

If there are 2 options, please choose the option you feel is most suitable for your child and their stage of development. If there is a worksheet provided and 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).

Suggested Daily 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 take a look 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 - 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
10:00 – 10:30	Break time – Have a snack and a break
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	Lunch
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic/Spanish 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 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!

Monday

Maths

Task:

Adding Circles



For this game, you need dice, a pencil and paper.

- Each of you should draw four circles on your piece of paper.
- Write a different number between 2 and 12 in each circle.



- Roll two dice. (Or roll twice, if you only have one die). Add the two numbers.
- If the total is one of the numbers in your circles then you may cross it out.
- The first person to cross out all four circles wins.

Use the key vocabulary: part whole add is equal to

Challenge: Use 3 dice and write numbers up to 18 or 4 dice and do numbers up to 24. Furthermore, you could use this random number generator:

<https://wordwall.net/resource/206944/random-number-selector-1-30> to do numbers up to 60.

Parent/Carer Guidance:

If you do not have access to dice, simply put the numbers from 1-12 (or as high as you wish) on small pieces of paper and randomly select them. You could also use the random number selector link.

Supplementary provision: We also recommend the government backed Oak Academy maths lessons (<https://www.thenational.academy/online-classroom/year-1#schedule>). Should you be able to, you can complete the daily lesson. Note, to do so you will need a suitable device to watch the video.

Literacy

Phonic starter: Everyone join in with Ms Rollin's Set 2 speed sounds lesson to recap your sounds.

Set 2 speed sounds video: <https://youtu.be/7n911RFbCv0>

Task: Spellings.

Choose a sound from the options below:

Set 1 - 'th', Set 2 - 'igh', Set 3 - 'ew'

Option 1: Think of 3 words that have your sound in and write them down.

E.g. Set 1: 'th' - there, that, and with.

Option 2: Think of 5 words that have your sound in and write them down. Put each word into a sentence.

E.g. Set 3: 'ew' - few, threw, chew, stew, knew.

My sister threw her dummy on the floor.

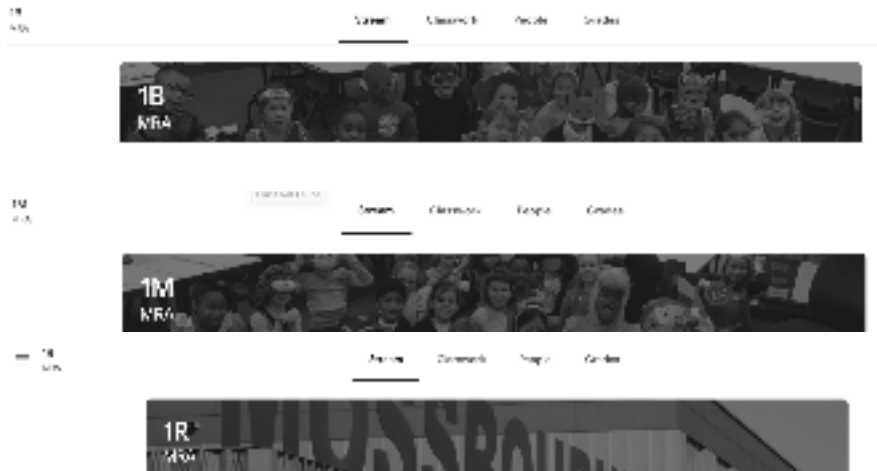
There were only a few sweets left after we ate them whilst watching a film.

Parent/Carer Guidance:

If anyone is struggling, say the sound out loud, then ask them if they remember the rhyme that goes with the sound. E.g 'igh' I fly high. If they still need a prompt, you can give them their first word with the sound in.

Computing

Task: Explore Google Classroom. Have a look at my welcome message in **Stream**. Click on **People** to check which of your friends have also joined the classroom!



Then, click on **Classwork** and have a look at the [home learning journal](#) I have set up for you there. Think about how you might like to use it. Remember that this is a document for you and you can share any of your learning with me. I will be able to see it and may make comments or suggestions, but I won't be 'marking' it. Make your first entry to your journal!

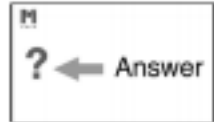
Parent Note: there is no expectation that all the home learning is uploaded within the Learning Journal. The child can upload as much or as little as they would like.

Tuesday

Maths

Task:

Grab bag subtraction



Choose a number of things to work with and put that many objects into a bag. You can use crayons, coins, beans, buttons, etc.

- Grab a handful of the items and count them. Ask your partner how many items are now left. *"I started with ___ items. I've taken out ___. How many are left?"*
- Write down the calculation.
- Encourage counting up or back, use manipulatives e.g. counters if you need to.
- You get a point for getting each calculation correct.
- Let your partner have a turn.



Use the key vocabulary: part whole subtract partition is equal to

Challenge: Put items back into the bag to create an addition equation. Switch between addition and subtraction. Use coins (1p, 2p, 5p and 10p) or assign varying values to other objects i.e. a button is worth 5 and a crayon is 10.

Parent/Carer Guidance:

At each stage of the task use mathematical language to describe the processes and encourage your child to include the key vocabulary in their sentences. If you are unable to provide the time to be your child's partner, they can roll a die (or randomly select a piece of paper numbered 1-10) to choose the number of objects to remove.

Supplementary provision: We also recommend the government backed Oak Academy maths lessons (<https://www.thenational.academy/online-classroom/year-1#schedule>). Should you be able to, you can complete the daily lesson. Note, to do so you will need a suitable device to watch the video.

Literacy

Phonics starter: Everyone join in with Ms Rollin's Set 2 video to recap your green words..

Set 2 green words: <https://youtu.be/ZMphy8-slsQ>

Task: Adjectives.

Write sentences based on how you are feeling, what you have been doing and what you hope to do in the future. Try and include an **adjective** for each. This task will help you with tomorrow's and Thursday's tasks.

An adjective is a describing word. E.g. I feel happy, the door is red, the teddy is fluffy.

Option 1: Write a sentence to say how you feel, what you have been doing and what you hope to do in the future. Try and include an **adjective** in each sentence.

E.g.

Feeling: I feel **safe** at home.

Doing: I have been reading lots of **fun** stories.

Hopes: When we are back at school I want to work **hard**.

Option 2: Write 2 sentences to say how you feel, explaining *why* you feel that way. Explain what you have been doing and *why* you've been doing it. Then, explain what you hope to do in the future and why. Try and include an **adjective** in each sentence and expand your sentences using **because**.

E.g.

Feeling: I have been feeling **excited** *because I get to ride my bike most days in the warm weather.*

Feeling: I feel **energetic** *because I have lots of energy to burn off.*

Doing: My family and I have been **busy** baking banana bread *because we had lots of ripe bananas.*

Doing: I have been playing with **bright** coloured lego pieces *because they look better than the dull ones.*

Hopes: I am **eager** to practise my number bonds to 20 this week, *because I already know my number bonds to 10.*

And so on...

Parent/Carer Guidance:

A good way to help the children start might be to just write words down on a sheet of paper to describe how they are feeling or what they have been doing. They can then build on these words to make sentences.

Then looking over the sentences you can ask if they have used an adjective to describe how they feel or describe their hopes.

Question prompts could be:

"How did we walk to the shop? Did we walk slowly or"


"What size do you want to build your sandcastle when we get to go to the beach in the future?"

"Ok - add that to your sentence!"

PSHE

Task:

Make a 'good day' checklist. When you have done each of these activities, give it a tick ✓. Don't worry if you don't manage to tick all of them today, you can try again tomorrow!

	Tuesday	Wednesday	Thursday	Friday
I got out of bed and dressed at a good time				
I ate healthy food and drank water				
I did some exercise				
I enjoyed some reading				
I practised some maths skills				
I talked to my family about how I am feeling; I asked them if they are having a good day				
I did a job to help around the home				
I had some playtime that was not on a screen.				
I asked my grown up what I have done well today				

Parent/Carer Guidance:

This activity is designed to support wellbeing and help to keep a routine going where possible. Feel free to amend the list to suit your own family circumstances. Talk to your child about what is on their checklist and you can write it out for your child or they can do so themselves, or record electronically, perhaps in the home learning journal on Google Classroom. If you find this approach helpful, please feel free to continue it throughout the period of home learning.

Wednesday

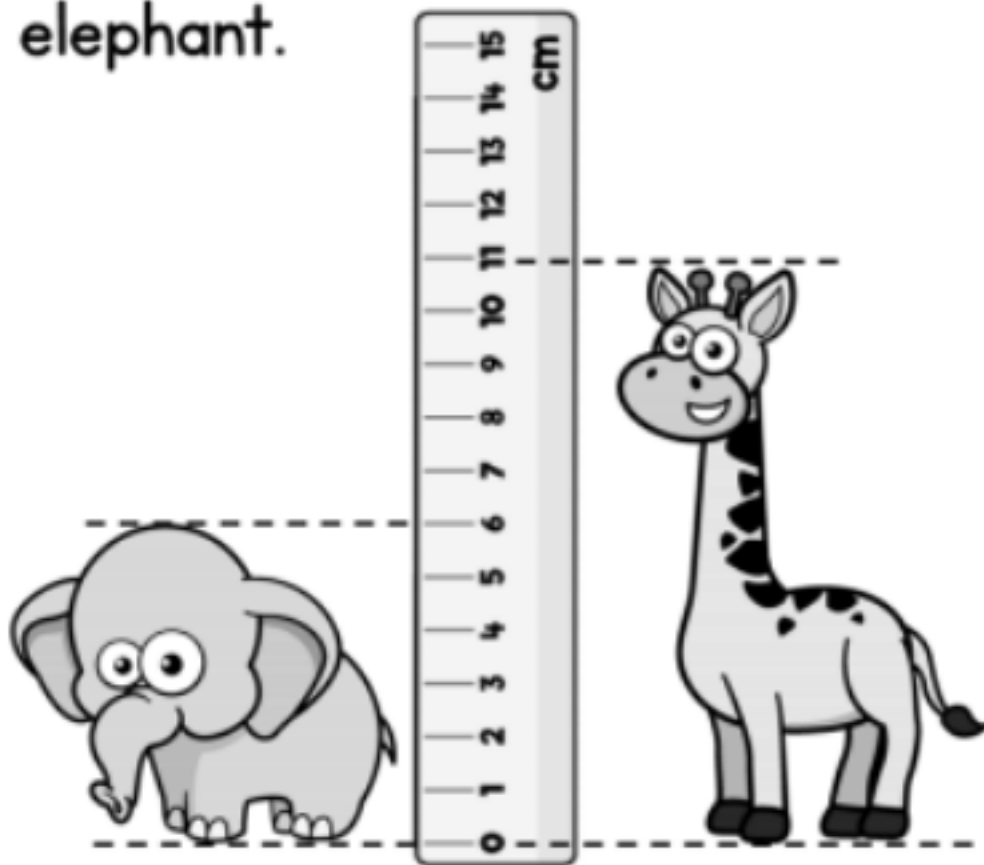
Maths

Task:

Option 1

Discuss the measurement subtraction/addition problem with your child by first identifying the key words in the sentence (you can read this aloud to the child). Then identify the key numbers (11 and 6). Finally, test whether addition or subtraction will help you to solve the problem. Once the key numbers have been identified you can use counters or cubes or help solve the equation.

Here is a toy giraffe and a toy elephant.



How much shorter is the elephant than the giraffe?

Option 2:

Bus problem



●●●●	100
●●●●	102
●●●●	212
●●●●	241
●●●●	312
●●●●	321



One afternoon, the bus driver sets off with 12 people on his bus. He stops at three stops. After the third stop, there are 15 people on the bus.

What might have happened at each of the three stops?

What are the different possible answers?
Create your own problem like the bus problem.

Bus problem – Adult guidance

Purpose: To consolidate addition and subtraction within 20 and give pupils opportunity to work systematically through a problem with more than one right answer.

Suggested sequence of learning:

Allow your child to think about a possible answer then discuss together. Ask them if there is more than one way to answer the question. Investigate using manipulatives (such as counters) to represent the people on the bus. Prompt children with questions such as at the first stop did anyone get on the bus? Did anyone get off the bus? See how many ways you can solve the problem.

Adaptations:

Constraints can be added to this problem using "What if...":

What if...

- At the first and second stops, people get off but no ones gets on?
- When the bus driver is calculating how many people are on his bus, he uses the 'Make ten' strategy at two stops?
- By the second stop, the bus is full?
- There are only two stops instead of three?
- At the first stop some people get off and some people get on?

Supplementary provision: We also recommend the government backed Oak Academy maths lessons (<https://www.thenational.academy/online-classroom/year-1#schedule>). Should you be able to, you can complete the daily lesson. Not, to do so you will need a suitable device to watch the video.

Literacy

Phonics starter: Choose phonics set 1 or 3, click on the link to join Ms Rollin and recap your speed sounds.

Set 1 speed sounds: <https://youtu.be/wwNW6pQG7PA>

Or

Set 3 speed sounds: <https://youtu.be/gJ24gzEpQq8>

Task: Write a postcard to a friend.

Choose a friend to write a postcard to. You can use some of your sentences from yesterday's literacy lesson that explains what you have been doing and what you hope to do in the future. Or how you've been feeling and why. It could be that you "...miss playing and laughing with them and you can't wait to see them again."

You can't fit much on a postcard so you have to really think, what one or two things do you want to say to them? You might have room for some pictures around the outside.

Take a look at an example below, it shows who it's written to and from, it says how the writer feels and what they would like to do when they next see their Grandad. Most importantly it has the address on the other side. This is for the postman to see where and who to deliver it to, so it must be clear!

Dear Grandad,

I miss you very
much. When we
next see you I
would like to hear
your funny jokes.
Love from Ada.



2 East road
London
N1 7UR

You can draw your own postcard, use a real one or print off the template attached to this learning (see appendix 1).

Parent/Carer Guidance:

Your child can generally get on with this by themselves, maybe a quick check from you at the end for improvements. If you're able to help - great!

Reminders for the children are:

- Capital letters at the beginning of a new sentence.
- Full stops at the end of sentences.
- Finger spaces between words.
- Read over their work at the end to make sure it makes sense.
- Does the postcard include, To/Dear, From and an address.

This is a nice opportunity to explain the purpose of a stamp, address and how succinct a postcard usually is. You may want to help your child to send the postcard to their friend.

Science

Task:

1. Draw yourself. If you have a big enough piece of paper you could lie down and ask your grown up to draw around you. Or you could use chalk outside if you have a suitable space.

Can you label the following body parts: mouth, shin, knee, shoulder, neck, arm, thumb, ankle, wrist, nose? What other parts can you label?

2. Use a timer to see how long you can balance in this position:



Try 3 more times. Does the time you can balance get longer or shorter?

Now see how long you can balance in this position:



Make up your own balancing positions and **investigate** which lets you balance the longest.

Find out if you can improve with practice.

Thursday

Maths

Task: Option 1

A handful of coins 1



Grab a handful of coins like the one shown below.

What is each coin's name?

What's the same and what's different?

Can you order them from smallest to greatest value?



Option 2:

A handful of coins 2



Look at each handful of coins. Which is the odd one out? How do you know? Could there be more than one answer?



Create your own handful of coins groups at home. What could the odd one out be?

Parent/Carer Guidance: Should you not have access to coins you can use the above pictures or pieces of paper with the value written on them.

Supplementary provision: We also recommend the government backed Oak Academy maths lessons (<https://www.thenational.academy/online-classroom/year-1#schedule>). Should you be able to, you can complete the daily lesson. Note, to do so you will need a suitable device to watch the video.

Literacy

Phonic starter: Choose phonics set 1 or 3, click on the link to join Ms Rollin's video to recap your green words.

Set 1 green words : <https://youtu.be/EI3nZ8ltgls>

Or

Set 3 green words : <https://youtu.be/22f88QAuOXU>

Task: Write a letter to someone in your family.

Think about someone you'd like to write a letter to and why. It might be an aunt that lives in Canada or a grandad who you'd love to get in touch with, maybe you want to say thank you to whoever is at home for doing their very best to look after you! You can use some of the sentences you wrote out in literacy on Tuesday to help you share how you're feeling and what you've been doing.

Remember to include **who the letter is to, who the letter is from** and make sure you **ask them a few questions**. If you are able to post it - fantastic! They might be able to get back in touch with you and answer some of your questions.

Parent/Carer Guidance: This is something most of the children can get on with themselves. If you can, please check over their work with them at the end to make sure they've used full stops and capital letters at the beginning of the sentence or for names. This is very helpful for keeping the essentials of writing in their minds.

History

Task: Learn about Martin Luther King.

1. Watch the videos here:

<https://www.bbc.co.uk/bitesize/articles/zbdv382>

2. Complete the reading comprehension:

https://bam.files.bbci.co.uk/bam/live/content/zvfqcqt/pdf#sa-link_location=blocks&intlink_from_url=https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Farticles%2Fzbdv382&intlink_ts=1587978763344-sa

3. Write a fact file about Martin Luther King. Include why you think he is an important historical figure.



Parent/Carer Guidance: Whilst watching the videos, you may want to pause and discuss. Please make sure that children understand that the Horrible Histories video is a reconstruction!

Friday

Maths

Task:

Different ways



Make 20 p

Using one coin

Using two coins

Using three coins

Using four coins

Using five coins

Can you think of any other ways?

What happens if we change the target amount?

Challenge: Change the target amount.

Parent/Carer Guidance: This exercise can be completed simply using numbers, but in this case make sure that the child understands that coins have different values. Ideally, in the absence of actual coins, use small pieces of paper with the coins drawn and labelled with their numerical value. Make sure the children know that there is no such thing as a 3p, 4p, 6p, 7p etc.

Supplementary provision: We also recommend the government backed Oak Academy maths lessons (<https://www.thenational.academy/online-classroom/year-1#schedule>). Should you be able to, you can complete the daily lesson. Note, to do so you will need a suitable device to watch the video.

Literacy

Story: listen to Mr Daly's story time, he's reading Stuck by Oliver Jeffers.
Click [here](#) or follow the link to access : <https://youtu.be/apJR6Mj5I2g>

Task: Story time.

Choose your favourite story to read, it can be to someone at home or even to yourself out loud.

Option 1: Answer these 4 questions about your book after you've finished reading.

1. What is the title of the book?
2. Who is or are the authors?
3. Name the characters in the book.
4. What was your favourite part and why?

Option 2: Answer the 4 questions above and add in a character and change the ending!

Think about the ending, did you like it? What would you prefer to happen instead? Let your imagination run! Try and add in a character and draw a picture to go with your new ending.

Parent/Carer Guidance:

The questions in option 1 can be discussed verbally or written down. Remind them of the writing expectations that the teachers want to see, so finger spaces and capital letters at the beginning of sentences and for names.

Art**Task:**

1. Watch the lines song <https://www.youtube.com/watch?v=DOEVIImeWH4>
How many different kinds of lines can you draw? Curved, straight, broken, horizontal, vertical, long short, thick, thin?
2. Create your own Mondrian-inspired artwork!

Watch Ms Fornberg's video:

<https://youtu.be/HKGTfKHHf9o>

You can use any size of paper, and if you do not have black paper then you can just draw or paint black lines

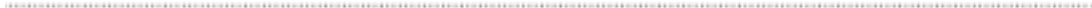


3. What can you find out about Piet Mondrian? See if you can tell your grown up 3 facts about this influential artist. Try this website:
<https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian>

Links & Appendix

Appendix 1:

--	--	--	--	--	--	--	--	--	--	--	--



--	--	--	--	--

