

Suggested timetable for a day of EYFS home-learning

In the survey parents asked for guidance on what a 'day' of home learning may look like and for some examples of time tables. You may already have a system which works for you, in which case please disregard these suggestions – it is here merely for those who want it.

Young children can roughly concentrate on something for the length of minutes that matches their age when left to work completely independently. So 5 years = 5 minutes. However, when interested and engaged by an adult talking to them about their work and supporting them with it this 5 minutes can stretch to anything from 15 minutes to as much as half an hour. This means young children need their work to be active and engaging (usually by an adult working with them to keep them on task for long than 5 minutes) but they also need regular breaks and opportunities to move whilst learning.

Therefore, this is one example of what an EYFS time table for the day could look like:

9 – 9.30	Phonics/Reading
9.30 – 10	Break
10 – 10.30	Number/Shape
10.30 – 11	Break
11 – 11.30	Writing
11.30 – 12.30	Break and lunch
12.30-1.00	Creative development
1.00-1.30	Break
1.30 – 2.00	Daily Exercise
2.00- 2.30	Language Development

This may include short breaks within the half an hour lesson for a drink, or a chat with a parent or just an added break if things are feeling too much. Equally, some activities may last longer than half an hour if your child is engaged and coping well.

It is important to take breaks and follow a timetable that suits your family and work life and to take break when you or your child need them.

Breaks could include a family walk to get some fresh air. All breaks should be taken 'away' from the children's workspace to be a proper break.

The most important message is make your day work for you and your family life and take breaks whenever it feels like you or your child needs it.

Recommended timetable for a day of KS1 home-learning

In the survey parents asked for guidance on what a 'day' of home learning may look like and for some examples of time tables. You may already have a system which works for you, in which case please disregard these suggestions – it is here merely for those who want it.

Young children can roughly concentrate on something for the length of minutes that matches their age when left to work completely independently. So 6 years = 6 minutes; 7 years = 7 minutes etc. However, when interested and engaged by an adult talking to them about their work and supporting them with it this 5 minutes can stretch to anything from 20 minutes to as much as half an hour. This means young children need their work to be active and engaging (usually by an adult working with them to keep them on task for long than 6 or 7 minutes) but they also need regular breaks and opportunities to move whilst learning.

Therefore, this is one example of what a KS1 time table for the day could look like:

9 – 9.30	Phonics/Reading
9.30 – 10	Break
10 – 10.30	Writing
10.30 – 11	Break
11 – 11.30	Maths
11.30 – 12.30	Break and lunch
12.30-1.00	Foundation subject started
1.00-1.30	Break
1.30 – 2.00	Foundation subject continued
2.00-2.30	Break
2.30-3.00	Foundation subject continued
3.00-3.30	Daily Physical Exercise

This may include short breaks within the half an hour lesson for a drink, or a chat with a parent or just an added break if things are feeling too much. Equally, some activities may last longer than half an hour if your child is engaged and coping well.

Alternatively, the Daily Physical Exercise could replace one of the breaks earlier in the day or be fitted in between the foundation subject sessions.

It is important to take breaks and follow a timetable that suits your family and work life and to take break when you or your child need them.

Breaks could include a family walk to get some fresh air. All breaks should be taken 'away' from the children's workspace to be a proper break.

The most important message is make your day work for you and your family life and take breaks whenever it feels like you or your child needs it.

Recommended timetable for a day of KS2 home-learning

In the survey parents asked for guidance on what a 'day' of home learning may look like and for some examples of time tables. You may already have a system which works for you, in which case please disregard these suggestions – it is here merely for those who want it.

By KS2, children should be able to concentrate independently for at least 20 to 30 minutes. However, when interested and engaged by an adult talking to them about their work and supporting them with it this can stretch to beyond half an hour and up to an hour. This means children need their work to be active and engaging (an adult working with them to keep them on task can help with this) but they also need regular breaks and opportunities to move whilst learning.

Therefore, this is one example of what a KS2 time table for the day could look like:

8.30 – 9.00	Times tables and Spelling
9 – 10	Reading
10- 10.15	Break
10.15 – 11.00	Writing
11.00 – 11.15	Break
11.15 – 12.15	Maths
12.15 – 1.15	Break and lunch
1.15 -2.00	Foundation subject started
2- 2.15	Break
2.15- 3.00	Foundation subject continued
3.00-3.30	Daily Physical Exercise

This may include short breaks within the lessons for a drink, or a chat with a parent or just an added break if things are feeling too much. Equally, some sessions may last longer than allocated if your child is engaged and coping well or enjoying their learning (especially if these are art or science sessions).

Alternatively, the Daily Physical Exercise could replace one of the breaks earlier in the day or be fitted in between the foundation subject sessions.

It is important to take breaks and follow a timetable that suits your family and work life and to take break when you or your child need them.

Breaks could include a family walk to get some fresh air. All breaks should be taken 'away' from the children's workspace to be a proper break.

The most important message is make your day work for you and your family life and take breaks whenever it feels like you or your child needs it.