

Set 2

Day 2

FAMILY MORNING FITNESS – Brisk walk with family (aim for 30mins)

LITERACY

Reading – Read/share a story: Please use the Kindergarten Reading Literature Question Stems in the resource pack to support reading a story.

Semantics

Semantics refers to the meaning of sentences in works and is essential in building oral language skills. Use The Zoo scene included in the pack from yesterday and discuss the following;

'I'm going to describe something in this picture, try to guess what it is, "It has big ears, a long trunk and lives in the zoo. What am I?" "It is fluffy and grey. It likes to sit in gum trees and eat gum leaves. What am I?"'. Now it's your turn. Tell me everything you know about Kangaroos. What else can you tell me (prompt them for more information). Tell me everything you know about a monkey. What else can you tell me (prompt them for more information)'

Phonological Awareness

Phase 1

The Letters and Sounds program concentrates on developing children's speaking and listening skills. The emphasis is to focus children to listen to the sounds in their environment. If you have access to the internet, please play this video and enjoy singing along to Old McDonald.

<https://www.youtube.com/watch?v=LIWbUjHZFTw> "Can you make the animal sounds loudly and quietly?" If you do not access to the internet, please sing Old McDonald.

Child Initiated Play

- Talk to your child about their play (but don't quiz them!). Use rich vocabulary and don't simplify your selection of words.
- Use your first language (especially if it's not English)
- Encourage your child to also engage in unstructured play time with their toys.

BREAK

LITERACY

Writing

Name writing

Use the name writing template as supplied by your child's teacher. Please make sure you follow the pencil grip steps and ensure your child uses correct letter formation.

*** Syllables * NEW CONCEPT – Teachers will track and assess this skill**

Play the 2 Syllable puzzle game;

1. Cut out each animal and then cut in half by cutting down the black line.
2. Spread out the pieces on the table.
3. Say each word one at a time in the two parts, you say "can you find the pen-cil?"
4. If your child is not sure what picture you are saying say "pen-cil" faster until you almost have no space in the middle of the word
5. Once your child has identified the word then they have to find the picture pieces to make that word.

Extension activity: If your child is confident with the 2 syllable puzzle then move onto the 3 syllable puzzles. The same instructions apply. This time the word will have 3 parts for example, "el- e- phant."

BREAK

MINDFULNESS CHOICES (Please select one of the following)

Cosmic Kids - <https://www.youtube.com/watch?v=2aje33UPixE>

Colouring in (In resource pack)

NUMERACY

Patterns

*** 2 Part Patterns * NEW CONCEPT – Teachers will track and assess this skill**

A pattern is a series or sequence that repeats. Things like colours, shapes or other sequences that repeat. If you have access to the internet, please watch this video on patterning. <https://www.youtube.com/watch?v=MBjixSx45-Q> If you do not access to the internet draw a simple pattern on a piece of paper for your child to copy. Following on from this, complete the patterning worksheet in your resource pack. Say the pattern out loud with your child whilst pointing to the colours "Red, Blue, Red, Blue..." Ask your child, "What colour comes next?" **Please post a photo of your child completing this activity for assessment purposes.**

Child Initiated Play

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BREAK

Integrated learning

Colour by number – Get your child to find a number and identify what colour links to that number

SCIENCE

Egg-speriment

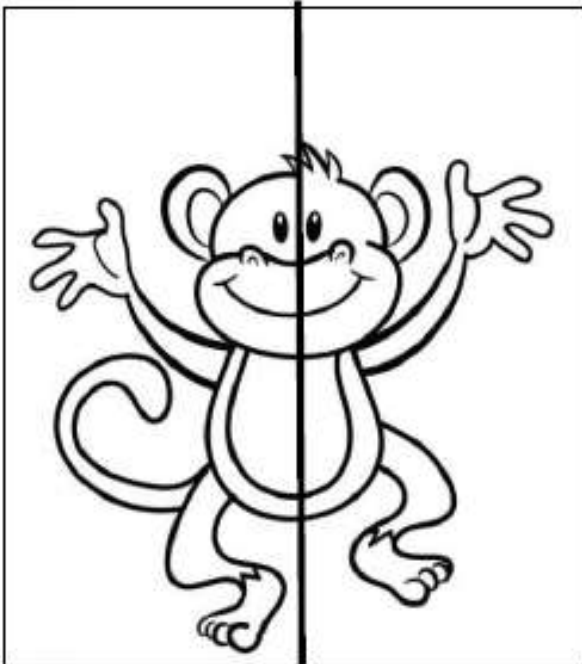
Watch the SeeSaw video. See the information sheet for the Egg and Vinegar demonstration in the resource pack.

BEDTIME STORY

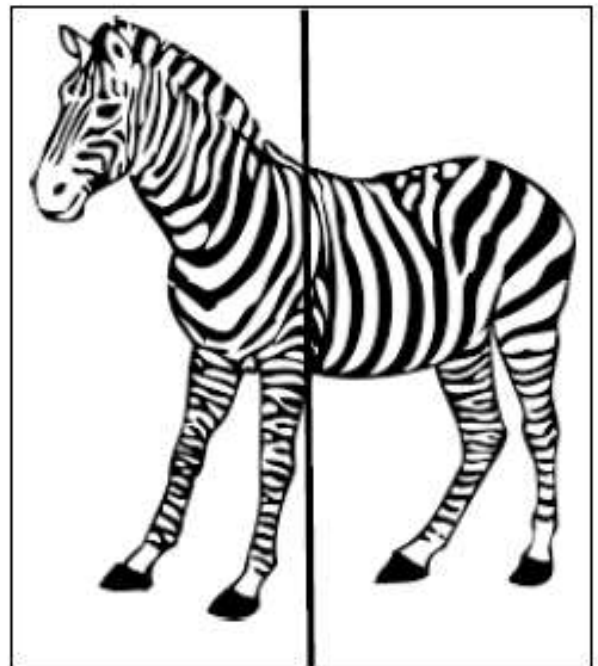
Choose a book to read with your child and/or family before bed 😊

Syllable activity – 2 Syllable words (**Must be completed**)

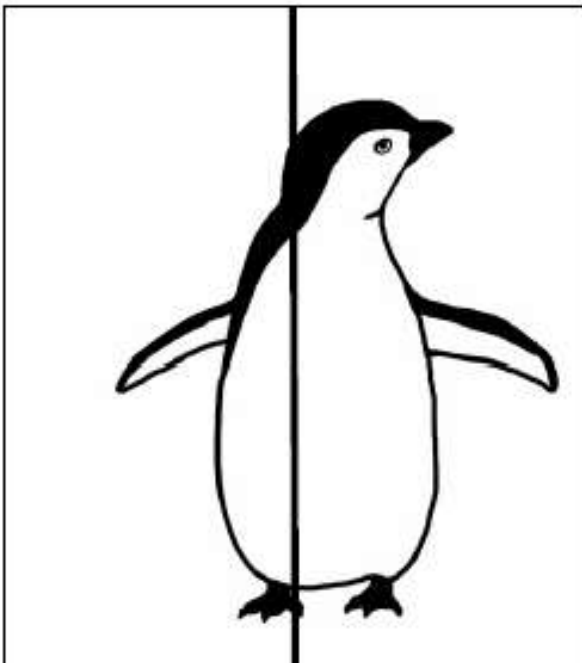
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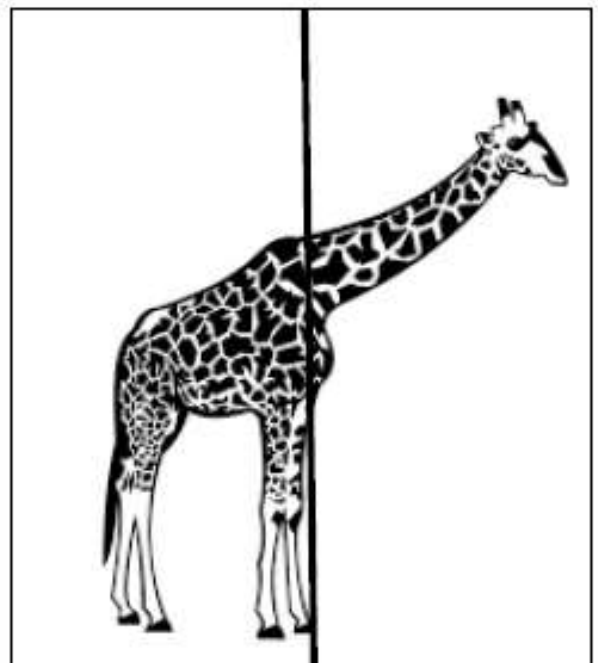
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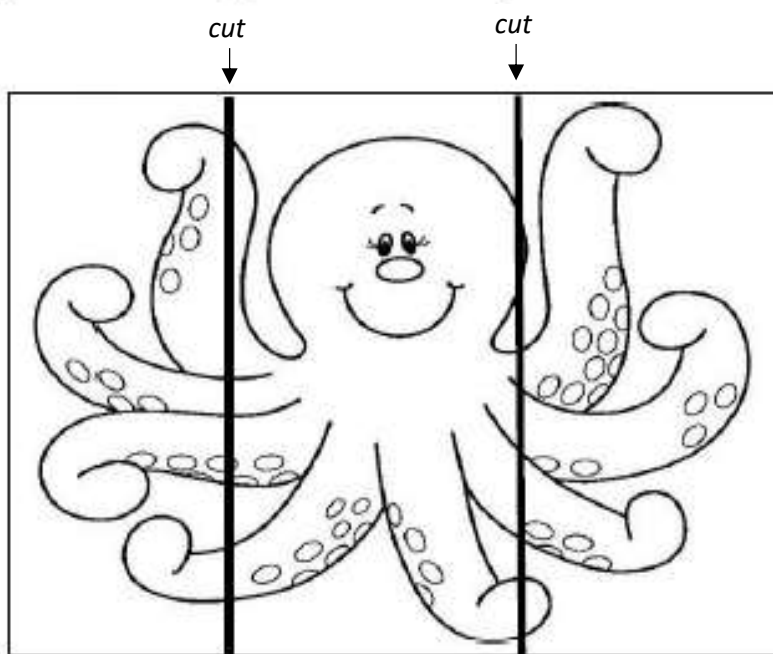
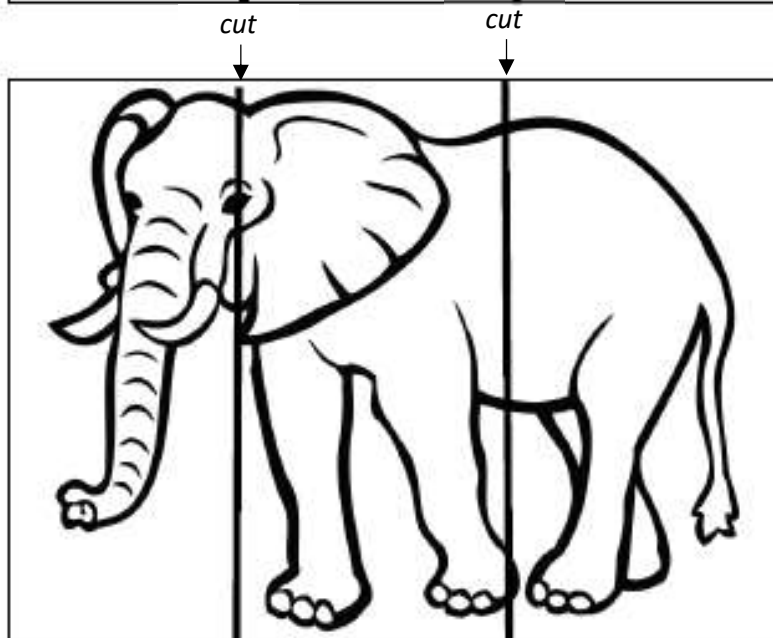
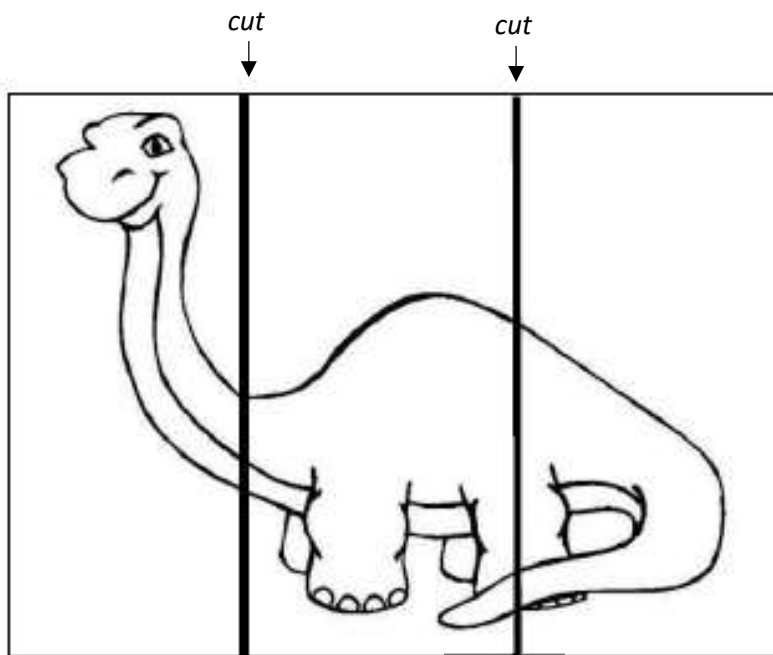
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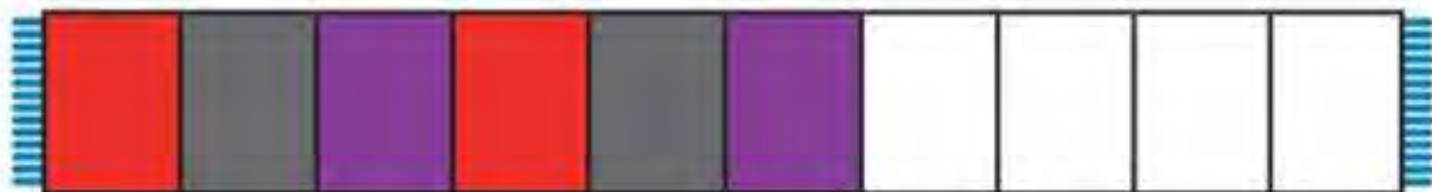
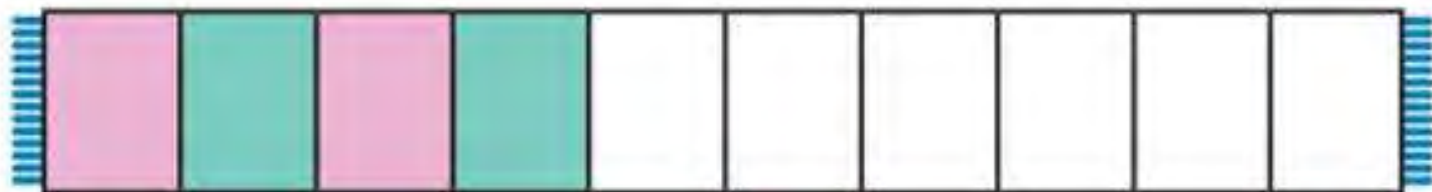
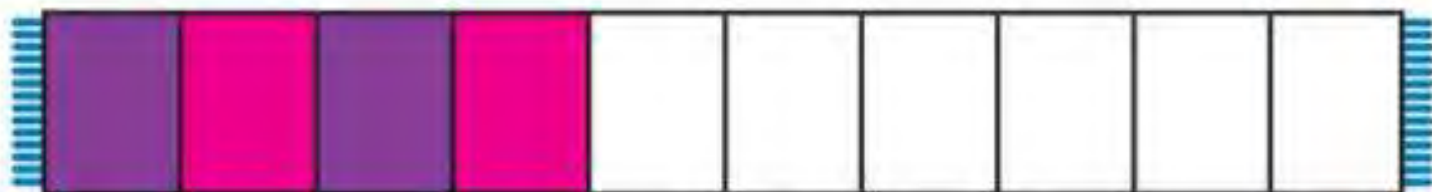
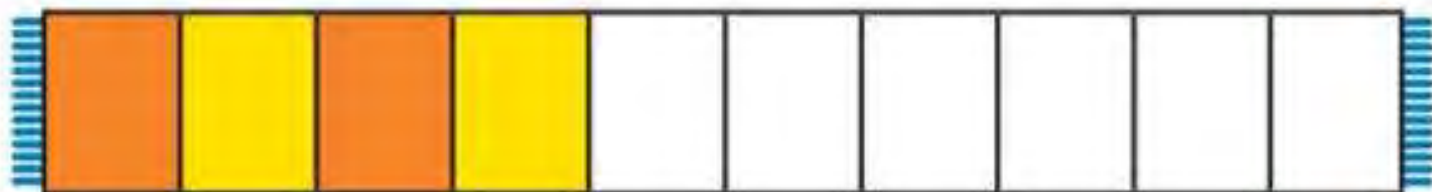
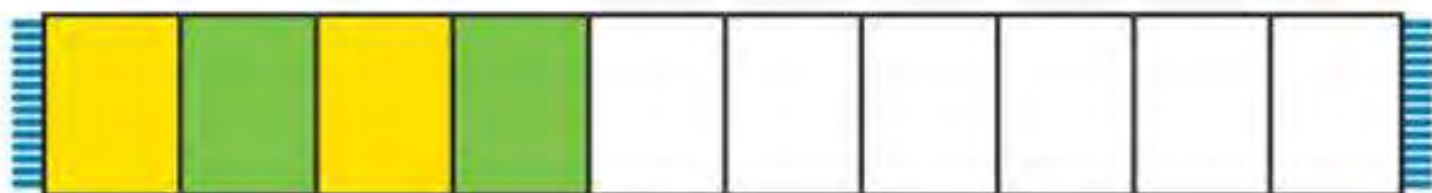
Extension syllable activity – 3 Syllable words (Optional)



Stripy Scarves

Repeating Patterns

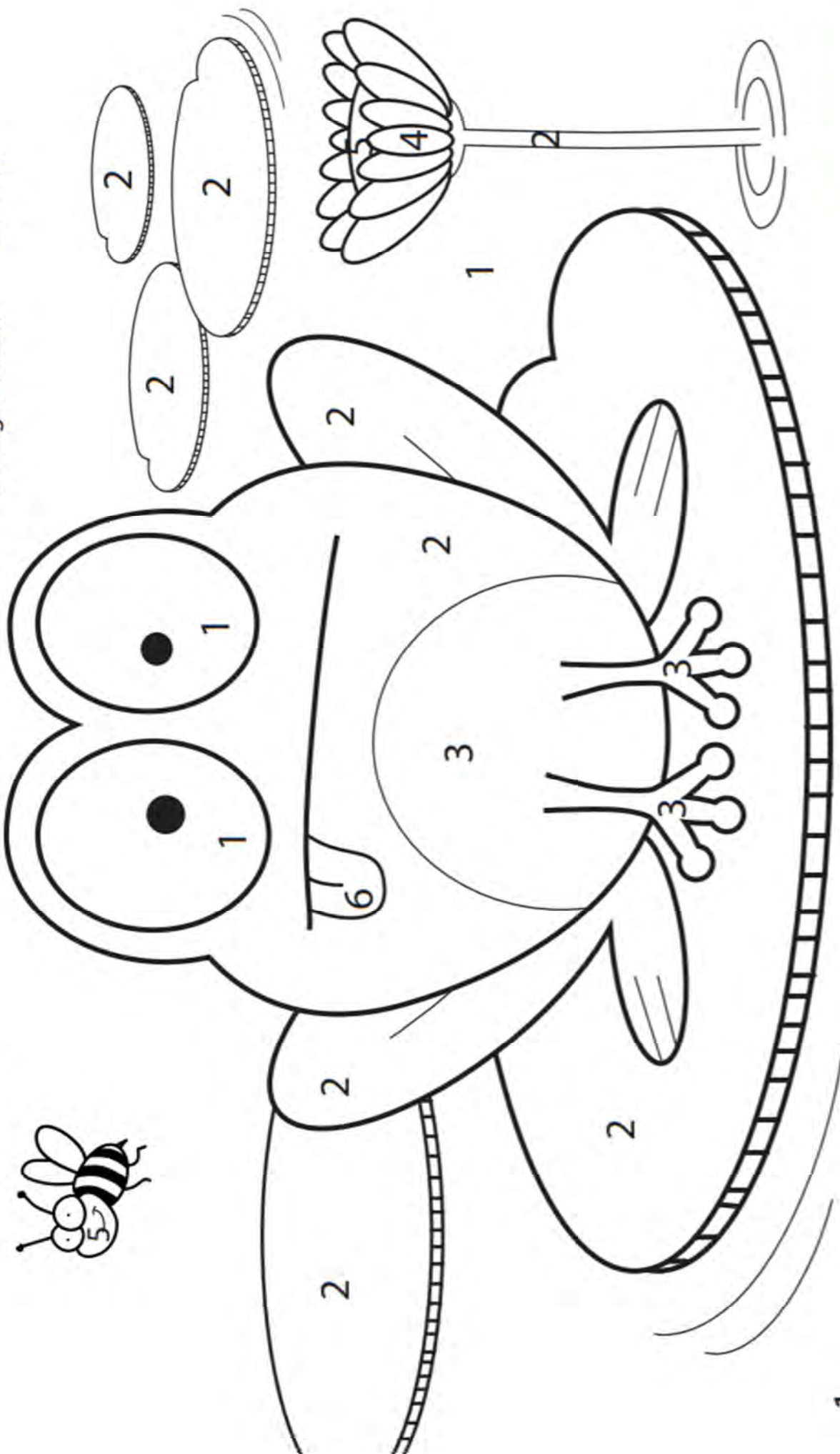
Complete the sequence below.



Colour By Numbers

- 1 = Light Blue
- 2 = Dark Green
- 3 = Light Green
- 4 = Pink
- 5 = Yellow
- 6 = Red

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Term Two – Week One

Hi Parents! The purpose here is to encourage students to make observations of what is happening and link to other knowledge. I have included some questions in *bold italics* to ask your child during the experiment. Thank you and have fun!

Soft Shelled Egg Experiment

Prediction

What do you think will happen if we soak a hard-boiled egg in vinegar? Why?

Materials:

- 1 egg (hard boiled) *What types of animals do eggs come from?*
- 1 cup of vinegar
- 1 jar or glass

Method:

1. Pour a cup of vinegar into a jar or glass.

What does vinegar taste like?

2. Gently add the egg with a spoon.
3. Observe what you see (bubbles rising from the egg).

What can you see happening?

4. Leave the egg in the vinegar for 24 hours.
5. Remove the egg and gently feel it.

What has changed about the egg?

For inquisitive parents, what actually happened here?

Eggs contain something called "calcium carbonate". This is what makes them hard. Vinegar is an acid known as acetic acid. When calcium carbonate (the egg) and acetic acid (the vinegar) combine, a chemical reaction takes place and carbon dioxide (a gas) is released. This is what the bubbles are made of.

The chemical reaction keeps happening until all of the carbon in the egg is used up - it takes about a day. When you take the egg out of the vinegar it's soft because all of the carbon floated out of the egg in those little bubbles.

NOW TRY THIS:

Leave the same egg sitting out on the table for another day. Now feel it again. It's hard! The calcium left in the egg shell stole the carbon back from the carbon dioxide that's in the air we breathe.