

# Muswellbrook South Public School

# Kindergarten



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# At Home Learning Plan: Term 2 Week 3 and 4

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided.

Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.

If there is too much work for your needs, just complete whatever activities you can. The activities on the timetable are a guide to help assist with learning from home. The English and Maths activities are the most important. However, it is OK if they don't all get completed everyday. The added optional technology activities were included to give the students some added variety in their learning. If you don't have access to the internet to do this, that is OK they are optional only.

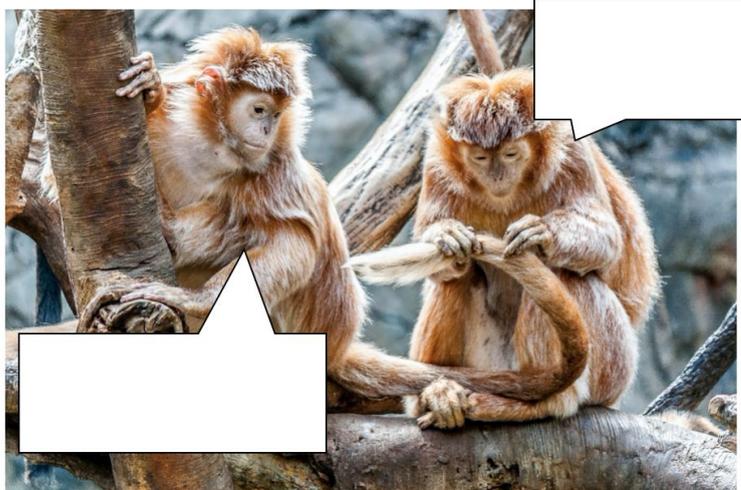
If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

**Parents, this is a guide only.** Remember to break the day up with breaks to allow your child to get outside and get active. Children need at least 60 minutes of physical activity daily. Get them to use their imaginations to play and build and get crafty. Get your student to complete as much of the work as they can and remember to “try your best but do not stress”.



- Are they friends? Family?
- What do you think they are saying to each other? write what they are saying to each other in your scrapbook.

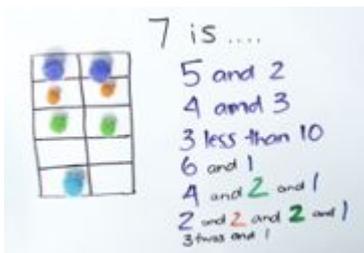


Break

**Middle**

**Mathematics**

Select a number, such as 7. Get 7 items (for example, pasta pieces, counters or pencils). Organise and describe your collection as many times as you can. You may like to use a ten-frame to help you.



Record 3 different ways you thought about your collection.

**Reflection**

- Were you surprised by all the different ways to make your number?

Practise counting forwards and backwards to 20.

Mathletics

Break

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<b>Afternoon</b>	<b>Science &amp; Technology</b> Sing along to the weather song <a href="#">Weather Song for Kids   Check the Weather Snow, Rain, Wind, Cold   Patty Shukla</a> Find the video here: <a href="https://www.youtube.com/watch?v=nkpnRvCLRRA">https://www.youtube.com/watch?v=nkpnRvCLRRA</a> <ul style="list-style-type: none"><li>• How does the weather affect what you wear?</li></ul> In your scrapbook: Draw the clothes you would wear if it is hot and sunny weather. Draw the clothes you would wear if it is cold and rainy weather. Draw the clothes you would wear if it is windy weather.  Then write a sentence about one of the drawings.	
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Term 2 Week 3 Tuesday 12 May 2020

	Activities	Optional
<b>Morning</b>	<p><b>Reading</b> Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>, or on class Dojo.</p> <p><b>Before you read:</b> Where do you think this book will be set? How do you know?</p> <p>The setting is where the story takes place. A story can have more than one setting. Examples: farm, house, forest, beach, bedroom</p> <p><b>During reading:</b> Describe the setting of this story and who is in it.</p> <p><b>Phonics</b> Use your sound cards as flashcards. Say each sound and do the action. Are you getting faster?</p> <p>Sound bingo - Use your bingo board in a plastic sleeve. Write a sound in each box. Place your sound cards face down. Draw a card. If you have that sound on your board cross it out. Keep playing until all their sounds are crossed out. Play again with different sounds.</p> <p><u>Online</u> In this phonics lesson you will be learning the most regular phonemes (sound) that are represented by these graphemes (letters) /s/ /t/ /a/ and /p/. You will learn to recognise each grapheme, and will learn to blend the phonemes together so that you can read and write words. Phonemes are introduced in an order so that words can be made straight away from the phonemes that have been taught.</p> <p>You can slow down the learning by pausing and providing more time to practise.</p> <p>Watch the video for this phonics lesson and then read the book.</p> <ul style="list-style-type: none"><li>• Watch <a href="#">Lesson 2</a> and read <a href="#">Book 2</a> (in your learning pack)</li></ul> <p>Find the video here: <a href="https://vimeo.com/403231543/e927759b9f">https://vimeo.com/403231543/e927759b9f</a></p> <p><b>Sight Words</b> Spread your sight words out so that you can see them all. Have a family member say one of the words - you need to find it. Keep doing this until you have found them all.</p>	Reading Eggs  Jolly Phonics - Youtube

	<p>Practice reading your sight words out loud.</p> <p><b>Writing</b></p> <p>After reading or listening to the story talk to a family member about where did most of the story take place?</p> <ul style="list-style-type: none"> <li>• Draw it in your scrapbook</li> <li>• Have a go at writing about the setting</li> </ul>	
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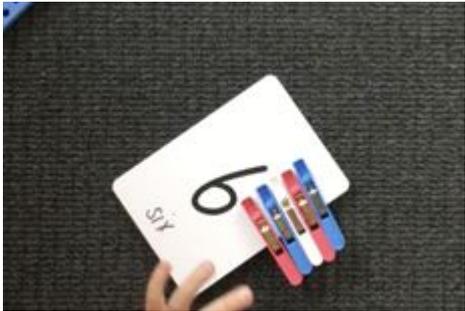
Break		
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<p><b>Middle</b></p>	<p><b>Mathematics</b></p> <p>Write the numbers from 1 to 10 (for example) on a piece of paper or use cards to set the number range they will be using. In this example, the student chose to use between 1 and 8.</p>  <p>Ask someone at home (the 'secret holder') to choose a secret number within the given range.</p> <p>There are 2 ways you can play this game:</p> <ol style="list-style-type: none"> <li>1. Try to guess the secret number in the fewest number of guesses possible</li> <li>2. Try to guess the number with only 3 guesses.</li> </ol> <p>After every guess, the 'secret holder' tells you whether their number is greater or less than your guess.</p> <p>Reflection:</p> <p>What is an effective strategy to guess the number quickly?</p> <p>If you played the game again tomorrow, what would you do differently? Why?</p> <p>Practise counting forwards and backwards to 20.</p>	<p>Mathletics</p>
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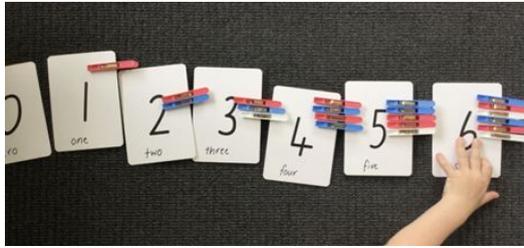
Break		
<b>Afternoon</b>	<p><b>Creative Arts- Music</b></p> <p>Practice singing a song that you know. For example, 'Mr Clicketty Cane', 'Everything is Awesome' or 'The Duck Song'.</p> <p>Keep the beat whilst singing the song. Change the tempo (speed) by singing it again, either faster or slower.</p> <ul style="list-style-type: none"> <li>• What happens to the tempo (speed) of the music? Does this change the meaning of the narrative (or story) of the song?</li> </ul> <p>Sing the song again but this time with different dynamics (loud or soft).</p> <ul style="list-style-type: none"> <li>• Again, how does this change the meaning of the narrative (or story) of the song?</li> </ul>	YouTube: PE with Joe

Term 2 Week 3 Wednesday 13 May 2020

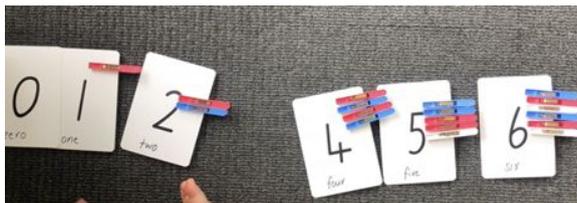
	Activities	Optional
<b>Morning</b>	<p><b>Reading</b> Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online https://www.storylineonline.net/</a>, or on class Dojo. After reading, draw what happened at the beginning, middle and end. Label your drawing so it is clear.</p> <p><b>Phonics</b> Play a rhyming game: Ask an adult to tell you a one-syllable word (e.g. cat) and you need to say as many rhyming words as you can until the word is changed.</p> <p>Example: Adult: cat Child: mat, sat, fat, Adult: dog Student: dog, fog, hog, log, rog, sog</p> <p><u>Online</u> In this phonics lesson you will be learning the most regular phonemes (sound) that are represented by these graphemes (letters) /s/ /t/ /a/ and /p/. You will learn to recognise each grapheme, and will learn to blend the phonemes together so that you can read and write words. Phonemes are introduced in an order so that words can be made straight away from the phonemes that have been taught. You can slow down the learning by pausing and providing more time to practise. Watch the video for this phonics lesson and then read the book. Watch <a href="#">Lesson 3</a> and read <a href="#">Book 3</a> (in your learning pack) Find the video here: <a href="https://vimeo.com/403226864/7342c2a89f">https://vimeo.com/403226864/7342c2a89f</a></p> <p><b>Phoneme stretch and write</b> Ask an adult to give you some words to write in your scrapbook. Adult: write these phonemes as I say them - s-a-t, read what you wrote...p-a-t, read what you wrote...t-a-p, read what you wrote...s-a-p, read what you wrote</p>	Reading Eggs  Storyline online

	<p>etc...</p> <p>Say each word slowly, segmenting and blending the phonemes so students can clearly hear them</p> <p><b>Sight Words</b> Practice reading your red sight words out loud, spell them out loud (remember to say the name of the letter).</p> <p><b>Writing</b> Ask a family member to hide your sight word flash cards around the house. Go on a hunt through the house to find all the sight words. Once you find a word, say it and write it in your scrapbook three times.</p>	
Lunch Break		
<b>Middle</b>	<p><b>Mathematics</b> <b>Counting with understanding</b></p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• Some pegs or paper clips</li> <li>• Some numeral cards - these are in your learning pack - you will need to cut them out.</li> </ul>  <p>Shuffle the cards. Turn one over at a time and read the numeral. Attach the corresponding number of pegs (or some other item) onto the card.</p> 	Mathletics

Then order the cards from smallest to biggest, or, biggest to smallest.



Ask an adult to take a card away while you have your eyes closed.  
Can you work out which card is missing? How did you work that out.



Then choose one card, for example 5. How many pegs are on the card?  
Adults - you can support the student's understanding of conservation by spreading the pegs out, bringing them in close together and swapping 1 peg for a clip. Encourage them to use reasoning to determine there are still 5 things in the collection even if they are close together or far apart, or, when one thing is swapped for another.

Break

**Afternoon**

**Sport**

Warm up by dancing to your favourite song or watch:

[Madison Keys: Jump, Squat, Turn Around](#)

Find the video here:

<https://family.gonoodle.com/activities/madison-keys-jump-squat-turn-around>

[Dynamite](#)

Find the video here: <https://family.gonoodle.com/activities/dynamite>

Place some toys around the room. Practice moving in your own space (jumping, twirling, lying down, lying down star jumps) – can you move without touching any of your toys? If you can't, move yourself or your toys so that you can. This is called your personal space.

- Stand in your space. Walk towards the nearest wall without touching any of your toys.
- Walk to the opposite wall without touching any toys.

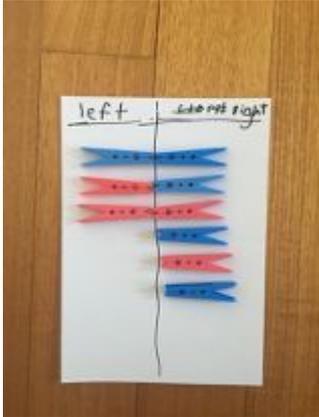
YouTube: PE with Joe

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	<ul style="list-style-type: none"><li>• Walk anywhere in the room, avoiding all your toys.</li></ul> <p>Repeat this activity, varying ways of travelling – high knees running, crawling, duck walking, skipping, hopping, jumping.</p> <p>March at different speeds around your toys, march in slow motion for cool-down. Use spoons to help you make the beat for your marching.</p> <p>Dance to finish off (suggestion - <a href="#">Roar</a> )</p> <p>Find the video here: <a href="https://family.gonoodle.com/activities/roar">https://family.gonoodle.com/activities/roar</a></p>	
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	<p>more colors to trace your name with until it looks like a rainbow! (Easier: Write the first letter of your name using each color of the rainbow. Harder: Write your last name too). This can also be done with your sight words.</p>	
Lunch Break		
<p><b>Middle</b></p>	<p><b>Mathematics</b>  Basketball Toss  Students need:</p> <ul style="list-style-type: none"> <li>· pair of socks</li> <li>· basket, bucket or container</li> <li>· a clear space</li> <li>· 1 piece of paper</li> <li>· pencils or markers</li> <li>· 10 pegs</li> <li>· ten-frame</li> </ul> <p>Your challenge: See how many times you can successfully shoot your rolled up socks into the basket.</p> <p>Make a recording chart on a piece of paper (you can get someone to help you write the labels)</p>  <p>Mark a clear 'starting line' for your Basketball toss.</p> <p>Take 3 big steps from your starting line and place a basket or container at the end.</p> <p>Stand at your starting line and throw your socks. Throw your socks with your right hand.</p> <p>Each time you get a sock in the basket, clip a peg onto your chart.</p> <p>Go back to your starting line and have your second throw.</p>	<p>Mathletics</p>

	<p>Repeat this until you have thrown your socks 10 times with your right hand and 10 times with your left hand.</p> <p>Draw a picture of your chart in your scrapbook.</p> <p>How many baskets did you get when you used your left hand?</p> <p>How many baskets did you get when you used your right hand?</p> <p>How many did you get altogether?</p> <p>Adults - children can also put their pegs onto a familiar structure, like a ten-frame. It's important to have them use what they know about this structure to help them. So, if I see 1 box is left empty, I know I got 9 baskets because 1 less than 10 is</p>	
Break		
<p><b>Afternoon</b></p>	<p><b>PE</b></p> <p><u>Throwing for accuracy</u></p> <ol style="list-style-type: none"> <li>1. Create a target that you can safely throw a soft object towards. Select a 'starting point' where you will throw the object from.</li> <li>2. Throw your object towards the target. Aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.</li> <li>3. Record how many throws it took to hit the target.</li> <li>4. Repeat the challenge several times attempting to hit the target in a fewer number of throws.</li> </ol> <div style="text-align: center;">  </div>	<p>YouTube: PE with Joe</p> <p>GoNoodle</p>

Term 2 Week 3 Friday 15 May 2020

	Activities	Optional
<p><b>Morning</b></p> <p><i>Fruit Break</i></p>	<p><b>Reading</b>            Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online https://www.storylineonline.net/</a>, or on class Dojo.</p> <p>Adults -When reading with your child talk about the words used in books. Discuss together the meaning of the words.            You might also like to find new, interesting words to talk about.            Practise using these new words in a sentence.</p> <p><b>Phonics</b>            You will need your counters, sound cards and three bowls.            Place a sound card near each bowl (you will only need three at a time). Have a parent say a word that begins with one of the three sounds, put a counter in the correct bowl. Which sound has the most counters?  <i>Easier - use two sounds only</i>  <i>Harder - try the game using end sounds</i></p> <p><u>Online</u>            In this phonics lesson you will be learning the most regular phonemes (sound) that are represented by these graphemes (letters) /s/ /t/ /a/ and /p/. You will learn to recognise each grapheme, and will learn to blend the phonemes together so that you can read and write words. Phonemes are introduced in an order so that words can be made straight away from the phonemes that have been taught.            You can slow down the learning by pausing and providing more time to practise.            Watch the video for this phonics lesson and then read the book.            - Watch <a href="#">Lesson 5</a> and read <a href="#">Book 5</a> (in your learning pack)            Find the video here: <a href="https://vimeo.com/403253683/8fdb852fd2">https://vimeo.com/403253683/8fdb852fd2</a></p> <p><b>Sight Words</b>            Have a family member test you - Can you read them all by yourself? Can you write your sight words without looking at them?  <i>If you got your words all correct, let your teacher know so she can give you new words.</i></p> <p><b>Writing</b>            Draw a picture of your kindergarten friends and try writing their names, or just</p>	<p>Reading Eggs</p> <p>Storyline Online</p>

first letter of their name.

Lunch Break

Middle

**Mathematics**

You will need:

- small bag of dried beans or counters
- pencils or markers
- your scrap workbook

Take a pinch of the dried beans or counters and determine how many you have in your collection. Is it:

- Less than 10
- 10
- More than 10

Complete the chart as the game progresses, repeating the process. Use what you know about numbers and counting to determine whether you have more than 10, less than 10, or exactly 10.



Adults - When playing the game on different occasions, students should be encouraged to use different strategies for determining how many they have. Using different objects (such as dried pasta and dried beans, blocks, etc.) will also be helpful in supporting students to get a feel for estimating quantities.

Reflection

- How did you work out how many you pinched?
- What do you notice about your chart?

You can watch a video of this game here:

<https://sites.google.com/education.nsw.gov.au/es1-math-digital-resource-1/pinch-a-ten>

Break

Afternoon

**Creative Arts/Science**

Watch the clip

<https://education.abc.net.au/home#!/media/30213/making-a-rain-gauge>

YouTube: PE with Joe

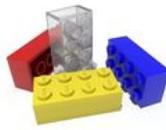
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- Make a rain gauge.



### Equipment

A clear tall container, blocks the same size, marker and funnel.



### Method

Use blocks the same size to mark lines on the container that are the same distance apart.

Place a funnel into the container.

Put it outside and wait for it to rain.

Check the rain gauge at the same time every day. You can see just how much rain falls where you live.

Term 2 Week 4 Monday 18 May 2020

Activities		Optional
<p><b>Morning</b></p> <p><i>Fruit Break</i></p>	<p><b>Reading</b>            Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online https://www.storylineonline.net/</a>, or on class Dojo.  <b>Before reading:</b> On the cover find the title, author's name and illustrator's name.  <b>During reading:</b> Pick a <u>WORD</u> from the book and count the number of <u>LETTERS</u> in the <u>WORD</u>.  <b>Extension:</b> Pick a <u>SENTENCE</u> and count the number of <u>WORDS</u> in the <u>SENTENCE</u>. Draw a picture about the sentence.</p> <p><b>Phonics</b>            Make up a funny sentence starting with your name (example: Suzie has six, slimy snakes sliding up her socks). Try and use the names of other family members to make silly sentences.</p> <p><b>Sight Words</b>            Practice reading your sight words out loud. Do this lots of times until you are getting them correct.</p> <p><b>Writing</b>            Choose your favourite book and read it to a family member. Pick one of the characters in the story to draw a detailed drawing of, and write a description of them using adjectives (describing words).</p>	<p>Reading Eggs</p>
Lunch Break		
<p><b>Middle</b></p>	<p><b>Mathematics</b>            Gather a collection of objects.             Think about the different ways you can sort and categorise the collection of shapes. Someone at home could help you record your ways of thinking.</p>	<p>Mathletics</p>



Play “**Before and After**” - Put the number before and number after sheet in the plastic sleeve. Ask an adult to write 5 numbers in the middle (number) column. Fill in the number before and after each number. Start with numbers 0-5, then 0-10, then 0-20 to make it more difficult. Rub out and start again. Play as many times as you like, changing the numbers each time.

Put your number tracing sheet in your plastic sleeve. Practise tracing the numbers 0-9. Draw the correct number of dots under each number.

Break

**Afternoon**

**Visual Art**

**Create a collage out of found objects in the natural environment**

Materials:

- Found natural objects (leaves, sticks, flowers, sand, dirt, bark, etc)
- A piece of paper or cardboard (the cardboard from a cereal package would be ideal!)
- Glue

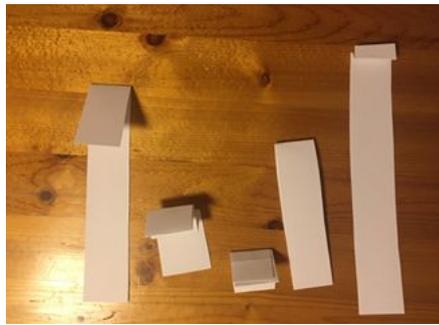
Have a look around your front and back yard. Collect interesting objects that you can use to glue onto the paper or cardboard to create a picture. Your picture can be a picture of something real (a house, a person, an animal, a natural scene) or it could be an abstract picture (something that is not meant to represent a ‘real’ thing but is something from your amazing imagination!)

YouTube: PE with Joe

GoNoodle

Term 2 Week 4 Tuesday 19 May 2020

	Activities	Optional
<p><b>Morning</b></p>	<p><b>Reading</b>            Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>, or on class Dojo.</p> <p>Can you find any sight words in the story (the, in, to, look, is)? Write the sight words that you find in your scrapbook.</p> <p><b>Phonics</b>            Go on a letter hunt around your bedroom. What letters did you find? write the letter you have found and place them on the objects.</p> <p>Play a rhyming game with your <b>“Penguin”</b> chart.</p> <ul style="list-style-type: none"> <li>• Ask an adult to choose 3 words on the chart (2 that rhyme and 1 that doesn't). You say the 2 rhyming words. e.g. cup, man, pan.</li> <li>• Ask an adult to say 1 word from the chart and you say a rhyming word. Write the rhyming pairs in your scrapbook.</li> </ul> <p><b>Sight Words</b>            Lay your sight word cards out so you can see the words. Have a family member call out a sight word - when you find it, say the word. If you find the word on the first try, turn the card over. Keep going until all your sight words have been turned over.</p> <p><b>Writing</b>            Write a sentence about the book you read earlier on a piece of paper. Cut your sentence up into words and mix it up. Put it back into the correct order and glue it into your scrapbook. Draw a picture to match your sentence.</p>	<p>Reading Eggs</p> <p>Storyline Online</p>
<p>Break</p>		
<p><b>Middle</b></p>	<p><b>Mathematics</b>            You will need:</p> <ul style="list-style-type: none"> <li>• cardboard or paper (cut into thin strips)</li> <li>• craft materials</li> <li>• markers</li> </ul>  <p>Fold the strips into different lengths.</p>	<p>Mathletics</p>



Decorate the cardboard strips to help them come to life!

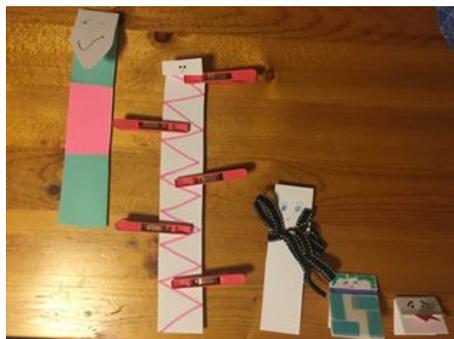


Order your strips from the shortest to tallest (for example).

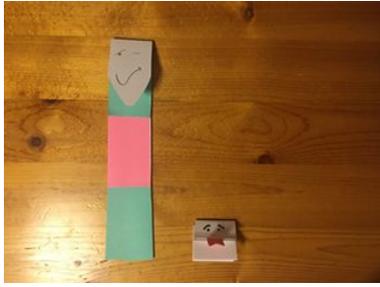


Draw your strips in your scrapbook.

Adult - Show this image and ask your child if they agree with this way of ordering from tallest to shortest. Ask them to explain why/why not. Support them in understanding that to measure accurately, we need to make sure we are starting from the same place.



Choose your shortest strip and your longest strip. Can you work out how many short strips are needed to be the same height as the taller strip?



Break

**Afternoon**

**Creative arts**

Do a dance move and have a family member copy it and then add a new move. Copy their last dance move and add a new move yourself. Keep doing this until you are out of moves. Have fun!

YouTube:  
PEwith Joe

GoNoodle

Term 2 Week 4 Wednesday 20 May 2020

	Activities	Optional
<p><b>Morning</b></p> <p><i>Fruit Break</i></p>	<p><b>Reading</b></p> <p>Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>, or on class Dojo.</p> <p>Can you create sound effects to go with the story?</p> <p><b>Phonics</b></p> <p>Sing some nursery rhymes with a family member. Can you be tricky and make up your own nursery rhyme?</p> <p>Use your sound cards as flashcards. Say each sound and do the action. Are you getting faster?</p> <p><b>Sight Words</b></p> <p>Practise reading your sight words and spelling them aloud. Remember to say the name of the letter when spelling.</p> <p>Easier: only use 3-4 sight words or instead of spelling count the syllables.</p> <p>Extension: have a family member spell the word and you try and find it.</p> <p><b>Writing</b></p> <p>Look at the picture below. Describe to an adult:</p> <ul style="list-style-type: none"><li>· Where would I find a snowman?</li><li>· What is happening to the snowman?</li></ul> <p>Write a sentence about what is happening to the snowman.</p> 	<p>Reading Eggs</p>
<p>Break</p>		

<p><b>Middle</b></p>	<p><b>Mathematics</b></p> <p>Practise cutting a piece of paper in half. How do you know the parts are equal? Is there another way you can make half?</p> <p>When you are making your lunch today, practise counting and sharing items. For example, can you cut your sandwich in half? Can you count out scoops of rice for each person? Can you share an apple with a family member, so each person gets the same amount to eat?</p>	<p>Mathletics</p>
<p>Break</p>		
<p><b>Afternoon</b></p>	<p><b>Sport</b></p> <p>Warm up to a song of your choice or <a href="#">Hokey Pokey</a></p> <p>Watch <a href="#">Dance Challenge with Ryan's World</a> until 2:26. Using some of the dance moves from the Dance Challenge with Ryan's World create your own short dance. Have a family member video you doing your dance and send it to your teacher.</p> <p>Find the video here:  <a href="https://www.youtube.com/watch?reload=9&amp;v=ja3SPTthHUBI">https://www.youtube.com/watch?reload=9&amp;v=ja3SPTthHUBI</a></p> <p>Cool down: <a href="#">Seated movement with Cosmic Kids</a> until 6:19</p> <p>Find the video here:  <a href="https://www.youtube.com/watch?v=0JD2b1g7nro">https://www.youtube.com/watch?v=0JD2b1g7nro</a></p>	<p>YouTube: PE with Joe</p> <p>GoNoodle</p>

Term 2 Week 4 Thursday 21 May 2020

Activities		Optional
<p><b>Morning</b></p> <p><i>Fruit Break</i></p>	<p><b>Reading</b> Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>, or on class Dojo. Can you find any of your sight words?</p> <p><b>Phonics</b> Using your “<b>Penguin</b>” chart practise stretching the words out and blending them back together (example: hit h-i-t h-it hit)</p> <p><b>Sight Words</b> Read your sight words, write them, check them. Rewrite the words you got wrong. Easier - only use 3-5 words</p> <p><b>Writing</b> Have a family member describe something to you (a toy, food, clothing, vehicle) can you draw it the way it was described? Send a photo of your picture to your teacher on Dojo.</p>	<p>Reading Eggs</p> <p>Storyline Online</p>
Break		
<p><b>Middle</b></p>	<p><b>Mathematics</b></p> <p>Look at this image.</p>  <p>Can you describe the pattern? Explain how you know it is a pattern and how you would describe the part that repeats.</p> <p>Make an AB pattern (e.g. red/blue, red/blue OR square, circle, square, circle) using different equipment.</p>	<p>Mathletics</p>

Look at this image:



- How are these patterns the same?
- How are they different?

Construct, copy or extend a pattern that follows an ABB (e.g. red/blue/blue, red/blue/blue OR apple, apple, banana, apple, apple banana) pattern.

Draw the ABB pattern in your scrapbook.

Break

**Afternoon**

**Texture rubbings picture**

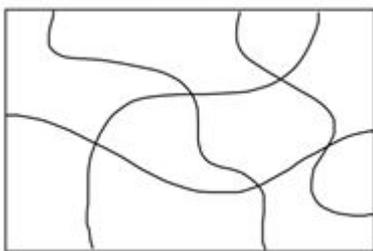
Materials:

Crayons or coloured pencils

Plain paper

Surfaces with interesting textures (cement, bricks, sandpaper, wood, leaves, corrugated cardboard...anything really!)

Begin by drawing a few overlapping, wavy lines on your page (not too many, only about 5 or so because you want spaces that are large enough to colour with texture)



Your page will look something like this!

Now, place your page on an interestingly textured surface and colour in a section using crayon or coloured pencil. You will see the texture come through

YouTube:  
PEwith Joe

GoNoodle

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	<p>and make a textured pattern on the section you are colouring.</p>	
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	<p>Find a different textured surface and use a different colour to fill in another section. Repeat this until you have filled in the whole page.</p>	
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Term 2 Week 4 Friday 22 May 2020

	Activities	Optional
<p><b>Morning</b></p> <p><i>Fruit Break</i></p>	<p><b>Reading</b>            Read or listen to a book with a family member. Find a book at home, at <a href="https://www.storylineonline.net/">Storyline Online</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>, or on class Dojo.            Using your toys or a family member can you retell the story by acting it out?            (Beginning, middle and end)</p> <p><b>Phonics</b>            Use your sound cards and put them into alphabetical order. Practice singing the alphabet song and pointing to each letter as you say it.</p> <p><b>Sight Words</b>            How well do you know your sight words? Have a family member say the word out loud and you write it down. If you got some wrong, rewrite them correctly.</p> <p><b>Writing</b>            Think carefully - can you guess the riddles? Draw a picture and write one of the sentences from your favourite riddle.</p> <p>My skin is green and slippery. I have four legs and webbed feet. I eat bugs and little fish. I can swim under water and hop on land. What am I? [frog]</p> <p>There are millions of these things, which are seen in the sky at night. The closest one to planet Earth, is called the sun which shines so bright [star]</p> <p>I am a body part, but I am not a knee. I am found on your face. I am what you use to see [eyes]</p> <p>I am a toy that rhymes with train. I have wings and fly. What am I? [plane]</p> <p>I have four legs but I am not a chair, I have a long tongue but I'm not a frog            I eat trees but I'm not a koala, I live in Africa but I'm not a lion, I have a long neck but I'm not a bottle. Who am I? [giraffe]</p>	<p>Reading Eggs</p>
Break		
<p><b>Middle</b></p>	<p><b>Mathematics</b>  <u>Hang it on the line</u></p> <p>What you will need:            - string or nylon rope ( if you can't find string the activity can still be done by</p>	<p>Mathletics</p>

placing the number cards on the floor)

-pegs

- number cards (in your learning pack). Start with 1-10, then 1-20 and 1-30.



Hang a washing line (nylon rope or similar) between two chairs. Peg numeral cards in the correct sequence onto the washing line.



Adults - Vary this activity by having your child peg the cards in a backwards sequence or by displaying some of the numeral cards on the line and asking your child to replace the missing cards.

You could also ask your child to attach matching picture cards, bead strings, pegs, number word cards, etc. to connect the numeral to the amount.

Ask questions such as:

What is the number before \_\_\_?

What is the number after \_\_\_?

What numbers come between \_\_\_ and \_\_\_?

Record your answers in your scrapbooks

Break

Afternoon

**Geography**

Access Inquisitive via the link or the QR code and watch the video called 'My Country' and the ebook 'What can you see?' Answer these questions in your scrapbook.

1. What animals did you see carved in the rocks?
2. Why should we all care for the rock carvings?
3. Why do you think Aboriginal and Torres Strait Islander Peoples made the rock carvings?

Class To Do Link

<http://inq.co/class/c1n>

Access code

2

8

9

5



YouTube:  
PEwith Joe

GoNoodle

# Bingo Board


A tap.

I am at the tap.

Pat sat on a tap.

Book: I

Phonics sequence:

s  
a  
t  
p

p T P S  
s A a t

Point to each  
grapheme and  
say the  
phoneme.

To help practise your phonemes, read these sentences and draw a picture to match.

Practise words: a, am, on, I, the

**0-100 simple number cards**

0

1

2

3

4

5

6

7

*0-100 simple number cards*

8

9

10

11

12

13

14

15

*0-100 simple number cards*

**16**

**17**

**18**

**19**

**20**

**21**

**22**

**23**

*1-100 simple number cards*

24

25

26

27

28

29

30

31

up

at

be

Print red - List 1

me



is



|



and



am



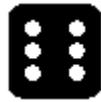
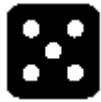
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ot	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Phonics game</b></p> <p>Roll the dice. Whatever it lands move that many on the board and use the corresponding letter to make a word (it may be a nonsense word).</p> <p>Extension: If you get the word wrong move back to where you were.</p> </div>				et		
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t

p

m

r

s

b

I pat the tap.

The tap is on.

Pat sat at the tap.

Book: 2

Phonics sequence:

s  
a  
t  
p

p T P S  
s A a t

Point to each  
grapheme and  
say the  
phoneme.

To help practise your phonemes, read these sentences and draw a picture to match.

Practise words: a, am, on, I, the, is

I sat on the tap.

The tap is on.

Pat sat on the sap.

Book: 3

Phonics sequence:

s  
a  
t  
p

p T P S  
s A a t

Point to each  
grapheme and  
say the  
phoneme.

To help practise your phonemes, read these sentences and draw a picture to match.

Practise words: a, on, I, the

Sap is on the tap.

Pat and I sat.

Pat is at the tap.

Book: 4

Phonics sequence:

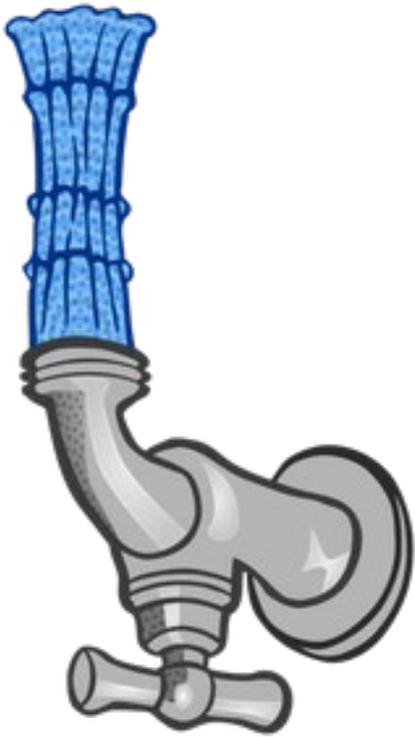
s  
a  
t  
p

P T P S  
s A a t

Point to each  
grapheme and  
say the  
phoneme.

To help practise your phonemes, read these sentences and draw a picture to match.

Practise words: and, I, is, the, on



The \_\_\_\_\_ is on.



\_\_\_\_\_ A

Pat \_\_\_\_\_ on  
the tap.



Book: 5

Phonics sequence:

s  
a  
t  
p

P T P S  
A a t

Point to each  
grapheme and  
say the  
phoneme.

To help practise your phonemes, read these sentences and write the missing word. The picture will help you.

Practise words: a, the, is, on