

# ENGLISH

## ENGLISH #1

### Rhyming

Read a Dr. Seuss (or similar) book to you and identify the rhyming words. Predict the rhyming word in a sentence.

Learn nursery rhymes or songs.

Play a game of rhyming pairs using the book as inspiration.

## ENGLISH #2

### Syllables

Read a book and clap out the syllables in certain words.

Play guessing game "I am thinking of a fruit"  
wa/ter/me/on

Play I spy Children guess which common object you spy from the syllables that you provide- car/pet.  
Children jump up and down for each syllable in a word.

## ENGLISH #3

### Onset & Rime

Play Simon Says breaking words into onset & rime. N-od s-ing d-ig

Read a Dr. Seuss book (or similar) breaking words into onset & rime and ask the child to put the word back together.

## ENGLISH #4

### Sound /m/

Find items or words that start with /m/

Say 2 words and ask the child which of the words starts with /m/

Read an alphabet book and discuss that each sound has a letter name. Look at the page about m.

Cut out the pictures that begin with /m/ in an old magazine.

Practise reciting the alphabet

## ENGLISH #5

### Alliteration

Think of a word that will go with their name-  
e.g. Marvellous Molly.

Write down 3 letters and ask the child to identify the m.

Read stories like Dr Seuss that have alliteration in the story. Discuss.

Play with beginning sounds by making alliterative phrases e.g. Happy Harry hops

## ENGLISH #6

### Sound /s/

Find items or words that start with /s/

Say 2 words and ask the child which of the words starts with /s/

Read an alphabet book and discuss that each sound has a letter name. Look at the page about s.

Cut out the pictures that begin with /s/ in an old magazine.

Practise reciting the alphabet

## ENGLISH #7

### Oral blending and segmenting

Break up words into 2 or 3 sounds and ask the child to put them back together /s/ /i/ /t/ (VC or CVC)

Play guess the word. Say a word broken up into 3 phonemes and children guess the word

They can draw the word as a Pictionary version of the same game.

Eg. Draw a /d/ /o/ /g/.

## ENGLISH #8

### Oral blending and segmenting

Play odd one out with beginning sounds -/m/ and /s/ E.g. Monster, table, money!

Play Simon Says but break the action into phonemes Simon Says /s/ /i/ /t/.

Count the words in a spoken sentence.

Count the words in a sentence in a storybook together.

## ENGLISH #9

### Sound /t/

Play I spy, targeting words in the room that begin with /m/ /s/ or /t/

Say 2 words and ask the child which of the words starts with /t/

Read an alphabet book and discuss that each sound has a letter name. Look at the page about m.

Cut out the pictures that begin with /t/ in an old magazine.

Practise reciting the alphabet

# MATHEMATICS

## MATHEMATICS #1

### Whole Number

Count forwards by ones, knowing and describing the forward sequence of numbers to at least 10, then 20, then 30

Count backwards by ones, knowing and describing the backward sequence of numbers from at least 10, then 20, then 30

Write numerals correctly, in the correct orientation

Recognise numeral when its name is spoken

Recognise number when seeing its numeral

## MATHEMATICS #2

### Whole Number

EVERY time children count forwards, they should immediately count backwards to ensure they have equal competence and fluency in both the forward and backward number sequence. Ask children if they think they said the same numbers as some don't think so.

Children need to be very fluent in the forward and backward count

## MATHEMATICS #3

### Whole Number

Someone says a number and child counts backwards/forwards from the number  
Take turns to say the next number in the backward sequence. For example, child 1 says '8', child 2 says '7', child 1 says '6', child 2 says '5', etc  
Take turns to say the next number in the forward sequence. For example, child 1 says '1', child 2 says '2', child 1 says '3', child 2 says '4', etc.

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## MATHEMATICS #4

### Length

Find 2 sticks of different lengths. Compare and describe one as shorter & one as longer. Draw to show your understanding.  
Repeat with different objects.

## MATHEMATICS #5

### Distance

Children have 2 objects.  
They place their objects close together. They describe the distance between the objects as 'short distance'. They draw the objects and label the distance between them as 'short distance'.  
They place their objects far apart. They describe the distance between the objects as 'long distance'.  
They draw the objects and label the distance between them as 'long distance'.

## MATHEMATICS #6

### Height

Children have 2 sticks of different heights. They compare the heights of the sticks by aligning the ends along a base line on their table.  
They explain they are comparing height. They explain height and length are the same thing.  
They name one stick 'tall' and one stick 'short'.  
They name one stick 'taller' than the other stick and one stick 'shorter' than the other stick. They draw and label their sticks.

## MATHEMATICS #7

### Estimating

When children estimate, they should not try to name the exact number, they should estimate 'about' the amount.

Sit with a friend. Take turns to select a small handful of objects for your friend to estimate.

Count to check. Was the estimation close?  
Children select a numeral card. They take a small handful of objects estimated to match the number on the card.

## MATHEMATICS #8

### Numbers are inclusive

Children investigate numbers as amounts. They count 1, 2, 3 items, then demonstrate their understanding that numbers are inclusive by selecting any of the 2 items when asked to show 2 – not the item that they said '2' on. Each child selects a small number of items. They count the items with one-to-one correspondence, by separating the items and moving each item a little as they count it.  
They explain how they counted and the total number of items.

## MATHEMATICS #9

### Grouping

With counters make 2 groups that are  
Equal to each other  
Unequal to each other  
Equal with 1 left over  
Describe groups as more than another or fewer than another.  
Select a numeral card.  
Select the number of counters.  
Divide your counters by 2.  
Have you made equal groups?  
Do you have any remaining counters?

# CREATIVE ARTS

## VISUAL ARTS #1

If possible read a story about possums.  
Possum goes to school if available  
Using a paper plate for the possum body make  
a possum climbing a tree. Paint or crayon or  
collage.



## MUSIC #1

Using trash around the house make a musical  
instrument. Practise shaking or banging your  
instrument in time to some music you like.

## MUSIC #2

Find some glass bottles or cups and fill with  
water. All the cups will be filled with different  
level of water. Hit the glass with a spoon and  
listen to the different sounds they make. Some  
are high some are low? Can you make the  
sounds with your voice?

## VISUAL ARTS #2

Make a poster of Australian animals using  
magazines or draw them. Learn as much as you  
can about them and tell a family member help you  
record your new found knowledge.

## DRAMA #1

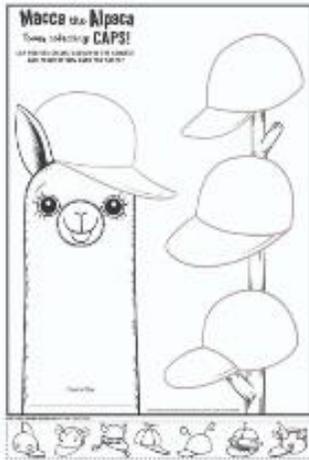
Read a story and act out the main characters  
in the story. Get someone to guess who you  
are acting out.

## DRAMA #2

Do some role playing of different emotions.  
Example act being sad and see if mummy or  
daddy can guess when you have that emotion  
and why?

## VISUAL ARTS #3

Design a cap for  
Macca the  
Alpacca using any  
medium available.



## DANCE #1

Using popular music move your body in time  
to the music. Concentrate on moving only your  
hands then your arms then your legs and feet  
and finally your head.  
Get mummy or daddy to film you and see if  
you are in time to the music.

## DANCE #2

Get mummy and daddy to teach you a dance  
they may have known-macarena, Nutbush etc

# PDHPE

## INTERPERSONAL RELATIONSHIPS#1

This term we are looking at friendships and other relationships your children may encounter through their daily lives. This session is an introduction to understanding themselves before they endeavour to become understanding of others.

Draw a self portrait after looking in the mirror. Make sure your hair colour and eyes are the correct colour.

What do you love about yourself.

## INTERPERSONAL RELATIONSHIPS#2

Draw a rainbow choosing a colour to describe your personality.  
Write the words inside your rainbow



## PHYSICAL ACTIVITY #3

Help mum and dad around the house. Vacuum, do the dishes, help mow the lawn, tidy your bedroom, hang out the washing.  
You could do one thing everyday

## PHYSICAL ACTIVITY #4

Walk the dog, ride your bike or just go for a big long walk with your family.

## PHYSICAL ACTIVITY #5

If you have a skipping rope practise some clever jumps- backwards, forwards with a sibling.

If you have a trampoline you can try some new tricks out. Make sure you are careful.

## PHYSICAL ACTIVITY #6

Play ball games- practise catching, bouncing and throwing different size balls.

## INTERPERSONAL RELATIONSHIPS# 7

Trace your handprint and colour. Inside each finger draw or write someone you trust.

## PHYSICAL ACTIVITY #8

Find two long sticks. Place side by side and jump as far as you can. Put the second stick where you land and try to beat your jump each time.



## PHYSICAL ACTIVITY #9

Striking a ball- there are many ways to strike a ball. You can hit a ball with your foot- kick  
Hit a ball with a bat- baseball, tennis, ping pong handball.  
Try various balls and different ways of striking a ball.

