

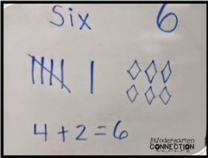
Home Learning Activities for Kindergarten students – Week 10 (30/3/20 - 3/4/20)





WALT: We are learning to... This focuses the learning on the skill for that lesson

WILF: This explains what children can do to demonstrate their learning. Use this when giving feedback. E.g. if the WILF says 'I can write with finger spaces' you can look at the sentence and check the finger spaces, are they there? Yes? Great. If not, where do they need to be?

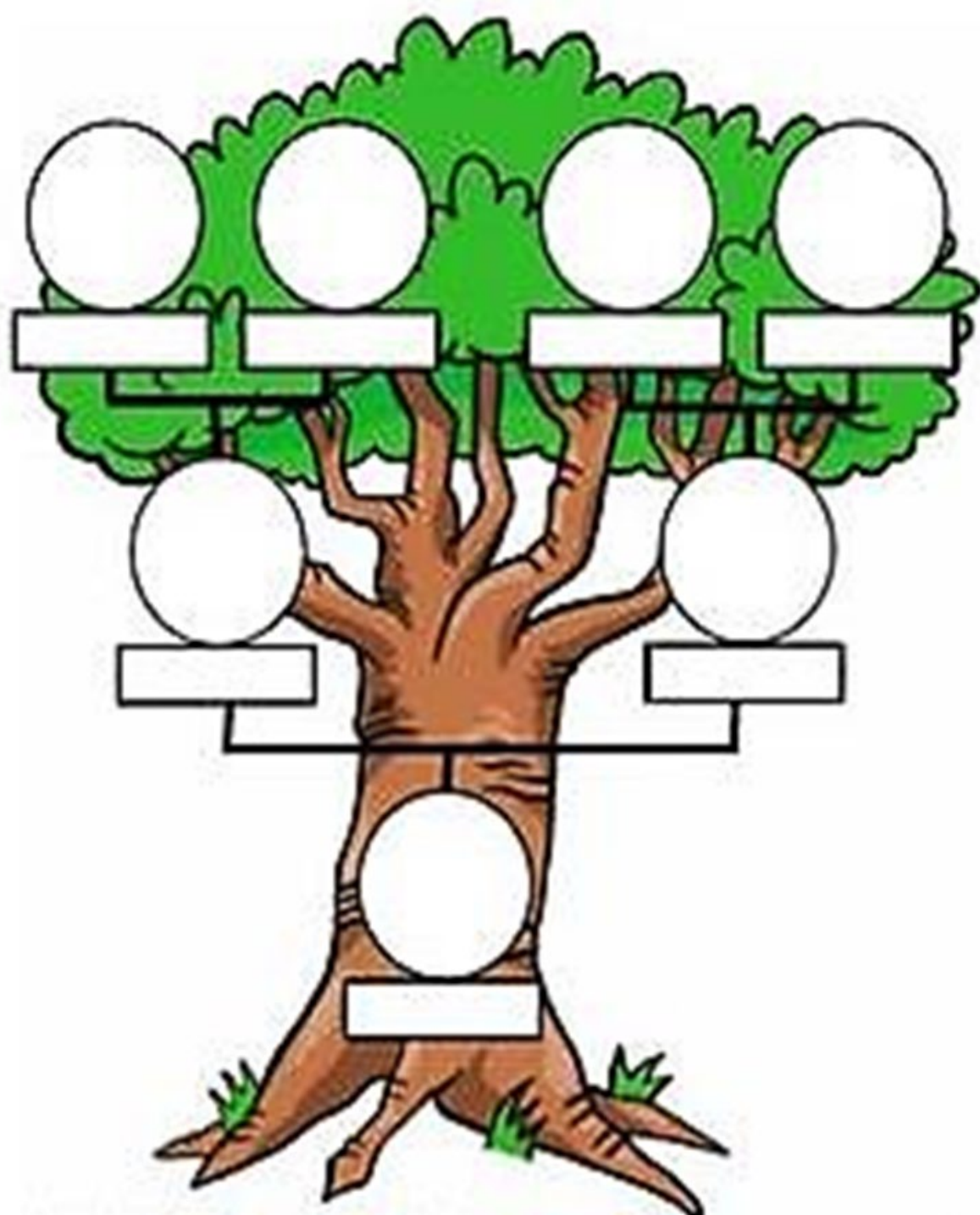
TIME	MON	TUES	WED	THURS	FRI
	<p>Text focus: 'The Very Brave Bear' by Nick Bland: https://www.youtube.com/watch?v=Hqn6zRnSdf8 OR https://www.youtube.com/watch?v=uDVO0G3K4EI WALT: respond to texts</p>				
English	<p>WALT: make predictions about a story WILF: I can -Look at the front cover and share what the story might be about -Share my thoughts about the story after reading it</p> <ul style="list-style-type: none"> • Watch the story or read a copy from home • Pause the video so it is on the front cover of the book • What do you think the story will be about? Who is in the story? What do you think Bear is going to do? Why do you think he needs to be brave? • Watch or read the rest of the story. • Draw a picture showing a time when you were brave. Tell someone about your picture. Can you write a sentence about your 	<p>WALT: Sequence the main parts of a story WILF: I can -put a story in the correct order</p> <ul style="list-style-type: none"> • Re-watch/ re-read the story from yesterday's link • Talk with someone about what happened in the story -What happened at the beginning? -What happened in the middle? -What happened at the end? • Draw 3 pictures of the beginning, middle and end of the story. Talk about what's happening in each picture. • Under each picture write something or have someone write for you; a word or sentence, to describe what's happening in each part 	<p>WALT: identify rhyming words within the story WILF: I can -listen to a story and identify two words that rhyme -say why two words do/do not rhyme</p> <ul style="list-style-type: none"> • Rewatch the story link from Monday. • Can you tell someone what a rhyming word is? <p>Rhyming words are words that have the same end sound e.g. cat, bat, hat</p> <ul style="list-style-type: none"> • Reread/watch the first page of the link with someone. Which words on the page rhyme? E.g. bog and log. • Listen to the whole story. When you hear two words that rhyme, give a thumbs up. <p>WALT: Write letters accurately</p>	<p>WALT: make a connection between the story and my own experiences WILF: I can - link something from the story with a personal experience - talk or write about my connection with the text</p> <ul style="list-style-type: none"> • Re-watch/read the story. Think about a time when you have had to be brave • Talk with someone about the time when you were brave 'I was brave when...' <p>Writing:</p> <ul style="list-style-type: none"> • Can you write this sentence, or can someone write it for you and you copy it? <p>WILF: I can - Use a capital letter - Use a full stop - Include finger spaces - Start on the left side of</p>	<p>WALT: share our ideas WILF: I can -use a capital letter, full stop and finger spaces -create a sentence</p> <ul style="list-style-type: none"> • Re-watch/read the story. Think about the times when Bear was brave. • Talk with someone about a time from the story when Bear was brave. "Bear was brave when..." • Can you write this sentence, or can someone write it for you and you copy it? • Make sure to have: -capital letter -full stop -finger spaces -start on the left side of the page and move to the right

	<p>picture? Or label your drawing?</p> <p>WALT: <i>Say the sound that letters make</i></p> <ul style="list-style-type: none"> • We have been learning letter sounds for; s, m, c, g, t, a, o and p • Have someone show you the letters one at a time and you say the sound out loud- as fast as you can. • Now swap- Have someone say the sounds and you write that letter on a whiteboard or piece of paper. 	<p>of the story. E.g. In the beginning...</p> <p>WALT: <i>Find letter sounds within words</i></p> <ul style="list-style-type: none"> • Look through a book/ newspaper/ magazine, find the letter sounds that you know. • Say them and write them. • Can you think of another word that starts with the same sound? 	<ul style="list-style-type: none"> • Write your first and last name, using a capital for the first letter of each name and lower case for the rest. • Remember a finger space between each as well. <p>WALT: <i>Recognise camera words instantly</i></p> <ul style="list-style-type: none"> • We have been learning the camera words; I, are, to, the, she, was • Camera words are like sight words, we need to know them straight away. • Have someone write these words out and point to them in random order. • Say them as quickly as you can. • Create a game of “memory” using the camera words 	<p>the page and move to the right</p> <ul style="list-style-type: none"> • Draw a picture to match your sentence <p>WALT: <i>Find camera words in stories</i></p> <ul style="list-style-type: none"> • See if you can find our 6 camera words; (I, are, to, the, she, was) in a book/ magazine/ newspaper. • Keep a score of how many you can find. • Which one did you see the most? 	<ul style="list-style-type: none"> • Draw a picture to match your sentence <p>WALT: <i>Blend letter sounds together to read words</i></p> <ul style="list-style-type: none"> • Using the following words practice blending sounds to read; pat, mop, cop, top, map, stop, stomp, stag, spam • We blend as we go, e.g. p, pa, pat (don’t say each sound in isolation) • Now can you have someone say each word and you try to write it? • Work together to check and fix your writing if there are any errors.
BREAK					

<p>Maths</p>	<p>WALT: Read and recognise numbers <i>WILF: I can break a teen number down as 10 and how many more?</i></p> <ul style="list-style-type: none"> How many different ways can you show the number 15? e.g.  <ul style="list-style-type: none"> Count forwards and backwards to 20. Can you start from any number? (Make sure you are saying the 'teen' numbers correctly – eg say thirteen not thirty) Write a number between 10 and 15. Can you break it down? Eg. 15 is 10 and 5 more. Use objects around the house to help you e.g. lego Can you draw/make this number? Repeat this with other numbers between 10 and 15. 	<p>WALT: Read and recognise numbers <i>WILF: I can break a teen number down as 10 and how many more?</i></p> <ul style="list-style-type: none"> How many different ways can you show the number 18? <p><i>Watch:</i> https://www.youtube.com/watch?v=D0Ajq682yrA</p> <ul style="list-style-type: none"> Count forwards and backwards to 20. Can you start from any number? (Make sure you are saying the 'teen' numbers correctly) Write a number between 16 and 20. Can you break it down? Eg. 16 is 10 and 6 more. Can you draw/make this number? Use objects around the house to help you. Repeat this with other numbers between 16 and 20 	<p>WALT: Read and recognise numbers <i>WILF: I can break a teen number down as 10 and how many more?</i></p> <ul style="list-style-type: none"> How many different ways can you show the number 17? Write a number between 10 and 20. Make this number with objects from around the house eg. Lego pieces, leaves, buttons, blocks or cut up pieces of paper etc. Can you break it down by separating into groups? Eg. 16 is 10 and 6 more Are there other ways you can make 16? Eg. 16 is also 9 and 7 more. How many ways can you show this number? 	<p>WALT: Read and recognise numbers</p> <ul style="list-style-type: none"> How many different ways can you show the number 20? <p>WALT: Sequence daily events <i>WILF: I can put three daily events in order.</i></p> <ul style="list-style-type: none"> What are some of the things you would do in a day? What is something you do each morning? What is something you do each night? What is something you do in the middle of the day? Draw something you do in the morning, in the middle of the day and at night. 	<p>WALT: Read and recognise numbers</p> <ul style="list-style-type: none"> How many different ways can you show the number 16? <p><i>Watch:</i> https://www.youtube.com/watch?v=srPktd4k_O8</p> <p>WALT: Compare the duration of two events <i>WILF: I can describe events that take a short time and events that take a long time</i></p> <ul style="list-style-type: none"> What activities take a short time? eg. Brushing your teeth What activities take a long time? Eg. watching a movie Draw a picture of something that takes a short time. Draw a picture of something that takes a long time. Share your reasons with someone in your family
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<p>WELL BEING</p>	<p>MINDFULNESS- Emotional (feelings) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing WILF: I can be kind to myself Watch and follow: Be Kind to Yourself</p> <p>Choose ANY activity that makes you happy and allows you to be kind to yourself. eg reading a book, playing a game, lego. Set a timer for 15 minutes.</p> <p>Mindful Reflection: Tell someone how you feel after doing this activity. Do you feel happier, more relaxed?</p> 	<p>MINDFULNESS- Social (friends) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing WILF: I can focus my attention on one activity</p> <p>Click on the link and find the episode 'Hide and Seek' Watch: Bluey Episode - Hide and Seek</p> <p>Put the timer on for 10 minutes. Ask a sibling or parent to play hide and seek with you.</p> <p>Mindful Reflection: How is playing with someone else good for your wellbeing? Tell your play buddy.</p> 	<p>MINDFULNESS- Cognitive (mind) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing WILF: I can explore the outdoors using my mind to focus on nature</p> <p>Set a timer for 15 minutes. Silent search for beautiful natural objects</p> <ul style="list-style-type: none"> - What does it look like? - What colour is it? - What does it smell like? - Can I touch it? - What does it feel like? <p>Silent search for minibeasts and other creatures that move. DO NOT TOUCH THE MINIBEAST.</p> <p>When you find a creature, watch the creature in silence</p> <ul style="list-style-type: none"> - What does it look like? - How does it move? - What colours can you see on its body? <p>Mindful Reflection: How has this quiet time of being in the 'present' made you feel?</p> <p>You might like to create an artwork based on what you discovered, adding how this mindful activity made you feel.</p>	<p>MINDFULNESS- Physical (movement) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing WILF: I can get energized with music</p> <p>Click on the link below or move to your favourite song. Mindful Movement</p> <p>Mindful Reflection: Getting your body moving is good for your physical wellbeing. Do you feel different after moving to the music? Find a sibling/parent to do the activity with you again.</p> 	<p>MINDFULNESS- Emotional (feelings) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing WILF: I can notice my emotions</p> <p>Trace your hands. On one hand, describe nervous feelings about an event. On the other hand, describe hopeful and excited feelings about the same event.</p> <p>Decorate your hands with colours and patterns.</p> <p>Mindful Reflection: Talk to someone about the feelings you have added to each hand.</p> 
<p>BREAK</p>					

<p>Other KLAS</p>	<p>PDH WALT: recognise different feelings https://www.youtube.com/watch?v=xlfLgHBwYx4</p> <ul style="list-style-type: none"> • Watch the above reading of the text “In My Heart” by Jo Witek • Talk to someone about the different feelings that you saw in the video • Talk about how your body feels when you are: angry, sad, happy, excited, nervous etc. • When is a time you felt like this? • Pick a feeling and draw how you might feel at that time <p>PE WALT: <i>Be fit and active</i> https://www.youtube.com/watch?v=AjGHUMnb3Zc</p> <ul style="list-style-type: none"> • Watch the above video on the fundamental movement skill of skipping (not skipping with a rope) • Practice this movement skill. Ask someone to watch you to see how you’re going • Log this into your activity journal 	<p>History WALT: identify the people in our family</p> <ul style="list-style-type: none"> • A family tree is a drawing that shows the people who are in your family. • Use the template below or draw your own family tree. Draw the faces in the circle of the people who are in your family. • Tell someone about your family tree. • Can you write the names of the people under each picture or can someone write it for you and you copy it? <p>PE WALT: <i>Be fit and active</i></p> <ul style="list-style-type: none"> • Practice performing the fundamental movement skill ‘skipping’. • Log this into your activity journal 	<p>Science WALT: Explore different materials</p> <ul style="list-style-type: none"> • Go on a Material hunt around the house. • Can you find something made from glass, plastic, metal, wood, paper and fabric? • Draw these items. <p>PE WALT: <i>Be fit and active</i></p> <ul style="list-style-type: none"> • Practice performing the fundamental movement skill ‘skipping’. • Log this into your activity journal 	<p>Art WALT: Create artworks that express my identity</p> <ul style="list-style-type: none"> • Collect some natural materials and glue them onto your family tree <p>PE WALT: <i>Be fit and active</i></p> <ul style="list-style-type: none"> • Practice performing the fundamental movement skill ‘skipping’. • Log this into your activity journal 	<p>Music WALT: Explore volume in music <i>WILF:</i> I can use my voice to sing louder or softer Optional: Watch this short video about loud and soft https://www.youtube.com/watch?v=Mct7v9D2VqY</p> <ul style="list-style-type: none"> • What things are loud? eg. thunder What things are quiet? Eg. whispering • Choose a familiar song eg. Twinkle twinkle little star. • Sing it through once. • Sing it again in a quiet voice. • Sing it in a loud voice. • Sing through the song and change volume throughout. Use your hands to show when your voice gets louder and softer eg. Raise arm when getting louder and lower hand when getting softer. <p>PE WALT: <i>Be fit and active</i></p> <ul style="list-style-type: none"> • Practice performing the fundamental movement skill ‘skipping’. • Log this into your activity journal
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Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday