


St Johns Park Public School – Kindergarten (Week 9)

You may need access to a digital device to complete the following activities. You will need help from a parent/carer.

Monday	Tuesday	Wednesday	Thursday	Friday
FITNESS: Arm circles Circle both arms out to your side - start small like tennis balls, get bigger like basketballs, then even bigger like bike wheels. Circle forwards for 10 seconds then backwards for 10 seconds.	FITNESS: Frog Jumps: Get down on the ground like you are about to do a push up. Bring both knees into your elbows by jumping into a squat position, keeping your hands on the ground. Get back into a push up position and repeat. 	FITNESS: Balancing: Find an object at home (e.g. a small soft toy) and practise balancing it on different parts of your body. Can you balance it on your head, bent knee, shoulder, arm or foot? Can you sit or kneel down and stand back up again with the object still balanced?	FITNESS: Throwing: Practise some accurate underarm throwing. You could throw to someone at home or against a wall. Use a hoop or a bucket to practise aiming for a target.	FITNESS: Jumping: See how far you can jump, starting and landing on two feet. Use an object to mark how far you have jumped and then see if you can improve. Remember to bend your knees when you take off and when you land. Use your arms to help you to jump further.
Morning Routine: -Watch the following and sing along: <i>Days of the Week Song</i> https://www.youtube.com/watch?v=mXMofxtDPUQ	Morning Routine: -Watch the following and sing along: <i>Phonics Song</i> https://www.youtube.com/watch?v=saF3-f0XWAY	Morning Routine: -Watch the following and sing along: <i>The Big Numbers Song</i> https://www.youtube.com/watch?v=e0dJWfQHf8Y	Morning Routine: -Watch the following and sing along: <i>Rocco the Rhyming Rhino</i> https://www.youtube.com/watch?v=nAUdQZ8Xivw	Morning Routine: -Watch the following and sing along: <i>See it, Say it, Sign it</i> https://www.youtube.com/watch?v=WP1bIVh1ZQM&t=6s
English SIGHT WORDS: Choose 6 to 8 sight words for this week. You will practise these each day. -Use magnetic letters,	English SIGHT WORDS: -Use coloured markers to write your sight words three times each. Can you write them without looking?	English SIGHT WORDS: -Ask someone at home to jumble up the letters in your sight words. Can you unjumble them and write	English SIGHT WORDS: -Say each of your sight words in a sentence for someone at home. Make sure your sentences make	English SIGHT WORDS: -Ask someone at home to say your sight words and see if you can build them or write them without looking!

<p>letter cards, playdough or blocks to build your words. <u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>PHONICS: <i>This week, let's keep looking at consonant blends. Try to unjumble these four letter words. Remember: The pattern is "ccvc". (consonant, consonant, vowel, consonant.)</i> Also remember to stretch out each sound of the new word. You can record yourself for this lesson. You might also notice that some consonants next to each other just do not blend nicely. <i>Some trickier words will have clues, but hopefully, you can work out the other ones you have regularly seen.</i> <i>(When you read the jumbled words, some of them sound quite comical. That's the fun you can have by moving letters into different positions.)</i></p> <p>A grown up can help you. pord</p>	<p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>PHONICS: Unjumble <u>Remember- ccvc</u> bric (baby's bed) mrud gorf brag This is a jumble of another ccvc word mulp</p> <p>Reading and Viewing: -We are learning to: Listen to and comprehend texts read or told by an adult. -Watch the following: <i>Jeremy</i> by Chris Faille and illustrated by Danny Snell. You will find a recording of this story on your class Seesaw.</p> <p>Speaking and Listening: -We are learning to: use full sentences to answer comprehension questions and demonstrate our understanding of a text. -Answer the following questions about the text you have read by speaking in full sentences:</p>	<p>them correctly? <u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>PHONICS: Unjumble <u>Remember- ccvc</u> grad plif lips This is a jumble of another ccvc word plic mart</p> <p>Reading and Viewing: -We are learning to: Listen to and comprehend texts read by an adult. -Listen again to the story: <i>How to Make a Bird</i> by Meg McKinlay and illustrated by Matt Ottley. Your teacher will post this on Seesaw.</p> <p>-Watch the way that your teacher retells the story in the video uploaded to Seesaw. They include the beginning, the middle and the end. -See if you can retell the story in your own words to someone at home! Speaking and Listening: -We are learning to: use full</p>	<p>sense! <u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>PHONICS: Unjumble <u>Remember- ccvc</u> brac glup anps (you can make 2 words with this) gafl sawm</p> <p>Reading and Viewing: -We are learning to: Listen to and comprehend texts read or told by an adult. -Watch the following clip: <i>Learn About Baby Birds</i> by National Geographic Kids https://www.youtube.com/watch?v=JF4pBKXUAFc Speaking and Listening: -We are learning to: use full sentences to answer comprehension questions and demonstrate our understanding of a text. -Answer the following questions about the text you have read by speaking in full sentences: -Where do baby birds come from?</p>	<p>How did you go? <i>Upload your results to Seesaw for your teacher to see!</i></p> <p>PHONICS: Unjumble <u>Remember- ccvc</u> wint (one of two babies) part form brug (a small creature) slup (addition sign)</p> <p>Reading and Viewing: -We are learning to: Listen to and comprehend texts read by an adult. -Listen again to the story: <i>How to Make a Bird</i> by Meg McKinlay and illustrated by Matt Ottley. Your teacher will post this on Seesaw.</p> <p><i>-Think about the difference between the bird in this story and what you know now about real birds.</i> Play Experience: -<i>Take your origami bird on a journey!</i> -Find different places at home for your bird to fly to: Somewhere warm, Somewhere soft, Somewhere silent,</p>
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<p>algd nips (you can make 2 words with this) mets (part of a flower) prit</p> <p>Reading and Viewing: <i>-We are learning to:</i> Listen to and comprehend texts read or told by an adult. -Watch the following: <i>How to Make a Bird</i> by Meg McKinlay and illustrated by Matt Ottley. Your teacher will post this on Seesaw. <i>Now it is your turn to make a bird!</i> -Use the instructions in your pack to make your bird! Don't forget to draw or add details like feathers, eyes, beak and claws. Play experience: -Take your bird flying outside! <i>Where will it go?</i> Speaking and Listening: <i>-We are learning to:</i> use full sentences and adjectives to share our understanding and describe people, places and things. -Answer the following questions about the text</p>	<p><i>-What do you notice about the way that Jeremy grows?</i> <i>-Does the little girl in this story 'make' the bird? How do you know?</i> <i>-How would you describe Jeremy? What words would you use?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. -Draw a detailed coloured picture of Jeremy! Use your favourite part of the story to help you! -Label your drawing with three adjectives describing Jeremy. -Use your adjectives to write <i>at least two</i> sentences describing Jeremy!</p> <p>Supported: You can use these sentence starters: Jeremy is... He is also...</p> <p><u>Say your sentence out loud and hold your sentence in your head as you write.</u> <u>You might need to keep saying your sentence over</u></p>	<p>sentences and adjectives to share our understanding and describe people, places and things. Look at the picture of the two birds included in your pack. Think about how the birds are similar, think about how they are different. You can use the story to help you. -Answer the following questions about the text you have read by speaking in full sentences: <i>-What do you notice about the image of the bird at the top of the page? How would you describe this bird? What adjectives would you use?</i> <i>-What do you notice about the birds at the bottom of the page? How are they different from the bird at the top of the page? How are they the same? What adjectives would you use to describe the birds at the bottom of the page?</i> Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. -Label the images of the bird at the top of the page and the birds at the bottom of the page with three adjectives</p>	<p><i>-What stage of life is Jeremy the Kookaburra when he first comes to live with the little girl? How do you know?</i> <i>-Is the story 'How to Make a Bird' about a real bird? How do you know?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. -Use the template in your pack to order and label the stages of a bird's life. This is called a <i>lifecycle</i>. Words to use are: egg hatchling fledgling adult</p> <p>-Use your completed template to tell the story of a bird's life from the first stage until the last stage. <i>You can record yourself on Seesaw for your teacher to see!</i> Extension: You can write about a bird's stages of life. One sentence for each stage.</p> <p>Reading:</p>	<p>Somewhere still, Somewhere open, and Somewhere where you feel happy.</p> <p>Speaking and Listening: <i>-We are learning to:</i> use full sentences and adjectives to share our understanding and describe people, places and things. -Use the sheet in your pack to sequence the events in the story. -Talk with your parents/carer about which idea comes first and which will come next. -Tell the story in your own words to your parents/carer. (You can use your sequencing sheet to help you.) <i>-Which part of the story is your favourite? Why is that so?</i> Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. -Using your sequenced story sheet, choose ONE part of the story that is your favourite. -Draw a detailed, coloured picture of your favourite part of the story. Don't forget to think about how the bird</p>
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you have read by speaking in full sentences:

-Why does the author say that you need tiny bones to make a bird?

-What other things do you need to make a bird?

-What words does the author use to describe the heart of the bird? (**a sure, steady heart**)

Sure means able to be relied on or trusted.

Steady means supported or balanced, not shaking or moving.

Why do you think a bird needs a heart like this?

Writing and

Representing:

-We are learning to: write coherent sentences to describe people, places and things.

-Using the picture included in your pack, cut out and stick on the labels to show the parts of a bird mentioned in the story.



-Login to Reading Eggs

www.readingeggs.com

-Complete the placement test if you have not

and over to keep it in your mind.

Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.

**Don't forget to have your Butterfly Card handy for your sounds and sight words.*

Reading:

-We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts.

-Read the story *School Work* (Level 6).

A copy is included in your pack.

Ask someone at home to record your reading and upload your work to Seesaw.

-When you finish the story, retell what happens in your own words!



-Complete self-paced

each (use your discussion above to help you!)

-See if you can use your words to **SAY** a sentence out loud about the two images.

You might start with:

The bird at the top of the page is...

And then say,

The birds at the bottom of the page are...

You can also talk about how they are similar and how they are different.

**They are similar because...
They are different because...**

Ask someone at home to record you saying your sentences and upload them to Seesaw!



-Complete self-paced activities each day for 10 minutes.



-Login to *PM eCollection*
<https://app.pmecollection.com.au/login>

Read at your level for 10

-We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts.

-Read the story *Father's Day* (Level 7).

A copy is included in your pack.

Ask someone at home to record your reading and upload your work to Seesaw.

-When you finish the story, retell what happens in your own words!



-Complete self-paced activities each day for 10 minutes.



-Login to *PM eCollection*
<https://app.pmecollection.com.au/login>

Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!

looks in this part!

-Write *at least two* sentences about your favourite part of the story.

-You can use the following sentence starters to help you:

In my favourite part of the story...

The bird is...

Extension: Students write 3 to 4 sentences.




Say your sentence out loud and hold your sentence in your head as you write. You might need to keep saying your sentence over and over to keep it in your mind.

Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.

**Don't forget to have your Butterfly Card handy for your sounds and sight words.*



-Complete self-paced activities each day for 10 minutes.

<p>already completed it. This will place you in the right spot to start learning!</p> <p>-Complete self-paced activities each day for 10 minutes.</p> <div></div> <p>-Login to <i>PM eCollection</i> https://app.pmecollection.com.au/login Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>	<p>activities each day for 10 minutes.</p> <div></div> <p>-Login to <i>PM eCollection</i> https://app.pmecollection.com.au/login Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>	<p>minutes. If you're not sure which level to choose, ask your teacher!</p>		<div></div> <p>-Login to <i>PM eCollection</i> https://app.pmecollection.com.au/login Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>
Break	Break	Break	Break	Break
<p>Mathematics</p> <p>-Practise counting by 2s, 5s & 10s up until 70. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart.</p> <p>Challenge: Count backwards from 30 by 2s and 5s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> partition whole numbers into small numbers to see</p>	<p>Mathematics</p> <p>-Practise counting by 2s, 5s & 10s up until 70. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart.</p> <p>Challenge: Count backwards from 35 by 5s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> use positional language to describe where objects are in full sentences.</p>	<p>Mathematics</p> <p>-Practise counting by 2s, 5s & 10s up until 80. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart.</p> <p>Challenge: Count backwards from 60 by 10s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> collect information (data) to put into picture graphs. We are also learning to answer simple questions using the picture</p>	<p>Mathematics</p> <p>-Practise counting by 2s, 5s & 10s up until 80. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart.</p> <p>Challenge: Count backwards from 50 by 5s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> share from a collection to make equal groups. We are also learning to check that each</p>	<p>Mathematics</p> <p>-Practise counting by 2s, 5s & 10s up until 90. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart.</p> <p>Challenge: Count backwards from 24 by 2s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p>Revision: Practise writing your numbers from 1 to 30. If you have written them in reverse, use the 100 charts</p>

<p>how smaller numbers make bigger numbers.</p> <p>Partitioning is when you break a whole into smaller pieces. It will help us understand how to make and break different numbers which can assist in addition and subtraction.</p> <p>- Use LEGOs and create a tower using only 6 blocks. Break the tower at different parts and see what 2 numbers 6 breaks up into. -Record your answers for how many different ways we can break 6 into smaller numbers using the Decompose 6 worksheet</p> <p>-After finding all the numbers that make 6, how can you check that the two numbers make 6? How do you know? What happens when you add the numbers together?</p> <p>Revision: Numbers After. Have someone record you saying the number after (for example, after 8 is 9). You may use the number chart to help you. Hint: the number after is bigger, and we count forwards.</p>	<p><i>Let's go on a positional language hunt!</i></p> <p>-Find the following objects in your house and describe where they are in full sentences using positional language.</p> <p>-You might use: next to, behind, above, below, beside, in front of, left, right , on top of or underneath.</p> <p>-Record where you found them on SeeSaw using the video button.</p> <p>-Where are the following objects?</p> <ul style="list-style-type: none"> - Pillows - TV - Playdough - Lego - Fruit - Cup - Keys - Pencils - Books - Window - Tree <p>Revision: Numbers Before Have someone record you saying the number after (for example, after 8 is 7). You may use the number chart to help you. Hint: the number before is smaller,</p>	<p>graphs.</p> <p><u>Shoe investigation.</u></p> <p>Today you are going to collect information on the different colours of everyone's shoes at home!</p> <p>-Use the Shoe Investigation graph to collect your data by colour for all the shoes in your home.</p> <p>-After you have put in all of your information, answer the following questions:</p> <ul style="list-style-type: none"> -Which colour shoe was the most popular? -Which colour shoe was the least popular? <p>Revision: Numbers After. Have someone record you saying the number after. You may use the number chart to help you. Hint: the number after is bigger, and we count forwards.</p> <ul style="list-style-type: none"> - 4 - 5 - 13 - 2 - 15 - 9 - 3 - 1 	<p>group has the same amount.</p> <p>-Discuss with a family member what equal groups means?</p> <p>-What happens when we are making equal groups?</p> <p>-Solve the word problems on the Sharing Groups worksheet.</p> <p>-Use objects such as pasta, pencils or counters to help you solve the problem. Share your items into groups!</p> <p>Remember to always check each group has the same amount as the very last step.</p> <p>Revision: Numbers Before Have someone record you saying the number after. You may use the number chart to help you. Hint: the number before is smaller, and we count backwards.</p> <ul style="list-style-type: none"> - 4 - 5 - 13 - 2 - 15 - 9 - 3 - 10 	<p>to help you write in correctly</p> <p>-We are learning to: to use an abacus to join groups together to add.</p> <p>-Discuss with a parent/carer what happens when you add two groups/numbers together.</p> <p>An abacus is used to add numbers together. Your teacher will model how to use the abacus to help you add numbers together.</p> <p>-Solve the following addition using the online abacus:</p> <p>https://www.online-calculator.com/online-abacus/</p> <p>9 + 5 =</p> <p>8 + 7 =</p> <p>6 + 9 =</p> <p>5 + 8 =</p> <p>4 + 7 =</p> <p>8 + 5 =</p> <p>10 + 10 =</p> <p>10 + 8 =</p> <p>9 + 9 =</p> <p>8 + 8 =</p> <p>7 + 6 =</p> <p>Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p>
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	- 2 - 7 - 10 - 8 - 9 - 6 - 11 - 14 Extension: Say the numbers 2 after.	and we count backwards. - 2 - 7 - 10 - 8 - 9 - 6 - 11 - 14 Extension: Say the numbers 2 before. -Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.	Extension: Say the numbers 2 after. -Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.	Extension: Say the numbers 2 before. -Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.	
	Break	Break	Break	Break	Break
	Science and technology <i>We are learning to design and create a home for a parrot out of recycled and natural materials.</i> - Watch Birds for Kids Learn all about Birds - https://www.youtube.com/watch?v=kzRkVvwqkNI <i>Jacob is five years old and wants to own a pet. His parents always say that Jacob is too young for a pet and that he doesn't know how to look after it. How can Jacob show his parents that he knows how to care for a bird?</i> - Design and create a	History <i>We are learning to: Recognise similarities and differences between growing up in a family from the past and present.</i> <i>Parents and family can tell us about things from life in the past. How families lived and what they might have played with, dressed like or eaten might have been different to today.</i> - Complete 'Things from the Past' worksheet.	Creative arts <i>We are learning:</i> about why communities celebrate the Moon festival SC: Watch the lantern video and follow the steps to create your own lantern. - Watch the video below that shows the importance of the Moon festival. https://www.youtube.com/watch?v=EMMU1YJadzE - Have a discussion with a family member and answer the following questions. - Which month is the Moon Festival celebrated?	PDHPE <i>We are learning to describe actions that should be taken when in an unsafe situation.</i> How can we Be Safe in the playground and at home? - Following these rules can help keep me safe: If I am in an unsafe situation I need to say NO and to GO if I can and to tell someone about it (No-Go-Tell). - Think of a time when you had to go to a teacher about not feeling safe and	Developmental Play <i>Play helps children to:</i> - build confidence - build communication and social skills - learn about the environment and their community - develop motor skills - feel happy, safe and loved - feel empowered - transfer learnt knowledge - find success and foster a love of learning. This afternoon, your play theme is FLYING! Where will your imagination take you? - Use anything you have around the house to dress

home for a wild bird that Jacob could use to show his parents that he knows how to take care of birds.

-Plan by drawing a diagram of the bird house.

-Draw the needs of the bird around the home to ensure you meet each need.

-Collect your recycled and natural materials and create the bird home.

- Your bird home must be able to hang from a tree.

- You must cater for the bird's five basic needs.

- It must be able to fit a parrot inside it

- You must only use what you have at home.

For example,



Save your design for next week's task!

Things from the past?

How families lived and what they might have done with it, changed over time might have been different to today. Parents and grandparents can tell us about things from the past.

Are we able to learn things from the past? Show or write about it in this space and illustrate. You might want to use the space to help you.

Draw on the left	Write on the right
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-Why is the Moon Festival celebrated?

-Why do you think there is a lantern display?

-Watch the video below. It will provide you with step-by-step instructions on how to make your own lantern.

<https://www.youtube.com/watch?v=Z1ovMI5uAD8>

-Once you have finished it please decorate it, take a picture and upload it to Seesaw.

share it with an adult.

The NO-GO-TELL are strategies you can use when you experience NO feelings or feel unsafe.

-Read a story: **Little Red Riding Hood**

https://www.youtube.com/watch?v=ivg_Yc-YDYo

Answer the following questions about the story:

- Was Red Riding Hood able to say NO to the wolf? (No)

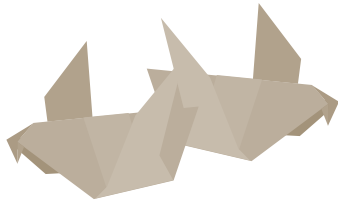
- Was that ok? (Yes, because she used GO and TELL strategies)

- How did Red Riding Hood GO from the situation?

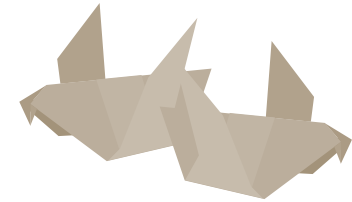
- How did Red Riding Hood TELL about the situation?

-Complete the activities on the **PDHPE Activities page** for 10 seconds without stopping. Can you achieve the Challenge?

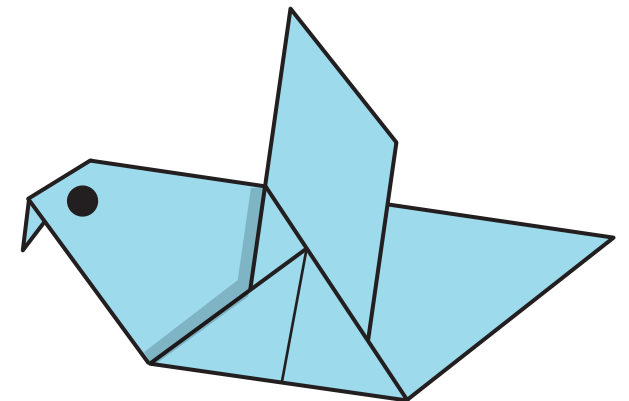
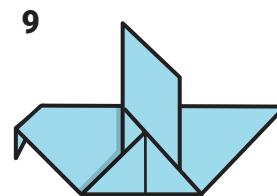
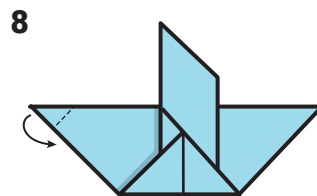
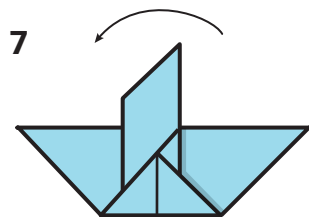
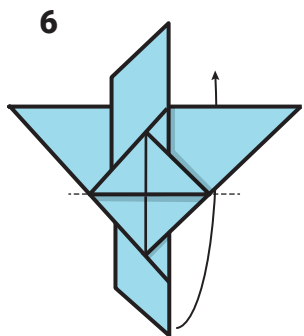
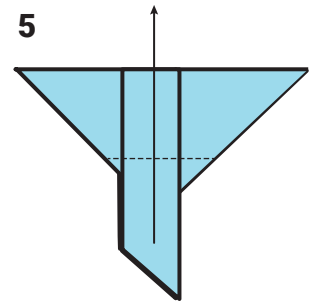
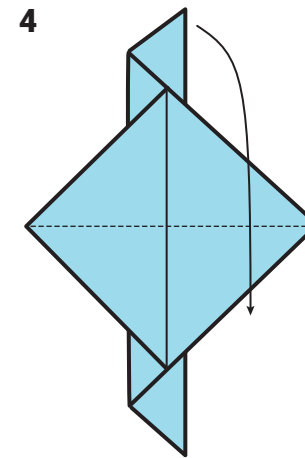
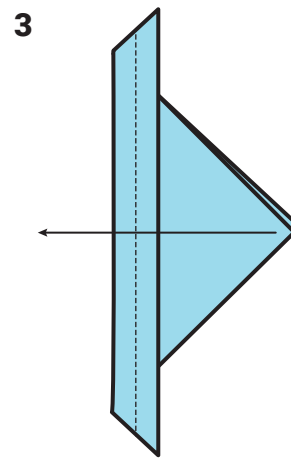
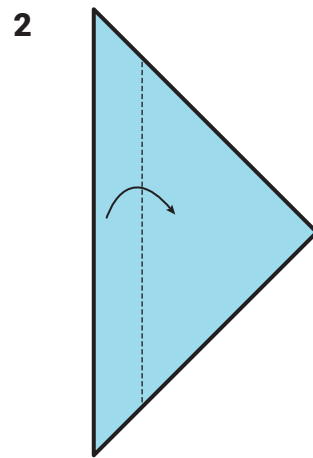
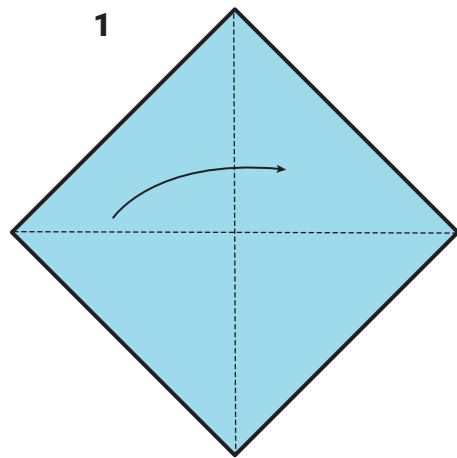
up, create and enjoy your own world.



- O R I G A M I - B I A D



A step-by-step guide



very tiny bones

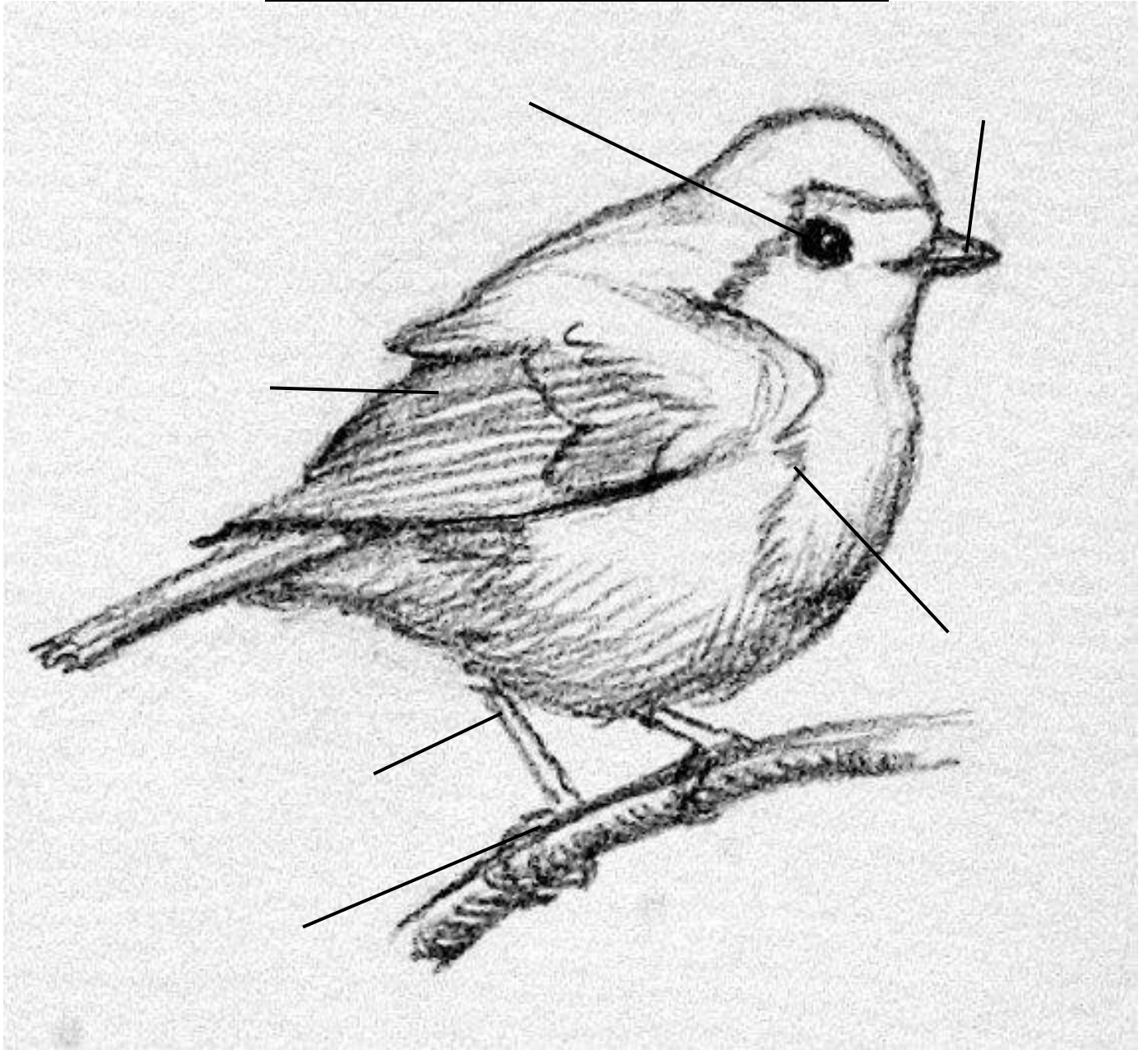
feathers for warmth and flight

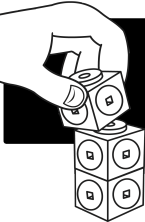
a sure, steady heart

keen eyes for hunting

a beak for building the nest

strong claws for gripping





Decompose 6

Show some of the ways to make 6.

Name _____

--	--	--	--	--	--

___ and ___ is 6

--	--	--	--	--	--

___ and ___ is 6

--	--	--	--	--	--

___ and ___ is 6

--	--	--	--	--	--

___ and ___ is 6

--	--	--	--	--	--

___ and ___ is 6

School Work

Joey is learning from home. His mother helps him with his school work.

"What work do you have to do today, Joey?" asked Joey's mother. "I have to read my book," said Joey.

"Yes, let's read the book together," said Joey's mother.

"Now we can make the artwork. I like doing art!" shouted Joey.

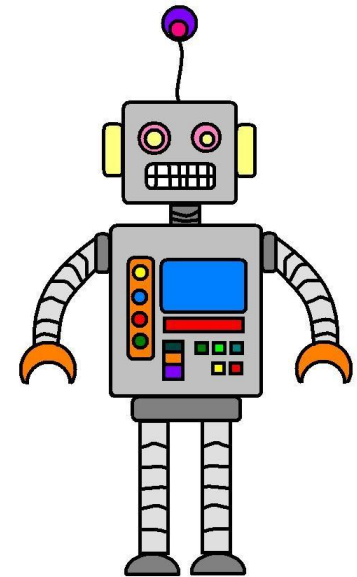
"Here is the paper and glue," said Joey's mother. "I will cut the paper into circles and squares," said Joey.

Joey made a robot with the circles and squares for art.

"Let's put your art away now," said Joey's mother.

"Thank you for helping me with my school work," said Joey.

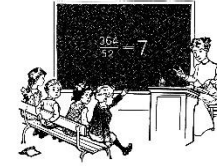
Joey hugged his mother.



Things from the past?

How families lived and what they might have played with, dressed like or eaten might have been different to today. Parents and grandparents can tell us about things from the life in the past.

Ask an adult about some things from the past. Draw or write what is the same and different. You might want to use the visuals to help you.



Same as me

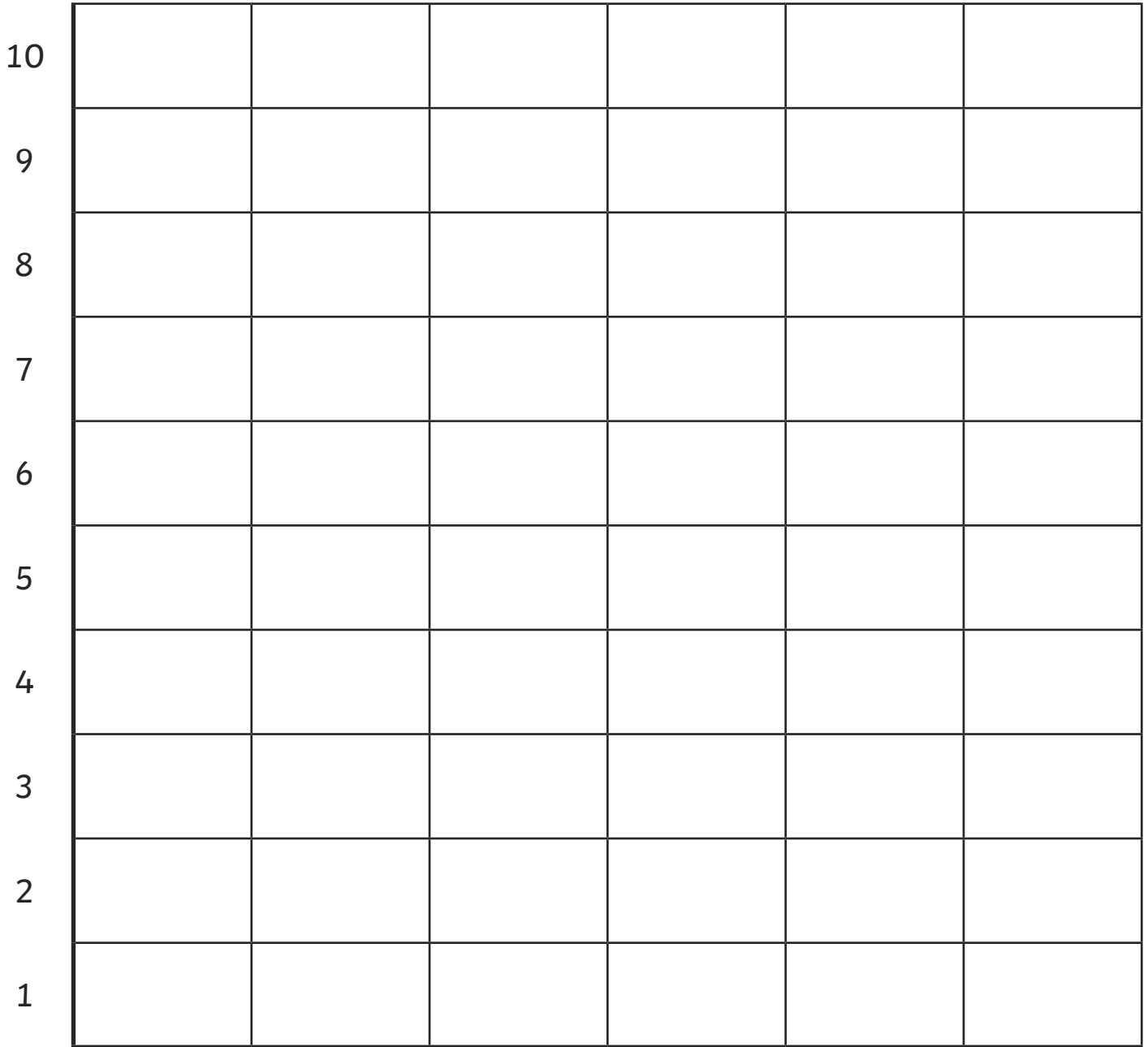
Different from me

Same as me	Different from me



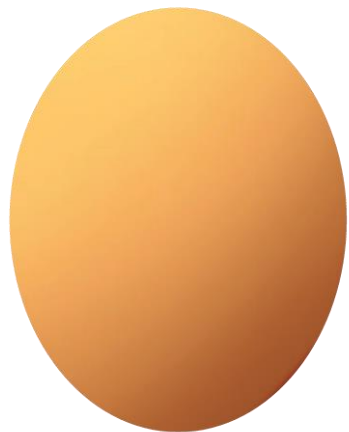
Shoe Investigation

Fill the column graph of all of the shoes in the house.
Remember to label each column of each colour.



Which colour shoe was the most popular? _____

Which colour shoe was least popular? _____



Father's Day



 Happy Father's Day!



Every year in September, it is Father's Day.

"I want to make Dad a card," said Emma. "Yes, Dad will like a card," said Joey.

Emma and Joey looked for paper and pens. "I am going to get the orange pen," said Emma. "I will draw your dress blue," said Joey.

Emma and Joey made Dad a Father's Day card.

"I think Dad will love our cards!" cried Emma. "Oh, yes! Me too," said Joey.

"We need to get the food for our BBQ now," said Mum.

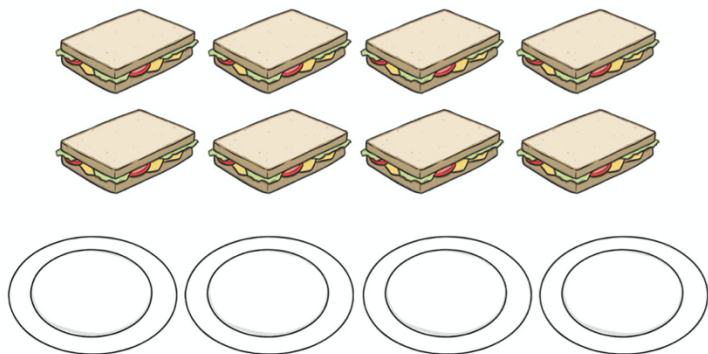
"Dad likes to eat hot dogs," said Emma. "He loves to eat it with tomato sauce. I will get it now," said Joey.

Emma and Joey helped Mum get the food for the BBQ.

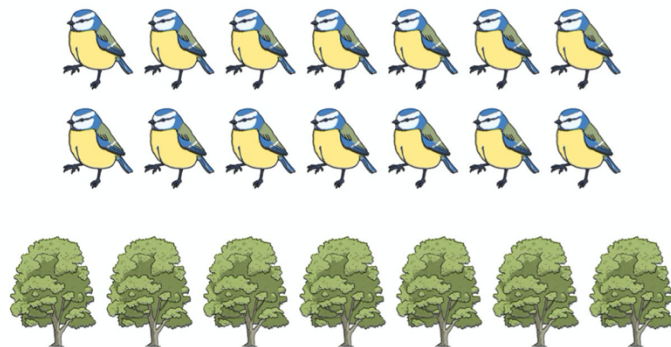
"Dad is coming home soon. He will be so surprised," said Mum.

Dad walked in the door. "Happy Father's Day!" shouted everyone. "Thank you," laughed Dad.

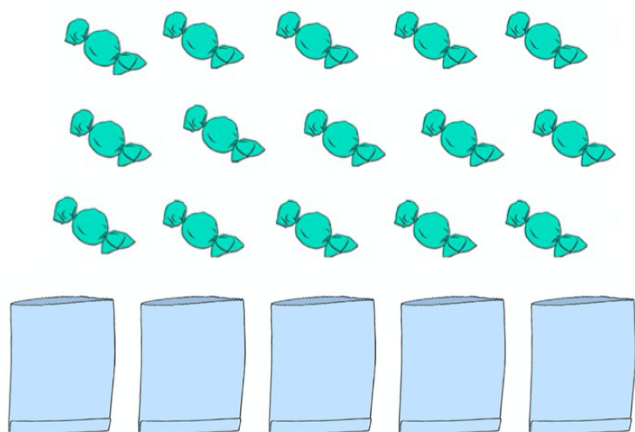
Share 8 sandwiches between 4 plates.



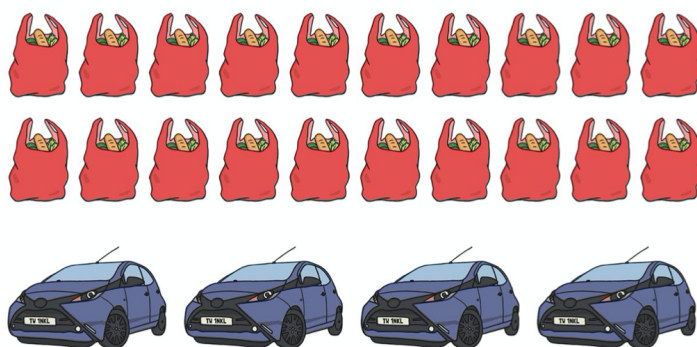
Share 14 birds between 7 trees.



Share 15 lollies between 5 lolly bags.



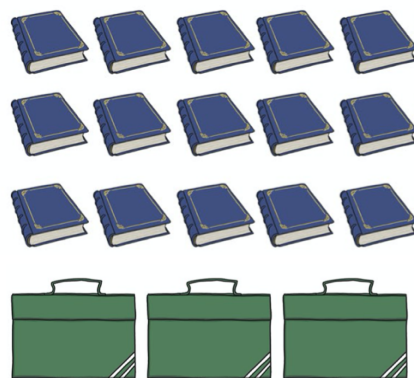
Share 20 shopping bags between 4 cars.



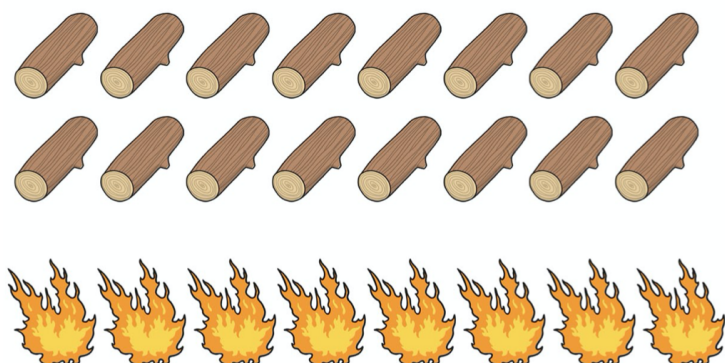
Share 20 people between 2 buses.



Share 15 books between 3 bags.



Share 16 logs between 8 fires.



Share 16 balls between 4 players.



PDHPE Activities

Try to do each of these activities for 10 seconds without stopping. Take a 10 second break, then repeat this twice more.

Don't forget to tick the box once you have completed the activity!

WEEKLY FOCUS: LOWER BODY



Activity One: Squat Jumps

What: Start with your feet hip distance apart. Bend at the knees to do a squat, like you are sitting back onto a chair, then jump up high, swinging your hands above your head.

Modified: Do the squats without the jumps.



Activity Two: Superhero Lunges

What: Take a big step forward with one leg, lowering your hips until both knees are bent. With the opposite arm to the leg that is forward, bring your fist towards your shoulder to flex your big arm muscle. Repeat with the other arm and leg.

Modified: Lunge without the arm action, keeping your hands on your hips.



Activity Three: Step, Swing and Toe Touches

What: Stand tall with your shoulders back. Take a step forward on one leg, then kick your other leg straight/high and try to touch your toes with the opposite hand. Repeat on the other leg.

Modified: Do kicks without touching your toes.



CHALLENGE OF THE WEEK

STANDING LONG JUMP

Challenge someone in your house to a standing long jump competition!

HOW TO PLAY:

- Agree on a starting point and place a marker down on the floor in that spot.
- Set up 3 different levels and place markers down at each spot. For example, level 1 could be one step away from the starting marker, level 2 could be two steps away, and level 3 could be three steps away.
- Stand beside the starting marker with two feet on the ground, and get into your 'jump ready position' (bend your knees, swing your arms back and lean slightly forward).
- Do your best jump, and see which marker you can make it to while still landing safely and on two feet.

Have 3 jumps each, and see if anyone can make it to level 3!

Player 1	Player 2
Jump 1:	Jump 1:
Jump 2:	Jump 2:
Jump 3:	Jump 3:

Give your bird a sure, steady heart.

Breathe deeply and take your time.

you will need a lot of very tiny bones

Arrange the bones into a bird shape.

Smooth feathers over the bones of your bird—shape.

Cast it gently upon the air.

To make a bird...

Give your bird keen eyes, a beak, strong claws and a song to sing.