

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).

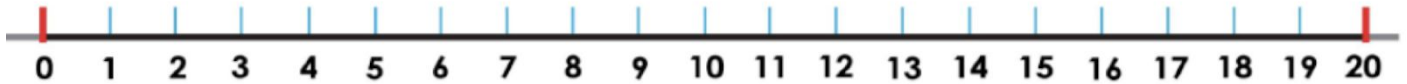
### Suggested Daily Timetable

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	Library - 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:



### Option 1

1. Roll a dice. Find that number on the number line. Practice writing the number yourself. Have 3 goes.
2. Roll two dice. Find that number on the number line. Practice writing the number yourself. Have 3 goes.

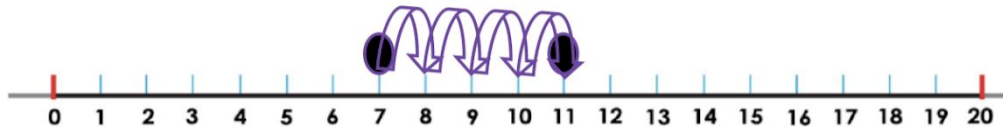
### Option 2

1. Roll the dice. Find two numbers with a difference of the number you rolled and mark them on the number line using a counter or small object. Remember that 'difference' means the gap or number of jumps between two numbers. (Tip: select any number to start with then make the amount of jumps on the die)

Use the sentence examples below to help you describe the numbers you have identified.

I've rolled a four. I'll start at seven.  
(Marking jumps) one, two, three, four.  
Four greater than seven is 11.

The difference between seven and 11  
is four. The difference between 11  
and seven is four.



### Challenge

Draw your own number line to 50 and complete Option 2.

**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, instead of the tasks above. Note, to do so you will need a suitable device to watch the video.

## Literacy

**Phonics starter:** Everyone join in with the set 2 speed sounds video to recap your sounds.

**Set 2 speed sounds video:** <https://www.youtube.com/watch?v=fG2S9kUjfTI>

### Task: Spellings.

Choose a sound from the options below:

**Set 1 - 'ng', Set 2 - 'ay', Set 3 - 'aw'**

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

E.g. Set 1: 'ng' - sing, ring, and fling.

**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: 'aw' - yawn, dawn, flaw, trawl, raw.

I felt very tired and I began to yawn.

We woke up extremely early in the morning to take mummy to work, it was dawn.

### **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 'ay ay may I play'. If they still need a prompt, you can give them their first word with the sound in.

## Science

Task:

1. Go for a walk or look out of your window and **count** how many birds you can see. Use the bird spotter guide here to **identify** some of the birds you see:  
<https://www.stem.org.uk/system/files/elibrary-resources/2017/09/urban%20bird%20detective.pdf>  
Or the one in the Appendix to **identify** some of the birds you see.
2. **Observe** the birds for a while. How do they move? What do they sound like? What is the same and what is different about different species of birds?
3. Try this quiz to practise **classifying** different kinds of animals:  
<https://www.educationquizzes.com/ks1/science/living-things-grouping-and-classifying/>

# Tuesday

## Maths

Task:

### Option 1

Which coin would you rather have?



Read these answers with a family a member.

Who do you agree with? How do you know they are correct or incorrect?



I would rather  
the 10 p  
because it's  
the largest.



I would rather  
the £1  
because it has  
the largest  
value.



I would rather  
the 20p  
because it has  
the largest  
value.









### Option 2

For each set of coins, explain which coin you would rather have.



**Challenge**

Look at the table below. Can you make each column and row add up to the correct amount?  
If you have real coins, use them to place in the gaps. After you have found the solution, draw the coins in.

	9p	9p	7p	12p
9p				
6p				
14p				
8p				

**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 the set 2 spellings video to practise using sounds in your writing.

**Set 2 spelling:** <https://www.youtube.com/watch?v=BS8W0bwx7U>

### **Task: Adjectives.**

Tell us about all the delicious foods you have been eating. Make our mouths water by describing the texture, colour or taste!

An **adjective** is a describing word.

E.g. The apple is **green**, the egg yolk is **runny**, the cracker is **dry**.\*

**Option 1:** Write down what you have for each meal. Use at least one adjective to describe how it tastes, feels or looks. You could draw a picture too. E.g.

#### Breakfast

creamy coconut yogurt  
soft banana

#### Lunch

crunchy apple  
dry toast

#### Dinner

sloppy pasta  
crusty garlic bread.

**Option 2:** Write sentences about what you eat for breakfast, lunch and dinner. See if you can use more than one adjective to describe how it tastes, feels or looks. You can also draw a picture next to your sentences. E.g.

For breakfast I ate a **sweet, fluffy** pancake with **round, juicy** blueberries.  
For a lunch I will have

### **Parent/Carer Guidance:**

Children could write about the food they ate yesterday, or they could complete this writing task throughout the day. Or they could imagine what they would like to eat! If a child is stuck with coming up with adjectives, discuss the food and maybe have it in front of you. Prompt the child by asking what it feels like, looks like and tastes like.

## Geography

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p>



### Geography KS1/KS2: Cities, towns and villages

This video looks at the key features of villages, towns and cities helping pupils to investigate what makes these places different and what their common features are.

[www.bbc.co.uk](http://www.bbc.co.uk)

1. Watch the video. What are the key features of a village? a town? a city?

Write them out in full sentences eg

A village \_\_\_\_\_

A town \_\_\_\_\_

A city \_\_\_\_\_

Do you live in a village, a town or a city?

2. Can you imagine a city of the future? What features would it have? Draw and label, or write a description of a city of the future.

# Wednesday

## Maths

### Task:



1. Which of the curvy lines above do you think is the longest? Which is the shortest?
2. Check your predictions using string to measure the lengths. (Tip: For each line mark the length on the string using a pen, cut the string and put it to one side. Afterwards, compare your pieces of string to see which was the shortest and longest.)
3. Number the curvy lines from 1 to 4, shortest to longest.
4. What else could you measure at home using string? Can you find anything the same length as one of the curvy lines?

**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:** Choose phonics set 1 or 3 with Ms Choudhury, click on the link to join in:

**Set 1 speed sounds:** <https://www.youtube.com/watch?v=CBMzHjR8o0g>

**Set 3 speed sounds:** <https://youtu.be/dmfU8HyVsuc>

**Task:** Write an acrostic poem! These are very fun poems to write. Base it on The Tiger That Came to Tea. Make sure you're including words or sentences that are to do with the story. If you have access to the story, you might want to start by reading it to refresh your memory.

Here is an example. This is written from the Tiger's perspective, but you could write yours from Sophie's point of view:



**T** - Tigers are hungry.

**I** - Into Sophie's house I go!

**G** - Grumble, grumble goes my tummy!

**E** - Egg sandwiches go down in one gulp!

**R** - Remember, I've used up all the water!

**Parent/Carer Guidance:** Children should say their sentences aloud before they write them. Remind them to check their work to make sure they've used full stops and capital letters correctly and to check that the sentences make sense. Do not correct all spelling errors if they are phonetically plausible.

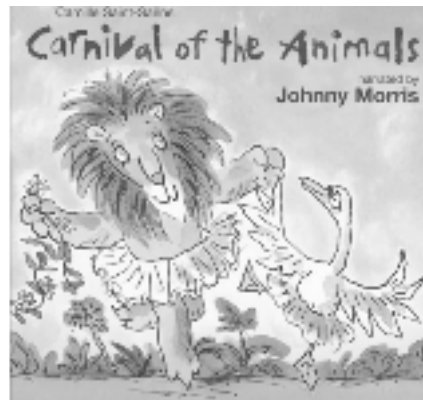
## **Music**

### **Task:**

The Carnival of the Animals was written by Camille Saint-Saens in 1886. He used different instruments and different kinds of music to describe different animals.

Listen to the Carnival of the Animals here:

[https://m.youtube.com/watch?v=S96Of6jpxP8&list=PL\\_s5OyIHWNW3hYoOvN9HdRvCIVWYh04-c&index=3&t=0s](https://m.youtube.com/watch?v=S96Of6jpxP8&list=PL_s5OyIHWNW3hYoOvN9HdRvCIVWYh04-c&index=3&t=0s)



1. Do you think each piece of music matches the animal it is describing? Think about how the animal moves and the noises it makes. You could pretend to be the animal yourself whilst the music is playing.
2. What household items could you find to make each animal sound? Think about what sounds they make when you bang them, tap them, shake them, rub them etc. What makes a bee like sound in your house? Or a sound like a trumpeting elephant? Or a roar like a lion?

**Thursday**

## Maths

### **Task:**

Look through your kitchen cupboards. Select 5 items. Can you order them from lightest to heaviest?

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Write sentences about your items:

The \_\_\_\_\_ is the heaviest item.

The \_\_\_\_\_ is heavier than the \_\_\_\_\_ .

The \_\_\_\_\_ is lighter than the \_\_\_\_\_ .

The \_\_\_\_\_ is the lightest item.

**Parent/Carer Guidance:** Guide children to try to select items with different weights. Children can use their hands to estimate which object is heavier or lighter, then they could check with scales if you have them. However, the precise measurements are not important here - the point of the exercise is for children to become familiar with the concepts of heavier and lighter, comparing and ordering and also to understand that bigger objects are not always heavier.

**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

**Poetry starter:** click on the link below to join in with some poetry!

<https://youtu.be/HqYtOWAD-IQ>

**Task:** Write about one of your favourite memories from Year 1. Have a think before you start writing about what your favourite memory is. It might be your very first day, it might be when you were chosen for Star of the Day, or it might be a school trip.

**Sentence starters if you need them:**

My favourite memory from Year 1 is \_\_\_\_\_.

It is my favourite memory because \_\_\_\_\_.

I really enjoyed it because \_\_\_\_\_.

I hope that in Year 2 \_\_\_\_\_.

**Things to include:**

- The memory itself.
- Where it was.
- Who was there?
- Why was it so good - what did you enjoy about it?

**Parent/Carer Guidance:** Children should say their sentences aloud before they write them. Remind them to check their work to make sure they've used full stops and capital letters correctly and to check that the sentences make sense. Do not correct all spelling errors if they are phonetically plausible.

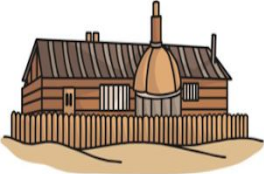

**History:**

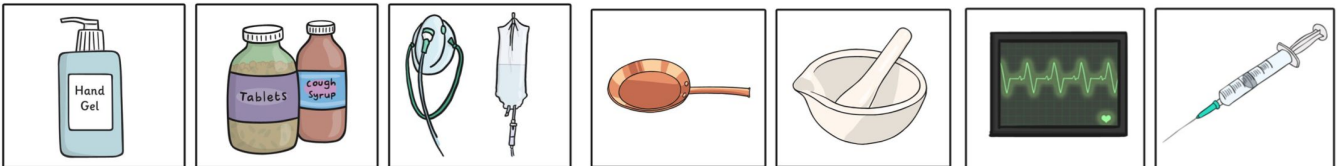
**Task:** Hospitals - then and now.

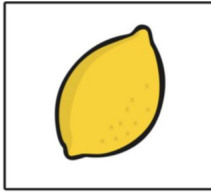
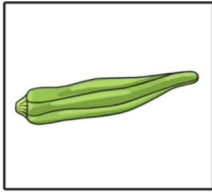
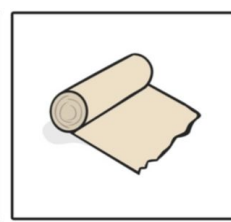
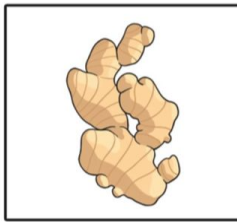
In history we have learned about Mary Seacole and all the great work she did. We also looked at the differences between hospitals in the past and in the present. See if you can sort this hospital equipment into items from the past or items from the present.

You can draw this grid out on some paper and draw the items out in the correct place. If you have access to a printer you could print the grid and items and practise your cutting and sticking skills to put them in the correct place. If you'd like to practise your writing skills you could also use your phonics to help you to label each item.

As a next step, you could go online or use books to research medical care now and in the past. You may need an adult to help you search correctly online.

Then 	Now 





**Parent/Carer Guidance:** This is an activity your child can do alone, however if you can help with checking their answers this would be beneficial. You could even discuss how some medicines that were typically used in the past are still used today e.g. lemon.

## Friday

### Maths

#### Task:

Collect five different empty containers from around the house.

Which one do you think holds the most?

Investigate!



Tip: You may want to use one container as your unit of measure, for example count how many cups of water fit into each container.

**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 in to Mr Johnson reading Misery Moo by Jeanne Willis.

Click [here](#) or follow the link to access : <https://youtu.be/9LICZUoQ1a4>

**Task: Story time.**

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

**Option 1:** Write a book **recommendation** to a friend, you can use some of the sentence starters below to help you.

Dear \_\_\_\_\_.

I recommend the book \_\_\_\_\_.

It is written by\_\_\_\_\_.

The characters in the book are \_\_\_\_\_

I like this book because \_\_\_\_\_.

Please let me know if you enjoy it.

From \_\_\_\_\_.

**Option 2:** Write a book recommendation to a friend. Make sure you include:

- The title and author of the book.
- Why are you recommending it, what makes it good?
- What kind of story is it?
- Ask them to give feedback to you with their thoughts on the book, maybe ask them a question?

**Parent/Carer Guidance:** Children should say their sentences aloud before they write them. Remind them to check their work to make sure they've used full stops and capital letters correctly and to check that the sentences make sense. Do not correct all spelling errors if they are phonetically plausible.

## **PSHE**

**Task:** What skills do you have for dealing with when you get angry? I know if I feel angry I go somewhere quiet to calm down and find someone to tell so I can talk about it. It always makes me feel better!

If possible, watch this video about how some children deal with their anger.

<https://www.bbc.co.uk/bitesize/clips/zjxqxn>

**Parent/Carer Guidance:** A little reminder that it is fine to experience emotions such as anger, but we can learn to deal with those feelings appropriately. Keeping discussions open about feelings can have a very positive impact.