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Central School

Home School Package

**Year : 1**



**HOME SCHOOL PACKAGE CONTENT**

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**LESSON PLAN FOR WEEK 6**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Monday 22nd June 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Informal units of length  Lesson number :1 |
| Learning outcomesLearning outcomes | * Estimate, measure, compare and record lengths and distances using informal units. |
| TopicIntroduction | Informal units can be used to measure objects. They can be parts of the body or other objects apart from a ruler, a tape measure or a scale. |
| Catch | Catch phrase for the lesson.  Estimate to guess but measure for real. |
| Learners notes 1  Learners notes | A fun way of finding lengths, widths and heights of objects is by using informal units of measurement. It provides a frequent opportunity for students to measure by placing informal units end to endwithout gaps or overlaps. |
|  |  |
|  | Use parts of your body to measure these objects.   |  |  |  |  | | --- | --- | --- | --- | | Object | Unit | Estimate | Measure | | Length of your house | Steps |  |  | | Width of a window | Hand |  |  | | Width of a book | Finger |  |  | | Length of adining table | Hand |  |  | | Length of your bedroom | Foot |  |  | |
| Assignment | List down 3 objects that are shorter than your foot.  -  -  - |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths student book 1 page 52 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Tuesday 23rd June 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Numeration : Addition to 10  Lesson number :2 |
| Learning outcomesLearning outcomes | * Create simple addition stories and picture problems. * Record number sentences using the symbols + and =. |
| TopicIntroduction | To find the answer to an addition sum we have to add the two numbers together . The answer is always bigger than both numbers. |
| Catch | Catch phrase for the lesson  Addition increases, Subtraction decreases. |
| Learners notes 1  Learners notes | Addition is the joining of two groups. The symbol we use to show this is +.  Using counters or concrete materials to find the answer is more enjoyable and understandable by the students. |
|  |  |
|  | 20200524_193036 |
| Assignment | .Write stories of 10.   * 0 + 10 = 10 * 1 + 9 = * 2 + 8 = |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book 1page 53 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Wednesday 24th June 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Numeration – Addition facts  Lesson number :3 |
| Learning outcomesLearning outcomes | * Recall and record addition facts to 20 * Explore the commutative law of addition   Eg : 2+3 = 3+2 |
| TopicIntroduction | To find the answer to an addition sum we have to add the two numbers together . The answer is always bigger than both numbers. |
| Catch | Catch phrase for the lesson  Addition increases, Subtraction decreases. |
| Learners notes 1  Learners notes | Addition is the joining of two groups. The symbol we use to show this is +.  Using counters or concrete materials to find the answer is more enjoyable and understandable by the student. |
|  | * 20200524_200725 |
|  | Match :Draw a line from the sums to the answer in the middle column.  4 + 3 6 1 + 5  2 + 8 17 6 + 7  5 + 1 19 8 + 11  7 + 6 10 3 + 4  11 + 8 7 8 + 2  14 + 3 13 3 + 14 |
| Assignment | . |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 54 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Thursday 25th June 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Numeration – Addition facts  Lesson number : 4 |
| Learning outcomesLearning outcomes | * Recall and record addition facts to 20 * Draw pictures to illustrate a sum |
| TopicIntroduction | To find the answer to an addition sum we have to add the two numbers together . The answer is always bigger than the two numbers.  we can also draw pictures and use them to find the answers. |
| Catch | Catch phrase for the lesson  Addition increases, Subtraction decreases. |
| Learners notes 1  Learners notes | Addition is the joining of two groups. The symbol we use to show this is +.  Using counters or concrete materials to find the answer is more enjoyable and understandable by the student.  We can also draw pictures to find the answers. |
|  |  |
|  | Draw pictures and complete the sums.   1. 8 + 2 = \_\_\_\_\_ 2. 5 + 9 = \_\_\_\_\_ 3. 4 + 2 = \_\_\_\_\_ 4. 3 + 11 = \_\_\_\_\_ 5. 12 + 7 = \_\_\_\_\_ 6. 15 + 5 = \_\_\_\_\_ |
| Assignment | Write stories of 15.   * 0 + 15 = 15 * 1 + 14 = |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 54 : 3 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Friday 26th June 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Space and Geometry : Symmetry  Lesson number : 5 |
| Learning outcomesLearning outcomes | * Draw a single line of symmetry on appropriate shapes. |
| TopicIntroduction | A line of symmetry cuts through a picture to divide it equally. |
| Catch | Catch phrase for the lesson  Its surrounding us but is invisible. |
| Learners notes 1  Learners notes | There can be one or more lines of symmetry cutting through a picture. It also means having exactly matching parts facing each other. |
|  |  |
|  | 20200524_193142 |
| Assignment | . |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 55 |

**LESSON PLAN FOR WEEK 7**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Monday 29th June 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic : Numeration : Subtraction  Lesson number : 6 |
| Learning outcomesLearningoutcomes | Solve a subtraction picture problem by crossing out things to be taken away and completing the number sentence. |
| Topic  Introduction | Subtraction means taking away or minus. We have to take away from the bigger number to find answers to our problem. We use pictures to illustrate our story or counters to work out the answer. |
| Catch | Catch phrase for the lesson  Subtraction decreases, Addition increases. |
| Learners notes 1  Learners notes | 20200524_213150The symbol we use for subtraction is - . The answer of a subtraction problem is always smaller than the big number in the story. |
|  |  |
| 20200524_213150 |  |
| Assignment | Write your own subtraction stories of 10.   * 10 – 0 = * 10 – 1 = |
| Assessment |  |
| Reference Clipart  Refrences | New signpost maths students book 1 page 56 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Tuesday 30th June 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Space and Geometry : symmetry  Lesson number : 7 |
| Learning outcomesLearning outcomes | * Draw a single line of symmetry on appropriate shapes. * Complete a symmetrical pattern. |
| TopicIntroduction | Refer to lesson number 5 |
| Catch | Catch phrase for the lesson  Its surrounding us but is invisible. |
| Learners notes 1  Learners notes | Refer to lesson number 5 |
|  |  |
|  | 20200524_193244 |
| Assignment | Draw a picture with 2 lines of symmetry. |
| Assessment |  |
| Reference ClipartReferences |  |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Thursday 1st July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Measurement : O’clock  Lesson number : 8 |
| Learning outcomesLearning outcomes | * Understands analog time * Identify and read analog time * Show time on a clock face |
| TopicIntroduction | The clock tells us the time. There is a time for everything. Some activities take longer time than others. |
| Catch | Catch phrase for the lesson  The past increases, the future recedes. |
| Learners notes 1  Learners notes | The clock face has numbers on it, a big hand which is the minute hand and a little hand as the hour hand. |
|  | 20200524_193306 |
|  |  |
| Assignment | Draw a clock face and show your bedtime. |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 58 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Friday 2nd July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Numeration : One quarter  Lesson number : 9 |
| Learning outcomesLearning outcomes | * describes and models halves and quarters * uses fraction language in a variety of everyday contexts * Recognizes when four parts are not quarters |
| TopicIntroduction | Provide practical experiments that emphasise the concept of quarter as being one of four equal parts. |
| Catch | Catch phrase for the lesson  Four equal parts in one. |
| Learners notes 1  Learners notes | A quarter is one of four equal parts, eg cutting an apple in quarters, folding paper into quarters etc. |
|  |  |
|  | 20200524_193311 |
| Assignment | . |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 59 |

**LESSON PLAN FOR WEEK 8**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Monday 5th July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Numeration : Numbers to 100  Lesson number : 10 |
| Learning outcomesLearning outcomes | * Counts forwards or backwards from a given two digit number * Reads and writes numbers in words * Counts forwards or backwards by twos, fives or tens * Orders numbers from biggest to smallest or smallest to biggest. |
| TopicIntroduction | Counting by ones, twos and tens or from any starting point to 100 or using games to count forward and backward is a fun way of learning numbers. |
| Catch | Catch phrase for the lesson  The higher you climb, the bigger the number.  The lower you get, the smaller the number. |
| Learners notes 1  Learners notes | We are surrounded by numbers and everyday we do count a number of things around us. It might be the loaves of bread we buy at the shop, the number of cups and plates we wash or the number of clothes hanging on the line. Counting can be fun if it is learnt through games. |
|  |  |
|  | 20200524_193324 |
| Assignment | .  Draw a number chart ( 1 – 100 ) on a big piece of paper. Colour the even numbers yellow and the odd numbers green. |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 60 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Tuesday 6th July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Space & Geometry : shapes in our world  Lesson number : 11 |
| Learning outcomesLearning outcomes | * Recognises, sorts and describes three dimentional objects and shapes. |
| TopicIntroduction | Shapes can be seen in all objects around us. Three dimentional objects look different from different views. Hidden sides are sometimes drawn as dotted lines so we can understand what the solid is like. |
| Catch | Catch phrase for the lesson  Length, width and height equals 3D .  Length and width equals 2D. |
| Learners notes 1  Learners notes | Everything around us has a shape. We can describe an object by the shape it has. Three-dimentional shapes include cones, cubes, cylinders, spheres and prisms. |
|  | 20200524_193329 |
|  |  |
| Assignment | 20200524_193329. |
| Assessment |  |
| Reference ClipartReferences | New Singpost maths students book page 61 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Wednesday 7th July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Numeration : Place value  Lesson number : 12 |
| Learning outcomesLearning outcomes | * Reads, writes and says two-digit numbers. * States the place value of digits in a two-digit number. |
| TopicIntroduction | Provide opportunities for students to count by ones, twos and tens from any starting point to 100. |
| Catch | Catch phrase for the lesson  Refer to lesson 10 |
| Learners notes 1  Learners notes | We are surrounded by numbers and everyday we do count a number of things around us. It might be the loaves of bread we buy at the shop, the number of cups and plates we wash or the number of clothes hanging on the line. Counting can be fun if it is learnt through games. |
|  | * 20200524_193346 |
|  | 20200524_193346 |
| Assignment | . |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 62 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Thursday 8th July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Numeration : Addition to 10  Lesson number : 13 |
| Learning outcomesLearning outcomes | * Creates simple addition stories and picture problems. * Recalls addition facts for numbers to 10. * Explain how an answer to an addition is obtained. |
| TopicIntroduction | Refer to lesson 3 |
| Catch | Catch phrase for the lesson  Addition increases, subtraction decreases. |
| Learners notes 1  Learners notes | Refer to lesson 3 |
|  |  |
|  | 20200524_193353 |
| Assignment | . |
| Assessment |  |
| Reference ClipartReferences | New Signpost maths students book page 63 |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Friday 9th July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Numeration : Addition to 20  Lesson number : 14 |
| Learning outcomesLearning outcomes | * Recall and record addition facts to 20 |
| TopicIntroduction | Refer to lesson 3 |
| Catch | Catch phrase for the lesson  Addition increases, subtraction decreases. |
| Learners notes 1  Learners notes | Refer to lesson 3 |
|  |  |
|  | Complete :   1. T U b. T U c. T U d. T U   6 4 9 2  + 3 + 2+ 8 + 8  \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  e. T U f. T U g. T U h. T U  1 2 2 8 4 6 7 2  + 5 +1 1+ 2 3 +1 0  \_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_  \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_ |
| Assignment | . Make stories of 20   * 1 + 19 = 20 * 2 + 18 = 20 |
| Assessment |  |
| Reference ClipartReferences |  |

**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name : Rita Tatangis & Diana Maranda Lui  Subject : Mathematic |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | 10th July 2020 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic :Assessment  Lesson number : 15 |
| Learning outcomesLearning outcomes | * Recall and record what has been taught so far. |
| TopicIntroduction | Go through the questions one by one. Explain clearly to the student. He / she records the answer. |
| Catch | Catch phrase for the lesson  Listen well, get it right. |
| Learners notes 1  Learners notes | Refer to lessons 1 - 14 |
|  |  |
|  | 1. Complete : 2. 8 + 3 = \_\_\_\_\_ c.4 + 2 = \_\_\_\_\_ 3. 0 + 10 = \_\_\_\_\_ d. 13 + 6 = \_\_\_\_\_   e. T U f. T U g. T U  1 2 9 5 4  + 1 3 + 5 + 2 0  \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_  \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_   1. Draw pictures and complete : 2. 8 – 3 = \_\_\_ 3. 11 – 5 = \_\_\_ 4. Write the words for these numbers : 5. 66 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. 51 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. 43 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. 20 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9. Draw a line of symmetry for each shape : 10. Draw lines to cut the shape into quarters.   Colour one quarter.   1. Circle the smaller number: 2. 25 or 11 3. 19 or 17 4. 25 or 43 5. 56 or 80 6. Circle the bigger number: 7. 22 or 7 8. 36 or 100 9. 89 or 16 10. 92 or 99 11. Write the number that is one more than: 12. 12 \_\_\_\_\_\_\_\_ 13. 39 \_\_\_\_\_\_\_\_ 14. 99 \_\_\_\_\_\_\_\_ 15. 45 \_\_\_\_\_\_\_\_ 16. 8 \_\_\_\_\_\_\_\_\_ 17. Draw these 3D shapes.  |  |  |  | | --- | --- | --- | | A Sphere | A Cone | A Cube | |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |



**WEEKLY CHECKLIST For Parents**:

Term: 2 Week number 1 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 2 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 3 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 4 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 5 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 6 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 7 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 8 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 9 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 10 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 11 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 12 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 13 Date…… to…… Month: …………

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| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |