



Early Stage 1 Home Learning: Term 3, Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Word Work: Phonics Booklet – 1 page.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.</p> <p>Writing: Handwriting Sheet – Aa Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.</p>	<p>Word Work: Choose a sound from your phonics booklet and find as many things in your house that start with that sound.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs</p> <p>Writing: Practise writing your first name and your surname. Ask your parent/carer to read a sentence to you while you write it down using your knowledge of sounds. Choose one or more: I can pat the cat. I like to sit in the red sand. My Nan can sit.</p>	<p>Word Work: Phonics Booklet – 1 page.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs</p> <p>Writing: Handwriting Sheet – Mm Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.</p>	<p>Word Work: Play the rhyming memory game from pack 1. Can you say another word that rhymes with each pair you found? You could draw a picture of that word to cut out and add to the game.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs</p> <p>Writing: Practise writing your first name and your surname. Ask your parent/carer to read these words to you and write them down: pat tin can sit nip pit sat pan pin tap top cop Challenge: spin sick spit swim</p>	<p>Word Work: Phonics Booklet – 1 page.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs</p> <p>Writing: Handwriting Sheet – Ss Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.</p>
Break					
Middle Session:	<p>Food and physical activity</p> <p>Numeracy: Ask someone to help you collect 20 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 bedroom to your kitchen and back. Play a board game with a family member, for example: snakes & ladders.</p>	<p>Food and physical activity</p> <p>Numeracy: Number hunt: What numbers can you find in your house? Can you find all the numbers from zero to twenty? Try writing these numbers, for example: the numbers on a remote control or a clock. Can you find numbers on shoes, on food in the cupboard? 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?</p>	<p>Food and physical activity</p> <p>Numeracy: Ask someone to help you collect 20 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 from your front yard to your mailbox and back (make sure an adult is watching you). Play a board game with a family member.</p>	<p>Food and physical activity</p> <p>Numeracy: Collect some pencils, blocks, dried pasta, etc. Make a repeating pattern. Can you draw your pattern? Can you label your pattern is it an AB, ABC, AAB, ABB, etc. Practise writing numerals to twenty.</p>	<p>Food and physical activity</p> <p>Numeracy: 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.</p>
Break:					
Afternoon Session	<p>PDHPE Who are your friends? Discuss with a parent/carer what makes a good friend. Draw a picture of you and your friends doing your favourite activity/game.</p>	<p>Geography Draw and describe an illustration of a place you like to visit in your local environment (e.g. local park). Explain to someone why it is special to you and what you do to take care of it.</p>	<p>Science Discuss the difference between living and non-living things with your parent/carer. What living things do you have in your home? What do they need to survive?</p>	<p>Creative Arts Discuss with a parent/carer the order of colours in a rainbow. Create your own rainbow or colour in the rainbow worksheet.</p>	<p>Sport Help prepare a healthy snack for your family. Practise kicking and stopping a ball with a family member. Play duck, duck, goose with your family.</p>

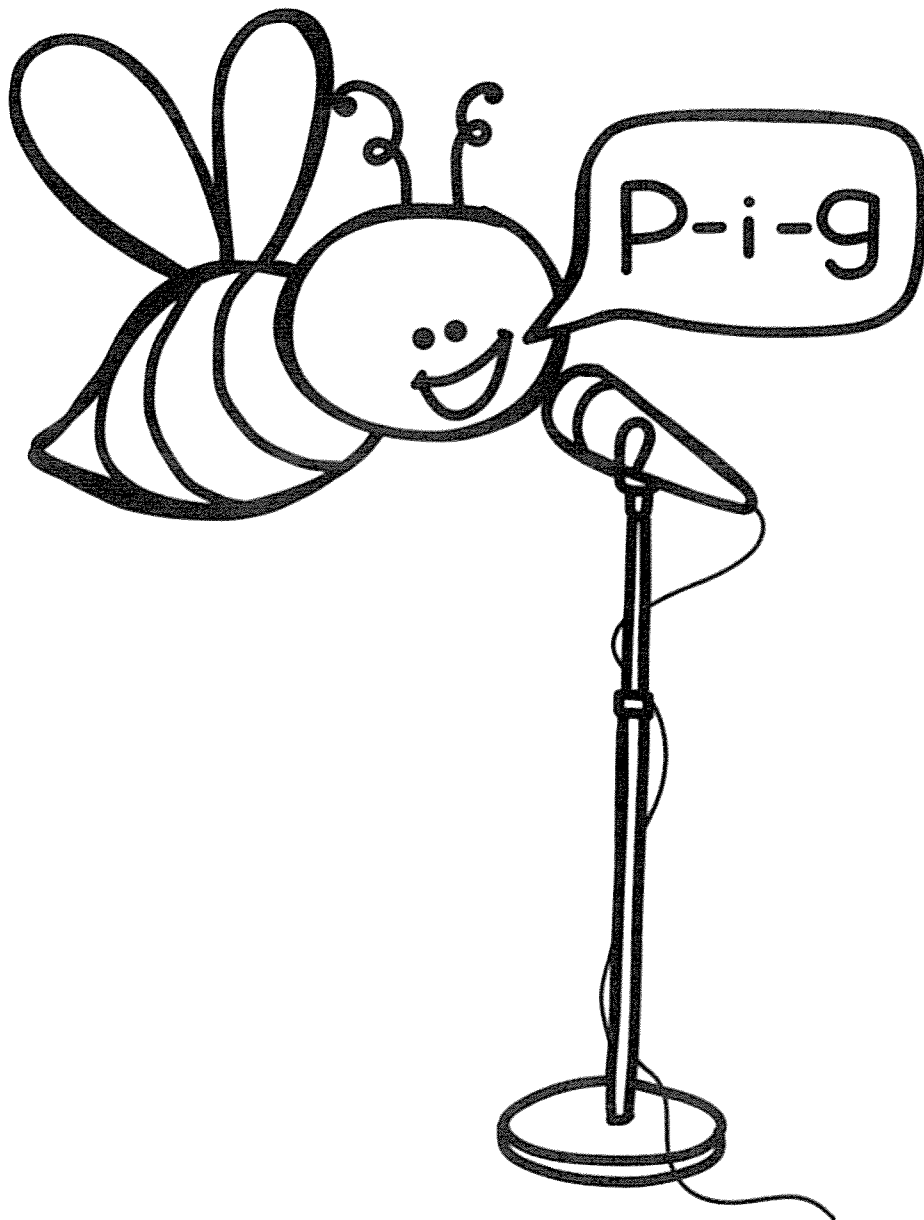


Early Stage 1 Home Learning: Term 3, Week 3

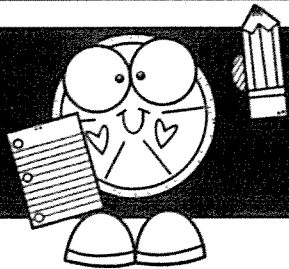
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Word Work: Phonics Booklet – 1 page.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.</p> <p>Writing: Handwriting Sheet – Tt Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.</p>	<p>Word Work: Find pictures in magazines or online of objects that start with one of the sounds from your phonics booklet. You could also draw some!</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.</p> <p>Writing: Practise writing your first name and your surname. Ask your parent/carer to read a sentence to you while you write it down using your knowledge of sounds. Choose one or more: I can mop. I can hop on top. My dog can sit on the log.</p>	<p>Word Work: Phonics Booklet – 1 page.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.</p> <p>Writing: Handwriting Sheet – li Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.</p>	<p>Word Work: Practise reciting some of your favourite nursery rhymes. Can you hear the words that rhyme? Make some finger puppets and act out one of the rhymes.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.</p> <p>Writing: Practise writing your first name and your surname. Ask your parent/carer to read these words to you and write them down: hop top mop dog log mat sat map Challenge: trap spot plot swim</p>	<p>Word Work: Phonics Booklet – 1 page.</p> <p>Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.</p> <p>Writing: Handwriting Sheet – Nn Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.</p>
Break	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Middle Session:	<p>Numeracy: Practise counting forwards and backwards from 0 to 20. Can you start from another number other than 0 or 20?</p> <p>Jumble your numbers and then order them forwards and then backwards. Can you write them too?</p>	<p>Numeracy: Have a member of your family flash dot cards. Can you say the number, make the number with your fingers, write the number or draw the dots? Choose one option to do at the time.</p> <p>Use objects around the house to make a repeated pattern. Describe it to someone. Can you draw it? Can you label it?</p>	<p>Numeracy: Practise counting forwards and backwards from 0 to 20. Can you start from another number other than 0 or 20?</p> <p>Shuffle your number cards, place them face down and turn them over one at a time, writing the number before and after. Place your number cards in order. Have someone hide one of them. Which one did they hide? How did you know?</p>	<p>Numeracy: A minute is 60 seconds. If you count to 60, that is about 1 minute. What can you do in 1 minute? How many star jumps can you do in 1 minute? Can you balance on 1 leg in a minute? How many red objects can you find in your house in 1 minute?</p> <p>Jumble your numbers and then order them forwards and then backwards. Can you write them too?</p>	<p>Numeracy: Make a paper plane. How far can you get it to fly? Measure the length of its flight using steps. Do this a few times and make a picture graph to record your results. Now try estimating the length of the flight before you use steps to measure it.</p> <p>Using dominoes can you group them according to the number of dots?</p>
Break:	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Afternoon Session	<p>PDHPE Discuss with an adult the things we need to live e.g. oxygen, water, food, shelter, love, etc. How do you look after yourself? Draw a picture of ways you keep your body healthy.</p>	<p>Geography Discuss the difference between natural and man-made surfaces. Go outside and draw a picture of a natural object e.g. tree or flower. What do the leaves look like? Is it rough or smooth? What colours?</p>	<p>Science Do you have a pet? What are their names? What do they look like? What do you do to care for your pet? Write a sentence/draw a picture or discuss with an adult.</p>	<p>Creative Arts Sing the colours of the rainbow song with your family. Make a 'Roy G Biv' man by drawing a face and colouring his hair in the ROYGBIV order. Red, Orange, Yellow, Green, Blue, Indigo and Violet.</p>	<p>Sport Help prepare a healthy snack for your family. Play hopscotch or practise skipping (with or without a rope).</p>

MY PHONICS BOOKLET!

miss scapling bee



NAME: _____



READ & DRAW

tub

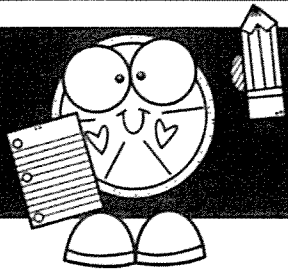
top

dog

bag

mud

pop



READ & DRAW

bat

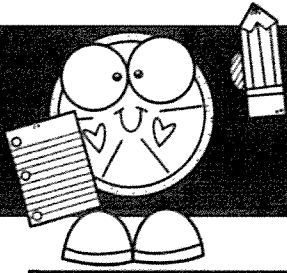
log

bug

gum

bin

sun



READ & DRAW

claps

slug

drum

lips

stump

crab

READ, WRITE & DRAW

The bug can hop.



The dog was fat.



READ, WRITE & DRAW

I see a slug.



The cat got the map.

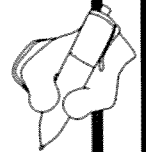


READ, WRITE & DRAW

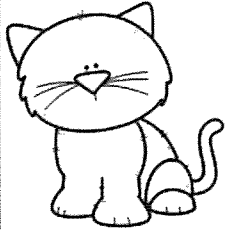
The cat is on the mat.



Look at the big drum.



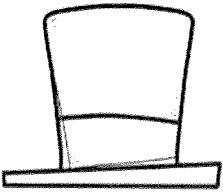
UNJUMBLE ME!



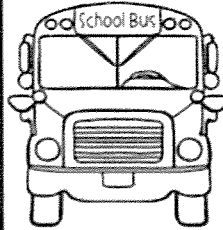
a c t



g d o



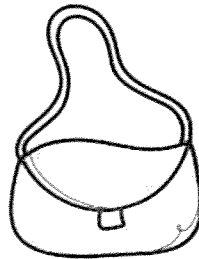
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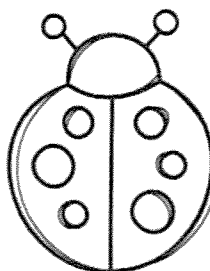
a r t



a b g

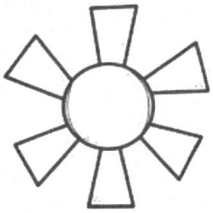


a t b



g b u

UNJUMBLE ME!



s n u



g m u



c p u



t b u



a c p



h t u



d s a



t p o

THUMBS UP THUMBS DOWN

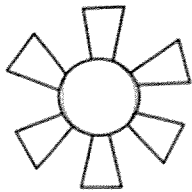
Does the picture match the word?



cap



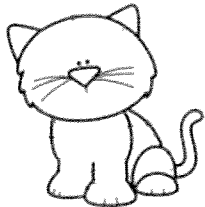
mud



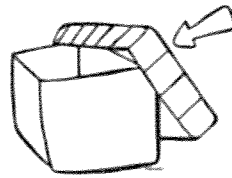
sub



sad



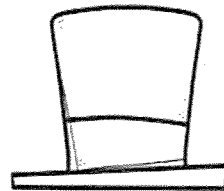
cat



lid



rap

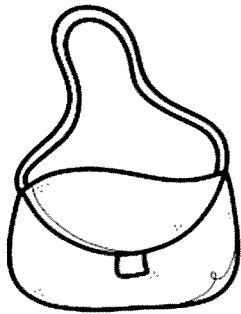


hut



SOUND BOXES

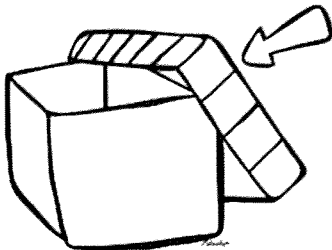
Segment the following words into all their sounds.



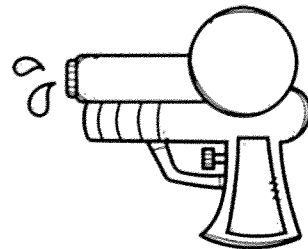
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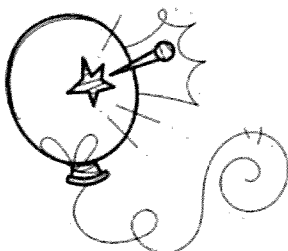
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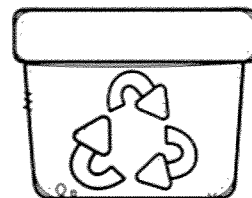
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ES1 Daily Reading Activities

IF YOU ARE READING A BOOK TO YOUR CHILD, PLEASE TRY TO DO THE FOLLOWING:

- ✓ Before you read, look at the front cover together and talk with your child about what the story might be about. Who is in the story? Where is the story set? What might happen in the story? Has your child ever been to a place like this? Try to get them to give reasons for their answers.
- ✓ As you read, talk together about the pictures and the characters. What is happening? What might the character be feeling, thinking, doing or saying?
- ✓ Select a few words (vocabulary) from the story that are new to your child. Talk about what the words mean and try to use them in sentences.
- ✓ At the end of the story, ask your child if they enjoyed the story and ask them to give reasons why they did or didn't like the story.

IF YOUR CHILD IS WATCHING A BOOK ON GOOGLE CLASSROOM OR ON PLAYSCHOOL, PLEASE TRY TO DO THE FOLLOWING:

- ✓ Before the book is read, talk with your child about what the story might be about. Who is in the story? Where is the story set? What might happen in the story? Try to get them to give reasons for their answers. (If you are watching a Playschool story, you may not have time to do this.)
- ✓ At the end of the story, ask your child if they enjoyed the story and ask them to give reasons why they did or didn't like the story. If there were any interesting words in the story you might like to talk about these, too!

EVERY DAY, PLEASE COMPLETE ONE OF THESE ACTIVITIES:

Draw a picture about the story and label it or write a sentence about the picture.



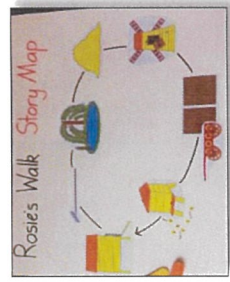
Make a model of something from the story, for example, with Lego, playdough or paper/cardboard.



Draw the beginning, middle and end of the story in order. You could also write about your drawings.



Draw a simple 'map' of the story, for example, where the important things happened. Label your map, if you can, and use the map to retell the story.



Get your family together or make some puppets to act out the story.



Draw your favourite character or characters in the story and write what they are thinking or saying in a speech bubble.



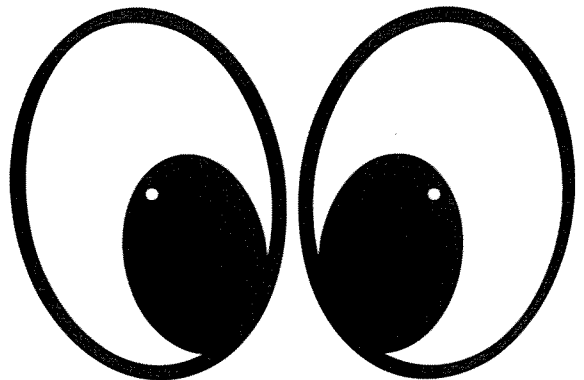
SIGHT WORDS

Parent Guide

Some ideas for learning sight words at home:

- **Memory game-** write the sight words out twice onto cards and turn them all over. Turn over two cards at a time to see if it's a match. Ask your child to say the word as they flip it over.
- **Snap-** write the sight words out twice on cards and play a game of snap, saying the words as they are revealed.
- **Put the words into sentences (orally).**
- **Bingo-** make Bingo cards using the sight words and use flash cards/counters to cover each word as it is called out.
- **Magnetic letters-** children use the magnetic letters to make their sight words.
- **Treasure hunt-** write the sight words on pieces of paper and hide them around the room
- **Find-a-word-** make up a find-a-word using their sight words.
- **Put the words onto different coloured paper and in different fonts.**
- **Password-** make sight words the password to get into different rooms or the car etc.
- **Sensory play** hide sight words in bowl of rainbow rice or sand and students search for the words. Alternatively, get your child to write the words in sensory materials.
- **Carparks-** draw up a simple carpark with your child's sight words and get them to park their toy cars on top of the words.
- **Sight Word Targets-** create targets with sight words for your child to toss a ball or beanbag onto.
- **Skittles-** stick sight word flash cards onto skittles, and say the word as you knock it over.

The progressive attainment of sight words will support your child as they begin to learn to read and write. Sight word knowledge is directly linked to a child's reading ability so the more sight words your child learns, the easier it will be for them in their reading journey!



WORD WORK IDEAS

BLOCK WORDS Write or stick letters onto blocks, then use them to build your words.	FANCY WRITING Write your words in fancy writing e.g. twirly writing, bubble writing, dotted, squiggle writing.	BEAD WORDS Write letters on beads and then thread your words onto string or pipe cleaners.	SENSORY WRITING Write your words in a tray of rice, sand, salt or sugar.
ALPHABETICAL ORDER Write your words in alphabetical order. Challenge- write them in reverse alphabetical order.	DOT PAINT WORDS Use a cotton bud or a paint brush to write your words by dotting each letter.	LETTER COLLAGE Cut out letters from newspapers and magazines and create your words.	TRAIN TRACKS Write your words on stickers and place on your train set. Say the words as the train rolls over them.
MAGNETIC LETTERS Make your words with magnetic letters.	PLAYDOUGH Make your words with playdough.	LEGO WORDS Make your words using pieces of lego to build each letter	CHALK TALK Write your words with chalk on an outside area or chalkboard.
SECRET CODE Create a code with pictures for each letter of the alphabet. Write your words in that code.	WRITING TOOLS Use as many different writing tools as you can to write your words e.g. pencil, crayon, texta, marker	RAINBOW WRITE Write your words with different colours. You might like to use different colours for each word, or each letter.	WORD REVEAL Write your words with white crayon, then use watercolour paint or textas to reveal your words.
BEADS & BUTTONS Use small objects (like beads, buttons, gems) to make your words.	PAPER WORDS Tear up paper into little pieces then glue together to make your words.	STICKER WORDS Use small dot stickers or any other small stickers to make your words.	MESSY WORDS Use messy materials like slime or shaving cream to write your words in!
MAKE A PUZZLE Write your words and then cut then up into a puzzle. Then put back together.	FIND A WORD Make a find a word with your sight words.	MEMORY/SNAP Write your words twice onto flash cards. Use to play Memory or Snap.	BINGO Write your words onto Bingo boards and make some flash cards. Use to play Bingo.
TARGET PRACTICE Put your words onto targets and try to hit them with a ball or beanbag.	SKITTLES Put your words onto skittles and say the word as you knock them over.	HIDDEN PICTURES Draw a picture and hide your words inside the picture.	WRONG HAND Write your words with your non writing hand.

List 1 (lilac)

I

and

mum

in

am

dad

on

is

me

to

the

see

a

at

look

List 2 (purple)

said

up

sat

come

went

are

for

going

this

like

here

be

we

my

can

List 3 (pink)

no

you

he

as

not

likes

little

big

but

too

it

was

List 4 (red)

get

they

put

where

so

will

with

today

looked

down

she

go

List 5 (light yellow)

when

came

one

there

make

an

with

got

back

day

into

mother

out

play

ran

father

List 6 (dark yellow)

take

that

then

It's

him

saw

his

all

looking

of

yes

Oh

from

her

baby

do

List 7 (light blue)

have

walk

help

girl

let

don't

need

last

soon

let

talked

goes

find

than

end

fun

under	did	very	or
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List 8 (dark blue)

here's

about

home

as

again

what

laugh

now

could

because

had

next

an

bag

making

coming

were	cake	your	run
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List 9 (light green)

always

didn't

time

I'm

please

if

good

water

next

away

them

made

best

called

feel

new

right

myself

house

thank
you

took

brother

over

most

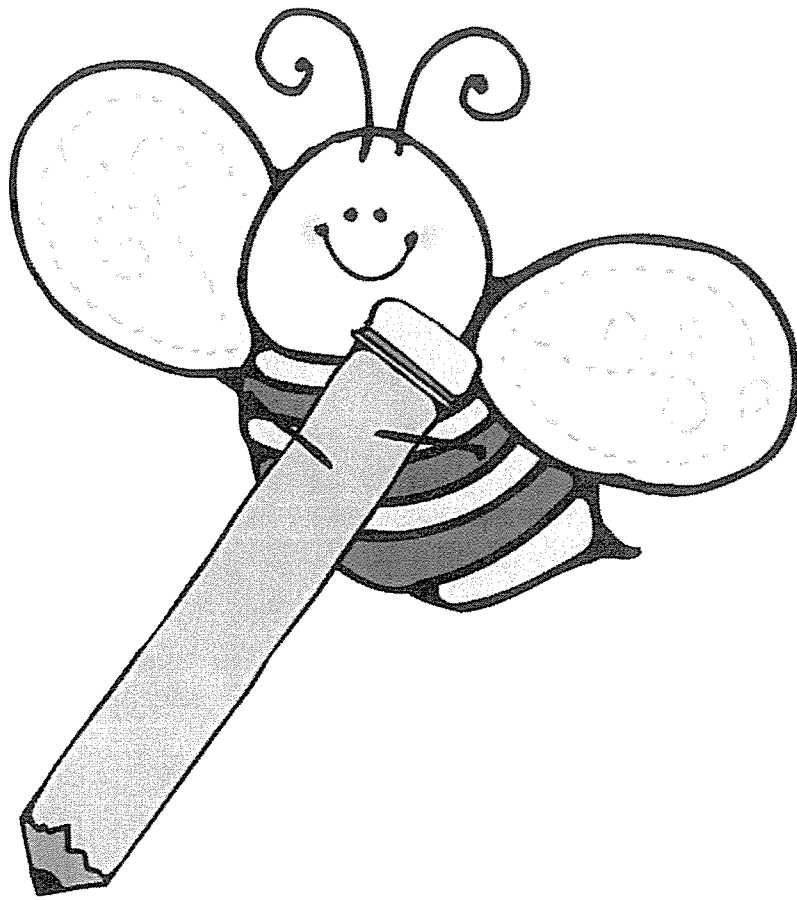
can't			
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List 10 (dark green)

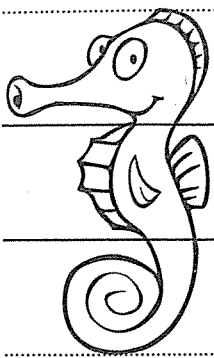
walked	some	left	Mrs
use	people	their	who
just	how	still	our
old	Mr	much	sister
love	after	another	want
school	know	asked	children

round			
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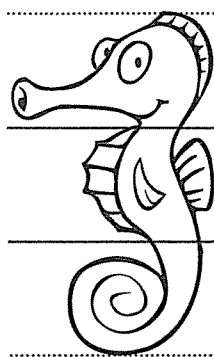
Handwriting



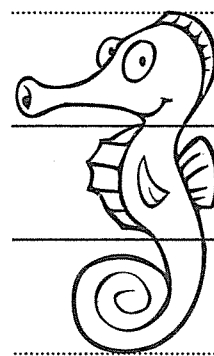
Name: _____



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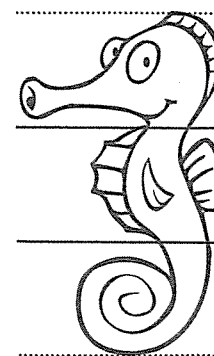


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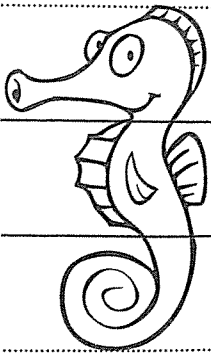


A a

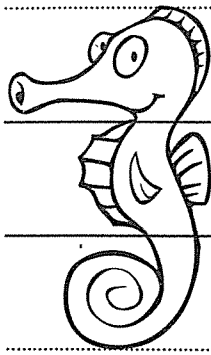
April is an Autumn month.



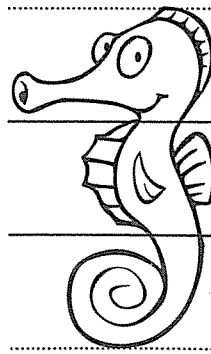
April April



m m m

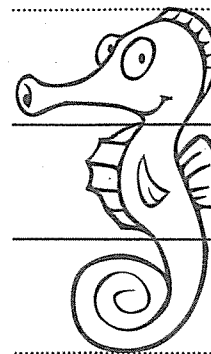


M m M m M m

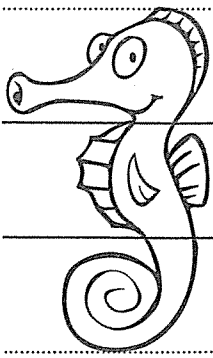


M m

Mum is at work.



Mum u

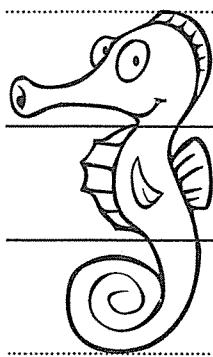


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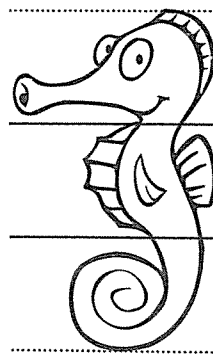
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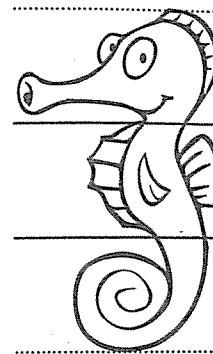
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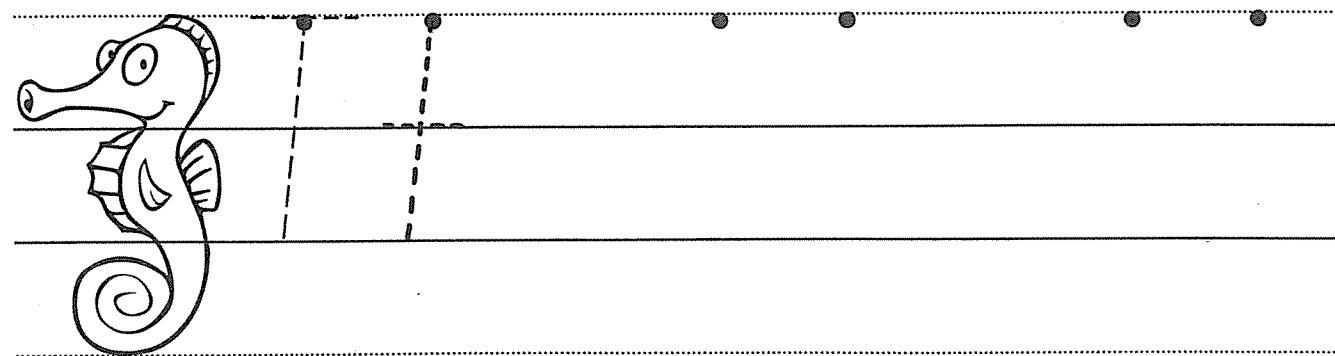
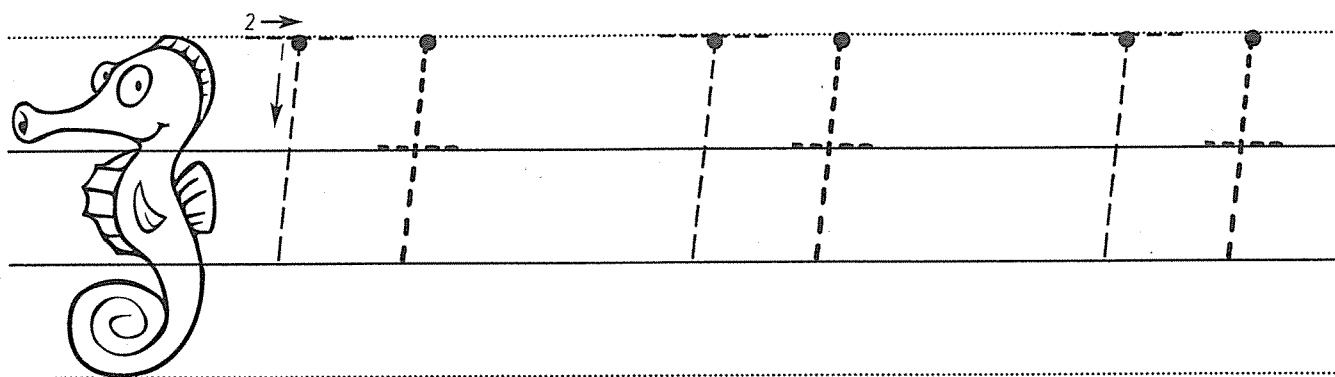
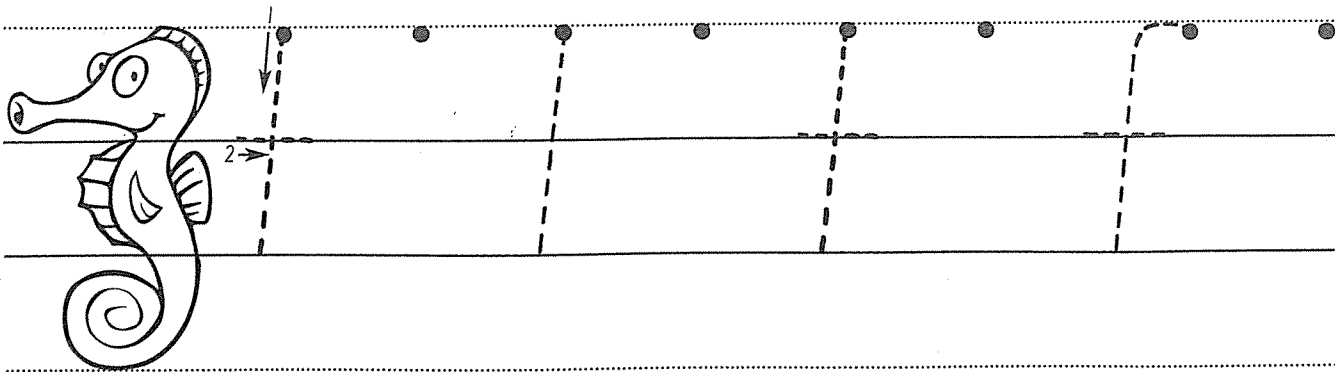
The Sun is a star.



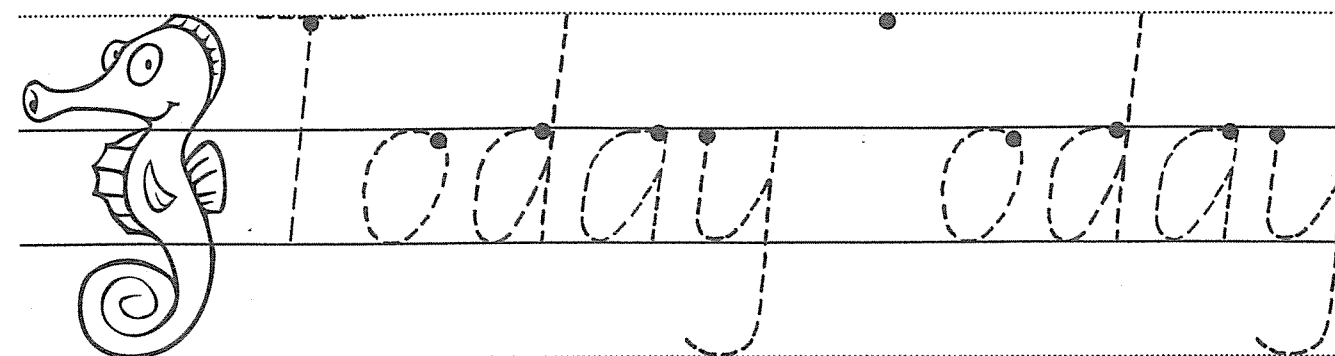
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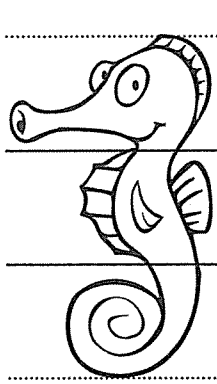
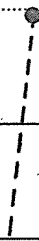
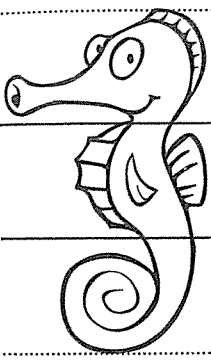
un

un



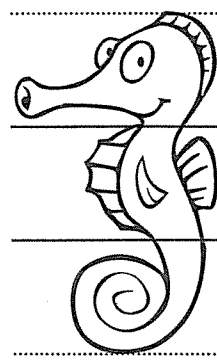
Today is Tuesday.



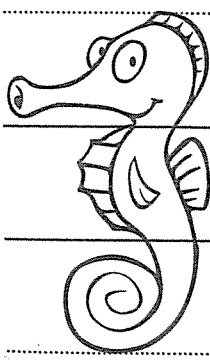


2

3

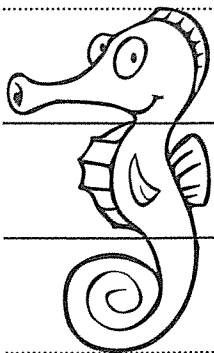


Itchy jumpers make me scratch.

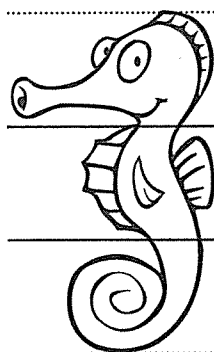


Itchy

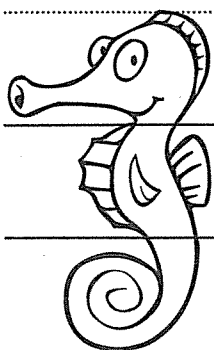
Itchy



n n n n

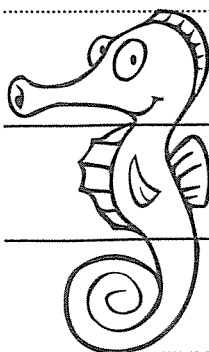


N N N n



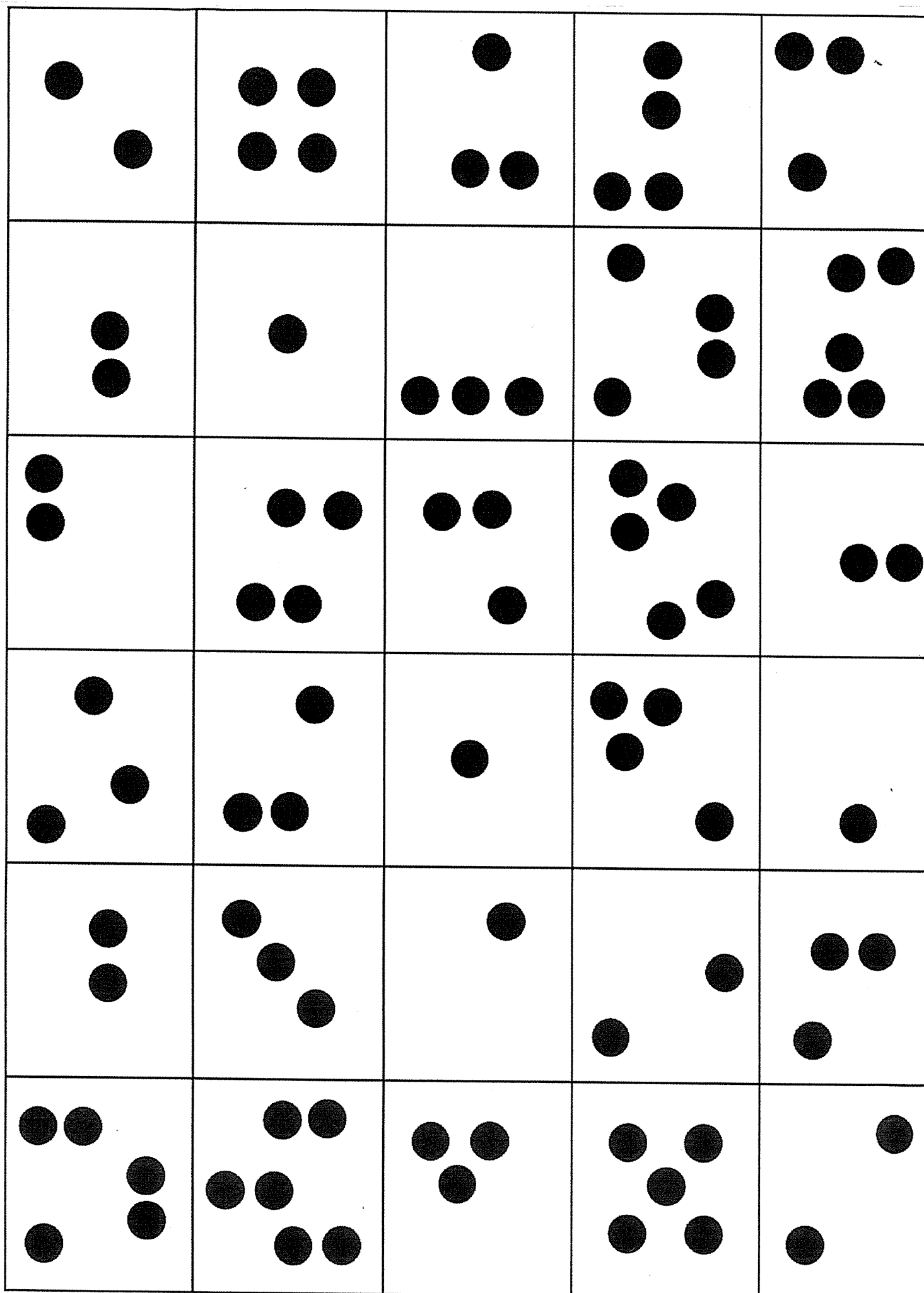
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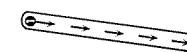
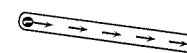
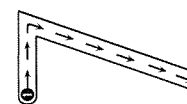
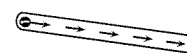
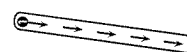
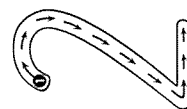
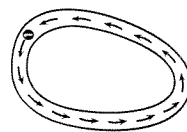
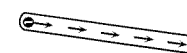
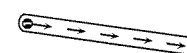
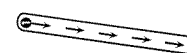
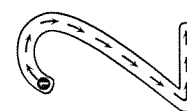
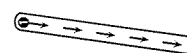
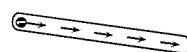
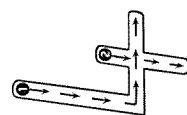
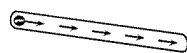
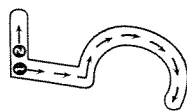
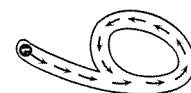
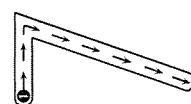
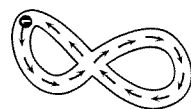
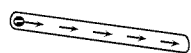
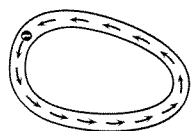
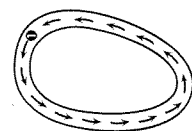
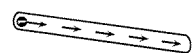
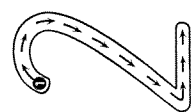
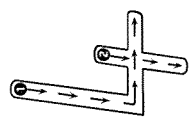
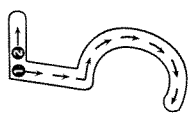
Nine is a nifty number.



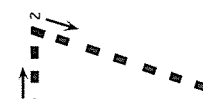
Nine i e

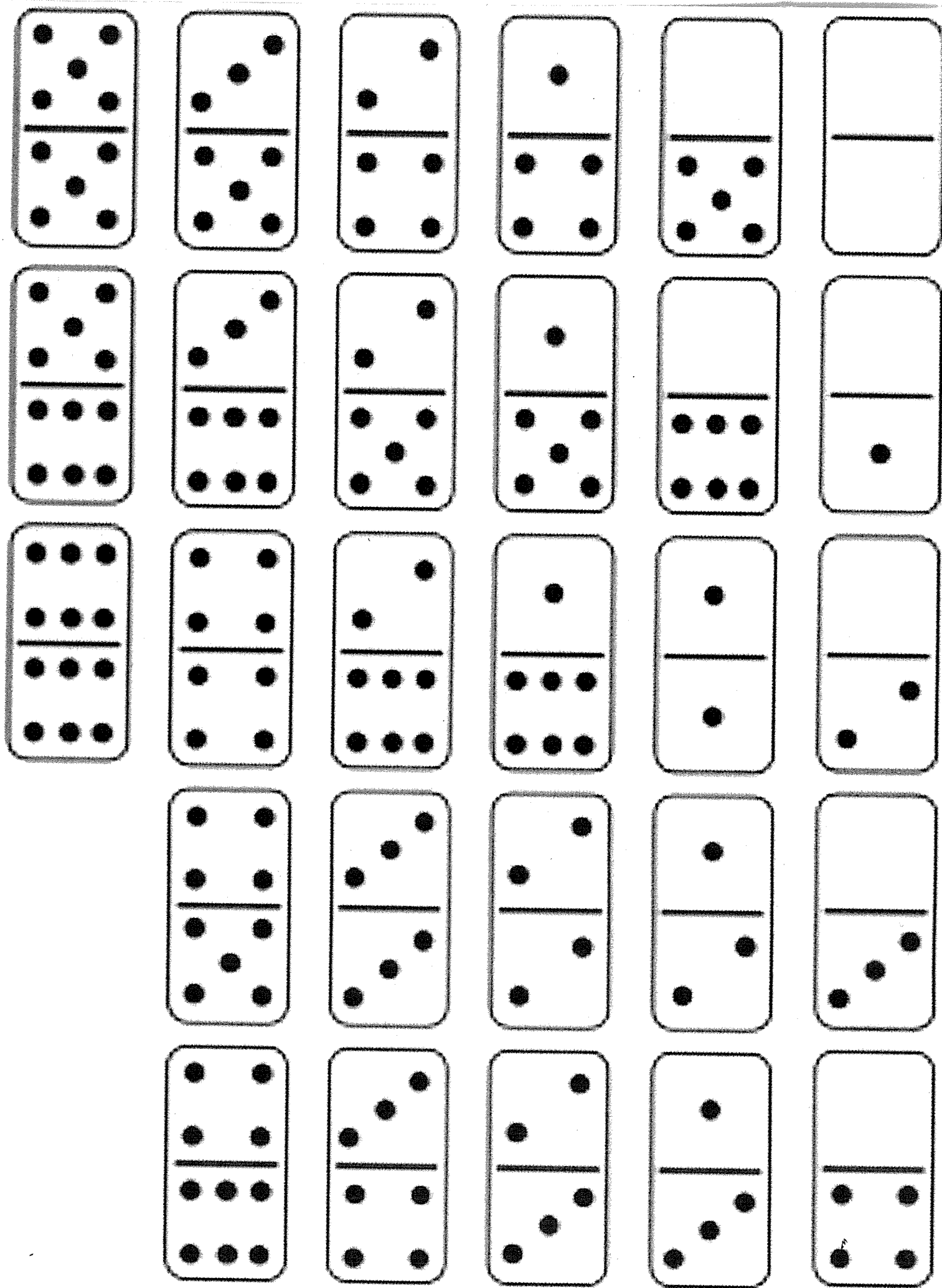
0	1	2	3	4	5
6	7	8	9	10	11
12	13	14	15	16	17
18	19	20			





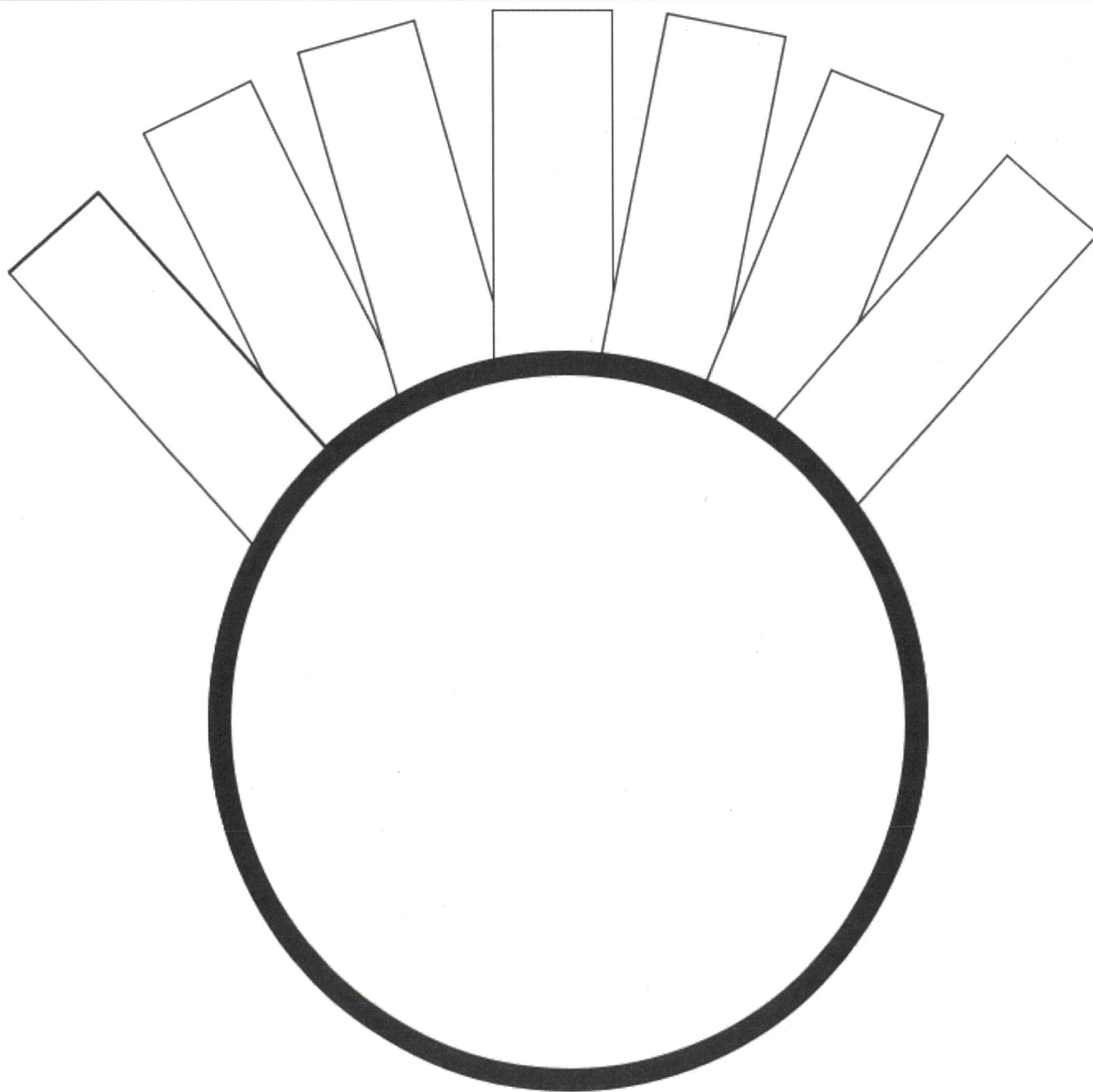






Name _____

Colors of the Rainbow



ROY G. BIV

Finger Paint Rainbow Craft Template

