

# Manilla Central School



# Kindergarten Home Learning

Week 4, Term 2

2020

# Timetable: Term 2 Week 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:10-10:10	<b>English</b> Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip	<b>English</b> Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip	<b>English</b> Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip	<b>English</b> Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip	<b>English</b> Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip
10:10-11:10	Handwriting Reading Writing Task Reading Eggs	Handwriting Reading Writing Task Reading Eggs	Handwriting Reading Writing Task Reading Eggs	Handwriting Reading Writing Task Reading Eggs	Handwriting Reading Writing Task Reading Eggs
Break					
11:40-11:50	<b>Storyline Online</b>	<b>Storyline Online</b>	<b>Storyline Online</b>	<b>Storyline Online</b>	<b>Storyline Online</b>
11:50-12:40	<b>Mathematics:</b> Number Talk Numeral Formation Booklet Activity	<b>Mathematics:</b> Number Talk Numeral Formation Booklet Activity	<b>Mathematics:</b> Number Talk Numeral Formation Booklet Activity	<b>Mathematics:</b> Number Talk Numeral Formation Booklet Activity	<b>Mathematics:</b> Number Talk Numeral Formation Booklet Activity
12:40-1:40	<b>PDHPE:</b> Fitness	<b>PDHPE:</b> Fitness PDH Content	<b>PDHPE:</b> Fitness	<b>PDHPE:</b> Fitness PDH Content	<b>PDHPE:</b> Fitness
Break					
2:10-3:10	<b>Unit of Inquiry</b> HSIE/Science	<b>Unit of Inquiry</b> HSIE/Science	<b>Unit of Inquiry</b> HSIE/Science	<b>Unit of Inquiry</b> HSIE/Science	<b>Unit of Inquiry</b> CAPA

# Manilla Central School



## Kindergarten

# MONDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words.

**Success Criteria:** We will be able to use our phonemes to read, make and spell the following words.

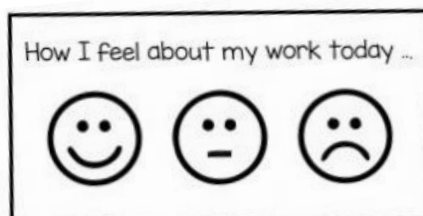
**ACTIVITY 1:** Practise saying your phonemes.

**ACTIVITY 2:** Practise writing your phonemes.

**ACTIVITY 3:** Complete the activity sheet.

r l d b

f h u i



# Phonics Activity Sheet

**Say it, Trace it, Write it!**

Read each word, trace it, then write it.

Read	Trace	Write	Draw a picture
Can	Can		
Van	Van		
Ran	Ran		
Tan	Tan		
Fan	Fan		
Man	Man		

How I feel about my work today ...



# Camera Word Activity Grid

My words for this week are:

he today for

Use your camera words from this week to complete the activities below.

**Rainbow**

write your words, three times each.

Write your words with **red** vowels and **blue** consonants.

Write your words on the computer and

**print** them out.

Use magnetic letters or scrabble tiles to spell each of your words.



Write your words in a pyramid:

c  
ca  
cat

Find your words in magazines or newspapers then



cut them out and glue them on paper.

Draw a picture and  
**'hide'**  
your words in the picture.

Write a sentence for each of your words.

the cat 

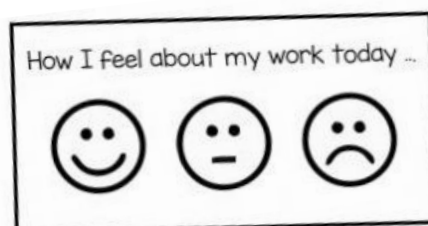
Write your words in alphabetical order.

a b c

# Camera Words

**Learning Intention:** We are learning to read and write our camera words automatically.

**Success Criteria:** We will be able to read the words and write them from memory.



# Vocabulary

**Learning Intention:** We are learning to define new words to support our Unit of Inquiry.

**Success Criteria:** We will define the words using the Frayer model. We will describe what it is, what it is not and draw an image to help us remember the word.

<b>Word</b>  <b>afternoon</b>	<b>What It is</b>
<b>Draw it</b>	<b>What it is not</b>

How I feel about my work today ...





# Handwriting

**Learning Intention:** We are learning to correctly form our letters in NSW foundation font.




**Success Criteria:** We will trace each initial letter and then continue the same formation, with spaces, until the end of the line.

r r

r \_\_\_\_\_

l l l

How I feel about my work today ...

		
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## Reading

**Learning Intention:** We are learning to point to words in our readers.

**Success Criteria:** We will be able to point 1 to 1 and keep track with our finger.

We will be able to identify camera words in the writing.

We will be able to identify known phonemes.

*Guided readers are in your pack.*

# Writing - Monday

**Learning Intention:** We are learning to write a sentence about the picture, using correct spelling and punctuation.

**Success Criteria:** We will be able to write a sentence using:

- Capital letters at the start.
- Spaces between words.
- Say your words slowly and write the phonemes you can hear.
- Full stop at the end.

Platypus



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How I feel about my work today ...

😊 😐 😞

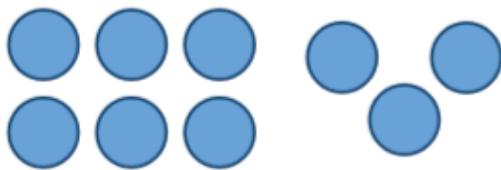
# Number Talk

**Learning Intention:** We are learning to think like mathematicians.

**Success Criteria:** We will be able to talk to an adult about what we notice on the cards below.

*Look for combinations you may know, doubles, dice patterns, domino patterns and pairs.*

## Number Talks: Subitising



Conceptual Subitising



## Number Talks: Subitising

Specific questions to ask include:

- How many dots did you see?
- How did you see it?
- Is there another way to see this pattern?

Perceptual Subitising



How I feel about my work today ...



# Numeral Practise

**Learning Intention:** We are learning to correctly form our numerals in NSW foundation font.

**Success Criteria:** We will trace each initial numeral and then continue the same formation, with spaces, until the end of the line.

6

\_\_\_\_\_

\_\_\_\_\_

5

\_\_\_\_\_

\_\_\_\_\_

How I feel about my work today ...



# Mathematics Activity

**Learning Intention:** We are learning to add and subtract numbers to 10.

**Success Criteria:** We will be able to add and subtract to 10.

Subtract the problems. Color the spaces to match the answers in the code below.

2 = blue

3 = red

4 = green

5 = gray

$$\begin{array}{r} 2-0= \\ \hline \end{array}$$

$$\begin{array}{r} 8-6= \\ \hline \end{array}$$

$$\begin{array}{r} 8-3= \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5-0= \\ \hline \end{array}$$

$$\begin{array}{r} 6-1= \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4-2= \\ \hline \end{array}$$

$$\begin{array}{r} 5-1= \\ \hline \end{array}$$

$$\begin{array}{r} 6-2= \\ \hline \end{array}$$

How I feel about my work today ...



# PDHPE—Daily Fitness Task Week 4

## Game: Target & Interceptor

Learning Intention: We are learning to combine the attacking and defending skills of an invasion game with accurate target-throwing.

Success Criteria: We will be able to aim and hit a target.

### Equipment/Area:

- ♦ Indoor or outdoor playing area – marked as shown (bottom of page)
- ♦ Targets (as shown below)



pair (as shown below).

Student choice will depend on targets chosen.

- ♦ One throwing object for each



### Group Management:

Play in pairs or other combinations

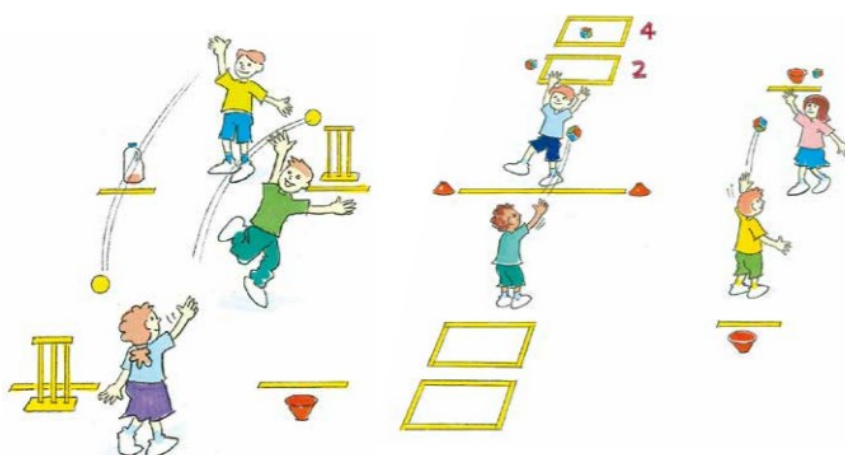
### Description:

Play for a set period, e.g. 90 seconds.

Discourage delays in throwing.

Allocate more points for more distant targets.

Restrict the distance between a player's and an opponent's target, e.g.



opponent's target  
1m in front.

# Unit of Inquiry

**Learning Intention:** We are learning to observe the weather

**Success Criteria:** We will be able to describe current weather conditions.

**Activity:** Filling in a daily weather chart—(on the next page). Keep referring back to it each day to colour a box on the graph matching the day's weather.

Take students outside to observe the current weather conditions and the features of the sky. Emphasise using all their senses.

Model using a streamer blowing in the wind to observe wind strength and use terms like 'light', 'strong' and 'gusty'. Allow students to use streamers. Ask students the following questions.

- How could we describe the weather at the moment?
- What features can you see in the day sky?
- Do you know what season we are in at the moment? What tells us this?
- Do you think this is what the weather is usually like during this season?
- Has the weather changed since this morning? In what way?
- What do you think the weather might do later in the day?
- How is today's weather affecting us – our clothes, playtime, how we feel, what we can do?

What other types of weather do we get here? (If appropriate, discuss setting up a container for collecting and measuring rainfall and a thermometer to measure temperature.)



# Unit of Inquiry

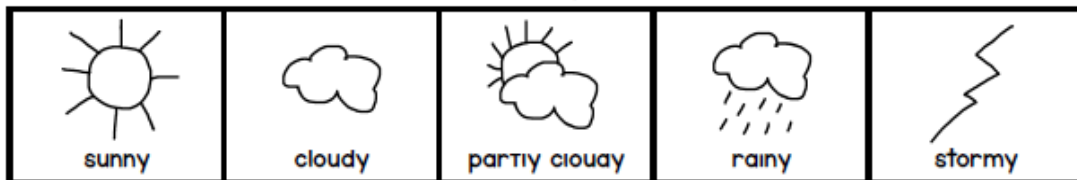
**Learning Intention:** We are learning to observe the weather

**Success Criteria:** We will be able to describe current weather conditions.

**Activity: Colour the symbols.** Fill in each day this week.

## WEATHER CHART

Weather Symbols:



M	T	W	TH	F

# Manilla Central School



## Kindergarten

# TUESDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words.

**Success Criteria:** We will be able to use our phonemes to read, make and spell the following words.

**ACTIVITY 1:** Practise saying your phonemes.




**ACTIVITY 2:** Practise writing your phonemes.

**ACTIVITY 3:** Complete the activity sheet.

r l d b

f h i u

How I feel about my work today ...

# Phonological awareness

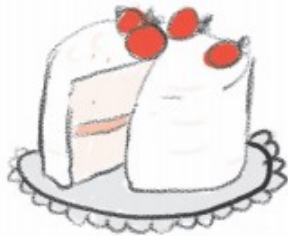
**Learning Intention:** We are learning to hear words that rhyme

**Success Criteria:** We will be able to isolate words that rhyme from a list of words.

## Time to Rhyme

Help your child read the word accompanying each picture. Then have them circle the one that rhymes with the first word (in red) in each row.

1.



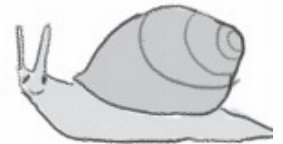
cake



snake



cup



snail

2.



clock



sock



car



cloak

3.

king



drum



can



ring

How I feel about my work today ...



# Camera Word Activity Grid

My words for this week are:

he today for

Use your camera words from this week to complete the activities below.

**Rainbow**

write your words, three times each.

Write your words with **red** vowels and **blue** consonants.

Write your words on the computer and

**print** them out.

Use magnetic letters or scrabble tiles to spell each of your words.



Write your words in a pyramid:

c  
ca  
cat

Find your words in magazines or newspapers then



cut them out and glue them on paper.

Draw a picture and  
**'hide'**  
your words in the picture.

Write a sentence for each of your words.

the cat 

Write your words in alphabetical order.




a b c

# Camera Words

**Learning Intention:** We are learning to read and write our camera words automatically.

**Success Criteria:** We will be able to read the words and write them from memory.

How I feel about my work today ...

		
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# Vocabulary

**Learning Intention:** We are learning to define new words to support our Unit of Inquiry.

**Success Criteria:** We will define the words using the Frayer model. We will describe what it is, what it is not and draw an image to help us remember the word.

<b>Word</b>  <b>senses</b>	<b>What It is</b>
<b>Draw it</b>	<b>What it is not</b>

How I Feel about my work today ...

# Handwriting

**Learning Intention:** We are learning to correctly form our letters in NSW foundation font.

**Success Criteria:** We will trace each initial letter and then continue the same formation, with spaces, until the end of the line.




b



f



How I feel about my work today ...

		
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## Reading

**Learning Intention:** We are learning to point to words in our readers.

**Success Criteria:** We will be able to point 1 to 1 and keep track with our finger.

We will be able to identify camera words in the writing.

We will be able to identify known phonemes.

*Guided readers are in your pack.*

# Writing - Tuesday

**Learning Intention:** We are learning to write a sentence about the picture, using correct spelling and punctuation.

**Success Criteria:** We will be able to write a sentence using:

- Capital letters at the start.
- Spaces between words.
- Say your words slowly and write the phonemes you can hear.
- Full stop at the end.

Cheetah



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How I feel about my work today ...

😊 😐 😞

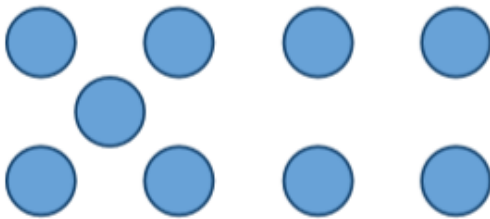
# Number Talk

**Learning Intention:** We are learning to think like mathematicians.

**Success Criteria:** We will be able to talk to an adult about what we notice on the cards below.

*Look for combinations you may know, doubles, dice patterns, domino patterns and pairs.*

## Number Talks: Subitising



Conceptual Subitising



## Number Talks: Subitising

**Specific questions to ask include:**

- How many dots did you see?
- How did you see it?
- Is there another way to see this pattern?

Perceptual Subitising



How I feel about my work today ...



# Numeral Practise

**Learning Intention:** We are learning to correctly form our numerals in NSW foundation font.

**Success Criteria:** We will trace each initial numeral and then continue the same formation, with spaces, until the end of the line.

7



8



How I feel about my work today ...



# Mathematics Activity

**Learning Intention:** We are learning to write numerals to 30

**Success Criteria:** We will be able to write numerals in correct order in a calendar for May

## Make Your Own Calendar

This monster loves to eat calendars! Everybody has lost track of what day it is!  
Make your own calendar by filling in the correct month and days.  
Then, get it away from the monster by cutting it out and pasting it somewhere safe.



_____ month						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How I feel about my work today ...



# PDHPE—Daily Fitness Task Week 4

## Game: Target & Interceptor

Learning Intention: We are learning to combine the attacking and defending skills of an invasion game with accurate target-throwing.

Success Criteria: We will be able to aim and hit a target.

### Equipment/Area:

- ◆ Indoor or outdoor playing area – marked as shown (bottom of page)
- ◆ Targets (as shown below)



pair (as shown below).

Student choice will depend on targets chosen.

- ◆ One throwing object for each



### Group Management:

Play in pairs or other combinations

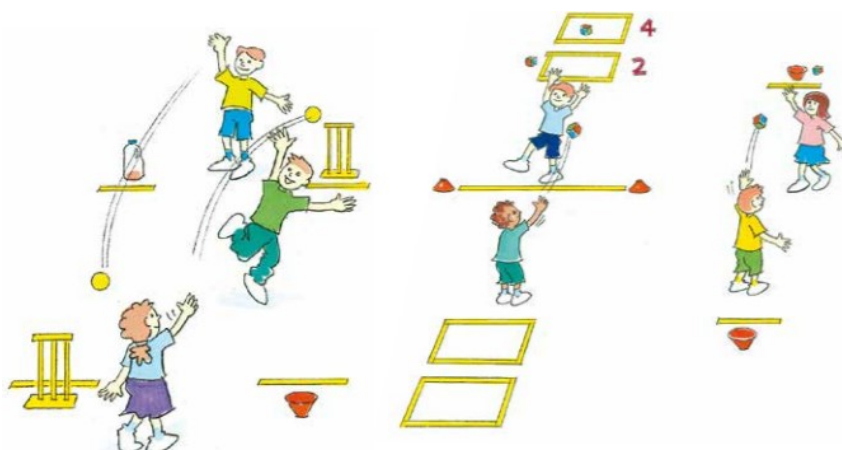
### Description:

Play for a set period, e.g. 90 seconds.

Discourage delays in throwing.

Allocate more points for more distant targets.

Restrict the distance between a player's and an opponent's target, e.g.



opponent's target  
1m in front.

# PDHPE

**Learning Intention:** We are learning to understand emotions

**Success Criteria:** We will be able to recognise happy, sad, angry and scared faces.

## EMOTIONS

We all have feelings. We show our feelings with our faces, by smiling when we are happy or frowning when we are sad. Look at the words below and write them in one of the boxes, drawing that emotion on the blank face.

**SAD    HAPPY    SCARED    ANGRY**





# Unit of Inquiry

**Learning Intention:** We are learning about the season Autumn and how it affects plants and animals

**Success Criteria:** We will be able to describe deciduous and evergreen trees.

**Activity:** Take a walk outside. Use your senses to look at the weather. Fill in your weather chart.

- Discuss the term deciduous—explain how it means trees lose their leaves in Winter each year.
- Discuss the term evergreen—explain how these are trees that don't lose their leaves in Winter. Have a look in your garden to see if you have any deciduous trees or evergreen trees.
- If you have a deciduous tree, look at the leaves. Photograph yourself in front of the tree each week and discuss changes.
- If you have access to the internet, you could watch these clips about trees

Why do trees shed their leaves? <https://youtu.be/VrCkIC7rYyw>  
<https://youtu.be/s7qTx2l7bvo>

This is what they look like

Evergreen



Deciduous





# Manilla Central School



## Kindergarten

# WEDNESDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words.

**Success Criteria:** We will be able to use our phonemes to read, make and spell the following words.

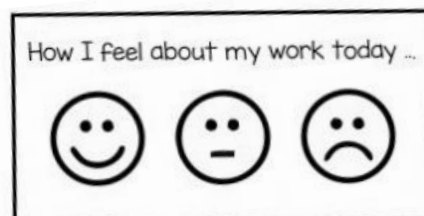
**ACTIVITY 1:** Practise saying your phonemes.

**ACTIVITY 2:** Practise writing your phonemes.

**ACTIVITY 3:** Use your playdough to make the phonemes

r l d b

f h i u



# Camera Word Activity Grid

My words for this week are:

he today for

Use your camera words from this week to complete the activities below.

**Rainbow**

write your words, three times each.

Write your words with **red** vowels and **blue** consonants.

Write your words on the computer and

**print** them out.

Use magnetic letters or scrabble tiles to spell each of your words.



Write your words in a pyramid:

c  
ca  
cat

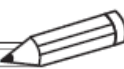
Find your words in magazines or newspapers then



cut them out and glue them on paper.

Draw a picture and  
**'hide'**  
your words in the picture.

Write a sentence for each of your words.

the cat 

Write your words in alphabetical order.




a b c

# Camera Words

**Learning Intention:** We are learning to read and write our camera words automatically.

**Success Criteria:** We will be able to read the words and write them from memory.

How I feel about my work today ...

		
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# Vocabulary

**Learning Intention:** We are learning to define new words to support our Unit of Inquiry.

**Success Criteria:** We will define the words using the Frayer model. We will describe what it is, what it is not and draw an image to help us remember the word.

<b>Word</b>  <b>deciduous</b>	<b>What It is</b>
<b>Draw it</b>	<b>What it is not</b>

How I Feel about my work today ...

# Handwriting

**Learning Intention:** We are learning to correctly form our letters in NSW foundation font.

**Success Criteria:** We will trace each initial letter and then continue the same formation, with spaces, until the end of the line.

l



u



How I Feel about my work today ...



## Reading

**Learning Intention:** We are learning to point to words in our readers.

**Success Criteria:** We will be able to point 1 to 1 and keep track with our finger.

We will be able to identify camera words in the writing.

We will be able to identify known phonemes.

*Guided readers are in your pack.*

# Writing - Wednesday

**Learning Intention:** We are learning to write a sentence about the picture, using correct spelling and punctuation.

**Success Criteria:** We will be able to write a sentence using:

- Capital letters at the start.
- Spaces between words.
- Say your words slowly and write the phonemes you can hear.
- Full stop at the end.

## Crocodile



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How I feel about my work today ...

😊 😐 😞



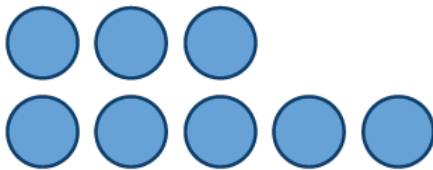
# Number Talk

**Learning Intention:** We are learning to think like mathematicians.

**Success Criteria:** We will be able to talk to an adult about what we notice on the cards below.

*Look for combinations you may know, doubles, dice patterns, domino patterns and pairs.*

## Number Talks: Subitising



Conceptual Subitising



## Number Talks: Subitising

**Specific questions to ask include:**

- How many dots did you see?
- How did you see it?
- Is there another way to see this pattern?

Perceptual Subitising



How I feel about my work today ...



# Numeral Practise

**Learning Intention:** We are learning to correctly form our numerals in NSW foundation font.

**Success Criteria:** We will trace each initial numeral and then continue the same formation, with spaces, until the end of the line.

4

\_\_\_\_\_

\_\_\_\_\_

5

\_\_\_\_\_

\_\_\_\_\_

How I feel about my work today ...



# Mathematics Activity

**Learning Intention:** We are learning about area

**Success Criteria:** We will be able to compare the area of different items

**Activity:** Explain area is the space inside a given item—How much space it takes up.

Use books to put one on top of the other. Discuss which has the bigger /smaller area.

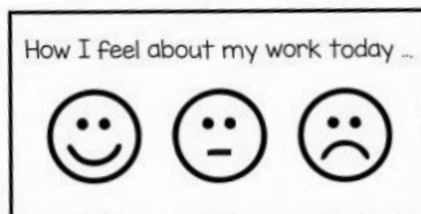
Eg:



Draw your two books. Show one having a bigger/smaller area—write their titles

Bigger area

Smaller area



# PDHPE—Daily Fitness Task Week 4

## Game: Target & Interceptor

Learning Intention: We are learning to combine the attacking and defending skills of an invasion game with accurate target-throwing.

Success Criteria: We will be able to aim and hit a target.

### Equipment/Area:

- ◆ Indoor or outdoor playing area – marked as shown (bottom of page)
- ◆ Targets (as shown below)



- ◆ One throwing object for each pair (as shown below). Student choice will depend on targets chosen.



### Group Management:

Play in pairs or other combinations

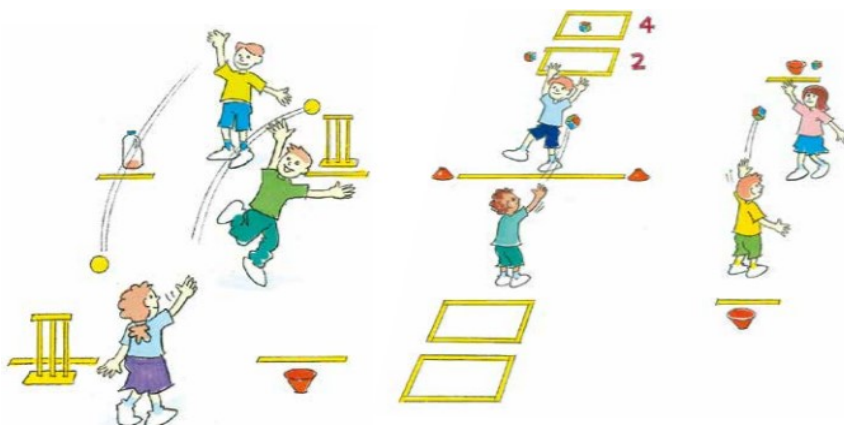
### Description:

Play for a set period, e.g. 90 seconds.

Discourage delays in throwing.

Allocate more points for more distant targets.

Restrict the distance between a player's and an opponent's target, e.g. 1m in front.



# Unit of Inquiry

**Learning Intention:** We are learning to observe the weather

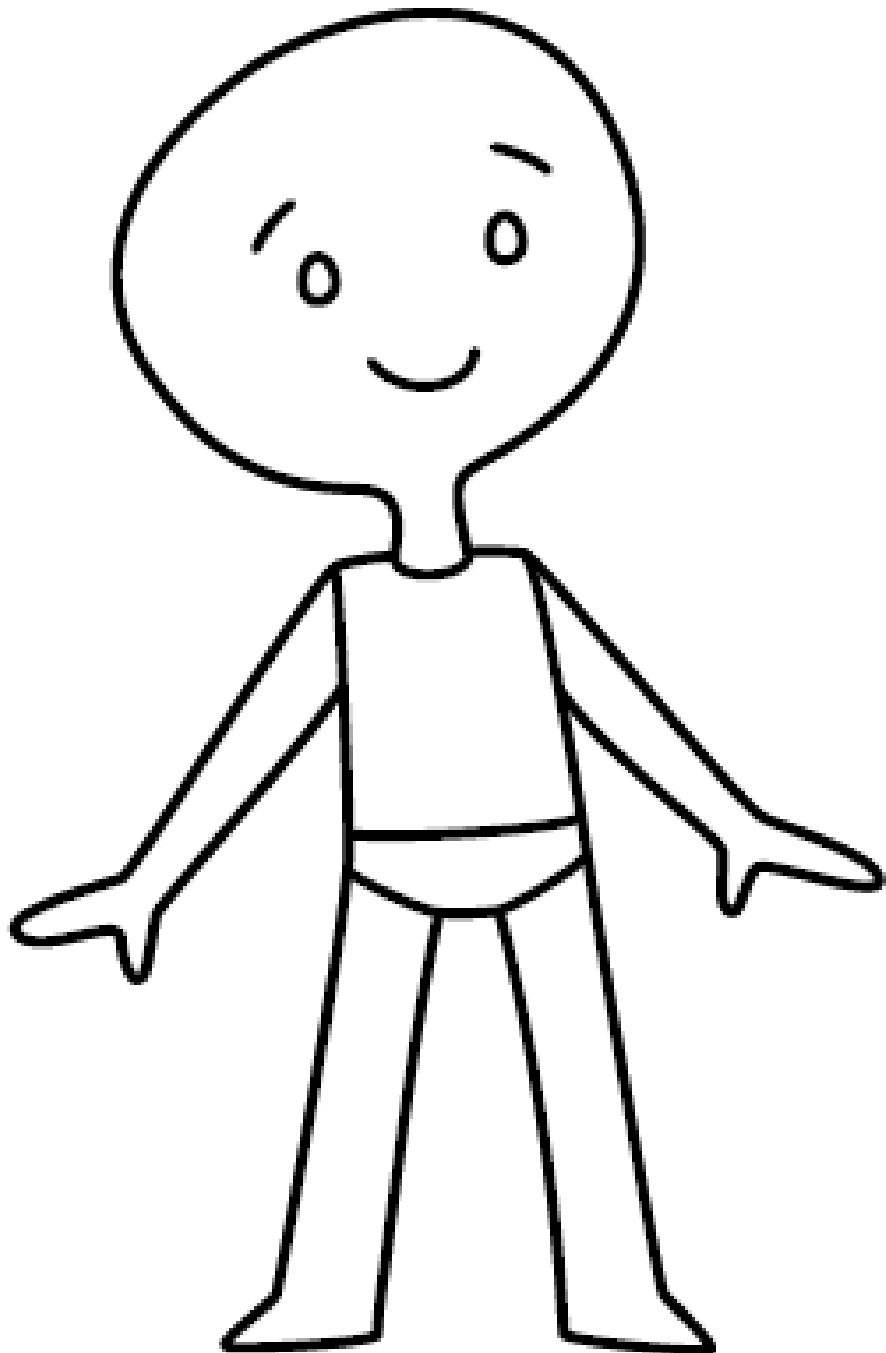
**Success Criteria:** We will be able to describe current weather conditions.

**Activity:**

Complete the weather chart found in Monday section for today.

Talk about the season Winter—It comes after Autumn. We have the coldest weather during Winter.

Draw Winter clothes on this child.



# Manilla Central School



## Kindergarten

# THURSDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words.

**Success Criteria:** We will be able to use our phonemes to read, make and spell the following words.

**ACTIVITY 1:** Practise saying your phonemes.


**ACTIVITY 2:** Practise writing your phonemes.

**ACTIVITY 3:** Complete the activity sheet.

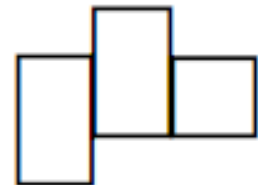
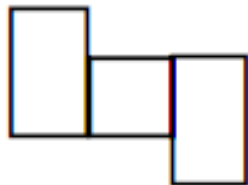
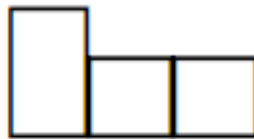
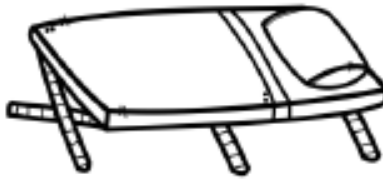
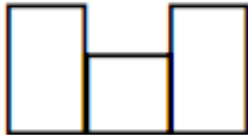
r l d b

f h i u

How I feel about my work today ...



# Phonics Activity Sheet



How I feel about my work today ...









# Camera Word Activity Grid

My words for this week are:

he today for

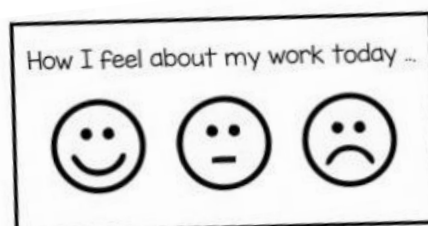
Use your camera words from this week to complete the activities below.

<p><b>Rainbow</b></p> <p>write your words, three times each.</p>	<p>Write your words with <b>red</b> vowels and <b>blue</b> consonants.</p>	<p>Write your words on the computer and <b>print</b> them out.</p>
<p>Use magnetic letters or scrabble tiles to spell each of your words.</p> <p></p>	<p>Write your words in a pyramid:</p> <p></p>	<p>Find your words in magazines or newspapers then  cut them out and glue them on paper.</p>
<p>Draw a picture and <b>'hide'</b> your words in the picture.</p>	<p>Write a sentence for each of your words.</p> <p></p>	<p>Write your words in alphabetical order.</p> <p><b>a b c</b></p>

# Camera Words

**Learning Intention:** We are learning to read and write our camera words automatically.

**Success Criteria:** We will be able to read the words and write them from memory.



# Handwriting

**Learning Intention:** We are learning to correctly form our letters in NSW foundation font.

**Success Criteria:** We will trace each initial letter and then continue the same formation, with spaces, until the end of the line.

i



h



## Reading

**Learning Intention:** We are learning to point to words in our readers.

**Success Criteria:** We will be able to point 1 to 1 and keep track with our finger.

We will be able to identify camera words in the writing.

We will be able to identify known phonemes.

*Guided readers are in your pack.*

# Writing - Thursday

**Learning Intention:** We are learning to write a sentence about the picture, using correct spelling and punctuation.

**Success Criteria:** We will be able to write a sentence using:

- Capital letters at the start.
- Spaces between words.
- Say your words slowly and write the phonemes you can hear.
- Full stop at the end.

Quokka



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How I feel about my work today ...

😊 😐 😞

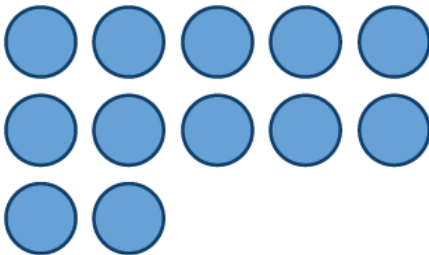
# Number Talk

**Learning Intention:** We are learning to think like mathematicians.

**Success Criteria:** We will be able to talk to an adult about what we notice on the cards below.

*Look for combinations you may know, doubles, dice patterns, domino patterns and pairs.*

## Number Talks: Subitising



Conceptual Subitising



## Number Talks: Subitising

Specific questions to ask include:

- How many dots did you see?
- How did you see it?
- Is there another way to see this pattern?
- What is a different way to show this number?
- How many different ways can you come up with?

Conceptual Subitising



How I feel about my work today ...



# Numerals Practise

**Learning Intention:** We are learning to correctly form our numerals in NSW foundation font.

**Success Criteria:** We will trace each numeral.

*Writing Numbers 0-20*

0 1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20

How I feel about my work today ...



# Mathematics Activity

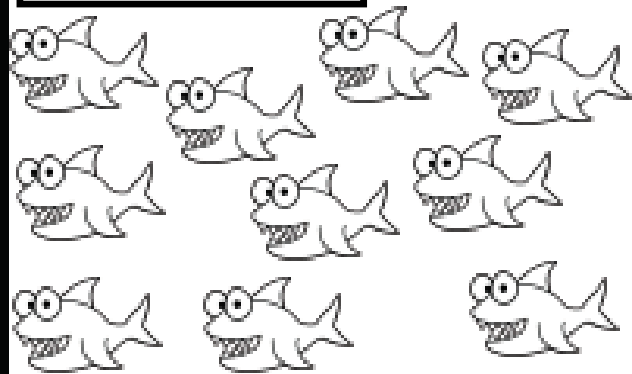
**Learning Intention:** We are learning about the number 9

**Success Criteria:** We will be able to show 9 items and write 9

Colour



Colour 9



Trace it!



Write it!


Show it in a tens frame!


Circle it!

1	9	7	9	10
9	6	4	8	5
7	9	2	1	9
9	3	9	0	8

©2015 Wilson and Thomas Wilson

How I feel about my work today ...





# PDHPE—Daily Fitness Task Week 4

## Game: Target & Interceptor

Learning Intention: We are learning to combine the attacking and defending skills of an invasion game with accurate target-throwing.

Success Criteria: We will be able to aim and hit a target.

### Equipment/Area:

- ◆ Indoor or outdoor playing area – marked as shown (bottom of page)
- ◆ Targets (as shown below)



- ◆ One throwing object for each pair (as shown below). Student choice will depend on targets chosen.



### Group Management:

Play in pairs or other combinations

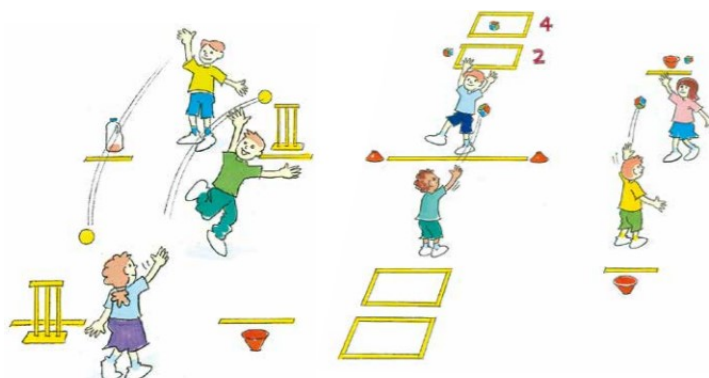
### Description:

Play for a set period, e.g. 90 seconds.

Discourage delays in throwing.

Allocate more points for more distant targets.

Restrict the distance between a player's and an opponent's target, e.g. 1m in front.

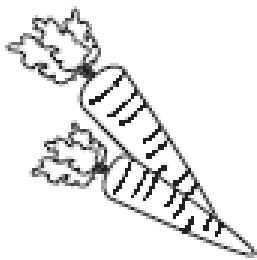


# PDHPE

**Learning Intention:** We are learning to identify healthy fruit and vegetables

**Success Criteria:** We will be able to name a variety of fruit and vegetables

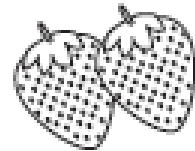
Activity: Colour and name the following:



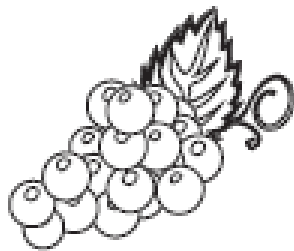
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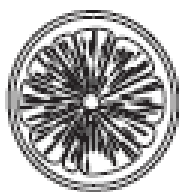
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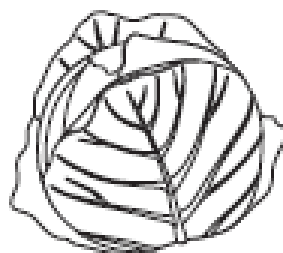
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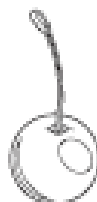
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# Manilla Central School



## Kindergarten

# FRIDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words.

**Success Criteria:** We will be able to use our phonemes to read, make and spell the following words.

**ACTIVITY 1:** Practise saying your phonemes.


**ACTIVITY 2:** Practise writing your phonemes.

**ACTIVITY 3:** Complete the activity sheet.

r l d b

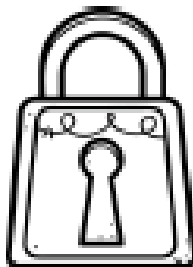
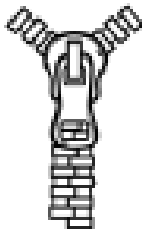
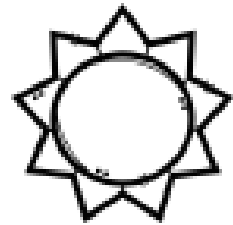
f h i u

How I feel about my work today ...



## Phonics Activity Sheet

# Match the Rhymes!



How I feel about my work today ...



# Camera Word Activity Grid

My words for this week are:

he today for

Use your camera words from this week to complete the activities below.

**Rainbow**

write your words, three times each.

Write your words with **red** vowels and **blue** consonants.

Write your words on the computer and

**print** them out.

Use magnetic letters or scrabble tiles to spell each of your words.



Write your words in a pyramid:

c  
ca  
cat

Find your words in magazines or newspapers then



cut them out and glue them on paper.

Draw a picture and  
**'hide'**  
your words in the picture.

Write a sentence for each of your words.

the cat 

Write your words in alphabetical order.




a b c

# Camera Words

**Learning Intention:** We are learning to read and write our camera words automatically.

**Success Criteria:** We will be able to read the words and write them from memory.

How I feel about my work today ...

		
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# Handwriting

**Learning Intention:** We are learning to correctly form our letters in NSW foundation font.

**Success Criteria:** We will trace each initial letter and then continue the same formation, with spaces, until the end of the line.

u



i

How I feel about my work today ...		
		



## Reading

**Learning Intention:** We are learning to point to words in our readers.

**Success Criteria:** We will be able to point 1 to 1 and keep track with our finger.

We will be able to identify camera words in the writing.

We will be able to identify known phonemes.

*Guided readers are in your pack.*

# Writing - Friday

**Learning Intention:** We are learning to write a sentence about the picture, using correct spelling and punctuation.

**Success Criteria:** We will be able to write a sentence using:

- Capital letters at the start.
- Spaces between words.
- Say your words slowly and write the phonemes you can hear.
- Full stop at the end.

Kookaburra



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How I feel about my work today ...

😊 😐 😞

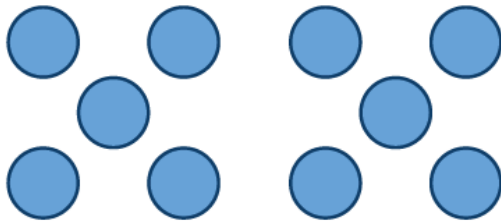
# Number Talk

**Learning Intention:** We are learning to think like mathematicians.

**Success Criteria:** We will be able to talk to an adult about what we notice on the cards below.

*Look for combinations you may know, doubles, dice patterns, domino patterns and pairs.*

## Number Talks: Subitising



Conceptual Subitising



## Number Talks: Subitising

Specific questions to ask include:

- How many dots did you see?
- How did you see it?
- Is there another way to see this pattern?
- What is a different way to show this number?
- How many different ways can you come up with?

Conceptual Subitising



How I feel about my work today ...



# Numeral Practise

**Learning Intention:** We are learning to correctly form our numerals in NSW foundation font.

**Success Criteria:** We will trace each initial numeral and then continue the same formation, with spaces, until the end of the line.

0



3

How I feel about my work today ...






# Mathematics Activity

**Learning Intention:** We are learning to match items to numerals

**Success Criteria:** We will be able to represent numerals up to 10

6	1
7	2
8	3
9	4
10	5

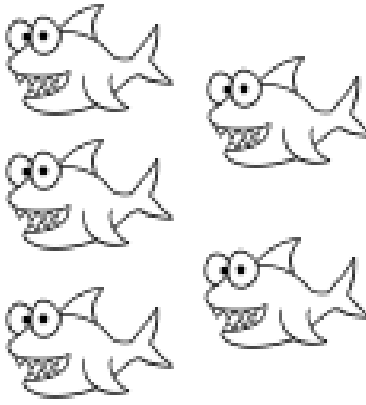
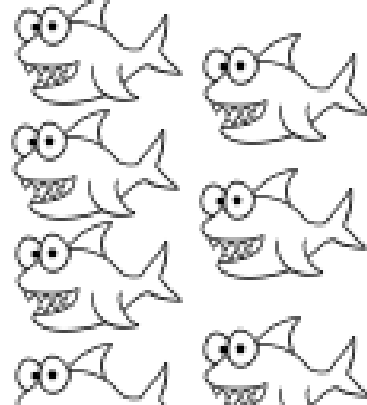
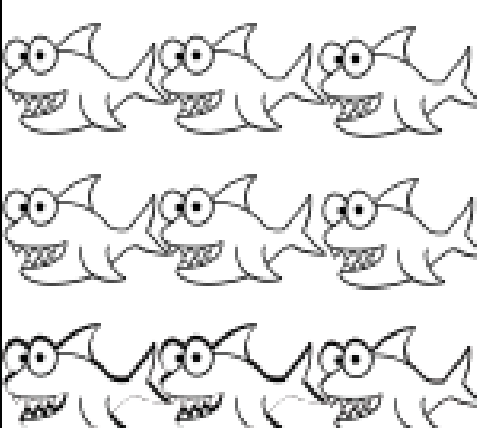
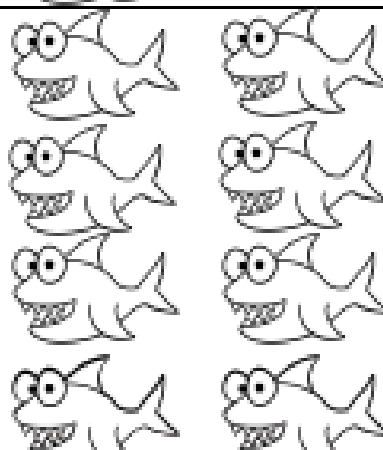
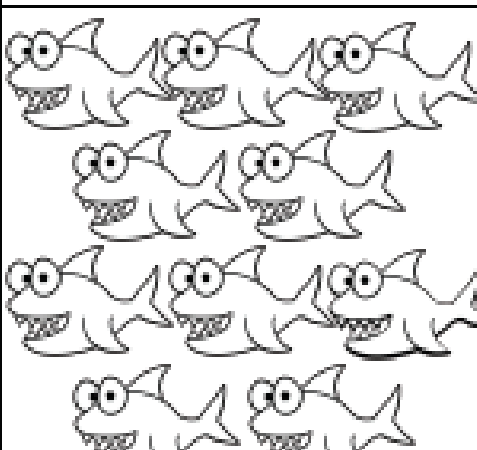
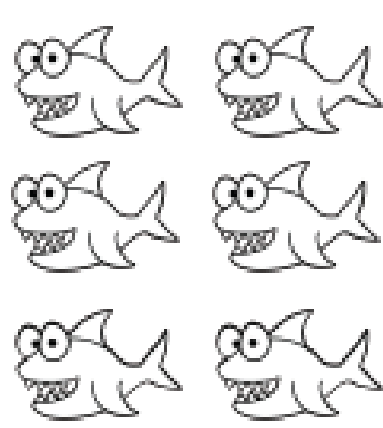
Drawing Numbers  
Draw the correct number of items that corresponds with the number in the box.

How I feel about my work today ...
  

# Mathematics Activity

**Learning Intention:** We are learning to match items to numerals

**Success Criteria:** We will be able to represent numerals up to 10

	<div>7</div> <div>4</div> <div>5</div>		<div>9</div> <div>7</div> <div>6</div>
	<div>10</div> <div>9</div> <div>6</div>		<div>7</div> <div>10</div> <div>8</div>
	<div>10</div> <div>8</div> <div>9</div>		<div>6</div> <div>5</div> <div>8</div>

How I feel about my work today ...



# PDHPE—Daily Fitness Task Week 4

## Game: Target & Interceptor

Learning Intention: We are learning to combine the attacking and defending skills of an invasion game with accurate target-throwing.

Success Criteria: We will be able to aim and hit a target.

### Equipment/Area:

- ◆ Indoor or outdoor playing area – marked as shown (bottom of page)
- ◆ Targets (as shown below)



- ◆ One throwing object for each pair (as shown below). Student choice will depend on targets chosen.



### Group Management:

Play in pairs or other combinations

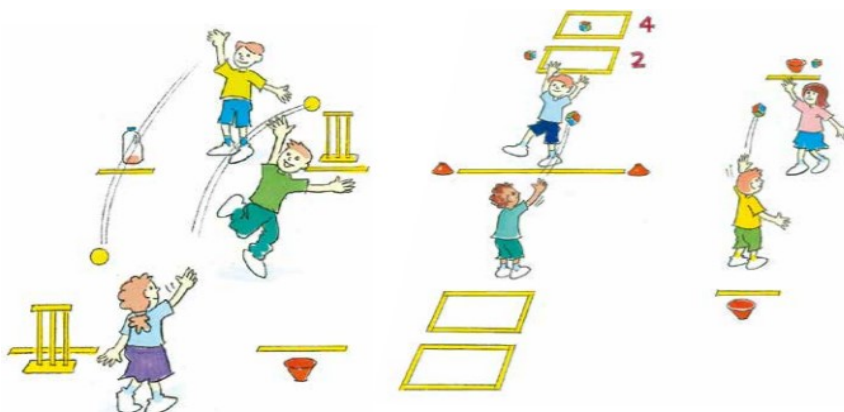
### Description:

Play for a set period, e.g. 90 seconds.

Discourage delays in throwing.

Allocate more points for more distant targets.

Restrict the distance between a player's and an opponent's target, e.g. 1m in front.



## Art and Craft Activity

**Learning Intention:** We are learning to explore different kinds of subject matter and concepts to make artworks

**Success Criteria:** We will use items to make a piece of art.

Use the paper provided to make a Winter deciduous tree scene. Find some twigs in your garden. If you have paint, you can apply some. If not, use cotton wool



How I feel about my work today ...

😊 😐 😞



## Story and Craft Activity

**Learning Intention:** We are learning to listen to and enjoy reading stories.

**Success Criteria:** We will listen to a story being read at home or from the links below and create a craft activity to support the story.

Book title	You tube link	Craft link
The Brother Quibble	<a href="https://www.youtube.com/watch?v=-tg0ooFinNc">https://www.youtube.com/watch?v=-tg0ooFinNc</a>	Paper Crown <a href="https://www.dltk-kids.com/crafts/mcrown.htm">https://www.dltk-kids.com/crafts/mcrown.htm</a>
Arnie the donut	<a href="https://www.youtube.com/watch?v=6E67n1vZZjQ">https://www.youtube.com/watch?v=6E67n1vZZjQ</a>	Paper Pate Donut <a href="https://www.theresourcefulmama.com/paper-plate-donuts-craft/">https://www.theresourcefulmama.com/paper-plate-donuts-craft/</a>
Snapsy the alligator	<a href="https://www.youtube.com/watch?v=yU8OJWAZmZo">https://www.youtube.com/watch?v=yU8OJWAZmZo</a>	Alligator Craft <a href="https://www.easypeasyandfun.com/tag/crocodile-crafts/">https://www.easypeasyandfun.com/tag/crocodile-crafts/</a>
Clark the shark	<a href="https://www.youtube.com/watch?v=lgZRMptA0Lk">https://www.youtube.com/watch?v=lgZRMptA0Lk</a>	Shark Craft <a href="https://iheartcraftythings.com/newspaper-shark-craft.html">https://iheartcraftythings.com/newspaper-shark-craft.html</a>
The Hula-Hoopin' Queen	<a href="https://www.youtube.com/watch?v=op9Bc7GWCuw">https://www.youtube.com/watch?v=op9Bc7GWCuw</a>	Craft <a href="https://www.youtube.com/watch?v=yE5G0cmHNj4">https://www.youtube.com/watch?v=yE5G0cmHNj4</a>
Sophie's Master-piece	<a href="https://www.storylineonline.net/books/sophies-masterpiece/">https://www.storylineonline.net/books/sophies-masterpiece/</a>	<a href="https://www.redtedart.com/easy-spider-crafts-for-kids/">https://www.redtedart.com/easy-spider-crafts-for-kids/</a>
Wilfrid Gordon McDonald Partridge	<a href="https://www.storylineonline.net/books/wilfrid-gordon-mcdonald-partridge/">https://www.storylineonline.net/books/wilfrid-gordon-mcdonald-partridge/</a>	Create your own memory box <a href="https://memorylanetherapy.com/memory-boxes-activities-for-seniors/">https://memorylanetherapy.com/memory-boxes-activities-for-seniors/</a>
Hey that's my monster	<a href="https://www.storylineonline.net/books/hey-thats-monster/">https://www.storylineonline.net/books/hey-thats-monster/</a>	Monster Craft <a href="https://www.livewellplaytogether.com/shape-monster-craft/">https://www.livewellplaytogether.com/shape-monster-craft/</a>
Peter Rabbit	<a href="https://www.storylineonline.net/books/peter-rabbit/">https://www.storylineonline.net/books/peter-rabbit/</a>	Peter Rabbit Puppets <a href="http://www.dotcomwomen.com/crafts/peter-rabbit-puppets-easter-crafts/4214/">http://www.dotcomwomen.com/crafts/peter-rabbit-puppets-easter-crafts/4214/</a>

# Additional Brain Break and Fitness Options

<b>Tabata for kids:</b>  <b>20 seconds of rest followed by 10 seconds of recovery.</b>	Choose 2 workouts and complete them from this channel:  <a href="https://www.youtube.com/playlist?list=PL2ncLjnEN-YI3SVKD3uRbfxfBDdxndGHm">https://www.youtube.com/playlist?list=PL2ncLjnEN-YI3SVKD3uRbfxfBDdxndGHm</a>						
<b>Just Dance</b>	Choose 2 of your favourite Just Dance videos from the below YouTube channel:  <a href="https://www.youtube.com/user/justdancegame/videos">https://www.youtube.com/user/justdancegame/videos</a>						
<b>Go Noodle</b>	Choose 2 of your favourite Go Noodle videos from the below YouTube channel:  <a href="https://www.youtube.com/user/GoNoodleGames">https://www.youtube.com/user/GoNoodleGames</a>						
<b>Weekly Fitness Challenge</b>	Time yourself to see how many pushups you can do in 1 minute. Record your effort each day. <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						
<b>Mindfulness</b>	<ul style="list-style-type: none"><li>◆ <a href="https://www.youtube.com/watch?v=O29e4rRMv4">https://www.youtube.com/watch?v=O29e4rRMv4</a></li><li>◆ <a href="https://www.youtube.com/watch?v=wf5K3pP2IUQ">https://www.youtube.com/watch?v=wf5K3pP2IUQ</a></li><li>◆ <a href="https://www.youtube.com/watch?v=rC0m_-HQcRU">https://www.youtube.com/watch?v=rC0m_-HQcRU</a></li></ul>						
<b>Other Ideas</b>	<ul style="list-style-type: none"><li>◆ Practise throwing and catching with a family member, or a wall.</li><li>◆ Kick a ball around.</li><li>◆ Jump on your trampoline.</li><li>◆ Play a game of Handball</li><li>◆ Create an obstacle course around the backyard</li><li>◆ Go for a walk, and maintain social distancing.</li></ul>						