

	What it looks like at school	What it could look like at home
8:35-9	Smart start – handwriting followed by counting to 100 song	Practising a letter in the handwriting book that was sent home and then count to 100 https://www.youtube.com/watch?v=1dkPouLWCyc You may want to follow this up with the Joe Wicks PE lesson or save that for another point in the day.
9-9:30	Phonics	Play games on Phonics Hero or Phonics Play (the children have completed Phase 2 and are half way through Phase 3) Choose a sound from the list below and ask children to write 4-6 words with that sound in or 2-3 simple sentences. Read their reading book or a book from Bug Club
9:30-11	Play and learning in provision as well as independent access to snack	Inside learning – Lego, painting, colouring, playdough, marble run, train tracks, small world play (dinosaurs, cars, dolls, animals), drawing, jigsaws, role play Outside learning – water tray, nature spotting, obstacle course, sand, large ball games (e.g. football), small ball games (tennis, throwing and catching) Snack could be available, at child height, to access whenever they want during this time or they could help prepare a snack, e.g. buttering toast/crumpet, cutting fruit for a fruit kebab/salad
11-11:45	Maths or Literacy	Maths – having a number of the day. Can we identify this number? Write that number? Clap that number? Jump that number? Count out that number of different objects? Build a tower with that number of Lego bricks? Find different ways to make that number and then write out addition number sentences? How can we get to that number by doing subtractions? Do any shapes have that number of sides? Literacy – story of the week. Read the story every day and do any of the following activities: Act out the story, pick out the characters, setting, problem and resolution in the story and draw a picture to match each part, write a speech bubble from one of the characters, draw and label a character, write a descriptive sentence or 2 about any of the characters, retell the story by writing simple sentences, write your own version of the story (with adult support), come up with a different ending for the story, pick out your favourite part of the story and explain why.
11:45-12:50	Lunch	Lunch then playing outside or watching a bit of TV.
12:50-1:30	Focused teaching session – PE, Science, Computing, Personal, social and health education, art and D&T	PE – Joe Wicks session or Cosmic Kids Yoga Science – nature hunt outside, weather watching, learning about an animal or a habitat in the world. There are lots of ideas online such as https://www.firstdiscoverers.co.uk/early-years-science-activities-eyfs/ Computing – activities on Purple Mash or Bug Club if you didn't do it in the morning. There is also a BeeBot app that you can download onto smartphones and tablets to help children learn basic programming Personal, social and health education – choose an emotion and ask, "have you ever felt this way? Why?", talk to grandparents/family/friends over Facetime, discuss the

		<p>importance of healthy living and eating (exercise, sleep, brushing teeth etc), draw a picture or write a letter to a friend, family member</p> <p>Art and D&T – choose a famous artist and do some research about their art. Do you like their art? Why/why not? Create a piece of art in their style using coloured pencils, felt tips, paint, chalk. Create a sculpture out of playdough/plasticine/clay/junk modelling. Baking.</p>
1:30-2:55	Play and learning in provision as well as independent access to snack	See suggestions above.
2:55-3:15	Story time	Children choose a story to read to a parent, parent/older sibling reads to the child, grandparents/family friends reads a story over Face Time, audio book, story on YouTube