

Framework for teaching (non-digital) – Stage 1

You will need access to your working from home pack and help from a parent/carer to complete the following activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Could you collect the mail each day?	Could you sweep or vacuum the floor?	Could you tidy your bedroom and put your toys away?	Are you able to help in the garden and pull out the weeds?	Have you made your bed?
Morning	<p>English</p> <p><u>Phonics</u></p> <p>Phonic focus: 's' Set a timer for 3 minutes, and think of and write: a boy's name, a girl's name, fruit, vegetable, toy, something in your bedroom, that starts with 's'. Record these in your booklet.</p> <p><u>Spelling</u></p> <p>High Frequency Sight Words</p>	<p>English</p> <p><u>Vocabulary</u></p> <p>Brainstorm other words that mean the same as 'good'. For example, awesome, super, great. Write one of these new words in a sentence in your booklet.</p> <p><u>Spelling</u></p> <p>High Frequency Sight Words</p> <p>Use the following words and write a sentence for each in your booklet.</p>	<p>English</p> <p><u>Vocabulary</u></p> <p>Brainstorm other words that mean 'bad'. For example, awful, yuck, unacceptable, wrong. Write two of your words in a paragraph in your booklet.</p> <p><u>Spelling</u></p> <p>Look around the house and try spelling 5-10 objects that you can see (example: desk, table, book, microwave). Write the words in your</p>	<p>English</p> <p><u>Phonics</u></p> <p>Phonic focus 'sh'. Set a timer for 3 minutes and think of and write: a food, an animal, something found outside and something they don't like, that contains that sound. Record these in your booklet.</p> <p><u>Read and Response</u></p> <p>Read the poem 'Mudimals' by Claire Saxby.</p>	<p>English</p> <p><u>Read and Response</u></p> <p>Read the poem 'Mudimals' by Claire Saxby. Identify the adjectives in the poem and write them in your booklet.</p> <p><u>Phonics</u></p> <p>Look for the words with the 'ee' phoneme for example, see, teeth, me, in the poem 'Mudimals' by Claire Saxby. Brainstorm as many words as you can</p>

	<p>Use the following words and write a sentence for each in your booklet.</p> <p>because, should, there, they, came, people, around, was.</p> <p><u>Read to self or an adult</u></p> <p><u>Book Review</u> Refer to your booklet and write about the book you have read.</p>	<p>would, what, house, play, come, said.</p> <p><u>Read to self or an adult</u></p> <p>Draw and label the characters and setting of the book you have read in your booklet.</p>	<p>booklet.</p> <p><u>Writing</u></p> <p>Look outside your window and describe what you see to an adult, using adjectives. For example: My sleepy, brown cat is lying under the tall tree. There is a light wind blowing the wet washing on the line.</p> <p>In your booklet, write down what you see using adjectives.</p> <p><u>Read to self or an adult</u></p>	<p>Think about who the characters are in the poem? What words has the author used to help us get a picture in our head about the way each mudimal looks? Why is it important to get a 'picture' in our heads?</p> <p>Draw your own 'Mudimal' and label your picture with nouns and adjectives. For example, long neck, wobbly legs.</p> <p><u>Read to self or an adult</u></p> <p><u>Book Review</u> Refer to your booklet and write about the book you have read.</p>	<p>that have the 'ee' phoneme. Think of words that make the 'ee' sound. For example, tree, leaf, me. Write these words in your booklet.</p> <p><u>Independent Writing</u></p> <p>Using the picture in the booklet, write a story. Remember:</p> <ul style="list-style-type: none"> - use adjectives in your story. (describing words) - a story needs a beginning, middle and an end.
Break	Have a break for 30 minutes and go outside and play.	Have a break for 30 minutes and colour in a picture.	Have a break for 30 minutes and have a picnic outside.	Have a break for 30 minutes and go outside and play.	Have a break for 30 minutes and play.
Middle	<p>Mathematics Patterns</p> <p>Today you are going to deepen your understanding of patterns, exploring how you can grow and shrink a pattern.</p>	<p>Mathematics Number</p> <p>Today you are going to explore different ways of thinking about numbers. Please refer to your workbook for further instructions.</p>	<p>Mathematics Balancing Numbers</p> <p>Today The Hulk is back and we will estimate and investigate mass using a pan balance. Please refer to your workbook for further instructions.</p>	<p>Mathematics Making of a Tangram</p> <p>Today you will make your own tangram. Please refer to your workbook for further instructions.</p>	<p>Mathematics</p> <p>Today you get to be in charge of the numbers. You will see some different ways to solve the same problem. You will also play a strategic game with 2-digit</p>

	Please refer to the workbook for further instructions				numbers, which involves you using what you know about place value. Please refer to your handbook for further instructions.
Break	Do something fun for 30 minutes	Do something fun for 30 minutes	Do something fun for 30 minutes	Do something fun for 30 minutes	Do something fun for 30 minutes
Afternoon	<p>Science</p> <p>Please refer to your workbook. For this activity, you will need a pencil and some coloured pencils.</p>	<p>Geography</p> <p>Please refer to your workbook. For this activity, you will need a pencil, coloured pencils, paper and the picture of your favourite place (from previous activity).</p>	<p>Creative arts</p> <p>Please refer to your workbook. For this activity, you will need paint, paper (preferably thick or cardboard and coloured), a paintbrush.</p>	<p>STEM</p> <p>Please refer to your workbook. For this activity, you will need a few pieces of paper, a family member and an object or landmark to create a line for the plane to fly to.</p>	<p>PDHPE</p> <p>Please refer to your workbook. For this activity, you will need a soft object to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper) and an object or landmark to create a target for the object to hit.</p>