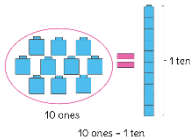
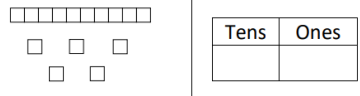


Here is a suggested timetable to plan your day if you are finding it difficult to choose when to complete an activity. Enjoy your learning and we look forward to seeing what you have done on Class Dojo!

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 Class Story 31 st March				
	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 to upbeat music like ‘Happy’ by Pharell Williams! Get active at least twice a day – see the ‘Englefield Challenges’ ideas on School 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.				
Maths (am) 10 -15 minutes	<p>This week we are thinking about number 10. Start by watching the Numberblocks Series 2: Ten on BBC iPlayer.</p> <p>Ten is ten ones OR one ten which is fundamental to understanding our number system.</p> <p>Children need lots of practice exchanging ten 1s for one 10.</p>  <p>Encourage them to use this sentence. “Ten ones is the same as one ten” “One ten is the same as ten ones”</p>	<p>Ask your child to count out 11 Lego bricks.</p> <p>Now count out 10 making a tower as yesterday:</p> <p>Encourage them to use this sentence. “Ten ones is the same as one ten” “One ten is the same as ten ones”</p> <p>What do they have now – ten and one? Eleven.</p> <p>Look at how we write 11</p> <p>One 10 and one 1</p> <p>Some children will immediately make links to the rest of the numbers to 20; others won’t and will need this to be demonstrated. Both are fine!</p>	<p>We are going to continue making numbers using one 10, all the way to nineteen.</p> <p>Ask your child to count out 12 Lego bricks.</p> <p>Now count out 10 making a tower as yesterday:</p> <p>Encourage them to use this sentence. “Ten ones is the same as one ten” “One ten is the same as ten ones”</p> <p>What do they have now – ten and two. Twelve.</p> <p>Look at how we write 12</p> <p>One 10 and two 1s</p>	<p>Don’t worry if your child is finding this concept tricky. It takes lots and lots of practice to see ten ones as one ten.</p> <p>Ask your child to count out 13 Lego bricks.</p> <p>Now count out 10 making a tower as yesterday:</p> <p>Encourage them to use this sentence. “Ten ones is the same as one ten” “One ten is the same as ten ones”</p> <p>What do they have now – ten and three? Thirteen.</p> <p>Look at how we write 13</p> <p>One 10 and three 1s</p>	<p>Keep making teens numbers using one ten, helping them to always say “Ten ones is the same as one ten” “One ten is the same as ten ones”</p> <p>And showing them how the number is written</p> <p>e.g. One 10 and four 1s - fourteen</p> 
Pick and Mix Learning (pm)	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.				