Kindergarten (ES1) Learning Schedule

Week 3

	Day 1	Day 2	Day 3	Day 4	Day 5
Task Approx. time	Have you made your bed?	Could you organise your toys today?	Can you help make lunch today?	How can you help a family member today?	Can you tidy your room?
Morning	Task 1: Reading	Task 1: Writing	Task 1: Reading	Task 1: Writing	Task 1: Reading
	Resources: Home	Resources: Playdoh	Resources: Home	Resources: Pencils	Resources: Home
Task 1	reader	Words to learn this	readers	/crayons, scissors, glue and workbook	readers
(20 mins)	Read one of the home	week: here, look, come	Read Monday's home	and workbook	Read Wednesday's
	readers provided by	Playdoh Write	reader and then another	Mixed up sentence	home reader and then
	your teacher.	Watch the <i>Playdoh Write</i>	of your home readers.	Watch the <i>Mixed up</i>	another one of your
	,	video which is located in	, , , , , , , , , , , , , , , , , , , ,	sentence video which is	home readers.
	Login to Reading Eggs	your Google Classroom		located in your Google	
	and complete 3 tasks.	under Literacy Video	Task 2: Fitness	Classroom under	Diary entry
Task 2		Links. Then <i>Playdoh</i>	Join in Cosmic Yoga -	Literacy Video Links.	Resources: Workbook
(10 mins)	Task 2: Fitness	Write the words: here,	Spiderman (click on link	Ask a parent to help you	10/15 = 4 = 1 for for
	Resources: a paper or plastic cup	look, come	below) Spiderman Yoga	complete the 'Mixed up sentence' activity based	What was your favourite thing you did this week?
	piastic cup	Rainbow Write	<u>Spiderman roga</u>	on your PM reader for	Write a sentence or
	Try balancing a paper	Resources: Pencils	OR	the week.	draw a picture about it
	plate or plastic cup on	/crayons, workbook			in your workbook.
	your hand and walk		If you have no internet	Pin Pricking activity	
	around the edge of the	Watch the <i>Rainbow</i>	access, practise tossing	Resources: Rainbow	
	room and to both the	Write video which is	and catching the ball	Write words from earlier	Task 2: Fitness
	front and back door.	located in your Google	and count how many	in the week and a pin.	Put on your favourite
	Animal Mayamanta	Classroom under	times you can catch it without dropping it.	Motob the Din Drieting	songs and dance
	Animal Movements: Jump like a kangaroo;	Literacy Video Links. Rainbow Write the		Watch the <i>Pin Pricking</i> video which is located in	
Task 3	walk tall on tip toes	words: here, look,		your Google Classroom	Task 3: Craft
(30 mins)	and pretend to be a	come	Task 3: Handwriting	under Literacy Video	Go outside and find
	giraffe, squat down low	Keep these words for a	Resources: Pencils	Links. Using your	some dirt or sand. Write
	and waddle like a	future activity.	/crayons, workbook	Rainbow Write words	the words here, look,

	duck. Task 3: Visual arts Resources: 1 piece of paper, crayons, black pencil, paint brush and cup of water. Winter Thunderstorm See Visual Art lesson attachment in Google Classroom.	Task 2: Fitness Take a short walk outside and collect some leaves that have fallen onto the ground. Put them in order of smallest to biggest. Task 3: Craft Resources: Pencils, crayons, glue, scissors, coloured paper and paper plate Letter 'f F' craft - Make a frog. Use a paper plate or draw a circle on paper - add some eyes, hands, mouth and a tongue like in the picture below.	Watch the handwriting video which is located in your Google Classroom under Literacy Video Links. Complete the handwriting activity in your workbook for the letter 'f'.	from earlier in the week. Complete the pin pricking activity. Task 2: Fitness Click on this fitness lesson link P.E with Joe OR If you have no internet access, do 10 star jumps, 10 kangaroo hops and then toss and catch your ball 10 times. Now repeat. Task 3: Characterisation Resources: workbook, pencils Watch this video link The Three Little Pigs There is a wolf in this story. Do you know any other stories that have a wolf in them? List these stories in a new page in your workbook.	come in the dirt or sand with a stick or your finger. Repeat this 3 times.
Break	Break	Break	Break	Break	Break
Middle	Task 4: Maths Resources:	Task 4: Maths Resources: Paddlepop	Task 4: Maths Resources: Numeral	Task 4: Maths Resources: Paddlepop	Task 4: Maths Resources: Numeral
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Task 4	frames, pencils, glue	from your Maths	cards 1-20, counters.		cards 1-20.
(20 mins)	(can be found in home	Homework pouch.		Practise counting to 20	
	reader pouch),		Practise counting to 20	and back down to 0	Practise counting to 20
		Practise counting to 20	and back down to 0.		and back down to 0
	Parent to write the	and back down to 0.		Student is to arrange	
	number 11 in the		Roll the dice and say the	paddlepop sticks in	Students arrange cards
	middle of a new page	Student is to arrange	number. Then match the	order from 20 down to 1.	from 20 down to 1.
	in your workbook.	paddlepop sticks in	corresponding numeral	Parent the turns over 1	Once they have this
	Rainbow Write this	order from 1 to 20.	card and say the	stick (so the child can't	backward number
	number using 6	Parent then turns over 1	number. Finally count	see the number) and	sequence in front of
	different coloured	stick (so the child can't	out this amount of	then the child names the	them, they roll the dice.
	pencils. Collect a	see the number) and	counters.	numeral and counts	Whichever number is
	variety of 11 objects	then the child names the		back down to 1.	rolled, the child locates
	and count them out	numeral that was turned	Extension Activity:		in the sequence and
	loud e.g, 11 spoons, 11	over - check if right.	Resources: numeral	Extension Activity:	then counts down from
	buttons, 11 leaves etc.	Increase the number of	cards 0 to 9.	Resources: numeral	it to one. Repeat.
	Draw eleven little stars	paddlepop sticks to 2		cards 1-30.	
	at the bottom of the	and 3 turned over to	Place cards face down		Extension Activity:
	page and colour them	increase difficulty.	in a pile. Student picks	Student is to arrange the	Resources: numeral
	in. Tally mark to		up 2 cards from the pile	numeral cards from 30	cards 1 to 30.
	represent 11 in the top	Extension activity:	and places them side by	down to 1. Once they	
	left hand corner. Stick	Resources: 2 sets of	side to make a 2 digit	have this arrangement in	Student to quickly order
	in 2 tens frames (that	numeral cards 0 to 9,	number. Student to say	front of them, name a	cards 1 to 30. Then
	are in your home	paper for scoring.	the number aloud, and	numeral within the range	parent asks the child to
	reading pouch) in the		the number that comes	and get them to count	close eyes while they
	top right and colour 11	Players place cards face	before and after it. Place	down to 1. Repeat	turn over 4 cards in the
	squares only.	down in the centre, and	cards at the bottom of	numerous times.	sequence. Child then
		take turns to pick up two	the pile and repeat the		opens eyes and works
		cards. Put cards side by	process.	Log in to Studyladder	out which numerals
		side to make a two-digit		and complete two	were turned over.
		number. The player with	Log in to Mathletics and	Studyladder tasks set by	Repeat this numerous
		the largest number wins.	complete two Mathletics	your teacher.	times selecting different
		Keep a score sheet.	tasks set by your		cards.
		·	teacher.		
		Log in to Studyladder		Task 5: Fitness	Login in to Mathletics
Task 5		and complete two		Complete a 5 minute	and complete two
(10 mins)		Studyladder tasks set by		work out with Joe by	Mathletics tasks set by

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Task 6 (20 mins)

Task 5: Fitness
Click on link Cosmic
Kids Brain Break and
exercise with Jamie!
OR
If you have no internet
access repeat this
morning's fitness

Task 6: Fractions Resources: Fair Share Booklet, 20 counters

lesson.

Watch video on sharing equally. <u>Numberjacks-Fair</u> shares

Using the 'Fair Share' story mats pages 1 to 4 see if you can share the 12 counters equally your teacher.

Task 5: Fitness
Complete a work out
with Joe by clicking on
this link:
Workout with Joe
OR
If you have no internet
access practise tossing
and catching a ball.

Task 6: Capacity Resources: Fair Share Booklet, pencils, scissors and glue

Click on this link
Studyladder - Capacity
and then log in to watch
this StudyLadder video
on Capacity.

Then complete page 15 in your 'Fair Share' Maths booklet. Colour, cut and paste the pictures under the right headings into your scrapbook.

Task 5: Fitness

Click on the link <u>Brain</u> <u>Break</u> and join in with Jaime!

OR

If you have no internet access do 10 star jumps and 10 kangaroo hops. Then repeat.

Task 6: Fractions
Resources: Fair Share
Booklet, pencils,
scissors and glue

Find pages 5 and 6 in your 'Fair Share' Maths booklet and complete each page. For each page students need to colour in the lollies and cut them out. Share the lollies equally onto the two hands. Ask your child the following: How many lollies are there? How many did you share equally on each hand?

When shared equally, stick the lollies onto each hand.

clicking on this link Workout with Joe

OR

If you have no internet access repeat this morning's routine.

Task 6: Capacity Resources: Fair Share
Booklet and pencils

Click on this link
Studyladder - Capacity
and then log in to watch
this StudyLadder video
episode on Capacity.

Then complete page 16 in your 'Fair Share' Maths booklet.

your teacher.

Task 5: Fitness

Click on this link Brain Break and join in with Jaime!
OR

If you have no internet access repeat this morning's dance routine.

Task 6: Data Resources: Fair Share Booklet, workbook, pencils, scissors and glue

Watch this video link Sorting data

Then complete page 11 in your 'Fair Share' Maths booklet.

- What groups could you sort these animals into?
- What are the two groups you're going to make?

Colour, cut and stick these groups into your workbook.

	into the circles on the different pages. Then try other amounts such as 15, 18 and 20. Parents can also provide number problems to use with these mats such as: Using page 1 'Ella has 14 crayons to share with her friend Sawyer. How many will both Ella and Sawyer get after the crayons are fairly shared?' Using page 2 Zac has 12 hot dogs to share with his brother and sister. How many hot dogs will Zac, his brother and sister receive after the hot dogs are fairly shared?'				
Break	Break	Break	Break	Break	Break
Afternoon Task 7 (30 mins)	Task 7: Science and Technology Resources: Workbook and pencils Listen and watch this story link My Farm written and read by Alison Lester. The farm is Alison Lesters special	Task 7: Storytime Listen and watch this story link Sylvester and the Magic Pebble Tell mum or dad 'What you would wish for if you had Sylvester's magic pebble?'	Task 7: Storytime Find a quiet spot in your house to lie down and close your eyes while you listen to this story link The Tiny Star.	Task 7: Storytime Listen and watch this story link When a Dragon Moves In Tell mum or dad 'Why do you think the little boy's family didn't believe that he had a dragon in his castle?	Task 7: Storytime Listen to this story link Good Night, Sleep Tight and join in with the rhymes that you know! Task 8: PDHPE Watch the Sesame Street video on respect. Sesame Street Respect

Task 8 (30 mins)	place.Think about a place that is special to you. Draw a picture of your special place and write a sentence about it.	Task 8: History Resources: Workbook and pencils Click on A Bad Case of Stripes link and watch the video. Discuss individual differences between people. Does everyone look the same? What things are similar/different? Draw Camilla before and after she was covered in stripes.	Task 8: Creative Arts Resources: Cardboard box, plastic container or something similar, pencils, scissors and glue Make an instrument and see what music you can make. You could use a plastic bottle with rocks, use a stick and hit it onto a container for a drum. See if you can shake or strike your instrument to the rhythm of some nursery rhymes such as Baa Baa Black Sheep.	Task 8: Languages The Greek teachers have set up a Google Classroom and work will be available each week. Please join the Greek Google Classroom using the below codes specific to your child's greek class. Greek A Code: dhz2xvm Greek B Code: j4gvvjb	Parent to ask questions such as: What behaviours showed the characters being respectful/ disrespectful? How do you think the characters felt when they were being respected/ disrespected? What ways can you be respectful to others?
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