



Phase 1

BONK'S LESSON

PSHE Lesson:

The benefits of rest and recuperation

Literacy Lesson 1

Mathematics Lesson 1

Science (Practical)

Art Lesson 1

Physical Education

Lesson 1

The benefits of rest and recuperation



Bonk



Bonk's appearance changes with the seasons as does his mood, especially if he does not get enough sleep. But his Seasonal Timekeeper is broken and he keeps waking at the wrong time of year so is lethargic, unmotivated and grumpy.

Take the time to speak with your pupil or child/children about how Bonk is feeling, why he may be feeling this way and if we have ever felt the same. Then explore how we can help him and/or ourselves.

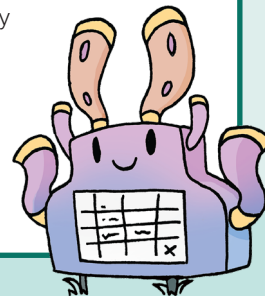
HOW TO HELP

THE LAVENDIAL

Knowing when to fall asleep can be just as important as knowing when to wake up. Keeping track of this could help Bonk be more prepared for the day ahead.

TRANSLATION

Having a regulated sleeping pattern and ensuring we get enough rest is integral to our overall health. There are a number of good habits to try before bedtime, such as switching off devices, reading or organising our thoughts from the previous day and plan the day ahead. We can try many things that could help us get a better and deeper sleep.



Tips

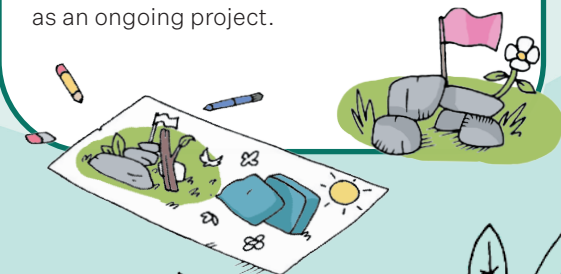
If you don't have access to a garden or the outdoors, why not try making your very own Nook indoors using sofa cushions or pillows? Think of your nook as your very own club house.

ACTIVITY

BONK' NOOK

Design a Nook for Bonk to relax and sleep in using natural materials if possible.

- ✓ Draw out what a Nook would look like, where it would be and what it would be made out of.
- ✓ Make each Nook inclusive and for as many others as possible - how could it be used?
- ✓ Discover and discuss nice things to decorate the Nook, such as flowers, stones, leaves and even pictures.
- ✓ Potentially start building one of the Nooks as an ongoing project.



Objectives		Extra Information
Lesson 1 – Parent/Child Version.		
<p>L.O:</p> <p>To Design My Own Beastie Representing An Emotion.</p>	<p>VCOP/S/G – Wow Adjectives. (10 Minutes) Choose a character who you and your child are familiar with. Ask your child to think of some adjectives to describe this character; where possible encourage them to improve on these by giving suggestions. Give your child 3 minutes to write down as many adjectives to describe the character as they can. Choose your favourite word from their list and count the total. This activity can be repeated with other characters later to develop this skill developing the quality and quantity of words produced.</p> <p>MAIN TEACHING – Purveying Example Beasties for Inspiration. (15 minutes) Display the example Beastie to the pupils and discuss the key elements to what makes them a Beastie (e.g mood, personality, appearance or environment). Discuss how a Beastie is designed to express a feeling. Ask your child if they can think of characters that make them feel a certain way? Explain the main task – you and your child are going to create your own character which they will be using in future lessons to develop a story. Ask them to think of an emotion they would like their character to represent.</p> <p>MAIN TASK – (30 minutes) You and your child will create their Beastie – drawing it (ensure they take their time to produce a quality character based on their artistic ability); giving it a name; and ensuring it has a clear emotional basis – support them with this it doesn't have to be a complex emotion just something your child has a clear understanding of. Support your child through the creation process by asking constructive questions that drive them towards a finished product.</p> <p>Plenary – (5 minutes) Have your child present and explain their character to a family member or other adult even if this is over the phone or video messaging. A great way to involve older family members who may be looking for contact during this time of less social interaction.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Paper ✓ Drawing materials ✓ Pencil <p>Key Words: Adjective Beastie</p> <p>Differentiation: Have them begin to assign adjectives to their Beastie.</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I created a Beastie to express an emotion. ✓ I created a Beastie to express an emotion and began describing them with adjectives.

Reflection	Child's Progress

Objectives		Extra Information																											
Lesson 1 – Parent/Child Version.	<p>STARTING ACTIVITY – Simple Column Addition Revision. (10 Minutes)</p> <p>If you are unsure of the method for column addition there are many videos and articles explaining this available - a quick online search for 'column addition tutorial' will direct you to materials that will allow you to learn this skill in advance of this lesson if necessary.</p> <table border="1"> <thead> <tr> <th>Starting</th><th>Secure</th><th>Higher</th></tr> </thead> <tbody> <tr> <td>1. $24+33=$</td><td>1. $27+39=$</td><td>1. $327+539=$</td></tr> <tr> <td>2. $12+27=$</td><td>2. $14+28=$</td><td>2. $114+628=$</td></tr> <tr> <td>3. $41+15=$</td><td>3. $46+17=$</td><td>3. $146+717=$</td></tr> <tr> <td>4. $53+36=$</td><td>4. $53+38=$</td><td>4. $153+338=$</td></tr> <tr> <td>5. $28+31=$</td><td>5. $28+34=$</td><td>5. $628+134=$</td></tr> <tr> <td>6. $22+25=$</td><td>6. $29+26=$</td><td>6. $829+226=$</td></tr> <tr> <td>7. $34+43=$</td><td>7. $34+93=$</td><td>7. $334+893=$</td></tr> <tr> <td>8. $27+39=$</td><td>8. $18+99=$</td><td>8. $118+999=$</td></tr> </tbody> </table> <p>Additional question can quickly be generated for further activities by using a number generator to produce 2 or 3 digit numbers. Another alternative is rolling two or three dice. <i>Note: if your child is struggling crossing the barrier of 10, 100 or 1,000 ensure all digits are less than five.</i></p> <p>MAIN TEACHING – The Connection Between Fractions and Numbers. (10 minutes)</p> <p>Explain to your child that a fraction of a number divides it into parts. Display an example of a fraction and identify the two parts to your child giving their names; the Numerator and the Denominator. Explain that the Denominator tells how many ways the number will be split whilst the Numerator tells how many of these splits will make up the answer.</p> <p>Ask if your child understands this (it is not important at this stage if they do not fully understand this concept as you are going to explain it further physically).</p>	Starting	Secure	Higher	1. $24+33=$	1. $27+39=$	1. $327+539=$	2. $12+27=$	2. $14+28=$	2. $114+628=$	3. $41+15=$	3. $46+17=$	3. $146+717=$	4. $53+36=$	4. $53+38=$	4. $153+338=$	5. $28+31=$	5. $28+34=$	5. $628+134=$	6. $22+25=$	6. $29+26=$	6. $829+226=$	7. $34+43=$	7. $34+93=$	7. $334+893=$	8. $27+39=$	8. $18+99=$	8. $118+999=$	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ 36 cubes or identical objects per pupil ✓ Lined Paper ✓ Pencil <p>Key Words:</p> <p>Column Addition Fraction Numerator Denominator</p> <p>Differentiation:</p> <p>During the main teaching exercise if your child is struggling to work independently support them by working together on a question before seeing if they can continue onto the next independently.</p>
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Objectives		Extra Information
	<p>Now tell them it is much easier to express this by showing them a couple of examples. Display the fraction $\frac{1}{4}$ and ask them how many ways they will be splitting the number you choose. If they give an incorrect answer stop and address the misconception at this stage. Demonstrate to them using cubes how to find $\frac{1}{4}$ of 12 (by taking 12 cubes and splitting them into four equal piles then counting the number of cubes in one pile) then ask them to do the same. Ask them what $\frac{1}{4}$ of 12 is.</p> <p>Ask your child to replace their cubes in their pile and now take 16 cubes. Can they work out what $\frac{1}{4}$ of 16 is? Give them sufficient time to do this and then ask them what $\frac{1}{4}$ of 16 is.</p> <p>Ask your pupils to replace their cubes in their pile and now take 15 cubes. Can they work out what $\frac{1}{3}$ of 15 is? Give them sufficient time to do this and then ask them what $\frac{1}{3}$ of 15 is.</p> <p>Now explain to your child they will continue to answer some similar questions independently.</p> <p>MAIN TASK – (30 Minutes) Your child will answer the following questions independently:</p> <ol style="list-style-type: none"> 1. $\frac{1}{4}$ of 8 2. $\frac{1}{5}$ of 15 3. $\frac{1}{6}$ of 42 4. $\frac{1}{3}$ of 27 5. $\frac{1}{8}$ of 32 6. $\frac{1}{12}$ of 36 <p>Mini-Plenary: Display the fraction $\frac{3}{4}$ and ask your child when they split their cubes into four piles how many piles of cubes will they have to count to find $\frac{3}{4}$? Demonstrate to them using cubes how to find $\frac{3}{4}$ of 12 (by taking 12 cubes and splitting them into four equal piles then counting the number of cubes in three piles).</p> <p>Ask your child to replace their cubes in their pile and now take 16 cubes. Can they work out what $\frac{3}{4}$ of 16 is? Give them sufficient time to do this and then ask them what $\frac{3}{4}$ of 16 is.</p>	<p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can calculate fractions of a number where the fraction has a numerator of 1. ✓ I can calculate fractions of a number with support. ✓ I can calculate fractions of a number independently.

Objectives		Extra Information
	<p>Ask your child to replace their cubes in their pile and now take 15 cubes. Can they work out what $\frac{2}{3}$ of 15 is? Give them sufficient time to do this and then ask them what $\frac{2}{3}$ of 15 is.</p> <ol style="list-style-type: none"> 1. $\frac{2}{4}$ of 8 2. $\frac{3}{5}$ of 15 3. $\frac{4}{6}$ of 42 4. $\frac{2}{3}$ of 27 5. $\frac{5}{8}$ of 32 6. $\frac{7}{12}$ of 36 <p>PLENARY – (10 minutes)</p> <p>Use the three examples below; tell your child to imagine they were you explaining to the them at the start of the lesson how to calculate the fraction and to show you or another family member how to answer the question.</p> <ol style="list-style-type: none"> 1. $\frac{1}{4}$ of 20 2. $\frac{3}{5}$ of 25 3. $\frac{7}{12}$ of 60 	

Reflection	Child's Progress

Objectives

Lesson 1 – Parent/Child Version.

L.O:

I Understand The Three States of Matter And That There Are Also Exceptions To These.

I Understand That A Non-Newtonian Fluid Is An Exception To The Three States Of Matter.

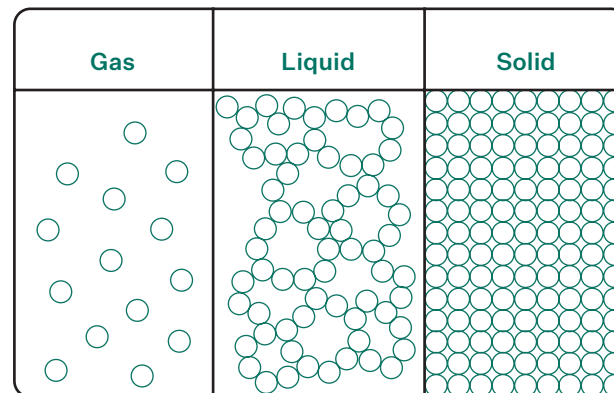
GUIDANCE – Your child must have prior knowledge of States of Matter (The Particle Model) for this lesson. If they do not, consider teaching this topic first before introducing this lesson.

STARTING ACTIVITY – States of Matter (The Particle Model) Revision. (20 Minutes)

Ask your child what are the different states of matter (gas, liquid and solid)? Ask them can they give examples of each?

Remind them that whether something is a gas, liquid or solid is dependent on how tightly packed together the molecules that make it up are arranged. Ask them to draw a large rectangle on their page with a ruler then split this into three sections. Ask them to write Gas above one, Liquid above another and Solid above the last.

Can they draw the molecules (as circles) to show the difference in how they are arranged in a gas, liquid and solid using these three boxes? They should end up with something that looks like the below:



(Note how for the gas no molecules are touching, for the liquid they are touching but randomly arranged with gaps and for the solid they are uniformly and tightly packed. Also, note the smaller the molecules the longer the task takes suggest they make them bigger than mine! – they should also be uniform in sizes as much as possible.)

Extra Information

Materials Required:

- ✓ Paper
- ✓ Pencil
- ✓ Corn starch
- ✓ Water
- ✓ An Open Container for experimentation

Key Words:

Gas
Liquid
Solid
States of Matter
Molecules
Non-Newtonian Fluid
Isaac Newton
Viscosity

HA Extension:

Research Sir Isaac Newton and write down five facts about this historical figure you can explain to the class.

Objectives		Extra Information
	<p>MAIN TEACHING – Having Fun with Non-Newtonian Fluids. (5 minutes) Explain to your child that although most things in the world move between these three states there are examples of things that do not. One example, are Non-Newtonian Fluids and today they will be creating one.</p> <p>MAIN TASK – Experiment: Creating a Non-Newtonian Fluid. (20 minutes) You will require a measure of water and corn starch you will need two times the amount of corn starch as water (by weight). Tell your child when you are ready that they should slowly pour the corn starch into the water whilst mixing. This will produce the finished product – a Non-Newtonian Fluid. Once they have thoroughly stirred the corn starch into the water they should transfer this to the experimentation container.</p> <p>Stop at this stage to congratulate your child on creating a Non-Newtonian Fluid. Explain that their task with this will be to experiment and write down observations of what they learn. You should suggest the students start by:</p> <ul style="list-style-type: none"> ✓ Seeing what happens when they try and pick up their fluid. ✓ Seeing what happens if they hit the fluid. (Ensure they understand not to hurt themselves in carrying this out). ✓ Seeing what happens if they push into it slowly. <p>Ensure through the task pupils are writing their observations down and provide guidance on how they can clearly express what they are seeing.</p> <p>PLENARY – (15 minutes) Discuss your child's observations that they have written during their period of experimentation with them.</p> <p>Finally, give a full explanation of what has been happening. A Non-Newtonian Fluid is one that acts as a normal liquid but when put under stress (such as when they hit it) changes its viscosity. Explain that viscosity is a word that describes the 'thickness of a fluid' for example honey is more viscous than water. Ask your child if they can tell you some more examples of fluids that are more viscous than others. Finally ask your child to tell you the three states of matter? Then ask them are these the only states of matter?</p>	<p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can explain the three main states of matter. ✓ I can explain the three main states of matter and express there are exceptions to this rule such as Non-Newtonian Fluids. ✓ I can explain the three main states of matter and express there are exceptions to this rule such as Non-Newtonian Fluids. I can also explain what viscosity is.

Reflection	Child's Progress

Objectives		Extra Information
Lesson 1 – Parent/Child Version.	<p>STARTING ACTIVITY – What makes a Castle? (10 Minutes) Display some pictures of castles for your child to study.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Pencil ✓ Colour pencils or other forms of colour drawing tool ✓ Paper
<p>L.O:</p> <p>I Understand What Makes Me Unique.</p> <p>I Understand How These Will Affect My Design Of A Safe Space.</p>	<p>Tell your child that the famous inventor Oscar Amadeous has devoted his spare time to writing about all the strange Beasties and unusual creatures he encounters on his adventures. But sometimes working hard means staying put in order to concentrate on the task in hand! He has his own castle that he built to be perfect just for him and over the coming lessons they are going to do the same.</p> <p>Ask your child what they know about castles and have a discussion to create a mind map (a quick internet search of 'mind map' will show you what this is if you are unsure) of all their ideas (if they are struggling remind them to use the pictures you showed them at the start for support). During your discussion focus on what castles were used for; the features of a castle and when castles were used in Europe. Below are some ideas on talking points under each category:</p> <p>① What castles were used for</p> <ul style="list-style-type: none"> ✓ Mainly castles were built for protection. In medieval Europe they were the homes of kings, queens and the nobility (nobles were important figures who ruled over areas of a country on behalf of their king or queen). ✓ Castles also reminded the common people that lived around them of who was in charge; they were showed the power of the person who owned them. A modern example could be that we know to respect a police officer because they wear a uniform which shows they are in charge of looking after us. As the way the people in medieval Europe knew to respect someone who lived in a castle we know to respect someone who wears a uniform because they represent our country. <p>② The features of a castle</p> <ul style="list-style-type: none"> ✓ Moat: A moat is a deep ditch that was sometimes filled with water. It ensured someone (or even an army) couldn't just walk up to a castle without being spotted by the guards in advance. 	<p>Key Words:</p> <p>Nobility Moat Curtain Walls Crenellations Gatehouse Arrow Loops Normans</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can describe the main features of a castle. ✓ I can describe the main features of a castle and I know what make me unique. ✓ I can describe the main features of a castle and consider what my uniqueness in designing a safe space.

Objectives		Extra Information
	<ul style="list-style-type: none"> ✓ Outer Walls: These were called Curtain Walls and were the main defensive feature of a castle protecting the people within from attack. ✓ Crenellations: The top of some walls were designed to follow a particular pattern of blocks with gaps in between. They provided a place to take cover and gaps to fire arrows from for the guards on a tower's walk ways. ✓ Towers: Mostly found on the corners of a castle's outer walls. The corners were the weakest point in a castles walls so they needed these for extra protection. ✓ Gatehouse: Castles needed a way to get in and out for the people who lived there when they weren't under attack. These gates were protected by gatehouses – there were many ingenious ways gatehouses were used to provide extra protection to the weakest point in the whole of the castle (it's entrance). ✓ Arrow Loops: These were narrow slits in the walls, towers and gatehouses of a castle that allowed an archer to fire at attackers whilst they stayed safe protected by its defences. <p>③ When castles were used</p> <ul style="list-style-type: none"> ✓ Castles of some form or another have been around long into history but the form we commonly recognise today were first by the Normans who invaded England in 1066 and began building castles across England at this time. ✓ Castles stopped being built as gunpowder was introduced to the battlefield from the 13th century onwards. <p>MAIN TEACHING – What Makes Me Unique? (10 minutes) Remind your child that although castles were designed mostly to protect their owner no two castles were the same. You can use your pictures again to illustrate this. Tell your child that they were also homes and had to be comfortable to live in and because of this they often reflected the uniqueness of their owner.</p>	

Objectives		Extra Information
	<p>Tell them as they are going to be building their dream castle; first, they need to identify what makes them unique so they can make sure their castle is comfortable for them. Ask them to think of five things that make them unique; these could be the family they share their castle with, their favourite hobbies, if they have any pets etc. and to write each one above a different box on their worksheet (give them 5 minutes to complete this).</p> <p>Discuss their ideas with them and if necessary support them in identifying more ideas if they have not been able to think of five.</p> <p>MAIN TASK – (25 minutes) Explain your child that for each of the things they have identified that makes them unique they are going to draw a picture in the box below it to represent this.</p> <p>PLENARY – (15 minutes) Have your child explain how their pictures represent their uniqueness to you or another family member. As they do this choose one box from their 5 and ask what could they include in their dream castle to make them comfortable with this if they were stuck in their castle. If they get stuck feel free to prompt them and support them with this first box</p> <p>Now tell your child to think about what they would need in their castle to keep them comfortable and list these under their five boxes.</p>	



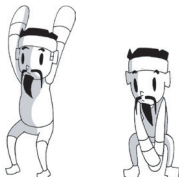
Reflection	Child's Progress

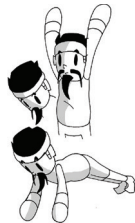

Objectives		Extra Information
Lesson 1 –Parent/ Child Version.		
<p>L.O:</p> <p>To follow a whole-body workout</p>	<p>Guidance – This is a lesson plan that contains a work out which you can follow multiple times with your pupils. If they do not manage to complete the whole main task within the time you have on the first try this is okay; you can try again next time as they will have a clearer understanding of the task in front of them. You should however ensure they do complete the Warm Up section before the main task and the Stretch section after it to ensure they do not injure themselves.</p> <p>WARM UP – Get Your Heart Ready (18 Minutes)</p> <p>Let your child know that today's P.E. lesson will take a different form to the P.E. lessons they are used of and they will need to understand how to carry out certain exercises properly in order to complete it successfully and that you will model this for them (choose from the list below all the exercises your child is unfamiliar with so you can provide a safe demonstration of at this stage).</p> <p>Exercises to demonstrate:</p> <ul style="list-style-type: none"> ✓ Squats: hands up in the air, back straight and bend your knees. ✓ Shoulder rolls: make exaggerated circular motions with your shoulders. ✓ Mountain climber: go down on your hands and feet as if to do a push up, then bring your legs up one after the other crossing your knees as you go. ✓ Burpees: jump up in the air reaching to the sky, down to a squat and push your legs out whilst using your hands to support yourself. ✓ Sit ups: lay on your back with your legs together and toes facing up, do not let your legs lift off the ground and sit up moving your hands forward to reach towards your toes. ✓ Press ups: lay just above the ground supporting yourself with your hands at shoulder width and your toes together then push up with your arms before lowering yourself as close the ground as you can without touching it - remind pupils if they are struggling they can do this exercise from their knees rather than their toes. ✓ Planks: hold yourself in the press up position but supporting yourself with your whole forearms for the time required. ✓ Walk outs: take the push up position with your arms stretched straight before walking your legs in then back out again whilst keeping your upper body in the same position. 	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ P.E. kit ✓ Full water bottle <p>Key Words:</p> <p>Squats Shoulder rolls Mountain climber Burpees Sit ups Press ups Planks Social Distancing COVID-19 Corona Virus</p> <p>Differentiation:</p> <p>Ensure your child knows they can take a break from this workout and join back in when they are ready if they become too tired to continue – but reinforce they should push themselves and try their hardest. Ensure they know that if they feel faint or sick, they should let you know immediately so you can stop and try again another time.</p>




Objectives		Extra Information
	<p>Have your child follow your lead in the following three one-minute warm up tasks, give your child the opportunity to take a short break between each task (you should judge the length of this based on the visual feedback you are receiving from observing them as you exercise together):</p> <p>Task 1:</p> <ol style="list-style-type: none"> 1. Star jumps for 15 seconds. 2. Jogging on the spot for 15 seconds. (Motivate your pupils to keep bringing their knees up high during this task) 3. Squat as low as you can for 15 seconds. 4. Jog on the spot and swing up your fists in an uppercut motion for 15 seconds. <p>Task 2:</p> <ol style="list-style-type: none"> 1. Place your arms out straight then jump from one foot to the other whilst moving your arms up and down for 15 seconds. 2. Put the back of your hands on your bum and jog on the spot bringing your heels up to your hands for 15 seconds. 3. Jump up and down landing with your knees bent for 15 seconds. 4. Jog on the spot and punch out straight for 15 seconds. <p>Task 3:</p> <ol style="list-style-type: none"> 1. Jump up and down twisting your hips from side to side for 15 seconds. 2. Twist your arms and swing them down to touch the opposite foot for 15 seconds. 3. Sprint on the spot for 15 seconds. 4. Punch up in the air like you are pounding dough on the ceiling for 15 seconds. <p>At the end of these three activities give your child the opportunity again to break and encourage them to sip their water at this point.</p>	<p>Links:</p> <p>https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can follow tasks in a full body workout. ✓ I can follow tasking a full body workout and understand why it is important to exercise regularly at this time.

Objectives		Extra Information
	<p>MAIN TEACHING – Why are we learning how to do a full workout? (12 minutes)</p> <p>Explain to your child that today they are going to do a full workout. Remind them how important it is to ensure they keep their body active particularly during times of social distancing when they don't get the opportunity to move around as much as normal. Ask your child if they know what social distancing is – listen to their opinion then explain the official definition below to them (<i>this is taken from the government publication 'Guidance on social distancing for everyone in the UK' – updated 20th March 2020 by Public Health England and translated by a teacher with fully qualified U.K. public teacher status into a child friendly format for the purpose of this lesson. It is advised explicitly by the U.K. government in this document that "this guidance is for everyone, including children."</i>).</p> <p>Social distancing is taking care as you go about your day to reduce your interactions with other people. It consists of six rules to follow that ensure we don't catch or help spread the virus COVID-19 (which we may have heard called Corona Virus); which is the reason why everyone in the U.K. has made changes to their daily routines. These six elements are:</p> <ol style="list-style-type: none"> ① Avoiding contact with anyone we see who may be infected with the virus. A person who may be infected could have a high temperature; they may appear to look hot even though it is not summer time or the room they are in is not warm. They also could have a cough. These are the two most common and easy to spot signs someone may be sick. Reinforce this does not mean we should ever be rude to someone who may be sick we should just politely keep our distance from them and follow the guidance of our trusted adults. ② Avoiding using buses, trains and other ways of getting around where many people who don't know each other are travelling together. Ask pupils if they know what these types of transport are called? If they cannot give you the answer tell them we call these ways of getting around public transport. ③ Staying at home when possible and not going to school. If the pupils you are teaching are the children of key workers and are currently in school remind them of the important tasks their carers are carrying out. Reinforce that these jobs are very important and help everyone in the country stay safe and that this is why they are in school. Reassure them that you and any other teachers they have will ensure their safety whilst they are in school. 	

Objectives		Extra Information
	<p>④ Avoiding places where groups of people gather together such as in parks and playgrounds. At this point stop and ask the pupils for examples of places where people gather together. Take ideas from around the class then stop and take this opportunity to ask pupils if they have any questions about what you have explained so far.</p> <p>⑤ Avoiding meeting up with friends and family we don't live with and using other ways to keep in contact. Ask pupils what other ways we can keep in contact with our friends and family at this time. Take ideas from around the class.</p> <p>⑥ Where possible using a telephone or the internet to contact doctors and carry out other important tasks. Reinforce that of course such things would be done by their parents but it is important everyone including young people understand what social distancing means and they should always feel free to discuss this with a teacher or trusted adult if they are worried in any way.</p> <p>⑦ Staying at home when possible and not going to school.</p> <p>Finally, reassure your child that these measures are temporary and that their learning and time at school will return to normal as soon as this is safe to do so.</p> <p>MAIN TASK – Flexibility and Strength. (25 minutes)</p> <p>There are two sections to the workout your child will be carrying out mobility and a more classic exercise task. Each consist of a series of tasks and your child should take a short break between each section whilst being encouraged to sip their water. Where possible you should ensure you keep up the pace within the bounds of the visual feedback you are receiving from observing your child as you exercise together.</p> <p>Mobility Task:</p> <p>1 - Neck Stretching: gently tilt the neck from side to side ten times. Follow this by gently turning your head left to right ten times.</p> <p>2 - Shoulder Rolls: make exaggerated circular motions with your shoulders going forwards ten times follow by the same again but going backwards ten times.</p>	

Objectives		Extra Information
	<p>3 - Arms: hold your arms out straight to the side and make big circles going forward ten times then back ten times. (Reinforce to the pupils the slower they make their circles the more difficult the exercise will be and the better for their fitness).</p> <p>4 - Wrists: clasp your hands together and move your wrists in a figure of eight ten times.</p> <p>5 - Waist: hold your arms out straight in front of you then swing from side to side fifteen times. Make sure you keep your arms floppy and move like a horizontal dab.</p> <p>6 - Hips: put your hands on your hips like a superhero, then move your hips like you are doing the hula dance ten times clockwise then ten times anti-clockwise. Now move your hips side to side like you are doing a dance ten times. Finally, move your hips from front to back looking down at the floor as you move back and up at the sky as you move forward.</p> <p>7 - Legs: swing your arms and one leg back to front like a professional football player ten times and then switch to the other leg and repeat ten times (do this exercise from a side angle so your pupils can see clearly).</p> <p>8 - Ankles: spin each ankle round and round ten times one way then ten times the other way. Then stand on the tips of your toes and pretend you are floating before returning to a normal standing position and repeating ten times (do this exercise from a side angle so your pupils can see clearly).</p> <p>9 - Squats: remind your pupils of the example earlier if necessary, then perform ten squats. Next bring your hands down one by one and touch the opposite foot ten times with each arm. Finally, hold your hands up straight in the air and reach down forward in front of you then move them between your legs and behind you before reaching as far up behind you as you can.</p> <p>10 - Walk outs: walk out then bring your left leg back up towards your upper body then reach your left arm upwards behind you (put your foot back and walk back to stand up). Repeat this with your right leg and right arm.</p> <p>Remember now is the time for your child to take a break and be encouraged to sip water. Remind them not to drink too much water as it may make them feel sick during the rest of the work out.</p> <p>Ask them how they feel so far and listen to their feedback to judge how much they can be pushed as you continue through the lesson. Remember your child may not want to express they are struggling so look out for negative body language and facial expressions as you are asking this question.</p>	<p>Waist</p>  <p>Legs</p>  <p>Squats</p> 

Objectives		Extra Information
	<p>Exercise Task:</p> <p>1 - Mountain climber: perform this exercise as described in the demonstration to your pupils for 15 seconds.</p> <p>2 - Plank: hold this as described in the demonstration to your pupils for 15 seconds.</p> <p>3 - Press ups: move up from the plank position into the press up position and perform press-ups for 15 seconds (remember if pupils are struggling with these, they can do them from their knees rather than their toes as necessary).</p> <p>4 - Burpees: perform this exercise as described in the demonstration to your pupils for 15 seconds.</p> <p>5 - Sit ups: perform this exercise as described in the demonstration to your pupils for 15 seconds.</p> <p>Remember now is the time for your child to take a break and be encouraged to sip water. Remind them not to drink too much water as it may make them feel sick during the warm down exercises. Congratulate them for making it this far and remind them it's time to warm down after a hard exercise session.</p> <p>Whilst they are taking a quick break and sipping their water discuss the importance of a warm up and warm down to a successful workout.</p> <p>WARM DOWN – The Wind Down Workout. (15 minutes)</p> <p>This post workout warm down session consists of a list of tasks similar in structure to the main task but designed to stretch out the muscles your child has been working on through the rest of the lesson. It is vital this is completed properly so they do not suffer any post exercise injuries.</p> <p>1. Leg stretches: sit on the floor with one leg tucked up into your inner thigh the other</p> <p>2. Stretched out: Reach out for your toes, then do this with the other leg for 15 seconds on each leg (do this exercise from a side angle so your pupils can see clearly).</p> <p>3. Butterflies: still on the floor put the soles of your feet together with your back straight then bounce your knees gently for 15 seconds (do this exercise from a side angle so your pupils can see clearly).</p>	<p>Burpees</p>  <p>Leg stretches</p> 

Objectives		Extra Information
	<p>3. Toe grabs: sit with your legs out straight in front whilst keeping your back straight up; now reach down to grab your toes and hold this for 15 seconds. (Let the pupils know if they cannot reach their toes they should reach out as far as they can as if they are aiming to reach their toes. Also tell them that if they practice this at home they will improve and be able to reach their toes given time).</p> <p>4. Stretching cat: move position on to your hands and knees then move your head towards the floor without touching it. Now, push your chest and head up high to the sky, just like a stretching cat for 15 seconds.</p> <p>5. Starting line: on your hands and feet in a sprint race starting position. Now slowly bring one ankle up then move the other down alternating the movement for 15 seconds.</p> <p>6. Propose: go down on one knee as if you were about to ask someone to marry you, put your hands on your hips and lean backwards. Do this with each leg holding the position for 15 seconds.</p> <p>7. Cross arms: stand up straight, bring one arm across your chest and pull it toward you. Hold this position pulling for 15 seconds with each arm.</p> <p>8. Back scratch: arms up in the air and bring one down as if you were trying to reach an itch in the middle of your back. Use your other arm to gently push the elbow of the arm you are 'itching your back' with down. Hold this position pushing gently down for 15 seconds with each arm (do this exercise facing away from your pupils at first so your pupils can see clearly).</p> <p>9. Read a book: stretch your arms out in front of you with your hands together like you are reading a book. Push your arms away for 15 seconds. Now move your arms as if you are turning the book so the writing is facing away from you. continue pushing the book away for another 15 seconds.</p> <p>10. Tree in the breeze: still with the book facing stretch your arms up high above your head then bring the down side to side like a tree in the breeze for 15 seconds (reinforce to pupils the slower they do this exercise the more effective it will be within reason).</p> <p>11. Chop up the tree: clasp your hands out straight in front of you then swing them side to side like you are chopping down a tree. Continue with this exercise for 15 seconds.</p> <p>12. Timber: bring your clasped hands down to your left foot and then to your right foot whilst keeping your legs straight for 15 seconds.</p> <p>13. Monkey: Dangle your knuckles to the floor and bounce your back, like a monkey who has just lost his banana tree, for 15 seconds.</p>	<p>Stretching cat</p>  <p>Cross arms</p>  <p>Monkey</p> 

Reflection	Child's Progress