

## Prep - Learning @ Home - Term 4, Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
At school	At school	At school	Learning @ Home	Learning @ Home: Specialist Day

Suggested time guide for daily learning activities	
Subject	Suggested Time
Literacy - Reading (including daily practice)	30 - 45 minutes, daily
Literacy - Writing (including daily practice)	30 -45 minutes, daily
Maths (including daily practice)	30-45 minutes, daily
Specialists	30 minutes, once each per week

Meeting links (for morning check-in, daily drop-in and Friday Funday meetings)		
Class	Meeting link	Meeting number
Prep RS (Bianca)	<a href="https://eduvic.webex.com/meet/elliott.bianca.l">https://eduvic.webex.com/meet/elliott.bianca.l</a>	576 328 474
Prep DS (Diana)	<a href="https://eduvic.webex.com/meet/stefanovic.diana.d">https://eduvic.webex.com/meet/stefanovic.diana.d</a>	572 290 354
Prep HW (Hannah)	<a href="https://eduvic.webex.com/meet/whitaker.hannah.c">https://eduvic.webex.com/meet/whitaker.hannah.c</a>	574 206 547
Prep SS (Sarah & Lisa)	<a href="https://eduvic.webex.com/meet/smith.sarah.l3">https://eduvic.webex.com/meet/smith.sarah.l3</a>	570 972 408

### Educational Screen Time Options

There may be days when parental workplace pressures render it tricky to assist your child with their learning. If you need screen time for your child, here are some quality educational shows that connect with, and support, your child/ren's learning outcomes;

Number Blocks

Alpha Blocks

Science Max

Play School

Mister Maker

[Little J & Big Cuz](#): In an Australian first, SBS television show *Little J & Big Cuz* provides young Indigenous relatable characters and offers an insight into traditional Aboriginal culture, country and language.

**N.B.** It is very important that the Learning at Home Program doesn't overly disrupt a harmonious family life. If things aren't working out on any given day, *please take a break or stop for the day*. If you need a lighter day, the daily practise activities are the best place to start.

## DAILY PRACTISE ACTIVITIES

Activities we suggest be completed **each day**.

### Reading

#### Phonics practise:

1) Practise saying the name and sound for all the letters of the alphabet.

You can follow along with Tarsh in this [Cued Articulation](#) clip.

2) Choose any, or all, of these short digraph clips to remind yourself about letters and their sounds:

[the er sound](#), [the sh sound](#) or [the ch sound](#) or [the th sound](#) or [introduction to the long /o/ spelling 'ow'](#) or [introduction to the long /o/ spelling 'oa'](#) or [Long Vowel Letter oa/o-e/ow](#) or [/oi/ and /oy/](#) or [/ai/ and /ay/](#) or the [three sounds of /ch/](#) or [long /oo/](#) or the two [sounds of /th/](#) or about [the magic 'e'](#).

#### High frequency words practise:

Practise reading the high frequency words on lists 1, 2 and 3 and list 4. You could watch one of the videos, at your level, and try to read each word yourself: [HFWs Lists 1&2](#) or [HFWs Lists 3&4](#) or [HFW Lists 5&6](#)

#### Independent Reading practise:

Read your take home books and Songs, Rhymes and Chants for 15 minutes every day.

You will also find online reading books through [ActiveLearn](#) (Pearson Education) using your child's unique log-in information and [Speld Decodable Readers](#) (no login details required).

### Writing

#### Handwriting practise:

Play 'Ants in the Apple' (<https://tinyurl.com/AintheA>) and write one capital and one lower case letter for each verse. Then work along with our handwriting videos on [Tail Letters](#), [Anticlockwise Letters](#) or [Downward Strokes](#).

#### High frequency word practise:

- Write individual letters on clothes pegs and peg words onto a line or a clipboard.
- Look at the word - then say it, sound it, spell it, cover it up, write it and, lastly, check it.
- See if you can find words that follow the magic e rule (e.g. snake, late, time, drove).
- See if you can find words with the two th sounds, three ch sounds, ai/ay and oi/oy.
- Write words on a piece of paper, cut them into individual letters, mix them up then put them back together.
- Watch one of the videos, at your level, and try to write each word yourself: [HFWs Lists 1&2](#) or [HFWs Lists 3&4](#) or [HFW Lists 5&6](#) or [HFWs List 7](#)

### Maths

#### Number practise:

- Record (write) the numbers from 0 to 20 in your book.
- Practise [friends to 10](#) and [friends to 20](#).
- Say numbers forwards from 0 - 20, and backwards from 20 to 0 and beyond. [Interactive Hundreds Chart](#)
- Choose any number and count on from here to 20.
- Choose any number and name the number before and after it.
- Practise your skip counting by 10s, 5s and 2s.
- [Skip Counting with Emma](#); [The Singing Walrus Counting by 5s](#); [Skip Counting by 10s - The Singing Walrus](#)
- Need a little more? Practise skip counting by 4s and 7s.

## Thursday

### Reading

### Focus: Character description

**Daily Practise (for 15 mins each day including independent reading books from ActiveLearn or your home library)**

**Task:** This week at school we have been learning to describe a character. We have been reading 'Julia Donaldson' books such as The Gruffalo, Zog and The Highway Rat. We know that characters can have outside traits (what we see) such as terrible claws and knobbly knees. Characters also have inside traits (feelings, actions) such as being helpful, friendly and kind.



Today you will choose a character from a book you have at home. Fold your paper in half and draw your character. On one side you will write a list/draw the characters outside traits, and on the other side write a list/draw the characters inside traits. Remember we can use the pictures to help us. How is the character standing? Do they have a happy or sad face? For something extra you may like to create your own character and describe their outside/inside traits.

### Writing

### Focus: Handwriting and dictation

**Daily Practise (for 15 mins each day)**

**Task:** This week we have focused on our handwriting (we have made sure that every letter is well formed and correctly sized) and we have practised how to write a dictated sentence. We will go over these two things again today... First, set yourself up to write (writing book, greylead, alphabet strip if you're using one, name and date on the page) and then listen to the Seesaw task for your handwriting practise words and your dictated sentences.



### Maths

### Focus: Counting forward and backwards from a given number

**Daily Practise (for 15 mins each day)**

**Task:** This week in Maths we have been exploring counting forwards and backwards from a given number.

Today you have two tasks:

1. Using your number knowledge of before and after numbers, complete the activity 'Roll and Go!' provided. Roll 2 dice or roll a dice twice, then place them in any order to make a number. Place the number into the box on the template and count backwards or forwards.
2. Using two different coloured pencils shade in the **even** numbers and the **odd** numbers on your page after completing 'Roll and Go!'. Use pasta or beads to help you work out if the number is odd or even, remembering that even numbers have a partner.

#### Extension:

As a challenge, continue counting forwards or backwards from your given numbers in the activity 'Roll and Go!' by 2s, 5s, 10s ect. Eg: 18- 20, 22, 24...

## Friday - Specialist Day

<b>Art</b>	<b>Time: 9.30 - 10.00am</b>
<p><b>Installation Art</b>  To access the Art program on google slides click on the link below.  This week is about <a href="#">Installation Art</a></p> <p><b>Art Online with Laura -</b>  <a href="https://eduvic.webex.com/meet/russell.laura.s">https://eduvic.webex.com/meet/russell.laura.s</a>  Access code: 574 076 333</p>	
<b>Indonesian</b>	<b>Time: 10.15 - 10.45am</b>
<p>Click on the link for this week's Indonesian lesson.  <a href="https://docs.google.com/presentation/d/1SFSx4H4ZiiAoWT-lGeLucUmSn8KgQ86tA7GeL6f0Wek/edit?usp=sharing">https://docs.google.com/presentation/d/1SFSx4H4ZiiAoWT-lGeLucUmSn8KgQ86tA7GeL6f0Wek/edit?usp=sharing</a></p> <p>I will be teaching this <b>lesson live on Friday at 10.15</b> - click on the link below to access the live lesson  <a href="https://eduvic.webex.com/meet/benito.ricci">https://eduvic.webex.com/meet/benito.ricci</a> Access code: 165 550 3683</p> <p><b>Please print the activity sheet ready for the lesson.</b> It is in the lesson link too.  Terima kasih  Pak Ben</p>	
<b>PE</b>	<b>Time: 11.00 - 11.30am</b>
<p>Welcome to another week of doing PE online. I hope you have enjoyed being back at school for a few days and have had a great week.</p> <p>Our live lesson this week is going to take place on <u>Friday at 11am</u>. I look forward to seeing you all at that time.</p> <p>You can join the lesson by clicking on the following link:  <a href="https://eduvic.webex.com/meet/antoniadis.terry.e">https://eduvic.webex.com/meet/antoniadis.terry.e</a> Access code: 578 820 891</p>	
<b>Performing Arts</b>	<b>Time: 12.00 - 12.45pm</b>
<p>Here is the link for Performing Arts this week.  <a href="#">Perfroming Arts Week 3 Term 4</a></p> <p>I look forward to seeing you for online Performing Arts On Friday with Michelle  <a href="https://eduvic.webex.com/meet/sullivan.michelle.p">https://eduvic.webex.com/meet/sullivan.michelle.p</a> Access code: 570 741 729</p>	
<b>School Assembly</b>	<b>Time: 2.45pm</b>
<p><b>Link details:</b>  These will be communicated to you by Compass during the week.</p>	

## Daily Practise: High Frequency Word Lists

Practise reading and writing these words independently.

<b>List 1</b>			
<b>as</b>	<b>a</b>	<b>I</b>	<b>is</b>
<b>at</b>	<b>it</b>	<b>in</b>	<b>am</b>
<b>*the</b>	<b>*was</b>	<b>man</b>	<b>an</b>
<b>*of</b>	<b>*to</b>	<b>sat</b>	<b>and</b>
<b>his</b>	<b>on</b>	<b>not</b>	<b>*said</b>

<b>List 2</b>			
<b>me</b>	<b>he</b>	<b>be</b>	<b>we</b>
<b>so</b>	<b>no</b>	<b>go</b>	<b>big</b>
<b>bad</b>	<b>us</b>	<b>if</b>	<b>up</b>
<b>him</b>	<b>had</b>	<b>*has</b>	<b>got</b>
<b>like</b>	<b>play</b>	<b>*because</b>	<b>park</b>

<b>List 3</b>			
<b>dog</b>	<b>*are</b>	<b>can</b>	<b>get</b>
<b>with</b>	<b>*one</b>	<b>went</b>	<b>*they</b>
<b>run</b>	<b>but</b>	<b>let</b>	<b>*into</b>
<b>ran</b>	<b>sit</b>	<b>red</b>	<b>like</b>
<b>girl</b>	<b>boy</b>	<b>friend</b>	<b>school</b>

**List 4**

<b>from</b>	<b>*do</b>	<b>she</b>	<b>*have</b>
<b>*you</b>	<b>*your</b>	<b>her</b>	<b>*her</b>
<b>old</b>	<b>just</b>	<b>did</b>	<b>must</b>
<b>my</b>	<b>by</b>	<b>fly</b>	<b>why</b>
<b>or</b>	<b>for</b>	<b>jump</b>	<b>*saw</b>

**List 5**

<b>going</b>	<b>soon</b>	<b>help</b>	<b>time</b>
<b>gave</b>	<b>home</b>	<b>five</b>	<b>take</b>
<b>make</b>	<b>white</b>	<b>room</b>	<b>look</b>
<b>good</b>	<b>too</b>	<b>back</b>	<b>black</b>
<b>came</b>	<b>made</b>		

**List 6**

<b>see</b>	<b>been</b>	<b>tree</b>	<b>green</b>
<b>this</b>	<b>them</b>	<b>then</b>	<b>than</b>
<b>keep</b>	<b>three</b>	<b>were</b>	<b>much</b>
<b>that</b>	<b>*want</b>	<b>happy</b>	
<b>birthday</b>	<b>brother</b>	<b>sister</b>	<b>today</b>

\* These are 'heart words' that students need to learn by heart, rather than reading by sounding them out.

## Roll and Go!



Roll 2 dice or roll a dice twice.

Place them in any order to make a number.

Place the number into the box and count backwards or forwards.

			<input type="text"/>
_____	_____	_____	
<input type="text"/>			
	_____	_____	_____
			<input type="text"/>
_____	_____	_____	
<input type="text"/>			
	_____	_____	_____
			<input type="text"/>
_____	_____	_____	

Indonesian

Complete the table

Sentence	Drawing
Satu kucing merah.	
Tiga ikan kuning.	
Dua sapi coklat	
	
	
	