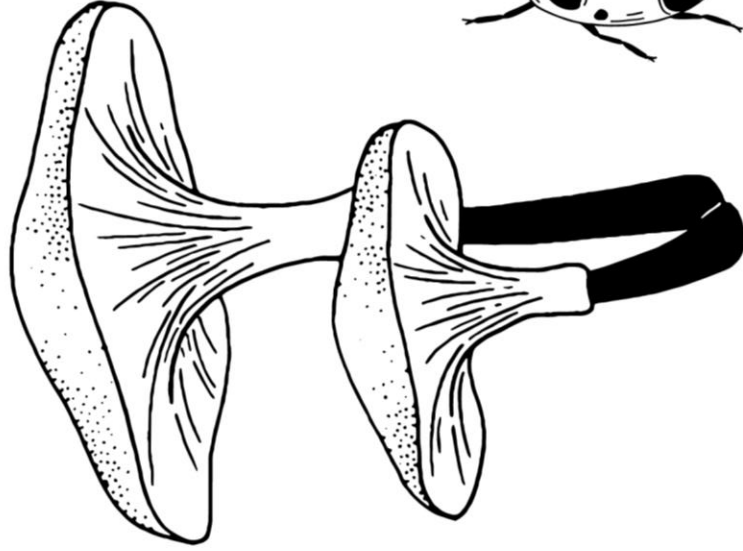
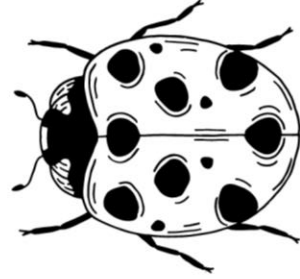
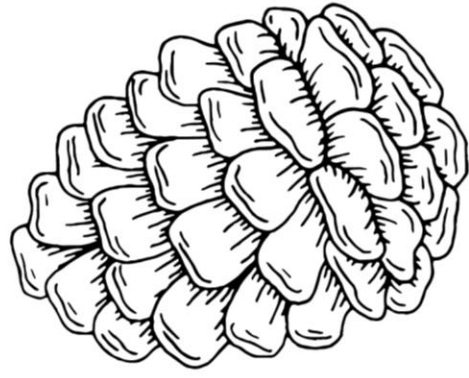
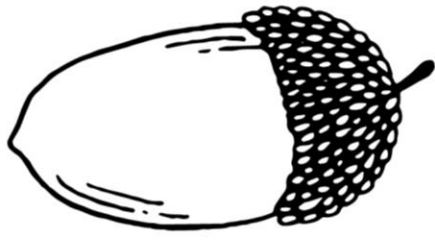
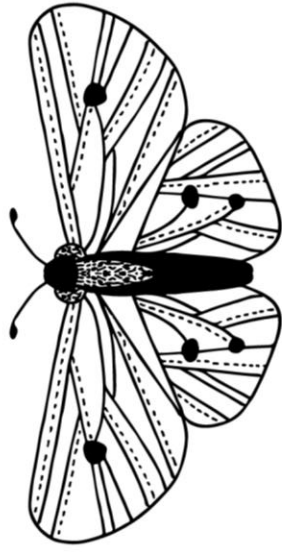
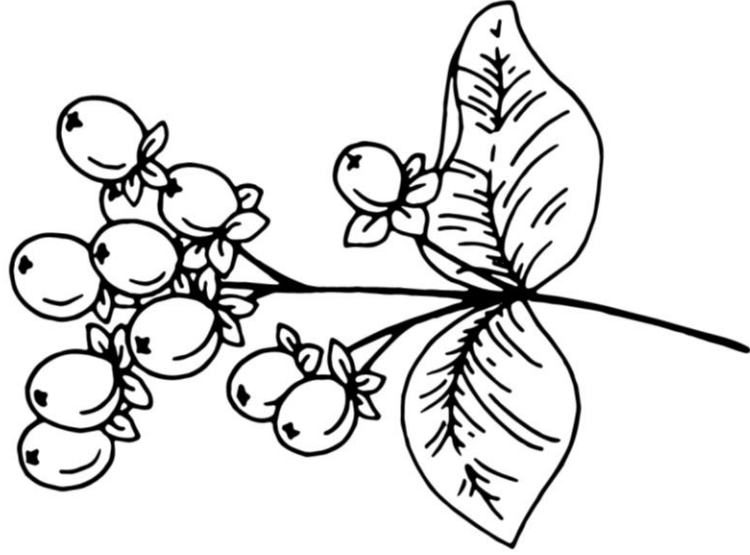
















Home Learning - Kindergarten



Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
Good Morning	<p>Good Morning</p> <p>Answer the question given by your teacher on Seesaw and say good morning!</p>	<p>Good Morning</p> <p>Answer the question given by your teacher on Seesaw and say good morning!</p>	<p>Good Morning</p> <p>Answer the question given by your teacher on Seesaw and say good morning!</p>	<p>Good Morning</p> <p>Answer the question given by your teacher on Seesaw and say good morning!</p>	<p>Good Morning</p> <p>Answer the question given by your teacher on Seesaw and say good morning!</p>
Reading	<p> Online: Log on to Decodable Reading Australia. Practise your segmenting and blending.</p> <p> Online: Log on to your PM reading account. Read a book from your bookshelf.</p> <p>or</p> <p>Offline: Read for 15-20 mins a book of choice</p>	<p> Online: Log on to Decodable Reading Australia. Practise your segmenting and blending.</p> <p> Online: Log on to your PM reading account. Read a book from your bookshelf.</p> <p>or</p> <p>Offline: Read for 15-20 mins a book of choice</p>	<p> Online: Log on to Decodable Reading Australia. Practise your segmenting and blending.</p> <p> Online: Log on to your PM reading account. Read a book from your bookshelf.</p> <p>or</p> <p>Offline: Read for 15-20 mins a book of choice</p>	<p> Online: Log on to Decodable Reading Australia. Practise your segmenting and blending.</p> <p> Online: Log on to your PM reading account. Read a book from your bookshelf.</p> <p>or</p> <p>Offline: Read for 15-20 mins a book of choice</p>	<p> Online: Log on to Decodable Reading Australia. Practise your segmenting and blending.</p> <p> Online: Log on to your PM reading account. Read a book from your bookshelf.</p> <p>or</p> <p>Offline: Read for 15-20 mins a book of choice</p>
Writing and Phonics	<p>Writing: Horse</p> 	<p>Reading Eggs/Fast Phonics</p> <p>Log on to Reading Eggs and Fast Phonics</p> 	<p>Writing: Horses</p>  <p>Horses: What do they eat? Where do they live?</p>	<p>Reading Eggs/Fast Phonics</p> <p>Log on to Reading Eggs and Fast Phonics</p> 	<p>Writing: Book Review</p> <p>Barra Book Blog</p> <p>We are learning to review a book we have read. We will be successful if we can write a short review about what we liked, disliked or found interesting about the book.</p>

Today we are writing about horses. Today we are going to focus on describing horses. Watch this video with lots of facts about horses:

Go to pages 1-8 of your booklet and complete the activities and write your sentences about Horses. It's okay if you don't spell the words right, just use your sounds and try your best!
We can't wait to read yo

Practise reading your words. See if you can write them too!



I wonder how much you can remember about horses. Today we are going to focus on where horses live and what they eat. Watch this video with lots of facts about horses:

<https://www.youtube.com/watch?v=Hxm56tAENx0>

Go to pages 31 - 36 of your booklet and complete the activities and write your compound sentences about Horses. It's okay if you don't spell the words right, just use your sounds and try your best!
We can't wait to read your wonderful writing!

Practise reading your words. See if you can write them too!



Read any book of your choice. Fill in this template to display in our library! Try to sound out the words for the sentence you'd like to write.



Maths

Maths:
Whole number – comparing and ordering numbers, and groups of objects

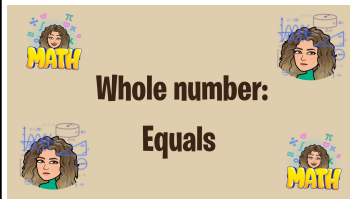
Comparing and ordering numbers



You have been learning lots about numbers. Today you are going to compare numbers and groups of objects to show which number is largest or smallest.

Complete the Seesaw activity or pages 9-14 of the booklet.

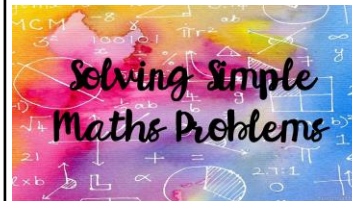
Maths:
Whole number – equals



Watch the video, then drag or draw the items on either side of the equals symbol to create two equal groups. Then, circle the tick or cross depending on whether the number is equal to the number of objects. Complete on seesaw or pages 18 -25 of the booklet

Video: <https://www.youtube.com/watch?v=DwUtfr6wDk>

Maths:
Using counting to solve everyday problems



Go to pages 37 -42 of your booklet. Read the problem on each slide. Identify the important information in the problem and draw a picture to help you solve the problem. Once you have solved the problem, write your answer on the line at the bottom of the slide.

Maths:
Capacity



Watch the videos on capacity.

We are learning about what capacity is and have a look at some containers, see which is full, about half full and empty. We also look at which containers have a larger capacity and hold more liquid.

Complete the Seesaw lesson or pages 46-51 of the booklet

Maths:
Capacity Investigations



Read the explanations about capacity.

Today you will get to investigate capacity. Have some fun making containers full, half full and empty. You might be able to arrange them in order too.

Complete the Seesaw activity or pages 55 - 58 of the booklet.

**Other
KLAs**

**Book Week
Activity**

Short story and book cover competition

- Handwrite a short story
- Design, draw, paint, a book cover to match your story!

We can't wait to see what Kindergarten comes up with!

Pages: 15-17

**Barramurra's Book
Battle**

Book Week 2021
Entries DUE Friday 13th
August

Your mission:

- Write and publish a short story.
- Design an eye-catching book cover for your story!

Geography

We are learning to draw more detailed pictorial maps. We draw maps from a bird's eye view. Draw your whole house from above as if you were a bird flying over it.



Complete the Seesaw activity or pages 26 - 30 in your booklet.

Make your own Landmark!



Today, we are exploring famous landmarks from around the world. Watch the video, then choose a famous landmark from the ones given (or your own) to recreate using items around your home.

Attach a picture or draw it in the box provided on Seesaw or pages 43 - 45 of your booklet.

We can't wait to see!

Link to video -

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

Creative Arts

Drama



Watch or read the story of The Little Red Hen. Complete the Seesaw activity or see pages 53-53 for how you can retell the story of The Little Red Hen using the puppets or make up your own story.

Free Time

You all have been working so hard and we think you deserve a break! Enjoy the afternoon with your family or doing some things you enjoy!



**Additional
Optional
Activities**

Reading Eggs/Fast Phonics (Online English)

Log on to Reading Eggs and complete the tasks set by your teacher. Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.

Maths Seeds (Online Maths)

Log on to Maths Seeds and complete the tasks set by your teacher. Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.


Outdoor Physical Activity and Play

Teachers will post some ideas for things you can do each day on Seesaw. You could post a picture or video of yourself getting out and getting active.

Department of Education - Learning from Home Resources

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>





We are learning
to write a sentence
using our sounds.

We will be
successful when
we stretch out our
words and write
the sounds that we
hear.



Here we have a stallion, a mare and a foal. Can you please label the correct animal?



Can you please label the horse?





What dose a horse have? Think about the labels we just moved

You are going to **write a sentence or more** about a horse. You can use the sentence starter **'A horse has'**. Have a look at the examples on the next slide.



Here are example sentences

A horse has a long tail and a mane on the top of its head and neck. A horse has four strong legs and is very big.



Remember, I should use my sounds to write my sentence. So if I wrote: 'A hors has a lon tal and a man on the top of the hed and nek. A hors has for stron legs and is veri big' My teacher will be very happy with me.



**Please
don't
forget**



a **capital letter** to start your sentence

a **full stop** at the end of your sentence

spaces between your words

to **sound out** the words and write the words using the sounds you hear

to **re-read** your sentence to make sure it makes sense

It is your turn! Write your sentence on paper or a whiteboard, then take a photo and add it to this slide. You might also like to click the microphone and record yourself reading your sentence.

A horse has...



Comparing and ordering numbers

Drag the kite to the **larger** number!



© Little Wonders Learning Ltd

Drag the kite to the **smaller** number!



© Little Wonders Learning Ltd

Learning Intention:

We are learning to compare and order numbers and groups of objects

We know we are successful if we can compare 2 numbers and find which is largest or smallest.

Which jar has more lollipops?



Drag the checkmark to the correct jar!



©Little Patches Learning Club

Which jar has more donuts?



Drag the checkmark to the correct jar!

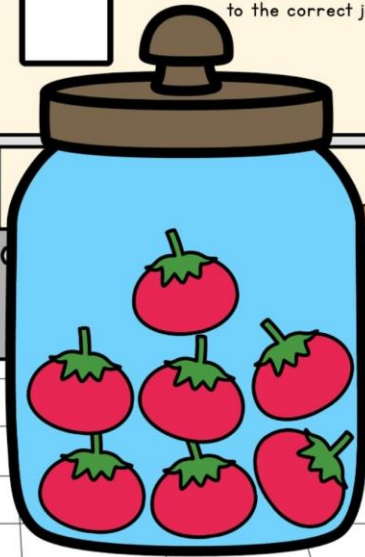
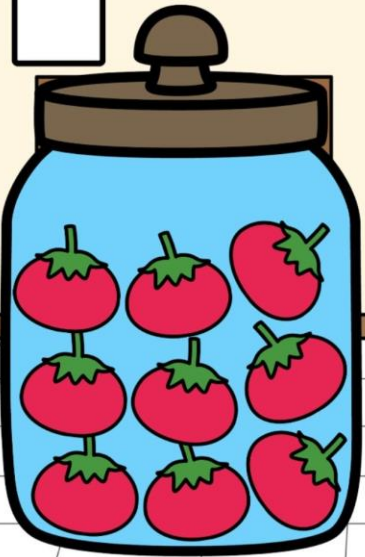


©Little Patches Learning Club

Which jar has more tomatoes?



Drag the checkmark to the correct jar!

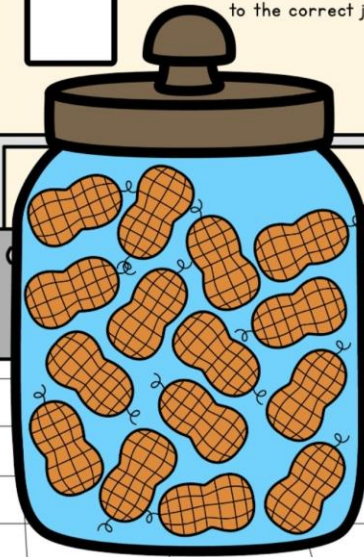
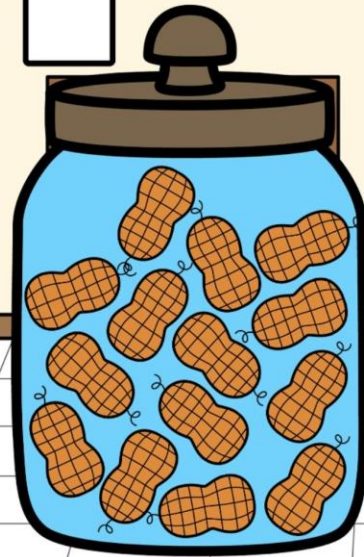


©Little Patches Learning Club

Which jar has more peanuts?



Drag the checkmark to the correct jar!

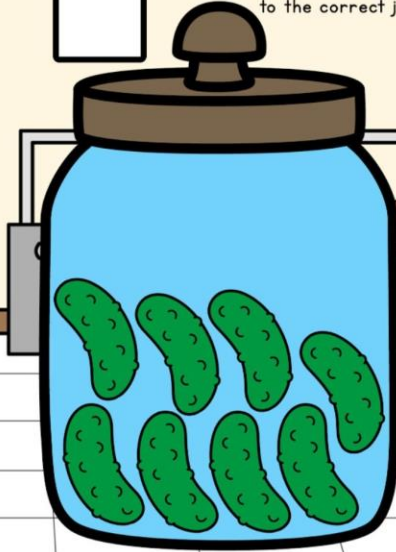
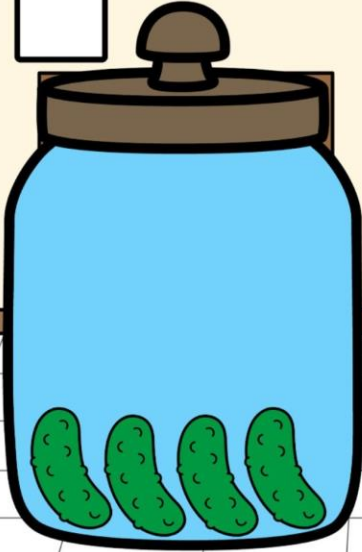


©Little Patches Learning Club

Which jar has less pickles?



Drag the checkmark to the correct jar!



Which jar has less lollipops?



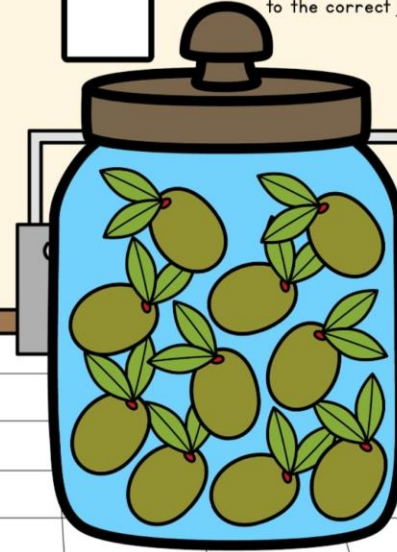
Drag the checkmark to the correct jar!



Which jar has less olives?



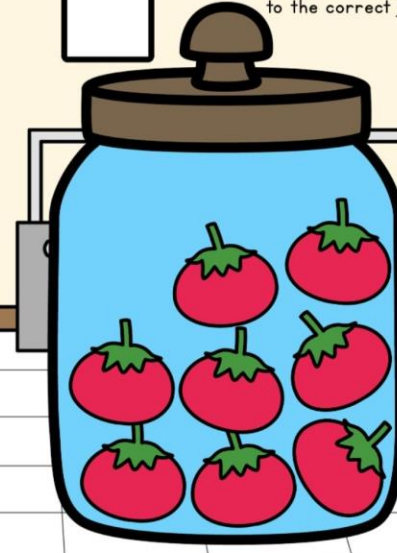
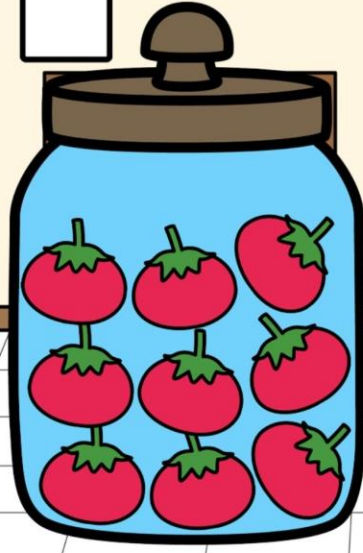
Drag the checkmark to the correct jar!



Which jar has less tomatoes?



Drag the checkmark to the correct jar!



Drag the kite to the **larger** number!



© Little Patches Learning Club

Drag the kite to the **larger** number!



© Little Patches Learning Club

Drag the kite to the **larger** number!



Drag the kite to the **larger** number!

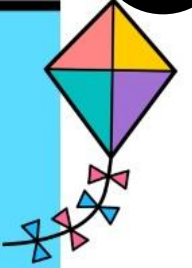


Drag the kite to the **smaller** number!



© Little Patches Learning Club

Drag the kite to the **smaller** number!

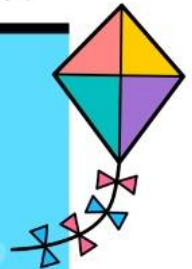


© Little Patches Learning Club

Drag the kite to the **smaller** number!



Drag the kite to the **smaller** number!



Drag the smallest number into the house!



12

11

9

Drag the smallest number into the house!



4

2

3

14

Drag the largest number into the house!



19

18

14

Drag the largest number into the house!



6

9

12

Barramurra's Book Battle

Book Week 2021
Entries DUE Friday 13th
August.

We are learning to write a story to entertain.

We will be successful if we can publish an entertaining story with a matching book cover.

Your mission:

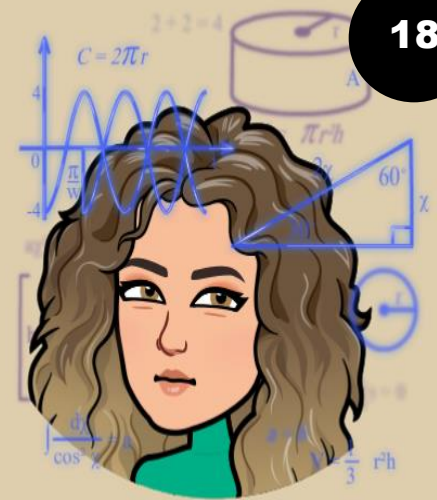
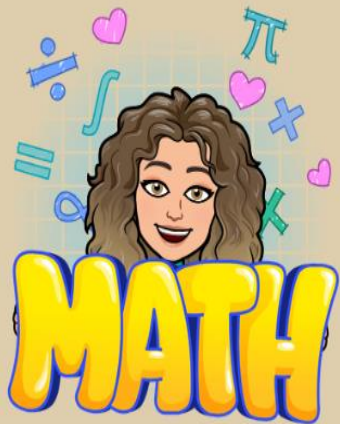
- Write and publish a short story.
- Design an eye-catching book cover for your story!

Don't forget!

- A great story hooks in its reader during the introduction.
- Keeps the readers excited when things get complicated.
- Concludes the story with a bang!

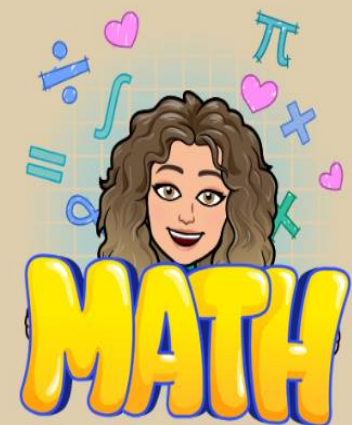
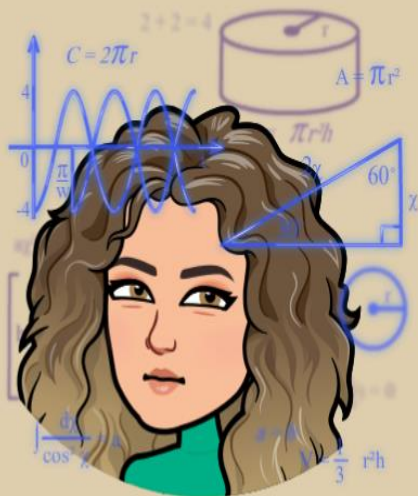
Put a photo of your book cover here!

Put a photo of your story here! (If it's too long you can send to your teacher via journal entry or add extra slides!)



Whole number:

Equals



Learning Intention and Success Criteria

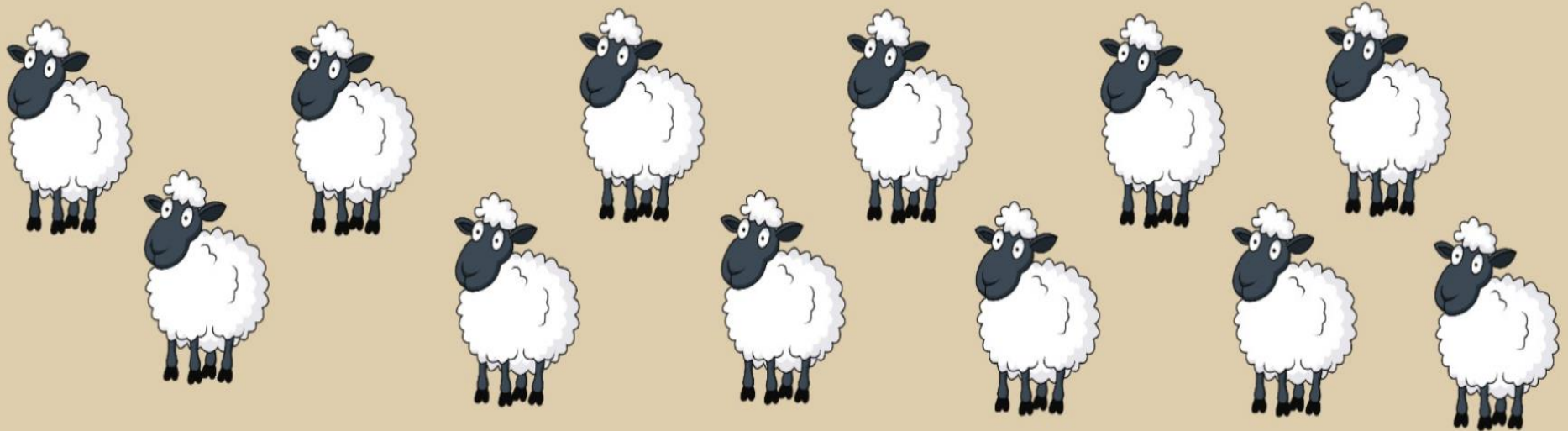
We are learning to use the term 'equals', and recognise if what is on both sides of the equals symbol are the same.

I will know that I am successful if I am able to make/show equal groups of items using the equals symbol.

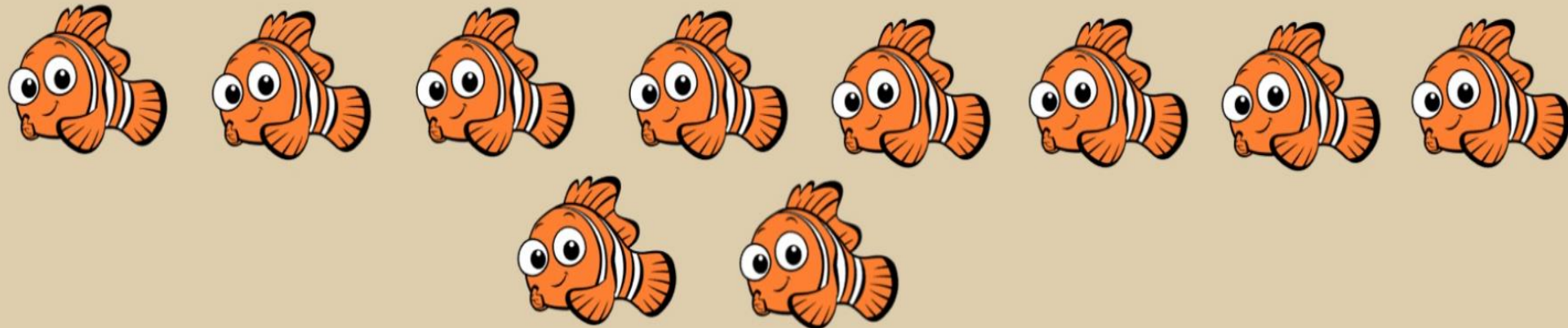
Draw the objects to create 2 equal groups on each side of the equals symbol



Draw the objects to create 2 equal groups on each side of the equals symbol



Draw the objects to create 2 equal groups on each side of the equals symbol



Is the number equal to the number of objects?

Circle YES or NO below

12

=



or



Is the number equal to the number of objects?

Circle YES or NO below

6

=



or



Is the number equal to the number of objects?

Circle YES or NO below

15

=



or

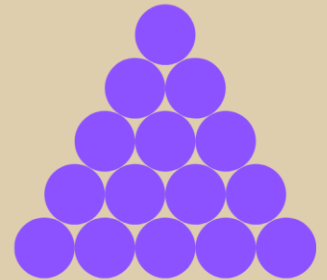


Is the number equal to the number of objects?

Circle YES or NO below

20

=



or



Is the number equal to the number of objects?

Circle YES or NO below

11

=



or



Is the number equal to the number of objects?

Circle YES or NO below

17

=



or



Geography Inquiry 1 - Lesson 3

We are learning how to draw a more detailed pictorial map.



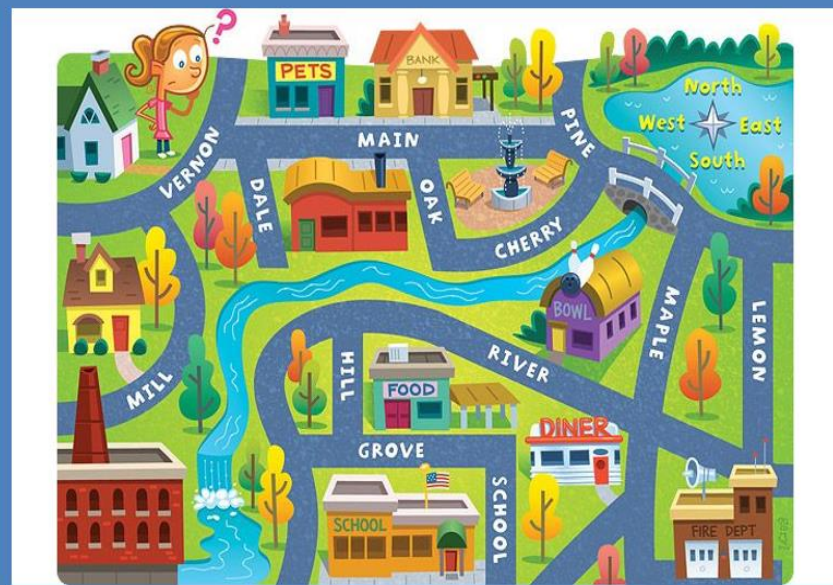
Recap

What is a map?

A map is a visual representation of a place – it shows how to get around a place using pictures.

Why do we need maps?

We need maps to help us know how to travel from one place to another.



Bird's eye view



<https://bit.ly/3AM388u>

'Me on the map'



<https://bit.ly/3iQMLkj>

Scan the QR codes
or type in the URLs
to watch the
videos.

Draw a map of your home – My Turn



Draw a map of your home



Both of these simple sentences make sense on their own.



When we link them together with a conjunction, they form a compound sentence.



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There are seven conjunctions that we could use:

for **and** **nor** **but** **or** **yet** **so**



Which co-ordinating conjunctions could we use to link these two sentences?

Horses eat hay **and** they drink water.



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Can you write these facts, or draw a line to put these facts in the right spot?
Is it a simple sentence or a compound sentence?

Horses are herbivores.

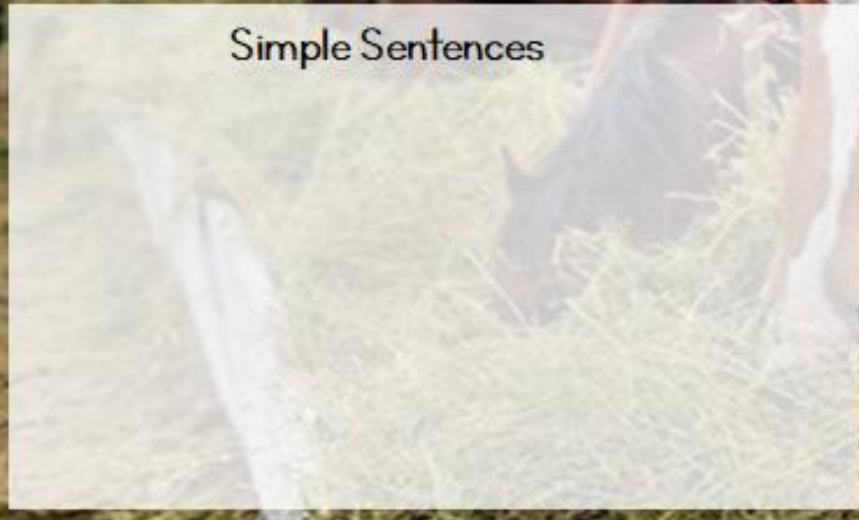
Horses have a long nose and four strong legs.

Horses can be found all over the world.

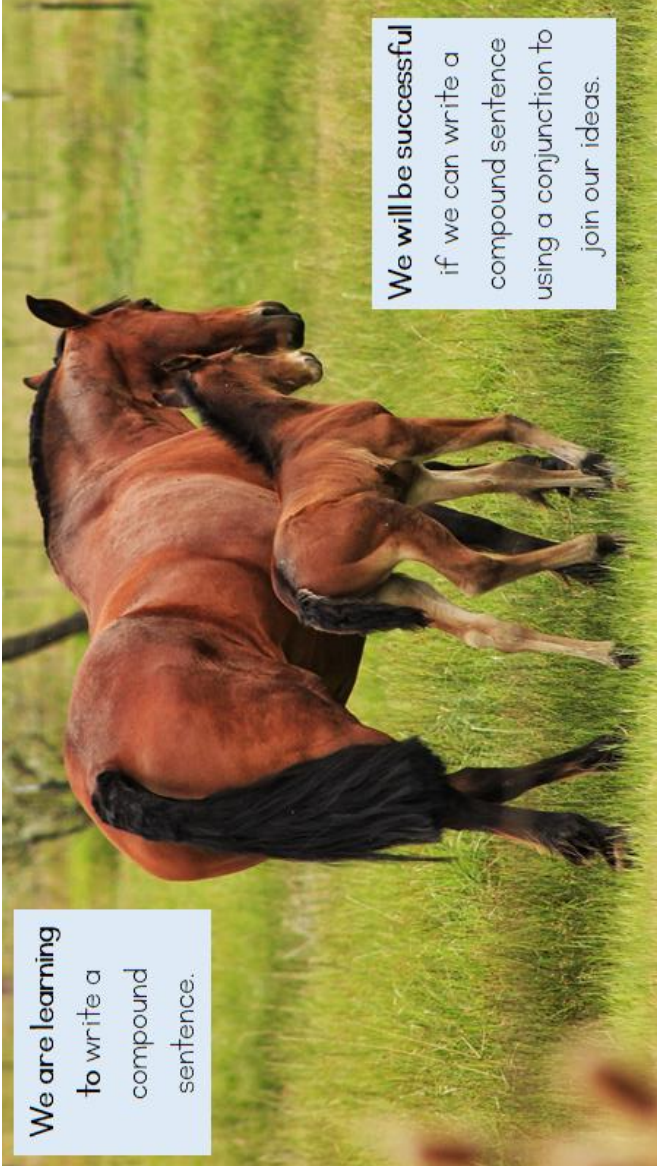
Horses eat grass and hay.

Horses can live on farms or they can live in the wild.

Horses drink water.



We are learning
to write a
compound
sentence.



We will be successful
if we can write a
compound sentence
using a conjunction to
join our ideas.

Don't forget, these are conjunctions, and they join 2 simple sentences together to make a compound sentence.

for

nor

or

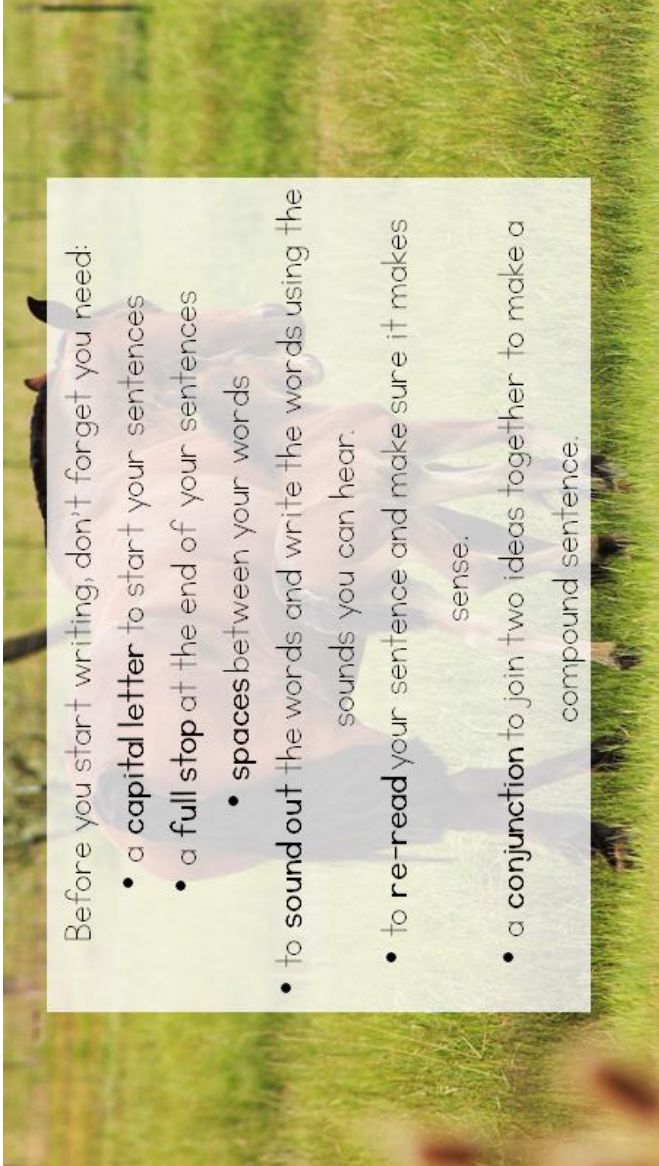
yet

but

and




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Before you start writing, don't forget you need:

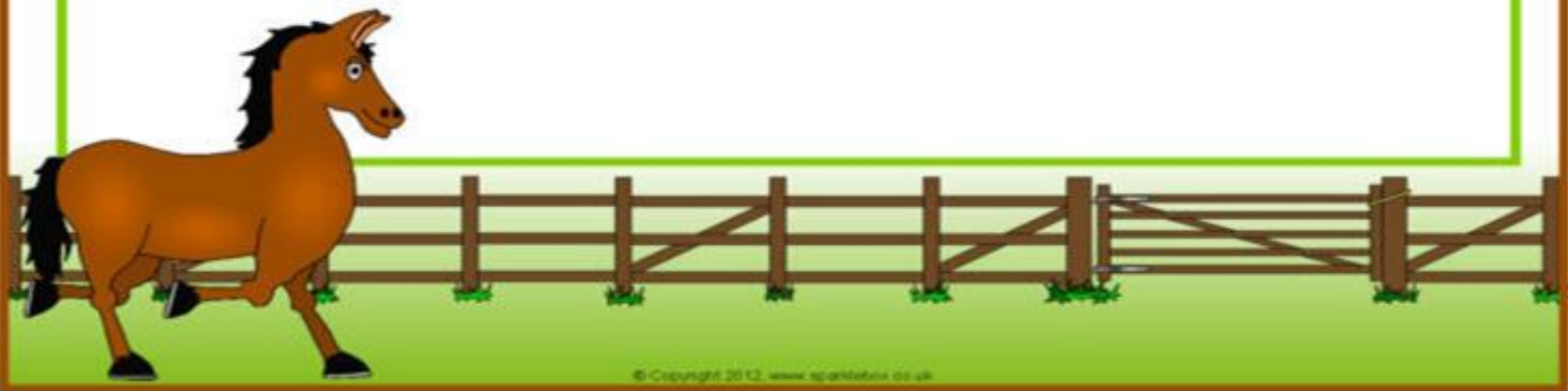
- a **capital letter** to start your sentences
- a **full stop** at the end of your sentences
 - spaces between your words
- to **sound out** the words and write the words using the sounds you can hear.
- to **re-read** your sentence and make sure it makes sense.
- a **conjunction** to join two ideas together to make a compound sentence.



On each slide, it is your job to write a compound sentence. If you can write more than just one compound sentence that is great!

It is your turn! Can you use the sentence starter and write a compound sentence about where horses live?

Horses live



Can you use the sentence starter and write a compound sentence about what horses eat?

Horses eat



We are learning to use counting strategies to solve simple everyday problems.



We will be successful if we:

- Carefully read or listen to the problem
- Draw a picture to match the problem
 - Identify which one has more
- Write which one had more on the line at the bottom



The shirt has 5 love hearts on it and the pants have 2 love hearts on it. Which one has more love hearts?

Can you please draw a picture below to show how you could get your answer?



_____ has more love hearts.

Liz had 3 flowers and Fran had 2 flowers. Who had more flowers?

Can you please draw a picture below to show how you could get your answer?



_____ had more flowers.

Miss. Sessions had 3 lollies and Miss. Georgi had 2 lollies. Who had more lollies?
Can you please draw a picture below to show how you could get your answer?



_____ had more lollies.

The big dog has 6 bones and the little dog has 3 bones. Who had more bones?
Can you please draw a picture below to show how you could get your answer?



_____ had more bones.

The first shape has 3 sides and the second shape has 4 sides. Which shape has more sides?

Can you please draw a picture below to show how you could get your answer?



_____ has more sides.



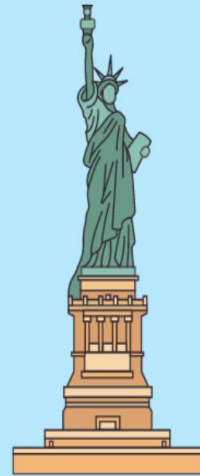
Choose one of these landmarks that you would like to make (or find one of your own!)



Pyramids of Giza - Egypt



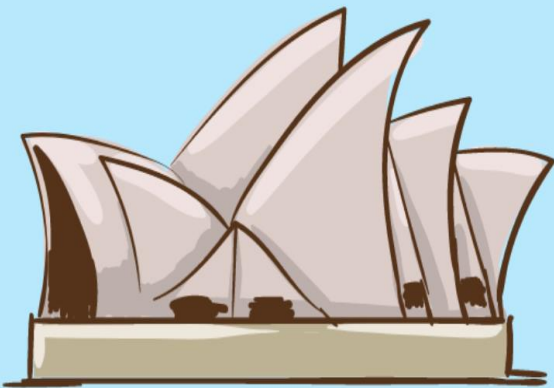
Eiffel Tower - Paris



Statue of Liberty - New York



Sydney Harbour Bridge - Sydney



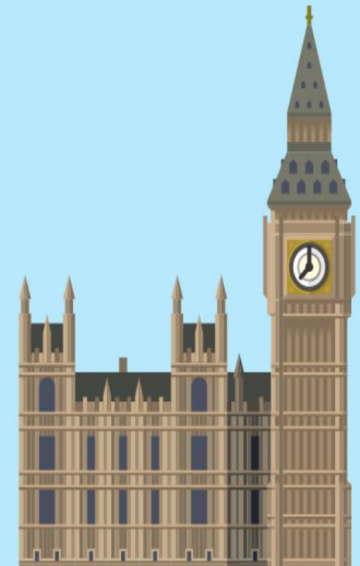
Sydney Opera House - Sydney



**Leaning tower of
Pisa, Italy**



Great Wall of China - China



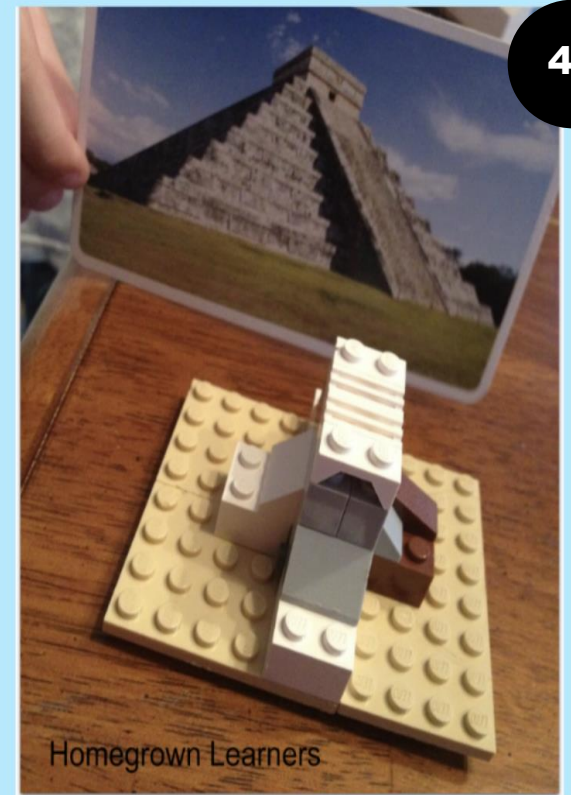
Big Ben, London



Some ideas to get you started!



Remember you can use any item in your house!!



Homegrown Learners

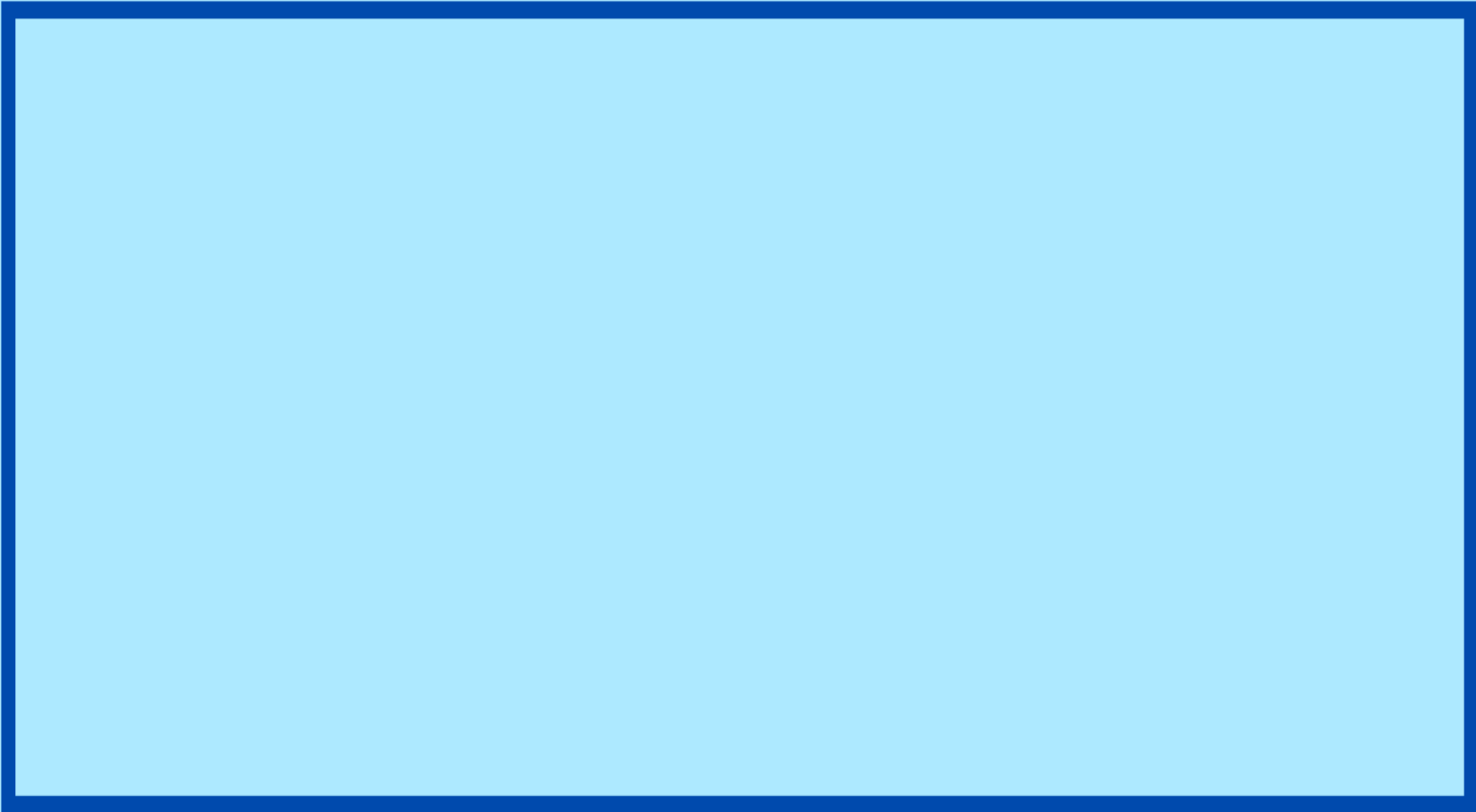
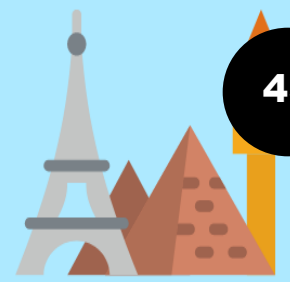


www.theedt



Draw a photo of your creation here!

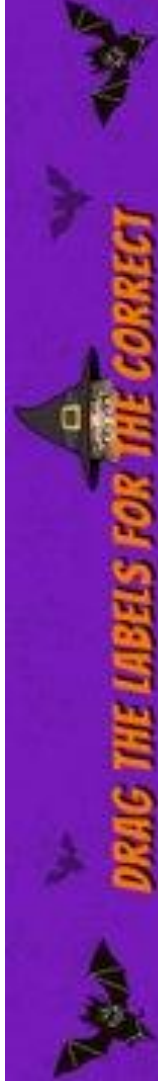
Use items from around your house to create a famous landmark
from around the world!!





CIRCLE WHICH CONTAINER IS HALF FULL

The image shows two identical glasses. The left glass is filled with water up to the halfway point. The right glass is filled with water up to the three-quarters point.



**DRAG THE LABELS FOR THE CORRECT
POTION**



CIRCLE WHICH CONTAINER IS ALMOST EMPTY



HOW WOULD YOU DESCRIBE THIS POTION



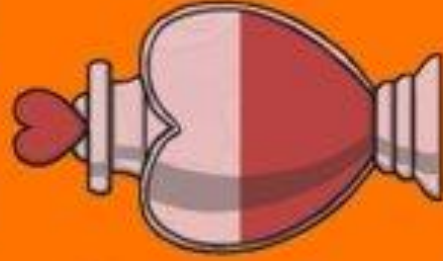
FULL



ABOUT HALF FULL

EMPTY

HOW WOULD YOU DESCRIBE THIS POTION



ABOUT HALF FULL

EMPTY

FULL

HOW WOULD YOU DESCRIBE THIS POTION



FULL

ABOUT HALF FULL

EMPTY

HOW WOULD YOU DESCRIBE THIS CAULDRON



EMPTY



ABOUT HALF FULL

FULL

**WHICH CONTAINER WILL HOLD MORE LIQUID TO
FILL MY CAULDRON UP THE QUICKEST**



or



**WHICH CONTAINER WILL HOLD MORE LIQUID TO
FILL MY CAULDRON UP THE QUICKEST**



or



**WHICH CONTAINER HAS THE LARGEST
CAPACITY TO FILL MY CAULDRON UP**



or



**WHICH CONTAINER WILL HOLD MORE LIQUID TO
FILL MY CAULDRON UP THE QUICKEST**



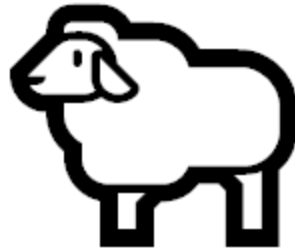
or



Role Play - Little Red Hen



Little Red Hen Puppets



BOOK REVIEW

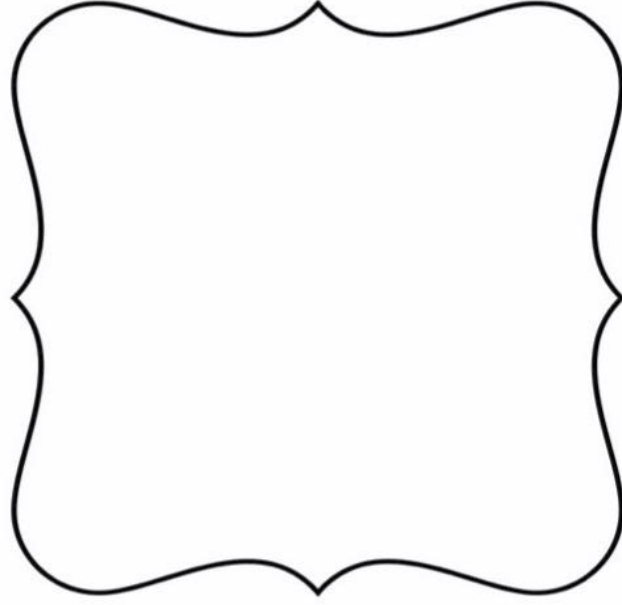
of

AUTHOR:

RATING: ★ ★ ★ ★ ★

BOOK COVER (F/NF)

MY FAVOURITE PART



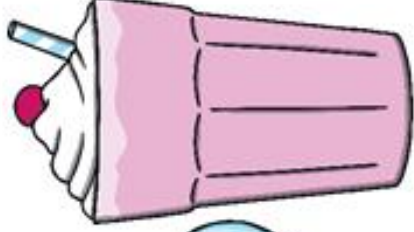
MY RATING

I rated this book ____ stars because:

NAME:

DATE:

CAPACITY



What is CAPACITY

CAPACITY

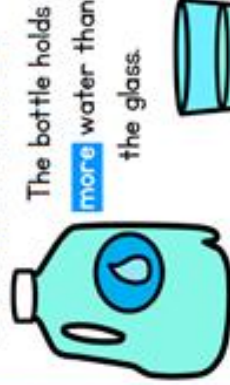
Describes how much a container will hold.



kapteacher

CAPACITY

Describes how much a container will hold.



The bottle holds **more** water than the glass.

The glass holds **less** water than the bottle.

kapteacher

ESTIMATING

Making a good guess based on the information you have.



I estimate that these containers have the same capacity.

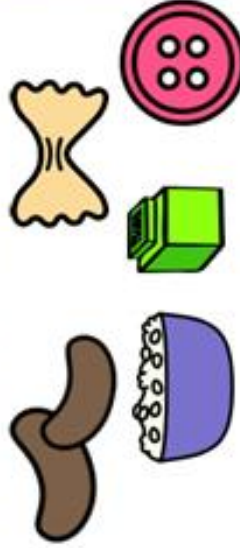
Mathematicians are brave and make estimates!

kapteacher

MEASUREMENT

tools

Informal Units of Measurement

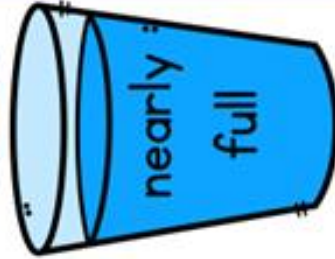
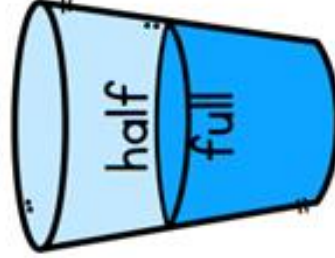
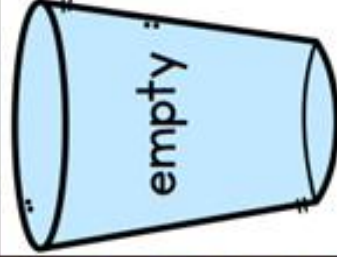


Formal Units of Measurement



tap teacher®

LANGUAGE



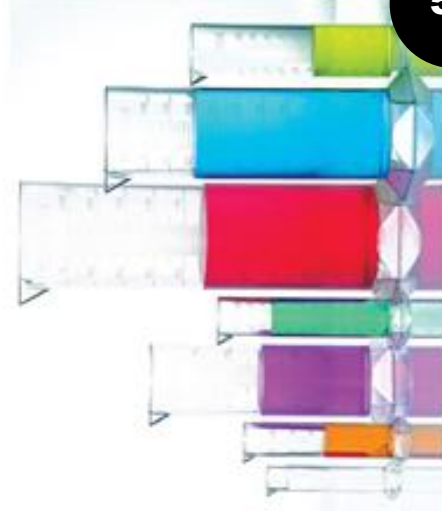
tap teacher®

CAPACITY FUN!

Learning intention: We are investigating capacity to show full, half full and empty

We will know we are successful if we can show full, half full and empty.

We will use the words full, half full and empty



TODAY WE ARE GOING TO INVESTIGATE CAPACITY ...
AND HOPEFULLY HAVE SOME FUN TOO!

Your first job is to find a range of containers, bowls or bottles that you can use for our investigations.



NOW WE NEED SOME THINGS TO HELP US SHOW
CAPACITY.

You might have sand, rice, pasta or even use some
water (colouring it makes it fun too!)



Now it is YOUR turn!

Have some fun playing while learning. Investigate filling different containers with sand, water, rice ...



Don't forget to take some photos