







St Johns Park Public School – Kindergarten (Week 8)





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>FITNESS: Touch Toes and Reach: With your legs straight, try to reach down and touch your toes, then reach up to the sky. Repeat. Try to get closer to your toes each time you reach down.</p>	<p>FITNESS: Plank Star Jump: Start in a plank position. Keep your hands stuck to the ground and jump your legs apart then back together again. Repeat 10 times.</p> 	<p>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. How long can you hold for?</p>	<p>FITNESS:</p> <ul style="list-style-type: none"> - March on the spot for 30 seconds. - Hop forwards and backwards 20 times. - Star jump and count backwards from 15. 	<p>FITNESS: Sprint: Run as fast as you can in your backyard for 3 laps. Take deep breaths, relax your muscles and have a drink.</p>
Morning	<p>Morning Routine: -Watch the following and sing along: <i>The Big Numbers Song</i> https://www.youtube.com/watch?v=e0dJWfQHF8Y</p> <p>English SIGHT WORDS: Choose 6 to 8 sight words for this week. You will practise these each day. -Use magnetic letters, letter</p>	<p>Morning Routine: -Watch the following and sing along: <i>Days of the Week Song</i> https://www.youtube.com/watch?v=mXMofxtDPUQ</p> <p>English SIGHT WORDS: -Use coloured markers to write your sight words three times each. Can you write them without looking?</p>	<p>Morning Routine: -Watch the following: <i>The Very Hungry Caterpillar</i> https://www.youtube.com/watch?v=75NQK-Sm1YY</p> <p>English SIGHT WORDS: -Ask someone at home to jumble up the letters in your sight words. Can you unjumble them and write them correctly? *Keep a list of your sight words</p>	<p>Morning Routine: -Watch the following and sing along: <i>Phonics Song</i> https://www.youtube.com/watch?v=saF3-f0XWAY</p> <p>English SIGHT WORDS: -Say each of your sight words in a sentence for someone at home. Make sure your sentences make</p>	<p>Morning Routine: -Watch the following and sing along: <i>Shapes Song for Kids</i> https://www.youtube.com/watch?v=OeBRDtCAFdU</p> <p>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>

<p>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> PHONICS: Phonemic Awareness. This week, we are still looking at blends.(two consonants before the vowel.) We are listening for the 2 sounds we can hear at the beginning. of the word. A grown-up can help you with the clues but try to work out the 2 missing sounds by yourself. There are new words for each day. Stretch out each sound you hear (segment). Remember: <i>Phonemic Awareness is about hearing sounds in words. Good luck!</i> Example: __ op don't go (stop) __ ack a dark colour __ amp put it on an envelope __ ute a musical instrument __ ap to smack Reading and Viewing: -We are learning to: Listen to and comprehend</p>	<p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u> PHONICS: Phonemic Awareness. __ itch turn on the light __ ock a building toy __ ap break suddenly __ in it covers your body Reading and Viewing: -We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts. -Read the story <i>Cars Go Vrooom</i> (Level 6). A copy is included in your pack. Ask someone at home to record your reading and upload your work to Seesaw. 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</p>	<p>nearby so that you can include them in your writing this week. PHONICS: Phonemic Awareness. __ ee you do this at night __ ee use a broom to clean __ ap catch a mouse in one __ ick for building a house Reading and Viewing: -We are learning to: Listen to and comprehend texts read by an adult. Listen to the story: <i>Diary of a Wombat</i> by Jackie French and illustrated by Bruce Whatley. https://www.youtube.com/watch?v=4fE_3KdUIb0 Speaking and Listening: -We are learning to: use full sentences and adjectives to share our understanding and describe people, places and things. -Answer the following questions about the text you have read by speaking in full sentences: -What are the wombat's favourite things to do? See if you can remember them all! -How do you think the family feels about the wombat? How do you know?</p>	<p>sense! <u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u> HANDWRITING: We are learning to:form letters in a consistent shape and size using the NSW Foundation font. -Complete the handwriting sheet included in your pack. We are looking at the letter 'k'. Letter 'k' is a tall letter that reaches up to the top guideline. -Trace the letters making sure that you follow the arrows to form the letters correctly. Place the lower case 'k' in the correct spot along the guideline. PHONICS: Phonemic Awareness. __ ack to hit something __ ame photo goes in this __ een a colour __ ue to stick things Reading and Viewing: -We are learning to: use our understanding of letter/sound relationship and sight words to decode</p>	<p>How did you go? Upload your results to Seesaw for your teacher to see! PHONICS: Phonemic Awareness. __ eeze aaaahh choooo __ ell write correct letters for words __ ead needed for making sandwiches __ own another colour! Reading and Viewing: -We are learning to: Listen to and comprehend texts read by an adult. Listen to the story: <i>Our Daft Dog Danny</i> by Pamela Allen https://www.youtube.com/watch?v=oZZ7TF3xBLI Speaking and Listening: -We are learning to: use full sentences and adjectives to share our understanding and describe people, places and things. -Answer the following questions about the text you have read by speaking in full sentences: -When Danny won't let go of Millie's tail, Uncle Peter calls her a 'daft dog'. What do you</p>
---	--	--	--	---



<p>texts read or told by an adult. Watch the following: Queens (Bluey Episode) https://iview.abc.net.au/show/bluey <i>-Imagine you are a King or a Queen!</i> Make your own crown using the template included in your pack. -Use the template to trace two crown shapes on the yellow paper -Glue the pieces together to make your crown – make sure the crown fits well -Colour and cut the flowers and leaves from the template sheet and stick to your crown. <i>You might like to add other details like glitter or gems!</i> -Glue Bluey’s eyebrows onto the crown -Have fun playing a king or queen! <i>See if you can get someone at home to play with you. Maybe they could play the butler!</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.</p>	<p>you have read by speaking in full sentences: <i>-What was Josh’s favourite toy? How do you know?</i> <i>-What sounds does Josh make for the bus and the ship?</i> <i>-Where should Josh put his cars when he finishes playing with them? Why?</i> Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. <i>-Imagine there is a new vehicle that makes this sound “pop pop pop pop”. What do you think this vehicle will look like?</i> -Draw a detailed, coloured picture of your new vehicle that goes “pop pop pop pop”. <i>Use your imagination!</i> -Label your drawing with three adjectives describing your new vehicle that goes “pop pop pop pop”. -Use your adjectives to write <i>two or more</i> sentences describing your new vehicle that goes “pop pop pop pop”.</p>	<p><i>-How would you describe the wombat? What adjectives would you use? Think about the way the wombat looks and the way that he acts.</i> Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. -Draw a detailed, coloured picture of the wombat. Choose your favourite part of the story to help you! -Write down three adjectives to describe the wombat. You can use the parts of a wombat sheet in your pack to help. Don’t forget to add words to describe what the wombat’s personality is like. <i>You could use: naughty, lazy, hungry, sleepy, clever.</i> -Using your adjectives, write <i>at least two</i> sentences describing the wombat. <u>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.</u> Extension: Students write 3 to 4 sentences. Supported: You can use the</p>	<p>and understand simple texts. -Read the story <i>Bingo’s Clean Up</i> (Level 7). A copy is included in your pack. <i>Ask someone at home to record your reading and upload your work to Seesaw.</i> Speaking and Listening: <i>-We are learning to:</i> 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: <i>-Who had a birthday party? How do you know?</i> <i>-Where did Sam put Bingo’s bone?</i> <i>-What will Sam and Bingo do when they go outside?</i> Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. <i>-Imagine you are having a birthday party for your pet!</i></p>	<p><i>think ‘daft’ might mean? (‘daft’ is an adjective that means silly or foolish.)</i> <i>-How were the children feeling after Danny wouldn’t let go of Millie’s tail and they came home from the beach?</i> <i>-How did the children use rope to fix their problem?</i> Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things. -Draw a detailed, coloured picture of Danny the dog. Use your favourite part of the story to help you. -Label your drawing with three adjectives to describe Danny the dog. <i>You could choose words like: daft, silly, foolish, annoying, naughty or cheeky.</i> -Use your three adjectives to write <i>at least two</i> detailed sentences about Danny the dog. <u>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.</u> Extension: Students write 3 to</p>
---	--	--	--	--

<p>-Answer the following questions about the text you have read by speaking in full sentences:</p> <p>-What did Bluey and Bingo learn from being the queen?</p> <p>-How did the busy butler feel when they had jobs to do?</p> <p>-Why did everyone have a go at being the queen and the butler?</p> <p>-How would you describe a king or queen? What adjectives would you use? Would you describe the butler the same way? Why not?</p> <p>Writing and Representing:</p> <p>-We are learning to: write coherent sentences to describe people, places and things.</p> <p>-Draw a detailed, coloured picture of you as a king or a queen!</p> <p>-Write three adjectives to describe what you look like and how you act when you are in charge!</p> <p>-Use your three adjectives to write <i>at least two detailed sentences</i> about yourself as a king or queen.</p> <p><u>Say your sentence out loud and hold your sentence in</u></p>	<p>Remember to think about what makes this vehicle different and special!</p> <p><u>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.</u></p> <p>Extension: Students write 3 to 4 sentences.</p> <p>Supported: You can use the sentence starters:</p> <p>My new vehicle... It 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.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p> <p></p> <p>-Complete self-paced activities each day for 10 minutes.</p>	<p>sentence starters:</p> <p>The wombat is... 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.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p> <p></p> <p>-Complete self-paced activities each day for 10 minutes.</p> <p></p> <p>-Login to <i>PM eCollection</i> https://app.pmecollection.com.au/login</p> <p>Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>	<p><i>If you don't have a pet you can pick a stuffed toy to celebrate with!</i></p> <p>-Draw a detailed, coloured picture of your pet at their birthday party. What are they doing? How are they feeling? What will they eat?</p> <p>-Label your drawing with three adjectives describing what your pet is doing and how they are feeling at their birthday party!</p> <p>-Use your adjectives to write <i>two or more</i> sentences describing your pet at their birthday party!</p> <p><u>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.</u></p> <p>Extension: Students write 3 to 4 sentences.</p> <p>Supported: You can use the sentence starters:</p> <p>My pet is... It is...</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end</p>	<p>4 sentences.</p> <p>Supported: You can use the sentence starters:</p> <p>Danny the dog is... He is also...</p> <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> <p></p> <p>-Complete self-paced activities each day for 10 minutes.</p> <p></p> <p>-Login to <i>PM eCollection</i> https://app.pmecollection.com.au/login</p> <p>Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>
---	---	---	--	--

<p><u>your head as you write. You might need to keep saying your sentence over and over to keep it in your mind.</u></p> <p>Extension: Students write 3 to 4 sentences.</p> <p>Supported: You can use the sentence starters:</p> <p>When I am a king/queen I am.... I am also...</p> <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> <p style="text-align: center;"></p> <p>-Login to <i>Reading Eggs</i> www.readingeggs.com</p> <p>-Complete the placement test if you have not already completed it. This will place you in the right spot to start learning!</p> <p>-Complete self-paced activities each day for 10</p>	<p style="text-align: center;"></p> <p>-Login to <i>PM eCollection</i> https://app.pmeollection.com.au/login</p> <p>Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>		<p>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> <p style="text-align: center;"></p> <p>-Complete self-paced activities each day for 10 minutes.</p> <p style="text-align: center;"></p> <p>-Login to <i>PM eCollection</i> https://app.pmeollection.com.au/login</p> <p>Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>	
--	--	--	--	--

	<p>minutes.</p>  <p>-Login to <i>PM eCollection</i> https://app.pmeollection.com.au/login Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!</p>				
Break Middle	<p>Break</p> <p>Mathematics -Practise counting by 2s, 5s & 10s up until 60. 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. 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 how smaller numbers make bigger numbers.</p> <p>Partitioning is when you</p>	<p>Break</p> <p>Mathematics -Practise counting by 2s, 5s & 10s up until 60. 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. 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> use positional language to describe where objects are in full sentences.</p> <p>-Use your favourite toy to</p>	<p>Break</p> <p>Mathematics -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. Challenge: Count backwards from 50 by 10s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning that:</i> different shaped containers have different capacities.</p> <p>Capacity means how much a container can hold when it is full.</p> <p>-Find a tall, skinny cup and a</p>	<p>Break</p> <p>Mathematics -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. Challenge: Count backwards from 100 by 10s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> use information (data) from graphs to answer simple questions.</p> <p>-Discuss with a family</p>	<p>Break</p> <p>Mathematics -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. Challenge: Count backwards from 18 by 2s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> subtract simple number sentences using strategies, e.g using fingers to count backwards, draw and cross out.</p> <p>We are also learning to</p>

	<p><i>break a whole into smaller pieces.</i> It will help us understand how to make and break different numbers which can assist in addition and subtraction.</p> <ul style="list-style-type: none"> - Use LEGOs and create a tower using only 7 blocks. Break the tower at different parts and see what 2 numbers 7 breaks up into. -Record your answers for how many different ways we can break 7 into smaller numbers using the Decompose 7 worksheet -After finding all the numbers that make 7, how can you check that the two numbers make 7? How do you know? What happens when you add the numbers together? -Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes. 	<p>put in different places using the following words:</p> <ul style="list-style-type: none"> - on/ on top - under - inside - outside - next to - behind - in front - on the right/on the left <p>Take a picture and upload it to SeeSaw. Record your voice to describe where your toy is in full sentences. For e.g. The bear is on top of the table.</p>	<p>short, wide container. Discuss with a family member which of the two containers you think has the biggest capacity and why.</p> <ul style="list-style-type: none"> -Investigate one or more ways to check which one holds more. <p><i>Remember one of the strategies: you can pour one into the other to see if it overflows or there's room left.</i></p> <p><i>Could you use a smaller container to fill both containers and see how many cups it took to fill up?</i></p> <p>Which container held the most water? Was it different from what you first thought?</p> <ul style="list-style-type: none"> -Discuss what features allowed the container with the bigger capacity to hold more? <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p>	<p>member what is the purpose of a picture graph.</p> <p>Picture graphs tell us information that has been collected on a certain topic.</p> <ul style="list-style-type: none"> -Read the information on Insects in the garden worksheet and share what you can read from the graph. Then use the information on the graph to answer the questions. <p>Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p>	<p>double check our answers. You can double check that answers are correct by using different strategies.</p> <ul style="list-style-type: none"> -Complete the Colouring in Subtraction worksheet. Solve all subtraction questions and work out what colours they should be. <p><i>Remember to use strategies and double check it is correct before colouring in.</i></p> <p>Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p>
Break Afternoon	Break Science and technology <i>We are learning to explore what happens if humans' and animals' needs are not met?</i>	Break History <i>We are learning to: use photos to ask historical questions about the past to</i>	Break Creative arts <i>We are learning to: explore the elements of dance expressively and use our imagination to move</i>	Break PDHPE <i>We are learning to: explore what I can do if I or someone was being bullied.</i>	Break Developmental Play <i>Play helps children to:</i> -build confidence -build communication and

<p>-What do humans and animals need to survive?</p> <p>We have five basic needs – air, food, water, sleep and protection.</p> <p>-Draw an image of you and write what happens if you don't meet each need. For example: If I don't drink water, I would be thirsty. You can complete the sentences If I was breathless, I would... and If I had no protection, I would...</p> <p>-Watch What do pets need? https://www.youtube.com/watch?v=FOLP8p0jSoA</p> <p>-Think about a pet that you would like to have and talk to an adult about how you would take care of your pet's needs.</p>	<p><i>compare family life.</i></p> <p>SC: <i>identify some things that have changed over time and some things that have stayed the same.</i></p> <p>Look at 'How things change or stay the same over time' worksheet, look at the photos provided and write down the <i>similarities (alike) and differences to your family that you can see from the photos.</i></p> <p>How things change or stay the same over time!</p> <p><small>Below are old photos of families taken at different times in the past. Look at the photos and answer the following questions. What is similar (alike) to your family? What is different to your family?</small></p> <div style="display: flex; justify-content: space-around;">   </div> <p style="font-size: small; text-align: center;">Photo 1 Photo 2</p>	<p>to music.</p> <p>SC: Use my body to move like a dragon, and create a dragon dance.</p> <p>-Watch the youtube link below: Chinese Lion Dance in 10 Basic Steps</p> <p>-Discuss some of the ways the dragon moves in the video.</p> <p>-<i>Imagine that you are a dragon.</i> How would you sleep, wake up, walk and eat? Practise these movements and pretend like you are a dragon.</p> <p>-Play the youtube clip and move your dragon body to the sound of the music.</p> <p>-<i>Pretend you are a famous dragon who is about to perform the dragon dance</i> (make sure your movements match the music). Using the music from the youtube clip above, record yourself dancing and upload it on seesaw.</p> <p>-<u>Optional</u></p> <p>If you want to be creative, you can make a dragon mask, or paint your face and wear a lovely costume (a mask is provided in the pack).</p>	<p>-View the video link and watch until 1:21. https://www.youtube.com/watch?v=YyDJafzuUK4</p> <p>-Talk to an adult about what happened in the video. <i>What would you do in this scenario?</i></p> <p>-Brainstorm what you should do if you see someone get bullied in the playground.</p> <p>-You are going to role-play a scenario (you can ask a family member). You are in the playground playing with your friends and a Year 2 student comes up to you and says to you “give me your money or I will hit you”.</p> <p>How would you solve this problem and share what you would do? Record yourself and upload it on seesaw.</p> <p>-Complete the activities on the PDHPE Activities page for 10 seconds without stopping. Can you achieve the Challenge?</p>	<p><i>social skills</i></p> <ul style="list-style-type: none"> -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. <p>This afternoon, your play theme is OTHER WORLDS. Where will your imagination take you?</p> <p><i>Will you go to outer space in a rocketship? Will you take a trip to a tropical island and set up your own beach outside in the sun? Will you make a unicorn cafe and serve magical treats? Will you set sail as a pirate and look for hidden treasure?</i></p> <p>-Use anything you have around the house to dress up, create and enjoy your own world.</p> <p>Optional</p> <p>Father's Day Activity: <i>Make a Bluey Father's Day card!</i> -Directions and cut outs have been included in your pack. Write a message for Dad about how much you appreciate him.</p>
---	--	---	--	--



Decompose 7

Name _____

Show some of the ways to make 7.

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

___ and ___ is 7

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

___ and ___ is 7

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

___ and ___ is 7

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

___ and ___ is 7

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

___ and ___ is 7

Cars go Vroooooom!

Josh went into his bedroom. He saw his toy box.

"Where are my red and blue cars?" said Josh.

"I saw your cars on top of your bed. I will get them for you," said Mum.

Josh looked into his toy box. He saw a ship and a bus.

"Ships go toot toot," said Josh.

"Buses go beep beep," said Mum.

Mum told Josh to pick two toys to play with.

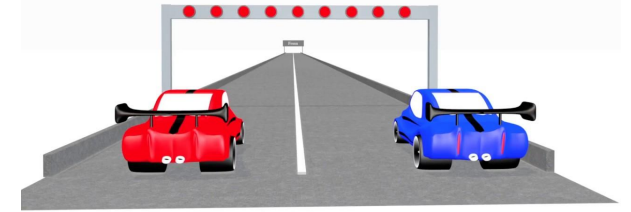
"I like my toy cars. They are my favourite" said Josh.

"Cars go vroooooom!" shouted Josh.

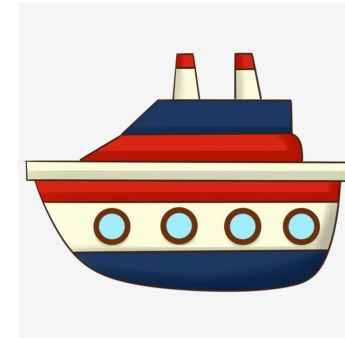
"Yes, cars go vroooooom! Ships go toot toot and buses go beep beep," said Mum.

Josh and Mum played with the toys before bath time.

Vrooooooom



Beep Beep



Toot Toot

How things change or stay the same over time

Below are old photos of families taken at different times in the past. Look at the photos and answer the following questions.

What is similar (alike) to your family?

What is different to your family?



Photo 1

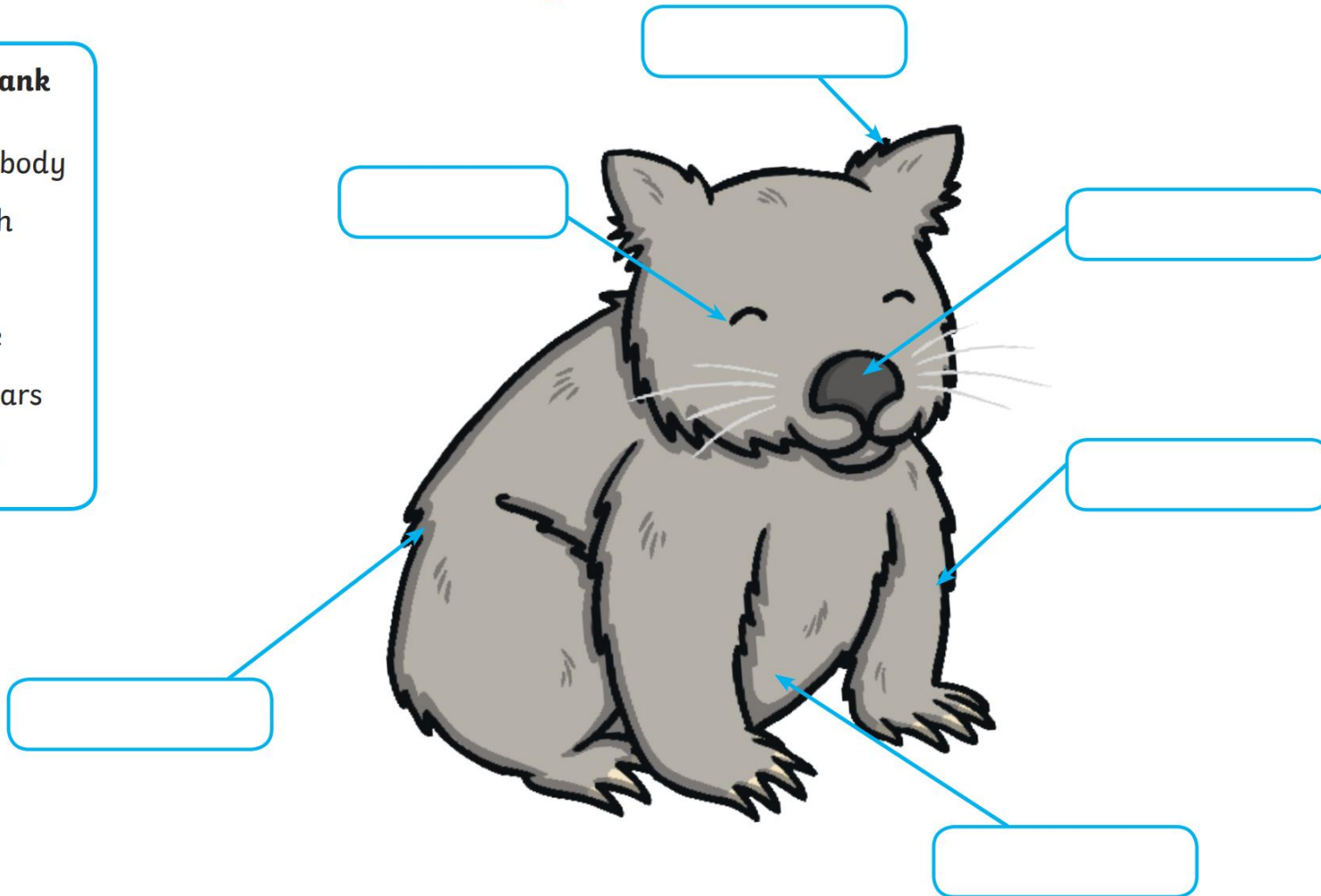


Photo 2

Parts of a Wombat

Word Bank

rounded body
pouch
leg
nose
small ears
eyes



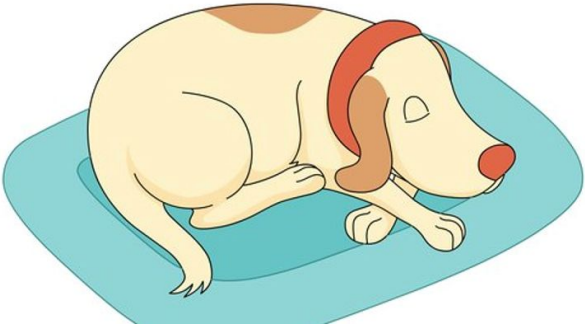
k k k k k k k k k k k k k k k

K K K K K K K K K K K K

kid kick kit kite kangaroo Kim

k

Bingo's Clean Up



Yesterday, Bingo had a birthday party. The party had a birthday hat and a box.

"This is a big mess!" cried Mum. "We need to clean up this mess."

Sam picked up the broom. "I will sweep the mess down here," said Sam.

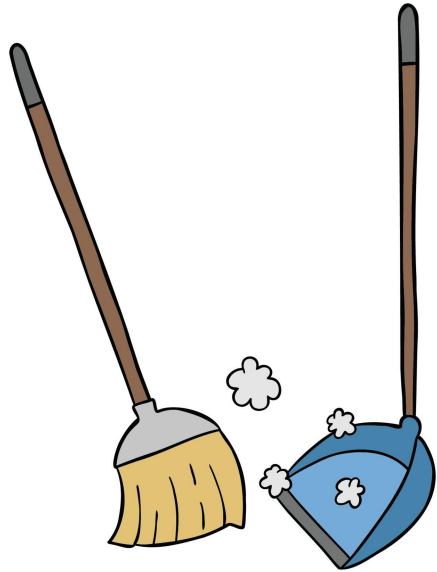
Bingo sat down on the mat. He watched Sam clean up the mess.

"Your bone is over here," said Sam. "I will keep it next to your birthday card."

Mum and Sam cleaned up the birthday mess. "The inside is looking better now," said Mum.

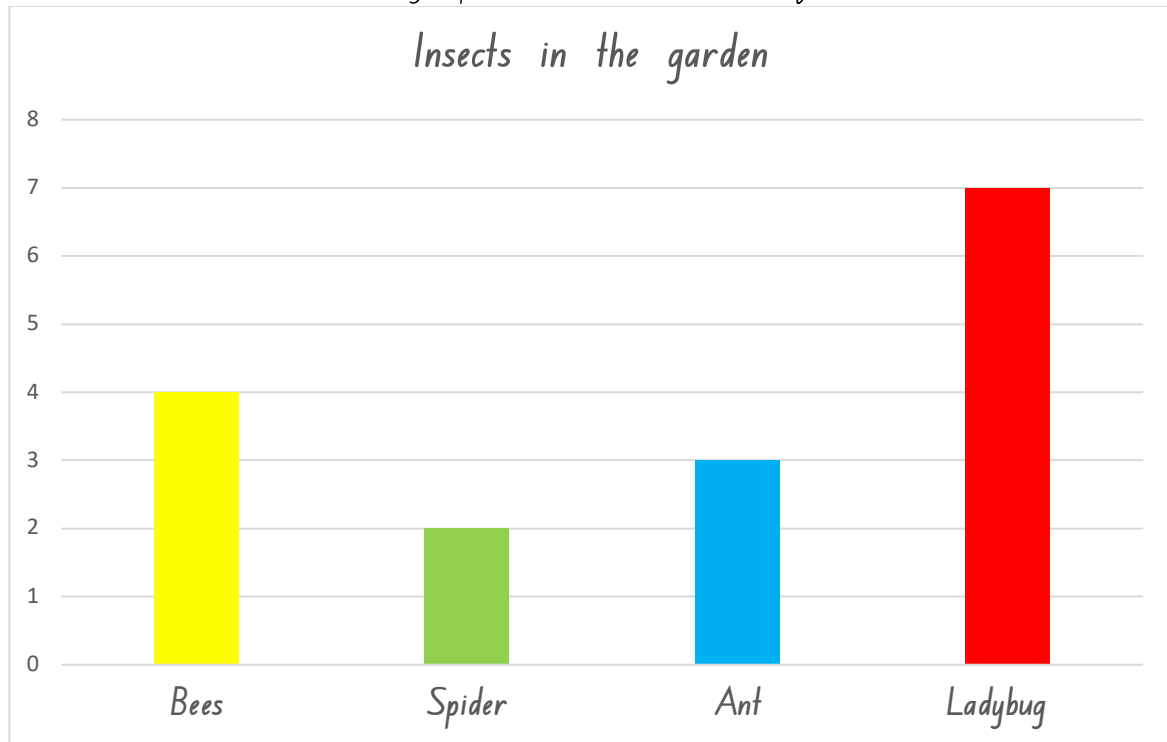
Mum and Sam finished cleaning Bingo's mess.

"It is time to water the garden now," said Mum. Sam and Bingo went outside into the garden.



Insects in the garden

Use information on the graph to answer the questions.



How many bees were caught? _____

What insect was caught the most? _____

Which was caught the least? _____

How many ants were caught? _____

How many ants and spiders were caught altogether? _____

Were there more bees or ants caught? _____

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: CARDIO



Activity One: Side Hops

What: Standing with your feet together, jump side to side like you are jumping over an imaginary line.

Challenge: Use your arms to lift you higher off the ground.



Activity Two: Kickbacks with Taps

What: Stand with your hands on your hips. Run on the spot and try to kick your bottom with your heels. While doing this, count four kickbacks then reach down and tap the floor. Repeat this.

Modified: Do the kickbacks only.



Activity Three: Tic Toks

What: Stand with your hands on your hips. Jump and kick one leg out to the side. When the leg comes back in, kick the other leg out to the side. Repeat this and see how fast you can go!

Modified: Kick your legs out to each side without jumping.



CHALLENGE OF THE WEEK

RACE ACROSS THE RIVER

Find someone in your house, and challenge them to a race across the river!

This game can be played inside or outside, as long as you have enough space to be safe. Make sure there's nothing around that you could run into.

First, agree on a starting and finishing point and mark out this area. This will be your river.

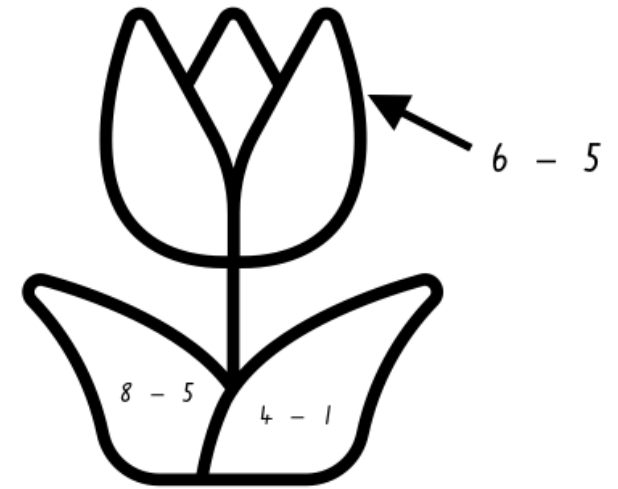
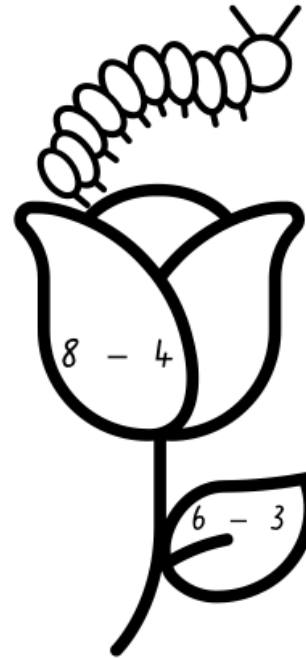
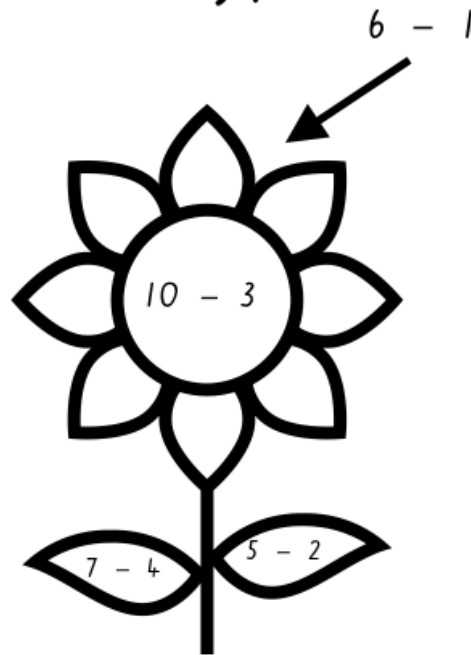
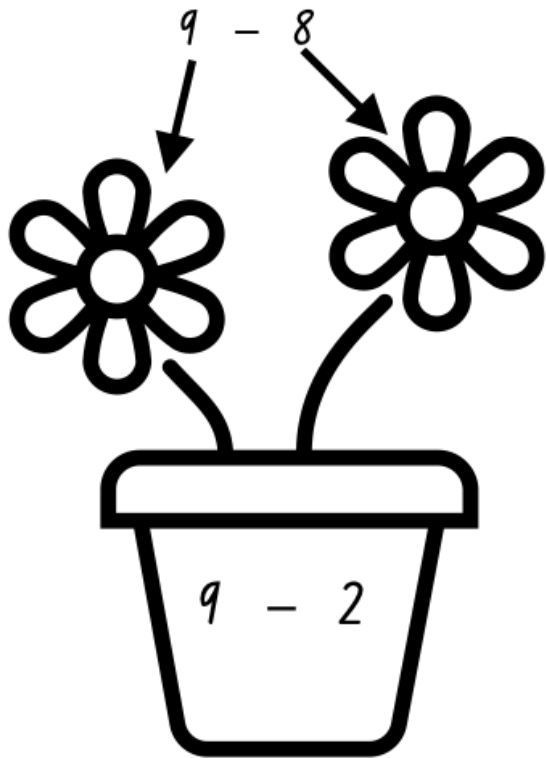
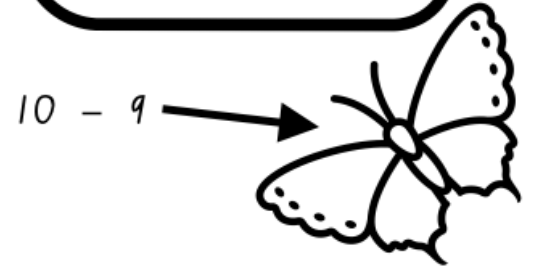
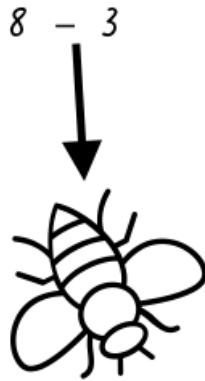
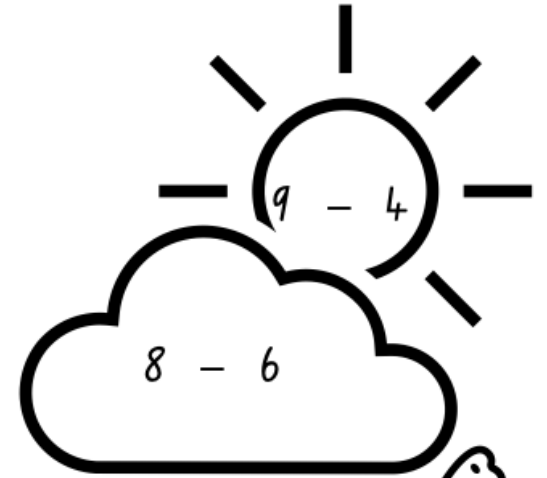
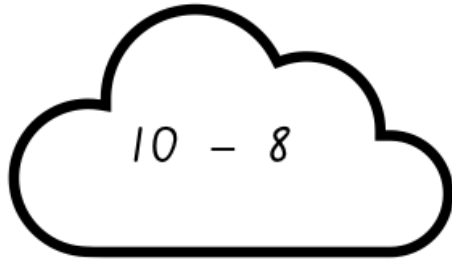
Next, each player needs to choose two flat objects that are safe to stand on e.g. big flat books, pillows/pillow cases.

Each person needs to pick up and place their objects down, and they can only cross the river if they are standing on these objects. If anyone touches the floor, they have to go back to the start.

It's a race to see who will make it from one side to the other first!

GAME MODIFIED: Instead of racing against someone, can you use three objects and work together to make it across the river?!

Solve the calculations in the picture to work out what colours they should be



blue = 2 green = 3 red = 4 yellow = 5 pink = 1 brown = 7

BLUEY



QUEEN'S CROWN LET'S PLAY!

You will need:

- Yellow coloured paper
- Scissors
- Marker
- Glue



1. Start by cutting out the crown from the template and using to trace two crown shapes on the yellow paper.



2. Glue the two pieces together to create the shape of the crown, as shown. Don't forget to measure the crown on your child's head to ensure that the crown will fit.... just right.



3. Next, cut the flowers and leaves out of the template and glue on to the yellow paper crown, as shown.

4. Finish your crown by gluing Bluey's eyebrows on the front.



Time to have some fun playing a queen, just like Bluey and Bingo.

Find out how to make a sceptre to complete your queen costume at www.bluey.tv



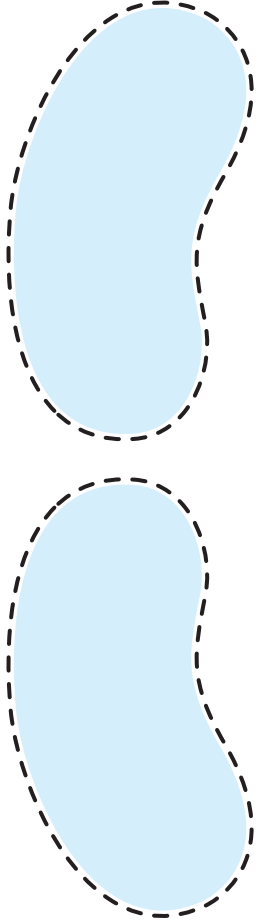
Bluey

Queen Crown

Ideas to inspire play!

2x
Yellow

Ask a grown-up to help you cut around the dotted lines.



CHINESE DRAGON MASK





PRINTABLE FUN FATHER'S DAY POP-UP CARD

You will need:
- Blue coloured paper - Quick drying glue
- Scissors



1. Fold the template page in half, image facing up and cut out all the shapes, following the dotted lines.



2. Fold Bluey's legs inwards towards the body, using the dashed lines as your guide.



3. Fold the arm tabs to the back and add some glue to the tabs.



4. Fold the arms in half, palms facing in and glue the arm tabs on Bluey to the 'glue here' sections on the arms.



PRINTABLE FUN FATHER'S DAY POP UP CARD



5. Fold the blue coloured paper in half.



6. Fold Bluey, keeping the legs and tail outside the arms.



7. Glue the leg sections only onto the card, making sure to keep them centred and close to the fold. Notice that the arms must be parallel to the paper fold.



Now for the finishing touches...
8. Close the card and use the template provided to add lettering to the front and the inside of your card.



"I Love You This Much"

Happy Father's Day Daddy xx

Discover more fun at www.bluey.tv





FATHER'S DAY POP UP CARD

Cut, glue and celebrate!



Discover more fun at www.bluey.tv



FATHER'S DAY POP UP CARD

Cut, glue and celebrate!

BECAUSE
YOU'RE...
A TRUE
BLUE
DAD!

Ask a grown-up to help you cut around the dotted lines.



Discover more fun at www.bluey.tv