

Framework for teaching – Kindergarten:

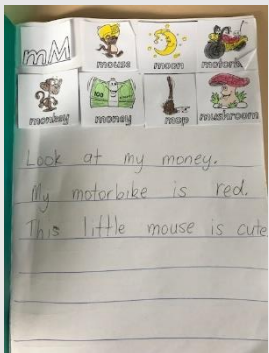
I have included some links to online sites that we use at school if you have access to the internet.

Sounds this week: Uu and Ll

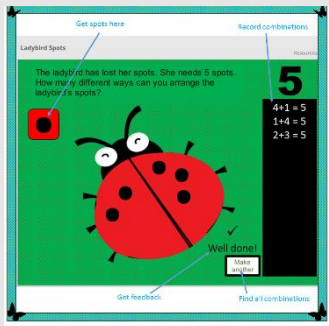

Sight words: ran, put, day

Term 2 Week 3:

	Monday	Tuesday	Wednesday	Thursday	Friday
Task:	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.
Morning:	<p>Literacy</p> <p>Phonics: Uu</p> <p>Think of some things that start with Uu and tell your parent/carer. You might be able to draw some pictures or cut out some things from a magazine that start with u. Practice writing u – start at the top, go down, back up</p>	<p>Literacy</p> <p>Phonics: Revise Uu</p> <p>Watch Geraldine: https://www.youtube.com/watch?v=kmmewEew6IM</p> <p>Can you 'go off around your house' and find some things that begin with Uu?</p>	<p>Literacy</p> <p>Phonics: Ll</p> <p>Think of some things that start with Ll and tell your parent/carer. practice writing Ll – straight down from the top.</p> <p>Listen to the song and do the action:</p>	<p>Literacy</p> <p>Phonics: Revise Ll</p> <p>Watch Geraldine: https://www.youtube.com/watch?v=sq-q2jzM78c</p> <p>Can you 'go off around your house' and find some things that begin with Ll?</p>	<p>Literacy</p> <p>Phonics: Practice your Jolly Phonics sounds with this song:</p> <p>https://www.youtube.com/watch?v=J1ZludcLyi8</p> <p>Sounding out.</p> <p>Use the sounds that</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>to the top and down.</p> <p>Listen to the song and do the action:</p> <p>https://www.youtube.com/watch?v=rLxj0fYntmo</p> <p>The action is to pretend you are putting up your umbrella – keep one hand steady and raise the other as if raising an umbrella.</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Where is the story taking place? How do you know? Discuss this with your parent/carer.</p> <p>Draw a picture from</p>	<p>Complete your cut and paste sheet in your resource package and stick it into your scrap book. Write 3 sentences like this:</p>  <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Draw your favourite character.</p> <p>Sight words: practise writing ran 5 times in your scrap book. Can</p>	<p>https://www.youtube.com/watch?v=mj0Y_b1x3j0</p> <p>Pretend you are licking a lollipop – that's the action.</p> <p>Can you draw a little lion climbing a ladder, eating a lemon?</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Can you find some punctuation in the story, for example full stops and capital letters? Talk to your parent/carer about them.</p> <p>Sight words: practise</p>	<p>Complete your cut and paste sheet in your resource package and stick it into your scrap book. Write 3 sentences (see Tuesday)</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Answer some or all of these questions using these beginnings: <i>What lesson did the character learn? How did the character feel when...? What was the main problem in this story and how was it solved? Predict what might happen after the story finishes.</i></p> <p>(Parents: please</p>	<p>your child knows to get them to write new words. Sound out: hut, cut, nut, bug, rust, must, lap, leg, log, lent.</p> <p>Sight Words: practice writing 'day' 5 times in your scrap book. Revise ran and put. Can you write like, little, she, big and going without looking at the word? Have a try.</p> <p>Writing:</p> <p>Write 3 sentences about anything you like. Use your sight words in your sentences.</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>the story.</p> <p>Writing: Choose 3 'Uu' pictures that you cut out and use your butterfly chart to write 3 sentences.</p> <p>Remember a sentence starts with a capital letter, has finger spaces and a full stop at the end. Does it make sense?</p>	<p>you write am, it, for, are and went without looking at the word? Have a try.</p> <p>Writing:</p> <p>Watch: Narwhals (the unicorn of the sea</p> <p>https://www.youtube.com/watch?v=MXsZq1sQYvA</p> <p>Then write 2 or 3 sentences about narwhals using your butterfly chart.</p>	<p>writing put 5 times in your scrap book.</p> <p>Writing:</p> <p>Use 'put' in a sentence. Don't forget what a good writer does 😊 They start with a capital letter, use finger spaces between words, have a full stop at the end and they read their sentence to ensure it makes sense.</p>	<p>change these questions to suit the text)</p> <p>Writing:</p> <p>Can you write a good sentence about a lion?</p>	<p>app.pmecollection.com.au</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>Addition and Subtraction:</p> <p>Using Playing cards play a variety of games. Such as pick up a card and the children work out how many more needed to make 10. Take out royal</p>	<p>Mathematics</p> <p>Addition and Subtraction:</p> <p>Revise number combinations that add up to 5. E.g: 4 and 1, 3 and 2. Get your child to demonstrate this with their fingers.</p>	<p>Mathematics</p> <p>Addition and Subtraction:</p> <p>Play subtraction bowling. Set up ten plastic cups and use a ball to knock some down. Say 10 take away ___ is ___ (once they have knocked some down). Get</p>	<p>Mathematics</p> <p>Addition and Subtraction:</p> <p>Use the 10 frame in the pack to model and work on addition and subtraction number sentences – see example below.</p>	<p>Mathematics</p> <p>Addition and Subtraction:</p> <p>Solve some addition and subtraction word problems together by drawing pictures in your scrap book. E.g: Elroy has eight cherries and Zoe has two cherries. How many cherries do they</p>

Monday	Tuesday	Wednesday	Thursday	Friday	
<p>cards and jokers.</p> <p>Addition Wars - game</p> <p>Children turn 2 cards over each and add their cards. The person who has the highest answer wins the cards.</p> <p>Roll 2 dice and whoever adds the number fastest is the winner. We want them to be able to recognize the biggest number and use that to count on from.</p> <p>Watch Numberjacks</p> <p>https://www.youtube.com/watch?v=4aC6D4VcmaA</p>	<p>In their scrap book, can you draw some lady bug outlines so they can add dots to illustrate their understanding of combinations to 5.</p> <p>e.g:</p>  <p>This picture shows that 2 and 3 is 5.</p>	<p>them to model this on their fingers. If this concept is a bit tricky, start with 5 cups which will tie in with the work you did yesterday. You might even be able to ask them have they noticed anything (those extension kids might be able to see the reversal e.g: 3 and 2 is 5 (yesterday) and 5 take away 3 is 2, 5 take away 2 is 3.</p>	 <p>Extension: use both frames and add and subtract up to 20.</p>	<p>have together?</p> <p>Three red marbles and three green marbles are on the table. How many marbles are on the table?</p> <p>There are four small lollipops and two big lollipops. How many marshmallows are there altogether?</p> <p>Harry has four more oranges than Cooper. Cooper has three oranges. How many oranges does Harry have?</p> <p>Molly has four peaches and Evita has three peaches. How many peaches do Molly and Evita have together?</p>	
Break					
Afternoon	<p>Science:.</p> <p><u>Recycling different materials</u></p> <p>- Discuss the concept of recycling. <i>What does it</i></p>	<p>PDHPE:</p> <p>The Body</p>	<p>Creative Arts:</p> <p>Visual Arts</p> <p>Try drawing a unicorn with</p>	<p>Geography:</p> <p>Revise with students how homes around Kariong are all</p>	<p>Free Time Friday:</p> <p>Find something that you can do by</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>mean to recycle?</i></p> <p>How Recycling Works https://www.youtube.com/watch?v=VIRVPum9cp4</p> <p>A Day in the Life of Your Garbage and Recyclables https://www.youtube.com/watch?v=TOpYa5OKGgY</p> <p>- Discuss the process of recycling in relation to the videos. What are some of the things that you recycle at home? <i>What are some of the materials that we aren't able to recycle? Why do you think we can't recycle those?</i></p> <p><i>How can we reduce the amount of waste?</i></p> <p>In your scrapbook draw your yellow, red and green bin at the top of the page. Draw some things that go in each of these bins under each bin. Discuss why it belongs there. <i>What materials are we allowed to recycle?</i></p> <p>Additional info if needed:</p>	<p>Basic needs</p> <p>Encourage your child to talk about how to look after the different parts of their body and how to keep their body healthy. eg brushing teeth, daily washing, cutting nails, daily exercise, etc.</p> <p>Read <i>Sebastian Lives in a Hat</i> by Thelma Catterwell</p> <p>https://www.youtube.com/watch?v=ueEE-Hj_agA</p> <p>Discuss Sebastian's needs and how he was cared for.</p> <p>Discuss ways of looking after the body and basic needs that we all share, eg food, clothing, shelter.</p>	<p>these simple instructions.</p> <p>https://www.youtube.com/watch?v=r6cJI89axqY</p>	<p>different. <i>Do you think they would also be different in other countries? Why?</i></p> <p>http://www.teachertube.com/video/houses-around-the-world-46647</p> <p>https://www.youtube.com/watch?v=rj3HU7Y8lo</p> <p>Do homes look the same in other countries?</p> <p>Visit the Global Education site (https://www.gloaleducation.edu.au/teaching-activity/my-place.-your-place.html#activity3) and view the images of different homes around the world. Discuss how they are similar or different to houses in the local community, what they are made from.</p>	<p>yourself, build something out Lego, draw or colour in. Mum and dad have worked so hard with you all week and they might like some time out 😊</p>

Monday		Tuesday	Wednesday	Thursday	Friday
	https://www.youtube.com/watch?v=OasbYWF4_S8				

Framework for teaching – Kindergarten:

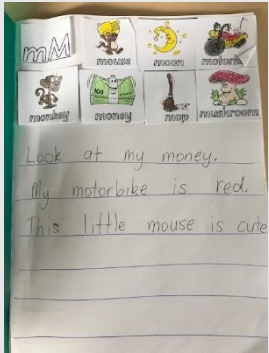
I have included some links to online sites that we use at school if you have access to the internet.

Sounds this week: Ff and Bb

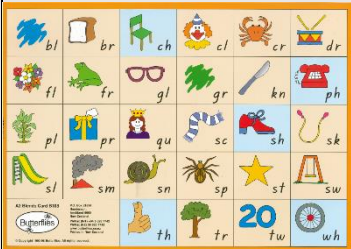
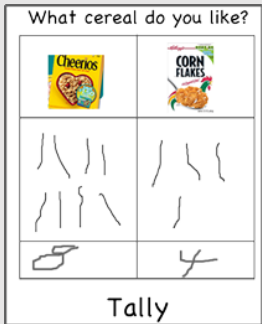
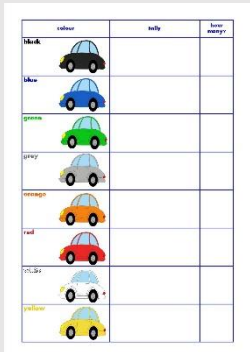
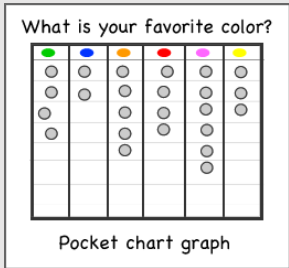
Sight words: under, into, has

Term 2 Week 4:

	Monday	Tuesday	Wednesday	Thursday	Friday
Task:	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.	Volunteer to do a chore to make life easier for mum or dad.
Morning:	<p>Literacy</p> <p>Phonics: Ff</p> <p>Think of some things that start with Ff and tell your parent/carer. You might be able to draw some pictures or cut out some things from a magazine that start with F. Practice writing f – start at the top with your hook, go down, make your</p>	<p>Literacy</p> <p>Phonics: Revise Ff</p> <p>Watch Geraldine: https://www.youtube.com/watch?v=HIKQVqtMZco</p> <p>Can you ‘go off around your house’ and find some things that begin with Ff?</p>	<p>Literacy</p> <p>Phonics: Bb</p> <p>Think of some things that start with Bb and tell your parent/carer. practice writing Bb– start at the top, go half way up the stick and make your ball.</p> <p>Listen to the song and do the action:</p>	<p>Literacy</p> <p>Phonics: Revise Bb</p> <p>Watch Geraldine: https://www.youtube.com/watch?v=ztsfsOI9l9Q</p> <p>Can you ‘go off around your house’ and find some things that begin with Bb?</p>	<p>Literacy</p> <p>Phonics: Practice your Jolly Phonics sounds with this song:</p> <p>https://www.youtube.com/watch?v=J1ZludcLyi8</p> <p>Sounding out.</p> <p>Use the sounds that your child knows to</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>cross.</p> <p>Listen to the song and do the action:</p> <p>https://www.youtube.com/watch?v=eHTZEDsPb-4&list=PLfWr-WDh2byG3zHdS-tPj9KI2Q1Jqh60F&index=17&t=3s</p> <p>The action is to push your hands towards each other while saying ffff.</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Where is the story taking place? How do you know? Discuss this with your parent/carer.</p> <p>Draw a picture from</p>	<p>Complete your cut and paste sheet in your resource package and stick it into your scrap book. Write 3 sentences like this:</p>  <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Draw your favourite character.</p> <p>Sight words: practice writing under 5 times in your scrap book.</p>	<p>https://www.youtube.com/watch?v=bMns7nj3kjQ</p> <p>Can you draw a bat flying through the night sky?</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Can you find some punctuation in the story, for example full stops and capital letters? Talk to your parent/carer about them.</p> <p>Sight words: practice writing into 5 times in your scrap book.</p> <p>Writing:</p>	<p>Complete your cut and paste sheet in your resource package and stick it into your scrap book. Write 3 sentences (see Tuesday)</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p> <p>Answer some or all of these questions using these beginnings: <i>What lesson did the character learn? How did the character feel when...? What was the main problem in this story and how was it solved? Predict what might happen after the story finishes.</i> (Parents: please</p>	<p>get them to write new words. Sound out: fit, fob, bit, bat, bet, bug, ban, bin, best, fan, fat.</p> <p>Sight Words: practice writing 'has' 5 times in your scrap book. Revise under and into. Can you write mum, dad, my, see, the, is and can without looking at the word? Have a try.</p> <p>Writing:</p> <p>Write 3 sentences about anything you like. Use your sight words in your sentences.</p> <p>Reading:</p> <p>Complete one of your books from the PM eCollection</p> <p>app.pmeollection.com.au</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>the story.</p> <p>Writing: Choose 3 'Ff' pictures that you cut out and use your butterfly chart to write 3 sentences.</p> <p>Remember a sentence starts with a capital letter, has finger spaces and a full stop at the end. Does it make sense?</p>	<p>Can you write put, day, ran, look, going and down without looking at the word? Have a try.</p> <p>Writing:</p> <p>Watch: Fish</p> <p>https://www.youtube.com/watch?v=TJN3gJoZqIY</p> <p>Then write 2 or 3 sentences about fish using your butterfly chart.</p> <div data-bbox="627 919 925 1147" data-label="Image"> </div> <p>S and h join together to make the sh sound that you can hear at the end of fish.</p>	<p>Use 'into' in a sentence. Don't forget what a good writer does 😊 They start with a capital letter, use finger spaces between words, have a full stop at the end and they read their sentence to ensure it makes sense.</p>	<p>change these questions to suit the text)</p> <p>Writing:</p> <p>Can you write a few good sentences about a bird that you might see in your garden?</p>	

Monday		Tuesday	Wednesday	Thursday	Friday
		<p>I've included the back of the Butterfly chart in the package (the blends) look at sh for shoe 😊</p> 			
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>Data: Collecting information</p> <p>Today you will begin to explore sorting.</p> <p>Define sorting as the action of grouping like objects together.</p> <p>Make collections of toys or household items e.g: cars, lego blocks, dolls, cans of food. Ask your child to sort them however they would</p>	<p>Mathematics</p>  <p>Use the example above as a guide. Think of things together that you can survey/ask family members</p>	<p>Mathematics</p> <p>Make a car graph</p>  <p>If possible, go outside and watch the cars that go past</p>	<p>Mathematics</p> <p>Creating a graph:</p>  <p>Use the example above as a guide. You could graph smarties or M&M's or stick to colours, pets, eye colour</p>	<p>Mathematics</p> <p>Complete the Sort and Count Fruit worksheet in your package. Use this information to help your child make a graph in their scrap book. What questions could you ask someone? Write these under your graph.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>like and have a conversation with them after they have sorted them to find out how they sorted them. Suggest a way of sorting them differently, by colour or size for example. Then use this information to ask Q's: How many green cars are there? What colour/size is the most popular? Least popular?</p>	<p>present or on the phone about what they like/prefer. Represent their preferences with tally marks.</p> <p>Generate some questions about the results – Which product had the most/least votes? What does that mean?</p>	<p>your house. Represent your findings in your scrap book like the example above. Depending where you live, your graph may have other forms of transport on it like a bus.</p>	<p>(maybe survey your friends in your class that you have contact with over the phone).</p> <p>Once you have helped your child draw the graph in their book, explain to them that graphs are helpful to show us the information that we have collected. Using the graph we can easily see what is most/least popular. Generate some questions about your graph with your child. Write these underneath your graph. Perhaps another family member can answer the questions that you made up.</p>	
Break					
Afternoon	<p>Science</p> <p><u>Packaging materials and properties</u></p> <p>Students are shown packaging for biscuits and</p>	<p>PDHPE:</p> <p>Express ways of showing kindness and care to others</p> <p>Jointly construct a list of</p>	<p>Creative Arts:</p> <p>Make a fish wind sock.</p> <p>https://www.youtube.com/watch?v=YNcCvG</p>	<p>Geography:</p> <p>Different types of places.</p> <p>Watch Is this my place?</p> <p>https://online.clickview.com.au/share?sharec</p>	<p>Free Time Friday:</p> <p>Find something that you can do by yourself, build something out Lego,</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>eggs, cakes, milk, chips, fizzy drink. etc.</p> <ul style="list-style-type: none"> <i>Why do we put these products into packaging like this to transport them?</i> <i>How does packaging protect them?</i> <p>- Point out any writing/pictures on the packaging that help us know they are fragile.</p> <p>- Sort the packaging using criteria suggested by the teacher eg: types of materials. Link back to why we would use these particular materials, suitable properties.</p>	<p>words to describe friends, eg kind, cheerful. Discuss what qualities people have that make them good friends. Discuss the responsibilities of being a good friend.</p> <p>Have students discuss stories from these starters:</p> <p>My best friend is ...</p> <p>I'm a good friend when ...</p> <p>I like my friends because ...</p> <p>I make new friends by ...</p> <p>Help your child to write a positive message to someone they love: I love you because ...</p>	<p>BRdLw</p>	<p>ode=a825bd9b</p> <p>What places did Joey visit? Where was Joey's cosy and safe place? Where is your safe place at home?</p> <p>Make a list of different places together (shopping centres, airports, tents, schools, hotels, restaurants, sporting fields, bedroom). Discuss their size and think of other places that are small or large.</p> <p>Using the examples above, think of the purpose of these places. What are they used for? Who uses them? Why are they important?</p> <p>Draw your safe, cosy place in your scrapbook.</p>	<p>draw or colour in.</p> <p>Mum and dad have worked so hard with you all week and they might like some time out 😊</p>

