

# Kindergarten



# *Muswellbrook South Public School*

## *"Building Solid Foundations for Life"*

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Dear Parents/Caregivers

Due to the recent announcement by the Premier stating that parents are encouraged to keep children at home, we have prepared work for students not attending school. As you may appreciate it has been very difficult for us to differentiate work as it would be in the classroom. I encourage you to engage with your child about their learning and assist them where needed.

The work provided will be updated on a fortnightly basis. The first lot of work will take us up to the Easter break. After the holidays, more work will be available.

This is new for us all. If you have any feedback regarding work, please contact your child's teacher. We will endeavour to include changes based on suggestions in the next fortnightly cycle.

**Please note that the school will remain open.** Students who remain at school will follow the same program of work and will be assisted by teachers.

### **Learning at home considerations**

#### **Parent responsibilities during remote learning**

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

#### **Student responsibilities during remote learning**

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- seeking out and communicating with school staff as different needs arise.

#### **Establishing routines and expectations**

We have provided your child with a schedule for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around. From the first day, you will need to establish routines and expectations. You should use the schedule provided to set regular hours for school work. Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.

### **Setting up a learning environment**

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

### **Wellbeing**

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).
- The Health and Wellbeing page has some great ideas for activities to do at home.

### **Communicating with your child**

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- what are you learning today?
- what are your learning targets or goals?
- how will you be spending your time?
- what resources do you require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- consider three things that went well today. Why were they good?
- are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

### **Communicating with the teachers**

All teachers have set up communication methods for communicating with parents. Teachers will be in regular contact. Please feel free to ask questions.

Regards




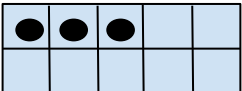

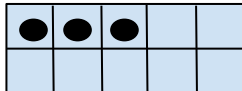
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Principal

## Kindergarten At Home Learning Weeks 10- 11

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

Week 10	Monday 30/3/20	Tuesday 31/3/20	Wednesday 1/4/20	Thursday 2/4/20	Friday 3/4/20
Task	Cover your scrapbook	Could you organise your toys today?	Can you help make lunch today?	How can you help a family member today?	Can you tidy your room?
<b>Morning</b>	<b>Reading</b> Read or listen to a book with a family member and draw your favourite character. Talk about your drawing	<b>Reading</b> Read or listen to a book with a family member and look through the book and find the word <b>*is*</b>	<b>Reading</b> Read or listen to a book with a family member and draw your favourite character. Talk about your drawing	<b>Reading</b> Read or listen to a book with a family member and look through the book and find the word <b>*the*</b>	<b>Reading</b> Read or listen to a book with a family member and look through the book and find the word <b>*to*</b>
<b>Fruit Break</b>	<b>Phonics</b> Choose a sound. Cut out, glue or draw things that start with that sound (use junk mail/ magazines/newspaper) Write the letter 5 times.	<b>Phonics</b> Use your butterfly card to find: - The letters in your name - s, a, t, p, i, n - Think of some rhyming words for the words in the boxes (these can be real or made up words)	<b>Phonics</b> Choose a sound. Cut out, glue or draw things that start with that sound (use junk mail/ magazines/newspaper) Write the letter 5 times.	<b>Phonics</b> Cut up the black and white butterfly card and match the sounds to the coloured chart	<b>Phonics</b> Play I spy with beginning sounds
	<b>Writing</b> Write the letter 5 times.		<b>Writing</b> Read and write the words in the <b>yellow</b> box on the butterfly chart	<b>Writing</b> Make your name, some sounds and words you know using playdough / stones / sticks / leaves /	<b>Writing</b> Make 2 or 3 letter words using the cut up butterfly chart (up, at, is, in, on, am, cat, sat, cup, tap)
					<b>Writing</b> Read and write the words in the <b>blue</b> box

	<p>Read and write the words in the <b>red</b> box on the butterfly chart</p> <p>Write your name in your scrapbook five times</p>	<p><b>Writing</b></p> <p>Make your name, some sounds and words you know using playdough / stones / sticks / leaves / pegs / in flour / in shaving cream / in sand</p>	<p>Write your name outside in chalk. Try writing other words that you know - mum, dad, brother or sister names.</p>	<p>pegs / in flour / in shaving cream / in sand</p> <p>Rainbow write your name and three words from the butterfly chart in your scrapbook</p>	<p>on the butterfly chart</p> <p>Look out the window. Draw what you can see and write this sentence in your book:</p> <p><i>I can see a ...</i></p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Ask someone to help you collect 5/10/20 objects. Practise counting your collection forwards and backwards.</p> <p>Rainbow write your numbers to 10 in your scrapbook.</p> <p>Using texta write your numbers backwards from 10 in your scrapbook.</p>	<p><b>Mathematics</b></p> <p>Number hunt: what numbers can you find in your house? Can you find all the numbers from zero to twenty? Try writing these numbers in your scrapbook. You can look on a remote control or a clock. Can you find numbers on shoes, on food in the cupboard or in the fridge?</p>	<p><b>Mathematics</b></p> <p>Choose a number 1-10. In your book write the number, then show how it looks in dots, on a ten frame, tally marks, on fingers, in a collection.</p> <p>e.g. 3, three, </p>  <p>Count how many steps it takes to get from your bedroom to the bathroom and back.</p>	<p><b>Mathematics</b></p> <p>Make and cut number cards from 1-10 or 1-20. Mix them up and order them forwards and backwards.</p> <p>Play shape I spy with a family member. (I spy with my little eye a shape that is round).</p> <p>Draw a picture using squares, circles, rectangles and triangles.</p>	<p><b>Mathematics</b></p> <p>Choose a number 1-10. In your book write the number, then show how it looks in dots, on a ten frame, tally marks, on fingers, in a collection.</p> <p>e.g. 3, three, </p>  <p>Collect a shoe from each of your family members and order them from biggest to smallest. Draw them in order in your scrapbook.</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>Science and</b>	<b>Sport</b>	<b>Creative arts</b>	<b>Geography</b>	<b>PDHPE</b>


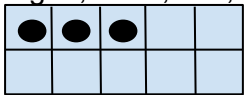

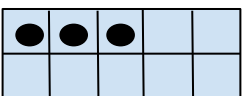
	<b>technology</b> Draw a picture of the weather today. Write a short sentence about the weather. Draw what you would wear in this weather.	Play a game with someone in your family. (Soccer, tennis, football, netball)	Create an artwork of a rainbow. Use any materials that you have at home.	Draw a picture of your bedroom and label it. Tell a family member how you keep it tidy.	Identify three ways you can show bravery. Draw your favourite tv character showing bravery.
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## Kindergarten At Home Learning Weeks 10- 11

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

Week 11	Monday 6/4/20	Tuesday 7/4/20	Wednesday 8/4/20	Thursday 9/4/20	Friday
<b>Task</b>	Can you help make dinner tonight?	Could you organise your socks today? Find the matching pairs	Can you help to peg out some clothes?	Do something kind for someone in your house	
<b>Morning</b>	Read or listen to a book with a family member and tell them what happened at the start, in the middle and at the end. Draw your favourite part of the story. <b>Phonics</b> Choose a sound. Cut out, glue or draw things that start with that sound (use junk mail/	Read a book with a family member. What interesting words can you find in the story? Identify all the characters in the story and talk about them. <b>Phonics</b> Clap everyone's name in your family into syllables. <b>Writing</b> Use your flashcards to	Learn a nursery rhyme e.g. Mary had a little lamb, Baa Baa Black sheep, Jack and Jill, Twinkle Twinkle little star. Think of some actions to perform with the nursery rhyme. <b>Phonics</b> Choose a sound. Cut out, glue or draw things that start with that sound (use junk mail/	Read a book with a family member. Can you find some punctuation in the story, for example full stops and capital letters? Talk to your parent/carer about them. Draw your favourite part of the story. <b>Phonics</b>	<b>GOOD FRIDAY</b>

	<p>magazines/newspaper) Write the letter 5 times.</p> <p><b>Writing</b> Make flashcards using the words in the <b>red, yellow, and blue</b> boxes on the butterfly card.</p> <p>Use these words to make a sentence. Write your sentence in your scrapbook and draw a picture.</p>	<p>make a sentence. Write your sentence in your scrapbook and draw a picture.</p>	<p>magazines/newspaper) Write the letter 5 times.</p> <p><b>Writing</b> Make a second set of flashcards using the words in the <b>red, yellow, and blue</b> boxes on the butterfly card. Use both sets of cards to play games - snap, memory etc.</p>	<p>Can you think of 3 rhyming words for each of these words:</p> <p>cat dog me</p> <p><b>Writing</b> Look out the window.  Draw what you can see and write this sentence in your book:  <i>Look at the ...</i></p>	
<b>Break</b>	Break	Break	Break	Break	Break

<b>Middle</b>	<p><b>Mathematics</b> Make some number cards 1-10. Turn over a card and collect that many items (blocks, buttons, pencils, toys)</p> <p>Choose a number 1-10. In your book write the number, then show how it looks in dots, on a ten frame, tally marks, on fingers, in a collection.</p> <p>e.g. 3, three, </p> 	<p><b>Mathematics</b> Trace around your hands. Count your fingers. Write a number on each finger.</p> <p>Collect a group of things (blocks, leaves from outside, lego, toys) and sort them into groups - colours, size, shape, things with 2 eyes etc. Draw your collection in your book.</p> <p>Make up a dance sequence to your favourite song and perform it for your family.</p>	<p><b>Mathematics</b> Choose a number 1-10. In your book write the number, then show how it looks in dots, on a ten frame, tally marks, on fingers, in a collection.</p> <p>e.g. 3, three, </p>  <p>Choose some objects in your house. Order them from shortest to longest.</p> <p>Make an obstacle course in the house or in the backyard. Move in, on, under and around things to complete the course. Get family members to join in.</p>	<p><b>Mathematics</b> Collect some blocks, pencils, pens, dried pasta, dried beans, cutlery etc. Make a repeating pattern. e.g. spoon, fork, spoon, fork. Draw your pattern. Describe your pattern to a family member. Can you make a different pattern using the same materials? Draw your second pattern.</p> <p>Draw some easter eggs. Decorate them using a pattern. e.g. colours, dots, lines, zig zags.</p>	
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p>Make some easter eggs and hide them around the house. Have an easter egg hunt with your family.</p>	<p><b>Creative arts</b> Make an easter card. Send to a family member you haven't seen for a while.</p>	<p><b>Creative arts</b> Draw an easter egg. Cut it up and make it into a jigsaw puzzle. Ask a family member to put it back together.</p>	<p><b>Creative arts</b> Make an easter hat and have a family parade.</p>	



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## **Online Resources**

### **Youtube Channels**

Jack Hartmann  
Cosmic Kids  
PE with Joe  
Go Noodle  
Line Rider  
Directed drawing (Art for Kids)  
Jolly Phonics

### **Literacy**

Vooks  
<https://www.vooks.com/>  
Storyline online <https://www.storylineonline.net/>  
Reading Eggs  
<https://readingeggs.com.au/>

### **Numeracy**

Mathletics  
[https://login.mathletics.com/?\\_ga=2.104430467.2071341257.1585095443-513329908.1585095443](https://login.mathletics.com/?_ga=2.104430467.2071341257.1585095443-513329908.1585095443)

### **Literacy and Numeracy**

Primary Homework  
<http://www.primaryhomeworkhelp.co.uk/interactive/literacy.html>  
!  
ABCya  
<https://www.abcya.com/>  
Educational games  
<https://www.education.com/games/>

ICT Games

<https://www.ictgames.com/mobilePage/literacy.html>

### **All Key Learning Areas**

Get Smart

<https://getsmarts.weebly.com/index.html>

### **Wellbeing**

Go noodle

<https://www.gonoodle.com/>

Smiling minds

<https://www.smilingmind.com.au>

## Verbal Cues for Letter Formation

Letter	Suggested Verbal Cue	Letter	Suggested Verbal Cue
<b>a</b>	Start at the top, all the way round, up and down	<b>n</b>	Start at the top, go down, up and over
<b>b</b>	Start at the top, down, up and around	<b>o</b>	Start at the top, all the way around
<b>c</b>	Start at the top and go around	<b>p</b>	Start at the top, go down, up and around
<b>d</b>	Start in the middle, go around, up then down	<b>q</b>	Start at the top, go around, up and down with a flick
<b>e</b>	Start in the middle, go out, up and around	<b>r</b>	Start at the top, go down, up and over
<b>f</b>	Start at the top, go around and down, then across	<b>s</b>	Start at the top, go around, down and around
<b>g</b>	Start at the top, go around, up and down with a tail	<b>t</b>	Start at the top, go down and across
<b>h</b>	Start at the top, go down, up and over	<b>u</b>	Start at the top, go down, under, up and down
<b>i</b>	Start at the top, down and a dot	<b>v</b>	Start at the top, go down, under and up
<b>j</b>	Start at the top, down with a tail, then a dot	<b>w</b>	Start at the top, go down, under, up, down, under and up
<b>k</b>	Start at the top, down, up and around then kick the leg out	<b>x</b>	Start at the top left go down Start at the top right go down
<b>l</b>	Start at the top then go down	<b>y</b>	Start at the top, go down, under, up and down with a hook
<b>m</b>	Start at the top, go down, up and over, up and over	<b>z</b>	Start at the top, go across, down and across

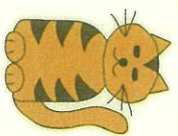




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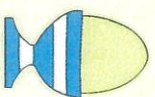
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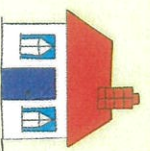
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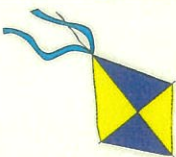
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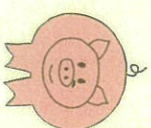
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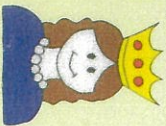
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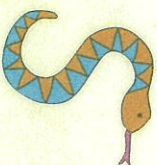
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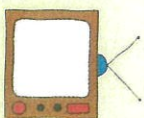
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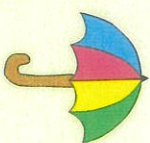
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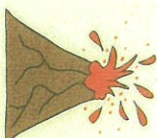
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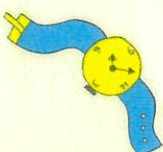
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# A4 Alphabet Card B101



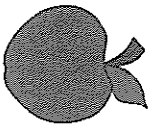
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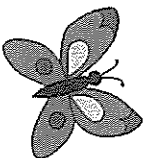
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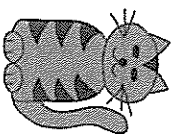
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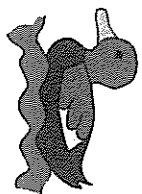
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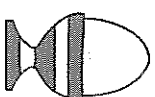
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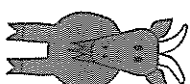
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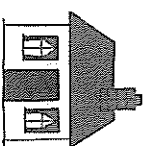
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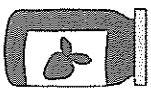
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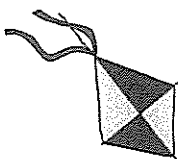
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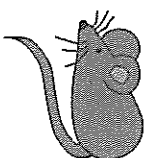
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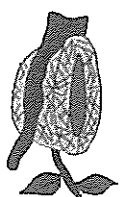
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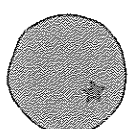
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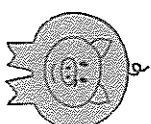
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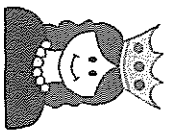
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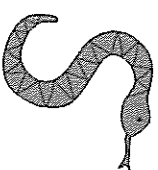
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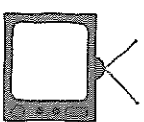
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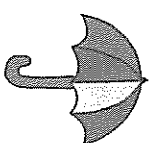
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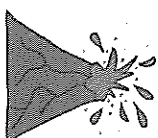
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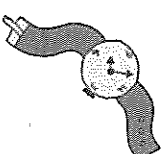
t



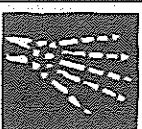
u



v



w



x



y



z

# A4 Alphabet Card B101



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