**Framework for teaching (non-digital) – Early Stage 1 sample**

**EAL/D enhancements for learning**

\*Enhanced suggestions for EAL/D students

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Task | Have you made your bed? | Could you organise your toys today? | Can you help make lunch today? | How can you help a family member today? | Can you tidy your room? |
| Morning | English  Make your sight words or letters out of playdough.  \*Ensure all sight words are provided with an image which represents the meaning where possible so these can be learnt in context.  Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story.  Where is the story taking place? How do you know? Discuss this with your parent/carer.  \*Texts from the students’ home language could be used if appropriate or bilingual texts.  Start a journal that you can draw and have a go at writing in. Add to your journal throughout the week. | English  Create your name out of pegs or pasta.  Write your sight words or sounds on paper or with chalk.  \*Students without print literacy in first language may require template to trace name, focusing on using left to right directionality.  Read a book with a parent/carer. What interesting words can you find in the story? Identify all the characters in the story and talk about them with your parent/carer.  Verbally describe one of the characters to your parent/carer. What do they look like? What do they do? What do they like/dislike? Draw this character and label or write about them. Add lots of detail.  \*Provide a model and visual cues for this task. A familiar character profile with a description or sentence stems as a prompt for independent writing. | English  Practise writing your name in your scrapbook.  Read a book with a parent/carer. Can you find some punctuation in the story, for example full stops and capital letters? Talk to your parent/carer about them.  Draw a picture of your bedroom. Label your picture.  Create labels for your toys  \*Provide scaffolded images of labelled toys for students to use as a guide | English  Read a book with a family member. How were the characters feeling at the beginning and then at the end of the story? What made them feel this way?  \*Provide visuals of different feelings and emotions.  Pretend you are hosting a big party! What food would you like? What food would your guests like? Draw/write a shopping list.  \*Provide images of labelled foods/shopping lists for students to use as a guide | English  Draw and/or write a postcard or a letter to a friend or family/carer. Tell them what you have been doing for the past few days.  \*This could be done in students’ first language with the help of a parent  Read a book with a family member. Can you find any of your sight words in the story? Tell your parent/carer what the story is about – who are the characters, what happens? Why would you recommend/not recommend this story to your school friends? |
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics  Ask someone to help you collect 20 objects. Practise counting your collection, forwards and backwards. You could even try starting from different numbers (for example, start with 5 objects and keep counting).  Count how many steps it takes to get from your bedroom to the kitchen and back.  Play a board game with a family member, for example snakes and ladders.  \*Teach Maths vocabulary explicitly. Build visual word banks for targeted Maths language such as ‘forwards’, ‘backwards’. | Mathematics  Number hunt: what numbers can you find in your house? Can you find all the numbers from zero to twenty? Try writing these numbers in your scrapbook, for example the numbers on a remote control or a clock. Can you find numbers on shoes, on food in the cupboard or in the fridge?  Collect your favourite toys, books or LEGO. Sort them into different categories. How did you choose to sort them? Is there another way you can sort them?  \*Everyday vocabulary needs to be scaffolded in the form of word banks accompanied with images, picture dictionaries etc. | Mathematics  Practise cutting a piece of paper in half. How do you know the parts are equal? Is there another way you can make half?  When you are making your lunch today, practise counting and sharing items. For example, can you cut your sandwich in half? Can you count out scoops of rice for each person? Can you share an apple with a family member, so each person gets the same amount to eat?  \*Teach Maths vocabulary explicitly. Build visual word banks for targeted Maths language such as ‘halves’. | Mathematics  Shape hunt: What shapes can you find in your house?  Draw a picture out of these shapes. Describe your picture to a family member and ask them to help you write down the names of the shapes.  Choose some objects in your house. Order them from shortest to longest.  \*Include visuals of labelled shapes. | Mathematics  Collect some blocks, pencils, pens, dried pasta, dried beans, etc. Make a repeating pattern. Draw your pattern. Describe your pattern to a family member. Can you make another pattern using the same materials? Draw your second pattern. \*Provide pattern sequence examples as a scaffold.  Choose one of your objects for example, a block and use it to measure things in your house. For example, how long (how many blocks) is your table? How wide is the door?  Draw a picture of you measuring something that you discovered which was very long and something you discovered which was very short. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | Science and technology  Place a few seeds in wet cotton wool and then into a cup. Place a few seeds in dry cotton wool and then into a cup. Place the cups on a windowsill. Spray just the wet wool with water each day. Draw a picture of the seeds on Friday. What happened? What changed and why? | History  Who is in your family? Ask each of your family members what country they were born in.  Draw a picture of your family. | Creative arts  Sing a song with a family member, for example ‘Heads shoulders, knees and toes’ or ‘Row, row, row your boat’. Can you make some actions to go with the song?  \*Could learn a song in students’ first language  Make up a dance sequence and perform it for your family. | Geography  Use collage materials to make an artwork of a place that is special to you. Why is this place special to you? Who else is this place important to?  \*Provide visual example and sentence stems for the questions. | PDHPE  Identify three ways you can keep your body healthy.  Practise throwing and catching a ball with a family member.  Draw a hopscotch and practise hopping and jumping through the squares. |