

Prep - Learning at home - Week 2

Each activity included in this document is designed to last for about 30 minutes.

Note: Tasks highlighted in yellow are the activities that we suggest you prioritise if short on time.

<u>SUGGESTED DAILY HOME LEARNING TIMETABLE</u>		
Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed and clean your teeth
9:00am-10:00am	Healthy time	Take a walk outside, do some yoga (this may be online via Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)
10:00am-11:00am	Literacy	Complete Phonics and Reading task (30 minutes) and Writing task (30 minutes)
11:00am-11:30am	Brain break	Have something healthy to eat and take half an hour to rest your brain
11:30am-12:00pm	Numeracy	Complete Mathematics task
12:00pm-12:30pm	Health & Big Question Time (BQT)	Complete Health or BQT task - 1 per day Once tasks are complete, students could choose their own activity such as tuning into an episode of the podcast 'But Why' or the ABCs ' House of Sound ', making a card or drawing a picture to send to a loved one.
12:30-1:30pm	LUNCH	
1:30pm-2:30pm	Specialists	Complete Art, PE, Indonesian or Performing Arts tasks - 1 per day (Once all tasks are completed you could choose your own play-based activity to complete such as drawing a picture, playing shops, creating music from found objects, collecting natural materials to create a collage, etc.).
2:30-3:30	Educational iPad Apps or continue with your STEAM challenge (See Big Question Time)	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 audible , which is currently free, or listen to a children's podcast (these two 'best podcasts for kids' links from Common Sense Media and Wired are suggestions only, and parents will need to decide whether content is appropriate for their own children). Children may also like to read previous school newsletters and classroom blog posts (password: newport2020).



Week Two Maths Lessons

Curriculum Area	Focus	Activities																																																																									
Maths	Number	<p>Daily Practise (every day): Choose an activity from the 'Daily Practise Suggestions' to complete each day.</p> <p>Resources: If you have a deck of cards or dice at home use these for this week's number activities, otherwise write the numbers 0 to 9 on pieces of paper (children could do this to practise writing the numbers, as well as cutting the paper out for fine motor skill development). You will also need a number line (1-30) like below:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>etc</td> </tr> </table> <p>Session #1 - Numbers before/after Pick up a card from the 0-9 set and ask children to say the number before/after. For example, if you pick up '4', they say "3 comes before 4" and "5 comes after 4". Repeat.</p> <table style="width: 100%; text-align: center;"> <tr> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>22</td><td> </td></tr></table></td> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>11</td><td> </td></tr></table></td> <td rowspan="7" style="vertical-align: top; padding-left: 20px;"> Draw some boxes like these. Choose numbers to go in the centre box that are 'just right' for your child (these may be just the numbers 0 - 9 or the numbers 0 - 30). Ask them to fill in the numbers before and after the number given. You can then give your child a number line so that they can check their own answers. For more counting practise, circle any of the numbers and ask your child to count out that many of an object (beans, beads, coins, Lego, etc.). </td> </tr> <tr> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>15</td><td> </td></tr></table></td> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>19</td><td> </td></tr></table></td> </tr> <tr> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>20</td><td> </td></tr></table></td> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>27</td><td> </td></tr></table></td> </tr> <tr> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>17</td><td> </td></tr></table></td> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>21</td><td> </td></tr></table></td> </tr> <tr> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>23</td><td> </td></tr></table></td> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>16</td><td> </td></tr></table></td> </tr> <tr> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>18</td><td> </td></tr></table></td> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>25</td><td> </td></tr></table></td> </tr> <tr> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>12</td><td> </td></tr></table></td> <td><table border="1" style="display: inline-table;"><tr><td> </td><td>29</td><td> </td></tr></table></td> </tr> </table> <p>Extension: As above, but use numbers 0 - 100. Give children a 100s chart instead of a number line to check their work. (In fact, give them a blank 100s chart to fill in, as this is great number writing practise.)</p> <p>Session #2 - Missing Numbers</p> <ol style="list-style-type: none"> a. Order cards 0-9 in a line. Ask your child to look away and remove one card, and then invite your child to identify what the missing number is. Next try removing 2 or 3 numbers at a time for them to identify what's been taken out. b. Give your child a starting number. Ask them to write the next 5 numbers in the sequence. If necessary, encourage the use of the number line to complete the task as well as to check their answers. Repeat with a new starting number. 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	etc	<table border="1" style="display: inline-table;"><tr><td> </td><td>22</td><td> </td></tr></table>		22		<table border="1" style="display: inline-table;"><tr><td> </td><td>11</td><td> </td></tr></table>		11		Draw some boxes like these. 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It might look like this: **7** ___ ___ ___ ___ ___ and your child fills in the blanks.

Extension:

- a. Use the number line 0 - 30 or the 100s chart from yesterday, and cover up some of the numbers. Then ask children to identify what the covered numbers are.
- b. Give your child a starting number - but choose a number that will bridge a decade. Ask them to write the next 5 numbers in the sequence. E.g. Ask your child to start at 58 so that they can practise counting up to, and then beyond 60. You could also ask your child to record the sequence for counting backwards.

Session #3 - Addition

- a. Children roll two dice and add the two numbers together. Children may like to use a stick to point to each dot as they count.
- b. Children roll one die and count on from that number by 1s, 2s, 5s or 10s.

Session #4 - Addition

How many different ways can you make 9?

You will need three plates and some counters (you could use coins, beans, pebbles, Lego, etc.).

Set up the plates like this:



Students count out 9 counters and put them all onto the plate to the right.



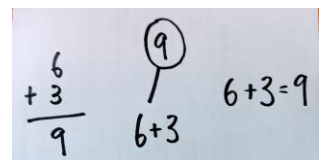
They then move some counters to the top plate and the remainder to the bottom plate.



Children will;

(i) Say what they discovered. E.g. "6 and 3 more equals 9", or, "9 is made up of 6 and 3".

(ii) Record what they discovered in their own way; this may look like:



(ii) Place all of the counters back into the right hand plate and repeat the activity, moving some to the top plate and some to the bottom plate.

Again, they say and record what they discovered. E.g. "2 and 7 more equals 9", or, "9 is made up of 2 and 7".



(iv) Repeat, until all combinations have been found and recorded.

Session #5 - Play any board game that you have and, instead of using just one die, roll two dice and add the numbers together before moving on.

Extension - Open Ended Problem Solving

Read the problem to your child, and work through the steps to solve it.

Problem:

I own 10 cars and I have a very large garage.

If I can see 2 cars parked outside the garage, how many cars are inside?

How many other ways can I park my cars inside and outside the garage?

Steps:

- Encourage your child to 'act out' the question; using a piece of paper with the word 'garage' on it and 10 objects as cars.
- Place the two cars outside the 'garage', and count how many are inside.
- Discuss how to record the answers. E.g. Have two columns or boxes called 'in' and 'out'. Use a red pencil to draw 2 blobs (cars) 'outside' and a blue pencil to draw the 8 blobs (cars) 'inside'.
- Repeat this, with different numbers of cars parked outside and inside, and record these scenarios.
- Remind your child that they will need to try to keep their work neat so that it is easy for someone else to read.

Week Two Reading Lessons

English

Reading:
Visualising

Phonics practise (every day):

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.

High Frequency Words (HFW) practise (every day):

Practise reading all of the words that have been taught so far:

*as a I is at it in am the was man an of to sat and his on not said
because like me be we went*

Introduce these new words: so, no, go, going

Reading Strategy reminder (every day):

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.

Independent Reading Practise (every day):

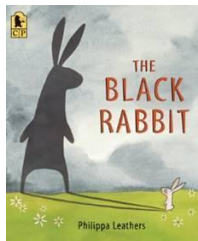
Children read one of their take home books for 15 minutes. You will find more online books that they can use to practise their reading here: [Speld Decodable Readers](#)

Reading to your child (every day):

This week we are looking at 'visualising' what we are reading. Tell your child that you are going to read them a page or so from a chapter book. Their job is to listen and to think about and visualise (make a picture in their head) what is being described and what is happening. Let them know that once you have finished reading they will be asked to draw what they visualised. You might like to try this with 'The Black Rabbit' passage below.

Then repeat the activity each day using different books you may have, like 'The Twits' by Roald Dahl or 'The Magic Faraway Tree' by Enid Blyton.

As an extra challenge, students could record the descriptive words that they noticed, as their evidence as to why they drew what they drew.



[The Black Rabbit by Philippa Leathers](#)

Rabbit woke up one morning and stepped out of his burrow into the bright sunlight. It was a beautiful day. But something was wrong. He was not alone. Rabbit was scared.

'Go away Black Rabbit!' he cried.

But the Black Rabbit did not move. Rabbit ran. But the Black Rabbit was right behind him. Rabbit ran even faster. "The Black Rabbit won't find me here!" thought the Rabbit, and he hid behind a tree. But when Rabbit stepped out from behind the tree... there was the Black Rabbit right in front of him!

Maybe he is not a good swimmer like me, thought Rabbit, and he jumped into the river and swam to the other side. But as he pulled himself up onto the bank... the Black Rabbit climbed out of the water, too!

"What do you want?" cried Rabbit trembling. "Why are you following me?"

But the Black Rabbit did not reply.

Rabbit began to run again, faster than he had ever run before - straight into the deep, dark wood. The forest was dark and quiet. The Black Rabbit was nowhere to be seen. With a sigh of relief, Rabbit sat down and nibbled a carrot... until he noticed two eyes shining brightly in the dark.

"OH, NO" thought Rabbit. "The Black Rabbit has found me."

But it was NOT the Black Rabbit.

Rabbit ran as fast as he could out of the deep, dark forest, with Wolf close behind him. Then he tripped! Rabbit scrambled to his feet, but it was too late. He shut his eyes tight and waited for the wolf to attack... but nothing happened.

Because there, standing in the sunlight behind Rabbit, was the Black Rabbit. Rabbit smiled, and somehow he knew that the Black Rabbit was smiling back. Hand in hand, they bounced off across the field.

Read the poem 'This Old Man':

Read this poem (which was included in your blue bag) to your child. Then encourage children to highlight particular letters that they know, but stick to around 3 letters. E.g. "Colour all the letter 'Es' in pink and letter 'Ss' in blue". Give children the added challenge of circling the High Frequency Words that they know.

Need an easier day?

Set your child up to listen to a story read by [Oliver Jeffers](#) or [Mo Willems](#) through these 'A Story A Day' links. Ask them to tell you what it was about over dinner.

Week Two Writing Lessons

English	Writing: Recount Writing	<p>Practise handwriting (every day): Copy all lower case letters starting at the correct starting points.</p> <p>Revise spelling high frequency words (every day): Try one of these ways for children to practise spelling their high frequency words:</p> <ul style="list-style-type: none">● Cut letters from newspapers or magazines to construct each word● Write the words in chalk on the ground or fence outside● Take turns with a sibling, orally spelling their own words● Use Scrabble or Bananagram letters to spell the words <p>Write one sentence with your child (every day): Choose a simple sentence, or ask your child to construct one. E.g. 'I am very good at painting.' You do the writing while you encourage your child to 'stretch out' each word (with your help) and suggest the sounds that 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 – 'I am v g at p.' Or this - 'I am vere gd at pating.' It is totally ok that they don't have the correct spelling at this stage – because we are working on matching <i>letters</i> to <i>sounds</i> - so praise any letter/sound matches.</p> <p>Action for Parents: Please choose one of these sentences to send to your child's teacher for feedback on their specified day (as per the Learning at Home: Communication document).</p> <p>Independent Writing (every day): This week children will be journal writing. Students draw a picture of something they did on the previous day. You may like to provide your child with a sentence starter, such as, 'On Thursday morning I ...' and they finish saying the sentence and then have a go at writing it independently.</p> <p>Encourage students to record all the letters that represent the sounds that they hear in each word. For example, 'On Thursday morning I plad.' This is a great attempt at 'played', as sounds are being recognised and matched to the corresponding letters.</p> <p>Need an easier day? 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>
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Week Two Big Question Time (BQT)

BQT	STEAM Challenges	<p>STEAM Challenge tasks Choose a challenge described in the parent email attachment 'At Home Or School STEAM Projects'.</p> <p>Students select one of the 4 tasks to complete (select one that has not yet been completed).</p>
	Collaboration	<p>Learning Asset focus: Collaboration Students take a photo or draw a picture of a time this week where they have displayed the learning asset of being a collaborator.</p> <p>They can include this in their scrapbook journal.</p>

Week Two Health

Health	Positive Coping	<p>Use the prompt question: How are you feeling today? (N.B. This is a repetition of the task from last week; we encourage you to read a different text from last week and complete the associated activity).</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 Tracey Moroney and complete a linked activity (this may be based on how your child is currently feeling).</p> <p>When I'm feeling kind -> When I'm Feeling Kind By Tracey Moroney Children write or draw 3 things they could do or have done to spread kindness.</p> <p>When I'm feeling love -> When I'm Feeling Love by Tracey Moroney Children write or draw 3 people or things that they love.</p>
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Week Two Specialists

Art

Warm and cool colours

- On your colour wheel draw a line through the centre between yellow and purple.

Warm colours



Cool colours

- The colours on the **warm** side are yellow, orange and red – they could be used to colour a fire or the sun, they make images feel warm and energetic.
- The colours on the **cool** side are green, blue and purple – they could be used to colour the ocean or a forest, they make images feel cool and calm.
- White, black and grey are not on the colour wheel, and they are considered neutral colours.
- Fold a piece of paper in half or draw a line in the middle so you have two columns, like the table below, and label one side **Warm colours** and the other **Cool colours**.

Warm colours	Cool colours

- Sort as many colours as you can, using the materials you have available, into warm and cool colours. Draw a swatch (small square) of colour in the column so that you can see the colours.
- Some colours are tricky because they are not on the colour wheel. If you are not sure, hold the colour against your colour wheel – if it looks like it matches then it is on the right side, but if it stands out against the other colours then it is on the wrong side. Some colours are not on the colour wheel, like brown, so you will have to try to work it out.

<p>LOTE Indonesian</p>	<p>Story Telling</p>	<p>Story Telling Find some more examples of Kancil stories; there are plenty on YouTube to watch and also written stories you can read with your family. Or follow these links...</p> <p>Watch: The Crocodile and the Mousedeer, and Deer and the Crocodile</p> <p>Read: Outwitting a Crocodile</p>
<p>P.E.</p>	<p>Leaping</p>	<p>Opening/Warm-up – Complete these movement exercises, (approximately 7 minutes) or move around in a set way* in an open area for 30 seconds, have a short rest and then try the next type of movement.</p> <p><i>*Different ways to move may include – walking forwards, sideways or backwards, skipping, jumping with your feet together, hopping, sideways shuffling, crawling and jogging.</i></p> <p>Leaping – Last week we discovered that a leap is a jump. We focused on using different parts of our bodies properly to help us leap as far forward as we could from a standing position.</p> <p>Can you remember what things we needed to do with our body to help us leap forward as far as possible?</p> <p>This week we are introducing a run-up to the leap. This should help you to leap even further forward. Here are some tips:</p> <ul style="list-style-type: none"> ● Eyes are focused forward throughout the leap ● Make sure your run up isn't too long ● Build up speed as you approach your leap ● Push-off hard on one foot and try to land safely on two feet ● Keep one smooth motion throughout without a pause in between the run up and leap ● Use your arms to help propel you further forward <p>Find an open space and practise leaping for distance, with a run-up, 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>Place 6 different items (cones, books, toys, balls, etc.) in a line approximately 1m apart. Starting at the end of the line, run and leap over each one of the items until you get to the other end of the line.</p>

		<p>Variations:</p> <ul style="list-style-type: none"> - Place the items closer together or further apart - Increase or decrease the number of items - Use items with a greater height to leap over <p>Finish-off by playing another game of 'Crocodile Leap' except this time, all your leaps are attempted with a run-up.</p>
<p>Performing Arts</p>	<p>Puppet Making</p>	<p>There are many different ways to make puppets such as:</p> <ul style="list-style-type: none"> ● Stick puppets ● Sock puppets ● Paper bag puppets ● Found object puppets ● Paper plate puppets ● Cardboard tube puppets <p>Create some puppets for a puppet show using one or more of the techniques listed above. Students are now going to be the puppeteers. They need to start thinking about the voice their puppet will have.</p> <p>Vocabulary words to research: Manipulate, character</p>