

## Prep - Learning at home - Week 1

Each of the activities included in this document are designed to last for approximately 30 minutes.

<u>SUGGESTED DAILY HOME LEARNING TIMETABLE</u>		
<i>Before 9:00am</i>	<i>Wake up</i>	<i>Eat breakfast, make your bed, get dressed and clean your teeth</i>
<i>9:00am-10:00am</i>	<i>Healthy time</i>	<i>Take a walk outside, do some yoga (this may be online via Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)</i>
<i>10:00am-11:00am</i>	<i>Literacy</i>	<i>Complete Phonics and Reading task (30 minutes) and Writing task (30 minutes)</i>
<i>11:00am-11:30am</i>	<i>Brain break</i>	<i>Have something healthy to eat and take half an hour to rest your brain</i>
<i>11:30am-12:00pm</i>	<i>Numeracy</i>	<i>Complete Mathematics task</i>
<i>12:00pm-12:30pm</i>	<i>Health &amp; BQT</i>	<i>Complete Health <b>or</b> BQT task (1 per day)</i>
<i>12:30-1:30pm</i>	<i>LUNCH</i>	
<i>1:30pm-2:30pm</i>	<i>Specialists</i>	<i>Complete Art, PE, Indonesian <b>or</b> Performing Arts task (1 or 2 per day)</i>
<i>2:30-3:30</i>	<i>Educational iPad Apps or continue with your STEAM challenge (See Big Question Time)</i>	<i>If you have an iPad, you may use apps such as Targeting Maths, Book Creator, Friends of 10, School Writing, or any other from the 2020 P-2 suggested apps list.  Children could listen to a more substantial text on <a href="#">audible</a>, which is currently free, or listen to a children's podcast (these two 'best podcasts for kids' links from <a href="#">Common Sense Media</a> and <a href="#">Wired</a> are suggestions only, and parents will need to decide whether content is appropriate for their own children). Children may also like to read previous <a href="#">school newsletters</a> and classroom <a href="#">blog posts</a> (password: newport2020).</i>

## Week One Maths Lessons

Curriculum Area	Focus	Activities
Maths	Mapping	<p><b>Every day:</b> Choose an activity from the maths daily practise table. Practise a similar skill every day for a few days to build fluency.</p> <p><b>To make sure your child understands concepts of location:</b> Choose a toy and give your child 3 directions for where to place it. For example, on top of the table, to the left of the pot plant and under the table.</p> <p><b>Independent Task</b></p> <p><b>Session 1:</b> Ask your child to draw a detailed picture of a playground. It must include trees, animals, equipment and people. When they have finished, ask your child to describe every aspect of the picture using directional language such as, 'The bird is in the tree.' 'The slide is next to the swing.'</p> <p><b>Session 2:</b> Students draw a map/birds eye view of their favourite room in their house, making sure to include key pieces of furniture. For example, their bed, window and chest of drawers in their bedroom. Encourage accuracy about relational size and position of objects.</p> <p><b>Session 3:</b> Look at your drawing from yesterday. Think about what you did well and what you might be able to do better. Choose a different room or space (inside or outside) and repeat the same task. When they have finished, play a guessing game with your child. For example, 'I'm thinking of an object that is next to the couch and beside the lamp. What am I?' Take turns to give clues and name objects.</p> <p><b>Extension:</b> Draw a map of somewhere you have walked to in the past few days. For example, a map of the route between your house and the park. Include arrows and directional language (such as forwards, backwards, left, right, around, under, etc.). Pose some questions about their drawing, such as, when we left home, what did we pass on the right? (If you have not left your house recently, this could easily be adapted to a map from the child's bedroom to the kitchen, etc.)</p> <p><b>Need a little bit more?</b> If your child posted their letter (see writing), they may like to draw a simple map of the route between their house and the post box, with the same prompts as above.</p> <p>Ask your child to build a simple construction with Lego. Look at it from the top and draw it. Look at it from the side and draw it. Look at it from the front and draw it.</p> <p><b>Targeting Maths App - for some screen time practise</b></p>



## Week One Reading Lessons

Curriculum Area	Focus	Activities
LITERACY	Reading: Making Connections	<p><b>Phonics Practise (every day):</b> Practise saying the name and sound for all sounds/letters learnt in Term 1 (S A T P I N M E H R D O U L B). Be sure to show your child both upper and lower case versions of the letters.</p> <p><b>High Frequency Words (HFW) Practise (every day):</b> Practise reading all of the words that have been taught so far:  <i>as a I is at it in am the was man an of to sat and his on not said because like</i>            Introduce these new ones: <i>me, be, we, went</i></p> <p><b>Reading Strategy reminder (every day):</b> Lips the Fish            Remind children that when they are reading independently, they need to get their lips ready to say the initial sound of a word.</p> <p><b>Independent Reading Practise (every day):</b> Children read one of their take home books for 15 minutes every day. You will find more online books that they can use to practise their reading here: <a href="#">Speld Decodable Readers</a></p> <p><b>Reading to Your Child (every day):</b> Before reading a book to your child, try these 3 steps to get them thinking:            Step 1: Say the title out loud            Step 2: Ask, 'What do you notice on the cover?'            Step 3: Ask, 'What do I think this book is about?'</p> <p>After reading, discuss the book together. This week we are looking at 'Making Connections' – using what we know to help connect us with what we are reading. You might say, 'This book reminds me of that time we went to the beach and you rode your boogie board all day.' Then encourage your child to make their own connection to the story (perhaps they have read another book by the same author, another book with a similar theme or had a similar experience to the character in the book).</p> <p>You can do this using any book available each day, but if you're looking for a good read aloud, you could read <a href="#">Grandpa's Slippers</a> or <a href="#">How to Babysit A Grandpa</a></p> <p><b>For something different one day:</b> Make connections with the video <a href="#">How does hand sanitizer kill germs?</a></p> <p><b>Need an easier day? Try these:</b> An option for a simple reading activity one day a week, if you have internet access, is for your child to listen to a story read by <a href="#">Oliver Jeffers</a> or <a href="#">Mo Willems</a> through these 'A Story A Day' links.</p> <p><b>Another option is to use the poem of the week.</b> Read the poem 'Yellow' to students (included in blue bags). Have children highlight particular letters that they know. Eg. Say, "Colour all the letter 'E' in pink and 'S' in blue". Try to stick to around 3 letters. Give children the added challenge of circling the High Frequency Words (HFW) that they know.</p>

## Week One Writing Lessons

Curriculum Area	Focus	Activities
LITERACY	<b>Writing:</b> Letter writing	<p><b>Practise handwriting (every day):</b> Copy all lower case letters</p> <p><b>Revise spelling high frequency words (every day):</b> Try one of these ways for children to practise spelling their high frequency words:</p> <ul style="list-style-type: none"> <li>● Write words in their notebook</li> <li>● Write the words on pieces of paper - cut the word up so that one letter is on each strip of paper then arrange the letters to spell the word</li> <li>● Record themselves spelling the words aloud on some kind of recording device</li> <li>● Use the app 'Australian Touch and Write: Victorian Cursive' (there is a place for parents to record words for children to practise writing).</li> </ul>  <p><b>Write one sentence with your child (every day):</b> Choose a simple sentence, or ask your child to construct one e.g. 'My dad is a good cook.' You write – your child stretches out each word (with your help) and says what sound they can hear. Ask them which letter or letters make that sound and record what they say. You may end up with a sentence that looks like this – 'M d is a g c.' Or this - 'Mi dad is a gd ck.' Encourage and praise any letter/sound matches. It's ok that they don't have the correct spelling at this stage – we are working on matching letters to sounds.</p> <p><b>Independent Writing (every day):</b> This week children will spend a couple of days writing letters to someone working in the 'essential services'. Show your child how to set out a simple letter.</p> <p>Dear Doctor, Thank you for all of your help. Love, Emma.</p> <p>Students write their own letters. Remind them that this is Independent Writing and they need to try to do it by themselves. Don't let them have your letter to look at or copy. The goal is to get them thinking and writing for themselves. Remind them to use their alphabet strip and to stretch out words and write the sounds that they hear. Children draw a detailed picture to go with their letter.</p> <p>Cheer, encourage, congratulate attempts but please do not spell the words for your child. When they have finished, ask them to read their writing back to you. If there is one thing you think your child could improve on (such as including a capital letter at the start of the sentence or stretching a word out so they can include more sounds that they hear) ask them to do this.</p> <p><b>Easy day option for Independent Writing:</b> Ask your child to complete one of the <i>trace and write</i> sheets from their green books. They should be encouraged to add a follow on sentence of their own and draw a picture to match their writing.</p>

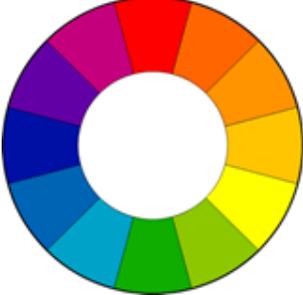
## Week One Big Question Time (BQT)

<b>BQT</b>	<p style="text-align: center;">Science, Technology, Engineering, Arts &amp; Mathematics (STEAM) Challenges</p> <p style="text-align: center;">Self-Managing</p>	<p>STEAM Challenge tasks - as per the parent email attachment 'At Home Or School STEAM Projects'.</p> <p>Students select one of the 4 tasks to complete.</p> <p>Learning Asset focus: Self-Management</p> <p>Students take a photo or draw a picture of a time this week where they have displayed the learning asset of being a self-manager. They can include this in their scrapbook journal.</p>
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## Week One Health

<b>Health</b>	<p style="text-align: center;">Positive Coping</p>	<p><b>Use the prompt question: How are you feeling today?</b></p> <p>What emotions can children name? Can children match a facial expression to the emotions they name?</p> <p>Read one of the 'When I'm feeling' books by Trace Moroney and complete a linked activity (this may be based on how your child is currently feeling).</p> <p><a href="#"><u>When I'm Feeling Sad by Trace Moroney</u></a> Children write or draw 3 things they are grateful for.</p> <p><a href="#"><u>When I'm Feeling Happy by Trace Moroney</u></a> Children write or draw 3 things that made them happy today.</p> <p>If you cannot access the books online, have a discussion about feelings and complete one of the drawing/writing activities above.</p>
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## Week One Specialists

Art	Primary Colours	<p><b>Colour Wheel</b></p> <ul style="list-style-type: none"><li>● Search for an image of a <a href="#">colour wheel</a> like the colour wheel on the white board in the Art room.</li></ul>  <hr/> <ul style="list-style-type: none"><li>● Create your own colour wheel by tracing around a plate to make the circle, divide the circle into twelve sections, colour each section accordingly using either pencils, textas or crayons.</li><li>● Listen to the story <a href="#">Mouse Paint</a></li><li>● Label the primary and secondary colours on your colour wheel.</li></ul>
P.E	Leaping	<p><b>Opening/Warm-up</b> – Complete the movement exercises from the link (approximately 12 minutes): <a href="https://www.youtube.com/watch?v=3_oIssULEk0">https://www.youtube.com/watch?v=3_oIssULEk0</a> or complete a circuit consisting of the listed exercises where students move from one exercise to the next every 30 seconds and have a short rest in between.</p> <p>Circuit exercises include – running on the spot, star jumps, sit ups, squats, frog leaps, balancing on one leg, jumping and hopping on the spot.</p> <p><b>Leaping</b> – A leap is a jump. You can leap forward for distance or leap vertically which means jump upwards and land on the spot.</p> <p>This week we are focusing on leaping for distance from a standing position. We can leap further if we use our bodies properly. Here are some tips:</p> <ul style="list-style-type: none"><li>● Eyes are focused forward throughout the leap</li><li>● Our feet are about shoulder-width apart</li><li>● We use our arms to help propel us forward. Arms are slightly bent and begin behind our body and as we take-off, they come forward, up and around, finishing by our sides</li><li>● Knees are bent on take-off and landing</li><li>● Use your legs to take-off as hard as you can</li><li>● We want a controlled landing on our feet without losing balance</li></ul> <p>Find an open space and practise leaping for distance from a standing position where you try to apply the correct technique. Do not rush. Make sure you have a short break in between each attempt (2-3 minutes).</p> <p>Play a game of ‘Crocodile Leap’. You can play by yourself or with another family member.</p>

		<p>Set up two identical items that are placed on the floor/ground parallel and close to each other. You can use socks, skipping ropes, rolled up tea towels, straws or other long/narrow items.</p> <p>Aim to leap over both items from a standing position. Remember to land safely on the other side. If successful, increase the distance between the two items by a short distance (approx. 5cm). Repeat. If you can't leap over the two items, try again. If unsuccessful, try with a short run up. If you are still unable to clear the items, place them close together again and restart the game.</p>
LOTE Indonesian	Traditional Indonesian Stories	<p><b>Traditional Indonesian Stories – Kancil the Mousedeer</b></p> <p>These stories are all about a small Indonesian rainforest animal known as <i>kancil</i> (say 'kanchil') who plays tricks on other animals.</p> <p><b>Watch:</b> Mousedeer and Tiger - Fables by SHAPES   Sang Kancil   Folktale from Indonesia <a href="https://www.youtube.com/watch?v=9uoaA5YYaiQ">https://www.youtube.com/watch?v=9uoaA5YYaiQ</a></p> <p><b>Research:</b> Find out some information about <i>kancil</i> on the internet. What do they look like? Draw a picture and label it. What do they eat? Where do they live? Find 3 other interesting facts about <i>kancil</i>.</p>
Performing Arts	Puppets	<p><b>Introduction to puppets</b></p> <p>Introduction to puppets. Advise your child that puppets have been a form of entertainment in history.</p> <p>Watch this clip: <a href="https://www.youtube.com/watch?v=FKcKXxmT5Fg">https://www.youtube.com/watch?v=FKcKXxmT5Fg</a></p> <p>Discuss:</p> <p>Did the actors stay in character? Did the narrator change his/her voice? What were the puppets made out of? When could you see what the puppets were doing? What could you use around the house to make puppets?</p> <p><b>Vocabulary words to research</b></p> <p>Puppeteer Puppet</p>