
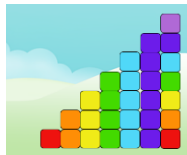


Here is a suggested timetable to plan your day if you are finding it difficult to pick and choose when to complete an activity. Enjoy your learning and we look forward to seeing what you have done on Class Dojo!

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Daily rehearsal – 5- 10 minutes each (am)	Maths – practise number bonds to 10 sheet on ClassDojo. Practise days of the week https://www.youtube.com/watch?v=3txOrvuXIRg&safe=active				
	Reading – use the Rocket Phonics e-books. Instructions can be found on ClassDojo				
	Handwriting – Work though the ‘handwriting chants’ sheet on Class Dojo. It’s important not to move through too quickly but to make sure children only move on when they have ‘mastered’ each family.				
Physical Development	Funky Fingers challenge – see Class Story. Best done for around 4 minutes and to loud fast music like ‘Happy’ by Pharell Williams! Get active at least twice a day – see the ‘Englefield Challenges’ ideas on Class Story. Get outdoors every day! The government recommend at least 60 minutes of exercise each day.				
Phonics (am) 15-20 minute	A daily Phonics Plan is available for each child. Message me on Class Dojo with your email address if you have not yet requested one. Each day try to practise the sounds, play a game and write a sentence.	PICTURE MATCH This is part of Phonics Play – in the interactive resources area. Or you can print them off from the printable resources section.	BURIED TREASURE. This is part of Phonics Play – in the interactive resources area.	SPELLING 1: An adult dictates words with sounds children are confident with. Either write them down or use the sound tin to make them. Children can use the sound mat to help them remember how to write the sounds correctly.	SPELLING 2: Make a collection of toys or objects in the house with sounds children are confident with. e.g. ‘train’ or ‘cork’. Hide them under a blanket. Ask the child to choose one object and then tell you what sounds are in it using robot arms. Either write them down or use the sound tin to make them. Children can use the sound mat to help them remember how to write the sounds correctly.
Maths (am) 10 -15 minutes	This week we are thinking about number 8. Write down the numbers to 10 & circle number 8. What comes before 8, what comes after 8? Make a tower of 7. What do I need to do to make 8 (one more) Make a tower of 9? What do I need to do to make 8 (one less.) Encourage children to say “8 is one more than 7. 8 is one less than 9”	This Numberblock is called Octoblock. Why does Eight call himself Octoblock? What other words begin with ‘Oct’ (octopus, Octonauts, octagon.) ‘Oct’ tells us this word is about number 8. Provide a list of things in the house for the children to find - an ‘8’ treasure hunt! E.g. toy spider, 2 toy cars with four wheels each, a tower of 8 blocks, a playing card with number ‘8’ on it, a domino tile with 8 spots. 	Look at how Octonaut is made – is he a tower like Seven? What do they notice? Demonstrate counting in twos 2-4-6-8 What other numbers could you make by counting in twos? Can you show this using blocks or bricks? Miss Mearns thinks you can make 7 by counting in twos. Is she right? Why not?	Using bricks or blocks make a staircase of Numberblocks – this time to 8. Which number can they count in twos? What do they notice? Can they use the words ‘more’ and ‘less’? 	Create a tower of 8 blocks or bricks, or use the children’s toys lined up in a row. Split the objects using the sentence: 8 is 1 more than 7, 8 is 2 more than 6, 8 is 3 more than 5 etc. Repeat using the sentence: 7 is 1 less than 8, 6 is 2 less than 8, 5 is 3 less than 8 etc.
Pick and Mix	It’s important to choose an area of interest to the children. Help them describe and explain what is happening as well as talk about likes, dislikes, similarities and differences. Or find an activity on the Wider Curriculum Activity Sheet.				

Learning (pm)	
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