**Structuring you Home Learning Day (With class 1 in mind)**

Please use this grid to help you to structure your home learning and possibly home working day, I’ve populated the one below as a guide, please edit and amend to fit the needs of your child and your responsibilities.

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| Tips on delivering activities | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9.00 – 9.20 – phonics – display the chosen sounds. Children read some words with the chosen sound using their robot arms eg r- igh – t, right. The adult then says some words using the sound of the day and children write them. Google ‘Mr Thorne does Phonics’ and the sound of the day to find teaching youtube videos.  |  |  | Reception children: are learning phase 3 sounds: aiYear 1: ey | R: ighYear 1: a\_e | R: erYear 1: i\_e |
| **Take a break! Let children play/draw – use a countdown timer to make it clear when they will have to return to task.**9.40 – 10.10 – Maths – we use a countdown timer to keep children engaged, so rather than ‘order all the numbers’, try saying ‘how many can you put in order in 2 minutes etc’ Keep tasks snappy.  |  |  | R children – write numbers 1-20 on cut out cardboard, support them to order the numbers. Then go on a shape hunt. What different shapes can you see in the living room?Year 1 – as R then adding a 1-digit number to a 2-digit number. Eg 16 + 2, 21+ 4, by jumping along a numberline.  | R children – ordering numbers for 2-3 mins then. Flash a number – can they say it? Can they gather the corresponding number of pencils/pasta pieces etc. Can they tell you 1 more/1 less.Year 1 – as R, then adding as previous day. | All: sharing problem solving task. Tiger is having a tea party – how can we make sure everyone gets the same number of cakes etc. Get out toys for the party. Children pracise sharing pretend cakes to make sure its all fair.  |
| 10.15- **take a break!** At school we have a snack, milk and share a story, sing some nursery rhymes. |  |  |  |  |  |
| 10.45 – 11.20 English – we share a story and complete a task related to it.  |  |  | Share a story then act it out. Think about what happened in the beginning, middle and end.  | Character profile:Draw a character from the story. Write a sentence/paragraph to describe them.  | Story setting:Draw a picture of the place where the story is set. Write a sentence/paragraph about it.  |
| 11.30 – prepare for lunch. Great opportunity for children to develop life skills such as gathering food items, chopping, etc  |  |  |  |  |  |
| 12.00 – eat lunch and break – get outside, do some exercise, do a youtube exercise routine.  |  |  |  |  |  |
| 1.00 – calm down- following a busy lunch we listen to some relaxing music for 3 minutes to relax our bodies.  |  |  |  |  |  |
| 1.10 – handwriting – complete a cursive handwriting pattern. Use the cursive letter formation powerpoint to support your teaching. Make sure children are sat well at table and using a ‘tripod’ grip. Guide them to form letters accurately.  |  |  | In a set amount of time, children complete a sheet or write out the letter: t | b | d |
| 1.30 – Topic/Dance/PE/Music/exploring outside/ sewing/bakingYou could do task towards the Home Learning wolf project. You could ask your child what they’re interested in and design a project around it. If you need support – get in touch with the class 1 team via Tapestry or email.  |  |  |  |  |  |

Phonic you tube teaching link to Mr Thorne does: ai <https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=you+tube+phonics+teaching+ai#id=3&vid=c250a6a44c7f108bf9528f40540c2ad5&action=click>