**Clarence Town Public School – Early Stage 1 Home Learning Program Wk2**

**If you need assistance please email your teacher:**

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You will have received this home learning plan in the mail. This week you will also have received a Home Learning Pack to support the program below. Your child has also been provided with a set of worksheets to support their ongoing learning.

In addition to this please be advised that you will also need to log on to Mathletics and Study Ladder each week to complete the tasks assigned by your teacher.

Your Childs Study Ladder and Mathletics Log in Details will be attached to this plan.

We understand that individual student learning needs differ and that at times the amount of work or tasks need to be adjusted accordingly. If you are needing assistance with this please email your teacher for support.

You will not need access to a digital device to complete the following activities however you are free to use online material to complete tasks if you choose. You will need help from a parent/carer and possibly resources from your teacher. Week 2

The red writing helps you identify what resources you will need to get ready in advance. All written work can be completed in your scrap book. (hint: if you misplace it just complete on paper and stick it in later) You will also need a glue stick and writing materials.

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Task | Have you made your bed? | Could you organise your toys today? | Can you help make lunch today? | How can you help a family member today? | Can you tidy your room? |
| Morning | English  Make your sight/spelling words or letters out of playdough or rainbow write them. Sight/spelling words: **to, school**  Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story.  Where is the story taking place? How do you know? Discuss this with your parent/carer.  Start a journal that you can draw and have a go at writing in. Add to your journal throughout the week. | English  Create your name out of pegs or pasta.  Write your sight words or sounds on paper or with chalk.  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 to your parent/carer. What do they look like? What do they do? What do they like/dislike? Draw this character and label or write about them. Add lots of detail. | English  Practise writing your name in your scrapbook.  Read a book with a parent/carer. Can you find some punctuation in the story, for example full stops and capital letters? Talk to your parent/carer about them.  Draw a picture of your bedroom. Label your picture.  Create labels for your toys. | English  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?  Pretend you are hosting a big party! What food would you like? What food would your guests like? Draw/write a shopping list. | English  Draw and/or write a postcard or a letter to a friend or family/carer. Tell them what you have been doing for the past few days.  Read a book with a family member. Can you find any of your sight/spelling words**: to, school** in the story? Tell your parent/carer what the story is about – who are the characters, what happens? Why would you recommend/not recommend this story to your school friends? |
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics  Ask someone to help you collect 30 objects. Practise counting your collection, forwards and backwards. You could even try starting from different numbers (for example, start with 5 objects and keep counting).  Count how many steps it takes to get from your front door to the back door and back.  Play a board game with a family member, for example snakes and ladders. | Mathematics  Number hunt: what numbers can you find in your house? Can you find all the numbers from zero to thirty? Try writing these numbers in your scrapbook, for example the numbers on a clock. Can you find numbers on shoes, on food in the cupboard or in the fridge?  Collect your favourite toys, books or LEGO. Sort them into different categories. How did you choose to sort them? Is there another way you can sort them? | Mathematics  Practise cutting a piece of paper in quarters. How do you know the parts are equal? Is there another way you can make a quarter?  When you are making your lunch today, practise counting and sharing items. For example, can you cut your sandwich in quarters? Can you count out scoops of rice for each person? Can you share any food with a family member, that is organised into quarters? | Mathematics  Shape hunt: What shapes can you find in your house?  Draw a picture out of these shapes. Describe your picture to a family member and ask them to help you write down the names of the shapes.  Choose some objects in your house. Order them from shortest to longest. | Mathematics  Collect some blocks, pencils, pens, dried pasta, dried beans, etc. Make a repeating pattern. Draw your pattern. Describe your pattern to a family member. Can you make another pattern using the same materials? Draw your second pattern.  Choose one of your objects for example, a block and use it to measure things in your house. For example, how long (how many blocks) is your table? How wide is the door?  Draw a picture of you measuring something that you discovered which was very long and something you discovered which was very short. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | Science and technology  Place a few seeds in wet cotton wool and then into a cup. Place a few seeds in dry cotton wool and then into a cup. Place the cups on a windowsill. Spray just the wet wool with water each day. Draw a picture of the seeds on Friday. What happened? What changed and why? | History  Who is in your family? Ask each of your family members what their favourite sport is. | Creative arts  Sing a Nursery Rhyme with a family member, for example ‘Jack and Jill’ and/or ‘Hey diddle diddle’. Can you make some actions to go with the rhyme?  Make up a dance sequence and perform it for your family. | Geography  Use collage materials to make an artwork of a place that is special to you. Why is this place special to you? Who else is this place important to? | PDHPE  Identify three ways you can keep your body healthy.  Practise throwing and catching a ball with a family member.  Draw a hopscotch and practise hopping and jumping through the squares. |