



Homelearning timetable

| Time | Activity |
|---------------|---|
| 07:30 – 08:30 | Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth |
| 08:30 – 09:00 | "Walk to school" – use this time to exercise or <u>take a look</u> at the MRA website and select the work you will be completing for the day |
| 9:00 – 9:30 | P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score! |
| 09:30 – 10:00 | Literacy - <u>Take a look</u> at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you |
| 10:00 – 10:30 | <i>Break time – Have a snack and a break</i> |
| 10:30 – 11:30 | Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you |
| 11:30-12:00 | Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube. |
| 12:00 – 13:00 | <i>Lunch</i> |
| 13:00 – 13:30 | Free time/playtime |
| 13:30 – 14:15 | Topic activity – Homework provided by teacher |
| 14:15 – 15:00 | Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model |
| 15:00 – 15:30 | Home time exercise activity - P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on <u>Youtube</u> , playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score! |

Parent Guidance for tasks:

These activities are suggestions and are not mandatory. For each task there is generally 2 options, both do not need to be completed, only choose a single task to complete, so 1 or 2. Please choose the option you feel is most suitable for your child and their stage of development. Where there is a worksheet provided – if you do not have access to a printer, please ask your child to copy out the worksheet onto any type of scrap paper (envelopes, old cards, cereal boxes etc).

MATHS

Numbers 0-20

Starter: Practise counting forwards and backwards to 20.

Task: To practice number bonds.

Option 1: List the number bonds to 10.

Option 2: List the number bonds to 10 and 20.

Challenge: Practice saying all the odd and even numbers from 0-20.

Video for children for number bonds to 10:

<https://www.youtube.com/watch?v=jZi-6-Uhwc>

Video for children for number bonds to 20:

<https://www.youtube.com/watch?v=-NACf1BtE8>

Parent guidance:

Number bonds are simply pairs of numbers that add up to a given number (in this case, ten or twenty).

If children need encouragement or support, then feel free to provide prompts.

LITERACY

Phonics starter: Watch and join in with phonics video.

Choose from Speed Sounds set 1, 2, or 3 or practise your sounds with the speed sounds chart we sent home.

Set 1 - <https://www.youtube.com/watch?v=AkCvR7oosTo>

Set 2 - <https://www.youtube.com/watch?v=Xcz6BwwJc8Y>

Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmKAg>

Task: Listen to and familiarise yourself with a well-known traditional tale.

Ask the children to cast their minds back to when we looked at 'The Ugly Duckling.' Can they remember the story?

Listen to the story again.

Read the story with your child if you have it at home, or using one of the following links:

http://teach.files.bbc.co.uk/schoolradio/the_ugly_duckling.pdf

<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-the-ugly-duckling-hans-christian-andersen/zvvgt39>

Pause and ask questions, such as:

"What do you think The Ugly Duckling's brothers and sisters think about their brother?"

TOPIC

Task: Science – materials

Take a trip around your home and see if you can name objects and name the materials you think they are made from. Remember to feel the material and use your senses to help you work out what it is! You can practice drawing a table like this, try your best to use a ruler to help you draw straight lines and remember to practice your cursive handwriting. Don't forget to use your phonics for spelling!

| <u>Item</u> | <u>Material</u> |
|-------------|---------------------|
| door | Wood |
| Sheets | Cotton or fabric |
| tap | metal |

If you're feeling creative, you could draw a picture to match your item.

Parent guidance:

Aim for at least x3 items, made from a range of materials.

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MATHS

Numbers 0-20

Starter

Practice saying your number bonds to 10. You could play number bond ping pong if you would like.

Video for children for number bonds to 10:

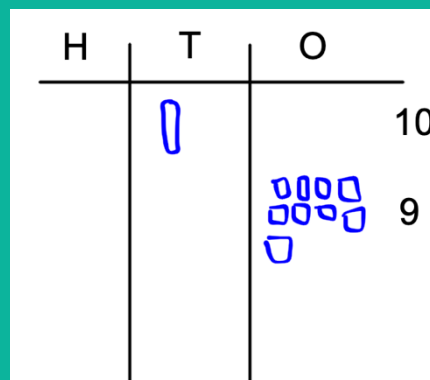
<https://www.youtube.com/watch?v=jZi-6-Uhwc>

Task

Option 1: Practise writing the numbers from 0 to 20.

Option 2: Create a place value chart and draw the dienes to represent the numbers from 0-20.

Eg.



Challenge: See if you can represent some numbers containing hundreds.

Parent guidance:

A 'hundreds block' is a big square to represent one hundred, a 'tens stick' is a long bar to represent 10 and one small square represents one.

'Hundreds, tens and ones' is something we talk about every morning within the maths meeting. Use the diagram above to help the children get started with the numbers e.g. two small squares in the ones column for the number 2 - they should then be able to complete the rest on their own.

LITERACY

Phonics starter: Watch and join in with phonics video.

Choose from Speed Sounds set 1, 2, or 3 or practise your sounds with the speed sounds chart we sent home.

Set 1 - <https://www.youtube.com/watch?v=AkCVr7oosTo>

Set 2 - <https://www.youtube.com/watch?v=Xcz6BwwJc8Y>

Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmkAg>

Task: Retell a well-known traditional tale.

On Monday, the children have re-familiarised themselves with the story of The Ugly Duckling.

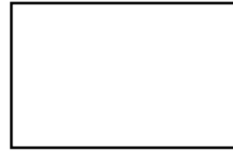
Option 1: Create a story map with 6 boxes. Draw a picture in the box for each part of the story and write a word or phrase that summarises the picture.

Option 2: Create a story map with 6 boxes. Draw a picture in the box for each part of the story and write a simple sentence to describe what happens in that part of the story.

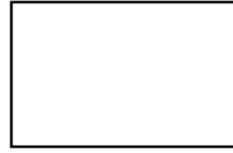
Try to remember your finger spaces, capital letters and full stops in the right places.



Once there was
a mother hen.



Once there was
a mother hen.



Parent guidance:

The children are familiar with story maps. The aim of this task is for the children to be able to retell the story of The Ugly Duckling in order. Aim to retell the story in roughly 6 boxes. The sentence can be a simple sentence it does not need to be elaborate at this stage.

As a challenge, children could write a different ending to the story.

TOPIC

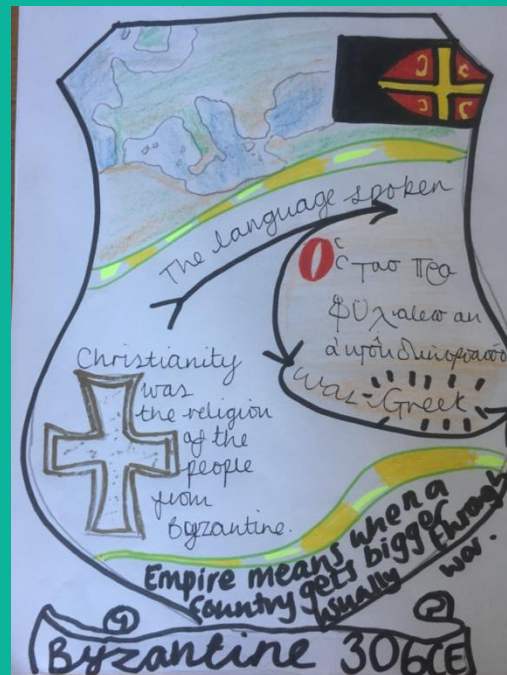
Task: History

During History our topic was, 'time detectives,' we want you to become a time detective yourself and go back to the beginning of the spring term when we looked at the Byzantine Empire.

Filling an A4 sheet of paper (as in the picture below) your task is to draw a shield with all the facts and knowledge from

this topic, using facts represented as pictures, phrases and sentences. (you can draw your own or an adult can do this for you if you can't print it).

Here's an example of one Ms Cahill did at home:



Be creative with your ideas! Don't forget to use colour and at least x4 facts or pictorial representations of facts on the shield. You can research using books, the internet or talking to family members. Keep your shield big so you can fill it with lots of great, key words and pictures.

Some helpful key vocabulary to get you started:

**Constantinople - Empire - Byzantine - Christianity -
Hagia Sofia - 306CE**

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MATHS

Numbers 0-20

Starter

To say one more and one less than a number.

Think of a number and practice saying what is one more and one less than that number. Choose at least 5 numbers between 1 and 19.

e.g. “**12**, one more than 12 is 13 and one less than 12 is 11.”

Task

Option 1: Practice making number bonds to 10 with objects in your home and saying them out loud. You can even add a story to go with it. eg. “There are three spots on the blanket, I add 7 and make 10.”

Option 2: Practice writing the **inverse** for number bonds to 10. First write out the number bond addition equation that makes 10 e.g. $1 + 9 = 10$ then underneath write the equation using the inverse operation e.g. $10 - 9 = 1$.

Challenge: To write the inverse for number bonds to 20.

Parent guidance

Help your children by showing them the correct way to write a number if you see they are writing one incorrectly. You

could model or write the first equation for them if they need some guidance:

$0+10=10$ $1+9=10$ $2+8=10$ $3+7=10$ $4+6=10$ $5+5=10$
 $10-10=0$ $10-9=1$ $10-8=2$ $10-7=3$ $10-6=4$ $10-5=5$

LITERACY

Phonics starter: Watch and join in with phonics video.

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Set 2 - <https://www.youtube.com/watch?v=Xcz6BwwJc8Y>

Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmkAg>

Task: Describe a character from The Ugly Duckling.

Ask your child to choose a character from the story and write a character description.

Option 1: Draw the character and write down a list of **adjectives** to describe him or her.

eg. The Ugly Duckling – short, small, fluffy, ugly, lonely, shy

Option 2: Write down adjectives to describe the character you have chosen e.g.

Jolly, tall, lonely, unhappy, bright, adorable, cute...

Then, use your adjectives to write a character description:
e.g.

The mother hen was a big, feathery hen with many children. She had lots of children to tend to. Many of the chicks played on the spikey, green grass. Mother hen loved her chicks very much, even when they squabbled loudly. She tried to keep her beady eye on them. Mother hen always ate bright, yellow corn for breakfast.

Challenge: Make up a new character for the story. Describe your character using adjectives.

TOPIC

Task: Geography

Very carefully draw an outline map of the world. Next week we will fill it in – but for now we want you to really concentrate on trying to be accurate with your map drawing. Have a map close to hand to copy for reference.

See Appendix 1 for map of the world.

Try and link things in your mind that help you remember where India is for example on the world map, it might be that it has a very unique feature in the way that it's shaped and it reminds you of something else!

Parent guidance:

Please encourage your child to look carefully and take their time with this activity, it's not to be rushed. If the map is close by for ease of reference for the child. They might want

to sing along to the continents song as they go. Access link here - <https://www.youtube.com/watch?v=K6DSMZ8b3LE>

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MATHS

Numbers 0-20

Starter

Sing counting by 5's song.

<https://www.youtube.com/watch?v=cJ4jV14Oz5I>

Task

Writing and spelling the numbers 0-20

Option 1: Write numbers from 0-20, then mark your work. Check that you have written the numbers the right way around! If any need fixing, write them again 3 times each.

Option 2: Write the numbers 0-20 in numbers and words, without copying. Check and mark your work. If any needed fixing, write them out again 3 times each.

1 - One, 2 - two, 3 - three, 4 - four, 5 - five, 6 - six, 7 - seven, 8 - eight, 9 - nine, 10 - ten, 11 - eleven, 12 - twelve, 13 - thirteen, 14 - fourteen, 15 - fifteen, 16 - sixteen, 17 - seventeen, 18 - eighteen, 19 - nineteen, 20- twenty.

Challenge: Write out a maths story using number words. E.g. Mr Johnson and Ms George had fifteen oranges, they used ten to make juice. How many oranges do they have left?

Answer: They have five oranges left.

Parent guidance

Encourage your child to self-correct their work, spotting any mistakes themselves. They could use a different colour pencil to fix their mistakes.

LITERACY

Phonics starter: Watch and join in with the poetry video.

Cake-O-Saurus:

<https://www.youtube.com/watch?v=FZDTblrzw-o>

Task

Hot seating

Time to hot seat! Close your eyes and imagine you are The Ugly Duckling, get in to character and have someone ask you questions about what happened and how you feel. You need to respond as if you are the Ugly Duckling.

Eg.

How did you feel at first when your brothers and sisters were calling you names?

How do you feel now you have turned into a beautiful swan?

Do you have many other swan friends?

Parent guidance:

If possible, engage with your child in this task and get involved in the acting and questioning!

TOPIC

Task: Art - Paul Klee.

This term we looked at Paul Klee and you made your own Paul Klee-inspired paintings based on something that lives underwater. This time, we encourage you to make your own Paul Klee inspired picture using any materials you have at home using any medium – pencils, paints, collage. Below are some examples of his work ... do your best! Look at his work and see if you can make your own version of his work.



Parent guidance:

Allow the children to explore and produce whatever they feel is right. Encourage them to fill an A4 page (if possible/available). If any children find this hard, exploring with colour on the paper is beneficial in so many ways and that should be celebrated.

MATHS**Numbers 0-20**

Starter: Counting by 2's song.

<https://www.youtube.com/watch?v=JyCr0lgbYcl>

Task: Maths stories using numbers from 0-20

Option 1: Answer the questions to the number stories:

- There were 8 eggs in the basket and 4 were taken. How many eggs are there now?
- There are 10 toys, 3 have wheels. How many do not have wheels?
- There are 10 milkshakes, 6 are chocolate and the rest are strawberry. How many are strawberry?
- Ms Tailor has 7 sandwiches for lunch, Mr Daly has 6. How many sandwiches are there altogether?

You can use objects in the house to help you or draw circles.

Option 2

Today's task involves using your imagination in mathematics! You can use numbers from 0-20 to create a maths story. Will your story involve adding (how many are there altogether)? Or subtracting (how many are left)? Remember to work out the answer to your maths story.

Challenge: See if you can write a maths story that involves sharing an even number between two. Eg. There are 2 rabbits and 12 carrots in the field. How many carrots will each rabbit get?

Answer: Each rabbit will get 6 carrots.

Parent guidance:

Encourage the children to do a mixture of operations: adding and subtracting. If they feel confident with sharing / dividing, allow them to do so. Remind the children they can use their fingers, draw pictures or dots to help them work the maths story out as they go. They can also use the “biggest number in their head first” method, counting forwards and backwards from there.

LITERACY

Starter: Reading time! Read a book of your choice and/or a book from your home reader with someone at home. If everyone is a bit too busy you can always read to your teddies or pets, I'm sure they'd love to hear a story.

Task: Rewrite a traditional fairy tale.

Now it's time to use all the skills and practice you have been working on so far this week. Remember the order of the story, you can refer to your story map you made on Tuesday. Remember your finger spaces, capital letters and full stops in all the right places.

Option 1: Re-write the story of the Ugly Duckling:

Ask a grown up to write the sentence starters out for you then complete the sentence.

1. Once upon a time there was a mother hen who....
2. Her eggs started to hatch and ...
3. The chicks swam around and noticed...
4. They called him ...
5. The Ugly Duckling felt very
6. Finally, The Ugly Duckling stayed in a warm place and ...
7. One morning The Ugly Duckling woke up and ...

Option 2: Try to rewrite the story of The Ugly Duckling yourself. Remember the order of the story and all the brilliant adjectives you came up with! Use your phonics when trying to write out unknown words.

Challenge: Can you find another traditional tale to read?

Parent guidance:

Children have built up their skills and practice in storytelling and descriptive writing. Now they have the chance to rewrite the story themselves. Encourage the children to use capital letters at the beginning of sentences, full stops at the end of sentences and finger spaces between words.

TOPIC

Task: RE – The Easter Story

Watch the clip on the Easter Story -

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h>

If anyone at home knows the story you can always discuss it with them too or look it up if you have any books on this topic.

- Why were people in charge at the time jealous and angry with Jesus?
- What is the name of the punishment that the leaders inflicted on Jesus? (It begins with C).
- What is the name of the day that the Christians remember Jesus dying on the cross?
- What had changed the next morning by Jesus's tomb?
- What is the name Jesus used call his friends? (Begins with a d).
- What is celebrated on Easter Sunday?

Parent guidance:

These answers can be discussed, not necessarily recorded. If you can follow the video, pause the video at points where answers to the questions are and discuss these key points with your children.

Appendix 2 has some Easter colouring templates for children to colour. If you cannot print these, you can colour them on any iPads or tablets. Alternatively, children can draw their own picture. Maybe someone at home wants to show you their creative skills and draw one for you to colour in... how

many can you do?! What colours will you use? Colouring is a mindful activity that can provide a sense of calm.

See Appendices below

Appendix 1



Appendix 2

