******Parkes East Public School - Home Learning Timetable**

**Early Stage 1 – Term 2 Week 3**

These are the required learning activities for your child for the next week.

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| **Literacy** | **Numeracy** | **Additional subjects** |
| **Phonics –** Daily revision of previously taught sounds, as well as new sounds:Monday* **ch** – watch the video by clicking on the following link<https://www.youtube.com/watch?v=oC73aZlr34k>
* Complete 2 “**ch**” worksheets
* New sight word – ‘**like’** Read this word and practise writing it in your scrapbook.

Tuesday* **sh** - watch the video by clicking on the following link

<https://www.youtube.com/watch?v=TC0XgJ2Vag4>* Complete 2 **sh** worksheets

Wednesday* **th** – watch the video by clicking on the following link<https://www.youtube.com/watch?v=58owgK63cbY>
* Complete 3 “**th**” worksheets

Thursday* Revision – complete handwriting revision sheet. Revise sounds and sight words.
* New sight word – ‘**my’.** Read this word and practise writing it in your scrapbook.

Friday* **qu** – watch the video by clicking on the following link

 <https://www.youtube.com/watch?v=qNK6Nb-_c2Y>* Complete 2 “**qu**” worksheets

**Phonemic Awareness** – Initial Sounds Shopping Game – Play with your family. Person to say “I want to buy something that starts with m. Student then finds/suggests something that starts with m. Repeat with a range of sounds.**Writing –** Complete worksheet 1. Look at the picture, read the words in sentence and write the last word. Watch the story ‘The Bear Ate Your Sandwich (attached link)<https://www.youtube.com/watch?v=MRhtZ8DspaE>Draw a picture and write a sentence about the story.Watch story “Carla’s Sandwich” (attached link) <https://www.youtube.com/watch?v=M-aceEquCtY>Draw a picture and write a story, completing the sentence “On my sandwich I would have………**Reading** – Complete worksheet 2. Revise sight wordsAccess Reading Eggs online website. Read assigned story and continue on with lessons. **Handwriting –** Complete the letter “i” worksheets in your handwriting booklet (trace over the sentence ‘Id likes ice-cream’ using a coloured pencil. Practise writing the letters ‘I” and “i” in your lined handwriting book. | * Count how many steps it takes to get from the bedroom to the bathroom and back
* Write the numbers 1-10 and draw matching pictures
* Play ‘Number Bingo’ with numbers 0-10 or 10-20 on ABCYA <https://www.abcya.com/games/number_bingo>
* Watch the video and discuss the different number combinations that make ten (perhaps write these down) <https://www.youtube.com/watch?v=2dZJD_sABGk&feature=youtube>
* Using a coat hanger and pegs, roll a chosen die (numeral or dot). Add that many pegs to the coat hanger. Roll the die again and add more pegs. Count the total number of pegs.
* Play ‘Card Addition’ with someone in your family. Each player flips 2 cards and adds the total together. If the correct total is given, the player may keep the cards. If incorrect, the cards are added back to the pile. The player with the most cards at the end wins.
* Play ‘Molly Adds Up To 10’ on ABCYA <https://www.abcya.com/games/kindergarten_word_problems_add_to_10>
* Choose a page from the Week 3 Maths Booklet to complete each day.
* Log into Mathletics and complete this week’s set tasks.
* Complete “Ladybug Counting” Activity **(Note: This is a google classroom activity only and is not compulsory. It is an additional activity for those who are interested. We will attempt to do this with your children at school on their set learning day.)**
 | **Science** – Forces of Movement – Friction/GravityTerms to know:1. **Friction** – Friction is the resistance of motion when one object rubs against another. Anytime two objects rub against each other, they cause friction.
2. **Gravity** – Gravity is a force of attraction that pulls together all matter

Watch the following YouTube clips on gravity and frictionFriction<https://www.youtube.com/watch?v=Ps90zArJEJY>Gravity<https://clickv.ie/w/-iVm> Investigate how objects move by sliding and how their movement can be affected by friction. Select items to test, such as toy car, ball, book, shoe with rubber sole, a wooden block.Put each item at the top of a slide or ramp and let it fall down on its own. Don't give it a push. Measure how far it went. Now change the resistance to each object by wetting the slide, taping sandpaper to the slide or spraying oil on the slide and discuss/record what happens in your scrap book (parent to scribe) and attach photos if possible. Do these changes affect the distance the objects slide?  Did the object slide further or less?**Creative Art** – CollageFind as many of these items as you can, and arrange them in a creative way. **-5 different leaves****-A stick that is longer than your hand****-A spotty or strange rock****-A flat rock****-A flower** **-10 blades of grass** **-Something you love****to play with****-Something that can be recycled****-Something brown****-Something heavy****-Something light****-Something that needs****sun to live****-Something that smells interesting** **PDHPE** – Road Safety (Access “Safety Town” website <https://www.safetytown.com.au/> Enter as a student to see the coloured map of Safety Town. Find and click on the yellow speech bubble to bring up the ebook “Who Is Out walking?”. Watch the story and find out who is keeping safe, holding a grown-up’s hand and staying close while out walking.Discuss how the children in the story are keeping safe by maintaining physical contact with an adult when out walking, e.g. holding onto a pram, bag, trolley.Ask your child to think about their journeys as pedestrians at different times, e.g. to and from school, after-school activities, on weekends and holidays. Google some images of footpaths, car parks, driveways etc and discuss different ways your child can be a safe pedestrian in these places. **(NOTE: Next week’s lesson will focus on safe crossing of roads)** **Practise fine motor skills by cutting around the pictures on the “Walk Safely to School Cutting Skills” sheet** |

Communication during this period is vital to the success of our home learning program. We encourage you to email your child’s teachers with any concerns, questions or if you require feedback.