



Darnum Primary School

Prep - Home Learning

Term 2 - Week 1

Reading

Independent Reading

Spend at least 15 minutes reading every day. You may do this by:

- Reading to self
- Reading to someone
- Listening to someone read (e.g. listening to audiobooks, parents/siblings, (Online Reading))
- Practise reading your High Frequency Word list (i.e. Golden or Red)

*Remember to continue to record your reading in your Reading Diary. Any of the above can be logged.

Learning Intention: We are learning to remember and talk about the important events or ideas in a simple text.

Wednesday - *Success Criteria: I can talk about the character.*

Find a Nursery Rhyme in a book or online that you can read. Point to the words as you read it out loud to someone.

Write the name of the Nursery Rhyme you chose. Draw the character(s) and write the character(s) name(s).

Make a list of any Golden Words you find. Your parents can help.

Thursday - *Success Criteria: I can talk about important information like the setting.*

Read the Nursery Rhyme "Miss Polly Had a Dolly". Point to the words as you read it out loud to someone.

Draw the setting. Where is it happening? How do you know? When do you think it is happening? (i.e. day or night)

Highlight the rhyming words. Your parents can help.

Friday - *Success Criteria: I can talk about important information like the problem and the solution.*

Read the Nursery Rhyme "Five Little Monkeys Jumping on the Bed". Point to the words as you read it out loud to someone.

What is the problem? What is the solution?

Highlight the rhyming words. Your parents can help. Think of other words that rhyme with those. They can be nonsense words.



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Writing

Sound Waves

Watch the Sound Waves Action Song on Youtube each day and practise the actions and sing along.

This week the focus will be on the letter Mm and the sound 'm' as in moon.

Wednesday: Make the Messy Mud book and read. Go outside and make mud pies. Decorate the top with stones or sticks with an M shape.

Thursday: Colour the letter M worksheet. Go on a letter hunt around the house for things that start with 'm'.

Friday: Complete the monster/monkey worksheet and then make a Milo milkshake.

Writing

Wednesday: Practise writing your name in your book. If you can already write your first name, practice your last name as well.

Thursday: Learn how to write the first names for another person in your family. Ask them to write it down, name the letters and help you copy it into your book.

Friday: Create labels for your toys. (Optional: Ask an adult to take a photo, print it and stick it in your book)

Handwriting

Wednesday – Worksheet: BLM HW1 (Vic) moon icon – Trace the patterns and letters using the starting points.

Thursday – Make Munching Mike's back leg first Worksheet

Friday – Page 13 Seahorse Worksheet

Please turn over for some suggested activities you might like to use to consolidate handwriting skills:

More handwriting ideas...

- Finger paint letters.
- Paint letters on the fence or a brick wall with large paint brushes and buckets of water.
- Trace letters in a tray of damp sand.
- Write letters on cement with chalk.
- Find the focus letter in magazines or newspapers. Cut out and glue onto the Sound Waves icon shape, e.g. a moon for m
- Write the focus letter using different coloured markers.
- Your child can lie on the floor and position their body to form letters.
- Form letters with playdough or plasticine.
- Form letters with matchsticks, toothpicks, buttons, pipe cleaners, counters, seeds or craft sticks.



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Maths

Counting

Learning Intention: We are learning to count.

Success Criteria: I can practise counting to 100.

Practise counting to 100 every day. You can use the 100s chart in the Homework Helper to help you with this.

Try counting backwards from 100 to challenge yourself if needed.

Wednesday - Patterns

Learning Intention: We are learning about patterns.

Success Criteria: I can identify, continue and create patterns with objects.

Collect some blocks, pencils, pens, dried pasta, etc. Make a repeating pattern.

ABAB pattern – pencil, block, pencil, block

ABBA pattern – spoon, fork, fork, spoon

Draw your pattern in your workbook.

Describe your pattern to a family member. Can you make another pattern using the same materials? Draw your second pattern.

**Challenge: Can you make a 1, 2 pattern, e.g. one button, two sticks, one button, two sticks...*

Thursday - Sorting Objects

Learning Intention: We are learning about 3D objects.

Success Criteria: I can identify and describe what 3D objects look like.

Collect a range of objects: ball, can of baked beans, shoe box, ice cream cone. Choose one at a time and describe its parts. Touch a flat part, a curved part, a pointy part and any corners.

Go on a hunt with a family member around your house. Look for objects that are pointy, curved, have corners and/or a flat top. You can draw them in your book and label them if you wish.

Complete the 'Sorting Objects' worksheet.

Friday - Morning and Afternoon

Learning Intention: We are learning about time.

Success Criteria: I can tell the difference between morning and afternoon events.

With your family, talk about activities you do in the morning and activities you do in the afternoon. Talk about how the afternoon begins at noon. Then take it in turns miming (acting with no talking) something that you would do in the morning or afternoon, e.g. waking up, getting undressed, eating breakfast. Whoever guesses gets to have the next turn.

Draw a morning activity picture and an afternoon activity picture in your book. Tell your parent/carer about your picture so they can write a sentence.

