

Framework for teaching – Stage 1 (Year 1)

You will not need access to a digital device to complete the following activities. You may need help from a parent/carer. Please complete the activities in your homework book or any paper you can access.

Feel free to use www.getepic.com for story books if you do not have new texts to read (you will need to make a free account).

Week 9 Spelling		
Word Families	Sight Words	Rule Words
bin	call	stopping
spin	come	hopping
run	here	running
sun		

Optional activities	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?

	Optional activities	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p>Read your spelling words aloud. Write your spelling words on paper.</p> <p>Choose a book to read aloud with a parent/carer. Before reading, what do you think is going to happen in the story (predicting)?</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 events that occurred in the story? <p>Writing – what did you do on the weekend? Try and include who, when, where, why, what.</p> <p>Write your own story using a character from the book you read.</p>	<p>English</p> <p>Practise your spelling words by writing a sentence for each one.</p> <p>Choose a 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 already know? <p>Writing – Write a description about the character in your book or a person in your family.</p> <p>Use adjectives (describing words) when you write what you can see.</p>	<p>English</p> <p>Practise writing your spelling words in alphabetical order.</p> <p>Choose a 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 events that occurred in the story? • Where was the setting? • Who were the characters? • What was your favourite part? <p>Writing – Write a story using this starter: Wow, it was so hairy. I</p>	<p>English</p> <p>Write your spelling words in rainbow writing (coloured pencils).</p> <p>Choose a book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> • Read it aloud together. • What happened in the beginning, middle and end? • 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 spelling words.</p> <p>Write a summary of the book you read (in your own words, what happened in the story).</p>	<p>English</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>With a partner, test how well you know your spelling words.</p> <p>Choose a book to read aloud with a parent/carer. Read it aloud together.</p> <ul style="list-style-type: none"> • How does the title describe the content of the book? • 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>

Optional activities	Tuesday	Wednesday	Thursday	Friday	
		cannot believe it was in my home...			
Break	Break	Break	Break	Break	
Middle	<p>Mathematics</p> <p>Get some counters (or sultanas or M&Ms or Tiny Teddies or similar)</p> <p>Take a handful of counters (or sultanas or M&Ms or Tiny Teddies or similar) and, without looking, estimate how many you have in your hand. Write your estimates in your maths book.</p> <p>Organise your counters. Draw your counter arrangement in your book.</p> <p>Can you share your counters equally into two groups?</p> <p>Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how</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 find 3 quadrilaterals (squares or rectangles), 3 triangles, 3 circles, 3 hexagons and 3 octagons. 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>Mathematics</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 rice (or pasta, dried beans, water, lego etc)? Order your containers from the most 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>Mathematics</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>Practise skip counting by 2s, 5s and 10s.</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 in your maths book.</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). 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 your notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as</p>

Optional activities		Tuesday	Wednesday	Thursday	Friday
	many there are without having to count? Are there more or less counters than you estimated? How many more or less?				possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.
Break	Break	Break	Break	Break	Break
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. 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</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</p>	<p>Creative Arts</p> <p>Draw a picture of you and your family. Use what you have at home to colour it in (pencils, crayon, paint).</p>	<p>STEAM</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>

Optional activities	Tuesday	Wednesday	Thursday	Friday
		of things you could do.	sounds. Let your imagination go wild. Record your piece of music to share with the class or play your composition to your family.	