



# Prep Home Learning – Week 2



## Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Goals	I can retell events in order.	I can talk about characters feelings and actions.	I can identify full stops and capital letters.	I can talk about characters feelings and actions.	I can use the pictures to make predictions.
	<p>Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story. <i>Draw a picture to match each part of your story. Where is the story taking place? How do you know? Discuss this with your parent/carer.</i></p> <p>Read "Places to Go" to a family member. Remember to point to the words. Colour it in to improve your fine motor skills and build writing stamina.</p> <p>Sing the alphabet to your favourite toy or your pet.</p>	<p>Read a book with a parent/carer. What interesting words can you find in the story? Identify all the characters in the story and talk about them with your parent/carer. Verbally describe one of the characters. What do they look like? What do they do? What do they like/dislike? <i>Draw this character in your HL book and label or write about them. Add lots of detail.</i></p> <p>Read "I am a pirate" to a family member.</p> <p>Sing the alphabet to your favourite toy or your pet.</p>	<p>Read a book with a parent/carer. Can you find some punctuation in the story, e.g. full stops and capital letters? Talk to your parent/carer about them.</p> <p>Read at least 3 of your mini sight word books to your favourite teddy. Use a different voice for each one, e.g. squeaky mouse, loud giant, funny robot.</p> <p>Say (not sing) the alphabet using your Homework Helper book.</p>	<p>Read a book with a family member. How were the characters feeling at the beginning and then at the end of the story? What made them feel this way?</p> <p>Read "Can you see?" to a family member. Remember to look at the picture and the first letter of the word.</p> <p>Go on a letter hunt around the kitchen and name 10 letters.</p>	<p>Today before you read a book with your parent/carer, take a picture walk. Just look at the pictures in the book without having any words read to you. Tell them what you think will happen in the book based on the pictures. Then read the book to find out if you were right. <i>Draw your favourite part of the story in your HL book.</i></p> <p>Read "We like to..." to a family member. Remember to look at the picture and the first letter of the word. Say the letters in your name.</p>
Break					

# Writing

Learning Goals	I can identify the letter for the <b>a</b> sound.	I can form the letter <b>a</b> correctly.	I can blend letter sounds to make words.	I can identify the letter for the <b>t</b> sound.	I can form the letter <b>t</b> correctly.
	<p><b>Sound Waves - a</b> Warm up - Can you point to each sound box and say the sound it represents? How quickly can you say them all. Introduce - <b>a</b> What sound do you hear at the start of apple? Go on a hunt to find at least 3 things in your house that start with <b>a</b>. When we want to write a word with <b>a</b> in it, we can write the letter <b>a</b> for ants on the apple. Find the apple with the letter <b>a</b> on the Sound Waves chart. <i>Complete the A worksheet and stick it in your HL book.</i></p> <p>Consolidate with Reading Eggs online.</p>	<p><b>Handwriting - Aa</b> Demonstrate and say "around, up, down, flick". <i>Complete the Aa worksheet.</i></p> <p>Revise <b>m</b>. What is this letter? Can you say the sound? Can you find the picture/icon on the chart? Find 3 words in a book that start with <b>m</b>.</p> <p>Consolidate with Reading Eggs online.</p>	<p><b>Sentences: am</b> Warm up - Can you point to each sound box and say the sound it represents? How quickly can you say them all. Revise - <b>a</b> and <b>m</b> What sound do you hear at the start of mummy? ant? Find the apple with the letter <b>a</b> on the Sound Waves chart. Now find the moon with the letter <b>m</b>. Blend the sounds to form the word <b>am</b>. <i>Create and write sentences together with am in them. I am five. I am Zara. I am happy.</i></p> <p>Consolidate with Reading Eggs online.</p>	<p><b>Sound Waves - t</b> Warm up - Can you point to each sound box and say the sound it represents? How quickly can you say them all. Introduce - <b>t</b> What sound do you hear at the start of tiger? Take your teddy on a treasure hunt to find at least 3 things in your house that start with <b>t</b>. When we want to write a word with <b>t</b> in it, we can write the letter <b>t</b> for trotting tiger. Find the tiger with the letter <b>t</b> on the Sound Waves chart. <i>Complete the T worksheet and stick it in your HL book.</i></p> <p>Consolidate with Reading Eggs online.</p>	<p><b>Handwriting - Tt</b> Demonstrate and say "down, flick, lift, across". <i>Complete the Tt worksheet.</i></p> <p>Revise <b>a</b>, <b>m</b> and <b>t</b>. Can you make a word using these letters? <i>Write the word and draw a picture in your HL book.</i></p> <p>Consolidate with Reading Eggs online.</p>

Break					
<b>Numeracy</b>					
<b>Learning Goals</b>	I can read, write and make collections of 8.	I can use materials to model taking away.	I can sort and talk about a small collection of data.	I can identify objects that are thick or thin.	I can count with one to one correspondence.
	<b>Eight</b> Collect 8 objects. Practise counting your collection, forwards and backwards. You could even try starting with different numbers (for example, start with 3 objects and keep counting). Get your parent/carer to show you how to write the number '8'. Practise writing it in the air and on someone's back. Take turns drawing a number from 1 to 8 on each other's back to identify. <i>Complete the worksheet.</i> Make a spider with 8 legs.	<b>Take away</b> Act out the song "There were 10 in the bed" using ten of your teddies. Use toys or food to role-play different subtraction scenarios: e.g. Five cars in the garage. Two drove away. That leaves three cars. There are four biscuits on the plate. You eat two. That leaves two biscuits.	<b>Smartie Data</b> Count how many smarties there are altogether in the packet. <i>Sort the Smarties into colour groups by making a line of each colour and draw a picture of this in your HL book.</i> Talk about this with your family. Which colour did you have the most/least of? Did you have the same number of any colours? How many red Smarties did you have? Eat your Smarties.	<b>Thick and thin</b> Find things in your bedroom that are thin (skinny) and things that are thick (or fat). <i>In your HL book, fold a page in half and draw things that are thick on one side and things that are thin on the other.</i> Order a group of books from thickest to thinnest.	<b>Counting practice</b> Play a simple board game that involves counting with someone. Remember not to count the space you are in when it is your turn to move.
Break					
<b>Other</b>	<b>Be Active</b> Go outside and run around the backyard or play tiggy with your siblings. Take turns to	<b>Science</b>	<b>Music</b>	<b>ART</b> Go outside and collect some twigs, stones, bark, feathers, etc. and make a picture. Take a photo and	<b>Free Choice</b> LEGO, dress-ups, make an indoor cubby, bath your doll, play shops, make something, paint, bake a cake (with parent)

	bounce on the trampoline or play catch with a ball.			stick it in your HL book if you can.	
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