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

**Early Stage 1 – Term 2 Week 4**

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* **“ou”**– watch the video by clicking on the following link<https://www.youtube.com/watch?v=HwmnMWTJ5pU&t=97s>
* Complete 2 “**ou**” worksheets
* New sight word “**I**”. Read this word and practise writing it in your scrapbook.

Tuesday* **“oi**” - watch the video by clicking on the following link

<https://www.youtube.com/watch?v=-7ZNfjRC8Ks>* Complete 2 “**oi**” worksheets

Wednesday* **“ue”**– watch the video by clicking on the following link<https://www.youtube.com/watch?v=hjKALmI4hLU>
* Complete 2 “**ue**” worksheets

Thursday* **“er”** – watch the video by clicking on the following link

 <https://www.youtube.com/watch?v=J9D1eLtZy50>* Complete 2 “**er**” worksheets
* New sight word “**to**”. Read this word and practise writing it in your scrapbook.

Friday* **“ar”** – watch the video by clicking on the following link

 <https://www.youtube.com/watch?v=EBkyh_rIkzU>* Complete 2 “**ar**” worksheets
* Complete handwriting revision sheet

**Phonemic Awareness** – I’m Thinking Of Game – Play with your family. Person to say “I’m thinking of something that has 2 syllables in it” e.g. oven, toaster, window, bottle etc. Student to guess and once correct change turns. Use a variety of 1, 2 and 3 syllabic names.1 syllable – book, drink, door, light, couch2 syllables – person, apple, bedroom, paper3 syllables – computer, radio, telephone, microwave**Writing –** Complete worksheet 1, identify picture, listen to sounds in word and record sounds.Watch the story ‘The Book with No Pictures (attached link)<https://www.youtube.com/watch?v=7DV6FouCG_o>Draw a picture and write a story, completing the sentence ‘My book would make the reader say………...Watch story “This is a ball” (attached link) <https://www.youtube.com/watch?v=Ee5BCl7_mGQ>Draw a picture and write a story, completing the sentence “This is a…………..**Reading** – Complete worksheet 2. Revise sight wordsAccess Reading Eggs online website. Read assigned story and continue on with lessons. **Handwriting –** Complete the letter ‘x” worksheets in your handwriting booklet (trace over the sentence ‘Ex plays the xylophone’ using a coloured pencil. Practise writing the letters ‘X’ and x’ in your lined handwriting book. | * Use a bucket or washing basket and pairs of socks to practise counting. Throw a pair of socks and count forwards, only saying the next number if they land in the basket. Count backwards from the total when taking the socks out to play again.
* Write the numbers 10-20 and draw matching pictures
* Watch ’10 in the Bed’ on YouTube to introduce the concept of taking away:

 <https://www.youtube.com/watch?v=TdDypyS_5zE>* Give your child a coat hanger and a total of 10 pegs. Write down a number and ask your child to put that many pegs on their coat hanger. Write ‘take away’ and a new number on the piece of paper. Your child will take that number of pegs off their coat hanger and count the remaining pegs to find the answer. Repeat.

 * Play subtraction bowling as a family
* Set up 10 plastic cups in Ten Pin Bowling formation
* Take turns to roll a ball to knock down pins
* Count how many pins were knocked down and how many are left standing
* Each player writes their number sentence (e.g. ten take away \_\_\_\_ is \_\_\_\_)
* Choose a page from the Week 4 Maths Booklet to complete each day.
* Play ‘Molly Adds and Subtracts From 10’ on ABCYA<https://www.abcya.com/games/kindergarten_word_problems_add_subtract>
 | **Science** – Forces of Movement – **Bouncing**Select a variety of objects/toys from around the house. Look at the objects and predict which ones will bounce and which ones will not, when dropped from the top of stairs or from a suitable height. Go outside and test predictions.In your scrapbook, record which objects bounced and which objects did not bounce.Conduct 1 or both of the following experiments with the help of an adult;**Bouncing Egg Experiment**Watch the following video by clicking on the link below;[*https://www.youtube.com/watch?v=3Iv9eLO0scA*](https://www.youtube.com/watch?v=3Iv9eLO0scA)\*Please note that you may need to soak your egg for 48 hours rather than 24 hours and you may need to rinse the egg/s under running water in order to carefully remove the shell.**Bouncing Bubbles Experiment**Mixture to make bouncing bubbles:1 cup of water½ cup of sugar¼ cup of detergentMethod – Add the water to a small bowl and pour in the dish soap. Add the sugar and stir gently until the sugar is dissolved. Put on a pair of winter gloves and gently blow bubbles using a straw/bubble wand. Try to bounce the bubbles on your gloves.**Physical Activity**Complete at least one of the following activities each day:* The Body Coach – PE with Joe – Free physical activity workouts which can be found by clicking on the following link:

<https://www.youtube.com/watch?v=K6r99N3kXME>**PDHPE** – Road Safety (Access “Safety Town” website <https://www.safetytown.com.au/> Enter as a student to see the coloured map of Safety Town. (Focus for this week is crossing the road safely)As revision from last week, find and click on the yellow speech bubble to bring up the ebook “Who Is Out Walking?”. Watch the story and revise how the children are keeping safe while walking.**Refer to Pages 5 and 21:** Some places are safer than others to cross the road. Look at the variety of road crossing scenarios and discuss their features and how to keep safe at each. Use Google street view to look at images of different road crossings eg* supervised crossing
* overhead pedestrian bridges
* pedestrian lights
* marked pedestrian crossings
* pedestrian refuges
* pedestrian level crossings with lights, bells, fences, mazes and gates
* pedestrian level crossings with signs only

Use parent information sheet about road crossings to discuss safe ways to cross.Complete worksheet “I am holding hands”**Drama** - Set up a road environment using props and materials from around the home. Get family members to take on the various roles of the adults and children who would be walking and holding hands in these situations. |