

Reception/Year 1 Daily Schedule for Home Learning: WEEK 2

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	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Can you put your shoes on independently today?	Can you help hang out the washing?	Can you help a family member to dry the dishes today?	Can you feed your pet today?	Can you tidy up [put away] today's clothes?
Literacy	Introduction to "sh" - Play the sound - Action of the sound Tricky word: I		Introduction to "th / th" - Play the sound - Action of the sound Tricky word: the	Introduction to "qu" - Play the sound - Action of the sound Tricky word: he, she	Revise the weekly sounds, actions, handwriting including correct letter formation and Tricky words.
Jolly Phonics: <i>Follow the steps included in your "home pack" or visit the school website for electronic copies to get on the Jolly Phonics resource site.</i>					
Reading	Read a book with your adult/sibling. Describe what the character looks like to an adult/sibling? e.g. Looks like... Size.. Hair colour, eye colour. What they are wearing? What do they do?	Pick a book from home/Reading Eggs with an adult/sibling. Draw 5 pictures from the story and put them in order from the beginning to the end of the story.	Read a book with your parent/carer. Draw/write a picture and have an adult scribe your ideas you retelling what happened in the beginning, middle and end of the story.	Read a book with your parent/carer. Can you draw/write about your favourite story from the past two weeks? Can you talk to an adult about why you enjoyed it? What was your favourite part? Who was your favourite character?	Upload one of your reading pictures from this week.
Reading Eggs: <i>You can continue lessons and reading on your Reading Eggs account each day.</i> <i>Follow the steps included in your "home pack" or visit the school website for electronic copies to get on.</i>					

<p>Writing</p>	<p>Non-writers: Write your name. Write 5 of the letters from your sound book. Copy a sentence your parent has scribed for you. Draw a picture.</p> <p>Beginner writers: Write a sentence. Say and “stretch out” the letter sounds in words. Write as many sounds as you hear. Draw a picture that relates to your sentence.</p> <p>Independent writers: Your goal is to write 3 sentences daily on a topic using finger spaces between words and a full stop at the end of the sentence. Make sure your letters are consistent in size.</p>	<p>Non-writers: From a book that you have read say a sentence and copy the scribed sentence. Put a full stop at the end of your sentence. Draw a picture.</p> <p>Beginner writers: Write a sentence, “I see the.....”</p> <p>Independent writers: Can you include the words “I, the, me” in your sentences. These are tricky words. You cannot sound them out but will need to learn them.</p>	<p>Non-writers: Write your name. Write 5 of the letters from your sound book. Copy a sentence your parent has scribed for you. Draw a picture.</p> <p>Beginner writers: Write a sentence with the words “I see the”</p> <p>Independent writers: As per Tuesday.</p>	<p>Non-writers: Draw a picture of your family. Copy the names of the members of your family.</p> <p>Beginner writers: Write a sentence about a book you have read this week.</p> <p>Independent writers: Find an autumn leaf and describe it, i.e. “My autumn leaf is small. It is round and yellow. It fell from the high tree.”</p>	<p>Non-writers: Write your name. Write 5 of the letters from your sound book. Copy a sentence your parent has scribed for you. Draw a picture.</p> <p>Beginner writers: Write 1 or 2 sentences. Write as many sounds as you can hear. Put a full stop at the end of your sentences.</p> <p>Independent writers: Consolidate skills from the week.</p>
<p>Blending / Segmenting</p>	<p>Refer to program outlined in week 1</p>	<p>Refer to program outlined in week 1</p>	<p>Refer to program outlined in week 1</p>	<p>Refer to program outlined in week 1</p>	<p>Refer to program outlined in week 1</p>

<p>Maths</p>	<p>Number: Subitising power point https://www.teachstarter.com/au/teaching-resource/subitising-small-collections-powerpoint/</p> <p>Number task: skittles: Skip to 1:10 to about 1:50 in the video to watch the skittles part. Have a go at setting up and playing the skittles game. Upload a picture or video onto Class Dojo of your skittles game and/or tally sheet.</p> <p>https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx#link8</p> <p>Mathletics task: any number activity.</p>	<p>Number: Subitising power point https://www.teachstarter.com/au/teaching-resource/subitising-small-collections-powerpoint/</p> <p>Number task: Number steps/walk Play video from beginning to 1:15. Count how many steps it takes to walk from one spot in your house/yard or on a walk to another spot. E.g. from the front door to your bedroom. From the street sign to the next letterbox. From one end of the yard to the other.</p> <p>https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx#link8</p> <p>Record your answers in a book/on paper and upload the photo to Class Dojo.</p> <p>Mathletics task: any number activity.</p>	<p>Number: Subitising power point https://www.teachstarter.com/au/teaching-resource/subitising-small-collections-powerpoint/</p> <p>Number task: Number hunt Play video from 1:15-1:39 https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx#link8</p> <p>Draw a picture of all the things you saw on your walk and try to write the numbers you saw. E.g. letterbox with a number 8.</p> <p>Upload a photo of your work to class Dojo.</p> <p>Mathletics task: any number activity.</p>	<p>Draw 5-7 events in your day. Put them in order from the shortest to longest duration. Can you find a uniform unit of measurement i.e. buttons, lego blocks to show how much time the event took. Example "I think brushing my teeth was 5 lego blocks. Eating lunch took 12 blocks".</p>	<p>Write or draw what you do in the morning / afternoon/ evening, night. Use these words on a daily basis with your child.</p>
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<p>Inquiry Science</p>			<p>Go for a walk. Can you find 2 plants that look different? Does the plant look like it is growing well? Why do you think that? [You may like to remove a whole plant from the soil prior to your observation.]</p> <p>What can we tell if a plant is not healthy?</p> <p>What might a plant need to stay healthy?</p> <p>Draw a picture of a plant that is growing well. Draw all the parts of the plant. Add words to show what they think the plant needs to grow and stay healthy.</p>	<p>What parts of the plant did you draw yesterday?</p> <p>How might parts of the plant help it to get what it needs?</p> <p>Vocabulary to develop: stem, leaves, flower, roots, petals, seeds, trunk.</p> <p>Search the internet for different types of plants and / or go back to the garden to identify the parts of plants. Take a photo of your favourite plant and post it in our class Dojo. Tell us why you selected that plant.</p>	
<p>PE</p>	<p>Go onto Mr Watson's HPE page on the School website to choose an activity.</p>				<p>Go onto Mr Watson's HPE page on the School website to choose an activity.</p>
<p>Technologies</p>	<p>Go onto Ms Skourmounis' Technologies page on the School website to choose an activity.</p>	<p>Go onto Ms Skourmounis' Technologies page on the School website to choose an activity.</p>			
<p>Italian</p>		<p>Go onto Signorina Di Giovanni's page on the school website to choose an activity.</p>			