hour and quarter past.
Friday- Ask your child to write a menu for a special celebration. It could be Christmas dinner or a Diwali feast. What other celebrations are there that have special food as part of the festival? What are the special foods?	<p>Friday - Go for a 3d shape hunt around your home. Then play this game to help you identify the different shapes</p> <ul style="list-style-type: none"> • Numbots - your child will have an individual login to access this. • Daily Fluency Activities can also be reached from this website (Week 2) • Daily Maths Lesson This site has daily Maths lessons which can be accessed online. These are available for Y1 and for Y2. • Design a poster showing what you learned in your daily Maths lesson. You can be as creative as you want to be!

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.

What does celebration mean to you?

[Watch](#) with your child. Make an A-Z list of celebrations around the world. How many can they find?

What have they celebrated this year with their friends and family? Can they remember celebrating their birthday? How did they celebrate their birthday? Could they draw a picture of their special celebration? Can they interview a family member about their favourite celebration? What did they do? Who can they remember?

Create a celebration card for a family member.

What will they put on the front? Will it be pictures, or will they write a birthday poem? Can they use different materials to design their celebration card?

Bake a cake:

Weigh out the ingredients and bake a cake for a celebration. Can they write the instructions and send them to a friend? Can they tweet their school with a photo of their cake and instructions? [Here](#) are some child friendly baking recipes!

Design a celebration party

Ask your child to choose a celebration. Who would they invite? Get them to make a list of things they will need? (banners, balloons etc...) Would they have to have a dress code? Can they design a celebration invite? On a piece of paper can they think about the colours and pictures they may have.

Months:

Can your child name the months in order? What do they notice about them? (Look at the letters at the beginning of the month.) Can they think of a celebration for each month they may have with their family? Find out when it's people's birthdays or anniversaries. Which month has the most celebrations?

Seasons: Ask your child how many seasons we have. Can they name them?

[Watch 1](#) [Watch 2](#) Ask them to look outside their window and see if they can name the season we are in at the moment. What can they see? Can they see any flowers? Or new buds? Can they draw a picture of what they can see using different materials?



Calendar: Collect some materials to create a Seasons Calendar. Think about the design and what they will need. [Here](#) are some examples you could use.

Spring is in the air: Spring is around us. Traditionally people would 'spring clean'. Can you help your grown up tidy up a cupboard so that it is clean and tidy for the rest of the year?



Celebrations across the four season:

Think about all of the celebrations we have around the world. Can they name them and place them into the correct seasons?

Autumn: Diwali, Bonfire Night, Harvest Festival, Hanukkah

Winter: Christmas, New Year

Spring: Holi, Easter, Mother's day

Summer: Father's day, EID, Vesak

Choose one or more of the celebrations above and make a card for it. How will your design show which celebration it is for? Are there particular colours they can use? Could they make a [pop-up](#) card? Could they make a card using no pen and only fabric?



Have they ever taken part in an 'Egg and Spoon Race'?

Find four friends or family members to take part. (The rule is to balance an egg or similarly shaped item upon a spoon and race with it to the finishing line) You can decide on the prize!

Traditional celebration: Talk to an adult and ask about any traditional celebrations you may have as a family. Why do you celebrate them? How do you celebrate them and when?

Do you have to wear different clothes and eat different food? Are there any celebrations your family take part in that your friends don't? Write a note to a friend to explain what the celebration is and why it is important to you!

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?

Mindfulness- Balance the toy

Helping your child to have some focused mindfulness time is a great way to help them cope with any difficult feelings or emotions, so over the next few weeks we are going to offer some simple techniques.

Try starting with short amounts of time and build up.

Help your child to find a soft toy (it will need to be something that will balance on their body, so make sure it's not too big or heavy!). Explain to your child that they should lie down on their back with their legs stretched out straight and their arms straight down by their sides. Tell them you are going to balance the toy on their tummy, and they need to stay still so that it doesn't fall off.

Explain this is a quiet time when you are both going to focus on your breathing because it's a great way to keep your brain and body healthy. Ask your child to take big slow breaths. Can they feel their toy moving up and down? Encourage them to keep quiet and still, with just their belly moving up and down as they continue to focus on taking long, slow breaths.

You could try doing this a few times throughout the week. Aim to keep going for at least one minute initially and increase to around three minutes as your child becomes used to the activity.

Additional learning resources parents may wish to engage with

- [White Rose Resource Packs](#) – Packs that will take you and your children through maths concepts in a step by step way!
- [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.