



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

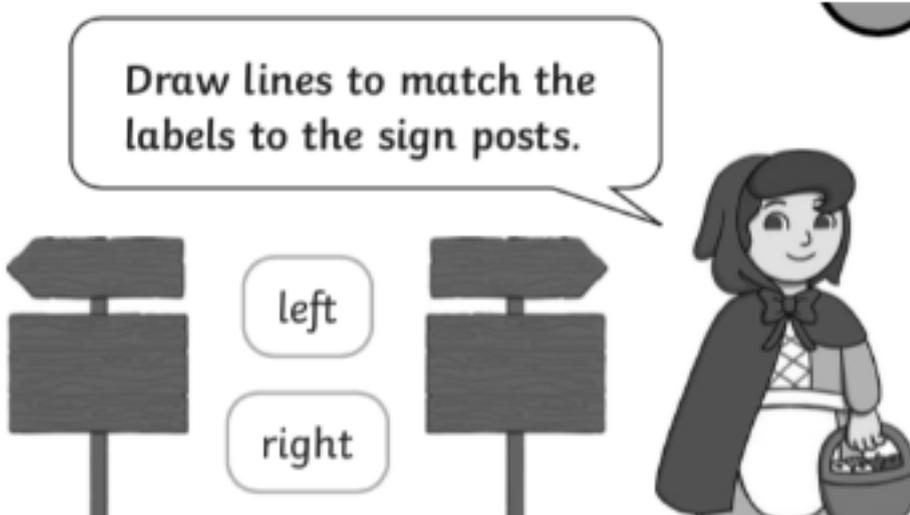
## Maths

### Task: Position and Direction

Adult prompts: Which label matches each sign post? Can you point to the left? Can you point to the right? Look at where Little Red Riding Hood is standing. Which directions should she follow to go to Grandma's? Should she go left or right? Why? What if she wanted to visit the woodcutter? Can you direct her there? Is there another way? Which way must she remember not to go?

### Option 1

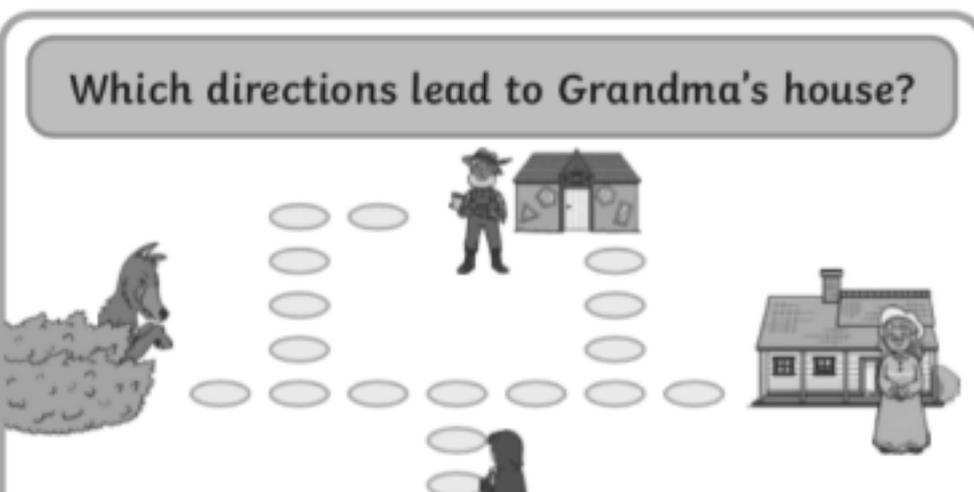
Draw lines to match the labels to the sign posts.



left

right

Which directions lead to Grandma's house?



forward 3, left 3

forward 3, right 3

## Option 2

Complete option 1 and then pose the following questions. Once completed practise using the interactive Bee-Bot link below.

How can she get to the woodcutter's home?

Is there another way?

**Challenge:** Complete one of the various mats on the Bee-Bot emulator (programmable floor robot used to teach position and direction at MRA) by following this link [Bee-Bot Emulator](#).

**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 - 'nk', Set 2 - 'oo', Set 3 - 'ur'**

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

E.g. Set 1: 'nk' - think, stink, and rink.

**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: 'ur' - nurse, purse, burst, burn.

My mum is a nurse and works in a hospital.

I left my purse on the train.

### **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/PSHE

Task: complete the healthy eating wordsearch.



The graphic features a central white rounded rectangle containing a wordsearch grid. To the left is an illustration of a girl with her hands clasped, and to the right is a tomato. Below the grid is a list of words to be found, and to the right of the list is an illustration of a girl stretching. A bowl of fruit is shown in the bottom left corner.

## Healthy Eating

p	r	o	t	e	i	n	d	e	s	o	f
b	o	n	e	s	h	a	n	e	m	h	r
d	i	e	t	c	l	a	l	x	d	f	u
i	o	y	d	a	a	b	c	e	f	e	i
r	g	t	s	u	a	l	m	r	t	s	t
s	i	h	k	t	t	u	c	c	n	o	s
m	i	n	e	r	a	l	s	i	i	s	u
y	u	g	y	a	s	f	m	s	u	e	g
a	e	d	y	u	l	a	r	e	n	m	a
v	o	y	t	e	t	t	l	b	e	t	r
b	a	e	c	i	s	i	h	t	o	d	a
s	n	h	v	a	a	e	i	y	e	d	t

body	fat	salad
bones	fruit	salt
calcium	healthy	sugar
diet	minerals	vegetables
exercise	protein	vitamins

**Challenge:** Write a sentence using each word. For example, "too much salt is bad for your body."

# Tuesday

## Maths

### Task: Position and Direction

**Adult Prompts:** Who does the cottage belong to? How can you tell? What can you tell me about the rooms? Read each statement. Are they true or false? Can you show me why? What can you do to check? Each clue will lead you to a different object. Can you show me how to find them? Is there another way to describe the object's position? Can you make your own clues for your friends to follow?

### Option 1



True or false?



The living room is to the right of the bedroom.



The living room is to the left of the kitchen.



Guess the object.



I am to the right of the chair.

I am to the left of the bed.

If I move up, I'll be with flowers.

If I move down, I'll be with the bowl.

### Option 2

Complete option 1 and then make your own clues to guess the object and pose them to an older sibling or adult.

**Challenge:** Complete one of the various mats on the Bee-Bot emulator (programmable floor robot used to teach position and direction at MRA) by following this link [Bee-Bot Emulator](#).

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## Literacy

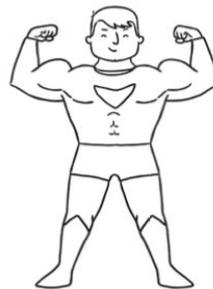
**Phonics starter:** Visit the school website, choose your phonics set and join in with your phonics lesson.

### **Task: Superhero punctuation and grammar!**

**Option 1:** Fill the blanks in with the correct punctuation or grammar, then make a sentence with the words given for number 2. Top tip - say it in order first and then write it down!

1. Insert the capital letters and full stops to complete the sentences.

a) \_\_\_\_\_ atman has black boots \_\_\_\_\_



b) \_\_\_\_\_ reenman is a strong superhero \_\_\_\_\_

c) \_\_\_\_\_ uperheroes can fly up into the air \_\_\_\_\_



2. Use the words and picture to help you to write your own super sentence.

fast

superhero

run

this

can



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**Option 2:** Fill the blanks in with the correct punctuation or grammar. Then make a sentence with the words

given for number 2, don't forget your punctuation. Top tip - say it in order first and then write it down! Make up your own superhero sentence at the end!

1. Insert the capital letters and full stops to complete the sentences.

\_\_\_\_\_ atman has black boots \_\_\_\_\_



2. Use the words and pictures to help you to write your own super sentences, each with a capital letter and full stop.

a)

fast

this

superhero

can

run



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b)

greenman

strong

superhero

is

a



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3. Now write your own superhero sentence with a capital letter and full stop.

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**Parent/Carer Guidance:**

If possible read through the sheet with your child and the key concepts here are, full stops and capital letters in the correct place as well as forming a sentence that is coherent.

## Science/Natural History

**Task:** Match the cards to the correct dinosaur.

**Who Am I?**

1. I am a carnivore.
2. I walk on 2 legs.
3. I have small arms.



**Who Am I?**

1. I have the smallest dinosaur brain.
2. I have large upright plates from my neck down my back.
3. I am a herbivore.



**Who Am I?**

1. I am a carnivore.
2. I have a pointed beak.
3. I fly using my wings.



**Who Am I?**

1. I am a carnivore.
2. Although I have feathers I cannot fly.
3. I am smaller than an adult human.



**Who Am I?**

1. I am a herbivore.
2. I walk on 4 legs.
3. I have 3 horns on my head.



**Who Am I?**

1. I am the heaviest dinosaur.
2. I have a long neck and tail.
3. I am a herbivore.



I am a  
**Tyrannosaurus rex!**



I am a  
**Stegosaurus!**



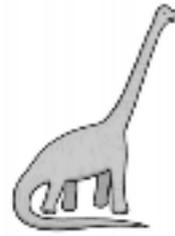
I am a  
**Pterodactyl!**



I am a  
**Velociraptor!**



I am a  
**Triceratops!**



I am a  
**Brachiosaurus!**

**Challenge:** Research 1 interesting fact about each dinosaur by using a dinosaur book or the internet.

# Wednesday

## Maths

### Task: Position and Direction

**Adult prompts:** What can you see on your left/right? What can you see on the left/right of the picture? What is between the shell and the anchor? Can you write the word in the box below each picture? Can you say these words in sentences to tell me where to find each item?

The shell is ... The anchor is ... The chest is ... What can you see above/below you?

What colour is the fish above the silver fish? What colour is the fish below the blue fish?

Can you show your answer by writing the name of the colour or colouring the box in the space?

Let's read the sentence out loud. Can you think of another way to describe the position of the green/red fish?

### Option 1:

Where will you find these?

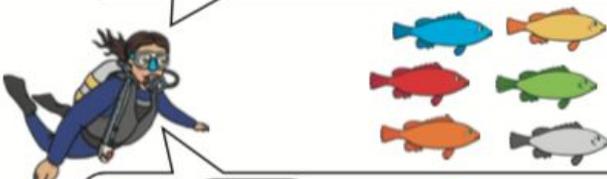
chest      anchor      shell



These words might help:      left      between      right

The  fish is above the silver fish.

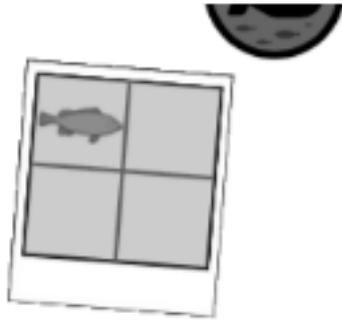


The  fish is below the blue fish.

**Option 2:** If you are unable to print, simply draw a grid and draw various objects.



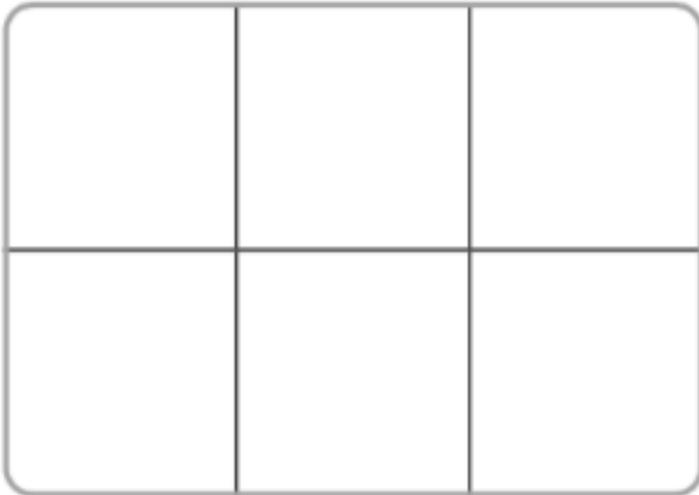
The fish is in the bottom right.



Do you agree?

Can you prove it?

Can you draw the pictures on the grid?



Draw  top right.

Draw  bottom left.

Draw  below .

Draw  above .

Draw  between  and .

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## Literacy

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

**Task:** Write a diary entry to yourself! It can be very good for your mind to write down your thoughts and feelings, because sometimes we have so many it can feel a bit confusing. It's also nice to keep and look back on these to see what you were thinking and feeling at a particular time. You could keep this safe and reopen it at the end of your Mossbourne education!

Even though we are writing to ourselves when we write a diary entry, don't forget we still start with **Dear Diary** and write that it is **from** you.

**Option 1:** Write your dear diary letter using the sentence starters below. Choose at least 3 sentences to complete.

Dear \_\_\_\_\_,

Today is \_\_\_\_\_ June 2020 and I am feeling \_\_\_\_\_.

I am feeling \_\_\_\_\_ because \_\_\_\_\_.

I would really like to \_\_\_\_\_.

The things i think about the most are \_\_\_\_\_.

I am looking forward to \_\_\_\_\_ because \_\_\_\_\_.

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

**Option 2:** option 1, use the sentence starters if you need but see if you can try without! Feel free to write more than what has been given above.

**Parent/Carer Guidance:** This is a great opportunity for your child to express themselves whilst practising their writing. It's also an opportunity for them to think about their feelings and recognise what they are and maybe work out why they are there. Encourage them to think about this activity and remind them to use finger spaces, capital letters and full stops in all the right places.

## Geography

### **Capital Cities**

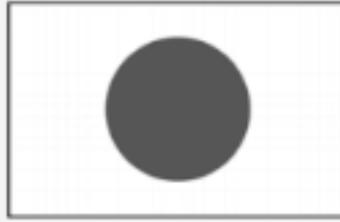
Capital cities are often where the government of a country is based (like the UK) and tend to be the largest cities in a country. Knowing world capital cities is a sure way to improve your geographical knowledge and to become a champion of Mr Johnson's quizzes.

### **Task:**

Using your knowledge, an atlas, a globe or internet, research how many capital cities can you find. Write them on a poster to upload to your learning journal.



**Jamaica**  
Kingston



**Japan**  
Tokyo



**Jordan**  
Amman

**Challenge:** Why not include the country's flag and the official language to your poster. You could also present your information using a Google slides document.

## Thursday

### Maths

#### **Task: Position and direction**

**Option 1:** Children describe the position of images, objects and themselves. In addition to 'left' and 'right', children learn to use the terms 'above', 'below', 'top', 'bottom' and 'between'. Using these terms to describe where to find things in everyday life is a great way to practise this skill. Here, children help the diver find safe places to swim in the hazardous ocean.

**Adult prompts:** The diver is looking for somewhere safe to swim. What hazards can you see in the ocean? Which parts are clear? Can you tell her where it is safe to swim at the moment?

Where is it safe to swim?


- top ↑
- bottom ↓
- above ↑
- below ↓
- left ←
- right →
- between

**Option 2:**

Where is it safe to swim?

top ↑  
bottom ↓  
above ↑  
below ↓  
left ←  
right →  
between

**Adult prompts:** What can you see in this picture? How would you describe the position of the treasure chest? Are there more ways that you could describe where it is? How will you know if you have found them all? Can you describe the position of a different object? Can your partner guess which object you are describing?

How many different ways can you describe where the treasure is?

Describe where to find an object.

Can your friend guess what it is?

**Challenge:**

Take turns to be a builder and the instructor. The builder strictly follows the directions given by the instructor. Use construction toys (such as Lego) or recycled materials to make a model. Make sure to use accurate positional language!

**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:** Time to make! Choose something you enjoy making that you know how to make quite well, it could be making a chatterbox, fairy cakes, a sandwich, toast or even how to plait hair. Once you have chosen your activity think of no more than 10 stages to split it into and write them down as instructions for someone else to follow. You could even ask someone at home to follow them and see if they can and correctly complete the task!

Here's an example:

### **Making toast**

1. **First take a slice of bread and put it in the toaster.**
2. **Push the lever down so the bread starts toasting.**
3. **Then, whilst the bread is toasting get your plate, knife and butter ready.**
4. **Once your toast has popped up put it on the plate.**
5. **After that butter your toast using your knife.**
6. **Then cut up your toast.**
7. **Finally, clean up after yourself so you can enjoy your toast!**

**Option 1:** You can write this down or tell someone at home the instructions for doing your activity. Don't have too many steps as it'll get too complicated. Remember to use some key language like: first, then, next and finally.

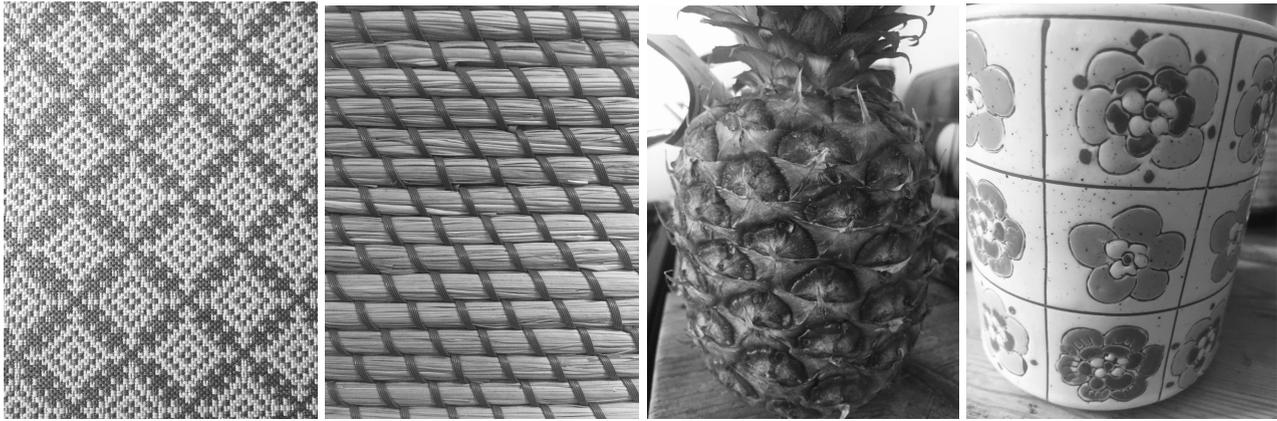
**Option 2:** Write your instructions down for your chosen activity not forgetting to use your phonics for spelling, finger spaces and capital letters in the right places!

**Parent/Carer Guidance:** It might be easier to begin this activity verbally, coming up with the steps and then your child can write them down. Remind them to use their best cursive handwriting, finger spaces and to spell using their phonics.

## Art

**Task:** Pattern Seeking!

Search your home for some patterns, look carefully and you will find them. Once you find them you'll see them everywhere! A pattern is repeated design you see again and again. Below are some pictures of patterns I have spotted in my house. What can you find? Once you have identified them have a go at drawing or painting them.



**Challenge:** Research some artists who are known for making patterns, record your findings and if you can upload them to your learning journal. You might even want to practise making the patterns your chosen artist has made.

## Friday

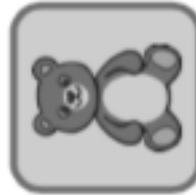
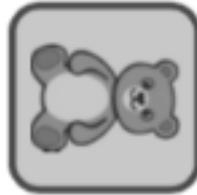
### Maths

**Task:** Positional language (quarter and half turns)

**Option 1:** Children turn objects, shapes and images to show quarter, half, three- quarter and whole turns. Practical turning of objects, such as toy cars, will help to consolidate children's understanding. Here, children match each image with the description of the turn made. They then complete a sentence to describe a turn that has been taken. Children spot the turn made as a toy is rearranged.

**Adult prompts:** Can you show me what this turn looks like using an object? Focus on one colour of tile at a time. Each one has the same starting position. How far has the tile been turned? Look at the duck tile's starting position. How far has it been turned? Which words can you use to complete the sentence?

Draw a line to match the turns with the tiles.



half  
turn

three-quarter  
turn

quarter  
turn

whole  
turn



The tile made a  turn.

Name the turns that you make with your toys.

**Option 2:**

**Adult prompts:** How far has the rocket turned? What can you use to check? (turn an object on the table) Is her sentence true or false? Why? What if it turned in another direction? Do you agree with the boy? What can you do to find out? How far does the tile need to turn to face the boy? Does it matter which direction it turns? Look at the kite tile. Which direction will it face if it makes a three-quarter turn? Can you find a picture to match? What if it turned in the other direction?

True or false?

My rocket tile has made a half turn.



If the boat tile made a whole turn, it would be on its side.



Which way will my kite tile face if it makes a three-quarter turn?



Is there more than 1 answer?

**Challenge:** Take turns to lead this game. Place a toy for your partner to see. Tell them to look away while you turn it. Ask them how far it turned to reach this position. Can they find another way to reach the same point?

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## **Literacy**

**Story:** Listen to Ms Rollin read The Everywhere Bear by Julia Donaldson.

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

**Parent/Carer Guidance:** Encourage the children to think out loud about their thoughts before writing anything down. Talking about their answers before they write them is good practise, it helps them in expressing themselves coherently.

## **PSHE**

**Task: Random act of kindness.**

Show a random act of kindness to someone, this means do something kind for someone that they aren't expecting. Choose someone first then do something kind!

Ideas for you....

Tidy your room before someone asks you to.

Make someone a card and tell them why you think they're great!

Tell someone you love them.

Offer to help make some food or to tidy.

Ask someone if they would like to hear you sing or tell a funny joke to make them laugh.