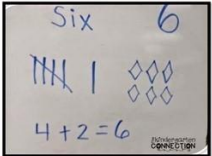



Home Learning Activities for Kindergarten students – Week 11 (6/4/20 - 9/4/20)


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</p> <p>WALT: respond to texts</p>				
Englis h	<p>WALT: make pictures in our mind when listening to a story</p> <p>WILF: I can:</p> <ul style="list-style-type: none"> -share my thoughts by describing the images in my mind -Recognise that adjectives are used to describe details. -Use adjectives when describing my thoughts <ul style="list-style-type: none"> • Watch: https://www.youtube.com/watch?v=Hqn6zRnSdf8 • Listen to the story with your eyes closed. What pictures come into your mind when you hear different words? • Tell someone what you pictured in your mind • Draw this. • Can you write something about your picture or tell someone something 	<p>WALT: describe a setting</p> <p>WILF: I can</p> <ul style="list-style-type: none"> -use adjectives to describe a setting -draw a picture of a setting from a story <ul style="list-style-type: none"> • A setting is where the story is taking place e.g. at the beach, in a cave, park etc. • Pick your favourite page from the story and tell someone about the setting e.g. in the muddy bog • Use adjectives (describing words) to talk about the setting e.g. the bog was brown and muddy • Draw a picture of this setting. • Can you write something about your picture or tell someone something 	<p>WALT: share our opinion</p> <p>WILF: I can</p> <ul style="list-style-type: none"> -describe my favourite character from the text -explain why they are my favourite character <ul style="list-style-type: none"> • Read the story again. • Think about who your favourite character is from the story. Share with someone who your favourite character is and why. What do you like about them? • 'My favourite character is..... because.....' • Draw a picture of your favourite character. • Create a sentence to go with your picture? 'My favourite character is.... because....' • Write your sentence or have someone write it and you copy. Try and write some words yourself. 	<p>WALT: share our opinion</p> <p>WILF: I can</p> <ul style="list-style-type: none"> -describe my favourite part of the story -explain why it is my favourite part of the story <ul style="list-style-type: none"> • Re-watch the text. Think about what your favourite part of the story is. • Share with someone what your favourite part is and why that is your favourite part. E.g. 'My favourite part was when.... because....' • Ask them what their favourite part of the story is. • Draw a picture of your favourite part. • Can you write something about your picture? E.g. 'My 	<p>Happy Holidays!</p> <p>From</p> <p>Ms Mesiti</p> <p>Mrs Pullinger</p> <p>Miss Schweiger</p> <p>Mrs Samaan</p> <p>Miss Mepstead</p> <p>Miss Steed</p>

	<p>about it and they can write it for you to copy.</p> <p>WALT: recognise camera words instantly</p> <ul style="list-style-type: none"> We have been learning the camera words; I, are, to, the, she, was. 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. Write out the words twice onto little pieces of paper. Turn them all over and try and find a match. 	<p>about it and they can write it for you to copy.</p> <ul style="list-style-type: none"> Try and include adjectives. Circle all the adjectives you have used. <p>WALT: recognise camera words instantly</p> <ul style="list-style-type: none"> We have been learning the camera words; I, are, to, the, she, was. Next time you read a book, see if you can find any camera words as you read. Have someone say a word and you need to find it in a book or newspaper. If you have highlighters you could highlight the word in the newspaper. 	<p>WALT: make words using familiar sounds</p> <ul style="list-style-type: none"> Using the following sounds: s, m, c, o, a, t, p, g can you arrange them in different ways to make words? E.g. map, tap, cap map, tap, cap Have a try at writing them onto paper/ mini whiteboard. Can you read them back to yourself? 	<p>favourite part was when.... because....'. Maybe someone can write it and you copy, try and sound out some words yourself. What sounds can you hear at the beginning of the word?</p> <p>Listen to one of your Kindy Teachers read a story on SeeSaw. You will find this story in messages.</p>	
BREAK					
Maths and wellbeing	<p>WALT: Read and recognise numbers</p> <p>Mystery Number – roll 2 dice to create a number e.g. 6 and 4 = 10. How many different ways can you show that number? e.g.</p> 	<p>WALT: Read and recognise numbers</p> <p>Mystery Number – roll 2 dice to create a number e.g. 6 and 4 = 10. How many different ways can you show that number?</p> <p>WALT: Count forwards and backwards</p>	<p>WALT: Read and recognise numbers</p> <p>Mystery Number – roll 2 dice to create a number e.g. 6 and 4 = 10. Could you try 3 dice? How many different ways can you show that number?</p> <p>WALT: Use words that describe position</p> <p>WILF: I can -describe where an object is</p>	<p>WALT: Read and recognise numbers</p> <p>Mystery Number – roll 2 dice to create a number e.g. 6 and 4 = 10. Could you try 3 dice? How many different ways can you show that number?.</p> <p>WALT: Use words that describe position</p>	

<p>WALT: Count forwards and backwards</p> <p>WILF: I can</p> <p>-name the number before and the number after a given number up to 20.</p> <ul style="list-style-type: none"> Roll a dice at home and talk about the number before and the number after.  <ul style="list-style-type: none"> Roll two dice and add the numbers together. E.g. 6 and 4 = 10. Name the number before and after. <p><i>Interactive dice if needed</i> http://dice.virtuworld.net/?sides=20</p>	<p>WILF: I can</p> <p>- name the number before and the number after a given number up to 20.</p> <ul style="list-style-type: none"> Write the numbers 1-10 on pieces of paper put them in a bowl. Pull out a piece of paper and say the number before and after. Continue this with a few numbers. Check on a number line if you need to. Can you put your pieces of paper in number order? 	<p>using words that describe position e.g. up, down</p> <ul style="list-style-type: none"> Watch: https://www.youtube.com/watch?v=idJYhjGyWTU Can you brainstorm some words that describe position e.g. up, down, left, right, inside, outside <p>Position is the way in which something is placed or arranged.</p> <ul style="list-style-type: none"> Get a toy and put it in different places around the room. Describe where you have placed your object using positional words e.g. The bear is behind the chair. The bear is down the stairs. 	<p>WILF: I can</p> <p>-give and follow simple instructions</p> <p>-use words that describe position</p> <p>Watch: https://www.youtube.com/watch?v=XfLjhLiR-mA</p> <ul style="list-style-type: none"> Find someone and play Simon Says using words that describe position e.g. Stand behind the chair, Crouch under the table 	
<p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>Physical (movement)</p> <p>Wellbeing- <u>Using my senses</u></p> <p>Grab your Crunch and Sip/any food for this activity. Click on the link below and watch: Mindful Eating</p>	<p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>Emotional (feelings)</p> <p>Wellbeing- <u>Sky Watching</u></p> <p>Set a timer for 10 minutes and watch the sky. You might lie on your back or sit very still.</p>	<p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>Emotional (feelings)</p> <p>Wellbeing- <u>Showing Gratitude</u></p> <p>Use the QR code below or click on the link to listen to the story:</p>	<p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>Cognitive (mind)</p> <p>Wellbeing- <u>Tower building</u></p> <p>Set a timer for 10 minutes. Build the tallest tower you can make. You could use</p>	

	<p>Mindful Reflection: Eating is necessary for our physical wellbeing, so let's eat thoughtfully.</p> <p>How do you feel after this activity of focusing on your food?</p>	<ul style="list-style-type: none"> • What can you see? • Is the sky changing? • What colours can you see? <p>Close your eyes for 5 seconds. When you open them, take a picture of what you see in the sky. Your eyes are your camera. Get a piece of paper and draw your sky picture.</p> <p>Reflection: Show someone your picture. Did you feel more relaxed after this activity of being in the present?</p>	 <p>Ten Thank You letters</p> <p>Write down or draw 5 things that you are thankful for. You could also write a letter to someone thanking them for something.</p> <p>Mindful Reflection: Could you ring a friend or grandparent and share your 5 things you are thankful for. If you wrote a letter, could you post it to someone?</p>	<p>blocks, lego, cards, books etc.</p> <p>Mindful reflection: Each time your tower falls, try a new way to build it to make it taller. How do we feel when we persevere with a task?</p>	
BREAK					
Other KLAS	<p>PDH WALT: recognise different feelings https://www.youtube.com/watch?v=dOkyKyVFns</p> <ul style="list-style-type: none"> • Watch the inside out clip above and identify the different feelings • Think about how you feel when you are a little bit sad and then how you feel when you are very sad- what is different between the feelings? • Draw a picture of your face/body when you are a little bit sad and then when you are very sad 	<p>Art WALT: create artworks</p> <ul style="list-style-type: none"> • Draw an Easter egg using the shape of an oval. Try and use as many 2D shapes as you can. • Colour in your egg using bright colours. Don't forget to stay in between the lines. <p>PE WALT: Be fit and active</p> <ul style="list-style-type: none"> • Practice performing the fundamental movement skill 'balance'. How long can you balance for? 	<p>Science WALT: Investigate different materials</p> <ul style="list-style-type: none"> • Collect 5 items in your house. • Can you name what they are made from? • Draw these items. • How are they the same or different to each other? Is it made of something hard or soft? Rough or smooth? <p>PE WALT: Be fit and active</p>	<p>History WALT: share information about ourselves and others</p> <ul style="list-style-type: none"> • Watch : https://www.youtube.com/watch?v=ReMq3KX8F94 • Draw a picture of one of your friends and tell someone what makes them a good friend. <p>PE WALT: Be fit and active</p>	

	<ul style="list-style-type: none"> • Now draw a picture when you are happy and when you are VERY happy/excited. When is a time you felt like this? <p>PE WALT: <i>Be fit and active</i> https://www.youtube.com/watch?v=UJf5pUz7jll</p> <ul style="list-style-type: none"> • Watch the above video on the fundamental movement skill of balance • Practice this movement skill. Ask someone to watch you to see how you're going • Log this into your activity journal 	<ul style="list-style-type: none"> • Log this into your activity journal 	<ul style="list-style-type: none"> • Practice performing the fundamental movement skill 'balance'. Can you balance while holding something? • Log this into your activity journal 	<ul style="list-style-type: none"> • Practice performing the fundamental movement skill 'balance'. • 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