

Hello Grade Preps,



Welcome to your Home Learning for Term 2, Week 2.

We're really excited about this new adventure in learning and we hope you are too! Together we are going to learn new things and practise what we have already learnt this year.

Each week you will be given a new set of learning tasks that will be set out in a timetable for you to follow. Please use this as a guide to help structure each day. The home learning tasks are flexible, but we encourage you to set some routines as a family. We will be available to give you help along the way.

You will be able to use the Seesaw app or website to show us some of your learning. When you see this logo next to a task, that means you can upload it for us to see!



Each Monday morning, we will post the learning for the week ahead to both the school website and Seesaw. We will include the timetable and any extra resources as attachments. If needed, we will provide a WAGOLL (What A Good One Looks Like) Wall. On this WAGOLL Wall you will find high quality examples to assist with some learning tasks. Your teacher will make regular contact with you to check how you are going and to organise one-on-one or small group sessions.

We have also posted a 30 Day Wellbeing Challenge on SeeSaw. The Challenge suggests some activities to help you connect with those around you and relax your mind. Once a week, upload a photo of you completing your favourite challenge from that week.

Remember, we can learn in many different ways. During this time make the most of each day with your family, play, explore the natural environment in your back yard and be creative.

We look forward to keeping in touch with you.

Ms Smith & Mrs. Webster

HOME LEARNING

TERM 2 – Week 2

Monday	Tuesday	Wednesday									
MORNING SESSION. TEACHER AVAILABLE FROM 8:45-9:45AM											
<div data-bbox="203 288 813 360" style="background-color: #6a3d9a; color: white; padding: 5px;"> Morning Greeting </div> <p data-bbox="203 389 358 416">Mrs. Duncan</p>	<div data-bbox="862 288 1449 360" style="background-color: #6a3d9a; color: white; padding: 5px;"> Morning Greeting </div> <p data-bbox="862 389 985 416">Ms. Smith</p>	<div data-bbox="1485 288 2094 360" style="background-color: #6a3d9a; color: white; padding: 5px;"> Morning Greeting </div> <p data-bbox="1485 389 1590 416">Mr. Holt</p>									
NUMERACY	NUMERACY	NUMERACY									
Mathematics	Mathematics	Mathematics									
<p data-bbox="203 643 344 670"><u>WARM UP:</u></p> <p data-bbox="203 678 745 705">Count forwards to 20 and backwards from 10</p> <p data-bbox="203 751 327 778"><u>ACTIVITY:</u></p> <p data-bbox="203 786 835 1054">Play a board game with someone in your family. Remember our focus has been on subitising [immediately recognising the number of dots on a dice] so try not to count the dots on the dice but teach your brain to trust the count and say what you see. You can then confirm by counting the dots if you need to.</p> <p data-bbox="203 1101 806 1251">* If you don't have a dice at home you can practise subitising by logging on to Mathletics using the password provided and completing the activity set for you.</p>	<p data-bbox="862 643 1003 670"><u>WARM UP:</u></p> <p data-bbox="862 678 1404 705">Count forwards to 20 and backwards from 10</p> <p data-bbox="862 751 985 778"><u>ACTIVITY:</u></p> <p data-bbox="862 786 1449 1067">Rule up a bingo card with 9 spaces. Write numbers 1-9 in the spaces. Use a coin or button as a counter and play bingo. You could make some cards 1-9 to use to call out or use playing cards. Shuffle the cards and as you draw one out the child has to read the number and see if they have a match on their board. They have bingo when they get 3 in a row.</p> <p data-bbox="1115 1110 1211 1137" style="text-align: center;">BINGO!</p> <table border="1" data-bbox="862 1142 1458 1257" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	9	6	2	3	4	8	7	5	1	<p data-bbox="1485 643 1626 670"><u>WARM UP:</u></p> <p data-bbox="1485 678 2027 705">Count forwards to 20 and backwards from 10</p> <p data-bbox="1485 751 1608 778"><u>ACTIVITY:</u></p> <p data-bbox="1485 786 2083 922">Make numbered cards 1-9 [or you can use playing cards]. Have your child make groups of things to match each card. Take a photo and post to SeeSaw.</p>
9	6	2									
3	4	8									
7	5	1									
SNACK BREAK											

2ND SESSION – TEACHERS AVAILABLE FROM 10:15 – 1:15

LITERACY

Reading

Learning Intention:

We are learning to point to each word as we read.

Success Criteria:

- I can read a book from my book box on Wushka to an adult.
- I can point to each word as I read.

ACTIVITY:

Read the book 'I Can' in your Wushka book box to an adult. Make sure you point to each word as you read. When you have finished reading. Draw a picture of something you do to help someone. Write a sentence starting with 'I can'. Have an adult help you complete the sentence. Post a photo of your work on SeeSaw.



Sight Words

Learning Intention: We are learning to recognise and read some high frequency words.

Success Criteria:

- I can find all 7 sight words.
- I can record myself reading these sight words.

ACTIVITY

Complete the Autumn Sight Words activity on SeeSaw.



LITERACY

Reading

Learning Intention: We are learning to point to each word as we read.

Success Criteria:

- I can read a book from my book box on Wushka to an adult.
- I can point to each word as I read.

ACTIVITY:

Read the book 'The Box' in your Wushka book box to an adult. Make sure you point to each word as you read. The children use the box to make lots of things. Draw two things you would make from the box. Write a sentence for each thing. It is a _____. It is a _____.



Sight Words

Learning Intention: We are learning to recognise and read some high frequency words.

Success Criteria:

- I can read some/all of the sight words in this activity.

ACTIVITY:

Sight Word Parking Lot. Draw up a parking lot on a blank piece of paper. Write a sight word in each

LITERACY

Reading

Learning Intention:

We are learning to point to each word as we read. We are learning to check the picture to help us work out unknown words.

Success Criteria:

- I can read a book from my book box on Wushka to an adult.
- I can point to each word as I read.
- I can check the picture if I am stuck on a word.

ACTIVITY:

Read the book 'A House for a Mouse' from your Wushka book box to an adult.



Watch this reading of the book **Harry the Dirty Dog** and complete the sequencing activity on SeeSaw.



Sight Words

Learning Intention: We are learning to recognise and read some high frequency words.

**Success Criteria:**

- I can read some/all of the sight words in this activity.

As a follow up you could collect some Autumn leaves and decorate them with these sight words.

Alphabet

Learning Intention: We are learning to read the letters of the alphabet and know the sound they make.

Success Criteria:

I can recognise some of the letters.

I can name some of the sounds.

I can name something that starts with these sounds.

ACTIVITY

Play a memory game with the alphabet letters that were sent home.

Turn both sets of green letters [s,a,t,p,i,n] upside down. Try and make matching pairs. If you can name the letter and sound it makes you get to keep the pair.

Extension: Have your child name something that starts with that sound.

*If you don't have the alphabet cards you can make your own by writing the letters **s, a, t, p, i, n** on cardboard and cutting them out.

Wellbeing Challenge - Choice

parking place. Call out a sight word and have your child park their car in that spot.



Alphabet

ACTIVITY

Log into Sunshine Online. Go to Level 1. Go to Alphabet. Have your child complete the activities for one of the letters we have already learnt – **s, a, t, p, i, n.**

Wellbeing Challenge - Choice

- I am getting better at writing these words.

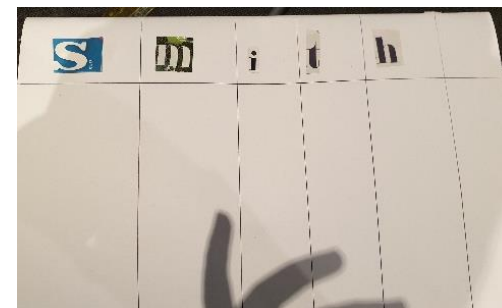
ACTIVITY

Complete the **Roll a Word** Activity on SeeSaw.

Alphabet

ACTIVITY:

Have your child find the letters of their name in a magazine or newspaper and glue them into their literacy book. Help them to name each letter and the sound it makes. If you glue it in like my example, next week we can add pictures to this page.



Writing

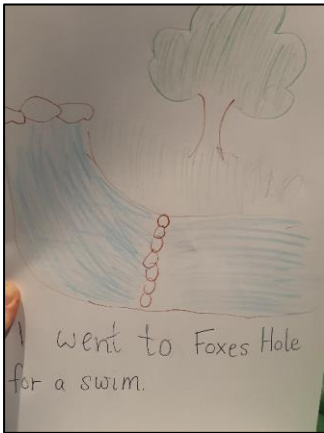
Learning Intention:

We know how to write some high-frequency words and other familiar words including our name.

Success Criteria:

- I can write my name
- I can draw a picture of something I have done
- I can talk about my picture.
- I can help write a sentence about my picture.

ACTIVITY:



Write your name at the top of the page.

Draw a picture in your **Diary** of something you have done recently.

Have an adult help you to write a sentence about your picture. If your sentence includes any of your sight words **'I, a, can, see, went, to, go'** then try and write these words yourself in

the sentence. [Parents they can use the sight word cards that were in their reader cover or you could make some for them].

Writing

Learning Intention:

We know how to write some high-frequency words and other familiar words including our name.

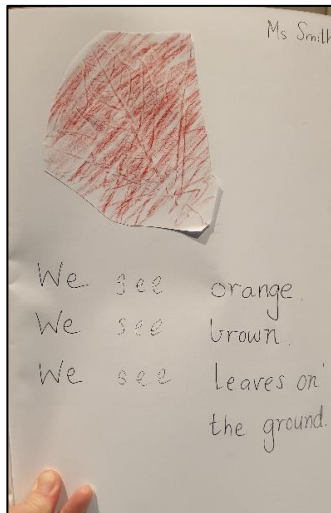
Success Criteria:

- I can write my name
- I can write high-frequency word 'see'.

ACTIVITY:

Write your name at the top of the page.

Find an Autumn Leaf. Do a leaf rubbing in your



Diary.

Parents scribe the following, leaving room for you to write the sight word 'see'.

We _____
orange.
We _____
brown.
We _____
leaves on the
ground.

Writing

Learning Intention:

We know how to write some high-frequency words and other familiar words including our name.

Success Criteria:

- I can write my name
- I can write high-frequency words 'I' and 'can'.
- I can draw pictures to match my writing.




ACTIVITY:

What Can I Do?

Write your name at the top of a page in your **Diary**.

Write and draw 5 things you can do.

Use the sentence starter - I can.

<p>P.E.</p> <p>You will need PE Bingo Sheet below.</p>  <p>Learning Intention To discover ways to keep our bodies active while learning from home</p> <p>Success Criteria I understand all of the activities on the bingo sheet I choose which activities I will complete today.</p> <p>Work Time (You Do) Choose an activity from the PE Bingo sheet you would like to complete and complete it. Don't forget to take photos and share your reflection on Seesaw.</p>	<p>P.E.</p> <p>You will need PE Bingo Sheet below.</p>  <p>Learning Intention To discover ways to keep our bodies active while learning from home</p> <p>Success Criteria I understand all of the activities on the bingo sheet I choose which activities I will complete today.</p> <p>Work Time (You Do) Choose an activity from the PE Bingo sheet you would like to complete and complete it. Don't forget to take photos and share your reflection on Seesaw.</p>	<p>P.E.</p> <p>You will need PE Bingo Sheet below.</p>  <p>Learning Intention To discover ways to keep our bodies active while learning from home</p> <p>Success Criteria I understand all of the activities on the bingo sheet I choose which activities I will complete today.</p> <p>Work Time (You Do) Choose an activity from the PE Bingo sheet you would like to complete and complete it. Don't forget to take photos and share your reflection on Seesaw.</p>
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LUNCH BREAK

AFTERNOON SESSIONS – INDEPENDENT WORK TIME.

<p style="text-align: center;">INTEGRATED</p> <p>Learning Intention: <i>We are learning to identify how people are connected to different places and explain the value of places to people.</i></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify a place that is special to me. • I can give reasons why this place is special to me. • I can complete the activity using my best writing and drawing. 	<p style="text-align: center;">ART</p> <p>Learning Intention To explore ways to be creative using resources we find at home</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • I understand all of the activities on the bingo sheet • I choose which activities I will complete today • I have an open mind about what art is and what I can use to make it! 	<p style="text-align: center;">WELLBEING CHALLENGE - CHOICE</p>
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ACTIVITY

Chat with a family member about your special place.
E.g. Beach, bedroom, park, grandparent's house.
Why is this place special to you? Who else is this place important to?
Draw your special place to you in your **Science/History Book.**

Include:

Title: My Special Place

Picture: Use colour pencils and do your **best** drawing.

Writing: My special place is _____. It is special to me because_____.

ACTIVITY

Ms. Larrad has created an Arts Bingo sheet to help you have fun and be creative while learning from home. These were sent home in your work packs but will also be posted on SeeSaw.

Brain Breaks

Focus Breathing Yoga

Free Apps

Smiling minds

Head space (for kids)

Calm



Colour yourself mellow

Mellow music in background

Set a timer 10 mins

Colour in a mindful page

<http://www.supercoloring.com/coloring-pages/arts-culture/mandala>



Reading

Grab a book

Listen to an audio book

Bean bag or couch



Listening to music

Have a bit of a dance with some upbeat music or maybe sway to calming music.

Race in place – stand on spot and jog until the song is over.



Go outside

Go for a walk, jog, bike ride.



Keep it up

Blow up a balloon or grab a beach ball and try not to let it hit the ground.

Challenge – grab another one try keep them both from hitting the ground



Rock, paper scissors

See if you can beat a family member



Physical Challenge

Rub your belly and pat your head at the same time. Now swap hands.

Grab your nose with your left hand and your left ear with your right hand.



Jumping

Do 50-star jumps

Jump on trampoline

Popcorn jumps (squat and jump)

Challenge – count by 2's 5's or 10's whilst jumping.

