

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 continuing to think about number 10. And the importance of number 10 to understanding our number system.</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> <div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div></div></div> <table><tr><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td></tr></table>	Tens	Ones			<p>As the children become more confident ask them use their teens number cards – choose a card e.g. 16 and make it with one ten and six ones.</p> <p>If you have enough bricks they could make a numberline with all the numbers from 10 – 19</p> <p>What do they notice? What stays the same? What changes? (The 10 remains the same, but the ones changes each time – it gets one bigger)</p>	<p>Another way to extend the children’s understanding is to ask them to choose a card e.g. 17 and make it with one ten and seven ones.</p> <p>Can they make one more, one less?How about two more or two less?</p> <p>What do they notice about the ones? What do they notice about the tens?</p>	<p>Today we are going to be thinking about doubles.</p> <p>Start by watching the Numberblocks Series 2: Double Trouble on BBC iPlayer.</p> <p>Use the children’s blocks or toys to show doubles: double 1 is 2, double 2 is 4, double 4 is eight. What other number blocks could they double?</p> <div></div>	<p>Today we are going to be thinking about doubles and halves</p> <p>Use objects to help the children make the connection between doubles and halves.</p> <p>Double two is four</p> <p>2 + 2 = 4</p> <p>Half of four is two.</p> <div></div>
Tens	Ones								
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.								