

## Set 3

### Day 2

#### FAMILY MORNING FITNESS – Build and destroy

#### 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**

As part of language development, it is important for your child to be able listen attentively and follow instructions. This listen and colour activity requires your child to listen for three key words in a statement and colour in a picture accordingly. Read the instructions to your child, for example "Colour the Teddy's nose red". Your child needs to listen for the words, 'teddy', 'nose' and 'red' before they can start colouring. Read the statement one time, see if your child can complete this instruction. If they haven't followed your instruction correctly, repeat the instruction. If they are still stuck ask them, 'Is that the teddy's nose?' 'What colour does it need to be?'

#### **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 3 syllable cards in your resource pack and ensure that children body beat by tapping their head, shoulders and stomach. Ask your child the word to identify the word and get them to try to body beat the syllables independently.

**Extension: Can your child practice body beating the syllables in their name using the body beat structure – Head, shoulders, stomach, knees and toes. If you have access to internet, there will be a teacher demonstration video of this on SeeSaw. 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**

Using your laminated number cards stick these onto cups, containers or jars. Collect some pegs and place these in a larger bowl. Ask your child to count out the number of pegs they would need to peg onto individual cups. In the picture you can see the number 4 is on the cup. There are 4 pegs on this cup. When your child is using the pegs make sure they are opening and closing them with their thumb and pointer finger.



#### BREAK

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

Cosmic Kids - <https://www.youtube.com/watch?v=xlg052EKMtk>

Colouring in (In resource pack)

**NUMERACY**

**Shape**

**Shape game**

If you have the internet ask your child to identify the correct shape and then feed it to the correct shape monster in this game

<https://www.topmarks.co.uk/early-years/shape-monsters>

If you do not have the internet, ask your child to go for a shape hunt around the house. Can they find any objects that are circles? squares? Rectangles? Triangles? Can they find any other shapes in the house?

**Patterns**

**\* Shape pattern \* 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 pattern activity that you did yesterday:

If you have the internet, <https://www.youtube.com/watch?v=SvdAHexM9o4> watch this video with your child, put please stop it at 1:05.

If you do not have the internet, ask your child to copy the body patterns that you make. First, you will demonstrate the patterns below. Then ask your child to repeat these patterns.

Pattern 1: Head, shoulders, heads shoulder.

Pattern 2: Knees, toes, knees, toes.

Pattern 3: stomach, nose, stomach, nose.

Then use the 'can you create this pattern' shape worksheet in your resource pack. Please help your child 'read' the start of the patterns. For example, pattern 1 is triangle, square, triangle square. Then stop. Ask your child, what would come next. Do not prompt them, or correct them if they chose a different shape or get this wrong please do not correct them. They will need to independently continue the pattern with what they think comes next.

**Please make sure this worksheet is returned to school**

**Child initiated play**

- Talk to your child about their play (but don't quiz them!). Be a good example for using a rich vocabulary. 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**

**Integrated learning**

Colour by shape

Ask your child to look at the picture and tell you the names of the shapes that they can see. Look at the key and ask them to colour in all the shapes according to the key. For example, colour all the squares red.

**SCIENCE**

**Experiment**

Watch the SeeSaw video about this week's Science demonstration. You will need some paper towel, water, containers and food colouring (optional). The demonstration is about absorbency.

**BEDTIME STORY**

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

# HOME CHALLENGE: BUILD AND DESTROY

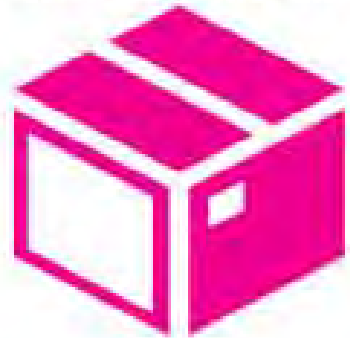
## PRACTICE YOUR THROWING WITH A GAME OF BUILD AND DESTROY

**HOW TO PLAY**  
 Build a tower in your house or backgard in a place that is safe to throw.  
 You can use things like boxes, togs, pillows, and cushions.  
 Stand a few metres back and throw balls at the tower, trying to knock it down.  
 Count the number of throws it takes to knock it down!



**HOW MANY THROWS DID IT TAKE TO KNOCK DOWN YOUR TOWER?**

Write it on the box



**HOW GOOD WERE YOU AT THROWING?**

Colour the stars



Ready: Stand side on like a surfer



Aim: Make a muscle arm



Point non-throwing arm at target



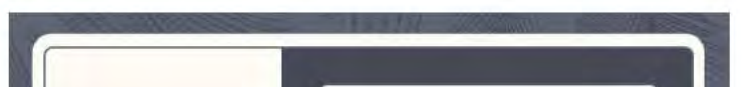
Fire: Step with non-throwing side foot and throw

**How did this challenge make you feel?**

Colour the face



# Listen and Colour Three Key Words



Let's body  
beat the  
syllables!

Firetruck ●●●



Let's body  
beat the  
syllables!

Octopus ●●●



Let's body  
beat the  
syllables!

Hamburger ●●●



Let's body  
beat the  
syllables!

Butterfly ●●●



## 2D Shape Colouring

Can you colour the shapes to complete the picture?





