



ROTHERHITHE PRIMARY SCHOOL

School Closure Weekly Timetable

Year 1



Subject	Monday	Tuesday	Wednesday	Thursday	Friday
English - Reading	Ask your child to read a variety of books and make a list of all the different types of food they find. Or, they could make a list of all the stories that they know that contain food e.g. The Gingerbread Man or Snow White.	Listen to Dragon's Love Tacos. Can your child draw pictures to represent the 5 main events in this story Link here	Ask your child to read out aloud the ingredients on the back of a tin or cereal box to an adult. This will help with the writing task.	Watch Michael Rosen performing Chocolate Cake here Your child can then perform their poem (see writing task) in a similar fashion.	Look through cookery books and recipes together. Can your child find recipes involving bananas? Raisins? Garlic? Carrots? Kidney beans?
Phonics	The word 'food' contains the 'oo' sound. Your child can go on a sound hunt and list anything they find that contains the 'oo' sound e.g. spoon, moon. Can they find any items where the 'oo' sound is spelt differently?	Practise plurals by playing this game. If this is too tricky, your child could play this sentence substitution game instead.	Can your child think of food items that contain these sounds? i-e, ai, ea & sh? Thursday	After your child has listened to Chocolate Cake, get them to listen again and list all of the adjectives (words that describe a noun) that they can hear.	Ask your child to continue to practise spelling the months of the year. Can they think of a food associated with each month?
Writing	Task your child with creating a new school menu. Is there	Write a set of instructions for making toast or a healthy sandwich. Can they use time adverbs (First, After that,) & imperative verbs (cut, grate)?	Design a new label for a cereal box. Your child must include a picture of what the cereal looks like, a mascot and an eye-	Ask your child to write a poem about their favourite food. Can	Design a new

	anything they'd like to keep the same? How can they make sure the menu offers healthy choices? Will the menu be different every day? Find or draw pictures of the food items. Have they included all of the food groups in each meal?		catching logo. Can they write information about the cereal and why it's healthy? They could include adjectives to describe the taste and an exclamation mark where relevant.	they make it a rhyming poem? Encourage them to perform it once they know it well. Thursday	milkshake. Your child can consider the ingredients they need to include, which ingredients work well together and an exciting name for the milkshake. They could even test out the creation and think about improvements.
Maths	On a piece of paper make a grid that has a tens column and a ones column. Give your child a number between 1 and 99 and ask them to draw or represent this number of the grid. You could represent it using items around the house such as pasta, cereal, sweets etc.	Ask your child to play the game Fruit Fall - answer the data handling questions based on how many pieces of fruit they catch.	Play place value bingo. Ask your child to write down 8 numbers between 1 and 50 (this could be between 1 and 20 for younger children). Rather than reading out numbers, read out clues linked to the place value. E.g. for 47 say the ones is a 7 and the tens digit can be said as forty. Can your child recognise the number and cross it off?	Get your child to show that they can recognise the representation of a number by playing Place value basketball .	Look in the cupboards and the fridge. Sort some of the foods you can find into different groups. Which food group has the most or least amount of items? Which item of food is the lightest or heaviest? Why might this be?
Indoor Exercise	Jo Wicks Cosmic Yoga Just Dance kids	Jo Wicks Cosmic Yoga Just Dance kids	Jo Wicks Cosmic Yoga Just Dance kids	Jo Wicks Cosmic Yoga Just Dance kids	Jo Wicks Cosmic Yoga Just Dance kids
Foundation Subjects	Fruit and Vegetables Printing- Look at the work of the artist Lynn Flavell. How does she represent fruit and	Healthy or Unhealthy?- Collect food from the kitchen and ask your child to sort it into healthy and unhealthy foods. Is there anything on the packaging that might help do this quicker? After this, ask your child to	Finding Favourite Foods- Ask your child to survey the family about their favourite foods. They could	Traditional Tastes- Many cultures have various food dishes to celebrate their festivals. For example,	Delicious Dishes- Can your child find out what the national dishes are for the following countries:

	<p>vegetables? Can your child create a piece of artwork in the style of Lynn Flavell? Alternatively, your child could draw a still life sketch of a fruit or vegetable bowl just like this Vincent Van Gogh painting.</p>	<p>create a poster all about healthy eating. Perhaps they could incorporate real food wrappers or labels into the poster to make it more eye-catching? Share the creations at #TheLearningProjects.</p>	<p>choose particular food types e.g. favourite fruit, vegetable, healthy snack, drink, etc. They might wish to call some family members so that they have more data to represent. Can they tally the information that they have collected? As a challenge, they could represent this as a pictogram and then write statements about their findings e.g. Strawberries are the most popular fruit.</p>	<p>in England we cook pancakes to celebrate Shrove Tuesday. Can your child create a fact file about a special food that is eaten in England during a festival? See here for some inspiration. Why not have a go at making one of the dishes if you have the ingredients? You can also discuss traditional food that is enjoyed within your own family.</p>	<p>England, Wales, Scotland and Ireland? What do the dishes have in common? Where do the ingredients come from? After this, ask your child to choose a country of their choice and find out what the national dish is for that country. Is it very different to those dishes from the British Isles? Why? Additional</p>
<p>Project work/ PSHE/Citizenship</p>	<p>Bilingual Story Telling</p> <p>This clip could be used to help children appreciate the language and cultural differences between themselves and others. Discussions could begin by looking at the variety of languages spoken by children at their own school and how children from different backgrounds communicate with each other.</p>	<p>Gender roles playing kings and queens</p> <p>Pupils could first of all establish what a good friend is and whether or not Barnaby Bear is being a good friend. Is the little girl happy with what is happening and why? Then pose the question related to gender. Why does Barnaby get to choose and do everything? Can the little girl not do that too? Could she be the Queen and boss Barnaby around just like she is? Is it fair? When the little girl suggests something that is fairer, what does Barnaby do? Is that fair? What would you do to be fair?</p>	<p>Working together to solve problems</p> <p>This clip is useful in discussions about problem solving, teamwork and co-operation. What do they think of it? What does Barnaby Bear learn from Becky in the end? How important is it to know how to work together? Could children think of situations where teamwork has made a task easier, less</p>		

			stressful and more enjoyable? How does it feel to help?		
Mindfulness/ Wellbeing	In between activities encourage your child to take part in a brain break. They should put their arms in front of them closed their eyes and inhale and exhale for 5 minutes. This enables them to regain focus and ready to start the next activity.	https://www.teachstarter.com/gb/teaching-resource/mindfulness-colouring-pinwheel-template-gb/ Make a paper pinwheel with your child. They can then use this in between activities to re-focus them.	Shark fin breathing technique Place the side of your hand on your forehead, with your palm facing out to the side. Close your eyes. Slide your hand down your face, in front of your nose. Say “shhh” as you slide your hand down your face. If you are sitting down, you do the 5 Ss while you move your hand: Sit up straight, sit still, sit silently, soft breathing, shut eyes. If you are standing do the same but you are standing straight, still, silently, using soft breathing and shut eyes while you move your hand down your face.	Mindful eating - your child will need something to eat for this activity for example a square of chocolate. Ask your child to take small bites and to close their eyes. Ask them these questions: – What is the taste like? Is it sweet or savoury? – What does the food feel like on your tongue? – Do you need to crunch it between your teeth, or can you slowly dissolve it in your mouth? – Try taking a slightly smaller or slightly larger bite. – How does this change the way eating this food feels? – Notice which muscles in your mouth, neck and body move as you swallow the food. – Pause between each bite and notice any changing	Write a gratitude dairy – Encourage children to think what they are grateful for. Every day write something they are grateful for. After a week look back and see all of the things that they are grateful for and why.

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Additional learning resources

[Busy Things](#)

[Times Tables Rock Stars](#)

[Numbots](#)

[Phonics Play](#)