



## What's going on this week?

Since schools closed to most pupils two weeks before the Easter break, many young people have had to completely overhaul their usual routines. While there is a possibility that some, if not all, primary school year groups in England may go back before the long summer holidays, this is unlikely to be the case in Scotland, Wales, Northern Ireland and for most secondary aged pupils.

### Main question:

#### How important is it to have a routine?

##### Listen, think, share

- Look at this week's poster and talk about what we can see.
- Explain that this week's story looks at whether or not it is important to have a routine and how many of us have had huge changes made to our daily routines during the lockdown.
- Share our daily routines at the moment. How does our weekday routine differ from our weekend routine (if it does at all)? Talk about how our routine may have been different prior to the lockdown period and school closures, how? Are there some things we prefer about our new routines?
- Explain that some people don't like routines, and prefer to do things as and when they choose. Do we know anyone like this, or are we like this?
- Some people believe that if you have a strict routine that you stick to, you are more productive than if you just do whatever you like when you feel like it, do you agree?
- Read the opinions found on the assembly resource. Are there any you agree with? Can you sort them into those who prefer to have a routine and those who you think would prefer not to?
- Watch this week's useful video (found overleaf). Do you have a bedtime routine? If you do, and for one night didn't follow the routine, does it affect your sleep? If you don't have one, would you like to? What might it look like? E.g. hot chocolate, reading, teethbrushing etc.

### Reflection

For some of us, having a routine is important. It means we know what we are doing and what's happening at different times, others enjoy change and making sure each day is varied. We are all different and it's important for us to respect and show consideration for those around us.



## KS1 Focus

### Question:

#### What are all the things we do in a typical day?

##### Listen, think, share

- Write the days of the week. Which are weekdays and which two days do we describe as the weekend? Do you have a favourite day of the week? Why?
- Focus on a weekday. List some of the things we might do in that day e.g. sleep, eat, play, brush our teeth, wash, get dressed/undressed, go to school. What is the first thing you do? What is the last thing you do? When do you have your meals?
- Look at resource 1, which shows some of the things Luda does on a weekday. Which things does she do in the morning, in the afternoon, in the evening? Can you order them?
- Think about your own weekday. What time do you get up? Is it the same each day or does it change? Do you have a morning routine e.g. get up, have breakfast, get dressed, brush teeth or do you do these things when you feel like it or not at all?
- Look back at the list of things we might do in a day. Is there anything that has to be done at a specific time e.g. school or a club? Is there anything you do that you don't think other people will?
- Think about the weekend. What do you usually do at the weekend? Is there anything different about the weekend and a weekday? Explain that we do not go to school or often don't do schoolwork at the weekend. Have you ever stayed in bed a bit longer at the weekend or played in your pyjamas as you didn't have to rush off to school?

### Reflection

There are some things that many of us do each day such as sleep, eat, brush our teeth, wash. These often become part of our routine; the things we do regularly.



## KS2 Focus

### Question:

#### What would our lives be like without any routine?

##### Listen, think, share

- Write the word 'routine'. Can you describe what a routine is? Explain that it is a sequence of actions that are regularly followed.
- Do you have any routines? Think about the morning. Do you get up at a similar time each day, get dressed, have breakfast, brush teeth, wash in a specific order?
- Think about your school. Are there any routines you follow there such as register, assembly, breaks, lunch? Can you create a timetable for a typical day at school? Do you like knowing what you are going to do and when?
- Look at resource 2, which shares Arthur's experience of a day without any routine. How do you think he felt? Would you have enjoyed a day like this? What do you think it would have been like if nobody in school followed a routine? What impact has his actions had on others?
- Think about when not following a routine might be enjoyable and have less impact on others e.g. the weekend. Are there still parts of the day that might have a routine? Would you still brush your teeth?
- Why do we have routines? List some of the reasons such as saves time, encourages good habits, provides us with structure.
- Do you like routines or not? Why do you think you feel this way?

### Reflection

Without any routine at all, life can become chaotic! Some people prefer a strict routine whereas others prefer a more relaxed approach. It is important to find out what works for you and helps you get the most from life.



## KS2 Follow-up Ideas

**Option 1:** Write the statement 'Having a routine is better than not having one'. Split a piece of paper in half and list reasons for and against this statement.

- What do you think?
- Find out what someone in your family or in your class thinks.

Use your points to write a discussion text. You could organise your work as follows:

- A question e.g. 'Is having a routine better?'
- Introduction
- Reasons for having a routine
- Reasons against having a routine
- Conclusion

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**Option 2:** Create a timetable for a typical weekday before lockdown and a typical weekday during lockdown. Compare the two timetables, using the following to help:

- What time do you get up? Is it the same/different on each timetable?
- Is your morning routine the same?
- How much time do you spend doing schoolwork on each timetable?
- What time do you go to bed? Do you get more or less sleep on the lockdown timetable?
- Which timetable has the most routine?
- Which timetable would you prefer as your typical weekday?



## KS1 Follow-up Ideas

**Option 1:** Create a list of some of the things you do in a typical day. For each of these, draw a picture then cut it out. Complete the following:

- Which things do you usually do in the morning?
- Which things do you usually do in the evening/afternoon/night?
- Can you put them into an order?  
Explain why you have organised them this way.
- What do you do first, next, last?

You could keep your pictures and use them to help organise part or all of your day.

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**Option 2:** As well as using the word routine to describe a sequence of actions we follow in our day, we can also use it to describe a set sequence in a dance. Can you create your own dance routine? Think about:

- What music will you choose?
- Can you include fast and slow moves in your routine?
- Can you include some moves that are high up and some that are low down?
- Can you change direction?

Practise your routine and then, if possible, teach it to someone else in your family or at school.



## This Week's Useful Websites

[This week's news story](#)

[www.bbc.co.uk/news/education-52641757](http://www.bbc.co.uk/news/education-52641757)



## This Week's Useful Videos

[Bedtime Routine Tips](#)

[www.bbc.com/ownit/about-us/bedtime-routine-video](http://www.bbc.com/ownit/about-us/bedtime-routine-video)



[This week's Virtual Assembly](#)

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

## This Week's Useful Vocabulary

**Consideration** – careful thought about something.

**Prior** – something that has already happened or must happen before another event can take place.

**Productive** – something or someone that is productive is able to produce or achieve a large amount.

**Routine** – a sequence of actions that are regularly followed.

**Varied** – something that consists of different types, elements, sizes or qualities.