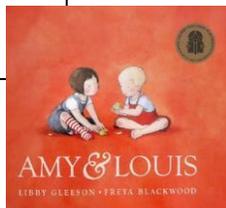


Old Guildford Public School Learning at Home Grid – Kindergarten – Term 4, Week 1

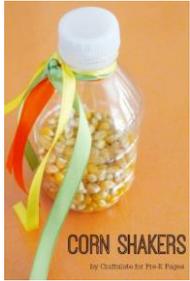


You will not need access to a digital device to complete most of the following activities. You will need some help from a parent/carer.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Eat breakfast, brush your teeth. Have your learning pack ready. Be ready to learn. Parents to check in via Seesaw by liking the morning post 😊</p>				
<p>ENGLISH</p> <p>Reading- Read a decodable book (see list of links). Record the name of the book on your home reading log.</p> <p>Read the Rainbow Heart Words. Practise them in a different order each time.</p> <p>Spelling - Read and write the following words two times: slam clam swam grin gran</p> <p>Draw, Talk, Write and Share</p> <p>This term we are learning more about stories. <i>Amy and Louis</i> is a story about two special friends who live next door to each other and play together every day.</p> <p>Who do you like to play with? What do you like to play? Do you like to play inside or outside?</p> <p>Draw, talk and write about it. Share with a family member or your teacher through Seesaw.</p>	<p>ENGLISH</p> <p>Reading- Read a decodable book (see list of links). Record the name of the book on your home reading log.</p> <p>Read the Rainbow Heart Words. Practise them in a different order each time.</p> <p>Spelling – Read and write the following words two times: slip clip flip drip trip</p> <p>Draw, Talk, Write and Share</p> <p>Watch and listen to the story <i>Amy and Louis</i>, read by the author, Libby Gleeson. https://www.youtube.com/watch?v=0At4K4fM6NU</p> <p>In the beginning of the story, we find out about how Amy and Louis used a special word when they wanted the other one to come and play. How do you ask your friend to play? What do you say? Draw, talk and write about it. Share with a family member or your teacher through Seesaw.</p>	<p>ENGLISH</p> <p>Reading- Read a decodable book (see list of links). Record the name of the book on your home reading log.</p> <p>Read the Rainbow Heart Words. Practise them in a different order each time.</p> <p>Spelling – Read and write the following words two times each: flap clap flop clop step</p> <p>Draw, Talk, Write and Share</p> <p>The beginning part of a story is always important because we find out about who is in the story, what they are like and where they are.</p> <p>Listen to the story <i>Amy and Louis</i> again. What do we find out about Amy and Louis at the beginning of the story? https://www.youtube.com/watch?v=0At4K4fM6NU</p> <p>Draw, talk and write about it. Read your writing out loud. Share with a family member or your teacher through Seesaw.</p>	<p>ENGLISH</p> <p>Reading- Read a decodable book (see list of links). Record the name of the book on your home reading log.</p> <p>Read the Rainbow Heart Words. Practise them in a different order each time.</p> <p>Spelling – Read and write these words two times each: stop drop crop spin spot</p> <p>Draw, Talk, Write and Share</p> <p>In <i>Amy and Louis</i>, Amy moves far away from Sydney to New York. Watch again and look carefully at the colours used in the pictures of Amy’s new city. https://www.youtube.com/watch?v=0At4K4fM6NU</p> <p>How do you think Amy feels when she moves away? Is she excited, scared, sad or maybe a mixture? Why? Draw, talk and write about it. Share with a family member or your teacher through Seesaw.</p>	<p>ENGLISH</p> <p>Reading- Read a decodable book (see list of links). Record the name of the book on your home reading log.</p> <p>Read the Rainbow Heart Words. Practise them in a different order each time.</p> <p>Spelling – Ask a family member to give you a spelling test on the words you have been practising.</p> <p>Draw, Talk, Write and Share</p> <p>At the end of <i>Amy and Louis</i>, Amy and Louis can’t talk to each other anymore, but they think about each other every day. Pretend you are Louis. Write Amy a letter and draw her a picture. You could:</p> <ul style="list-style-type: none"> *tell her you miss playing with her and ask if she has any new friends, *ask her what games she plays now. *ask about her new home. <p>Share with a family member or your teacher through Seesaw.</p>



Monday	Tuesday	Wednesday	Thursday	Friday
<i>Eat a healthy snack. Listen to a story. Drink some water. Play a game. Get active!</i>				
<p>MATHEMATICS Warm up</p> <p>Count forwards to 30 and backwards from 20.</p> <p>Count by 10s to 100.</p> <p>Find 20 small items, eg beads, rocks, beans and make 2 groups of 10.</p> <p>Number of the Day</p> <p>The number of the day is 18 . On a piece of paper:</p> <ul style="list-style-type: none"> - Write the numeral - Write the word - Draw a picture - Show the number on a ten frame - Show the number using tally marks - Write the number that comes before and after - Draw a dot pattern. Can you draw a different dot pattern? <p>Problem Solving</p> <p>If I have 5 apples in my basket, how many more do I need to make 7? Draw pictures or items such as real apples to help work out the answer.</p> 	<p>MATHEMATICS Warm up</p> <p>Count forwards by 10s to 100.</p> <p>Read and write the following numerals:</p> <p>20, 18, 16, 14, 12, 19, 17, 15, 13, 12</p> <p>Complete a page from your Term 4 maths booklet.</p> <p>Who has more?</p> <p>Get a family member, 2 cups, 1 dice or numeral cards from 1-6, and a set of small items, e.g. beans, rocks, buttons. Take turns rolling the dice and putting a matching number of items into your cup. The first player to fill their cup, wins!</p> <p>Problem Solving- Mass</p> <p>Have a family member choose 5 different items from around the home. Put them in order from the lightest to heaviest. Draw a picture of the items in order.</p>	<p>MATHEMATICS Warm up</p> <p>Start at the number 15 and count forwards to 30 or beyond if you can.</p> <p>Start at the number 16 and count backwards to 0.</p> <p>Complete a page from your Term 4 maths booklet.</p> <p>Number of the Day</p> <p>The number of the day is 19.</p> <p>On a piece of paper:</p> <ul style="list-style-type: none"> - Write the numeral - Write the word - Draw a picture - Show the number on a ten frame - Show the number using tally marks - Write the number that comes before and after - Draw a dot pattern. Can you draw a different dot pattern? <p>Problem Solving</p> <p>I saw 10 speckled frogs sitting on a log. 2 frogs jumped into the pond. How many frogs are left on the log? Draw pictures or use other strategies to help work out the answer.</p>	<p>MATHEMATICS Warm up</p> <p>Read and write the following numerals:</p> <p>10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p>Complete a page from your Term 4 maths booklet.</p> <p>How many under the cup?</p> <p>Find 10 small items, eg beads, beans. Put some items under a solid cup and show a family member the remaining items. Have them work out the number of items under the cup then switch places.</p> <p>Problem Solving</p> <p>Reham has three bags of lollies. Each bag has 4 lollipops. How many lollipops does Reham have altogether? Draw pictures or use other strategies to help work out the answer.</p> 	<p>MATHEMATICS Warm up</p> <p>Count forwards to 30 or beyond and backwards from 20.</p> <p>Count by 10s to 100.</p> <p>Complete a page from your Term 4 maths booklet.</p> <p>Number of the Day</p> <p>The number of the day is 20.</p> <p>On a piece of paper:</p> <ul style="list-style-type: none"> - Write the numeral - Write the word - Draw a picture - Show the number on a ten frame - Show the number using tally marks - Write the number that comes before and after - Draw a dot pattern. Can you draw a different dot pattern? <p>Problem Solving</p> <p>Wafa had 10 strawberries. She ate some. There are 7 strawberries left. How many strawberries did she eat? Draw pictures or use other strategies to help work out the answer.</p>
<i>Eat a healthy snack. Listen to a story. Drink some water. Play a game. Get active!</i>				

Monday	Tuesday	Wednesday	Thursday	Friday		
<p>DRAMA</p> <p>Animal Freeze: Play a game of animal freeze. Do you know how to act like a duck, horse, sheep, and chicken? Put some music on and act like one of these animals. When the music stops 'freeze'. Once the music plays again, act out another animal.</p> <p>PLAY</p> <p>Have a family dance party! Find music you love and DANCE!</p> 	<p>PD/H/PE</p> <p>I Like Myself: Write down 10 things you like about YOU!</p>  <p>PLAY</p> <p>Use an empty plastic container and small items such as beans, rice or small rocks to make a music shaker. Decorate the container with paper, markers, paint and any other craft items you have.</p> 	<p>SCIENCE</p> <p>Living and non-living things: Plants and animals are living things because they eat, breathe, and grow. Story books and toys are Nonliving things because they do not eat, breathe, or grow. Create a list of living and non-living things.</p> <p>Name: _____</p> <table border="1" data-bbox="936 534 1258 746"> <tr> <td style="color: green;">Living</td> <td style="color: red;">Non-Living</td> </tr> </table> <p>PLAY</p> <p>Play outside for 20 minutes. Drink some water when you are done!</p> 	Living	Non-Living	<p>HISTORY</p> <p>Story time: Have an adult share a favourite memory they have from when they were little. Can you remember something special from when you were younger? Draw, talk and write about it.</p> <p>PLAY</p> <p>Go outside and shadow draw some plants or your favourite toys!</p> 	<p>SPORT Do the following exercises ten times:</p>  <p>PLAY</p> <p>Create your own Recycle Robot using materials such as tissue boxes, bottles, toilet rolls and cereal boxes. You will need some tape or glue!</p> 
Living	Non-Living					
<p><i>Eat a healthy snack. Listen to a story. Drink some water. Play a game. Get active!</i></p>						
<p>HANDWRITING</p> <p>Complete writing a sentence from your Term 4 Sentence Booklet (Monday, Week 1).</p> <p>Remember to follow the correct direction when writing.</p>	<p>HANDWRITING</p> <p>Complete writing a sentence from your Term 4 Sentence Booklet (Tuesday, Week 1).</p> <p>Remember to follow the correct direction when writing.</p>	<p>HANDWRITING</p> <p>Complete writing a sentence from your Term 4 Sentence Booklet (Wednesday, Week 1).</p> <p>Remember to follow the correct direction when writing.</p>	<p>HANDWRITING</p> <p>Complete writing a sentence from your Term 4 Sentence Booklet (Thursday, Week 1).</p> <p>Remember to follow the correct direction when writing.</p>	<p>HANDWRITING</p> <p>Complete writing a sentence from your Term 4 Sentence Booklet (Friday, Week 1).</p> <p>Remember to follow the correct direction when writing.</p>		