

Name: _____ Class: _____

St Johns Park Public School – Early Stage 1 (Cycle 6)

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
Task	<p>One of our Learning From Home PB4L expectations is to BE SAFE by keeping your personal information private! Talk to someone at home about why this is important! FITNESS: Jumping - put two feet together, up and down on the spot</p>	<p>One of our Learning From Home PB4L expectations is to BE RESPECTFUL by commenting in a kind and appropriate way! Talk to someone at home about why this is important! FITNESS: Running on Spot - In 15 second bursts, run on the spot then rest. Repeat three times.</p>	<p>One of our Learning From Home PB4L expectations is to BE AN ACTIVE LEARNER by completing tasks to the best of your ability! Talk to someone at home about why this is important! FITNESS: Hop - Hop forwards, backwards and sideways. Hop over an object and around. Swap legs and repeat.</p>	<p>One of our Learning From Home PB4L expectations is to BE SAFE by reporting all problems! Talk to someone at home about why this is important! FITNESS: Leg Claps - Standing still, children lift one leg at a time and clap hands underneath each time.</p>	<p>One of our Learning From Home PB4L expectations is to BE AN ACTIVE LEARNER BY accessing learning everyday! Talk to someone at home about why this is important! FITNESS: Balance - stand with both feet flat on the ground. Stretch arms out to the side. Lift your left foot off the ground and hold as long as you can. Repeat with your right foot.</p>
Morning	<p>-Practise your sight words for this week. <i>Make them out of play dough or magnetic letters.</i> <u>*Keep a list of your sight words nearby so that you</u></p>	<p>-What day of the week is it today? What day of the week was it yesterday? What day of the week will it be tomorrow?</p>	<p>-Watch the following and sing along: <i>Ants in the Apple</i> https://www.youtube.com/watch?v=A5QGYDhKhg4 Write each letter and draw a</p>	<p>-Watch the following and sing along: <i>Months of the Year Song</i> https://www.youtube.com/watch?v=Fe9bnYRzFvk Now, see if you sing all the</p>	<p>-Do you remember all the months of the year in order? Sing the song to help you! -Ask a parent/carer to test you on your sight words today!</p>




<p>can include them in your <u>writing this week.</u></p> <p>English</p> <p>Phonics:</p> <p>This week we will be listening for the short vowel sound in words. We call this <u>Phonemic Awareness</u></p> <p><i>This week, go around, inside/outside your home and find 3-5 things that have the following short vowel sounds. Today, it is “a”. The words do not need to have only 3 letters. They can be any length. A grown-up can help you with spelling harder words. Your job is to listen for the different short vowel sound each day. Draw a picture with your words.</i></p> <p>Examples:</p> <p>lamp, tap</p> <p><i>Words like: car, bath, do not have a short “a” sound. They have an “ar” sound.</i></p> <p>Reading and Viewing:</p> <p>-We are learning to: Listen to and comprehend texts read by an adult.</p> <p>-Watch the Bluey episode: <i>Blue Mountains</i></p>	<p>-Practise your sight words for this week. <i>Write them in your workbook using rainbow writing!</i></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>English</p> <p>Phonics:</p> <p><u>Phonemic Awareness</u></p> <p>Short vowel “e” words</p> <p>Example: steps</p> <p>Reading and Viewing:</p> <p>-We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts.</p> <p>-Read this text to an adult: <i>Sally’s Carrots</i> (Level 6). A copy is included in your pack. <i>Record yourself reading on Seesaw!</i></p> <p>Speaking and Listening:</p> <p>-We are learning to: use full sentences to answer</p>	<p>small picture to go with it based on the song! Don’t forget to colour in!</p> <p>-Practise your sight words for this week. <i>Make them out of play dough or magnetic letters.</i></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>English</p> <p>Phonics:</p> <p><u>Phonemic Awareness</u></p> <p>Short vowel “i” words</p> <p>Example: bricks</p> <p>Reading and Viewing:</p> <p>-We are learning to: Listen to and comprehend texts read by an adult.</p> <p>-Listen to the story: <i>Elmore</i> by Holly Hobbie https://www.youtube.com/watch?v=SZPhkCck3EM (Finish at 5 minutes, 12 seconds)</p> <p>Speaking and Listening:</p> <p>-We are learning to: use full sentences and adjectives to describe people, places and things.</p> <p>-Answer the following questions about the text you</p>	<p>months of the year in order without listening to the song!</p> <p>-Use the lined paper in your pack to practise writing your sight words using the guidelines. <i>Remember that some letters are tall (b,d,f,h,k,l,t), some letters are small (a,c,e,i,m,n,o,r,s,u,v,w,x,z) and some letters hang low (g,j,p,q,y)</i></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>English</p> <p>Phonics:</p> <p><u>Phonemic Awareness</u></p> <p>Short vowel “o” words</p> <p>Example: pots</p> <p>Reading and Viewing:</p> <p>-We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts.</p> <p>-Read this text to an adult: <i>The Little Puppy</i> (Level 7).</p>	<p>Can you read them by yourself?</p> <p>Can you write them down or make them with letter cards without looking?</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>English</p> <p>Phonics:</p> <p><u>Phonemic Awareness</u></p> <p>Short vowel “u” words</p> <p>Example: gutter</p> <p>Reading and Viewing:</p> <p>-We are learning to: Listen to and comprehend texts read by an adult.</p> <p>-Listen to the story: <i>Are Trees Alive?</i> By Debbie S. Miller https://www.youtube.com/watch?v=Y4ZY8vq8bPc</p> <p>Speaking and Listening:</p> <p>-We are learning to: use full sentences and adjectives to describe people, places and things.</p> <p>-Answer the following questions about the text you have read by speaking in full sentences:</p>
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<p>https://iview.abc.net.au/show/bluey</p>	<p>Speaking and Listening: <i>-We are learning to:</i> use full sentences and adjectives to describe people, places and things. <i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-Where were Bluey and Bingo? How were they enjoying that place?</i> <i>-Who tricked the puppets? What did he do?</i> <i>-Where would you take your puppets? (Think of a spot at home but outdoors) Why did you choose this Magic Spot ?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. <i>-Find a Magic Spot at home to take your puppets on an adventure! Magic spots are a way to interpret information from nature using sensory experiences and receive</i></p>	<p>comprehension questions and demonstrate our understanding of a text. <i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-How many carrots did Sally and Mum collect for their salad?</i> <i>-What other vegetables did they use for the salad?</i> <i>-Why do you think Sally and Mum wanted to have salad for lunch?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> Write coherent sentences to describe people, places and things. <i>Imagine you are making a healthy meal for lunch. What would you use?</i> <i>-Draw a detailed, coloured picture to show your healthy meal.</i> <i>-Write three adjectives (describing words) to</i></p>	<p>have read by speaking in full sentences: <i>-Why is Elmore lonely? How does Elmore feel when he hears what the other animals say about him?</i> <i>-How does Elmore solve his problem?</i> <i>-How would you describe Elmore? Remember to think about the way he looks and the way he acts.</i></p> <p>Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. <i>-Draw a detailed, coloured picture of Elmore. Choose your favourite part of the story to help you!</i> <i>-Use your discussion about Elmore to write three adjectives describing him. Some words you could use are: spiky, lonely, handsome, friendly</i> <i>-Use your three adjectives to write at least two sentences describing Elmore.</i></p> <p>Extension: Students write 3 to 4 sentences.</p>	<p>A copy is included in your pack. <i>Record yourself reading on Seesaw!</i></p> <p>Speaking and Listening: <i>-We are learning to:</i> use full sentences to answer comprehension questions and demonstrate our understanding of a text. <i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-Where did Sam and the little puppy go?</i> <i>-How did Sam know where the little puppy was?</i> <i>-What do you think Sam and the little puppy did next?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> Write coherent sentences to describe people, places and things. <i>Imagine you are at the park! What would you be doing there?</i> <i>-Draw a detailed, coloured picture to show your day at the park.</i> <i>-Write three adjectives</i></p>	<p><i>-In the story, what does the author, Debbie S. Miller, compare the parts of a tree to? Why do you think the author does this?</i> <i>-What adjectives does the author use to describe the bark of a tree?</i> <i>-Are trees alive? 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. Find a tree in your backyard or near your house. <i>-Draw a detailed, coloured picture of the tree.</i> <i>-Use your discussion about the trees in the story to write three adjectives describing your tree.</i> <i>Remember, you need to look carefully at your tree and think about the size, colour and shape!</i> <i>-Use your adjectives to write at least two sentences describing the tree you have chosen.</i></p> <p>Extension: Students write 3 to 4 sentences.</p>
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<p><i>information and messages about the world that surrounds us. To find a magic spot, children need a natural space to use.</i></p> <p>-Take Bluey and Bingo to your magic spot and have an adventure!</p> <p>Use the template included in your pack to make your characters!</p> <p>-Grab some coloured cards and a toilet roll.</p> <p>-Cut out the shapes as shown using coloured paper or colour your own!.</p> <p>-Put together your Bluey and Bingo figures using glue to stick on the pieces.</p> <p>-Leave to dry and you're ready to find a magic spot to play in!</p> <p>-After finding and sitting in your magic spot, think about the following questions:</p> <p>What did you see? <i>Small messages from nature, ants collecting seeds, flower petals or fruit forming on a plant?</i></p> <p>What could you hear? Any natural sounds? <i>Birds, bees, frogs?</i></p>	<p>describe your healthy meal. Is it tasty? Is it delicious?</p> <p><i>Remember, if you're not sure how to spell a word, sound it out and put a circle around it.</i></p> <p>-Using your three adjectives, write <i>at least two</i> sentences to describe your healthy meal!</p> <p>Extension: Students write 3 to 4 sentences.</p> <p>Supported: You can use the sentence starters: My meal is... It has...</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop. <i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>	<p>Supported: You can use the sentence starters: Elmore looks... He is...</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop. <i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>	<p>(describing words) to describe your day at the park. Think about what you can see, what you can hear and what you feel.</p> <p><i>Remember, if you're not sure how to spell a word, sound it out and put a circle around it.</i></p> <p>-Using your three adjectives, write <i>at least two</i> sentences to describe your day at the park!</p> <p>Extension: Students write 3 to 4 sentences.</p> <p>Supported: You can use the sentence starters: At the park, I... There are...</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop. <i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>	<p>Supported: You can use the sentence starters: My tree is... It has...</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop. <i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>
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	<p>What did it feel like? <i>Was there a breeze, sunlight or was it shady?</i></p> <ul style="list-style-type: none"> -Draw a detailed, coloured picture of you in your magic spot. -Think about your answers to the questions about your magic spot to write three adjectives describing it. -Use your adjectives to write <i>at least two</i> sentences describing your magic spot and what you did there! <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>				
Break	Break	Break	Break	Break	Break

<p>Middle</p>	<p>Mathematics</p> <p>-Practise counting by 2s & 5s up until 40. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys.</p> <p>Challenge: Practise counting backwards by 2s from 10. Use the hundreds chart to assist you in counting. (https://www.mathplayground.com/interactive_hundreds_chart.html)</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 9 blocks. Break the tower at different parts and see what 2 numbers 9 breaks up into. -Record your answers for how many different ways we can break 9 into</p>	<p>Mathematics</p> <p>-Practise counting by 2s, 5s and 10s up until 40. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys.</p> <p>Challenge: Practise counting backwards by 5s from 20. Use the hundreds chart to assist you in counting. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p>-Play Subtraction Board Game with your siblings/parents or carer. Use a dice (alternative: https://www.online-stopwatch.com/chance-games/roll-a-dice/) and take turns.</p> <p>-Use your fingers or objects to help you find the answer. <i>Remember when we subtract, the number becomes smaller.</i></p>	<p>Mathematics</p> <p>-Practise counting by 2s, 5s and 10s up until 50. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p>-Discuss with your parents/carers what are 2D shapes made out of? (<i>Lines</i>) What are 3D objects made out of? (<i>2D shapes</i>)</p> <p><i>Every 3D object has either a flat and/or curved surface. We call them faces.</i></p> <p>-Find one object around your house that is a -</p> <ul style="list-style-type: none"> - cube, - rectangular prism, - cone and - sphere <p>Have a look at each object and its faces (surface). I wonder what shapes you will notice.</p> <p>-For each 3D object, place the object in your workbook and</p>	<p>Mathematics</p> <p>-Practise counting forwards and backwards from 50. Practise starting from a different number.</p> <p>Listen to 'The Shopping Basket' by John Burningham (https://www.youtube.com/watch?v=s_HYKelQG6Y)</p> <p>-Complete The Shopping Basket graph of all the items Steven bought from the shop. Remember to label each column for each item he bought.</p> <p>After completing the graph, discuss with a parent/carer to answer the following questions.</p> <p>-How many items did Steven buy altogether? -How many more bananas were there than oranges? -How many packets of chips did he buy? -Why do you think Steven's mum asked him to only buy one packet of chips?</p>	<p>Mathematics</p> <p>-Practise counting forwards and backwards from 50. Practise starting from a different number.</p> <p>Capacity means how much a container can hold when it is full.</p> <p>-Go to the Bathtub sheet in your pack. Have a discussion with parent/carer about which object would you use to fill up the empty bathtub and why? Which object would fill up the bathtub quicker? How do you know? What could you tell by looking at both containers?</p> <p>-Using your water bottle, find 5 objects that have a smaller capacity and 5 objects that have bigger capacity than your water bottle.</p> <p>-To check if it is smaller or bigger, pour water from your water bottle into each container you have found. -If it overflows, what does it mean? -If it doesn't fill to capacity, what does that mean?</p>
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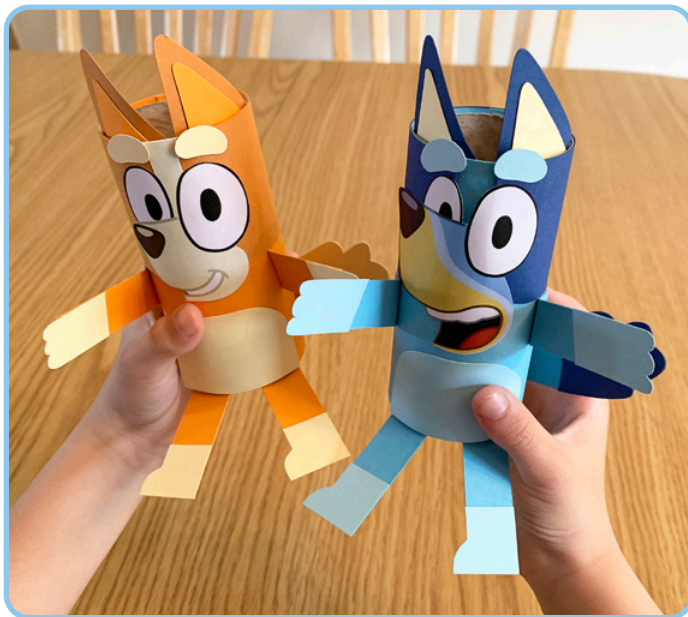
	<p>smaller numbers using the Decompose 9 worksheet. -After finding all the numbers that make 9, how can you check that the two numbers make 9? How do you know?</p> <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>	<p>-For every question you answer, double check it is the right answer. If it is the right answer, how did you know? What strategies did you use?</p> <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>	<p>trace around every face and label what 2D shapes it is made out of.</p>	<p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>	<p>-Order the objects from smallest to biggest capacity and draw them in your workbook.</p> <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>Science and technology: What do plants need? Listen to the song 'The needs of a plant' to learn about the five basic needs: [https://www.youtube.com/watch?v=dUBIQ1fTRzI]</p> <p>-Check on your seed that you have planted in Cycle 1 and 2.</p> <p>-Compare them to the drawing that you did in those cycles. Can you notice any changes? Why or why not?</p> <p>-Watch the online video How a seed grows: [https://www.youtube.com/</p>	<p>History -Families may celebrate different occasions that are important. Using the visuals provided on the 'celebrations' worksheet answer the following questions: -<i>What is happening?</i> -<i>How do you know it is a celebration?</i> -<i>If you celebrate New Year, how do you celebrate?</i></p>	<p>Creative arts - Singing <i>LI: Know the importance of the National Anthem.</i> <i>SC: Know the words to the National Anthem.</i> <i>TIB: We show our pride and respect.</i> -Speak to an adult/parent/carer about when the national anthem is normally sung. At the moment there is a special event in Japan and the national anthem may be played at certain events. <i>When have you heard it play?</i> eg. Special sporting events, ceremonies, school. -Discuss how we may show respect when the national anthem is being played eg. Stand tall and straight, do not move and head held high.</p>	<p>Geography -Places in our community are important to us and it is necessary that we look after them..</p> <p>-Find the worksheet 'How can we care for an important place?' and write down ways that we look after different places.</p> <p><small>How Can We Care For An Important Place? Look at the photographs below and write some ways we can help care for these places.</small></p> 	<p>PDHPE -What does the word 'wimp' mean? -Read "Willy the Wimp" by Anthony Browne. [https://www.youtube.com/watch?v=Bf1pDxUSKOc]</p> <p>-Answer the following questions to a parent: Think about the gorilla bullying Willy. "If I saw someone getting bullied, but I am scared to get hurt as well." <i>What would I do?</i> <i>Where can I go?</i> <i>How can I help?</i> <i>Who can I ask to help?</i></p> <p>We need to use the NO! GO, TELL steps – to tell them,</p>

	<p>watch?v=czRUxCJwVjw</p> <p>-Take a photo of your plant/or make a drawing of a plant and label the five needs of plants.</p> <p>-Record your voice explaining how you met the needs of your plants.</p>		<p>-Listen to the National Anthem: https://www.youtube.com/watch?v=NJPAM0D07hA</p> <p>-After listening to the song have a discussion with an adult about:</p> <p><i>What musical instrument can you see and hear at the beginning of the song?</i></p> <p><i>Why is this instrument important to Australians?</i></p> <p>-Practise singing the national anthem.</p> <p><i>-Pretend that you are creating a teaching video for other students in your class! Include the following things:</i></p> <p>-Introduce yourself, you can be a student, teacher or a sports star! Include:</p> <p>- <i>Why is the national anthem important?</i></p> <p>-<i>Where you might hear the national anthem.</i></p> <p>-<i>How can you show respect when the national anthem is playing.</i></p> <p>Sing the National Anthem so students can learn the words.</p> <p>*Upload your video to Seesaw!</p>	<p>“NO!”. Then, to go away from them and tell a trusted adult.</p> <p>-Find the PDHPE Activities page. Complete the three activities for 10 seconds without stopping. Follow the steps to stretch your body. Pick a challenge of the week.</p>
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DIY PAPER TOYS TO INSPIRE IMAGINATIVE PLAY

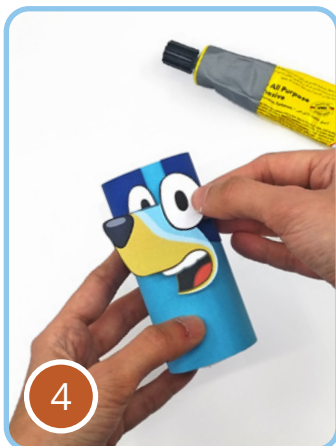
BLUEY & BINGO PAPER TUBE TOYS



You will need:

- Coloured paper: dark blue, bright blue, light blue and beige
- Pencil/marker
- Scissors
- Quick drying glue
- Paper tube

1. Cut enough bright blue coloured paper to wrap around the paper tube.
2. Carefully cut out all the character pieces from the templates provided, and with a pencil marker, transfer all the shapes to their respective coloured papers.
3. Cover the top of the paper tube with the dark blue coloured paper.



4. Now it's time to glue Bluey's face in the centre of the head. Don't forget to leave some space above the face for her eyebrows.

Now for the finishing touches...

5. Glue all the other template pieces to the paper tube to complete your new best friend, Bluey, and pretend play some fun Bluey adventures.

Tah-Dah!

Use the same technique to create Bluey's little sister, Bingo!



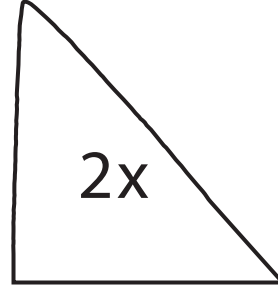
BLUEY & BINGO PAPER TUBE TOYS

Use the template pieces to cut
the coloured paper shapes!



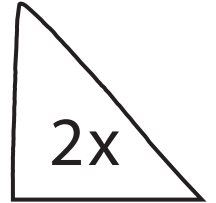
2x

light blue
eyebrow



2x

dark blue
ear background



2x

beige
ear front



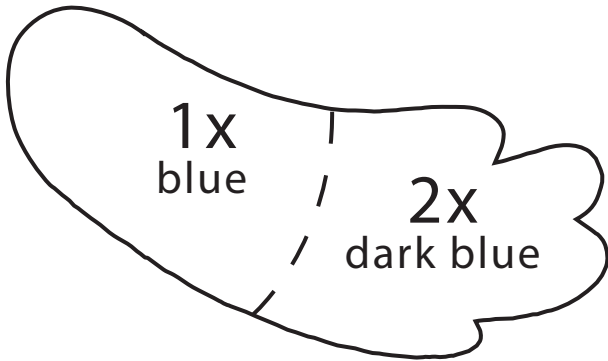
1x

dark blue
For around Bluey's head



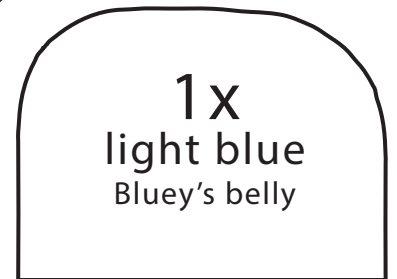
3x

dark blue
back



1x
blue

2x
dark blue

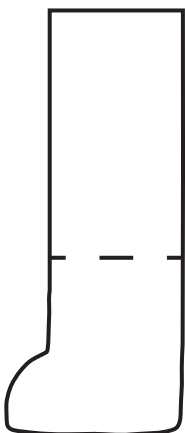


1x

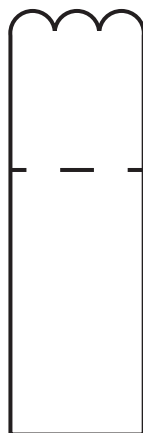
light blue
Bluey's belly



HI, I'M
BLUEY!



2x
blue
+
2x
light
blue



2x
light
blue
+
2x
blue



Discover more fun at www.bluey.tv



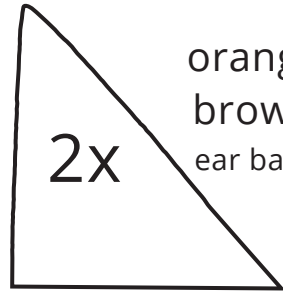
BLUEY & BINGO PAPER TUBE TOYS

Use the template pieces to cut
the coloured paper shapes!

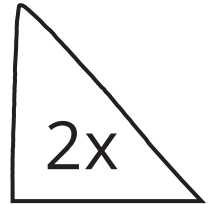


2x

light yellow
eyebrows

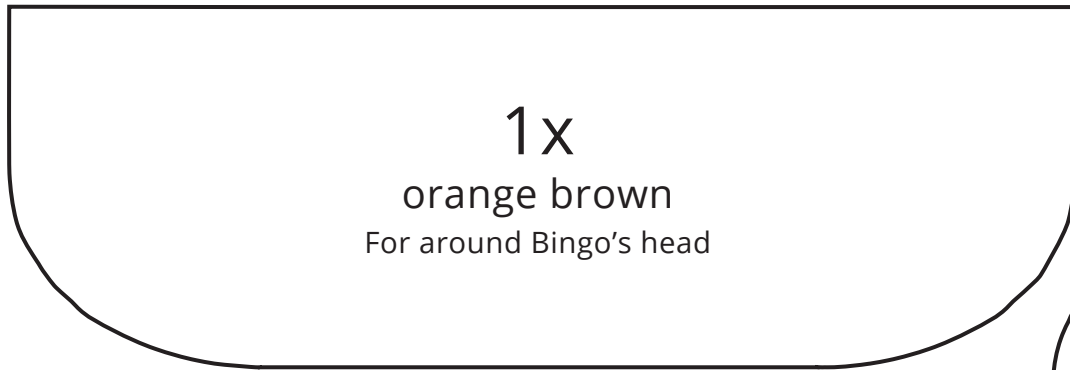


orange
brown
ear back



2x

orange
ear front



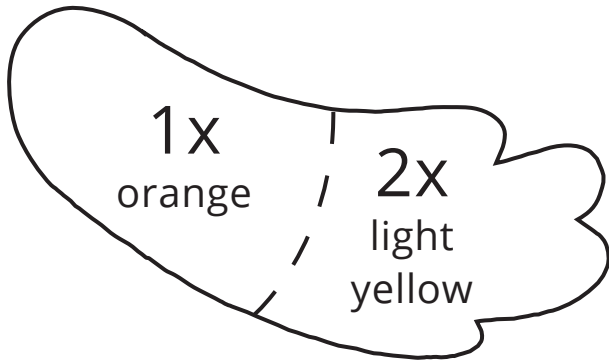
1x

orange brown
For around Bingo's head



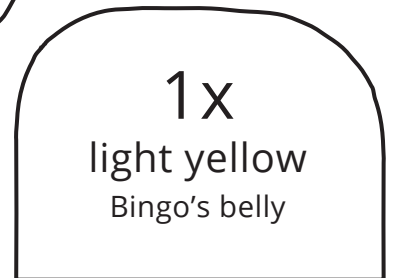
3x

orange
brown
back

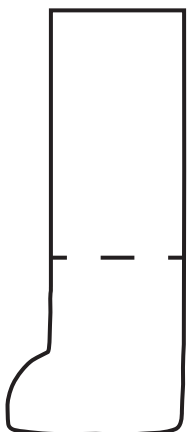


1x
orange

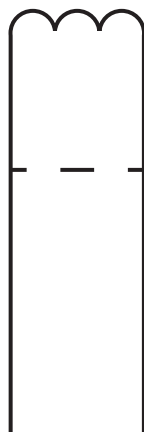
2x
light
yellow



1x
light yellow
Bingo's belly



2x
orange
+
2x
light
yellow



2x
light
yellow
+
2x
orange





Decompose 9

Name _____

Show some of the ways to make 9.

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

___ and ___ is 9

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

___ and ___ is 9

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___ and ___ is 9

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___ and ___ is 9

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___ and ___ is 9

Sally's Carrots

Today, Sally and Mum were making a salad for lunch. Sally went into the garden. Mum went too.

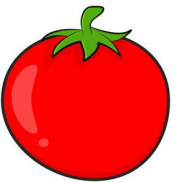
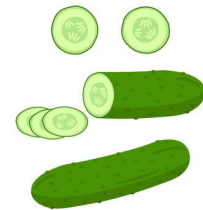
"Here is the carrot bed," said Sally. "I can see 6 carrots." Mum looked at the carrots. "Where can we get more?" said Mum.

"Look here, I can see more carrots!" shouted Sally. She looked and looked. "6... 7, 8, 9, 10 carrots," said Sally.

"We can add tomatoes, lettuce and cucumber into the salad too," said Mum.

Sally and Mum picked the vegetables and went inside.

They made a little salad for lunch.



CELEBRATIONS

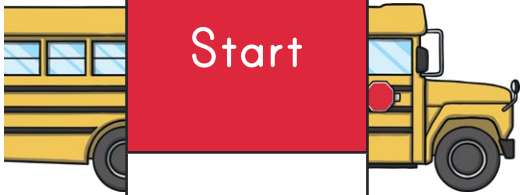
Look at the pictures and answer the questions related to the visuals.

What is happening?

How do you know it is a celebration?

If you celebrate New Year, how do you celebrate?





Start

$2-1$

$9-4$

$8-1$

$4-3$

$4-2$

$8-3$

$2-1$

$7-5$

$10-3$

$9-6$

$5-4$

$9-4$

$10-8$

$9-8$

$9-3$

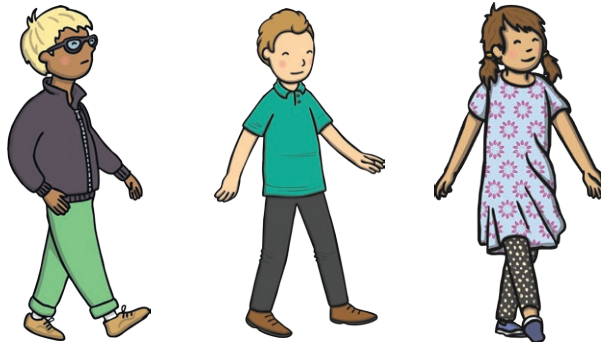
$7-4$

$5-5$

$6-2$

$6-5$

$10-1$



Subtraction to 10 School Bus Ride

$10-9$

$8-4$

$10-1$

$5-2$

$10-6$

$7-6$

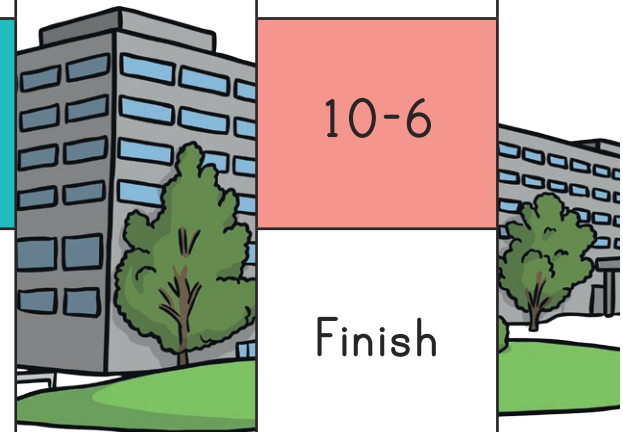
$10-4$

$8-2$

$7-5$

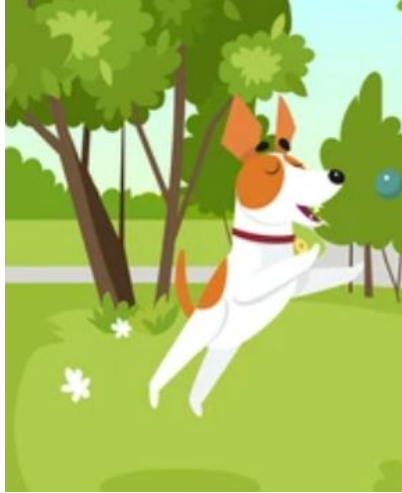
$7-6$

Finish





The Little Puppy



Sam and the little puppy went to the park. The little puppy ran up the big hill.

"Come here, little puppy," said Sam. "Where are you going?"

The little puppy ran up the big hill and into the bush. He hid there.

Sam looked for the little puppy. "I can see you over there. I'm coming to get you," said Sam.

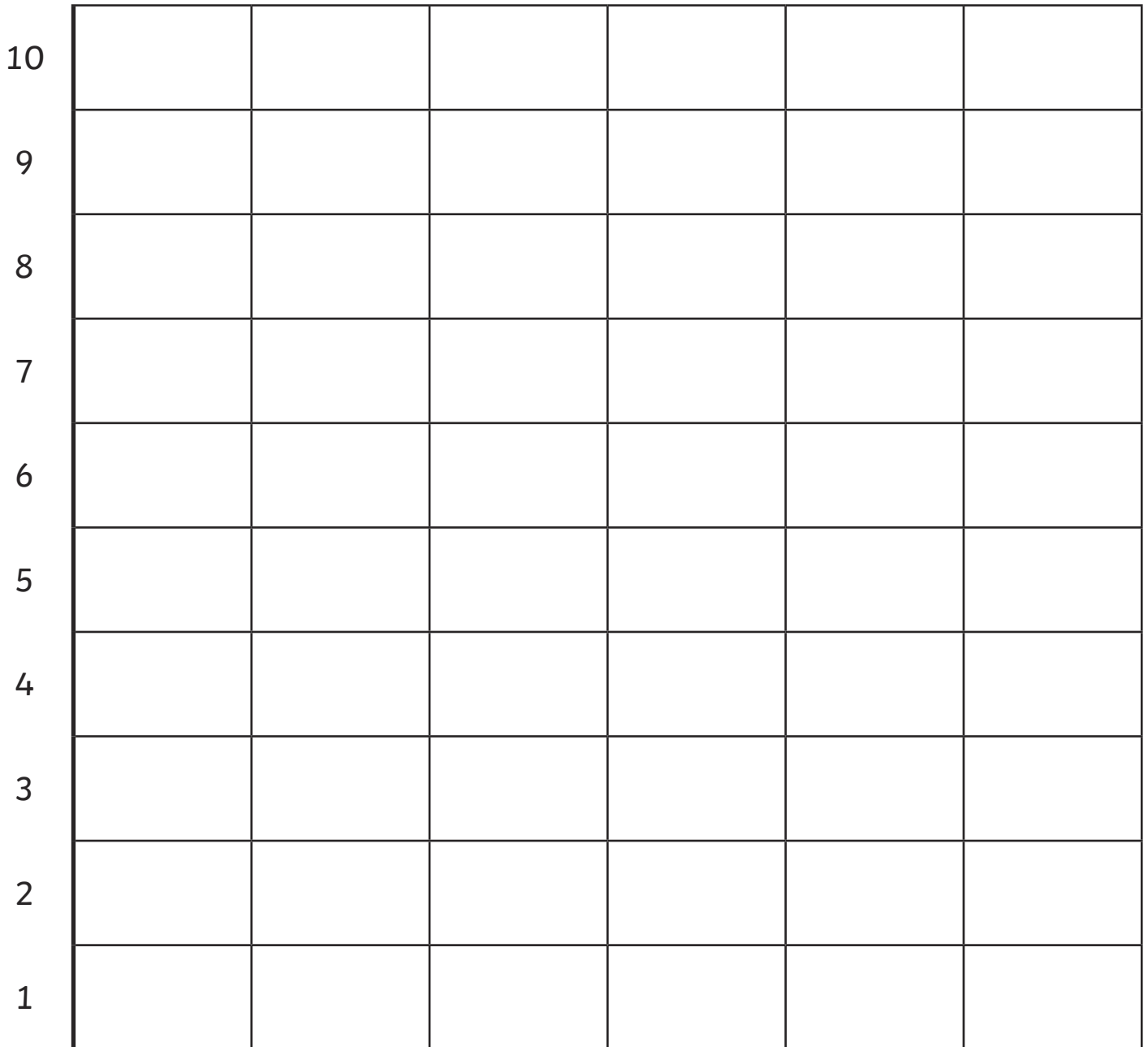
Sam went up the big hill. He picked the little puppy up out of the bush. "Let's go play now," said Sam.

Sam and the little puppy went to play in the park.



The Shopping Basket

Fill the column graph of all the items Steven bought from the shops.
Remember to label each column of all the items he bought.



How many items did Steven buy altogether? _____

How many more bananas were there than oranges? _____

How many chip packets did he buy? _____

How Can We Care For An Important Place?

Look at the photographs below and write some ways we can help care for these places.

library



park



garden





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: CORE



Activity One: Crab Kicks

What: Sit on your bottom with your legs bent. Place your hands flat behind your bottom, pointing your fingers towards your heels, and push to lift your bottom off the ground. Kick one leg up in the air then place it down. Repeat with the other leg.



Modified: Keep your bottom on the ground, lift your knee to your chest, place it down, then lift your other knee to your chest and repeat.

Activity Two: Superman

What: Lay on your stomach with your arms and legs out straight. Lift your arms and legs off the ground like you are flying high in the sky like SUPERMAN!



Modified: Lift your arms off the ground only.

Activity Three: Plank with leg kicks

What: Start in a cat pose (your hands and knees on the ground) and lift your knees off the ground to get into a plank position. Lift one leg in the air, then place it down. Repeat with the other leg.



Modified: Stay in the cat pose, leaving your knees on the ground and lift one knee off the ground at a time.

After we exercise, it's important to stretch. Today we have spent a lot of time working our core, so it will feel great to give it a nice stretch.

Stretch One:

Lay on your stomach, and put your hands flat on the floor under your shoulders. Keeping your hips touching the floor, push up until your arms are straight. Your body will now be in a cobra position. Hold this for 5-10 seconds.

Stretch Two:

Sit on the ground with your legs crossed. Place one hand on the floor beside you, and reach the other arm up and over your head, leaning into the hand that's on the ground. Repeat this on the other side.

CHALLENGE OF THE WEEK

Being mindful is an important part of being resilient. See if you can complete the Go Noodle mindfulness activities below on at least three days this week.

Day One: 'Bring it Down'

https://www.youtube.com/watch?v=bRkILioT_NA

Day Two: 'Rainbow Breath'

<https://www.youtube.com/watch?v=029e4rRMrV4&t>

Day Three: 'Melting'

<https://www.youtube.com/watch?v=fTzXFPh6CPI&t>



St Johns Park PS Kindergarten Home Learning Grid Term 3, Week 6



Here are some extra learning activities that you may choose to complete if you have finished the daily lessons.

	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
ENGLISH	<p>Watch the Ants in the Apple song on YouTube.</p> <p>https://www.youtube.com/watch?v=9gsph3Q3fqo&t=38s</p> <p>Write out all your letters of the alphabet. Use your butterfly card as a guide. Write out all your sight words, no matter which level you are on. Jumble up your sight words and sort them into alphabetical order.</p> <p>Choose 3 of your sight words and try to write a sentence using all three words. Don't worry if the sentence is silly, but it does need to make sense. Draw a picture to match your sentence.</p>	<p>Using your understanding of the alphabet, create a matching game using your sight words.</p> <p>Letter: t Word: the Picture or sentence: <u>The</u> cat was on top of the hill.</p>	<p>Play 'Connect the Dots ABC' on ABCYA and practice ordering letters alphabetically.</p> <p>https://www.abcya.com/games/connect-the-dots-abc-order</p> <p>Write a review about the game you just played. Answer the following questions in your review. Did you enjoy playing the game? Was the game helpful? Would you recommend the game to others? Out of 10 what would you give the game?</p>	<p>Think about your favourite book read, or listened to, this week. Who were the characters? Talk about what makes them special or unique. Draw a detailed picture of the characters and write a sentence about why the characters were unique or special. How can you relate to the character, does this character like the things you like or does the character dislike the things you do not like? How did the character feel in the story?</p>	<p>Paint a picture about your favourite story and post a picture to your teacher on Seesaw. Make sure to include the characters and setting. Remember to add as much detail as you can. Experiment with different techniques, strokes and materials.</p>	<p>Write a book review about a book you have read or listened to this week. Where did the story take place? Who was the main characters? What was the complication in the story? Writing about an interesting part in the book.</p> <p>What was one thing you would change in the story. Would you recommend others to read this story?</p>
MATHEMATICS	<p>Count to 100 forwards and backwards.</p>	<p>Put in order the numbers from 1 to 100. Change the order so that they count backwards. Skip count by 3's and 4's</p>	<p>Measure the height of each of your family members to find out who is the tallest. Use informal units (hand spans, counters, chop sticks, spoons)</p>	<p>Describe what it means to estimate. Provide examples of things you might need to estimate. Demonstrate how to estimate.</p>	<p>Create a poster displaying the different ways to show the number 30.</p>	<p>Discuss why some of your family members are taller than you and some are shorter than you. Use the mathematical language such as shorter than, taller than, approximately the same height in your discussion.</p>

HISTORY	Draw a picture of your grandparents, parents, you and any brothers. Write down their ages. Challenge: Create a family tree.	Find a baby picture of yourself. Write a description of what you looked like as a baby.	What does family mean to you? Draw a picture of your family and write a sentence about what they mean to you and why. For example: I love my family because.....	Find a baby picture of one of your parents and one of you. Discuss with your parent/carer the similarities and differences between you and your parents as babies.	Paint a family portrait. Include all the family members in your house. Look at different family photos. What do you note about your current family photos compared to family photos in the past?	Discuss why a family photograph/ heirloom or object is important to your family. Consider what it is, where it came from and how old it is.
SCIENCE	Write the seasons and which months belong to which season. Brainstorm what you already know about weather use adjectives to describe what kind of weather each season has. Winter is cold and freezing.	Think about the following questions: What is the weather like today? What was the weather like yesterday? What might it be like tomorrow? Make a prediction of what the weather might be like over the next few days. Draw a picture as well.	What is your favourite weather, draw a picture of yourself wearing clothes that match your favourite weather. What clothing should you wear for each season? Boots in summer?	Discuss the four seasons we have, Summer, Autumn, Spring and Winter. https://www.youtube.com/watch?v=eXFe4tUCd40 Pick a season and draw all the things you can do in that season.	Get an empty tissue box and pick your favourite season and create that season within the tissue box. You can use things from your backyard or around the house.	Listen to the story Big rain coming. https://vimeo.com/91588220 Draw a picture to show what ways can you tell it is raining. I can feel water coming from the sky.
PB4L & KINDNESS KLUB	Discuss what you know about how to be safe. Tell someone thank you when they do something for you.	Discuss why it is important to move safely around at home. Tell someone why you are grateful to them.	Do a kind gesture for someone at home. You can help with cooking, cleaning, washing.	Talk about how did your parent/carer feel when you helped them around the house?	Create a poster on how we can be safe, be respectful and be an active learner and be kind at home.	Explain to your family member why it is important to make mistakes? Are mistakes good? Why or why not?

Please upload all your work to seesaw.