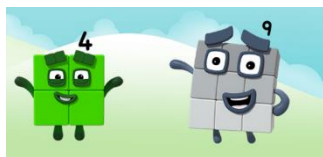
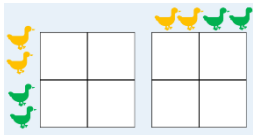
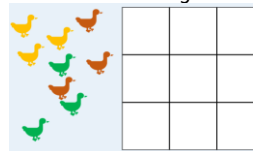



Here is a suggested timetable to plan your day if you are finding it difficult to pick and choose when to complete an activity. Enjoy your learning and we look forward to seeing what you have done on Class Dojo!

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=3tx0rvuXIRg&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.				Celebrate VE day – see the ideas on the Wider Curriculum Activity Sheet.
Maths (am) 10 -15 minutes	<p>This week we are thinking about number 9. Start by watching the Numberblocks Series 2: Nine on BBC iPlayer.</p> <p>Talk about where ‘9’ comes in the counting sequence using the words ‘before’ and ‘after’</p> <p>Make a collection of 9 things exploring the terms: one more & one less.</p>	<p>Whilst we don’t introduce the children to square numbers until much later, identifying pattern is important for early mathematical development – and fun!</p> <p>Draw attention to the structure of 9 as a square: “9 is three groups of 3”</p>  <p>Use bricks to make Four and Nine. Ask: “What is the same and different about these two number blocks.” (They both have 4 corners and 4 sides)</p>	 <p>Draw a grid like this. You will need four ‘things’ e.g. 2 green bricks and 2 yellow bricks. Ask the children to arrange the objects in colour groups and introduce the phrase ‘two lots of 2’</p> <p>Repeat with three lots of 3: You will need e.g. 3 red bricks, 3 yellow bricks and 3 green bricks.</p> 	<p>Explore making ‘lots of 2’ using objects around the house. Arrange them as an array like this one ‘There are 5 lots of 2, five twos make 10’.</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.				