



Kindergarten Home Learning Grid



Complete your work in the exercise book provided in your home learning pack.

For the Maths activities, bigger templates have been attached to the bottom of the timetable.

Remote Learning - Term 3, Week 5

	Monday 2nd August	Tuesday 3rd August	Wednesday 4th August	Thursday 5th August	Friday 6th August
<p>Morning</p> 	<p><u>Phonics Revision</u> This activity should take approx. 10 mins</p> <p>Blend the letter/sound in front of the picture to make a new word. For example, the first picture will make the new word: p/lay play. What new words did you make? Can you draw a picture of the new word?</p>	<p><u>Phonics Revision</u> This activity should take approx. 10 mins</p> <p>Blend the letter/sound at the end of the picture to make a new word. For example, the first picture will make the new word: star/t, start. What new words did you make? Can you draw a picture of the new word?</p> <p>★ + t =</p> <p>10 + t =</p>	<p><u>Phonics Revision</u> This activity should take approx. 10 mins</p> <p>Blend the letter/sound at the end of the picture to make a new word. For example, the first picture will make the new word: in/k, ink. What new words did you make? Can you draw a picture of the new word?</p> <p> + k =</p>	<p><u>Phonics Revision</u> This activity should take approx. 10 mins</p> <p>Delete the initial sound at the beginning of each word to make a new word. For example, the first picture is twig. Delete 't' to make wig. Write down the new words you made.</p>	<p><u>Phonics Revision</u> This activity should take approx. 10 mins</p> <p>Delete the initial sound at the beginning of each word to make a new word. For example, the first picture is pants. Delete 'p' to make ants. What new words did you make? Write down the new words you made.</p>

p +  =

s +  =

r +  =

c +  =

s +  =

h +  =



Writing Fundamentals Activity

This activity should take ~10mins



Writing

This activity should take ~30mins

 + k =

 + t =

 + m =

 + t =



Writing Fundamentals Activity

This activity should take ~10mins



Writing

This activity should take ~30mins

Food from animals and plants
We are learning to write a list

 + k =

 + t =

 + ic =

 + t =

 + ter =



Writing Fundamentals Activity

This activity should take ~10mins



Writing

This activity should take ~30mins
How is honey made?

 - t

 - g

 - b

 - s

 - t



Writing Fundamentals Activity

This activity should take ~10mins



Writing

 - p

 - m

 - h

 - f

 - c



Writing Fundamentals Activity

This activity should take ~10mins



Writing

This activity should take ~30mins

Animal description
We are learning to write a description

First: Listen to the youtube video using the QR code



Second: Use the QR code to access a video to help you with your writing today



Write a description about an animal in your writing book or piece of paper. Don't forget to draw and label your picture. Challenge yourself

First: Use the QR code to watch the 'Living world instructions video'



Second: Use the QR code to access a video to help you with your writing today



In your writing book or piece of paper, draw some foods that come from an animal and some that come from a plant. Don't forget to label your pictures.

We are learning to write a procedure

First: Use the QR code to watch a video about How bees make honey.



Second: Use the QR code to access a video to help you with your writing today



Write the steps about how bees make honey in your writing book or piece of paper. Don't forget to draw and label your picture. Challenge yourself to write more than 3 ideas. Think about:

This activity should take ~30mins

Giraffe and the boy
We are learning to write a story

Use the QR code to access a video to help you with your writing today



Look at the picture. Think about what the boy is doing, where the giraffe came from, why is the giraffe so big. These are some ideas to help you get started with your story writing.

Challenge - Write at least 3 ideas.

Sight Words

Getting a pet

We are learning to write a persuasive letter.

Use the QR code to access a video to help you with your writing today



We've been learning so much about animals. Wouldn't it be cool to have a pet? Today you are going to write a letter to a family member about a pet you want to have.

Think about:
why you want a pet
who will look after it
how will you look after it
What you will feed it

Challenge - Write at least 3 ideas.

Sight Words

to write more than 3 ideas. Think about:

- What does the animal look like?
- Where does this animal live?
- What can this animal do?

Sight Words
This activity should take ~10mins

Choose 5 words from the PM Sight word list. Write them in the spelling grid and read them. Practise reading and writing them each day.

 Read	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write

Sight Words
This activity should take ~10mins

Practise reading and writing your 5 chosen sight words.

 Read	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write

- What do bees do first?
- Then what happens
- How is the honey made?

When do we eat it?

Sight Words
This activity should take ~10mins

Practise reading and writing your 5 chosen sight words.

Write 3 sentences using your sight words.

 Read	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write

This activity should take ~10mins

Practise reading and writing your 5 chosen sight words.

 Read	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write

This activity should take ~10mins

Practise reading and writing your 5 chosen sight words.

 Read	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write	 Read and write

Middle



Maths - Number

Warm up activity:
(5 mins)
Subitising collections up to 10 Part 1

Maths - Number

Warm up activity:
(5 mins)
Subitising Dice

Maths - Number

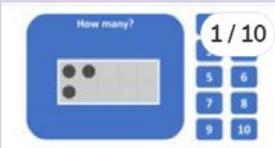
Warm up activity:
(5 mins)
Subitising ten frames

Maths - Number

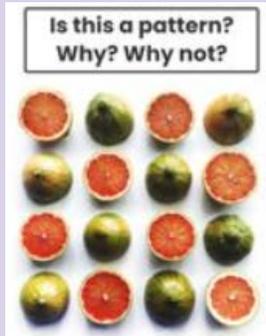
Warm up activity:
(5 mins)
Finger patterns subitising

Maths - Number

Warm up activity:
(5 mins)
Subitising collections up to 10 Part 2



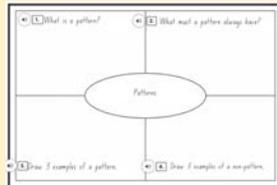
Patterns Revision
(5 - 10 mins)



Story Time (This activity should take approx.10 - 15mins)
Watch the video -
Bush Tucker
garden. Scan the
QR code.



Patterns Exit Slip
(5 - 10 mins)



Story Time (This activity should take approx.10 - 15mins)
Listen to the story -
How the kangaroos
got their tails. Scan
the QR code.



Maths Concept
(5 - 10 mins)

Matching numerals to quantities



Story Time (This activity should take approx.10 - 15mins)
Listen to the story -
How the kangaroos
got their tails. Scan
the QR code.-



Maths Concept
Scan the Seesaw QR
code.
(5 - 10 mins)



Outdoor maths activities



Story Time (This activity should take approx.10 - 15mins)
Watch the video -
Making Ochre. Scan
the QR code.



Maths Concept
Number book **(5 - 10 mins)**

Create your own
book about 6. Go
on a '6 hunt' to find
different ways of
showing 6

Story Time (This activity should take approx.10 - 15mins)
Watch the video -
Eating Bush Tucker in
Kakadu. Scan the
QR code.



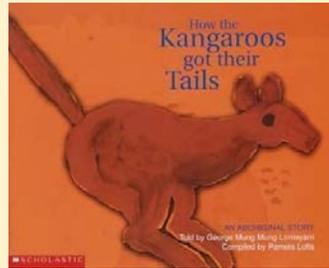


Answer the following questions with a parent/carer -

- What do the children use the native plants in the garden for?
- What native plants are in the garden?
- What do Aboriginal people use native plants for?

or

Take some time to read a story or have someone at home read you a story.

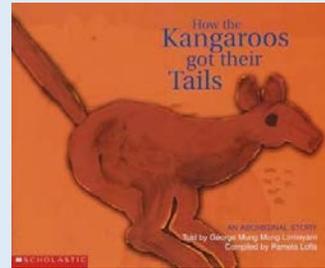


Answer the following questions with a parent/carer -

- What was the short armed kangaroo looking for?
- Where did the short armed kangaroo find the sugar bag?

or

Take some time to read a story or have someone at home read you a story.



Answer the following questions with a parent/carer -

- How did kangaroos get their tails? Can you retell the story?

or

Take some time to read a story or have someone at home read you a story.



Answer the following questions with a parent/carer -

- How do you make ochre paste/paint? Sequence the pictures in order and describe the steps (**activity in pack**).



Answer the following questions with a parent/carer -

- Can you tell me about Grace's day? Sequence the pictures in order and describe each step of her day. (**activity in pack**).



- What did they use to make a basket?
- What food did they find?

or

				<ul style="list-style-type: none">• What do they use the ochre paste/paint for? <p>or</p> <p>Take some time to read a story or have someone at home read you a story.</p>	<p>Take some time to read a story or have someone at home read you a story.</p>
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Afternoon



Science and Technology

Bush tucker (15-20min)

Look at these two photos of Aboriginal bush tucker and tell a family member:

1. What do you think this plant tastes like?
2. How do you think this plant is eaten?
 - Do you cook it?
 - Is it turned into juice or made into jam?
 - Do you think it is used for medicine?



Music

Clap the beat (15-20min)

Create homemade Aboriginal clap sticks.



Decorate two sticks using paint, crayons, textas or string to make Aboriginal symbols.



Hit the clap sticks together in time with the beat of your favourite song.

Creative Arts

Go for Gold! (15-20min)

Make an Olympic medal using any materials that you have at home.

You might like to use:

- playdough
- lego
- paint
- foil
- cardboard
- coloured paper
- string
- ribbon



Sport

Lockdown Olympics (15-20min)

Create an obstacle course in your lounge room using pillows and blankets or your backyard using whatever you have available.



Then use any combination of these movements

- Hop
- Run
- Jump
- Skip
- Walk Backwards
- Dance
- Tiptoe

to get to the end of the obstacle course.

Cultural Studies/CLOTE

Complete the Cultural Studies or language activity provided in your pack.

	<p><u>Storytime</u></p> <p>If you are able to, login to Seesaw, relax and enjoy a story</p> 	<p><u>Storytime</u></p> <p>If you are able to, login to Seesaw, relax and enjoy a story</p> 	<p><u>Storytime</u></p> <p>If you are able to, login to Seesaw, relax and enjoy a story</p> 	<p><u>Storytime</u></p> <p>If you are able to, login to Seesaw, relax and enjoy a story</p> 	<p><u>Storytime</u></p> <p>If you are able to, login to Seesaw, relax and enjoy a story</p> 
<p>Remember to read for at least 10 minutes each day</p>	<p>Read a book you have at home or assigned in the PM app.</p> 	<p>Read a book you have at home or assigned in the PM app.</p> 	<p>Read a book you have at home or assigned in the PM app.</p> 	<p>Read a book you have at home or assigned in the PM app.</p> 	<p>Read a book you have at home or assigned in the PM app.</p> 
<p>Maths revision</p>	 <p>Start from 6 and count up to 26.</p>	 <p>Start from 16 and count down to 0.</p>	 <p>Start from 9 and count up to 30.</p>	 <p>Start from 19 and count down to 0.</p>	 <p>Write the number in words from 0-10.</p>
<p>Home Work</p>	<p>Select an activity to complete from your wellbeing challenge!</p>				

Literacy Activities

Monday

I

Tuesday

Read the sentence below:

i am excited for school because
I can see friends my

What does it need?

Circle the answers

to make sense

capital letter

spaces

full stop

Make the sentence look and sound right:

Rewrite the sentence so that it looks and sounds right

Read the sentence below:

i can stayfit bymoving body my

What does it need?

Circle the answers

to make sense

capital letter

spaces

full stop

Make the sentence look and sound right:

Rewrite the sentence so that it looks and sounds right

is the
and for
a on



Circle the sight word in the red box that was used in the sentence.

is the
and for
a on

I am
went to
this can



Circle the sight words in the blue box that were used in the sentence.

Read the sentence.
Does it look and sound right now?

YES

How do you know?

NO

Try again

Read the sentence.
Does it look and sound right now?

YES

How do you know?

NO

Try again

Wednesday

I

Thursday

Read the sentence below:

on the weekend I spent timewith
my family by watchingamovie

What does it need?

Circle the answers

to make sense

capital letter

spaces

full stop

Make the sentence look and sound right:

Rewrite the sentence so that it looks and sounds right

is for
and the
a on

I am
went to
this can

we are
like my
in see

Circle the sight words in the red,
blue and yellow boxes that
were used in the sentence.



**Read the sentence.
Does it look and sound right now?**

YES

How do you know?

NO

Try again

Read the sentence below:

when I am jumper I put on my
cold to keep warm.

What does it need?

Circle the answers

to make sense

capital letter

spaces

full stop

Make the sentence look and sound right:

Rewrite the sentence so that it looks and sounds right

is the
and for
a on

I am
went to
this can

we are
like my
in see

Circle the sight words in the red,
blue and yellow boxes that
were used in the sentence.



**Read the sentence.
Does it look and sound right now?**

YES

How do you know?

NO

Try again

Read the sentence below:

In the morning I wake up and eat my breakfast

What does it need?

Circle the answers

- to make sense
- capital letter
- spaces
- full stop

Make the sentence look and sound right:

Rewrite the sentence so that it looks and sounds right

is the
and for
a on

I am
went to
this can

we are
like my
in see

Circle the sight words in the red, blue and yellow boxes that were used in the sentence.



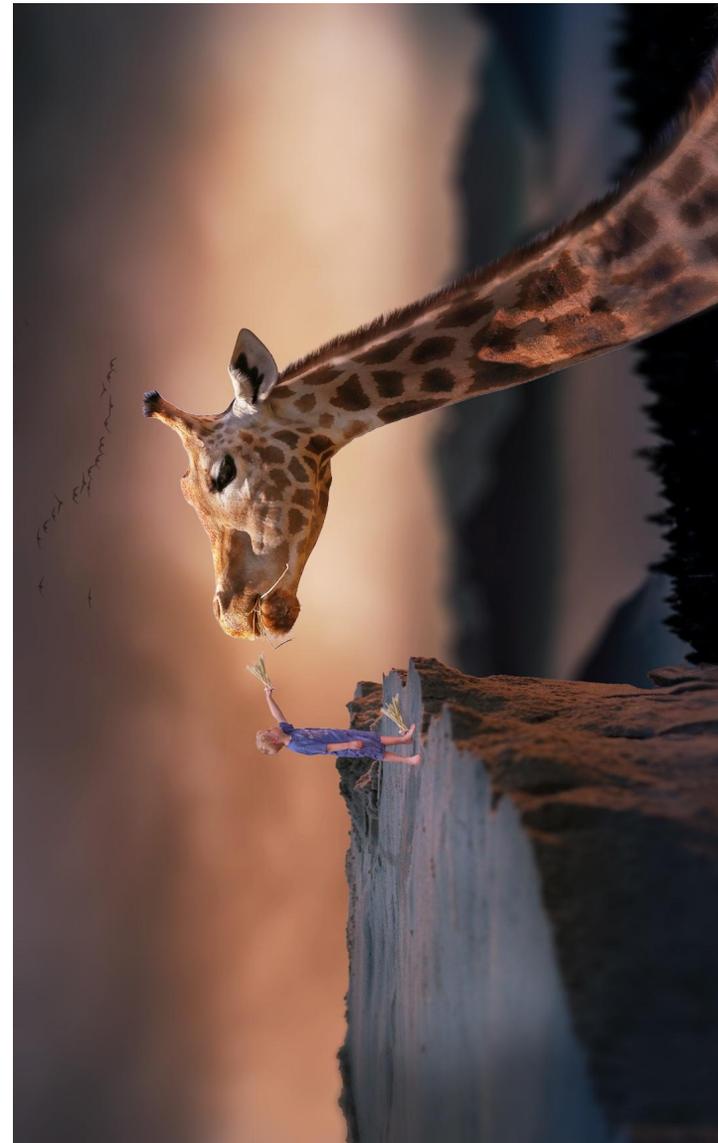
**Read the sentence.
Does it look and sound right now?**

YES

How do you know?

NO

Try again



Maths Activities

Monday

Maths warm up – Subitising a collection up to 10 Part 1

Subitise (instantly count) the following patterns by crossing out the collection you see in the following pictures.

How many?



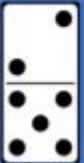
1	2
3	4
5	6
7	8
9	10

How many?



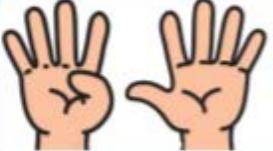
1	2
3	4
5	6
7	8
9	10

How many?



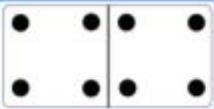
1	2
3	4
5	6
7	8
9	10

How many?



1	2
3	4
5	6
7	8
9	10

How many?



1	2
3	4
5	6
7	8
9	10

How many?



1	2
3	4
5	6
7	8
9	10

How many?

1	2
3	4
5	6
7	8
9	10

How many?

1	2
3	4
5	6
7	8
9	10

How many?

1	2
3	4
5	6
7	8
9	10

How many?

1	2
3	4
5	6
7	8
9	10

Pattern Revision

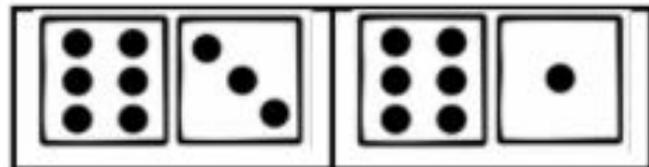
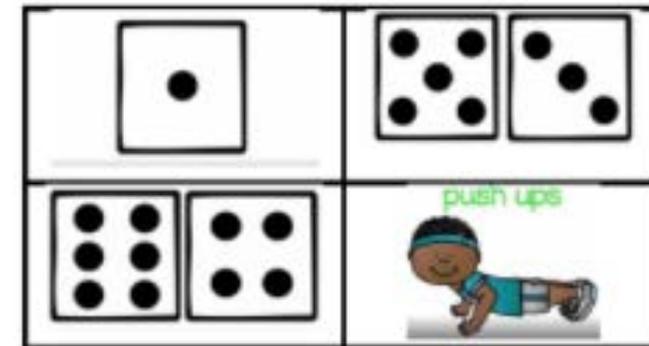
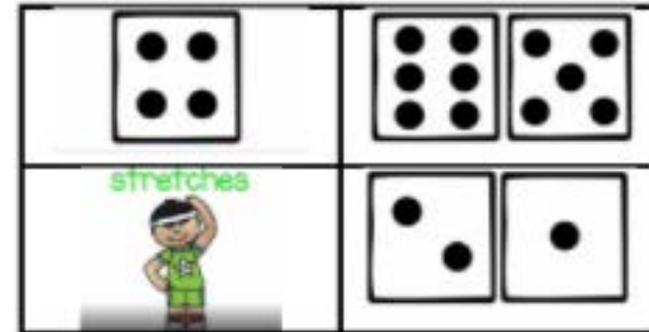
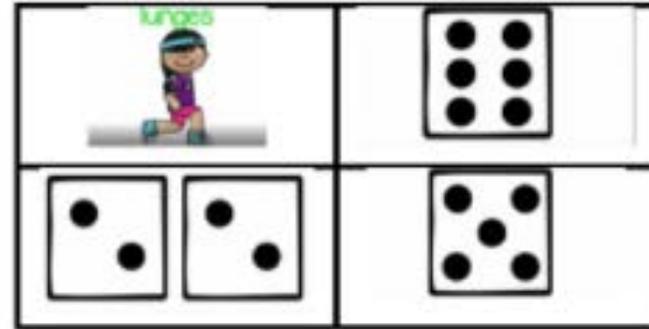
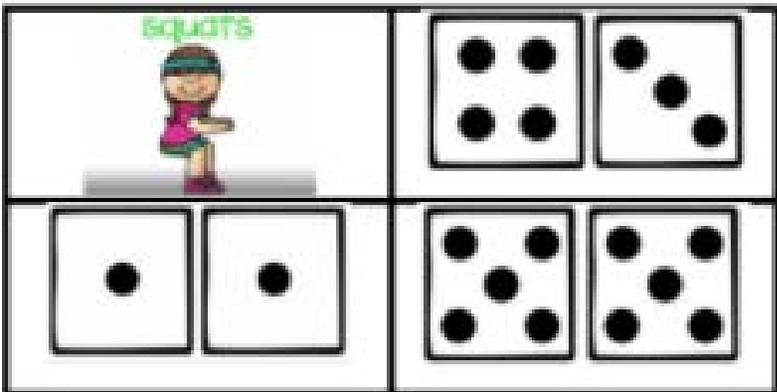
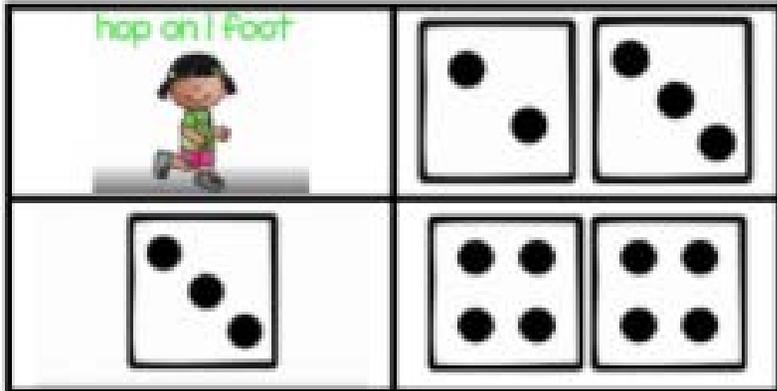
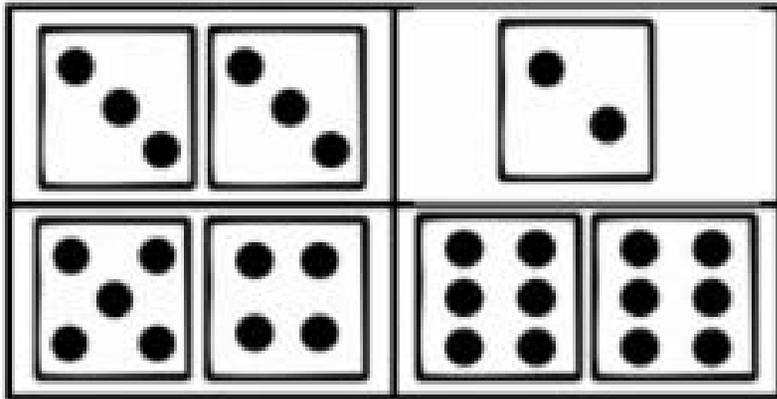
Glue the following pictures in your work book. Write your answers in your work book to the following questions –

Is this a pattern? Why? Why not?



Maths Warm up – Dice Subitising

Cut out the following cards and quickly flash the following cards. Students should be able to subitise (instantly recognise) how many dots are in the picture.



Pattern Exit Slip

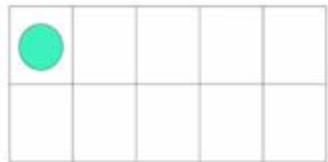
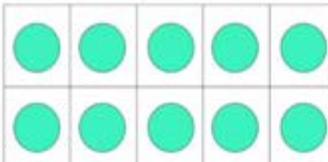
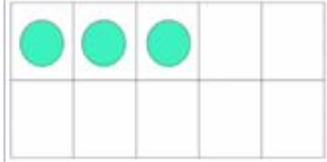
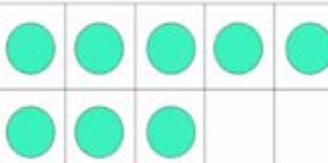
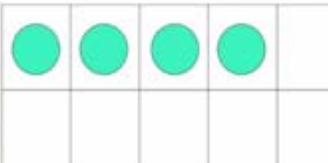
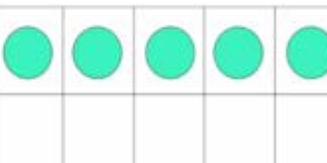
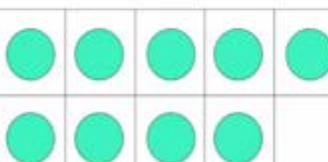
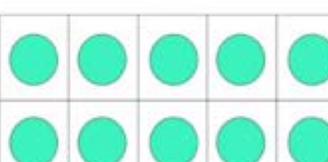
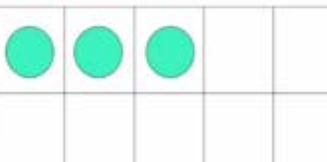
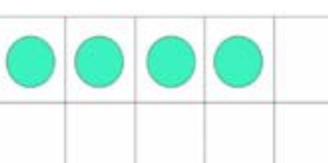
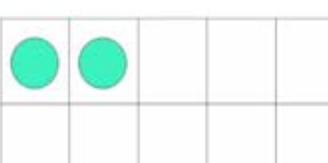
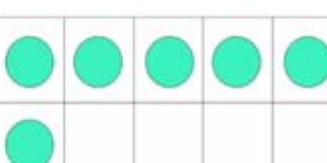
Complete the following Pattern Exit Slip.

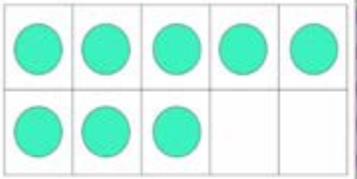
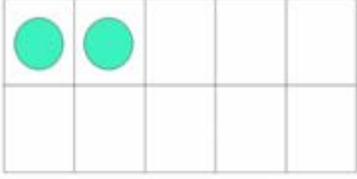
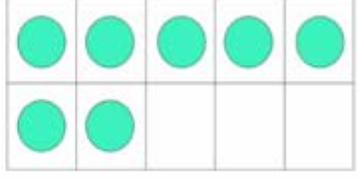
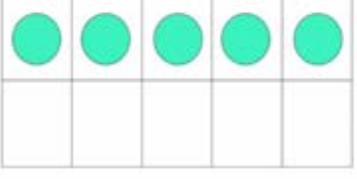
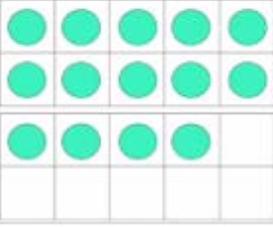
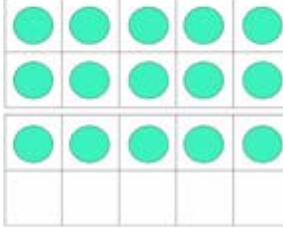
<p><i>What is a pattern?</i></p>	<p><i>What must a pattern always have?</i></p>
<p><i>Patterns</i></p>	
<p><i>Draw 3 examples of a pattern.</i></p>	<p><i>Draw 3 examples of a non-pattern.</i></p>

Wednesday

Maths warm up - Subitising ten frames

Cut out the following cards and quickly flash the following cards. Students should be able to subitise (instantly recognise) how many dots are in the ten frame.

			sit-ups 
			lunges 
			toe touches 
			squats 

			hop on 1 foot 
			

Matching numerals to quantities

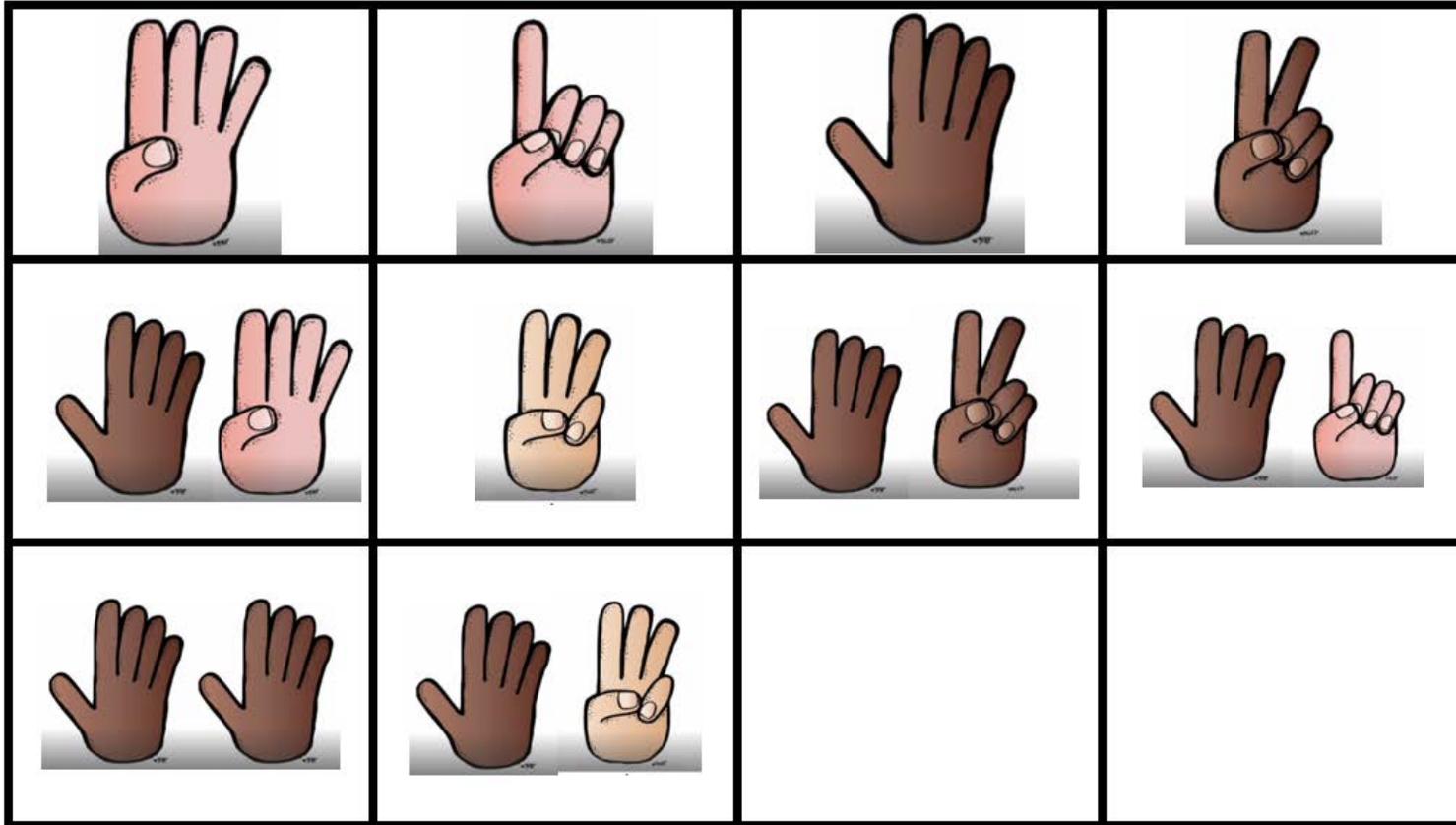
In your work book, match the following numeral to its collection. Write the number in your workbook. Walk around your house and find the collection of objects. Draw these objects in your book.

5	8	11	6	15	24
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Thursday

Maths warm up – Subitising finger patterns

Cut out the following cards and quickly flash the following cards. Students should be able to subitise (instantly recognise) how many finger patterns they see.



Friday

Maths Warm up - Subitising a collection up to 10 part 2

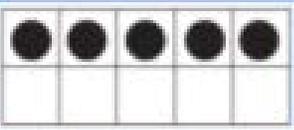
Subitise (instantly count) the following patterns by crossing out the collection you see in the following pictures.

How many?



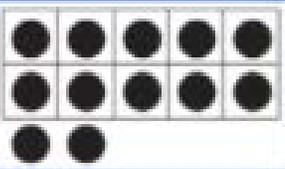
1 2
3 4
5 6
7 8
9 10

How many?



1 2
3 4
5 6
7 8
9 10

How many?



1 2
3 4
5 6
7 8
9 10

How many?



1 2
3 4
5 6
7 8
9 10

How many?



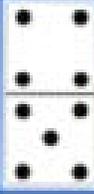
1 2
3 4
5 6
7 8
9 10

How many?



1 2
3 4
5 6
7 8
9 10

How many?



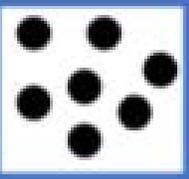
1 2
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How many?



1 2
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How many?



1 2
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7 8
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How many?



1 2
3 4
5 6
7 8
9 10

Number Book of '6'

Please read the following example of how to create the Number book with your child.

Activities

1. Counting book

- Digital:** Class to collaborate online. Use Activity 1 PowerPoint slide
- Non-digital:** Help students make their own counting books. They need 5 zip-lock plastic bags, a stapler and a piece of cardboard.



Open the zip-lock bags.



Lay the bags on the cardboard, like pages of a book.



Take the remaining cardboard and fold it over the bags to form the spine of the book. Staple it into place.



Finally, give the book a title!



Once the book has been made, invite students to create their pages based on a particular mathematical idea. For example, you can make a book about 5. Send the student on a '5 hunt' where they have to find different ways of showing 5. Then, ask students to read you their book.



Here is part of a conversation to help illustrate what it can sound like when talking to students about their book:

Adult: You went on a hunt around the house to find different ways of representing 5. Can you read your book to me?

Holly: Yes. I have 5 pegs

Adult: How do you know that is 5?

Holly: See... it's 2 pink and the 3. That makes 5.

Adult: I see...that's 2 and then 3, 4, 5 (touching one object for each number word that is said)

Adult: What else have you got in your book?

Holly: This one is 5 dollars...see there's 3 here and 2 more. That's five.



Holly: This one is my mum's hand.



Adult: How do you know that's five?

Holly: because she has 5 fingers on your hand

Adult: Look at all the different ways you found 5! Let's find someone else to read it to!

Reflection:

Students draw their favourite page from their book.

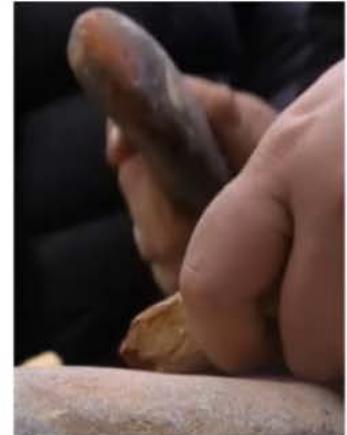
Thursday 12th August Storytime activity.

Watch the video. Cut the pictures out and glue them in the correct order of steps. Tell someone how to make ochre paste by describing each step.

Step 1:

Step 2:

Step 3:



Friday 13th August Storytime activity.

Watch the video. Cut the pictures out and glue them in the correct order of events. Tell someone about Grace's day at Kakadu.

First

Second

Third

Fourth

Fifth

Sixth

Last



Wellbeing Activity Grid

Make a fruit smoothie using your favourite fruit. Add some milk or yoghurt to make it delicious! Or make a fruit kebab for a tasty snack.



Phone, Video call or write a letter to a friend. Tell them how you are feeling and about any news. Ask them how they are.



Go for a walk outside and look for animal tracks and signs that wildlife have left behind. Indoors, recreate your own signs, pretend animal footprints or ^{fake} poop!



Build a bridge that will hold your weight so you can cross a puddle. Or make a mini bridge inside that holds up a bag of sugar.



Get out on your bike, scooter, rollerskates or anything with wheels!



Help out in the garden. Water, weed or plant some seeds.

Plan a secret kindness mission for someone in your home. Choose a day to do something as a surprise to make them smile.



Choose a recipe you have never made before and bake or cook something new!



Make a playlist of songs and have a family disco at home! Ensure everyone has the chance to choose their favourite songs.



Create a treasure hunt with clues around the garden/house to get to a final destination.



Use your imagination and as a family create a story, each taking it in turns to add one line/word/sentence.



Have a picnic in your garden or inside your house, invite some teddy bears to come along as well.



Go for a walk and create a picture out of things you can find in nature.

Lie down on the floor and close your eyes, listen to your breath. Imagine you are somewhere amazing! What can you see, feel, hear and taste?



Host a karaoke session with your family. Sing your favourite songs together!