

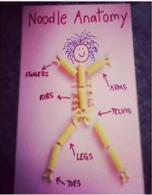


Prep Home Learning Weekly Overview -

DAILY: Literacy: 45-60 minutes, Numeracy: 30-45 minutes, Additional learning areas, play-based learning and physical activity of about 30-45 minutes.

Day	Reading	Writing	Maths	Investigations	Fine Motor Skills
Monday	<p>Task: High Frequency Word Hunt</p> <p>Learning Intention: Good readers can read High Frequency Words found in texts.</p> <p>Success Criteria: I can find and read High Frequency Words in a text.</p> <p>Task: Read a book to your child. This can be any book, even one that your child has read before. Talk to your child about words that we see all the time eg: the. Support your child to find these words in the book.</p>	<p>Task: Picture of a loved one</p> <p>Learning Intention: Good writers are able to write high-frequency words.</p> <p>Success Criteria: I can use some high frequency words in my writing</p> <p>Task: Draw a picture of someone in your family. Write a sentence about that person such as 'my mum has brown hair'</p>	<p>Task: Trusting the Count</p> <p>Learning Intention: Good mathematicians connect number names and quantities, including zero, up to 10.</p> <p>Success Criteria: I can identify and say how many blocks are hidden. I can trust my initial count.</p> <p>Task: Count out and get 5 blocks. Ask your partner to hide some of the blocks under a bowl and put the rest on the top. If you have 5 blocks and there are 2 on the top of the bowl, you know there are 3 blocks hidden. If you can do it with 5 blocks using different combinations, try and do it with 6 or 8 blocks. Watch the video and then write some of your combinations on the interactive worksheet.</p>	<p>Task: Washing your hands</p> <p>Learning Intention: Good investigators understand good hand hygiene.</p> <p>Success Criteria: I can explain how to wash my hands properly. I can draw and order how to correctly wash my hands.</p> <p>Task: Draw at least 3 pictures that show how you wash your hands well. Draw the pictures in order from what you would do first to what you would do last. If you like label or write something for each of your pictures. Once you have written the steps Take a picture of yourself at the end of completing them.</p>	<p>Task: Clean up</p> <p>Learning Intention: Good students build fine motor skills.</p> <p>Success Criteria: I can use the muscles in my hands to pack away my belongings.</p> <p>Task: Choose something that you can upack at your house. This may be a kitchen draw, or box of blocks. Using a pair of kitchen tongs, clean up your work space and put all of your pencils, pens back into your pencil case. Once you have done this, clean up your bedroom using the same tongs.</p>

<p>Tuesday</p>	<p>Task: Make the Words</p> <p>Learning Intention: Good readers are able to use high frequency words to help them read a text.</p> <p>Success Criteria: I can find and read my High Frequency Words in a text.</p> <p>Task: Talk about the words that you found yesterday in your book, and remind your child that these are words that we see regularly in writing. Please make these words You could use: sprinkles, shaving cream, salt or sand. Place the material on a plate and practise writing one word at a time with your finger.</p>	<p>Task: Detailed picture</p> <p>Learning Intention: Good writers write high-frequency words.</p> <p>Success Criteria: I can write my name correctly.</p> <p>Task: Practice writing your name.</p>	<p>Task: Get Out of my House!</p> <p>Learning Intention: Good mathematicians connect number names, and quantities including zero and up to 10.</p> <p>Success Criteria: I can quickly recognise numbers and place my counter on the matching number on the game board.</p> <p>Task: 2 player game: Each player has 7 counters (anything can be used eg pegs). Roll a dice and quickly count how many dots there are. Put 1 counter on that number. Take it in turns. If you roll a number that has your partner's counters in the box, you say 'Can you please get out of my house?'. Take their counters out of the box and put yours in. The first player with all of their counters on the interactive game board wins.</p>	<p>Task: Purpose of Our Body Parts</p> <p>Learning Intention: Good Investigators Identify body parts and what they can do.</p> <p>Success Criteria: I can name all body parts I can tell you what each body part is used for.</p> <p>Task: Play a game of Simon Says with your child, practising the names of the body parts.</p>	<p>Task: Rice Race</p> <p>Learning Intention: Good students build their fine motor skills.</p> <p>Success Criteria: I can use the muscles in my hands to pick rice up off of the table.</p> <p>Task: Place a handful of rice on the bench or kitchen table. Using only your thumb and finger, pick up the rice one grain at a time and place it into a cup. If you're up for a challenge, use some tweezers! Now see how fast you can do it.</p>
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<p>Wednesday</p>	<p>Task: Following Instructions</p> <p>Learning Intention: Good readers understand the purpose of following instructions.</p> <p>Success Criteria: I listen to instructions I can follow instructions.</p> <p>Task: Hide an item around your house when your child is not looking. Explain that they need to find the item by following your instructions. Start off by giving 2 step instructions. If your child is confident, get them to hide the item and give you instructions.</p>	<p>Task: Fruit</p> <p>Learning Intention: Good writers are able to write high-frequency words.</p> <p>Success Criteria: I can write my name correctly. I can use some of my star words in my writing.</p> <p>Task: Draw and label each of your favourite fruits. Have a go at writing a sentence about your favourite fruit. Example: I like watermelon because it is juicy.</p>	<p>Task: Worm lengths</p> <p>Learning Intention: Good mathematicians are able to compare objects by length.</p> <p>Success Criteria: I can identify what is longer and shorter</p> <p>Task: Find things from around your house, and sort them from the longest to the shortest.</p>	<p>Task: Body system</p> <p>Learning Intention: Good Investigators Identify and name main body parts.</p> <p>Success Criteria: I know about the different systems in my body and how they work.</p> <p>Task: Create a body system out of pasta or any other materials from your house. Label the parts they know. Discuss with your child the purpose of each body part.</p> 	<p>Task: Memory</p> <p>Learning Intention: Good students build their fine motor skills.</p> <p>Success Criteria: I can use the muscles in my hands to turn over cards.</p> <p>Task: Play a game that you have at home, some examples could be snap, treasure hunt. If you do not have any materials you could make a sandwich to build fine motor skills</p>
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