



# Stage 1 – Years 1 & 2

You will not need access to a digital device to complete the following activities. You may need help from a parent/carer.

	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><b>English</b></p> <p>Read your sight words aloud. Write your sight words on paper.</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"><li>• What was this book about?</li><li>• What are three facts you have</li></ul>	<p><b>English</b></p> <p>Practise your spelling words by writing a sentence for each one.</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"><li>• What do you think will happen at the end of the story?</li><li>• What do you think is going to happen next in</li></ul>	<p><b>English</b></p> <p>Practise writing your spelling 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"><li>• What was this book about?</li><li>• What are three facts you have</li></ul>	<p><b>English</b></p> <p>Play bingo using your spelling words.</p> <p>Play 'go fish' using your sight words.</p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"><li>• Read it aloud together.</li><li>• Does it have a good beginning and ending?</li><li>• Are the characters interesting? What</li></ul>	<p><b>English</b></p> <p>Play fly swat with your sight 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 spelling 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"><li>• How does the title describe the</li></ul>

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	<p>learnt from 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>the story based on what you 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>learnt from reading it?</p> <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>makes them interesting?</p> <ul style="list-style-type: none"> <li>Which illustration in the story was your favourite? Why?</li> </ul> <p>Writing - Write a letter to a friend using some of your spelling 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>content of the book?</p> <ul style="list-style-type: none"> <li>Was the title a good one for this book? Why or why not?</li> </ul> <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>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Get some counters. Pegs or something similar.</p> <p>Take a handful of counters) and, without looking, estimate how many you have in your hand. Write your estimates in your maths</p>	<p><b>Mathematics</b></p> <p>Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 quadrilaterals (4 sides), 3 triangles, 3 circles, 3 hexagons( 6 sides) and 3 octagons *</p>	<p><b>Mathematics</b></p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most pegs, small toys or counters. Order your containers from the most</p>	<p><b>Mathematics</b></p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book. Ask someone to help you describe your favourite pattern.</p> <p>Use a pencil, pen, a</p>	<p><b>Mathematics</b></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). Take out the jacks, queens, kings and jokers. An ace equals 1.</p>

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	<p>book.</p> <p>Organise your counters. Draw your counter arrangement in your maths book. 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>sides). Draw the different shapes you found in your maths book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!</p>	<p>to the least. Draw the containers in order in your maths book.</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 in your maths book. Was your estimate correct?</p>	<p>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 in your maths book.</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 your 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>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Geography</b></p> <p>What is the weather like today? Describe it to a family member.</p> <p>Predict what you think</p>	<p><b>Science and technology</b></p> <p>Set up two plastic cups with the same number of ice cubes and place</p>	<p><b>Creative arts</b></p> <p>Make a musical instrument. Think about the variety of instruments you could</p>	<p><b>History</b></p> <p>Technology has changed a lot over time.</p> <p>Talk to your parents/grandparents</p>	<p><b>Mathematics</b></p> <p>Ask each member of your family what their favourite colour is. Show their answers in a</p>

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<p>the weather will be like tomorrow. Tell your family member.</p> <p>Observe the weather for the rest of the week. 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? Draw the types of things you could do.</p>	<p>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. Include labelled diagrams to record your observations.</p>	<p>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 class or play your composition to your family.</p>	<p>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><b>Creative arts</b></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 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.</p>	<p>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>