

Pre-primary



Activities you can do at home to support your child to consolidate concepts they are learning at school.


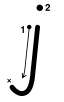
























Concept	Ideas for learning at home
<p>Play</p> <p>Play is an important part of language and social development. Have fun with your child. Set up lots of learning experiences at home.</p>	<ul style="list-style-type: none"> • Build constructions with natural and other materials • Set up obstacle courses at home - climb over cushions, under chair legs, roll across the mat • Have fun with sand play, water play, bubble play, playdough play • Use tongs or tweezers to pick up small items. • Help with the washing by pegging out clothes • Thread beads/cut straws/pasta onto string • Sort kitchen containers according to size, shape, colour • Make a treasure hunt with clues to find items around the house • Cook together and explain the steps as you cook
<p>English</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Talk about or find objects around the house. Sort them into categories e.g towel, bath mat and shower cap all belong in the bathroom. Where do toaster, spoon and plate belong? • Select different items around the house that may be familiar or unfamiliar. Name them and talk about where they belong. • Enjoy participating in role play with your child. Pretend that you have a hospital where toys or teddies need fixing. Talk about making an appointment, asking/ answering questions about what is wrong, role play being the patient and the doctor. Model what you say for the different roles. Some additional ideas - going to the supermarket, to a restaurant, a post office etc. Have paper and pencils around for students to have a go at writing. Encourage all attempts. • Give your child instructions and see how well they follow them. Increase the difficulty of them as they get better. e.g. - can you please go and get the bowl for me. Can you get the bowl and then the apple. Can you get the apple before you get the bowl. Can you go around the table to get the bowl after you have got the apple and orange. • Play games such as I spy using initial sounds... e.g. I spy something that begins with 's'. Give examples to begin - It is not sock, sock begins with a s. Make sure you are only choosing items that begin with that strong 's' sound. e.g. choose words like sandwich but not shoe as shoe begins with the 'sh' sound. So far in PP, the students have worked with the sounds s,a,t,p,i,n,m,d

<p style="text-align: center;">English</p>	<p>Reading</p> <ul style="list-style-type: none"> • The most important thing is to develop a love of reading. If they are not interested in any additional concepts around reading, just make it about loving the experience of sitting down and sharing a book together and talking about the pictures as you read. Read favourites over and over again. Read every day and several times a day. (Look for online books if you run out of books at home) • If you want to explore more concepts, continue with some of the below suggestions - find words that rhyme in books - e.g. say cat and hat rhyme, they sound the same at the end. Can we think of more words that rhyme with cat - hat bat sat fat lat dat rat (words don't have to be real words, nonsense words are fine as well). Praise all attempts but if they are wrong say - great try - cat hat and sat rhyme, say cat, hat and sat. • Talk about books as you read them and ask questions. We call it 'think aloud' when we talk about things aloud as we read. e.g. I wonder why they have gone to the supermarket, do you think they have run out of some food? Can you remember when we ran out of ... and went to the supermarket to get it. How did you feel about that? Who are the characters in the story? What do you think the character is feeling here? Where are they? What did you like about the book? Can you remember what happened in the beginning of the story? Middle of the story? At the end of the story? You can even stop half way through the book and make some predictions - what do you think will happen next? At the end you can find some simple words you may know, some words that start with 's' or 't'. You may even find some simple CVC words (consonant-vowel-consonant words like cat and have a go at sounding the word out and blending it together. e.g let's have a go at this word c-a-t, cccccaaaattt, cat. Praise all attempts and only do it with simple words that they can have a go at as they have already learnt the sounds for). • Pick out any new words as you read and explain what they mean. e.g that says huge. Do you know what huge means? Huge means very big or enormous - Aeroplanes are huge, aren't they. Skyscrapers are huge too. Can you think of anything else that is huge? New vocabulary is very important as we learn about language.
<p style="text-align: center;">English</p>	<p>Writing</p> <ul style="list-style-type: none"> • Daily writing is really important. Even more important is ensuring we use the correct formation and starting points for each letter. We use the peggy lego handwriting program with our students at school. I have attached the alphabet with the cues for students for starting points of letters. It is very important that students start writing with the correct formation. It is very hard to 'unlearn' poor formation. Use the rhymes as your child writes. <p>Some ideas for daily writing -</p> <ul style="list-style-type: none"> • Students can practise name writing each day. • They can write shopping lists. • Recounts - what have we done today. • Letters to friends or family or school. • They can finish sentences such as .. I can, I am, I like, I want to (You can write the beginning of the sentence for them to copy and then support them to stretch out and hear the sounds in the words they write.)

Maths

- Count, name and order numbers to 10
- Make collections of objects up to 10 and match the collection to the number card
- Name and describe two-dimensional shapes - e.g. this is a square, it has four equal sides and four corners. Can you find any square shapes around the house.
- Roll a dice and identify the number of dots (this is called subitising). If they find it easy, roll two dice together.

Peggy Lego Alphabet- Lowercase

	Starts with a click, goes up and around, small man starts at the middle pulls down and stops		Small man starts at the middle, pulls down underground and ends with a monkeys tail. Put a dot on top.		Starts with a click up and around, spin a web
	Tall man starts at the top pulls down, spin a web to the magic land.		Tall man starts at the top, pulls down and stops. Jack and Jill went down the hill, Jack and Jill went up the hill.		Tall man starts at the top pulls down and stops, sideways to the magic land
	Starts with a click, goes up and around.		Tall man starts at the top pulls down and stops.		Straight down under the gate, small man starts in the middle pulls down and stops.
	Starts with a click, goes up and around, tall man goes up to the top and down and stops.		Small man starts at the middle pulls down then up and over the gate, up and over the gate		Jack and Jill went down the hill, Jack and Jill went up the hill.
	Sideways to the magic land, starts with a click, goes up and around.		Small man starts at the middle pulls down and then up and over the gate		Jack and Jill went down the hill, Jack and Jill went up the hill. Jack and Jill went down the hill, Jack and Jill went up the hill.
	Starts with a click, tall man pulls down and stops. Sideways, sideways.		Starts with a click, up and around, back to the top.		Jack and Jill went down the hill, Jack and Jill went down the hill.
	Starts with a click, goes up and around, pulls down underground with a monkeys tail.		Small man starts at the middle pulls down underground and up to spin a web.		Straight down and under the gate, Small man pulls down underground and ends with a monkeys tail.
	Tall man starts at the top pulls down and up and over the gate.		Starts with a click up and around, small man pulls down underground, Jack and Jill go up the hill.		Sideways to the magic land, Jack and Jill went down the hill, sideways to the magic land.
	Small man pulls down and stops, put a dot on top.		Small man starts at the middle pulls down and go up and over the gate halfway and stop.		