
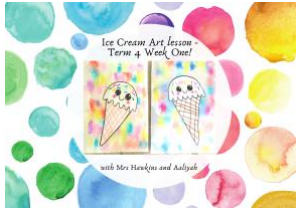



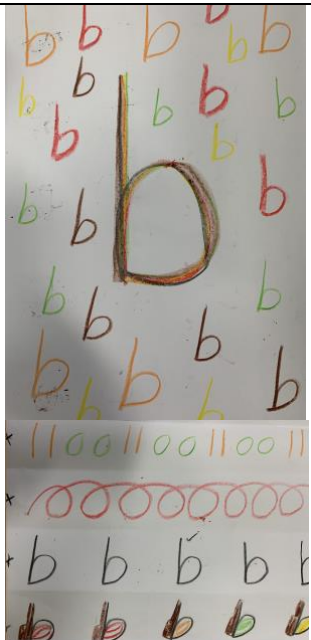

Kindergarten (ES1) Learning Schedule Term 4 Week 2

	Day 1	Day 2	Day 3	Day 4	Day 5
Task	What did you do on the weekend? Draw a picture of your weekend.	Have you made your bed today? Try to make your bed neat and tidy.	Can you help mum or dad make lunch today?	Write a message to someone who is kind to you. You can even draw a picture as well.	Can you help mum or dad with washing the dishes or hanging the clothes on the line?
Morning	9:00am Zoom Session Links for zoom sessions can be found in your Google Classroom Zoom Folder or on the Stream.	Optional Greek A Student's Zoom Session at 9:00am Link: https://nsweducation.zoom.us/j/65943707539?pwd=bnJrdUhNYUtMWk04ayt2NFdpRUJYZz09 Meeting ID: 659 4370 7539 Passcode: 703293 Links for Greek zoom sessions can also be found in both your class and Greek Google Classroom Zoom Folder	'Daily Story Time' Listen to Meg at Sea Task 1: Reading Resources: <i>Laptop or iPad</i> <i>Log into PM eBooks Reader and read one of your assigned books and another from your PM bookshelf.</i> Sight Word Activity Resources: <i>One set of the sight word cards - link below, empty tissue box or similar, blu-tack, small plastic bowl</i> Sight Word Basketball Word Cards Watch the instructional video via this link 'Sight Word Basketball'	9:00am Zoom Session Links for zoom sessions can be found in your Classroom Zoom Folder or on the Stream. Task 1: Writing Resources: <i>Pencils /crayons, scissors, glue and workbook</i> <u>Mixed up sentence</u> Ask a parent to help you complete the 'Mixed up sentence' activity based on the PM reader you read on Wednesday. Task 2: Fitness Resources: <i>Any ball you have at home.</i> Go outside and practise tossing and catching a ball.	'Daily Story Time' Listen to Slinky Malinki Task 1: Reading Resources: <i>Laptop or iPad</i> <i>Log into PM eBooks Reader and read one of your assigned books and another from your PM bookshelf.</i> Writing Resources: <i>Workbook, pencils</i> Watch the video Guess Who At The Zoo? Draw any animal you like and draw a speech bubble coming from its mouth. Like in the photo below. Then write in the speech
Task 1 (20 mins)	Task 1: Reading Resources: <i>Laptop or iPad</i> <i>Log into PM eBooks Reader and read one of your assigned books and another from your PM bookshelf.</i>				
Task 2 (10 mins)	Log into Reading Eggs and complete 3 tasks. Task 2: Fitness Find a safe space to practise your bear	'Daily Story Time' Listen to The Gruffalo By Julia Donaldson Task 1: Writing Resources:			

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<p>Task 3 (30 mins)</p>	<p>walk. Remember to reach your arms down to the floor and move your legs apart. Now move like a bear!</p>  <p>Task 3: Visual Arts - Icecream Art</p> <p>Resources:</p> <p>Procedure for the art lesson can be viewed from this link</p>  <p>Remember to post your work on the Art Lesson attachment tile under the Week 2 Remote Learning Topic in Google Classroom for Mrs</p>	<p>Playdoh</p> <p>Words to learn this week: going, goes, likes</p> <p><u>Playdoh Write</u> Playdoh Write the words: going, goes, likes</p> <p><u>Rainbow Write</u> Resources: Pencils /crayons, workbook</p> <p><u>Rainbow Write</u> the words: going, goes, likes Keep these words for a future activity.</p> <p>Task 2: Fitness Find a safe space for your workout!</p> <ul style="list-style-type: none"> • 10 Jumping Jacks • 10 squats • 10 side bends • 10 push ups <p>Now stretch up to the sky and slowly bend over to touch your toes. Make sure you move very slowly when stretching.</p>	<p>or located under Week 2 Remote Learning Topic then do the activity.</p> <p>Task 2: Fitness Practise hopping on one leg 10 times then switch to the other leg and hop 10 times. Try balancing on each leg as you count to 20!</p> <p>Task 3: Handwriting Resources: Pencils /crayons, workbook</p> <p>Watch the handwriting video which is located in your Google Classroom under the Remote Learning Week 2 Topic or click on this Letter 'b' link. Complete the handwriting activity in your workbook for the letter 'b'.</p>	<p>Task 3: Phonics - Video 1 - Letter 'b' Resources: Laptop or iPad, lead pencil, workbook or blank paper, yellow letter card</p> <p>Phonics Letter 'B' Video</p> <p>Video 2 - Extension Activity Sound 'ch' Resources: Laptop or iPad, lead pencil, workbook or blank paper, glue stick or blu-tack, letter tiles</p> <p>Phonics Sound "CH" Video</p> <p>Phonics Sound "CH" Letter Tiles</p>	<p>bubble what your animal might be saying.</p>  <p>Task 2: Fitness Letter Hunt: How many things can you find in your home in 30 seconds that starts with the letter 'b'?</p> <p>Task 3: Creative Arts Resources: B template cut out, yellow and black paint or textas/crayons/pencils, craft paper, pipe cleaners</p> <p>Glue or draw a B stencil into your work book. Use yellow and black to draw, colour or paint horizontal stripes to represent</p>
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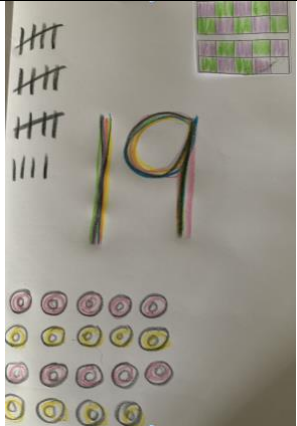
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	Hawkins to make a comment.	Task 3: Optional Greek B Student's Zoom Session 10:40am Link: https://nsweducation.zoom.us/j/64115585049?pwd=Skp4RWk0YU9DQWpEbTNmQ0YraGVjdz09 Meeting ID: 641 1558 5049 Passcode: 887716 Links for Greek Zoom sessions can also be found in your Greek Google Classroom Zoom Folder or on the Stream.			the bee body. At the top curl and glue antennas on using pipe cleaners. Cut/draw two black circles on the left hand side to represent the bees wings. Draw eyes at the top or add on googly eyes to decorate. 
Break	Break	Break	Break Due to Wellbeing Wednesday - the following activities are optional to complete!	Break	Break
Task 4 (20 mins)	Task 4: Maths Resources: Workbook, two ten frames (can be found in home reader pouch), pencils, glue	Task 4: Maths Resources: 20 counters and a dot dice Sing along to the	Task 4: Maths Resources: Numeral cards 1-5, counters, dot dice, pencil and paper	Task 4: Maths Resources: pencils, paper, numeral cards 1-5, dot dice and counters	Task 4: Maths Resources: counters, numeral cards and 1-10 Numeral dice Sing along to the


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	<p>Parent to write the number 19 in the middle of a new page in your workbook.</p> <p><i>Rainbow Write</i> this numeral using 6 different coloured pencils. Collect a variety of 19 objects and count them out loud e.g. 19 spoons, 19 buttons, 19 leaves etc. Draw 19 donuts at the bottom of the page and colour. Tally mark to represent 19 in the top left hand corner. Stick in two tens frames in the top right and colour 19 squares. Work out how many more you would need to colour to make 20?</p>	<p>months of the year song. Click on the link 12 Months of the Year OR sing along with mum or dad.</p> <p>To view the Instructional Maths Video click on this link: Day 2 Equal or Not Equal</p> <p>It is also located in the 'Maths Number Videos' topic on Google Classroom.</p> <p>Roll the dice and make that many groups. Then share the 20 counters into the groups. If you can make equal groups with no counters left over from 20 then you yell out equal! If you can't make equal groups with no counters left over then you yell out unequal! (Repeat 10 times)</p> <p>Extension activity Resources: 20</p>	<p>Sing along to the months of the year song. Click on the link 12 Months of the Year OR sing along with mum or dad.</p> <p>To view the Instructional Maths Video click on this link: Day 3 Equal Groups</p> <p>It is also located in the 'Maths Number Videos' topic on Google Classroom.</p> <p>Place numeral cards face down in a pile. Students pick up a card and draw that many circles on their paper. Then roll the dice and place that many counters in each of the circles and work out the total. For example if you rolled a 3, you would place 3 counters in each of the circles. Then count them all to get the total. (Repeat 5 times)</p>	<p>Sing along to the months of the year song. Click on the link 12 Months of the Year OR sing along with mum or dad.</p> <p>To view the Instructional Maths Video click on this link: Day 4 Flip, Roll and Draw</p> <p>It is also located in the 'Maths Number Videos' topic on Google Classroom.</p> <p>Place the numeral cards face down then pick a card up and draw that many people. Now roll the dice and whatever number you land on is the number of counters you have to give to each person you have drawn.</p> <p>For example if you picked up a 2 you will draw 2 people. Then if you rolled a 3 you would give 3 counters</p>	<p>months of the year song. Click on the link 12 Months of the Year OR sing along with mum or dad.</p> <p>To view the Instructional Maths Video click on this link: Day 5 Arrays</p> <p>It is also located in the 'Maths Number Videos' topic on Google Classroom.</p> <p>Place your numeral cards in a pile, face down. Pick up a card then roll the dice. Whatever number you have picked is the amount of rows you need to make and the number you rolled is the amount of counters you need to put in each row. Then find the total by counting all of the counters.</p> <p>For example, if you pick up a 3 and roll a 4. you will make 3</p>
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<p>Task 5 (10 mins)</p>	 <p>Task 5: Fitness Find a suitable space to dance along. Click on link Koo Koo Kanga Roo 'Dinosaur Stomp' OR If you have no internet access repeat this morning's fitness lesson.</p> <p>Task 6: Unplugged Coding</p> <p>Resources: Lego, pillows or toys.</p> <p>Watch the Algorithm video During this lesson we are going to be learning about</p>	<p>counter, 1-10 Numeral dice</p> <p>Repeat the game above but use a 1-10 numeral dice instead and record your findings in a sentence. For example, If you roll a 5 you will make groups of 5 then yell out equal and write: 4 groups of 5 = 20</p> <p>Log into Studyladder and complete two tasks.</p> <p>Task 5: Fitness Find a suitable space to dance along. Click on link Go Noodle 'Space Jam' and verse mum, dad or your brother or sister in a dance competition OR If you have no internet access repeat this morning's fitness lesson.</p> <p>Task 6: Coding</p>	<p>Extension activity Resources: Numeral cards 1-5, counters, 1-6 dot dice, pencil and paper</p> <p>Repeat the game above but record your findings as a sentence. For example if you picked up a 4 then rolled a 2, you would draw 4 circles and put 2 in each. Then write 4 groups of 2 equals 8.</p> <p>Log into Mathletics and complete two tasks.</p> <p>Task 5: Fitness Find a suitable space to dance along. Click on link Move and Freeze OR If you have no internet access repeat this morning's fitness lesson.</p> <p>Task 6: Music Students are to listen to the song What's the weather like today? The first time through, take note</p>	<p>to the 2 people you have drawn. You can record this as a sentence. "I gave 2 people 3 counters each and there are 6 counters altogether." (Repeat 5 times)</p> <p>Extension activity Resources: pencils, paper, numeral cards 1-5, dot dice and counters</p> <p>Repeat the game above but create your own word problem to match. For example, if you picked up a 2 then rolled a 3 you could write: Alex and Lisa had 3 cakes each. How many do they have altogether? You can even draw a picture to show this and a number sentence to match. (Repeat 5 times)</p> <p>Log into Studyladder and complete two tasks.</p>	<p>rows with four counters in each. You now have 12 counters altogether. (Repeat 5 times)</p> <p>Extension activity Resources: counters, numeral cards, 1-10 Numeral dice, pencil and paper</p> <p>Repeat the game above but record it as a sentence and/or as a number sentence using the multiplication sign 'x'. For example if you picked up a 3 and rolled a 4, you will make 3 rows with four counters in each. "3 rows of 4 equals 12". AND $3 \times 4 = 12$ (Repeat 5 times)</p> <p>Log into Mathletics and complete two tasks.</p> <p>Task 5: Fitness Find a safe space to move along. Click on link Go Noodle 'Run The Red Carpet' OR</p>
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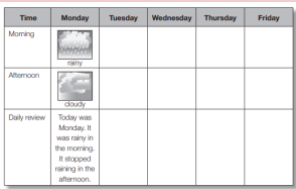
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	<p>algorithms when coding and the importance in providing clear instructions. <i>An Algorithm is creating step by step instructions to solve a problem.</i></p> <p>Let's have a go at creating an algorithm. Start by making a maze out of lego or pillows or toys like in the picture below.</p>  <p>Ask your parent or sibling to be a robot for this activity. Ask your robot to stand at the start of the maze and place a blind fold over their eyes so that they can't see. It is your job to give the robot instructions to move through the maze without stepping on it.</p>	<p>Resources: iPad/tablet/laptop</p> <p>Now that we have completed activities on unplugged coding we are going to learn about coding online. This lesson we will be learning to drag and drop by using a coding game. Click on the link Code.org and complete the first 12 lessons on drag and drop. You do not need to register for an account with this program as it is free. Just click on the link and start the lessons.</p>	<p>of the different weather options that pop up in the song. The second time through students are to carefully listen to the different sounds that are associated with each weather feature. An example of this could be the wind whooshing or the upbeat jingle for the sun. Students may like to create their own sounds to associate with each weather pattern and follow along a third time through with the song.</p>	<p>Task 5: Fitness Find a safe space to move along. Click on link Cosmic Kids Yoga 'We're going on a bear hunt' OR If you have no internet access repeat this morning's routine.</p> <p>Task 6: Coding Resources: iPad/tablet/laptop</p> <p>During this lesson we will learn how to sequence when coding. Remember sequencing refers to the order of steps you give to the computer. It's important to get the order of steps correct if you want your computer to correctly perform the task. Click the Sequencing link and watch the video on sequencing, then complete the 6 lessons for sequencing.</p>	<p>If you have no internet access repeat this morning's routine.</p> <p>Task 6: Coding Resources: iPad/tablet/laptop</p> <p>Now that you have the necessary skills to perform simple coding tasks, let's have a go at coding the angry birds to catch the bad pigs. Click on the Angry Birds Coding link and code the blocks to complete the task the angry birds are asking you to complete. Have fun!! You can code as many tasks as you would like.</p>
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	<p>You can say things like:</p> <ul style="list-style-type: none"> • Step forward three steps • Turn left • Turn right <p>Repeat this activity. Have a turn at being a robot.</p>				
Break	Break	Break	Break	Break	Break

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<p>Afternoon Task 7 (30 mins)</p>	<p>Task 7: Library - Not Cute Resources: <i>Workbook or Paper, pencils</i> Complete the library lesson by clicking on this link or by going to attachment/tile from Mrs Holmes under the Week 2 Remote Learning Topic.</p>	<p>Task 7: English Resources: <i>Workbook, pencils</i> Watch the story Ernie dances to the Didgeridoo. Ernie has moved to an Aboriginal community in Arnhem Land called Gunbalanya. Aboriginal people use symbols to tell stories. In your weather journal write a sentence about today's weather. Using the symbols below rewrite the sentence using only Aboriginal symbols. You may want to do this each day in your weather journal.</p> <p>ABORIGINAL SYMBOLS</p> 	<p>Task 7: Environmental Education Resources: <i>Weather Journal, colour pencils/ crayons, lead pencil</i></p> <p>Students are going to expand their weather journal to include morning and afternoon observations and a daily overview. Using the below image as a reference point students are to take note of the daily weather patterns and write a short sentence to describe it. When recording the morning and afternoon weather students may choose to draw the appropriate weather symbols.</p> 	<p>Task 7: Languages Access your Greek Google Classroom and complete the assigned activity for this week.</p> <p>Greek A Code is: dhz2xvm</p> <p>Greek B Code is: j4gvvjb</p>	<p>Task 7: Environmental Education Resources: <i>Weather Journal, 1 source of warm or hot air (e.g. a hair dryer, a blow heater), 1 source of cold air (e.g. a freezer, a refrigerator, an air conditioner, a fan), A4 sheet of paper, lead pencil, crayons/colour pencils, 1 A4 piece of paper folded into a concertina fan</i></p> <p>Prepare an A4 piece of paper with the titles of the four different temperature experiences you will be using, such as 'mouth blowing air', 'blow/fan heater', 'paper fan' and 'air conditioner'. Discuss with students the vocabulary they use to describe temperature and weather. Link the idea that we use words to describe what the air feels like to us and how it</p>
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					<p>makes our bodies feel, such as cold, hot. Brainstorm words that students use or have heard used to describe how the air feels. Organise for students to experience each of the different air sources. Share and record on the air titles A4 page descriptions of how the air feels to them.</p>
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