

Framework for teaching (non-digital) – Stage 1

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer. Remember to also complete your activity booklet – you can choose activities from your booklet to swap out activities from your timetable if you wish.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Have a go at tying up your shoes.	Can you help make dinner tonight?	Have you cleaned your teeth in the morning and night?	Could you help bring in the clothes?	Are you able to help fold the clothes?
Morning	<p>English</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> • What was this book about? • What are three facts you have learnt from 	<p>English</p> <p>Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures?</p> <ul style="list-style-type: none"> • What do you think will happen at the end of the story? • What do you think is going to happen next in the story based on what you 	<p>English</p> <p>Spelling – using your word list from yesterday, write the words in alphabetical order.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> • What was this 	<p>English</p> <p>Spelling - Play bingo using your oi/oy words.</p> <p>Make up a board game using your oi/oy words eg. Snakes and ladders. Play with a family member.</p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> • Read it aloud together. • Does it have a good beginning 	<p>English</p> <p>Play fly swat with your oi/oy words. An adult says a word, you find the word and splat it with your hand.</p> <p>Time how long it takes to write out five oi/oy words. Try again. See if you can beat your first time.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.</p> <ul style="list-style-type: none"> • How does the title

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	<p>reading it?</p> <p>Writing – what did you do on the weekend? Try and include who, when, where, why, what.</p> <p>Write a narrative using this starter:</p> <p>“What on earth are you doing up there?” mum exclaimed.</p>	<p>already know?</p> <p>Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p> <p>Spelling – using the book you read today or yesterday, find all the words in the book with the oi/oy sound in them and make a list.</p>	<p>book about?</p> <ul style="list-style-type: none"> • What are three facts you have learnt from reading it? <p>Writing – Write a narrative using this starter:</p> <p>Wow, it was so hairy. I cannot believe it was in my home...</p>	<p>and ending?</p> <ul style="list-style-type: none"> • Are the characters interesting? What makes them interesting? • Which illustration in the story was your favourite? Why? <p>Writing - Write a letter to a friend using some of your oi/oy words.</p> <p>Write a narrative using this starter:</p> <p>What is this place? I looked around and didn't recognise a single thing. Was I in another universe?</p>	<p>describe the content of the book?</p> <ul style="list-style-type: none"> • Was the title a good one for this book? Why or why not? <p>Writing - Write a list of food you would like for a dinner. Think of a main dish and dessert.</p> <p>Write a description of a person or animal in your home using adjectives (describing words).</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>Get some counters/objects (or sultanas or M&Ms or Tiny Teddies etc.)</p> <p>Take a handful of</p>	<p>Mathematics</p> <p>Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to</p>	<p>Mathematics</p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which</p>	<p>Mathematics</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found. Ask someone to</p>	<p>Mathematics</p> <p>Play a game with a partner</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10).</p>

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<p>counters/objects (or sultanas or M&Ms or Tiny Teddies etc.) and, without looking, estimate how many you have in your hand. Write down your estimates.</p> <p>Organise your counters. Draw your counter arrangement. Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how many there are without having to count? Are there more or less counters than you estimated? How many more or less?</p>	<p>find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the different shapes you found. You can make shapes using toothpicks, paddle pop sticks or sticks.</p> <p>* A quadrilateral is a 4 sided shape</p> <p>* A hexagon is a 6 sided shapes</p> <p>* An octagon is an 8 sided shape</p>	<p>container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the most to the least. Draw the containers in order.</p> <p>Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations. Was your estimate correct?</p>	<p>help you describe your favourite pattern.</p> <p>Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order.</p> <p>Can you work out how long your bedroom is?</p> <p>Choose an item you have a lot of and try and measure the length of your bedroom, or another room in your house.</p>	<p>Take out the jacks, queens, kings and jokers. An ace equals 1.</p> <p>Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in a notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</p> <p>Make it harder by adding extra piles and finding combinations to 20, 30,</p>

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					40 etc
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Afternoon	<p>Geography</p> <p>What is the weather like today? Describe it to a family member.</p> <p>Predict what you think the weather will be like tomorrow. Tell your family member.</p> <p>Observe the weather for the rest of the week. Complete the activity from the resource pack by drawing or writing about the weather each day. Make your own weather chart for the week.</p> <p>What activities could you do in the weather today? What clothes would you need to wear?</p> <p>What indoor and outdoor activities could you do in different types of weather. Complete the activity in your resource</p>	<p>Science and technology</p> <p>Set up two plastic cups with the same number of ice cubes and place them in different places to see what happens. Tell a family member your prediction (what you think will happen).</p> <p>What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing by covering them with something, such as a cloth or book.</p> <p>Write a report of your investigation. Use the guide in your resource pack, include labelled</p>	<p>Creative arts</p> <p>Make a musical instrument. Think about the variety of instruments you could create using a wide variety of materials. Try to choose recycled materials to create your instrument.</p> <p>Think about ways in which you could put your instrument to use in an ensemble or class composition. Consider creating something with the people in your home.</p> <p>Create a composition using only the materials you have created and perhaps some furniture or other things in your house they have unique sounds. Let your imagination go wild. Record your piece of music to share with the</p>	<p>History</p> <p>Technology has changed a lot over time. From the list in your resource pack, choose one example of technology that has changed.</p> <p>Talk to your parents/grandparents about what the technology was like when they were children.</p> <p>Identify similarities and differences between the old and the new technology.</p> <p>Creative arts</p> <p>Create a role play or improvisation to show the differences between when your parents or grandparents were children – a then and now. Firstly, plan what your role-play or</p>	<p>Mathematics</p> <p>Ask each member of your family what their favourite colour is. Show their answers in a picture graph.</p> <p>Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance.</p> <p>Have a competition with your family and measure whose plane goes the furthest.</p>

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	<p>pack to show the types of things you could do.</p>	<p>diagrams to record your observations.</p>	<p>class or play your composition to your family.</p>	<p>improvisation might look like. Will you have costumes, a set or a script? What form will it take? For example, it might be an interview or a silent movie.</p> <p>Why not ask your family to have roles in your play? Perform this with them or for your family. Record this for your classmates if you would like to share it.</p>