



# ROTHERHITHE PRIMARY SCHOOL

## School Closure Weekly Timetable

### Year 1



Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English - Reading</b>	Listen to the programme <a href="#">Instruments Together</a> . Your child can design a poster for a concert – who will be performing? What instruments will be played?	Ask your child to read a favourite story or to read Rumpelstiltskin <a href="#">here</a> . When reading, play some classical music. Talk to your child about how it made them feel. Mind map their feelings after this e.g. relaxed, calm.	Read along to the story <a href="#">Every Bunny Dance</a> . Following this, ask your child to list all of the instruments and dances that appeared in the book.	Practise a favourite rhyme or poem. Your child could learn the National Anthem for their country. Create actions and perform this to the family.	Listen to the story of <a href="#">a poor musician and a stray dog</a> . Stop the film at certain points, e.g. 5:11 or 5:43. Discuss together what the characters might be thinking. Can your child draw thought bubbles showing this?
<b>Phonics</b>	Can your child list different musical words that begin with the letters M, U, S, I & C? How many can they write? Can they identify rhyming words?	Look at the following sounds: ai, ay, igh. Read the following words out and your child can match the correct sound to the word: nail, light, play, pray, night, paint, fight, spray, day, may, tray. Look for objects in the house with these sounds.	Ask your child to add the 'ing' suffix to these root words: beat, clap, dance, sing, hum e.g. beat+ing = beating. Where does the rule change?	Play this <a href="#">plural game</a> or this investigating <a href="#">'ai' game</a> .	Write a list of musical words on paper/card. Play snap using these words. Rule: to be able to read the word to win!
<b>Writing</b>	Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. Apply some of these into sentences	Create fact files about musical instruments. This could include where they originate from, what they're made from, etc. Your child	Can your child rewrite the events from <a href="#">Every Bunny Dance</a> as a newspaper report? If this is too challenging, they could draw the events in a comic strip style using words such as 'first', then, and 'after that'.	Task your child with writing their own family song. When ready, they can perform it- perhaps to a family member on Facetime (with adult supervision)	Visit the Literacy Shed for this wonderful resource on <a href="#">Once in a Lifetime</a> or your child can create an invitation for their family song performance.

		can include an illustration of the instrument and label the parts.			
<b>Maths</b>	Can your child complete the patterns on <a href="#">these sequencing games</a> using 2D shapes? This will help your child to recognise 2D shapes and to problem solve.	Look at the tins/cartons of food in your cupboards. Discuss with your child which ones are cylinders, which are cubes and which are cuboids. Sort them into groups. Which 3D shape do they think makes the best packaging and why?	Ask your child to practise spelling the names of these 2D and 3D shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, pyramid.	Go on a shape hunt around the house or on your daily walk. Label things that match the shape names they have been practising.	Describe 2D shapes to your child based on their properties. Ask your child to draw the shape or make the outline using pasta or rice.
<b>Indoor Exercise</b>	Jo Wicks Cosmic Yoga	Jo Wicks Cosmic Yoga	Jo Wicks Cosmic Yoga	Jo Wicks Cosmic Yoga	Jo Wicks Cosmic Yoga
<b>Foundation Subjects</b>	Famous Musicians- Find out about famous singers and bands from London. Listen to some of their music. Ask your child to list what they like/dislike about the music. What genre of music is it? Does it remind them of any singers or bands that they know? Create a fact file about the musician/s.	Making Music- Task your child with making a variety of shakers. Using empty bottles from the recycling, fill them with different dry foods/things from the garden. How can they make the shakers sound different? Ask your child to use the shakers during their family song performance (see	Making More Music!- Can your child use different parts of their body to make music e.g. clicking fingers, stamping feet. After this, ask your child to design a new instrument. This could be an instrument that belongs to the woodwind or brass family. They can draw and label their design and then make it using materials from the recycling. Does it work?	The Four Seasons- Vivaldi wrote The Four Seasons during the early Classical period. Divide a piece of paper into 4 and ask your child to draw each season in each box as they listen to the music <a href="#">here</a> . Discuss how each movement sounds different e.g. Spring is energetic and has a fast tempo.	What can I Hear? Ask your child to visit different places in the home and garden. Get them to list all of the different sounds that they can hear e.g. the humming of the fridge. Which room is the noisiest? Encourage them to use words such as volume, tempo, pitch and beat. After this, ask your child to record the sounds and play them to the family. Can the

		above). They could also write a set of instructions for making your own musical shakers.	Ask your child to record 3 ways they could improve their design. Share at #TheLearningProjects		family guess where the sound is coming from? Alternatively, your child can replicate the sound and the family could guess this way instead.
<b>Project work/ PSHE/Citizenship</b>	Learn about the lives of different children from around the world. Get your child to list how their lives are different to the children they watch. <a href="#">Our story</a> <b>Username: student21443</b> <b>Password: rps685</b>				
<b>Mindfulness/ Wellbeing</b>	One Minute Mindful Listening Find a place in your house and sit down. Listen carefully to all the sounds around you for one minute. After a minute, write down all the sounds you heard.	Heartbeat exercise Ask your child to stand up and jump up and down or do jumping jacks for one minute. Once they have finished ask them to place their hand on their chest and take notice of how it beats and their breathing as they take deep breaths.	Teddy Bear Belly Breathing Lie with your back on the floor and put a soft toy on your belly. Breathe in and out slowly. Try and concentrate on the way your toy rises and falls with your breathing.	Go outside or on a walk. Stop and notice how the trees move in the wind, how the grass sways, how the insects scurry along the ground and how the butterflies flutter. Encourage your child to discuss how wonderful nature is and to discuss what they like about it.	One Minute Mindful Seeing Find a place where there are lots of things to see. For e.g. out of a window. For one minute, observe all the things you can see and make a list. Is there anything new that you've noticed that you haven't seen before?