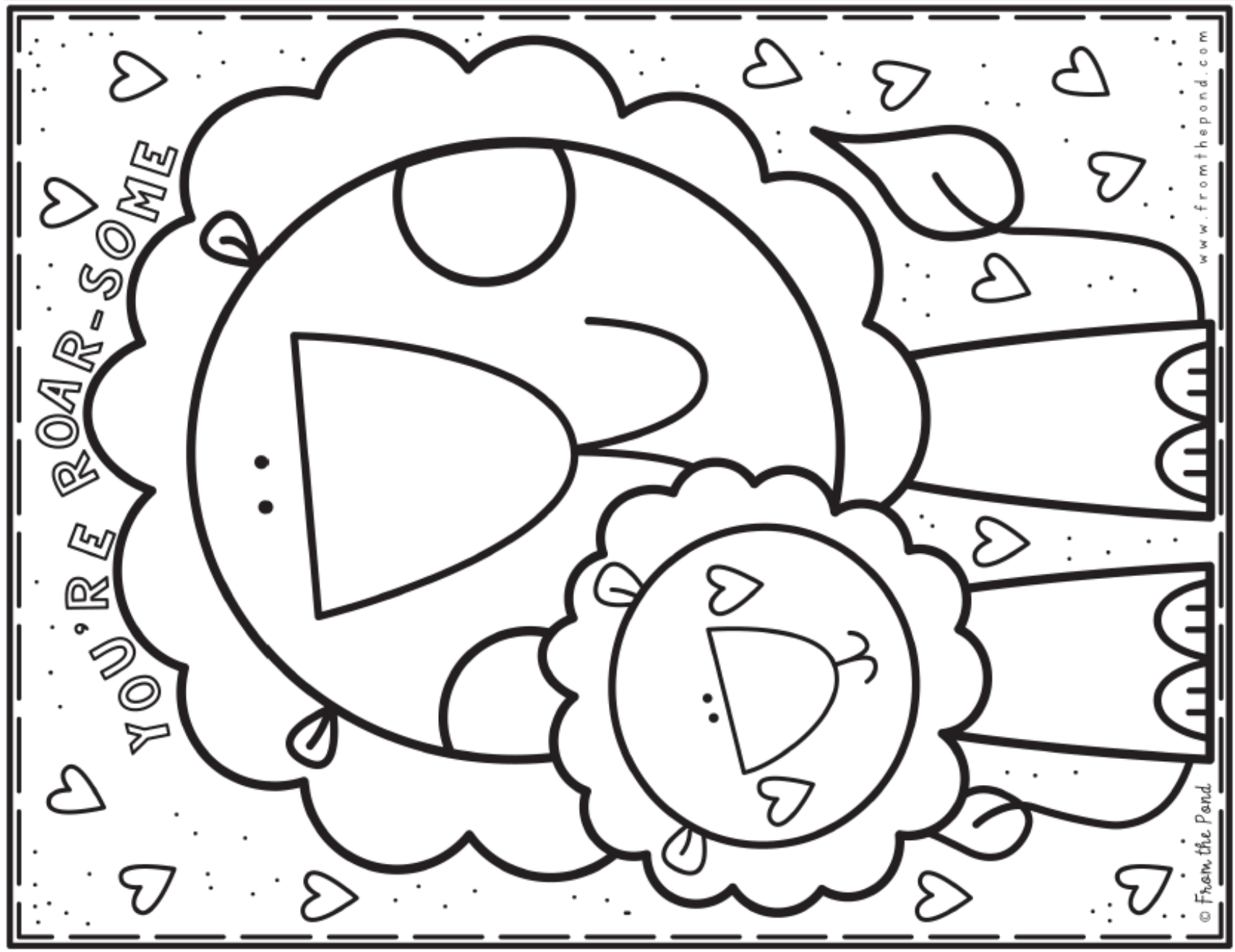












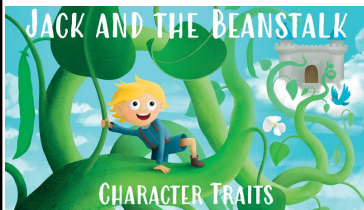

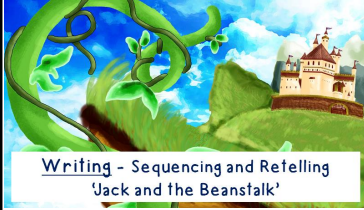


Home Learning - Kindergarten



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:</p> <p>Creating a Summary – Jack and the Beanstalk</p> 	<p>Reading Eggs/Fast Phonics</p> <p>Log on to Reading Eggs and Fast Phonics</p> 	<p>Writing:</p> <p>Character Traits – Jack and the Beanstalk</p> 	<p>Reading Eggs/Fast Phonics</p> <p>Log on to Reading Eggs and Fast Phonics</p> 	<p>Writing:</p> <p>Sequencing and Retelling</p>  <p>Writing - Sequencing and Retelling 'Jack and the Beanstalk'</p>

Today we are going to listen to the story 'Jack and the Beanstalk'.

Watch the video at this link:
https://www.youtube.com/watch?v=fN_C-eGzEEs

After you have listened to the story, you are going to create a simple summary. This can be done by identifying Somebody, Wanted, But and So.

Pages: 1 -8

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



We are learning to describe a characters traits, their behaviour and personality.

Listen to 'Jack and the Beanstalk' again and think about the characters in the story. What type of characters are they? Mean? Kind? Polite?

Then choose a character from the story and their personality traits. You can use the sentence scaffold to help you or choose to write your sentence another way.

Pages: 33 - 36

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



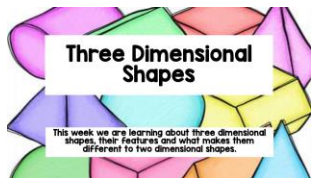
We are learning that stories have 3 parts, a beginning, middle and end. We will be sequencing and retelling 'Jack and the Beanstalk.'

We will be successful if we can identify and sequence the beginning, middle and end of 'Jack and the Beanstalk'

Pages: 57 - 60

Maths

Maths: Three-Dimensional Space Introduction



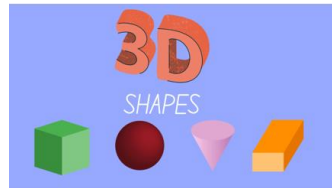
This week we are learning about three-dimensional shapes, their features, and what makes them different from two-dimensional shapes.

<https://www.youtube.com/watch?v=qEmN--FiotU>
<https://www.youtube.com/watch?v=YxoLlSTu1jo>

Watch these videos and work through the slides to sort and describe 3D shapes!

Pages: 9 - 15

Maths: Three-Dimensional Space



We are learning to sort three dimensional (3D) shapes and look at their attributes. We are going to have a look at four 3D objects and sort them into groups looking at their attributes and colour.

Watch these videos and complete the slides on seesaw or on pages 19 -26 of your booklet.

Maths: Three-Dimensional Space



We are learning to describe 3D objects. Listen to the videos at these links:

<https://www.youtube.com/watch?v=2cg-Uc556-Q>
https://www.youtube.com/watch?v=Fb2colw_Ulc

You will then look at the 3D objects and describe the 3D object. Make sure you think about what each of the faces look like and what things you have seen before that look similar.

Pages: 37 - 42

Maths: Three-Dimensional Space



We are learning which 3D objects stack, roll and slide. Watch the video and then complete the activities on Seesaw or pages 47 - 54 of your booklet

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

Maths: Three-Dimensional Space

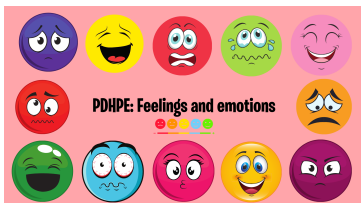


We are learning to use our knowledge of 3D objects to make and describe a model.

Listen to the video on Seesaw. Then it's time to get creative! Using 3D objects you find in your house (boxes, lego, balls, fruit) what can you build ... you could build a person, or a playground or even a robot. What you build is up to you! Add a photo of your creation to Seesaw or draw a picture in the space provided. Don't forget to tell us what you made 😊

Pages: 61 - 66

PDHPE
Feelings and emotions



Watch the reading of the book 'The way I feel' by Janan Cain and the 'Name that emotion with Murray' video.

Then, complete the slides by drawing faces with emotions or adding pictures. Complete the activity on Seesaw or pages 16 - 18 of the booklet.

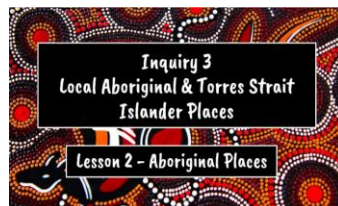
The way I feel book:

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

'Name that emotion with Murray' video:

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

Geography



We are learning about Aboriginal and Torres Strait Islander sacred places.

Answer the question using information you gained last week.

Watch the 2 videos carefully and answer questions about them.

<https://www.youtube.com/watch?v=UlnztwIUU6k>

<https://www.youtube.com/watch?v=-VwFmUr1h18>

Join the Park Ranger on an imaginary bush walk and find an Aboriginal special place.

<https://www.inquisitive.com/video/851-we-re-going-on-a-bush-walk>

Draw or write on the sign to show how to look after Aboriginal and Torres Strait Islander special places.

Pages: 27 - 32

Science
Lesson 2



This term our Science unit is about forces! We are going to be looking at the types of forces that make things MOVE!

Today we are discovering toys that move, at home, school and outside.

Watch the videos and complete the slides by adding photos!

<https://www.youtube.com/watch?v=6D5zyLU8Ywc>

https://www.youtube.com/watch?v=OL_uDonx5Ik

Pages: 43 - 46

Creative Arts - Music

Learn about beat and create your own beat video.

Optional: find objects in your home to play the beat of a song on.

Optional: Move your body to the beat of a fun song.



Pages: 55 - 56

Free Choice

Choose an activity you love. Ride your bike, build with Lego, do some craft or even some cooking!



Other
KLAs

**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)

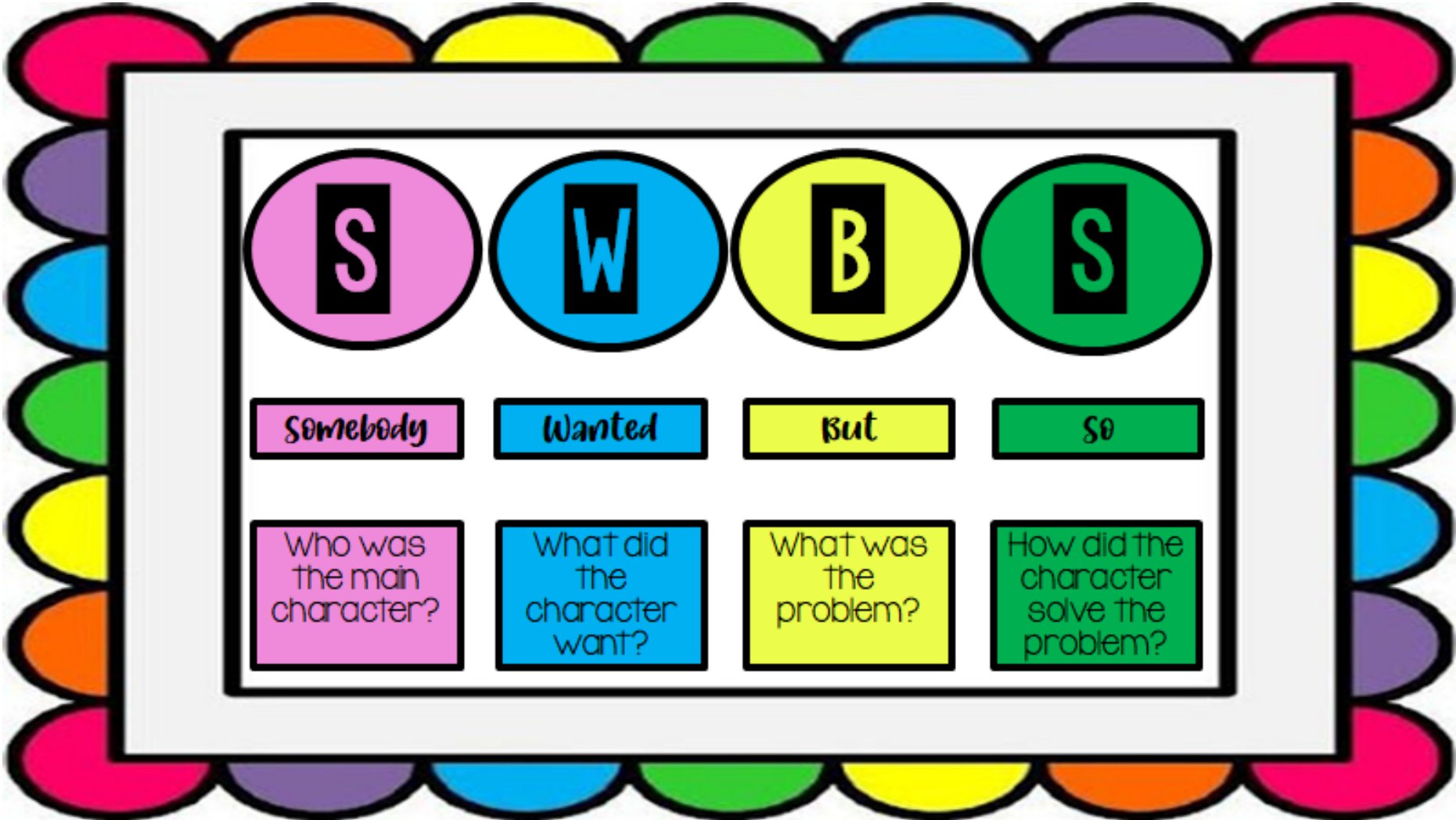
Log on to Maths Seeds and complete the tasks set by your teacher. Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.

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>



Somebody

This is where we identify the main character.

- Who is the main character in the story?

Wanted

This is where we identify what the character wants.

- What did the main character want?

but

This is where we identify the problem in the story.

- What was the problem that the main character faced?

so

This is where we identify how the problem was solved.

- How did the character solve the problem?

An illustration of a beanstalk with large green leaves and a boy climbing it. The background shows a blue sky with white clouds and a small house at the bottom.

Listen to the story 'Jack and the Beanstalk'

Once you have finished listening to it, your job will be to create a simple summary about this story

You can listen to the story as many times as you need to!

Now it is your turn!

Think about the Jack and the Beanstalk story

You are going to fill in the Somebody Wanted But So chart now

- You need to think about:
- Somebody – who is the story about? Think about the main characters
 - Wanted – what does the main characters want?
 - But – what was the problem the main character came across?
 - So – how did the character solve the problem?

Your learning intention for today:

We are learning to find the main points in a story and write a simple summary.

You will be successful if you can:

- Identify the main character*
- Identify what the main character wants*
- Identify what the problem in the story was*
- Identify how the character solved the problem*
- Use this information to write a simple summary*

Somebody

Who is the main character?

Wanted

What did the main character want?



But

What was the problem that the main character faced?



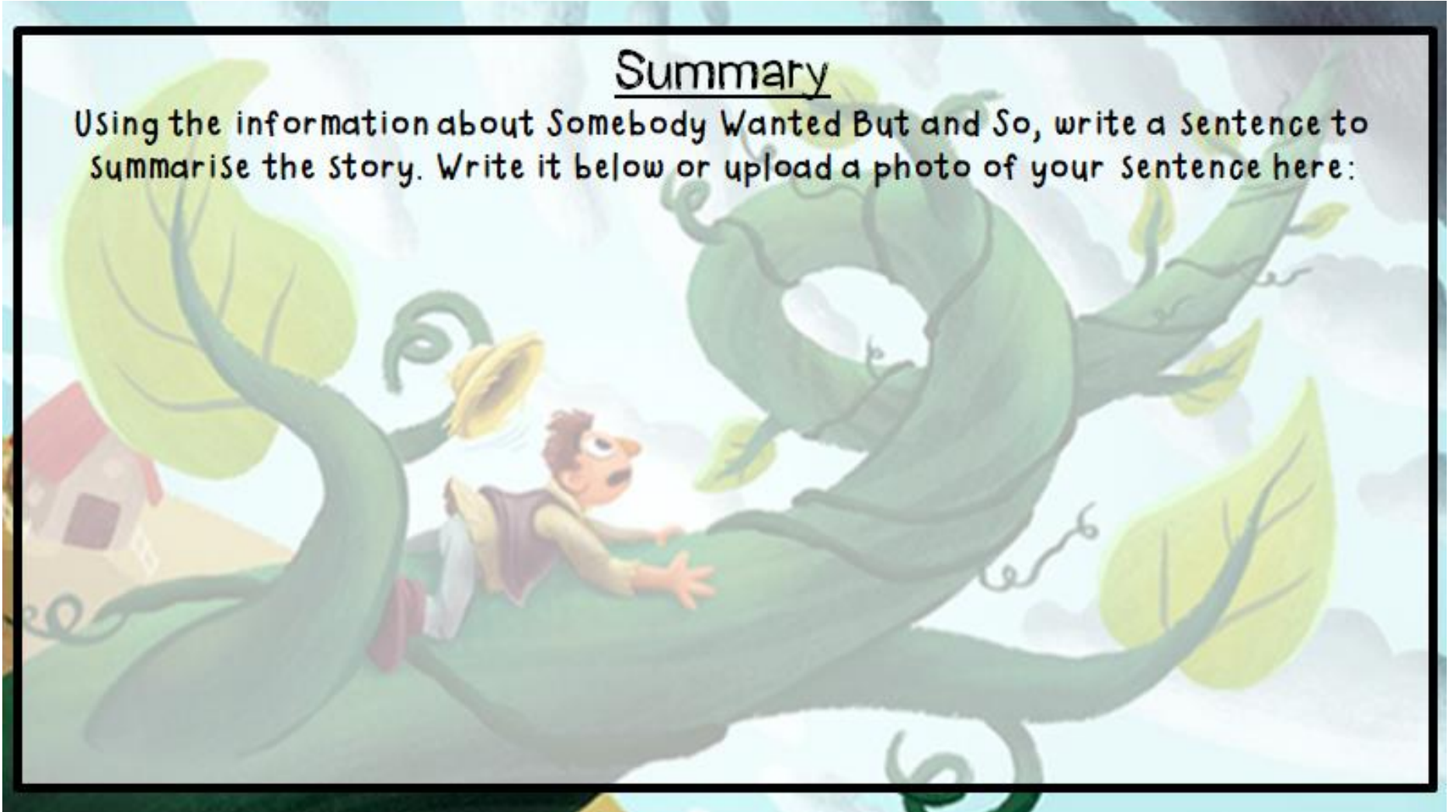
So

How did the character solve the problem?



Summary

Using the information about Somebody Wanted But and So, write a sentence to summarise the story. Write it below or upload a photo of your sentence here:





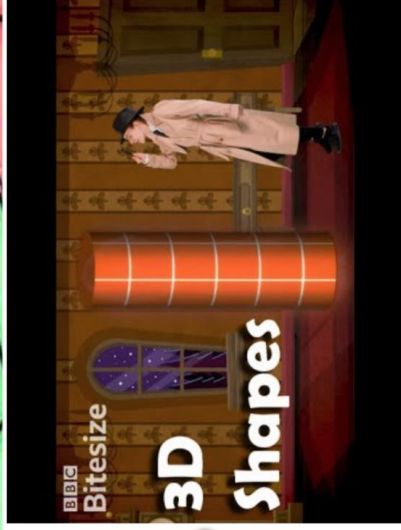
Three Dimensional Shapes

This week we are learning about three dimensional shapes, their features and what makes them different to two dimensional shapes.

Learning intention: We are learning to describe the features of familiar three-dimensional objects.

Success criteria: We will be successful if we can describe three dimensional shapes using everyday language eg flat, round, curved, sharp, pointy.

Watch this video!

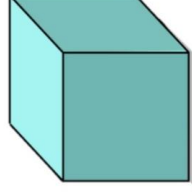


Whats the difference?

2D shapes are flat. We can not hold them and they have no depth. We usually see these shapes as a drawing or picture.



3D shapes are NOT flat. They take up space and have depth. They are usually an object we can hold.



Watch this video!



Sort these shapes!



2D shapes

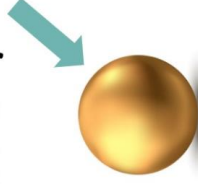


3D shapes



Lets describe shapes.

We can describe shapes by looking at their sides or by how they feel.



Some sides can be smooth or round like on a sphere.



Some sides come to a point like on a cone but are curved around the rest of the shape .

Tell us the difference between 2D and 3D shapes.

Add your video or voice here.

Lets describe the shape! Move the word to finish the sentence.

This shape is -----.



round

pointy

sharp

smooth

Lets describe the shape! Move the word to finish the sentence.

This shape is -----.



round

pointy

sharp

smooth

Lets describe the shape! Move the word to finish the sentence.

This shape is -----



round

pointy

sharp

smooth

Lets describe the shape! Move the word to finish the sentence.

This shape is -----



round

pointy

sharp

smooth

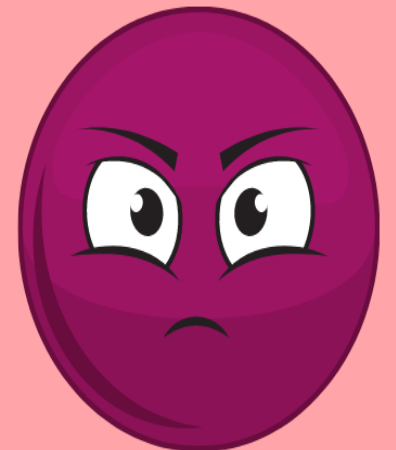
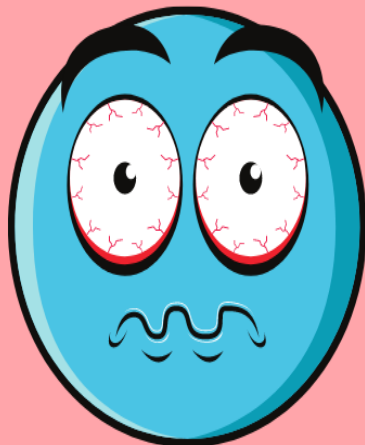
Pick your own shape to describe!

This shape is

Add your own photo here and record your voice describing your shape.

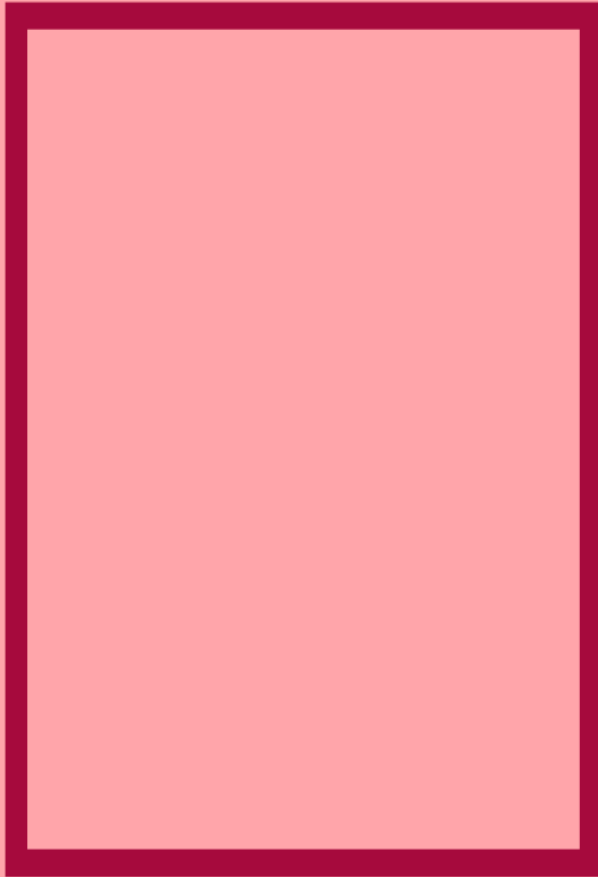


PDHPE: Feelings and emotions

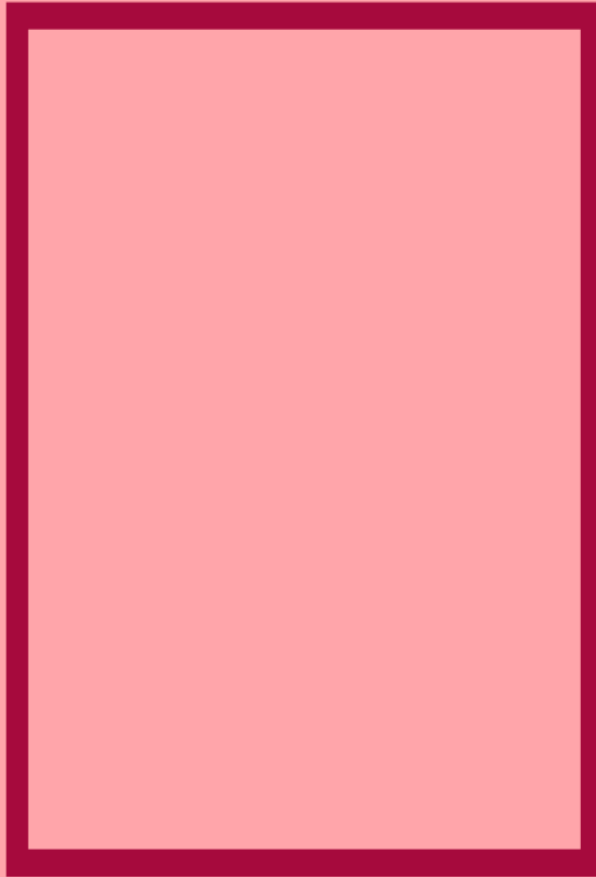




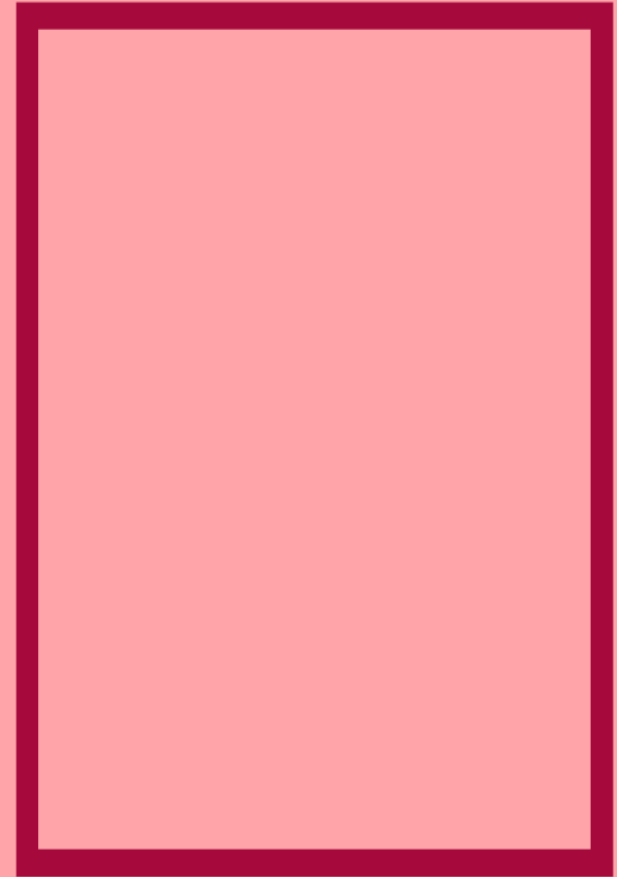
Watch the two videos before completing the activities
Draw a picture of how you might feel in the following situations



Your adult takes you to the shops and tells you to pick a new toy to buy



You build a very tall lego tower and somebody knocks it down



It is our first day back at school and you get to see all your friends again!

Role-play an emotion



Find someone that you can work with for this activity. Role-play an emotion and see if your partner can guess it. Then, swap after a minute. If you can, take a video and post it for your teachers to see!

3D

SHAPES



When we look at 3D shapes we look at their attributes. This means how we can identify them by looking at certain things.

Let's have a look at the attributes of some 3D shapes

Learning Intention: We are learning to sort three-dimensional objects and explain the attributes used to sort them, eg colour, size, shape and function



Success Criteria: We will be successful when we recognise how a group of objects has been sorted, eg 'These objects are all pointy'



cube

We see:

- 6 square faces
- 8 Vertices (Corners)

It looks like:



cylinder

We see:

- 2 circle bases
- A big curve wrapped around

It looks like:



sphere

We see:

- No flat areas
- A ball

It looks like:



cone

We see:

- A circle base
- A point
- A curve to connect

It looks like:



Click and drag the attributes to the correct shape

No flat areas,
looks like a
ball


2 circle bases and a
big curve wrapped
around, looks like
a can

A circle base, a
point and a curve to
connect, looks like a
party hat


6 Square faces
and 8 vertices
(corners), looks
like dice




Cone



Cube

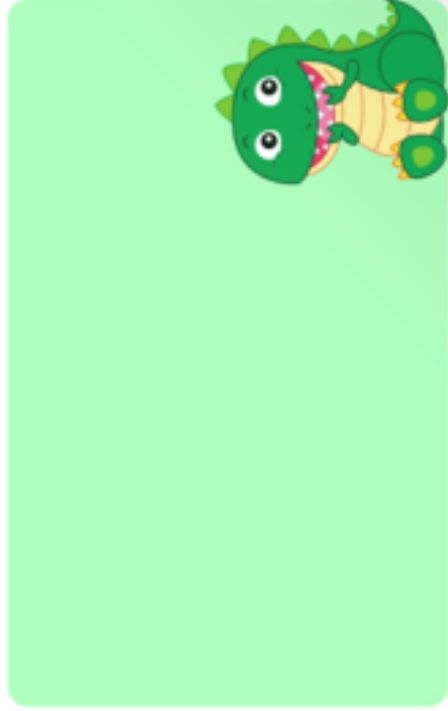
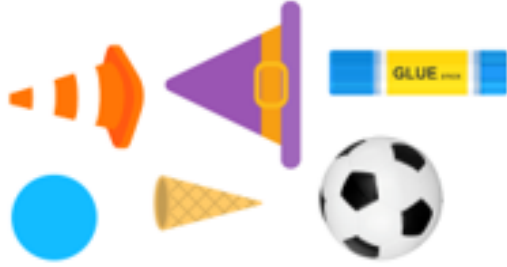


Sphere



Cylinder

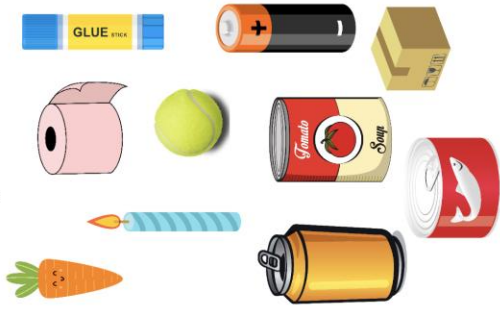
Diego only likes pointy 3D shapes. Sort all the objects that are pointy



Sophie only likes spheres. Sort all the objects that are round like a sphere



Hugo only likes 3D shapes that have two circle bases and a wrap around curve. Sort all the objects that are a cylinder



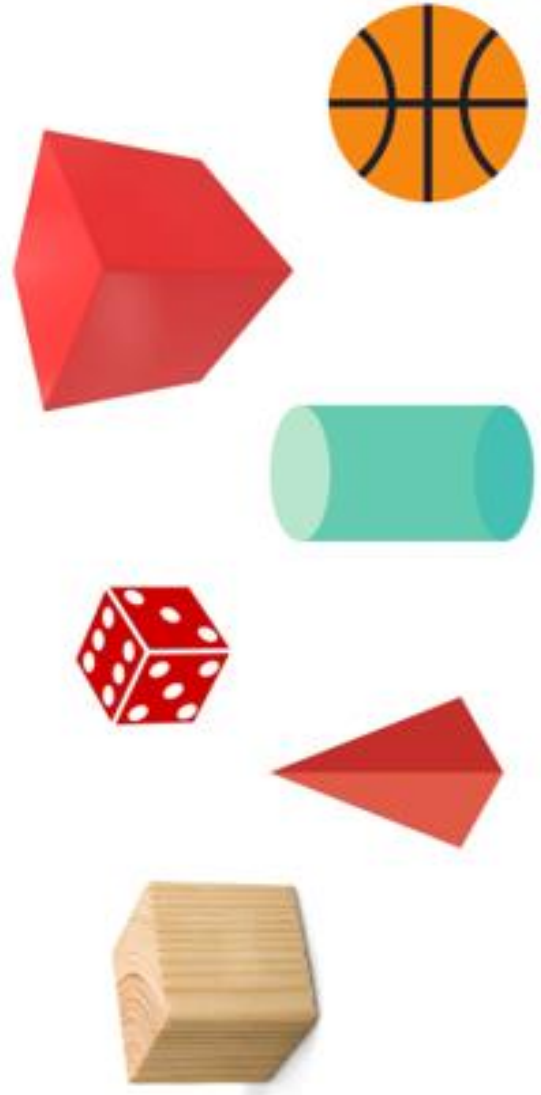
Charlie only likes 3D shapes that have 6 faces. Sort all the objects that are a cube.



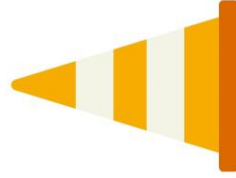
Put a circle around all the BROWN cones



Put a circle around all the RED cubes



Put a circle around all the **PINK** cylinders



Put a circle around all the **BLUE** spheres



Inquiry 3

Local Aboriginal & Torres Strait Islander Places

Lesson 2 - Aboriginal Places

Use
information
from last
week to help
answer these
questions.

Why do you think place is important to Aboriginal and Torres Strait Islander Peoples?

What reasons do you have for saying that?

The Aboriginal and Torres Strait Islander Peoples are made up of many tribes and nations and each have their own special place. Watch these videos and answer the questions on the next slide.



<https://www.youtube.com/watch?v=UlnztwIUU6k>




<https://www.youtube.com/watch?v=-VwFmUr1h18>

Questions:

Why are these places special?

Why should they be protected?

How can we look after them?

- 3  Imagine you are on a bush walk and you find an Aboriginal or Torres Strait Islander special place. What would you do?

Watch the video and act out your walk.

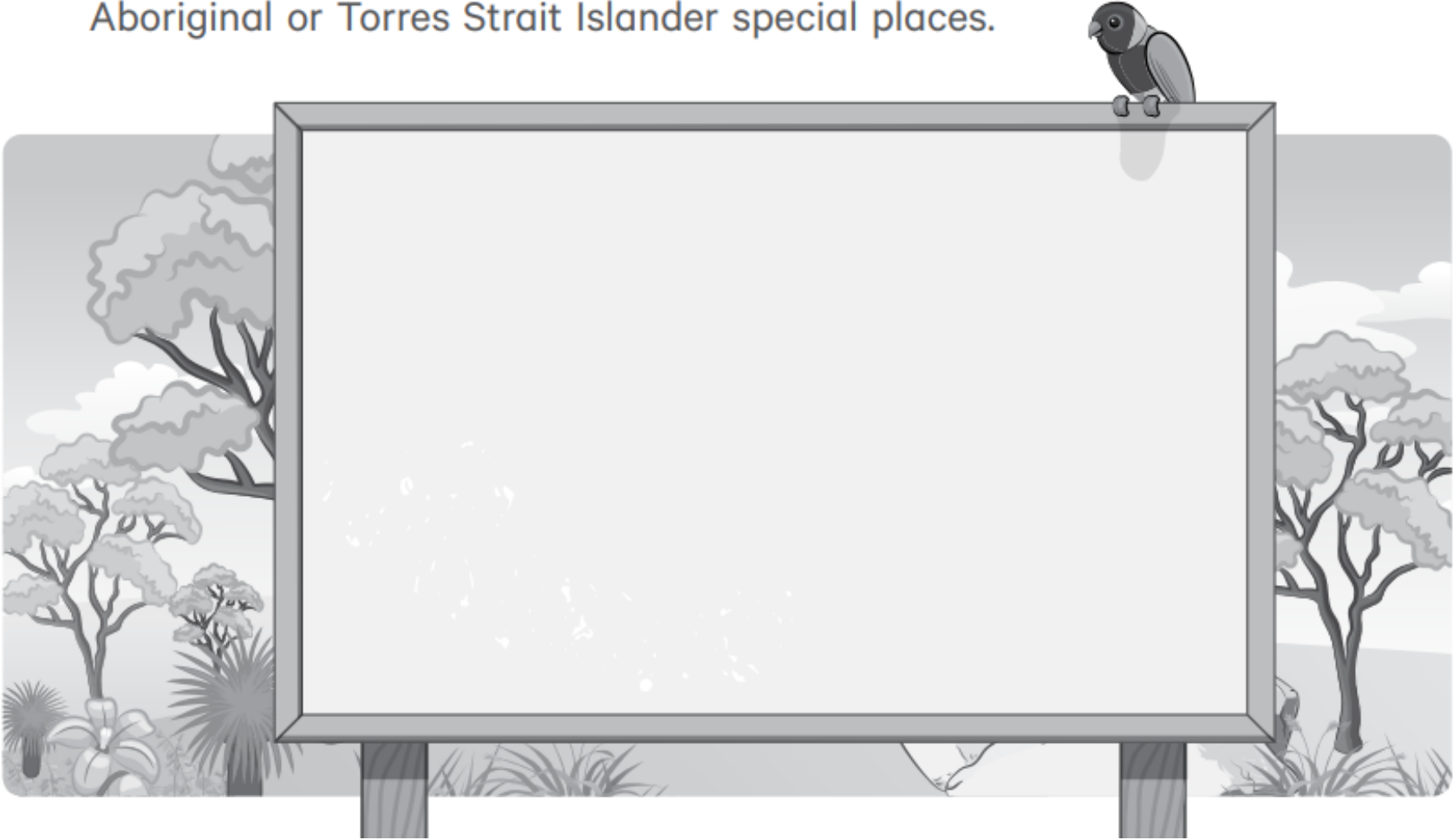
Children join the Park Ranger on an imaginary bush walk and find an Aboriginal special place.

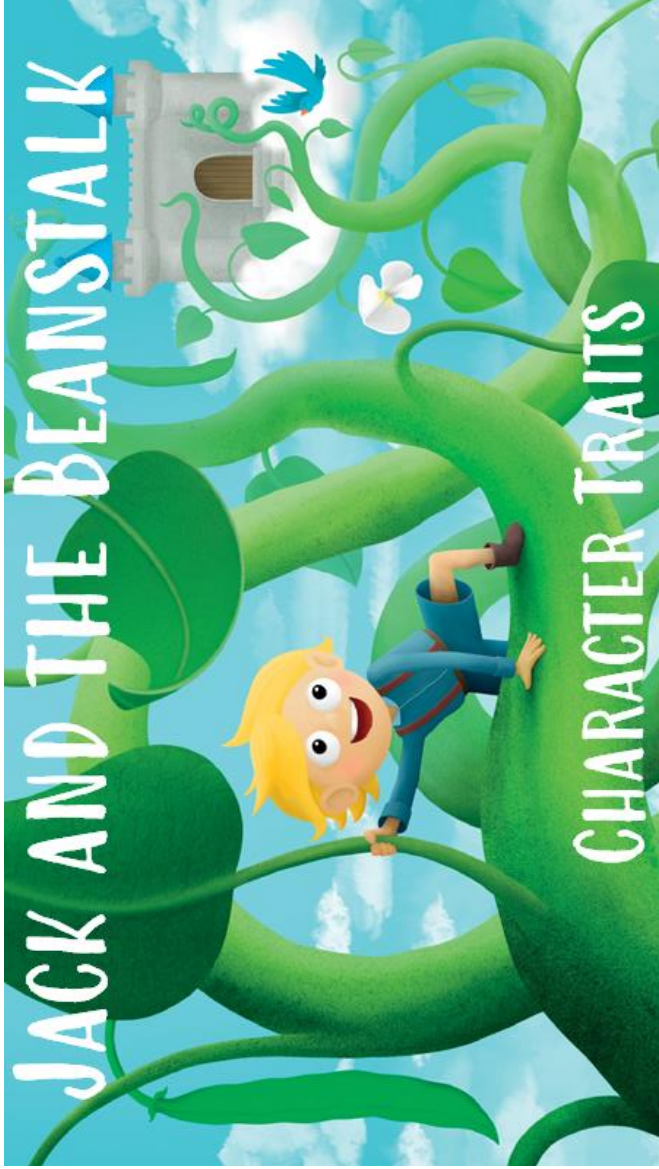
<https://www.inquisitive.com/video/851-we-re-going-on-a-bush-walk>



- 4 What did you do when you saw the special place?

- 6 Write or draw on the sign post to show people how to look after Aboriginal or Torres Strait Islander special places.



An illustration of a blue castle with a red door and a brown roof, situated on a small patch of ground. A large green beanstalk with many leaves grows from the ground. A small character with blonde hair is visible in the background. The text 'LEARNING INTENTION' is written vertically on the left side.

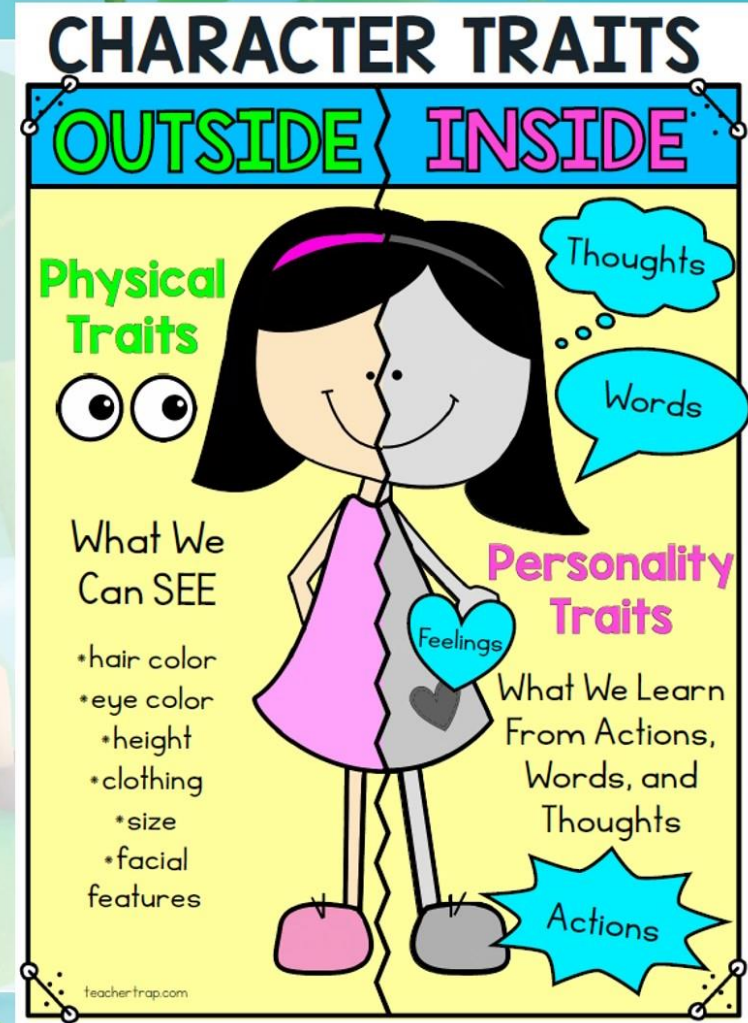
LEARNING INTENTION

We are learning to describe a characters traits, their behaviour and personality.

We will be successful if we can listen to a story and choose some words to describe a characters behaviour or personality. We will use these words to write a sentence.

CHARACTER TRAITS – WHAT DOES THAT MEAN?

When we talk about character traits we look closely at the character. Last term we looked at describing what animals look like, we call this physical traits. This is what we can see on the outside. This term we will look at the personality traits or things on the inside of a character. We learn this from their actions, words and thoughts.



CHARACTER TRAITS – JACK

Think about Jack and what type of character he was. Circle the words that describe Jack.



messy

helpful

clever

friendly

cruel

caring

nice

bossy

CHARACTER TRAITS – THE GIANT

Think about the Giant and what type of character he was. Circle the words that describe the Giant.



funny

quiet

mean

friendly

loud

caring

fierce

cranky

YOUR TASK TODAY

Choose a character from Jack and the Beanstalk. You need to think about what type of character they are and write a sentence.

You might use the sentence scaffold to help you or write your own.

For example:

Jack is friendly and he likes to climb the giant beanstalk.

The giant is _____ and he likes to _____.

MY WRITING

Now it is your turn, you can choose to write your sentence about Jack or the Giant. You can use the sentence starter below or you can start anyway you choose.

Jack is _____ and he likes to _____.


The Giant is _____ and he likes to _____.

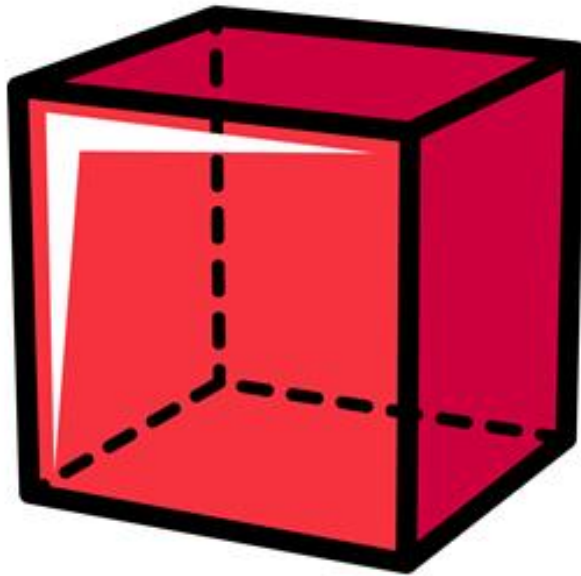
Learning intention: we are learning to describe 3D objects.

Success criteria: we will be successful if we:

- Describe each object using everyday language.
- Look at all of the features and explain what makes that object unique.
- Identify items we have seen before that look like that object.


Describe this object.

Use the  to describe the object. Think about the faces. Are they flat or curved? What does the object look like?



cube


Describe this object.

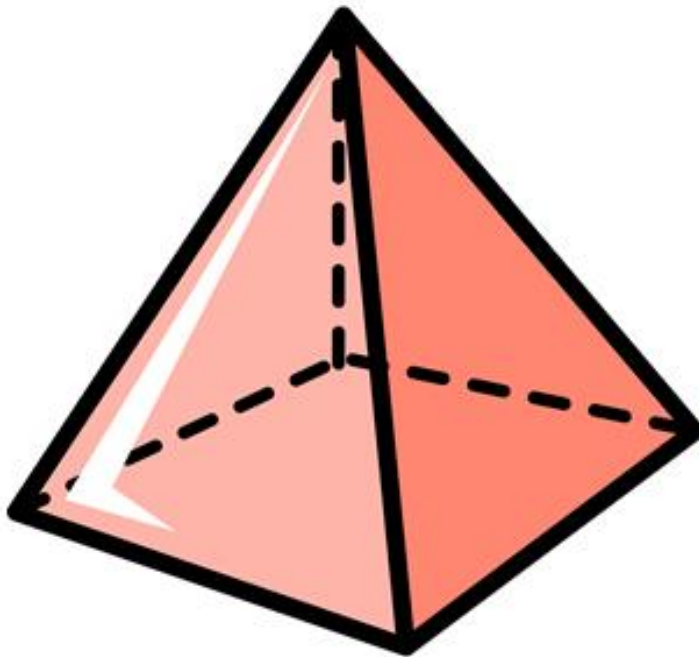
Use the  to describe the object. Think about the faces. Are they flat or curved? What does the object look like?



cylinder


Describe this object.

Use the  to describe the object. Think about the faces. Are they flat or curved? What does the object look like?



pyramid


Describe this object.

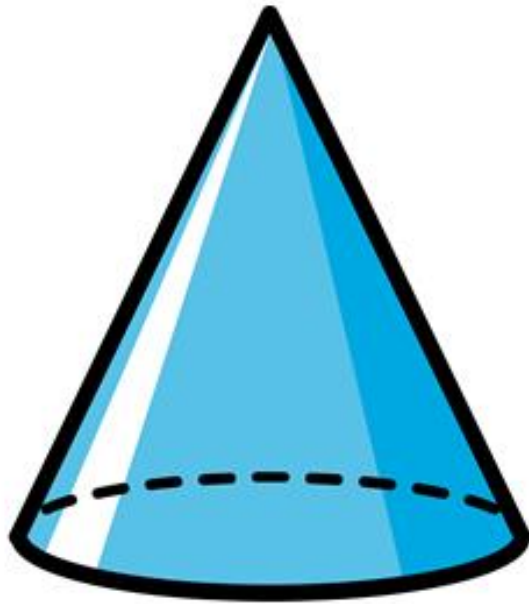
Use the  to describe the object. Think about the faces. Are they flat or curved? What does the object look like?



sphere

Describe this object.

Use the  to describe the object. Think about the faces. Are they flat or curved? What does the object look like?



cone

TOYS IN MOTION!

This term our Science unit is about forces! We are going to be looking at the types of forces that make things MOVE!

Lets watch this story!



Click this link
here!



Learning Intention: I am learning to identify and observe toys that move.

Success Criteria: I can identify 3 toys that move.

Lets learn a new word that will help us understand what's going on!

Force is a word that we give to the action that makes something move.

We can use push or pull forces to make things move.

Lets watch this video!



8

I can find a toy that moves at school.
Add a photo/drawing below!

I can find a toy that moves at home.
Add a photo/drawing below!

I can find a toy that moves outside.
Add a photo/drawing below!



THREE DIMENSIONAL OBJECTS

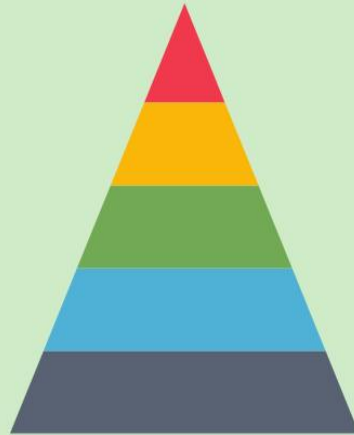
SLIDE, ROLL and STACK



**WHICH OF
THESE ITEMS
ROLL?**

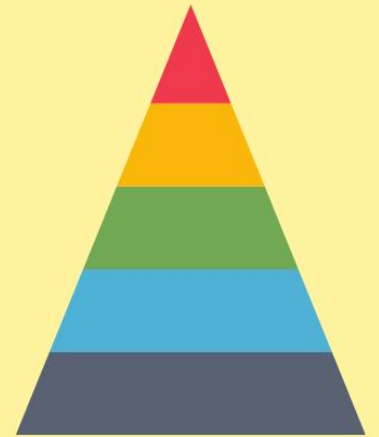
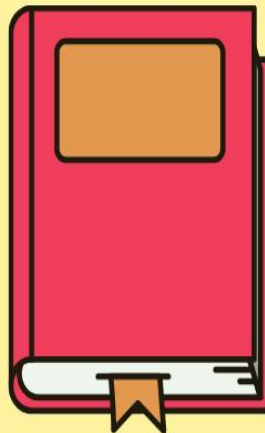
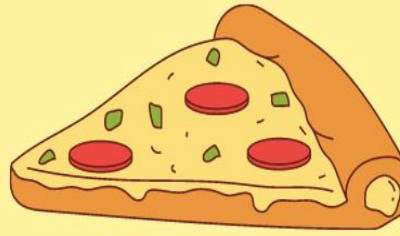
ROLL?

Circle them.



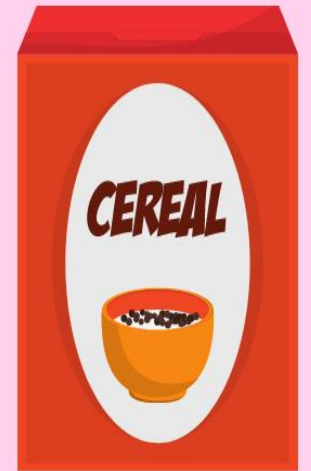
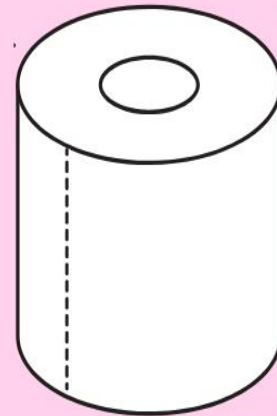
**WHICH OF
THESE ITEMS
*SLIDE?***

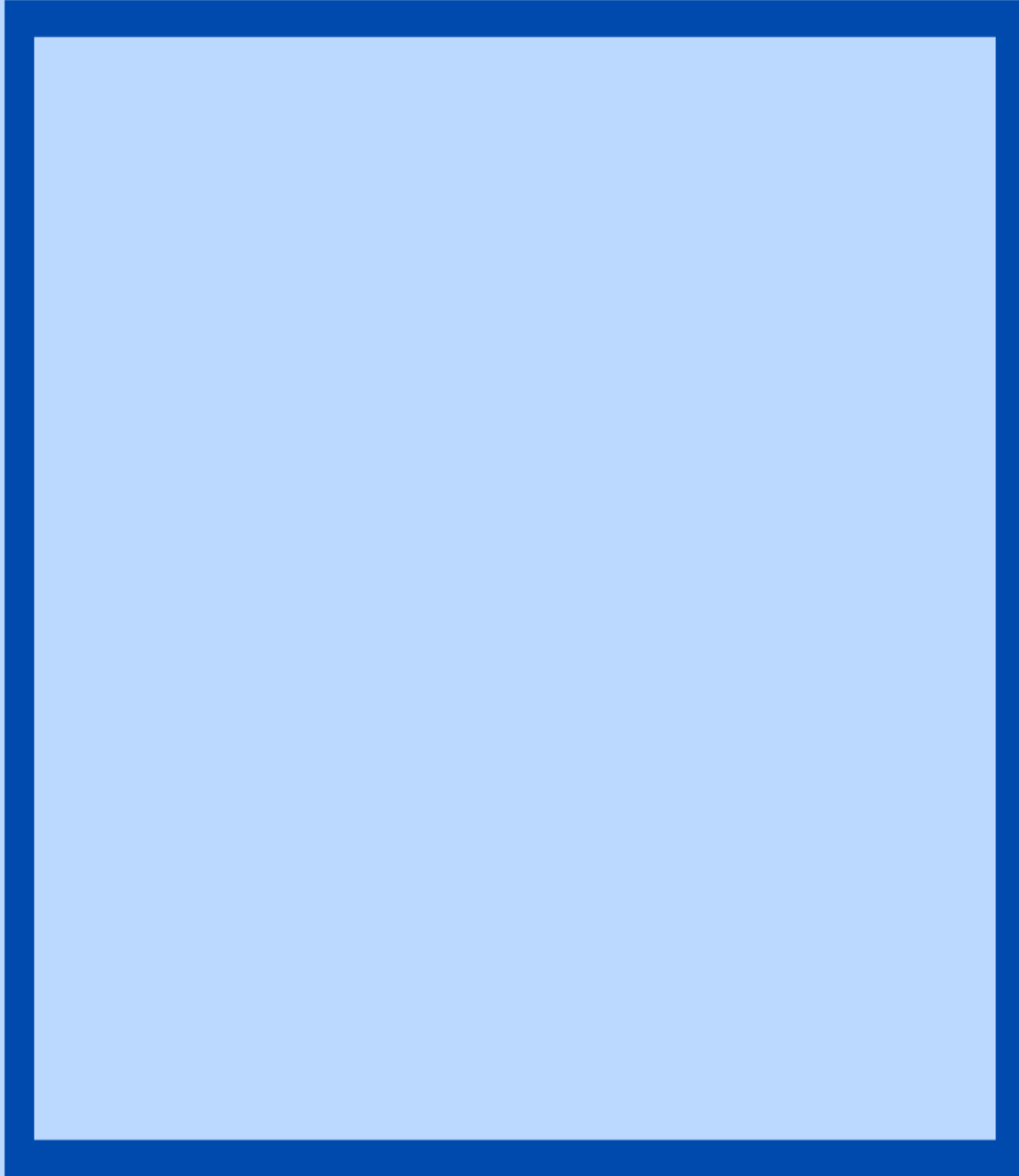
Circle them.



WHICH OF THESE ITEMS *STACK?*

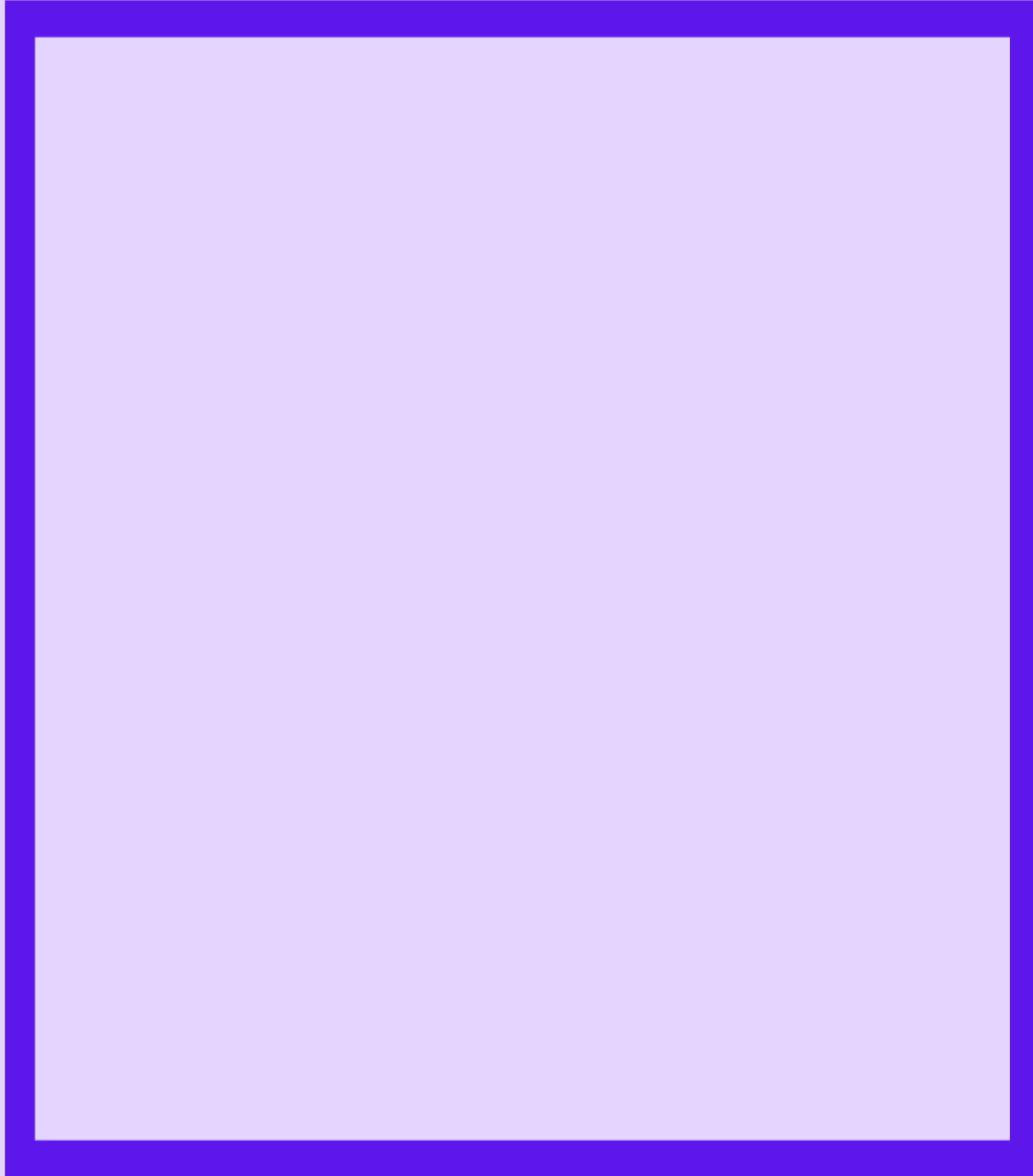
Circle them.





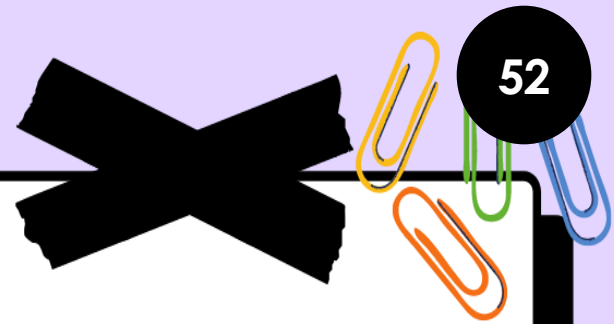
**CAN YOU
FIND ITEMS
IN YOUR
HOUSE THAT
*ROLL?***

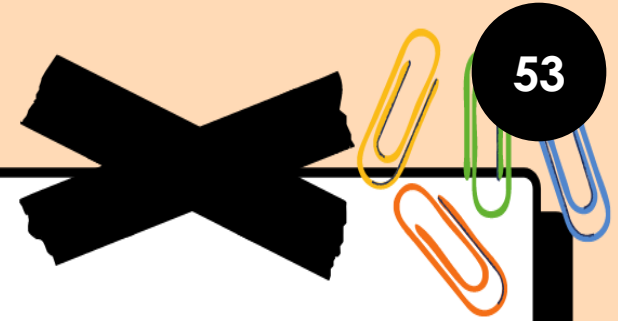
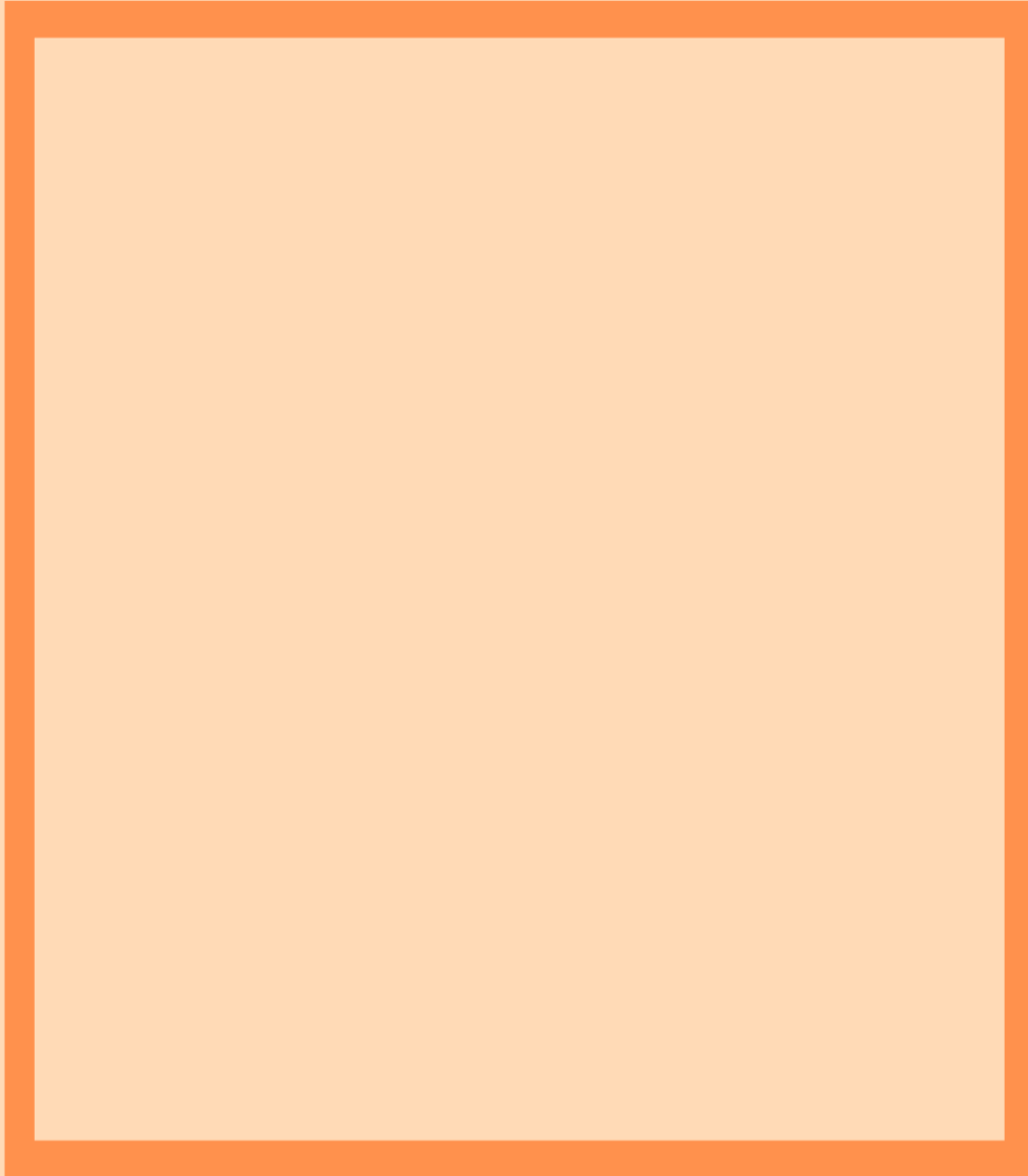
Draw a picture



**CAN YOU
FIND ITEMS
IN YOUR
HOUSE THAT
*SLIDE?***

Draw a picture





**CAN YOU
FIND ITEMS
IN YOUR
HOUSE THAT
*STACK?***

Draw a picture



Stacking objects can be quick and easy or difficult and tippy depending on what kind of objects you're using. Get creative and challenge yourself!

How high can you stack your objects?



Attach your photo here



Learning intention: We are learning about the beat in music.
Success Criteria: I can explain what the beat is and show the beat of a song.

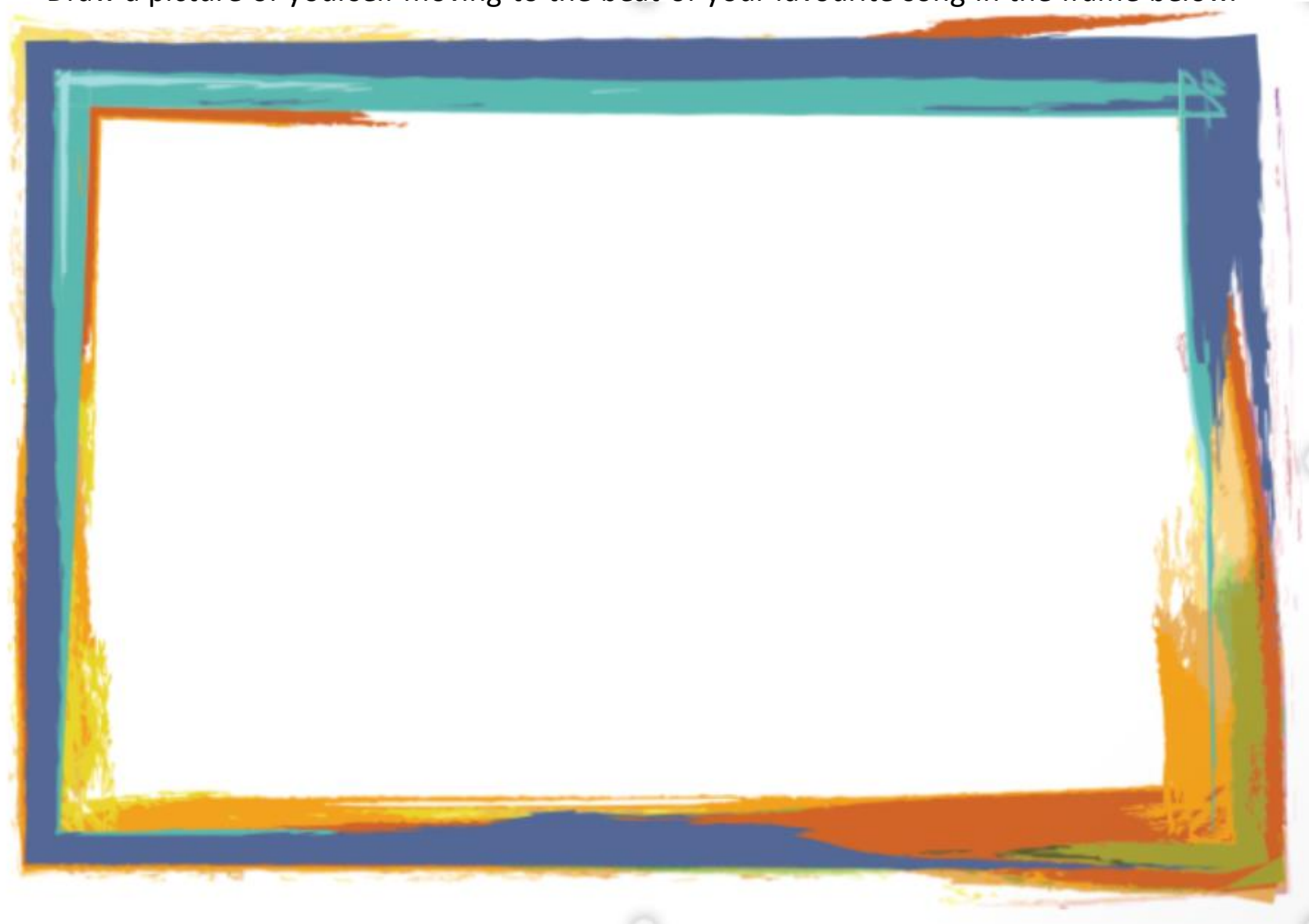


Scan the code or use the URL to watch a video about beat. After watching, **write what you think beat means:**

<https://qrgo.page.link/MRgtn>

Listen to a few of your favourite songs and practise tapping to the beat. Get up and dance to the beat to
Can you sing a nursery rhyme and tap it's beat?

Draw a picture of yourself moving to the beat of your favourite song in the frame below.





Writing - Sequencing and Retelling 'Jack and the Beanstalk'

Learning Intention

We are learning that stories have 3 parts, a beginning, middle and end. We will be learning to sequence and retell a story.

We will be successful if we can identify and sequence the beginning, middle and end of a familiar story.



BEGINNING

What happened in the beginning?

B

MIDDLE

What happened in the middle?

M

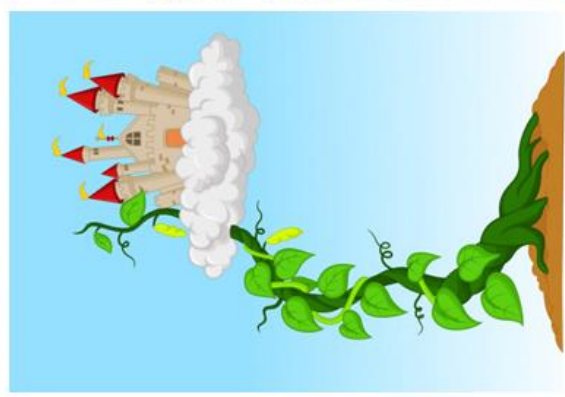
END

What happened at the end?

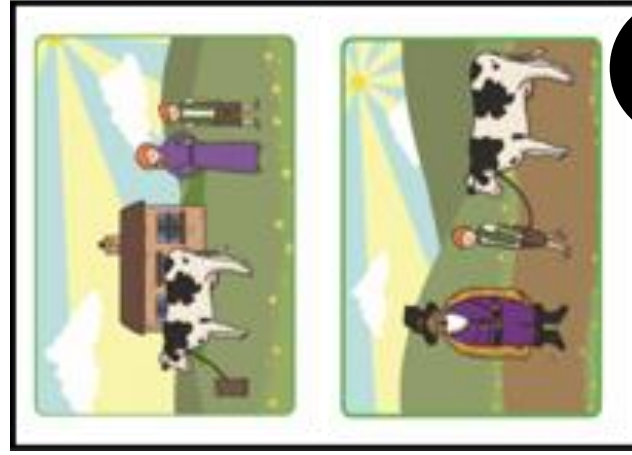
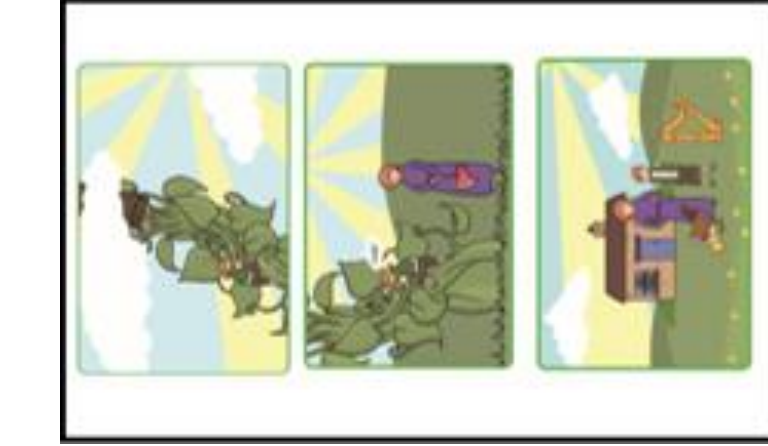
E

Now it is your turn!

Listen to the story of 'Jack and the Beanstalk' again if you need to remind yourself of the story. While you are listening, think about what happens in the beginning, middle and end.



Sequence these pictures on the next page



Can you sequence the story?

Look at the pictures and put the story in the right order.

BEGINNING

What happened in the beginning?

B

MIDDLE

What happened in the middle?

M

END

What happened at the end?

E

Jack and the Beanstalk retell

Can you use the pictures you sequenced to help retell the story. Remember to think about the beginning, middle and end. Write your sentences on a piece of paper and take a photo when you are finished.

3D OBJECTS

WHAT CAN YOU MAKE?

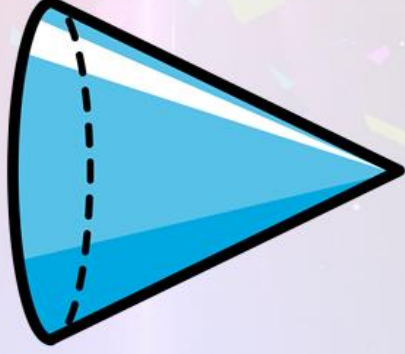
LEARNING INTENTION:

We are learning to use our knowledge of 3D objects to make and describe a model

We will be successful if we can make a model using 3D objects and identify that some objects are easier to build with.



WHAT CAN YOU SEE?



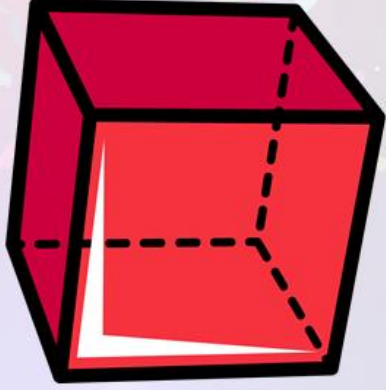
3D OBJECTS



3D OBJECTS ARE NOT FLAT. THEY TAKE UP SPACE.

THEY ARE USUALLY OBJECTS WE CAN HOLD.

WHAT CAN YOU SEE?



WHAT CAN YOU SEE?



LET'S SEE WHAT WE CAN MAKE IF WE

JOIN SOME 3D OBJECTS TOGETHER



+



=



LET'S SEE WHAT WE CAN MAKE IF WE

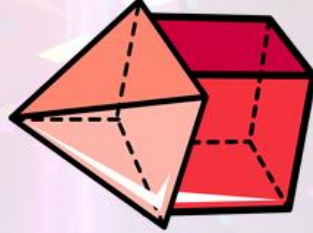
JOIN SOME 3D OBJECTS TOGETHER



+

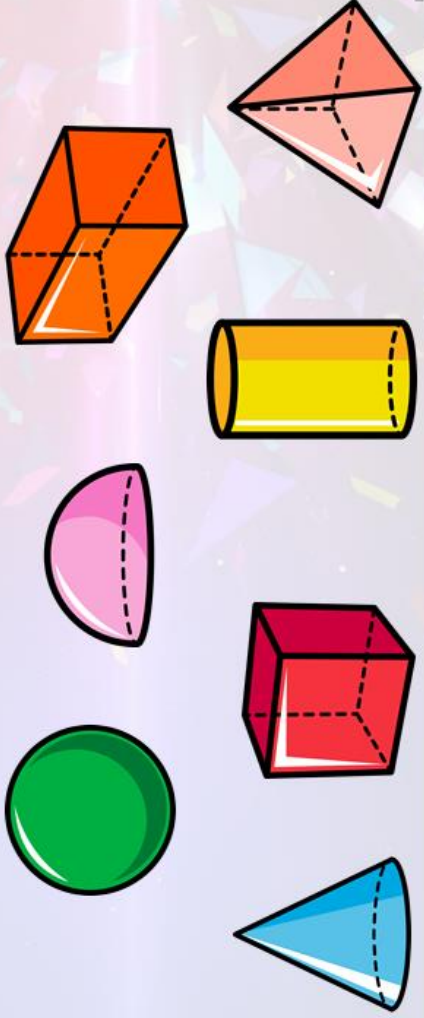


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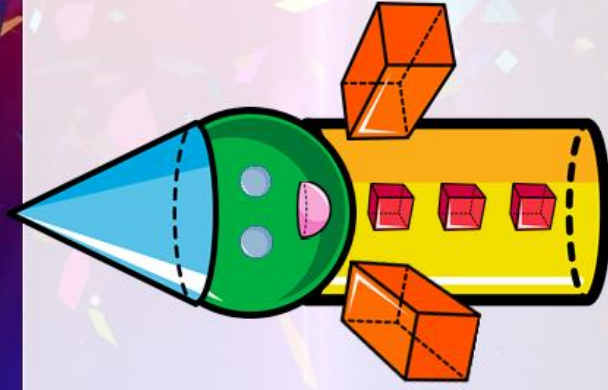
WHAT DO YOU THINK YOU COULD MAKE

WITH ALL THESE 3D OBJECTS?



LOOK WHAT I

MADE!



LOOK AROUND YOUR HOUSE AND FIND SOME 3D OBJECTS

Here are some things you might find ...



**IF YOU JOINED SOME OF THE
3D OBJECTS TOGETHER WHAT
COULD YOU MAKE?**

TIME TO GET CREATIVE!

Using the 3D objects (boxes, lego, balls, fruit) what can you build ... you could build a person, or a playground, or even a robot. What you build is up to you! Add a photo of your creation below. Don't forget to tell us what you made 😊

