

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 <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	Library - <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	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: Time (half-past the hour)

**Adult prompts:** Which numbers can you see on a clock face? Which is the long hand? Which is the short hand? Which is the hour hand? Which is the minute hand? Can you show me half past? At half past the hour, where does the minute hand point? Can you explain where the hour hand points at half past the hour?

### Option 1

Match the times to the clocks and complete the sentences.



half past 9

half past three

half past 7

half past ten



The time is half past \_\_\_\_\_.



The time is half past \_\_\_\_\_.



The time is half past \_\_\_\_\_.



The time is half past \_\_\_\_\_.

Option 2

Alfie made some mistakes when he drew the clock hands. Tick the answers that he got right.

1.  half past three	2.  half past 4	3.  half past eight
4.  half past five	5.  half past 9	6.  half past 12
7.  half past seven	8.  half past 1	9.  half past 2

Can you explain how Alfie might have made his mistakes?

Interactive online clock for addition support:

<https://www.roomrecess.com/Tools/InteractiveClock/play.html>

**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:** Visit the school website, choose your phonics set and join in with your phonics lesson.

### Task: Spellings.

Choose a sound from the options below:

**Set 1 - 'ch', Set 2 - 'ay', Set 3 - 'are'**

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

E.g. Set 1: 'ch' - chello, chat, and chomp.

**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: 'are' - care, share, fare, compare, hare.

I care about my pet cat.

My brother and I always share our toys with each other.

### **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/Design Technology

Task: Build a birds-nest (Day 1- learn and gather materials)

### Introduction

Sit very quietly. What can you hear? The chances are that a bird will be somewhere nearby. Where does that bird live? Birds use their beaks to weave materials together to build a nest. This STEM challenge encourages you to use your clever fingers to do the same.



### You will need:

- sticks and twigs of different sizes
- bark
- feathers
- straw
- leaves
- grass

### Key Questions

- What material will you use? Why did you choose that material?
- How will your nest stay firm and stable?
- Where would the best place be to build a nest?

How to do:

1. Set the scene by investigating various common birds  
<https://www.rspb.org.uk/fun-and-learning/for-kids/facts-about-nature/facts-about-birds/> placing an emphasis on where they live.
2. Pose the following questions: If you were a bird where would you live? What materials would you use to build your home? Do you know what a bird's home is called?
3. Once you have established where birds live, consider what materials they use to build their nests. Introduce misconceptions that they might build their nests out of man-made materials such as brick. Ask why they might not use such materials? With this in mind, what materials do birds have access to? Which ones can they practically use? I.e. they can carry small twigs and grass in their beaks as it is light.
4. Finally, go into a local park or area where you can access nature to safely collect some materials to build your birds nest.

Tomorrow you will plan your nest!

## Tuesday

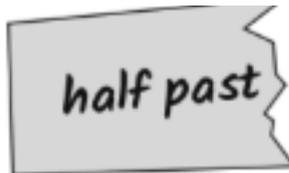
### Maths

**Task:** Time (half-past the hour and solving time problems.)

#### Option 1

Go back to lesson one and talk through the basics of telling the time (hour/short hand and long/minute hand). Use this knowledge to solve the time problem.

Oh no! Alfie has a dentist's appointment but he tore his card.



He can remember that it is after 10 o'clock.  
Which time is his appointment?



## Option 2

Fred forgot when to meet his mum for tea.

I know it was half past something. The hour was between 2 and 5.



Can you find all the times it might be?

Can you think of another clue to let him know exactly what time to meet her?

## Challenge

Pose a similar problem as per option 2 but change the events and times, including the use of AM and PM. Try to match the times with common events such as 'breakfast at 8am' and 'going for an afternoon walk at 5pm'.

**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:** Visit the school website, choose your phonics set and join in with your phonics lesson.

**Task: punctuation, can you place the question mark in the right place?**

**Option 1:** Read through the text and highlight where the question marks needs to go. This is your turn to be the teacher and use your purple pencil to mark in the corrections, or you can just show and tell someone at home. There are 3 to spot! Then write a sentence with a question in it. Remember a question is a sentence that asks someone something.

**Option 2:** option 1 and then continue writing the story and miss out the question marks for someone else to fill out.

**Remember, question marks go at the end of a sentence, when a question is being asked.**  
**E.g. How are you feeling? What are you doing? When did you get here?**

Jennifer and Ahmid were walking around the playground looking sad. The teacher asked them, "what's wrong" Jennifer said, "We lost our tokens." " Have you seen them Miss" asked Ahmed. The teacher said, "Sorry I haven't, have you tried looking in the lunch hall"

**Parent/Carer Guidance:**

If possible read the extract of text out for your child, it will help them understand where the questions are. If it is more convenient you can always discuss questions in general and ask your child to identify how they know if someone is asking a question and why we need to use question marks.

**Science/Design Technology**

Build a birds nest (day 2- plan)

Now that you have collected your materials you must make a plan in the form of a drawing (with labels if possible). Make sure you take into account the building materials that you have available.

Success criteria for your nest are:

- It must have strong walls to protect the birds.
- It should look natural so that it is camouflaged to fit its natural surroundings.
- It must have a soft lining for comfort.

Tomorrow you will build your nest!

# Wednesday

## Maths

Task: Comparisons of time

Option 1:

Three puppies had a race around the park. Here are their times.

Buster	Max	Spot
		
51 seconds	39 seconds	42 seconds

Use the words 'faster' or 'slower' to complete the sentences.

Buster is \_\_\_\_\_ than Spot.

Max is \_\_\_\_\_ than Spot.

Spot is \_\_\_\_\_ than Max.

Max is \_\_\_\_\_ than Buster

Which puppies are these clues about?

This puppy was 12 seconds faster than Buster.

This puppy was 9 seconds slower than Spot.

This puppy was 3 seconds slower than Max.

**Option 2:**

Complete the sentences using 'longer than', 'shorter than' or 'equal to.'

24 hours is \_\_\_\_\_ 20 hours.

1 hour is \_\_\_\_\_ 24 hours.

30 seconds is \_\_\_\_\_ 13 seconds.

1 hour is \_\_\_\_\_ 1 minute.

1 week is \_\_\_\_\_ 7 days.

60 seconds is \_\_\_\_\_ 60 minutes.

Use the words 'earlier' or 'later' to complete these sentences about times in the morning.

8 o'clock is \_\_\_\_\_ than 9 o'clock.

10 o'clock is \_\_\_\_\_ than half past 10.

9 o'clock is \_\_\_\_\_ than 7 o'clock but  
\_\_\_\_\_ than 11 o'clock.

Half past 7 is \_\_\_\_\_ than 6 o'clock but  
\_\_\_\_\_ than half past 8.

**Challenge:**

Get the student to write their own puppy race times (see option 1) or write a maths story involving 3 different times. Then complete the sentences as per option 1.

**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:** Visit the school website, choose your phonics set and join in with your phonics lesson.

**Task:** Spot the alien words in the line of words!

**Option 1:** Spot the alien words in the sentences below. Remember alien words are nonsense words, they aren't real words. You need to be able to spot nonsense words from real words to show you can correctly use your phonics skills. Start by reading each word on the line, then using your phonics decode the word. This will help you work out whether it is real or nonsense.

**Shop, stop, aop, top.**

**Hat, bat, sat, xat.**

**Toy, koy, Roy, boy.**

**Stir, whirl, tir, girl.**

**Option 2:** option 1 and see if you can make up your own line of words with similar sounds in and include a sneaky alien word!

**Parent/Carer Guidance:** Alien words, or nonsense words as they are also often called, are words that are made up and not real. This activity helps to ensure children are using their phonics skills correctly to decode words and to read.

## Science/Design Technology

### **Build a bird-nest (day 3- build and evaluate)**

Looking carefully at your plan, think about how you will meet the success criteria using the materials that you have available:

Success criteria for your nest are:

- It must have strong walls to protect the birds.
- It should look natural so that it is camouflaged to fit its natural surroundings.
- It must have a soft lining for comfort.

This link provides support should it be required:

<https://kidscraftroom.com/make-a-birds-nest-steam-project/>

Well done, now you have built your nest you can **evaluate** it by asking the following questions:

- Will your bird's nest stay together in a wind? (You can test it with a hairdryer.)
- How deep does your nest need to be to keep the eggs safe?
- Would your bird's nest be comfortable?
- What happens if it rains?

- Will water collect inside or drain away? (You can test it with a watering can.)

**Challenge:** Children could build a nest for a specific bird and need to consider its size and habitat.

## Thursday

### Maths

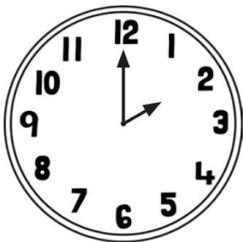
**Task: Time (reading and writing the time and one hour before and later).**

**Option 1:** Fill in the correct times by writing in words underneath each clock. Don't forget the long hand is the minute hand and the shorter hand is for the hour.

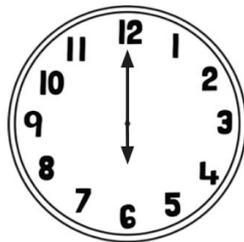
Helpful hints: If the minute hand is on 12 we know it's ....

The shorter hand points to the hour. What number is the hour hand pointing to in the first clock? Fill in the time! Make sure your numbers are the right way around. Check the clocks if you are unsure.

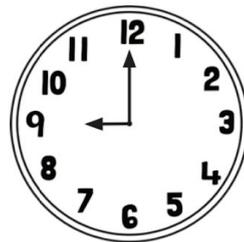
Write the time shown on each clock.



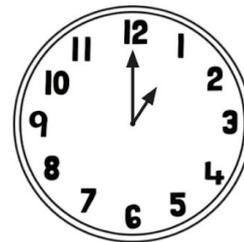
\_\_\_\_\_ o'clock



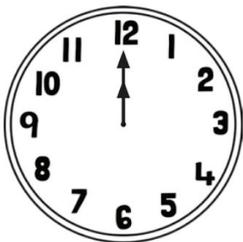
\_\_\_\_\_ o'clock



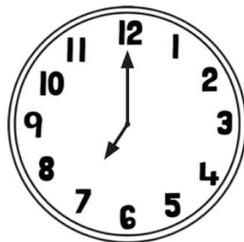
\_\_\_\_\_ o'clock



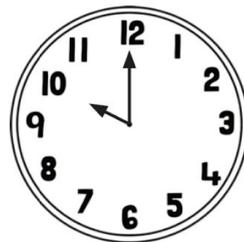
\_\_\_\_\_ o'clock



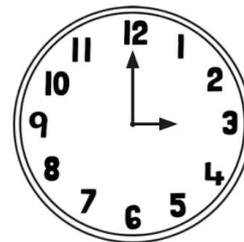
\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

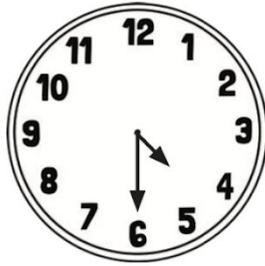
**Challenge:** Looking at the first 2 clocks, can you work out what the time will be one hour later?

**Option 2:** Read the clocks in the first row to work out what the time would be **1 hour before** the time shown on each clock. Then in the second row, work out **1 hour after** the time shown on each clock.

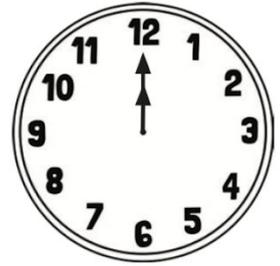
Write the time that is **1 hour before** the time on each clock.



\_\_\_\_\_



\_\_\_\_\_

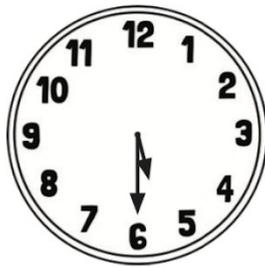


\_\_\_\_\_

Write the time that is **1 hour after** the time on each clock.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Challenge:** Find the answer to the maths story.

Ms Cahill takes 2 hours to mark 1R's maths books, Ms Rushton takes 1 hour to mark 1B's. If they both start at 5 o'clock what time will Ms Cahill finish and what time will Ms Rushton finish?

**Parent/Carer Guidance:** If some are struggling with remembering that the minute hand on 6 shows half past, show them that **half** of 12 (o'clock) is 6 (**half** past).

**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:** Visit the school website, choose your phonics set and join in with your phonics lesson.

**Task:** Ms Cahill really misses going to the cinema, can you list 10 words related to the cinema? Here's one word for you, **popcorn!**

**Option 1:** As above, write 10 words that are related to going to the cinema. Here's one word for you, **popcorn!** Feel free to draw pictures too.

**Option 2:** option 1 and then choose an activity you enjoy and list words related to that. You could even draw some pictures. You might want to choose words related to the park, school or even your favourite game, maybe it's Connect 4!

**Parent/Carer Guidance:** It might be easier to begin this activity verbally, coming up with ideas together. Once the child is happy with an idea, ask them to write it down using their best cursive handwriting, finger spaces and spelling using their phonics.

## **Art/Science**

Imagine that the nest you built is going to be used by some real birds in your local area. Draw a picture of the birds in their nest. Use pictures of real birds to help you (<https://www.rspb.org.uk/fun-and-learning/for-kids/facts-about-nature/facts-about-birds/>). Once you've finished you could upload this to your learning journal with photographs of the nest that you built.

**Challenge:** You could place the picture of your nest and the birds within your local natural area and think about other wildlife that lives there. I.e. you might choose to draw the newts in the pond or the butterflies and bees on the flowers.

## **Friday**

### **Maths**

**Task:** Time (days of the week and months of the year).

**Option 1:** write down or tell someone at home the days of the week and the months of the year in order.

**Option 2:** option 1 and write down or tell someone at home ...

- The month that your birthday is in/
- A month that a festival you celebrate is in.
- The month we celebrate new year in.

**Parent/Carer Guidance:** If children are struggling with this, please help them by going through the days of the week and months of the year together.

**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 Johnson read The Cave by Rob Hodgson.

Click [here](https://www.youtube.com/watch?v=kioBdoVFYi4&feature=emb_title) or follow the link to access: [https://www.youtube.com/watch?v=kioBdoVFYi4&feature=emb\\_title](https://www.youtube.com/watch?v=kioBdoVFYi4&feature=emb_title)

**Task: Story time.**

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

## Religious education/PSHE

The month of Ramadan came to an end last Saturday, but the central messages that Muslims take from it remain. One of the lessons Muslims take from Ramadan is the importance of good deeds. Choose a good deed to do for the next 7 days, write them on a strip of paper and create a good deed paper chain. Below are some ideas to get you started:

Here are some ideas to get you started;

Smile!



Ask your mum and dad if you can help them around the house.



Tidy your bedroom.



Write a note to give someone a compliment.



Look out for someone who is alone and ask them if they would like to play.



Read a story to someone.



Say please, thank you and excuse me.



Help to look after your pets.



## **Challenge:**

- Why not keep on going and make it an entire month of good deeds! The more good deeds you complete, the more you will make other people feel good.