

For each Maths and Literacy task there are generally 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 – 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).

Suggested Daily Timetable

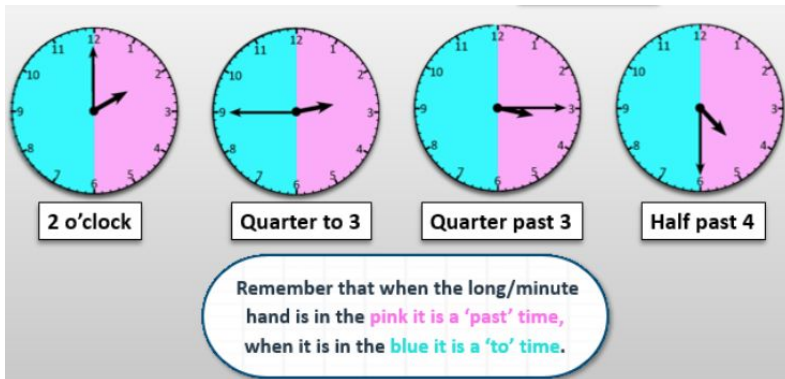
Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	"Walk to school" – use this time to exercise or take a look at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E – complete a P.E 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: Telling the time

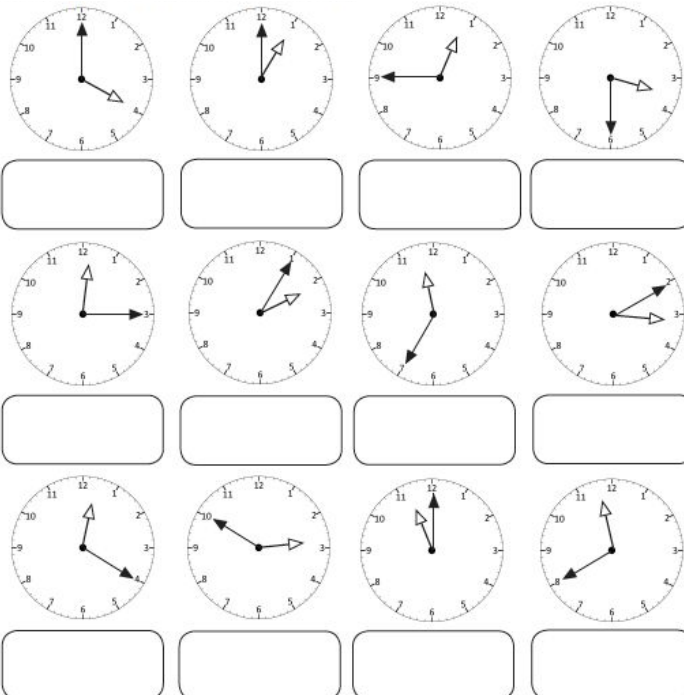
- 1) How long does it take the minute hand to go all the way around the clock?
- 2) How many minutes are in 1 hour? How many minutes in half an hour?
- 3) Count in 5s all the way around the clock (look at the minutes)



Remember: When we read the quarters or halves of the clock circle, we can either say 15, 30, 45 OR quarter past, half past, quarter to and o'clock.

Option 1: Look at the pictures of the clocks. What time does it show? You can either write it down or tell an adult who is working with you.

Option 2: Say or write down what time the clocks show, and then order the times from earliest to latest.
Clue: The earliest time is 11 o'clock.



Parental guidance:

Revise the time with your child. Ensure they know that when the minute hand is between 12 and 6, the time will be a 'past' time, and that when the minute hand is between 6 and 12, the time will be a 'to' time.

Literacy

Reading: every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the 'how' and 'why' questions that your grown up will ask you from your list of comprehension questions to use with any story.

If you are still in a RWI phonics group then please keep watching the phonics videos on the school website or on the RWI youtube channel: https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Task: To create a 'lost and found' poster.

We will be using this picture to inspire our writing this week. Imagine that you were out on a walk and you came across an egg. You took this egg home and it soon hatched - out popped this little dragon! Complete the writing tasks across the week to help your dragon find its home!



Option 1: Create a 'lost and found' poster about your dragon. Draw a picture of the dragon and include a fact file about the dragon to give the reader information. Copy out and fill in the fact file frame below:

Name: _____

Age: _____

Species: _____

What it looks like: _____

How it behaves: _____

Option 2: Create a 'lost and found' poster about your dragon. Draw a picture and write a description about the dragon. Make sure you talk about where the dragon was found, what it looks like and it's name. Make sure you write in full sentences and use accurate punctuation.

Parent/Carer Guidance: If your child is still in the early stages of writing, they can draw a picture of a dragon and label it. Support your child by encouraging their use of full stops, capital letters and adjectives to describe.

Google Classroom

Task: Set up your own Learning Journal/Learning Diary on Google Classroom!

When you log into your Google Classroom, you will now see that you have a new 'assignment'. This is your own Learning Journal. It is ongoing, and a place for you to record whatever you want.

Only I will be able to see it, unless you want a particular piece of work shared with the class as a 'show and tell' (just let me know!)

Instructions for your learning journal are on the first page of your template. Things to remember:

- It will not be marked
- It is a way for us to see the wonderful work you want to share with us and for us to be able to comment and keep in touch with you
- It is not compulsory

You can use it as a diary for yourself, or as a way to post photos or videos of any work you've been doing. It can be activities, writing, artwork, maths.. Anything that you would like to share!

If you have any questions then please comment in Google Classroom and I will answer as soon as I can.

Tuesday

Maths

Task: Draw your own clock times

For this activity you will need to draw out 6 blank clock faces like the ones in the picture. You can ask an adult to help you draw circles or draw them out yourself.

Option 1: Draw hands on your clock faces to show the following times:

- 1) Half past seven
- 2) Six o'clock
- 3) Half past nine
- 4) Quarter past one
- 5) Half past eleven
- 6) Quarter to four

Option 2: Draw hands on your clock faces to show the following times:

- 1) Quarter to four
- 2) Ten past seven
- 3) Five to eight
- 4) Quarter past twelve
- 5) Ten to two

6) Twenty to six

Extension: Draw your own times on your clock face and write the time underneath.

Parent/Carer Guidance:

Ensure the clock hands are drawn accurately, with straight hands and the minute hand longer than the hour hand. Children find 'to' times difficult, particularly where to put the hour hand so they may need some reminding of this.

Literacy

Task: To use adjectives to describe the dragon.

Someone has been in contact about your 'lost and found' poster and would like some more information about the dragon. Write adjectives to describe and help the person to visualise the dragon.



Option 1:

List adjectives to describe the dragon. Use the question prompts to help you:

What does the dragon look like?

What does the dragon feel like?

What does the dragon smell like?

Option 2

Write sentences to describe the dragon using 2 adjectives. Ensure to use a comma to separate

your adjectives. Eg An *adjective*, *adjective* dragon has been found. It has *adjective*, *adjective* skin with *adjective*, *adjective* scales. Use the sentence started below to help you:

The _____, _____ dragon has ...
It has _____, _____ skin..
When it opens its _____, _____ wings it can..
It is a very _____, _____ dragon that has....

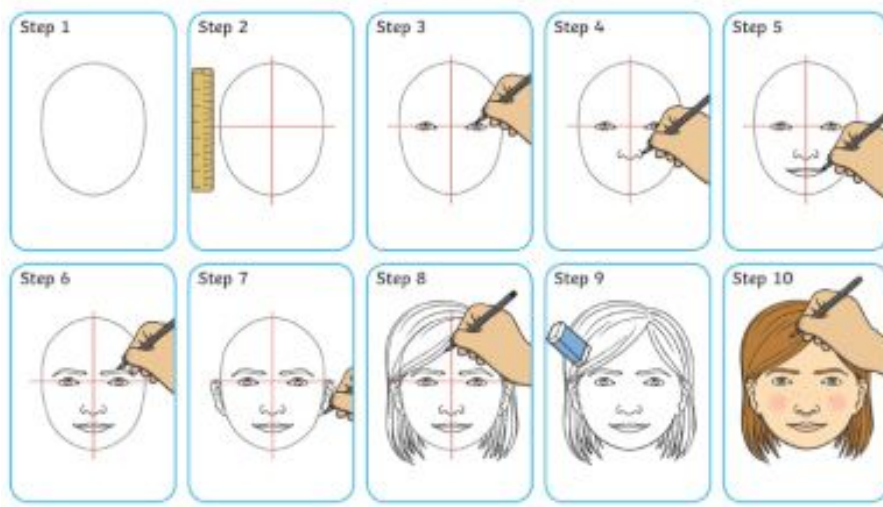
Parent/Carer Guidance: Adjectives are describing words. Encourage your child to use a range of adjectives rather than repeat the same ones. You could use this as an opportunity to research synonyms for adjectives to expand your child's vocabulary. You may want to provide your child with some vocabulary and they can choose if they want to use it.

Art

Task: Self portrait using a ruler

Draw your own self portrait! Use a ruler to measure the accurate distance between your key features eg. the space between your eyes or how long your mouth is.

How to Draw a Self-Portrait



Wednesday

Maths

Task: Using chronological language in time

Today the focus is on using chronological language and using time connectives to order things that happen in your day based on the time they happen.

Option 1: Put these activities in the order you do them in the day, and write down or say what time you do

it.

- Eating breakfast
- Brush teeth
- Bedtime story
- Dinner
- Lunch
- Get dressed
- Wake up
- Go to sleep
- Have a bath

Option 2: Draw or write out your own timetable of a typical day, including the time that you do each activity. Describe it to an adult using time connectives.



Time Connectives



First	Later	In due course
Next	In the end	At first
Just then	Finally	Until then
Meanwhile	After a while	After that
When	Immediately	In the mean time
Before long	Eventually	Once
	After some time	

Parent/Carer Guidance:

The focus here is to use the chronological language and start assigning specific times to different activities.

Extension – ask your child to tell you how long they think an activity will take in minutes or hours. You'll get some surprising answers! Gently correct them and explain.

Literacy

Task: To write a set of instructions about how to wash the dragon.

You must take good care of the dragon whilst waiting for its owner to find it. One way of taking care of the dragon is to make sure you keep it clean! Write a set of instructions on how to wash the dragon.



Option 1: Finish the sentences below to complete the instructions. Remember to use an adverb of time to start each instruction.

How to wash a dragon.

1. _____, put the dragon in the _____.
2. _____, pour soap _____.
3. _____, scrub the dragon until _____.
4. _____, rinse the dragon using _____.
5. _____, use a towel to _____.

Option 2: Write a set of instructions on how to wash a dragon. Ensure to include adverbs of times at the beginning of each instruction and an adverb of manner at the end of the instructions to explain how to perform that step. Use the word banks supplied if needed. Include the following:

1. Title
2. You will need section
3. Method

Adverbs of Time:

- | | | |
|--------------------|--------------------|-----------------------|
| • Firstly | • Before long | • Afterwards |
| • To begin with | • After a while | • At that point |
| • Now | • Later | • A few minutes later |
| • Then | • Now | • Initially |
| • Next | • In the mean time | • Finally |
| • Secondly | • Immediately | • To finish |
| • Soon after that | • When | • Eventually |
| • 10 minutes later | • After some time | • At last |

Adverbs of Manner:

accidentally angrily anxiously awkwardly badly beautifully blindly boldly bravely brightly busily calmly carefully carelessly cautiously cheerfully clearly closely correctly courageously cruelly daringly deliberately doubtfully eagerly	equally eventually exactly faithfully fast fatally fiercely fondly foolishly fortunately frankly frantically generously gently gladly gracefully greedily happily hard hastily healthily honestly hungrily hurriedly inadequately	joyously justly kindly lazily loosely loudly madly mortally mysteriously neatly nervously noisily obediently openly painfully patiently perfectly politely poorly powerfully promptly punctually quickly quietly rapidly	equally eventually exactly faithfully fast fatally fiercely fondly foolishly fortunately frankly frantically generously gently gladly gracefully greedily happily hard hastily healthily honestly hungrily hurriedly inadequately
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Parent/Carer Guidance: If your child is in the early stages of writing development they could say these instructions orally. Encourage your child to think about what they do to wash themselves to support them with this writing.

Science

Task: Invisible Ink (oxidation) Experiment

You will need:

- Lemon Juice
- A white piece of paper
- Cotton bud (optional – you can use your finger or a small paintbrush to write)

-Hairdryer

Instructions

- 1) Put the lemon juice in a small bowl
- 2) Use your cotton bud (or your chosen writing tool) to write a secret message on your piece of paper using the lemon juice.
- 3) Use a low setting on your hairdryer to blow over your secret message. What happens?

Challenge: Can you find out why this happens?

Extension: Experiment with other liquids you have in the kitchen eg. milk or vinegar. Does the same thing happen?

Parental guidance:

The outcome will be slightly different if you use freshly squeezed lemon juice over bottled lemon juice. Both are fine, but with the fresh lemon juice the message will be clearer. If you use bottled lemon juice, you may need to hold your message up to the light to see it!

Thursday

Maths

Task: Measures of 1 minute

Close your eyes and bow your head. Ask an adult to time 30 seconds. Lift your head when you think 30 seconds has passed. How close were you to 30 seconds?

Now repeat the above, but ask your grown up to time 1 minute!

Option 1: In 1 minute, measure how many times you can:

- Put on and take off your shoes
- Write your name
- Write numbers from 1-100
- Take a pillowcase off the pillow and put it on again
- Draw a smiley face
- Choose your own activities!

Option 2: Include estimates! For each activity below;

- 1) Decide whether it is a) possible in 30 seconds or b) impossible in 30 seconds.
- 2) Then, estimate how long you think it will take you (in seconds)
- 3) Check your estimate by doing the activity! How long did it take you?

The activities are:

- Write the sentence "The quick brown fox jumps over the lazy dog."
- Write the numbers 1-10 twice
- Build a tower of 18 blocks
- Stand up and sit down 5 times
- Count backwards from 20-0
- Draw a house
- Do the activities above in option 1

Parent/Carer Guidance:

A 1 minute sand timer is ideal for this activity to encourage children to work independently. If you don't have one, do not worry! Use an electronic timer instead.

Literacy

Task: To create a news report about the missing dragon.

Unfortunately, you still haven't found the owner of the dragon. BBC newsround have been in touch and they would like you to conduct an interview on the television about the dragon! Discuss what an interview is and why we have interviews.



Option 1: Record a video of yourself answering the following questions. Ideally you need a parent/carers or sibling to ask you the questions. If you are completing this activity on your own then use a different voice when reading the question so you can pretend to be the news reporter!

1. When did you find this dragon?
2. Where did you find this dragon?
3. Can you tell the people watching what the dragon looks like?
4. What has it been like having a real dragon live in your home?
5. How will you feel when you find the owner of the dragon and it has to return to them?

Option 2: Write your own questions that the interviewer can ask you about the dragon. Then record a video of you asking and answering the questions. Ideally you need a parent/carer or sibling to ask you the questions. If you are completing this activity on your own then use a different voice when reading the question so you can pretend to be the news reporter!

Extra Challenge: Record a whole News Programme about the story of the dragon!

Parent/Carer Guidance: Your child will need an IT device to record their interviews/news shows. If this is not possible then they could just role play the interview without recording it. When discussing what an interview is with your child, you may want to show them some examples from BBC newsround: <https://www.bbc.co.uk/cbbc/watch/type/interviews>

History

Task: Research a famous London landmark



This week, research the history of one of London's oldest Landmarks eg. St Paul's Cathedral or the Houses of Parliament. Write or record 5 interesting facts about your landmark.

Once this is complete; have a go at making your landmark out of junk modeling materials!

Friday

Maths

Task: Maths Meeting

At school we have a maths meeting every morning. Using your time and calendar practise from this week, and using objects you have at home, try to recreate your own maths meeting. You could perform this maths meeting to a sibling, parent or even your toys! Here are some top tips for your maths meeting:

1. Always use My Turn Your Turn when giving your audience the answer. You say the answer with your hand pointing to your chest, then point your hand at the audience for them to repeat the answer.
2. Always give your audience a question for each sentence. Question starters may include: 'What is...?' 'How many...?' 'Can you...?'
3. Don't forget to include the songs:

We're going to the maths meeting....

Days of the week...

We are number bonds...

It's all about the money...

Fractions....

Zero the hero...

Finish the pattern....

I want to be a circle...

Secret number...

Parental guidance:

The children are very familiar with a maths meeting and what it should look like. They should be able to access this task independently once it has been explained. Miss Rollin has done a home maths meeting which is available on our website for inspiration!

Literacy

Task: To write a letter to your dragon.

The owner has been found! You will never believe it, but the dragon belongs to Mr Melville! This means the dragon must now return to him. Write a letter to your dragon to thank it for the time you spent together and wish it well for its life with Mr Melville.



Option 1: Complete the sentences to write a letter to the dragon.

Dear _____,

I am writing to thank you for _____.

I have enjoyed spending time with you because _____.

My favourite thing that we did together was _____.

I will miss you because _____.

Make sure that Mr Melville looks after you by _____.

Make sure that you remember to _____.

From,

Option 2: Write a letter to the dragon to thank him for all the fun you have had together. If you need, use the questions below to help you think of ideas:

What was your favourite thing that you did together?

What will you miss about the dragon?

What does the dragon need to make sure he keeps doing in order to stay fit and healthy?

Parent/Carer Guidance: Ensure your child uses capital letters and full stops accurately. If your child is at an early writing stage they can verbally finish the sentences.

Geography

Task: Draw your own map

I love maps, you can get many different kinds and map skills are so important to keep practicing. This time, try to work on the scale of your map eg. the post box will not be the same size as

school!

Draw a map of your journey to school, your favourite park or a friend's house. Don't forget to include:

-A key

-A compass

-A title

Extension: Once you've drawn the map, explain the journey to a grown up using 'north', 'east', 'south' and 'west'. Eg. First I need to head south down the road, then I turn and go east towards the duck pond.



Links

Links:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#maths-primary>

Maths extra: Play the game Stop The Clock (we have played this in class – here it is called Approaching Midnight but it is the same game, just an interactive version):

<https://nrich.maths.org/approachingMidnight/#/>