



Home Learning Timetable

Before we get started, we just want to say that there is absolutely no pressure as a parent teacher to enforce a strict timetable to your home schooling. Many families will want to use this time to enjoy a more relaxed learning environment, and that is completely fine!

However, we know that some families will want to get a clearer structure in place. Feel free to use as little or as much of this advice as you feel would be appropriate to your child and your family situation.

We're here to help as much as we can, so do let us know if you have any questions or queries.

Practical tips:

- If you have several children, you may wish to stagger the activities so that one child can get on with work independently, while you work with another child on an activity they might need more help with.
- You can differentiate (make harder or easier) many activities, simply by what you expect children to produce. For example, you could work on writing a story with children of different ages but whereas a child in Year 1 might write a few simple sentences, a child in Year 6 might be expected to write several pages.
- Lessons don't always go to plan, not even in schools! If an activity isn't working, either leave it and move on to something else, or see if you can steer it in another direction. Most importantly, don't beat yourself up if it doesn't work out how you think it will. Even the most experienced teachers have those moments too!

Suggested home learning timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00	English	Maths	English	Maths	English
10:00	Break and snack	Break and snack	Break and snack	Break and snack	Break and snack
10:30	Exercise	Exercise	Exercise	Exercise	Exercise
11:00	Maths	English	Maths	English	Maths
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00	Quiet Learning Time	Quiet Learning Time	Quiet Learning Time	Quiet Learning Time	Quiet Learning Time
14:00	Art	Science	Computing	Project	Project
15:30	School's out!	School's out!	School's out!	School's out!	School's out!

Jump to...

[English](#)

[Maths](#)

[Exercise](#)

[Quiet Learning Time](#)

[Art](#)

[Science](#)

[Computing](#)

[Project](#)

...for suggestions as to what to do for each subject.

English

There are lots of ways you can do valuable English learning activities every day with your child. Whether reading, writing, spelling or grammar, it is important to keep up these key skills every day. Each week, try to do two reading comprehension sessions, two writing sessions and one SPaG (spelling, punctuation and grammar) session.

Here are some of our top tips for English activities:

- **Reading comprehension:** read an extract or a chapter of a book that your child is reading, from a children's newspaper/magazine, a poem, or from any other source you think suitable. Read through the extract with your child, then ask your child questions to assess how well they have understood what they have learnt. This free [Reading Question Matrix](#) will give you lots of ideas on the kinds of questions you could ask. Encourage children to write their answers wherever possible.
- **Writing:** This is a very open-ended task but there are lots of ways you can break this down into fun activities:
 - **Diary entries:** Children could write a [diary entry](#) for their day, or imagine they are a particular character and write a diary as if they were them. This could be a book character, a historical figure or anyone else!
 - **Non-chronological reports:** This type of report is a factual report that is not written in time order. Children could write a [non-chronological report](#) on their favourite animal, actor or scientist, on the rules of a sport, or even on mythical creatures like dragons or unicorns.
 - **Recounts:** A little like a diary entry, a [recount](#) retells an event. This could be a historical event, a visit to the zoo, a day on the beach...anything!
 - **Poetry:** There are lots of different types of poems, and they don't all have to rhyme! [Acrostic poems](#) are great for those less confident in teaching types of poetry. Acrostics involve writing one word or line per letter, where each letter spells out a word or phrase.
 - **Stories:** Writing a story is always good fun! Plan it out on a [story mountain](#) first to get some ideas down. Or if you're very stuck, use the 'Somebody Wanted But Then So' model to get them started. For example, SOMEBODY (a space ranger) WANTED (to save the world from an evil alien lord) BUT (their space ship broke down) SO (they hitched a ride with a friendly alien) THEN (they made it just in time to destroy the evil alien lord). Or try these free [story cards](#) to get some ideas

going! This second set of [story cards](#) are great for older children. Our [roll and write story ideas generator](#) can also produce some interesting results!

- **Newspaper reports:** Children could write a [newspaper report](#) about a current event, a historical event, a fictional event (remember that time a dragon came to school?) or anything else. These [free templates](#) might be handy.
- **Instructions:** Writing a set of instructions using imperative (bossy) verbs, such as 'make', 'put', 'add' or 'stir', is really good for getting children to think logically. They could write out a recipe, write instructions for how to play a game, for how to get from one place to another, or anything else.
- **Spelling, punctuation and grammar:** Your child's school may well have set some activities for this one but if not, try these:

- **Spelling:** start by choosing a few words or groups of words on these spelling lists:

- [Year 1 Spelling List](#)
- [Year 2 Spelling List](#)
- [Year 3 Spelling List](#)
- [Year 4 Spelling List](#)
- [Year 5 Spelling List](#)
- [Year 6 Spelling List](#)

Once you have chosen the words to focus on, spend some time making sure children can sound out each word (stretching it out so you can hear each sound within the word), and that they know what each word means. Can they say it in a sentence? Can they write it in a sentence? Can they write the word in a tray of rice or sand? Can they write it in each colour of the rainbow?

- **Punctuation and Grammar:** This is a slightly trickier one for parents to teach at home if you've had no direction from your school. However, there are plenty of online games and activities to choose from. Try playing some of the games on the [BBC Bitesize](#) website for children in KS2 (Year 3 to Year 6), or these games on the [Topmarks](#) website for KS1 children (Year 1 and Year 2).

PlanBee's favourite English lessons:

If all else fails, we have some ready-to-teach English lessons you can download [here](#). Here is a selection of our favourites:

- Year 1: [Describing Dinosaurs](#)
- Year 2: [The Great Fire of London Newspaper Reports](#)
- Year 3: [Lost in the Rainforest: Non-chronological Reports](#)
- Year 4: [World War 2 English: Evacuee Diaries](#)

- Year 5: [Stories from Space: Descriptive Writing](#)
 - Year 6: [The Hero's Journey](#)
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Maths

Keeping their Maths brains ticking along is really important during this time of school closures. Key skills like knowing times tables, recalling addition and subtraction facts, and brushing up their problem-solving skills are crucial to revisit on a daily basis.

The activities below are taken from the National Curriculum (although it is by no means an exhaustive list!). It should also be noted that not all children learn at the same rate; if you think your child needs easier or more challenging work, it is better to use more appropriate activities than stick rigidly to the given year group activities.

- **Number and place value:** Having an understanding of what numbers mean and what they represent in terms of their value is the foundation of all Maths learning. The term 'place value' refers to the value of each digit in a number. For example, in the number 548 the '5' means 'five **hundred**', the '4' means 'four **tens** (forty)' and the '8' means 'eight **ones** (eight)'. You might see the letters Th,H,T,O above a number in a grid. These stand for Thousands, Hundreds, Tens and Ones.
 - **Year 1:** Practise counting to and across 100 from zero and one, or from any given number. For example, start at 87 then count twenty numbers up to 107, then 20 numbers back down again to 87. They should also practise reading and writing numbers in words and numerals.
 - **Year 2:** Practise counting in steps of 2, 3 and 5 from 0, both forwards and backwards, as well as comparing and ordering numbers to 100. You could do this by providing number cards with different numbers on, choosing two and establishing which is larger or smaller, or arranging a set of numbers from smallest to largest. In Year 2, they should understand the value of each number in a two-digit number (i.e. tens and ones).
 - **Year 3:** Practise counting in steps of 4, 8, 50 and 100 from 0, both forwards and backwards. They should practise reading and writing numbers to 1000 in words and numerals, as well as comparing and ordering numbers to 1000. They should be able to identify the value of each number in three-digit numbers (i.e. hundreds, tens and ones).

- **Year 4:** Practise counting in steps of 6, 7, 9, 25 and 1000 from 0, both forwards and backwards, as well as counting backwards in ones through zero and into negative numbers. [Rounding any number](#) to the nearest 10, 100 and 1000 is a skill children hone in Year 4. Reading [Roman numerals](#) to 100 is also a fun one to practise!
- **Year 5:** The challenge increases in Year 5 as they read, write and compare numbers to at least 1,000,000 (one million) in words and numerals. They should understand the [value of each digit in a six-digit number](#) (i.e. hundred thousands, ten thousands, thousands, tens, hundreds and ones) and become more familiar with [Roman numerals to 1000](#). They also start [rounding any number](#) to the nearest 10, 100, 1000, 10,000, and 100,000.
- **Year 6:** Children should start reading, writing, ordering and comparing numbers to [10,000,000](#) (ten million), making sure they understand the value in each digit (i.e. ten millions, millions, hundred thousands, ten thousands, thousands, hundreds, tens and ones). They should also practise using [negative numbers](#) in real-life contexts, such as temperature.
- **Addition and Subtraction:** Spend some time doing some calculations first, then try and put it into a real life context by making it a problem. For example, for the calculation $25 + 16 = 41$, say 'If there are 25 people on a bus and 16 more get on, how many are on the bus now?' or 'If a toy costs £41 and I have £25 in my purse, how much more money do I need to buy the toy?'
 - **Year 1:** Focus on addition and subtraction facts to 20. Use objects, like counters or buttons, to help children work out, e.g. $14 + 5 = ?$ or $12 - 6 = ?$
 - **Year 2:** Keep practising addition and subtraction facts to 20 but extend this to work out related facts up to 100, e.g. if $2 + 4 = 6$, then $20 + 40 = 60$.
 - **Year 3:** Children should be able to mentally add two two-digits numbers together and start adding and subtracting numbers with three-digits. Children are also introduced to [column addition](#) and [column subtraction](#). This can be a tricky concept to grasp so try using [place value counters](#) to help them.
 - **Year 4:** Children should be familiar with column addition and subtraction so challenge them to solve calculations with up to four-digit numbers. They can also try some trickier [two-step word problems](#).
 - **Year 5:** Encourage children to complete increasingly challenging addition and subtraction calculations with more than four digits. They should be able to use

column addition and subtraction, as well as solving problems mentally and estimating the answers to questions before solving them.

- **Year 6:** Children should be able to solve problems involving addition and subtraction using numbers of five-or six-digits using a variety of methods. They should be able to [choose which method](#) is most appropriate for a given calculation.
- **Multiplication and Division:** As with addition and multiplication, spend some time on the strategies and calculations children can use, then challenge them to solve real-life problems. Having a firm grasp of times tables is crucial and we have a load of free [times tables activities](#) to help with this.
 - **Year 1:** Children should practise counting in 2s, 5s and 10s to help them become familiar with multiples, and solve multiplication problems, such as $2 \times 3 = 6$ or 8 shared between 4 is 2, with the help of objects (such as counters) and [arrays](#).
 - **Year 2:** Children should start to know their 2, 5 and 10 times tables. They should start solving multiplication problems with the help of arrays, repeated addition and mental methods, using their knowledge of times tables. They should also start to understand that multiplication can be done [in any order](#).
 - **Year 3:** As well as the 2, 5 and 10 times tables, children should also be becoming more familiar with the 3, 4 and 8 times tables. They should start using a variety of different methods to help them solve multiplication and division problems, including [partitioning](#), the [grid method](#) and mental methods. Missing number problems and [multiplying by 10 and 100](#) are also good to practise!
 - **Year 4:** Children should now be becoming familiar with all the times tables up to 12×12 . They should also use more written methods to help them solve multiply two- and three-digit numbers by 1-digit numbers, such as 24×5 or 176×3 . Methods include the grid method and [expanded method](#) for multiplication, and the [chunking method](#) for division.
 - **Year 5:** Children learn about [prime numbers](#) in Year 5, as well as developing more formal methods for formal multiplication and division, such as [short multiplication](#), [long multiplication](#) and [short division](#).
 - **Year 6:** [Long multiplication](#) and [long division](#) are two methods children explore in Year 6. These can be tricky concepts so make sure your child is confident in other methods, such as the expanded and chunking methods before attempting!

They should, by now, be pretty fluent in all their times tables up to 12x12 but if not, spend some time honing these skills.

There are many other types of Maths activities that you can do with your child, including exploring shapes, creating pictograms, line graphs and bar charts, or looking at fractions and decimals. However, the above activities will ensure that children keep up their key skills while they are not at school.

PlanBee's Maths Lessons:

We have [Maths lessons](#) that cover the entire National Curriculum for every single year group. If you need help with an activity or a lesson, just let us know and we'll point you in the right direction! Our [Maths Assessments](#) are also great for home learning; they have a whole worksheet for every type of Maths activity your child needs to cover across the whole year. Just pick one a day to work through!

Exercise

It's really important that children stay active during school closures, particularly since they are less likely to be able to get out and about during the coronavirus crisis. Luckily, there are tons of things you can do at home to make sure your children stay fit and healthy:

- **Online exercise videos:** Pop one of these videos on and ask your child to follow along. You may even want to have a go too; there are lots of really fun ones to choose from! Start with these:
 - [Dance 'n Beats](#) has a wide selection of fun dance routines for younger children to enjoy.
 - [Just Dance](#) has a more challenging selection of videos for older children.
 - [Cosmic Kids Yoga](#) has a fun range of videos to guide your child through yoga sessions.

- [Jump Start Jonny](#) has some fab free high-energy workouts on his website, plus a few on YouTube too.
- [Joe Wicks](#) has a selection of workouts to choose from. He will also be doing daily live workouts for children during school closures.
- **Go for a walk or a run** (if we're not all on complete lock-down!)
- **Design a workout:** Challenge your children to create their own workout to include things like star jumps, sit ups, burpees, leg raises and lunges. If you have things like bean bags, hoops or cones, these can be incorporated too.

Whichever type of workout you decide to do with your child, make sure you warm up and warm down before and after exercising. Walking on the spot, arm swings or circles, jumping jacks, side hops and lunges are all good options.

Quiet Learning Time

After the lunch break, it's often good to have some quiet time to let children rest and refuel for the next activity. This is where you can fit in things like reading time, [colouring](#), independent research (for example, if children are doing their own research on a particular project) or finishing up work that might have been left unfinished.

You could also use a part of this time to allow children to keep in touch with friends. They could do this by writing emails, having phone or video calls, or even writing them a letter.

Learning from home will be a challenge for many children who may be missing the structure of school, not to mention contact with their peers. A few times a week, use this quiet time to check in with your children to see how they are feeling, and to address any worries or concerns they have. You could use these free [emotions cards](#) to help children identify how they feel about the situation, or ask them to write their worries in a worry jar.

Art

Art is great as a relaxation tool, to boost creativity and to help develop fine-motor skills. You don't need lots of fancy art equipment to get some really masterful works of art going! Here are some of our favourite fuss-free Art activities you can do at home with your children:

- **Rock painting:** grab some small rocks or pebbles next time you go out for a walk and paint them as animals to create pet rocks!
- **Photo cut-outs:** Print off any picture and cut it in half using zigzag lines. Stick onto a plain sheet of paper and challenge your child to complete the picture. Children always love doing this with photos of themselves or their friends, their favourite animals, pop stars or actors, but any photo or picture will work. Depending on how challenging you want to make it, you may or may not wish to show your child the complete picture.
- **Copy the masters:** Challenge children to replicate the art of artists. Check out the art of [Piet Mondrian](#), Jackson Pollock or [Kandinsky](#) for younger artists, or for older children explore [Monet's waterlilies](#), Munch's 'The Scream', Frida Kahlo's [self portraits](#), Van Gogh, Picasso, Matisse, Seurat...the list is endless! It's great to encourage your child to find out about the artist behind the artwork too.
- **Still life:** plop an apple, a vase, a glass or a flower in front of them and challenge children to draw what they see. As an extra challenge, ask them to paint it using just one colour, such as using different shades of red.
- **Squiggle art:** draw a small squiggle on a sheet of paper using curvy or straight lines. Challenge your child to then turn the squiggle into a drawing. You might be surprised at the masterpieces that can be developed from these simple squiggles!
- **Self portraits:** Give children a mirror and ask them to draw or paint their own self-portrait. This [free poster](#) can help older children. A nice alternative is to make self portraits from clay or plasticine. Younger children can use a flat oval shape as the basis for their sculpture, while older children could be challenged to make a whole bust of themselves.
- **Collage:** Instead of drawing or painting a scene or person, challenge your child to use collage instead. This can be done using scraps of coloured paper, tissue paper, newspaper, bubble wrap, tin foil, or anything else that children can stick onto a page!
- **Abstract art:** Give your child a plain piece of paper and tell them to take their pencil for a walk across the page. This can be done using straight or curvy lines. They should

make the lines overlap and overcross so that they end up with small sections they can colour. Challenge them to use, e.g. four different colours to colour in their abstract artwork, making sure adjoining sections are never coloured in the same colour.

If you're looking for fun Art projects, [Pinterest](#) is a fabulous first port of call. It has lots of fun, creative Art activities to keep your little ones entertained.

PlanBee's favourite Art lessons:

These [PlanBee Art](#) lessons can either be used as a one-off or as part of a series:

- **Year 1/2:** [Paper Art: Paper Beads](#)
 - Children are taught how to make paper beads from triangles of paper, and how to put their beads together to create a necklace, bracelet or keyring.
- **Year 1/2:** [Animal Art: British Wildlife](#)
 - Children explore animals found in Britain and learn how to break them up into shapes to draw them.
- **Year 3/4:** [Seurat and Pointillism: Experimenting with Pointillism](#)
 - After recapping briefly who Seurat was, children look at how pointillism works and have the chance to experiment with pointillism themselves.
- **Year 3/4:** [Plant Art: Creating Depth](#)
 - Children are taught how to draw a tree using a simple method, and then how to create a scene that shows depth.
- **Year 5/6:** [Chinese Art: Dragons](#)
 - Children explore the theme of dragons in Chinese art before learning how to draw a dragon step-by-step, or create a dragon from salt dough (recipe included).
- **Year 5/6:** [Art Illusions: Optical Art](#)
 - Children will look at examples of optical art before learning how to create their own mind-bending artwork!

We also have a FREE Art mini-scheme (three lessons) themed around the artist [Wassily Kandinsky](#) for children in Year 5 & Year 6.

Science

There are some set topics that children are supposed to study in Science, according to the National Curriculum. If you want to delve into these with your children during school closures then great! If not, now is a perfect time to explore some fun Science topics and activities that children wouldn't usually explore at school. Here are the National Curriculum topics, as well as some ideas for other activities you can do whilst home learning:

National Curriculum Science topics:

- **Year 1**

- **Plants** - identify different plants, including familiar garden flowers and trees, as well as exploring their basic parts, e.g. leaves, roots, petals and leaves.
- **Animals** - explore the names of different animals from around the world and investigate which ones are herbivores, carnivores and omnivores.
- **Everyday materials** - explore what common objects are made from (e.g. metal, plastic, wood, glass, rock, etc.), describe what these materials are like and group objects according to what they are made from.
- **Seasons** - discuss changes in weather and climate across the seasons, and how this affects people and animals.

- **Year 2**

- **Living things** - explore the plants and animals that live in different habitats around the world (including micro-habitats) and consider how these plants and animals have adapted to their environment. Investigate simple food chains in these habitats (e.g. the rabbit eats the lettuce and the fox eats the rabbit).

- **Plants** - explore what plants need in order to grow (i.e. water, sunlight and a suitable temperature) and observe how seeds and plants grow into mature plants.
- **Animals** - match baby animals and their parents, noticing similarities and differences. Explore the things all animals need to survive (i.e. food, water, shelter) and describe these for different animals. Examine the importance of exercise and healthy diets in humans, as well as good hygiene.
- **Everyday materials** - explore why the characteristics of different materials make them suitable for some objects and not others, e.g. why it is better to use metal instead of wood for a saucepan. Also explore how the shapes of some solid objects can be changed by squashing, bending, twisting and stretching, e.g. sponges, plasticine, etc. (you can have a lot of fun with playdough with this activity!)

● Year 3

- **Plants** - children should start becoming familiar with the functions of different parts of a plant (e.g. roots, stem, leaves, petals) and explore what plants need in order to grow well. They can also explore pollination, seed formation and seed dispersal.
- **Animals** - explore the idea that both animals and humans get nutrition from what they eat, and that they need the right type and amount of nutrition to be healthy. Find out about how animals, including humans, have skeletons and muscles for support, protection and movement.
- **Rocks** - identify different types of rocks, comparing and grouping them together based on their properties and appearance. Also explore what fossils are and how fossils are formed, as well as finding out what soil is made from.
- **Light** - explore what light is and identify different light sources (making sure children know it is dangerous to look directly at the sun), as well as exploring shadows and how they behave (making shadow puppets is a fun activity for this!).
- **Forces and magnets** - explore push and pull forces and compare how different things move on different surfaces due to friction. Investigate what magnets are, how they behave and what they can be used for.

● Year 4

- **Living things** - group both plants and animals in a variety of ways according to their characteristics (e.g. appearance, behaviour, etc.). Challenge children to use or make a classification key (sometimes called a branching database) to help group and identify organisms both locally and in the wider environment.
- **Animals, including humans** - describe the features of the digestive system in humans, as well as looking at the different types of teeth in humans (canines, molars and incisors) and what each is used for. Also explore food chains, identifying producers, predators and prey.
- **States of matter** - explore the difference between a solid, a liquid and a gas, comparing and grouping materials according to their state. Investigate the water cycle and how water changes from a liquid to a gas and vice versa by evaporation and condensation.
- **Sound** - identify how sounds are made (looking at different musical instruments is good for this) and recognise that vibrations from sounds travel through a medium to the ear. Explore different pitches and volumes of sound, and that sound gets fainter as the distance from the sound source increases.
- **Electricity** - identify common appliances that run on electricity. Explore simple electrical circuits and their basic parts (e.g. cells, wires, bulbs, switches and buzzers). Explore switches and how they work, and identify materials that are insulators and conductors. *NB: this may not be possible at home without the correct equipment.*

● Year 5

- **Living things** - describe the differences in the life cycles of mammals, amphibians, insects and birds, as well as the process of reproduction in some plants and animals.
- **Animals, including humans** - describe the changes as humans develop from babies to old age, including the changes that take place through puberty.
- **Properties and changes of materials** - compare and group together everyday materials based on the characteristics, including hardness, solubility, transparency and whether or not they are an electrical conductor. Explore that dissolving, mixing and changes of state are reversible changes, whereas other changes, e.g. burning, can result in the formation of new materials. Baking is a

good hands-on way to explore reversible and irreversible changes with your children.

- **Earth and space** - explore the solar system, including the movement of the Earth around the Sun and the Moon around the Earth. Explore in particular the Earth's rotation to explain day, night and the apparent movement of the sun across the sky.
- **Forces** - explore the forces of gravity, air resistance, water resistance and friction. Investigate how some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

● Year 6

- **Living things** - describe how living things are classified into broad groups according to their characteristics, including micro-organisms, plants and animals. Children could, for example, group animals according to whether they are mammals, birds, fish, reptiles, amphibians, insects, annelids, arachnids, etc., or micro-organisms according to whether they are a bacteria, protists or bacteria. The work of Carl Linnaeus is good to study here.
- **Animals, including humans** - identify the main parts of the circulatory system in humans, including the functions of the heart, blood vessels and blood. Recognise the impact of exercise, diet, drugs (both medical and non-medical) and lifestyle on the way bodies function, and describe the ways in which nutrients and water are transported within animals, including humans.
- **Evolution and inheritance** - recognise that living things have changed over time, using fossils to explore this. Explore the idea that living things produce offspring of the same kind but that they vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Exploring the work of Charles Darwin and Mary Anning can be useful here.
- **Light** - explore the idea that light travels in straight lines and that we see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes. You could look at the way the eye works here, identifying the different parts and their purposes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- **Electricity** - investigate how the brightness of a lamp or the volume of a buzzer changes with the voltage of cells (batteries) used in a circuit, and explore other

reasons why the brightness of a bulb or other components might change in a circuit. Children should use the recognised electrical symbols when drawing circuit diagrams to reflect their learning. *NB: this may not be possible at home without the correct equipment.*

PlanBee has [Science lessons](#) that cover all the National Curriculum objectives above so if you need any help, or pointing in the right direction, just let us know!

Working Scientifically:

As well as the topics above, children are also expected to learn how to work scientifically. This means things like asking and answering questions to different types of scientific enquiry, setting up, carrying out and evaluating experiments and investigations, recording their findings in charts, tables and graphs, making predictions, using fair tests, and drawing conclusions from their findings.

There are lots of fun Science experiments you can do at home to both to cover some of these 'working scientifically' objectives and just for fun! A quick Google search for 'fun science experiments for children' should throw up a wealth of ideas you can do at home, such as:

- [Instant Ice](#)
- [Make salt crystals](#)
- [Crystal egg geodes](#)
- [Chromatography](#)
- [Oobleck](#)
- [Chemistry experiments](#)
- [Lemon volcanoes](#)

For each of these, start by explaining what you will be doing and ask children to make a prediction about what they think will happen and why. Encourage them to record their findings and explain why things happened. This may involve doing some further research, which children can either do independently or supported by an adult.

If all else fails, PlanBee has some specific [‘working scientifically’](#) lessons you can delve into:

- **Year 2:** [Super Scientists](#) (some lessons may be suitable for Year 1 children, depending on your child)
 - **Year 3 & Year 4:** [What do Scientists do?](#)
 - **Year 5 & Year 6:** [Great British Scientists](#)
 - **Year 5 & Year 6:** [Viking Science](#)
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Computing

Computing at home will only really be possible if you have access to a computer or a tablet. If not, don't worry! Just replace Computing in your timetable with a different activity you know your children will enjoy.

Without getting into the nitty gritty, 'Computing' basically refers to anything that can be done on a computer or device, as well as learning how to code and write computer programs.

Coding isn't as scary-sounding as you might first think. There are lots of free websites out there for children to help them understand how coding works. One of our favourites is [Scratch](#). Children can program their own interactive stories, games and animations, whilst learning a bunch of key skills along the way. The main Scratch site is aimed for children aged 8-16, while [ScratchJr](#) is for children aged 5-7.

If you're interested in practical computing and want to get your children doing something a bit more hands-on, you can't go far wrong ordering a BBC micro:bit. These cheap, compact, programmable devices include LED lights, buttons and sensors, all of which can be programmed with Scratch, or via the micro:bit online programming app. The website has loads of brilliant programming projects for children, too.

More day-to-day Computing activities could include:

- **Writing emails** to friends or family
 - **Creating a multimedia presentation** (i.e. a presentation with text, images, videos, etc.) on a topic they are studying. This can be done in PowerPoint, Keynote (on a Mac) or similar.
 - **Creating a graph** using a program such as Excel or Numbers (on a Mac).
 - **Writing a story** using word processing, and inserting images and graphics. You could also use a service such as [Book Creator](#) (which is free) for this.
 - **Drawing a picture** using painting software, such as Microsoft Paint. There are lots of lots of other free drawing apps and software specifically designed for children too.
 - **Using the internet** to research a particular topic. Please ensure that appropriate parental controls are in place before allowing your child to surf the internet and talk to them about how not all sites are reliable.
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Project

Picking a project or topic and studying it in depth with your child can be both a great way to spark their personal interests as well as getting in lots of different types of learning. The beauty of home education is that you can tailor the project to your child's interests to make sure they are going to be engaged.

As they work through a topic, challenge them to find out information in a variety of ways and to present it however they think best. They could write reports, draw diagrams, annotate maps, perform role-plays, write songs, write poems, create presentations, make models...anything at all! Try and be creative and choose different activities for different projects.

Here are some ideas of projects you can do with your child whilst home learning:

- **Famous people** - choose a famous person (a historical figure, an actor, a sportsperson, a musician, a scientist, a politician, an astronaut, an author) and challenge children to find out as much about them as they can. Where do they live? Have they always lived there? What nationality are they? Why are they famous? When did they

become famous? What impact has their fame had on the world? What impact has their fame had on them? What effect has it had on you?

- **Historical events** - events like the [Great Fire of London](#), [World War I](#), [World War 2](#), the sinking of the [Titanic](#), the [Gunpowder Plot](#), the Black Death, the Reformation, the Industrial Revolution or the [Suffragette Movement](#) all provide a wealth of learning opportunities for History as well as Geography, Art and other subjects.
- **A historical period** - studying what life was like during different historical periods can be fascinating. Common periods children study at primary school include [prehistory](#), the [ancient Egyptians](#), the [ancient Greeks](#), the [Romans](#), the [Tudors](#), the [Victorians](#), the [Vikings](#) and the [Maya](#), but you could also study the [Wild West](#), the [Aztecs](#), the Georgians, the Edwardians or any other time period that takes your fancy!
- **A country** - pick any country in the world and find out as much about it as you can. Look at both physical geography (e.g. mountains, rivers, climate, coastlines) and human geography (e.g. culture, language, religion, schools, homes, shops, land use, etc.).
- **A biome or a habitat** - studying forests, [deserts](#), [mountains](#), [rainforests](#), [oceans](#), lakes or rivers can offer lots of learning opportunities, particularly for Science and Geography. What animals live there? Why? What plants live there? What is the climate like? What groups of people live there? What is the land used for? Where in the world can this biome or habitat be found? Why is that?
- **Animals** - pick an animal or a group of animals (e.g. mammals, reptiles or birds) and challenge your child to learn as much about them as they can. Where in the world can you find this animal? What kind of habitat do they live in? What do they eat? Does anything eat them? How do they reproduce? Are they nocturnal? What special characteristics or adaptations do they have? What other animals are related to them?
- **Inventions** - learn about a particular invention or give your child the challenge of working out what they think the top 5 inventions of all time were. Inventions you might like to consider could include the [printing press](#), the [telephone](#), the [internet](#), [paper](#), the light bulb, gunpowder, fire, the wheel, the [steam engine](#), cars, antibiotics or concrete.
- **Space** - explore the planets, stars, constellations, galaxies, asteroids and comets with your child, and explore the history of space exploration. You don't have to stick to the facts either. Write a story about an intergalactic war or draw pictures of different species of aliens!
- **Dinosaurs** - let's face it, everyone loves dinosaurs! However old your child, there are valuable learning activities surrounding dinosaurs, including finding out about the

different species, their features, what they ate, exploring fossils and finding out about the work of palaeontologists.

- **Fashion** - turn your children into fashion designers and challenge them to design different clothes, or costumes for stage or screen. They could investigate famous fashion designers or trends today and in the past. They could even try their hand at sewing some clothes!

Phew! We know that's a lot of information to digest and don't worry if you're feeling overwhelmed. We're here to help.

If you haven't already done so, sign up for our home learning advice [here](#) so we can send you **free resources, top tips**, access to **online learning sessions**, as well as giving you the chance to become a **Silver PlanBee Member** absolutely free (usually £29.99).

And if you have any queries at all, just [contact us](#) via the website or email info@planbee.com

Happy Home Learning!