

## Set 3

### Day 1

#### FAMILY MORNING FITNESS - Mini Golf home challenge

#### LITERACY

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

#### **Speaking and Listening**

##### **Questions cards for conversation practice**

As part of language development your child will gradually speak in more complex sentences. Practising using words they know and reminding your child to speak in a sentence will lead on to assist them when retelling a story and later writing. For example, pointing to a dog and saying 'dog' can be put into a sentence 'There's a big dog.' or 'That dog is brown.' Please find the question cards in your resource pack. Please encourage your child to speak in full sentence as per teacher demonstration video on SeeSaw.

#### **Syllables**

**\* Body beating \* NEW CONCEPT – Teachers will track and assess this skill**

**Learning Intention: To body beat the syllables in words**

A syllable is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A syllable is also called a 'beat' and teachers often teach children to identify syllables by body beating the 'beats' in words.

Please use the syllable cards in your resource pack and ensure that children body beat by tapping their head and then their shoulders. Get your child the word to identify the word and get them to try to body beat the syllables independently. **Please post a video of your child completing this activity for assessment purposes.**

#### **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**

Continue to use the name writing template as supplied by your child's teacher. However, if you would like alternative ways that your child can write their name, please see list below:

- In the sand/dirt
- With paint
- Using a paintbrush and water on the pavement
- On the shower screen
- With shaving cream

##### **Fine motor**

Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, paint brushes, scissors, construction with lego or duplo. Please use the pre-writing patterns in your resource pack and using a cotton bud or a stick dip it into paint and follow the patterns.



#### BREAK

#### **MINDFULNESS CHOICES (Please select one of the following)**

Cosmic Kids - <https://www.youtube.com/watch?v=KAT5NiWHFIU>

Colouring in (In resource pack)

#### NUMERACY

#### **Number**

##### **Number line**

A number line is just that – a straight, horizontal line with numbers placed at even increments along the length. Please use your number cards flashcards in your Term 1, Week 9 resource pack;

1. Put the numbers in order from 0-10
2. Get your child to count the numbers along the number line.
3. Ask your child to close their eyes whilst you take away a number.
4. Tell your child to open their eyes and guess which number is missing.

Extension: To challenge your child try taking away two numbers at a time.

## Patterns

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

**Learning Intention: To continue and create a simple pattern**

**A pattern is a series or sequence that repeats. Things like colours, shapes or other sequences that repeat.**

**Following on from the work you did on Patterns in Term 2 Package 1, please use the, ‘Can you create this pattern?’ worksheet in your resource pack.**

You will need to help your child to start the pattern by colouring the first four circles together.

For pattern number one, colour in the first circle blue, colour the second circle red, colour the third circle blue and colour in the fourth circle red. Ask your child to continue colouring the remainder of that pattern independently.

For pattern number two, colour in the first circle yellow, colour the second circle green, colour the third circle yellow and colour the fourth circle green. Ask your child to continue colouring the remainder of that pattern independently.

For pattern number three – colour in the circles – red, yellow, red, yellow. Ask your child to continue colouring the remainder of the pattern independently

For pattern number four – brown, green, brown, green – Ask your child to continue colouring the pattern in independently

For the final pattern, ask your child to choose two colours. Help them colour in the first four circles continuing the same as the other four patterns. Ask your child to continue this pattern independently.

### **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**

**Reading** - Storyline online

<https://www.storylineonline.net/books/library-lion/>

Or read your child a story.

### **ART**

#### **Colours**

Making an abstract colour collage using recycled materials. Please see art activity printed in the resource pack.

### **BEDTIME STORY**

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

## HOME CHALLENGE: MINI GOLF



### BUILD AND PLAY YOUR OWN MINIGOLF COURSE!

Here are some ideas to build  
your course:

Use anything as a club and  
ball, pool noodle, cardboard  
tube, rolled up socks, rolled  
up paper

Here are some tips for  
striking skills:

- ✓ Hands together
- ✓ Stand side on
- ✓ Writing hand at the bottom
- ✓ Eyes on the ball

#### Obstacles:

- Toys
- Teddies
- Ramps
- Blocks
- Chairs

#### Boundaries:

- Wood
- Walls
- Blocks
- Books

#### The Hole:

- Jar
- Toilet roll
- Bucket
- Cup

### PLAN YOUR COURSE

START

FINISH

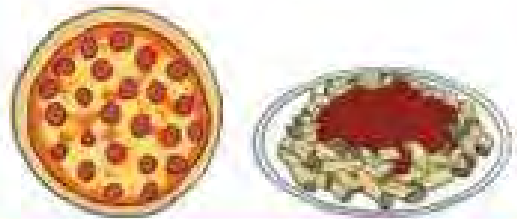


*Please keep this resource page for future use.*

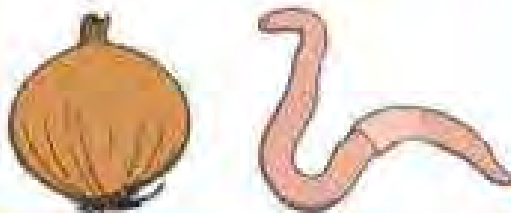
Do you prefer Spiderman or Superman? Why?



Do you prefer pasta or pizza? Why?



Would you rather eat onions or worms? Why?



Would you rather read a book or do your homework? Why?



Do you prefer ice cream or chocolate cake? Why?



If you could fly, what would you do? Why?



If you had a superpower, what would it be? Why?



Would you rather have super strength or be able to fly? Why?



Let's body  
beat the  
syllables!

Monkey ●●



Let's body  
beat the  
syllables!

Cookie ●●



Let's body  
beat the  
syllables!

Purple ●●



Let's body  
beat the  
syllables!

Pizza ●●



Let's body  
beat the  
syllables!

Apple ●●



Let's body  
beat the  
syllables!

Baby ●●



Let's body  
beat the  
syllables!

Penguin ●●



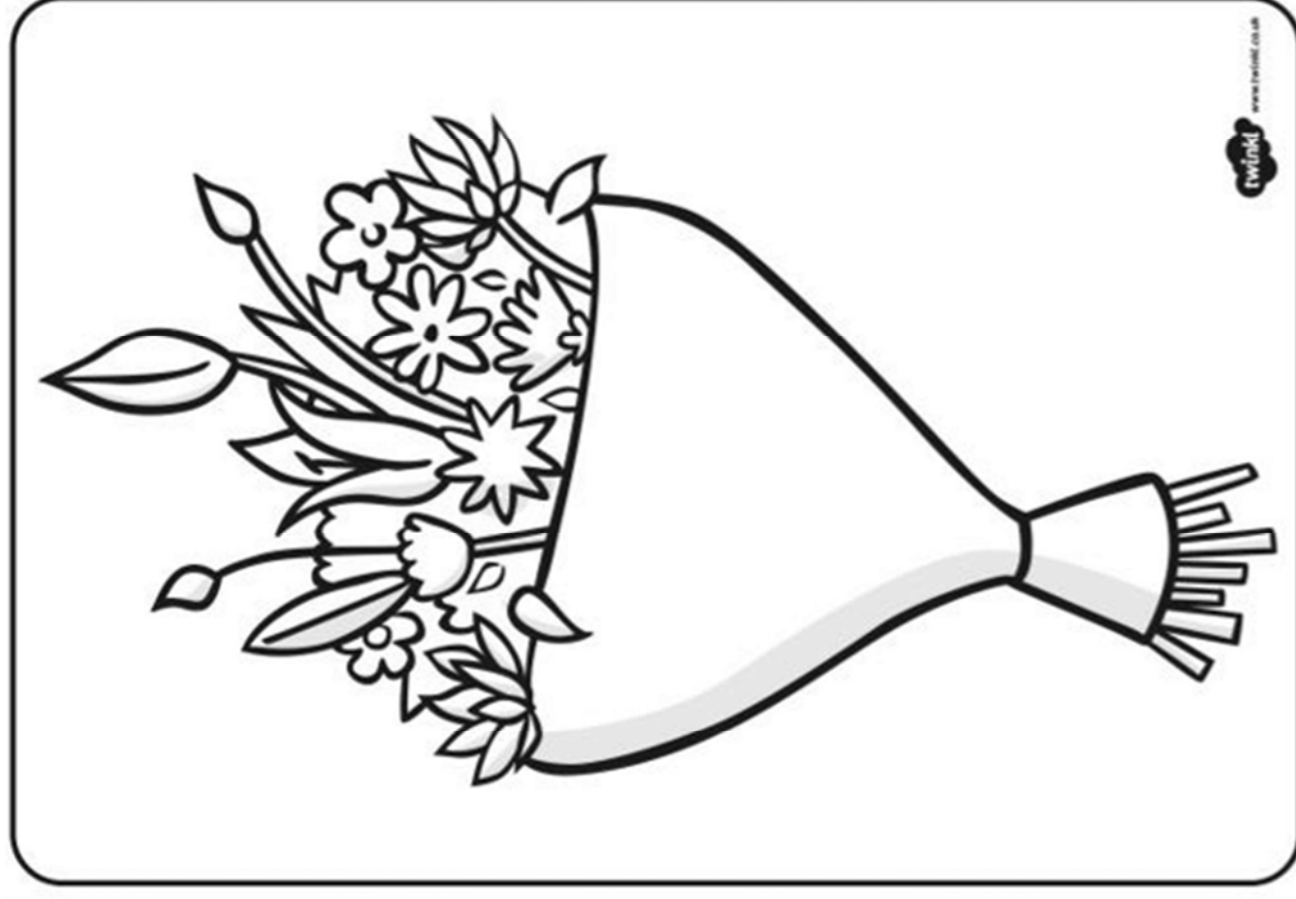
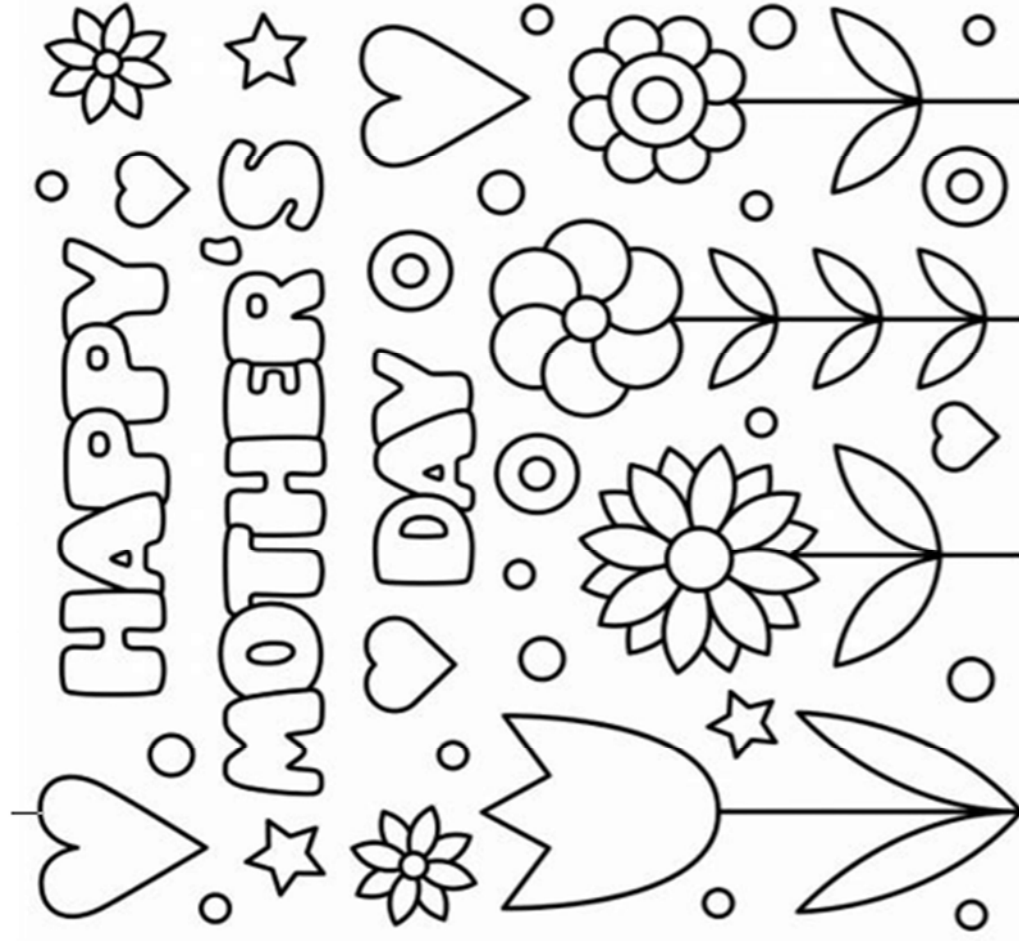
Let's body  
beat the  
syllables!

Table ●●

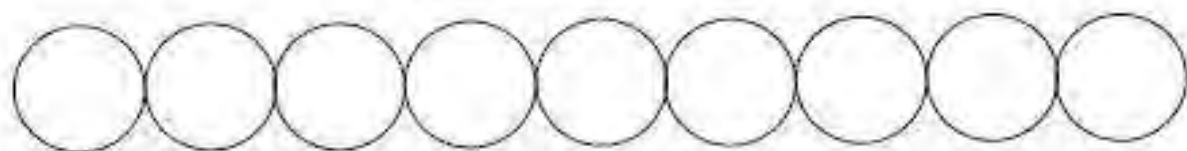




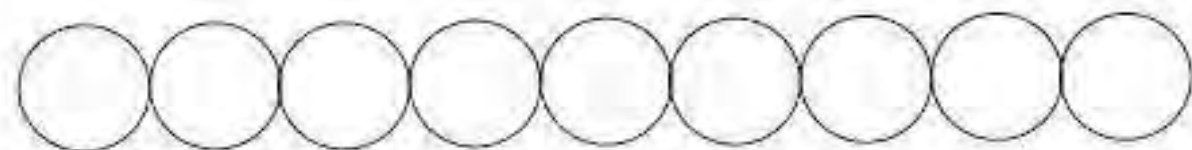




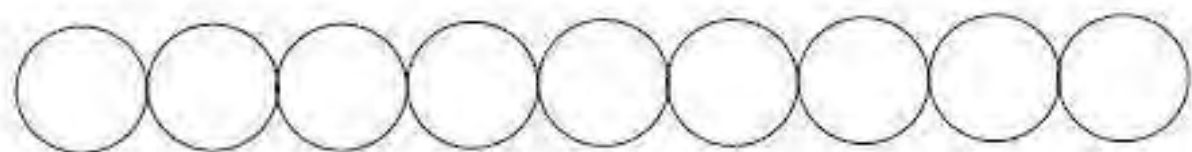
**Can you create this pattern?**



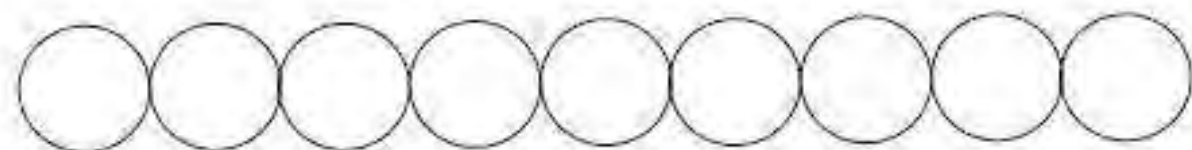
**Can you create this pattern?**



**Can you create this pattern?**



**Can you create this pattern?**



**Can you create this pattern?**





## Colour Collage

Learning Intention:  
*Identify colours.*

This week we are making an abstract colour collage using recycled materials. A collage is artwork created by gluing media (art materials) onto a surface.

If you have the internet, listen to this Colour Song.

<https://www.youtube.com/watch?v=SLZcWGQQ=mg>



This week you will need:

- Different colour magazine pages or scrap coloured paper
- Scissors
- Glue
- Piece of card (side of a cereal box works well)

What you do:

- Cut the coloured sections of paper into smaller pieces.
- Pieces can be any shape and size.
- Glue the pieces onto the card base with some edges overlapping.
- Collages can be made with one main colour or all the colours of the rainbow.
- Take a photo of your finished collage and upload it on Seesaw.

*Some examples of collages.*

