



Home Learning Timetable – Pre-Primary

Week Nine, 30 March – 3 April

Suggested time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins Seesaw example provided	Morning Meeting - Prayer - Calendar - Days of the Week	Morning Meeting - Prayer - Calendar - Days of the Week	Morning Meeting - Prayer - Calendar - Days of the Week	Morning Meeting - Prayer - Calendar - Days of the Week	Morning Meeting - Prayer - Calendar - Days of the Week
15 mins	Religion Explain that new life is precious and wonderful. Discuss and explore the signs of new life that people can see around them, such as babies, plants sprouting, baby animals. Can you find any new life in your yard or in any books?	Religion Draw an example of new life in the Home Learning Scrapbook. What does it look like at the start of its life? <i>Wonder Question:</i> Why do you think God made this? Scribe your child's ideas on their drawing.	Religion Explain that people who garden become excited when new plants grow. Discuss how when flowers bloom, they can completely change the look of a garden. Explain that after rain, people see new life everywhere with plants in flower and new growth. Watch the time lapse video of plants growing and changing the landscape. Students plant seeds to care for and observe for signs of new life over the coming weeks. Spring – Time lapse video https://bit.ly/2NLnlzG	Religion How do we care for new life? Teach that all new life needs care and attention. Discuss how babies and young children need a lot of care and attention. List the ways that people give care and attention to new babies. Watch the ABC Education video 'Lily's baby brother Bo' and explore what baby Bo needs in terms of care and attention. Lily's Baby Brother Bo – Video Link https://ab.co/36jt4Zs	Religion Teach that Jesus came to teach people how to live in new ways. Explain that this was his 'new life' or new way of living that people still try to follow today. Discuss some of the important things Jesus teaches, such as: · loving by being kind · sharing with others · caring, especially for those who are poor and do not have what they need Students use butterfly outline sheet to draw ways they can live in new ways by living the way Jesus teaches.
30 mins (throughout the day – not in one session)	Literacy Letter of the week – p See Seesaw for an introduction to the letter. Students to make /p/ sound – put their hand just in front of their mouths to feel the breath coming out when the sound is made. Think of words that start with	Literacy Letter of the week – p Revise the letter p and read the words the children could think of yesterday. Go on a letter p hunt around your house and yard. <i>Optional:</i> Send Mrs Coulson a photo of p objects found around the house in Messages on	Literacy Letter of the week – p Revise the letter p and read the words the children could think of yesterday. Add to the list of words if possible. Complete the letter p handwriting page provided in the take home pack.	Literacy Letter of the week – p Revise the letters using photo provided on Seesaw. Complete the letter sort page provided in the take home pack. It will have Maggie Mouse, Tommy Tiger and Sammy Seal at the top of one page and a	Literacy Listen to the story ' Dear Zoo ' by Rod Campbell. In your Scrapbook, draw a picture of an animal that the zoo sent you. Remember to you use different coloured pencils and have some details on your picture.

	<p>that sound – adult to write on paper. <i>Optional:</i> See Mrs Coulson a photo of the words your child can brainstorm in Messages on Seesaw. Watch Seesaw letter formation video then children practice writing the letter p on their mini whiteboard.</p> <p>Read a story with an adult- write it in children’s reading log</p> <p>Shared reading: ‘Stickybeak’ by Hazel Edwards View story all the way through first. Then, re-watch and pause as required to ask the questions provided on Seesaw.</p>	<p>Seesaw Practice writing the letter p in sand or soil with a stick. Practice writing previously taught letters, m, s, t and a, in sand.</p> <p>Read a story with an adult- write it in children’s reading log</p> <p>Choice: Complete an activity from the Literacy Ideas grid provided in your take home pack. Send Mrs Coulson a photo of your activity in Messages on Seesaw. Tick the activity on your grid.</p>	<p><i>Focus:</i> holding pencil correctly and letter formation. Glue into scrapbook.</p> <p>Read a story with an adult- write it in children’s reading log</p> <p>Shared reading: ‘Who Sank the Boat?’ by Pamela Allen View story all the way through first. Then, re-watch and pause as required to ask the questions provided on Seesaw.</p> <p><i>Optional:</i> Popcorn makes such a fun popping sound. If you have corn kernels at home, pop them so your child can watch the process and enjoy the popping sound!</p>	<p>corresponding page with pictures in squares to cut out. Children need to say the names of each picture. Focus on the initial sound and emphasis it. Cut, sort and glue the pictures under the correct character and glue into Scrapbook. <i>Focus:</i> saying and recognising the initial sound of each picture card.</p> <p>Read a story with an adult- write it in children’s reading log</p>	<p>If children want, they can glue a flap on their page and decorate as the package the animal came in. Parents, can you please draw a straight line at the bottom of the page for some writing? Have children try to write why he was not a good pet “He was too” or you can scribe for the child.</p> <p>Send Mrs Turpin a photo of your drawing on seesaw.</p>
20 mins	<p>Maths Daily: Practice counting from 0-20 (forwards and backwards) Practice writing numerals 0 – 10 on the mini whiteboard (parents to please read the numeral formation rhymes included in the take home packs. Practice number recognition – See photo on Seesaw. We are aiming for hyper-speed – instant recognition of numbers</p> <p>Choice: Complete an activity from the Maths Ideas grid provided in your take home pack. Tick the activity on your grid.</p>	<p>Maths Daily: Practice counting from 0-20 (forwards and backwards) Practice writing numerals 0 – 10 on the mini whiteboard (parents to please read the numeral formation rhymes included in the take home packs. Practice number recognition – See photo on Seesaw. We are aiming for hyper-speed – instant recognition of numbers</p> <p>Stepping Stones Task: Information will be provided on Seesaw</p>	<p>Maths Daily: Practice counting from 0-20 (forwards and backwards) Practice writing numerals 0 – 10 on the mini whiteboard (parents to please read the numeral formation rhymes included in the take home packs. Practice number recognition – See photo on Seesaw. We are aiming for hyper-speed – instant recognition of numbers</p> <p>Choice: Complete an activity from the Maths Ideas grid provided in your take home pack. Tick the activity on your grid.</p>	<p>Maths Daily: Practice counting from 0-20 (forwards and backwards) Practice writing numerals 0 – 10 on the mini whiteboard (parents to please read the numeral formation rhymes included in the take home packs. Practice number recognition – See photo on Seesaw. We are aiming for hyper-speed – instant recognition of numbers</p> <p>Stepping Stones Task: Information will be provided on Seesaw</p>	<p>Maths In Maths, students have been using the words long, longer, short, shorter to describe objects. Using the unifix cubes in your take home pack students need to join 10 blocks together. They are then to find two objects around the house that are longer than 10 unifix cubes and two objects that are shorter than 10 unifix cubes. Place all 4 objects together with your unifix cubes and take a photo and send to Mrs Turpin.</p>
20 mins	<p>Integrated STEM challenge:</p>	<p>Integrated</p>	<p>Integrated</p>	<p>Integrated</p>	<p>Physical Education</p>

	<p>Build the tallest tower you can using anything you have at home as building materials: books, toys, pillows or something else. <i>Optional:</i> Send Mrs Coulson a photo on Seesaw to share with the class!</p>	<p>Draw a picture of something starting with the /p/ sound. Will it be a 'pretty pig', a 'prancing pony' or a 'polite princess/prince'. Complete the picture in your scrapbook and have-a-go at sounding out the words. Say the words slowly and record the sounds you hear!</p>	<p>Complete the 'Draw the Weather Today' task on Seesaw.</p>	<p>Using materials found around your house/yard, make the letters p, s, t, m and a. Ideas: lego bricks, sticks, rocks, popsticks, leaves, Stikeez Be as creative as you want!</p>	<p>If possible, draw a hopscotch format on some pavement. Have students practice their hopping and jumping skills. Encourage the use of non-dominant leg as well. Use a rock or pebble to encourage balancing on one leg. Below is a link of one way to play hopscotch with a pebble or rock. https://www.youtube.com/watch?v=fZzswQaICfM</p>
	<p>Relaxation and Mindfulness Daily 10-15 mins as needed Encourage children to lay still and quiet. Play relaxation music on YouTube or read a story to your child. Start by taking big breaths, in through their noses and out through their mouths. (Use breathing beads)</p>	<p>Brain breaks Daily 5-10 mins as needed Pause for a brain break during activities if your child needs a reset or to get energy out. - Complete a task on GoNoodle - Stretching - Yoga poses - Star Jumps, Frog Squats, Hopping, Skipping (vary the number of each action)</p>	<p>Check in and debrief 5-10 mins at the end of each day Check in with your child Discuss how they are feeling. Do they have any accomplishments/successes for the day? Do they have any worries they would like to talk about?</p>		