

KINDERGARTEN WORK-BOOKLET



CARRAMAR PS LEARNERS ARE: SAFE, RESPECTFUL AND RESPONSIBLE.

Name: _____ Class: _____

Message to parents/caregivers from Mr Mazzitelli,

It has been advised that all schools are open for minimal supervision from Tuesday 24 March due to the spread of COVID-19. This means students who cannot be cared for and supported at home by parents/caregivers, can come to school. Complete closure may occur but this will be announced if it occurs. As our student's education and learning are of utmost importance, I ask you support us and your child/children so that they can be active learners at home.

This work-booklet contains information to:

- Provide you support and strategies to ensure you can support your child at home as they continue to engage in learning
- Provide work for your child and also provide links to on line resources that your child can access to continue their learning from home. The inclusions are only samples and a guide of what your child can work on depending their ability and resources you have available.

I would like to sincerely thank you for your support and also remind you to check our School Website, School Facebook account, Class Dojo and Schoolbag App for updates and important information.

Message to students from Mr Mazzitelli,

You are well aware of the situation with the virus known as COVID-19. Your teachers have been talking to you and teaching you about "Social Distancing" and "Good Hygiene" for school and home. We are now required to change our response to the current COVID-19 and this requires us to make decisions that are going to have you learning in a very different way. To keep people safe and reduce the risk of people being infected with the COVID-19 you may be at home instead of attending school. During your time at home you are expected to continue with your learning. **This is not a holiday!** I am asking you to remember our school values, in particular: "Carramar PS LEARNERS are "Responsible". I am asking you to take responsibility for your learning. Your teacher has spent time with you to familiarise you with this work-booklet so you are aware of its content and how you can use it for your learning at home. In this booklet there is a timetable that will help you plan and run your day so that it is similar to a normal school day. Use the timetable and fill it in to plan and keep as a record of your learning. You have a range of activities to pick from and can work on things at your pace. You will need to ensure you do your Literacy and Numeracy every day and do these two subject areas in the morning. You will be able to plan and discuss your learning with the help of an adult/parent/caregiver after they have read the information in this booklet. I have complete faith and trust in you, I know you will take "responsibility" for your learning.

Mr Mazzitelli



Principal

Key considerations

Parent responsibilities during remote learning

Provide support for your children by:

- Establishing routines and expectations
- Defining a space for your child to work in
- Monitoring communications from the school
- Beginning and ending each day with a check-in
- Taking an active role in helping your children process their learning
- Encouraging physical activity and/or exercise
- Checking in with your child regularly to help them manage possible stress
- Monitoring how much time your child is spending online
- Keeping your children social, but set rules around their social media interactions

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child.

- Establishing and/or following a daily routine for learning
- Identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- Regularly monitoring digital platforms and communication
- Completing tasks with integrity and academic honesty, doing your best work
- Doing their best to meet timelines, commitments, and due dates
- Communicating proactively with their teachers if they cannot meet deadlines or require additional support
- Collaborating and supporting their classmates in their learning
- Complying with the departments Student use of digital devices and online services policy
- communicating with school staff as different needs arise

Establishing routines and expectations

A sample/guide timetable for learning. Use this as a template to plan and register the learning

Include regular breaks for activity, eating and drinking. In the activity breaks it is important that students get up and move around.

From the first day you will need to establish routines and expectations. Using the timetable or schedule you should set regular hours for school work.

Keep normal bedtime routines for younger children and expect the same from your older primary and high school aged children too. (They should not stay up late and sleep in!)

It is important that you set these expectations for how your children will spend their days starting from day one.

Reading everyday should be part of your timetable.

<i>Week</i>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	English	English	English	English	English
9am-11am	Task 1	Task 1	Task 1	Task 1	Task 1
	Task 2	Task 2	Task 2	Task 2	Task 2
break					
MIDDLE	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:30-1:30	Task 1	Task 1	Task 1	Task 1	Task 1
	Task 2	Task 2	Task 2	Task 2	Task 2
break					
AFTERNOON	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area
2pm-3pm	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History
	Task 1	Task 1	Task 1	Task 1	Task 1

<i>Week</i>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	English	English	English	English	English
9am-11am	Task 1	Task 1	Task 1	Task 1	Task 1
	Task 2	Task 2	Task 2	Task 2	Task 2
break					
MIDDLE	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:30-1:30	Task 1	Task 1	Task 1	Task 1	Task 1
	Task 2	Task 2	Task 2	Task 2	Task 2
break					
AFTERNOON	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area
2pm-3pm	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History	Art/ Science/ Sport/ Geography/History
	Task 1	Task 1	Task 1	Task 1	Task 1

<i>Week</i>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	English	English	English	English	English
9am-11am	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2
break					
MIDDLE	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:30-1:30	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2
break					
AFTERNOON	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area
2pm-3pm	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1

Setting up a learning environment

Create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your child's learning.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about the infection. Understanding the situation will reduce anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that you will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Early Stage 1

		Day 1	Day 2	Day 3	Day 4	Day 5
Task	Have you made your bed?	<p>English</p> <p>In your scrapbook, write the words "I" "am" and "is" 5 times each.</p> <p>Complete the letter "a" sound sheet in your workbook.</p> <p>Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story.</p> <p>Where is the story taking place? How do you know? Discuss this with your parent/carer.</p>	<p>Could you organise your toys today?</p> <p>English</p> <p>Create your name out of pegs or pasta.</p> <p>Complete the letter "a" handwriting sheet in your workbook.</p> <p>Read a book with a parent/carer. What interesting words can you find in the story? Identify all the characters in the story and talk about them with your parent/carer.</p> <p>Verbally describe one of the characters to your parent/carer. What do they look like? What do they do? What do they like/dislike? Draw this character in your workbook and label or write about them. Add</p>	<p>Can you help make lunch today?</p> <p>English</p> <p>Practise writing your name in your scrapbook.</p> <p>Complete the letter "m" sound sheet in your workbook.</p> <p>Read a book with a parent/carer. Can you find capital letters and full stops in the story? Talk to your parent/carer about them.</p> <p>Draw a picture of your bedroom. Label your picture.</p> <p>Create labels for your toys</p>	<p>How can you help a family member today?</p> <p>English</p> <p>Read a book with a family member. How were the characters feeling at the beginning and then at the end of the story? What made them feel this way?</p> <p>Complete the letter "m" handwriting sheet in your workbook.</p> <p>Pretend you are hosting a big party! What food would you like? What food would your guests like? Draw/write a shopping list.</p>	<p>Can you tidy your room?</p> <p>English</p> <p>Draw and/or write a postcard or a letter to a friend or family/carer. Tell them what you have been doing for the past few days.</p> <p>Complete the letter "g" sound sheet in your workbook.</p> <p>Read a book with a family member. Can you find any of your sight words in the story? Tell your parent/carer what the story is about – who are the characters, what happens? Why would you recommend/not recommend this story to your school friends?</p>

Day 1		Day 2		Day 3		Day 4		Day 5	
Break		lots of detail.							
Break	<p>Mathematics</p> <p>Ask someone to help you collect 10 objects. Practise counting your collection, forwards and backwards.</p> <p>Count how many steps it takes to get from your bedroom to the kitchen and back.</p> <p>Complete the "All about the Number 1" sheet in your workbook.</p>	Break	<p>Mathematics</p> <p>Number hunt: what numbers can you find in your house? Can you find all the numbers from zero to ten? Try writing these numbers in your workbook, for example the numbers on a remote control or a clock. Can you find numbers on shoes, on food in the cupboard or in the fridge?</p> <p>Complete the "All about the Number 2" sheet in your workbook.</p>	Break	<p>Mathematics</p> <p>Practise cutting a piece of paper in half. How do you know the parts are equal? Is there another way you can make half?</p> <p>When you are making your lunch today, practise counting and sharing items. For example, can you cut your sandwich in half? Can you count out scoops of rice for each person? Can you share an apple with a family member, so each person gets the same amount to eat?</p> <p>Complete the "All about the Number 3" sheet in your workbook.</p>	Break	<p>Mathematics</p> <p>Shape hunt: What shapes can you find in your house?</p> <p>Draw a picture out of these shapes. Describe your picture to a family member and ask them to help you write down the names of the shapes.</p> <p>Complete the "All about the Number 4" sheet in your workbook.</p>	Break	<p>Mathematics</p> <p>Collect some blocks, pencils, pens, dried pasta, dried beans, etc. Make a repeating pattern. Draw your pattern in your workbook. Describe your pattern to a family member. Can you make another pattern using the same materials? Draw your second pattern.</p> <p>Complete the "Find a Pattern sheet in your workbook.</p> <p>Complete the "All about the Number 5" sheet in your workbook.</p>

Day 1		Day 2		Day 3		Day 4		Day 5	
Break		Break		Break		Break		Break	
History	Who is in your family? Ask each of your family members what country they were born in. Complete the “This is Me” sheet in your workbook.	Science	Find 5 objects around the home that are made out of a hard material. Find 5 objects around the home that are made out of a soft material. Draw and label these objects in your scrapbook.	Creative arts	Sing a song with a family member, for example ‘Heads shoulders, knees and toes’ or ‘Row, row, row your boat’. Can you make some actions to go with the song? Make up a dance sequence and perform it for your family.	History	Complete the “Here is a picture of my family” sheet in your workbook. Don’t forget to label each member of your family.	PDHPE	Identify three ways you can keep your body healthy. Practise throwing and catching a ball with a family member. Draw a hopscotch and practise hopping and jumping through the squares.

Day 6		Day 7		Day 8		Day 9		Day 10		
Task	Have you made your bed?	Could you organise your toys today?	Can you help make lunch today?	How can you help a family member today?	Can you tidy your room?	English In your scrapbook, write the words "look" "here" and "come" 5 times each. Complete the letter "g" handwriting sheet in your workbook. Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know? Discuss this with your parent/carer.	English Create your name out of pegs or pasta. Complete the letter "r" sound sheet in your workbook. Read a book with a parent/carer. What interesting words can you find in the story? Identify all the characters in the story and talk about them with your parent/carer. Verbally describe one of the characters to your parent/carer. What do they look like? What do they do? What do they like/dislike? Draw this character in your workbook and label or write about them. Add lots of detail.	English Practise writing your name in your scrapbook. Complete the letter "r" handwriting sheet in your workbook. Read a book with a parent/carer. Can you find the full stops and capital letters? Talk to your parent/carer about them. Draw a picture of an object in your house that starts with the letter "r" in your scrapbook. Label your picture.	English Read a book with a family member. How were the characters feeling at the beginning and then at the end of the story? What made them feel this way? Write a simple sentence about your favourite character in the book. Complete the letter "o" sound sheet in your workbook.	English Draw and/or write a postcard or a letter to a friend or family/carer. Tell them what you have been doing for the past few days. Complete the letter "o" handwriting sheet in your workbook. Read a book with a family member. Can you find any of your sight words in the story? Tell your parent/carer what the story is about – who are the characters, what happens? Why would you recommend/not recommend this story to your school friends?

Break	Break	Break	Break	Break	Break
	<p>Mathematics</p> <p>Ask someone to help you collect 10 objects. Practise counting your collection, forwards and backwards. You could even try starting from different numbers (for example, start with 5 objects and keep counting).</p> <p>Count from 1 to 10 while tapping your hands on your knees.</p> <p>Write the numbers 1 to 10 in rainbow colours in your scrapbook.</p> <p>I can show the number 4 in many ways:</p> <p>4 four IIII $1+1+1+1$</p> <p></p> <p>How many ways can you</p>	<p>Mathematics</p> <p>Shape hunt: find objects in your house that are shaped like a rectangle.</p> <p></p> <p>Draw these objects in your scrapbook.</p> <p>Complete the "All about Rectangles" sheet in your workbook.</p>	<p>Mathematics</p> <p>Choose some objects in your house. Order them from shortest to longest</p> <p>Draw a picture of you measuring something that you discovered which was very long and something you discovered which was very short.</p> <p>Complete the "When does it happen" sheet in your workbook.</p>	<p>Mathematics</p> <p>Can you make a pattern using coloured pencils? What patterns did you make? Discuss with a parent/carer. Record your patterns in your workbook.</p> <p>Remember a pattern repeats itself over and over e.g.</p> <p></p>	<p>Mathematics</p> <p>Make the numbers 1 to 10 using your body. You may need help from another family member.</p> <p></p> <p>Count how many steps it takes to get from your bathroom to your front door.</p> <p>Complete the "I can count" sheet in your workbook.</p>

Day 6

Day 7

Day 8

Day 9

Day 10

show the number 7?

In your workbook, write the number 7 in 5 different colours.

Complete the "I can count" sheet in your workbook.

Break

Break

History

Who is in your family? Discuss the relationships with the people in your family. Do you have any brothers? Sisters?

Record the members of your family by completing the _____ is my _____ sheets in your workbook.

Break

Science

Find 5 objects around the home that are made out of a hard material.

Find 5 objects around the home that are made out of a soft material.

Complete the "Hard and Soft Materials Cut and Paste Sorting Activity" sheet in your workbook.

Break

Creative arts

Sing a song with a family member, for example '5 little monkeys jumping on the bed' or the 'Jolly Phonics alphabet song'. Can you make some actions to go with the song?

Make up a dance sequence and perform it for your family.

Break

History

Discuss what your family likes to celebrate. Do they make special food? Are there decorations?

Complete the "My family likes to celebrate _____" sheet in your workbook.

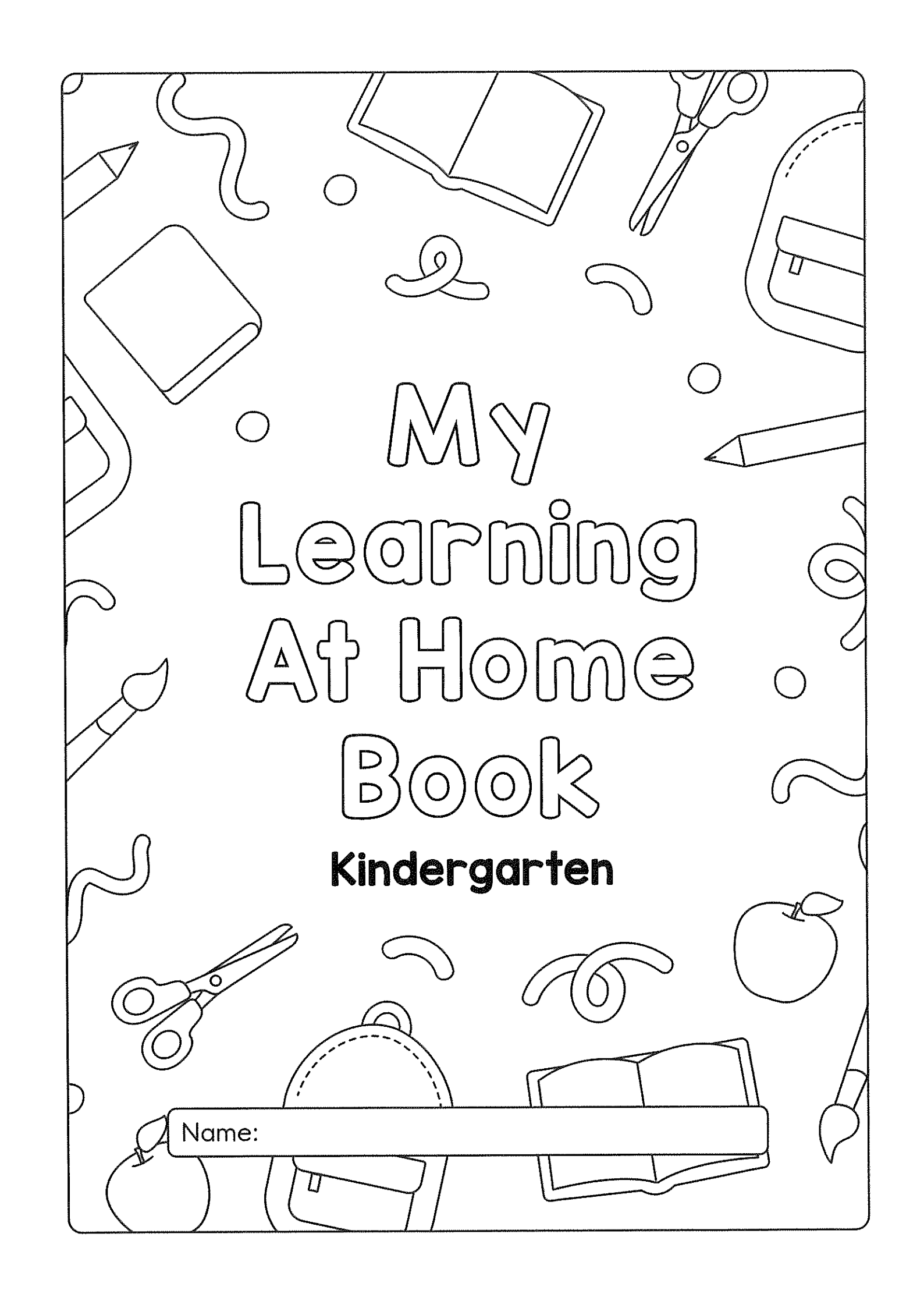
Break

PDHPE

Identify three ways you can keep your body healthy.

Practise throwing and catching a ball with a family member.

Draw a hopscotch and practise hopping and jumping through the squares.



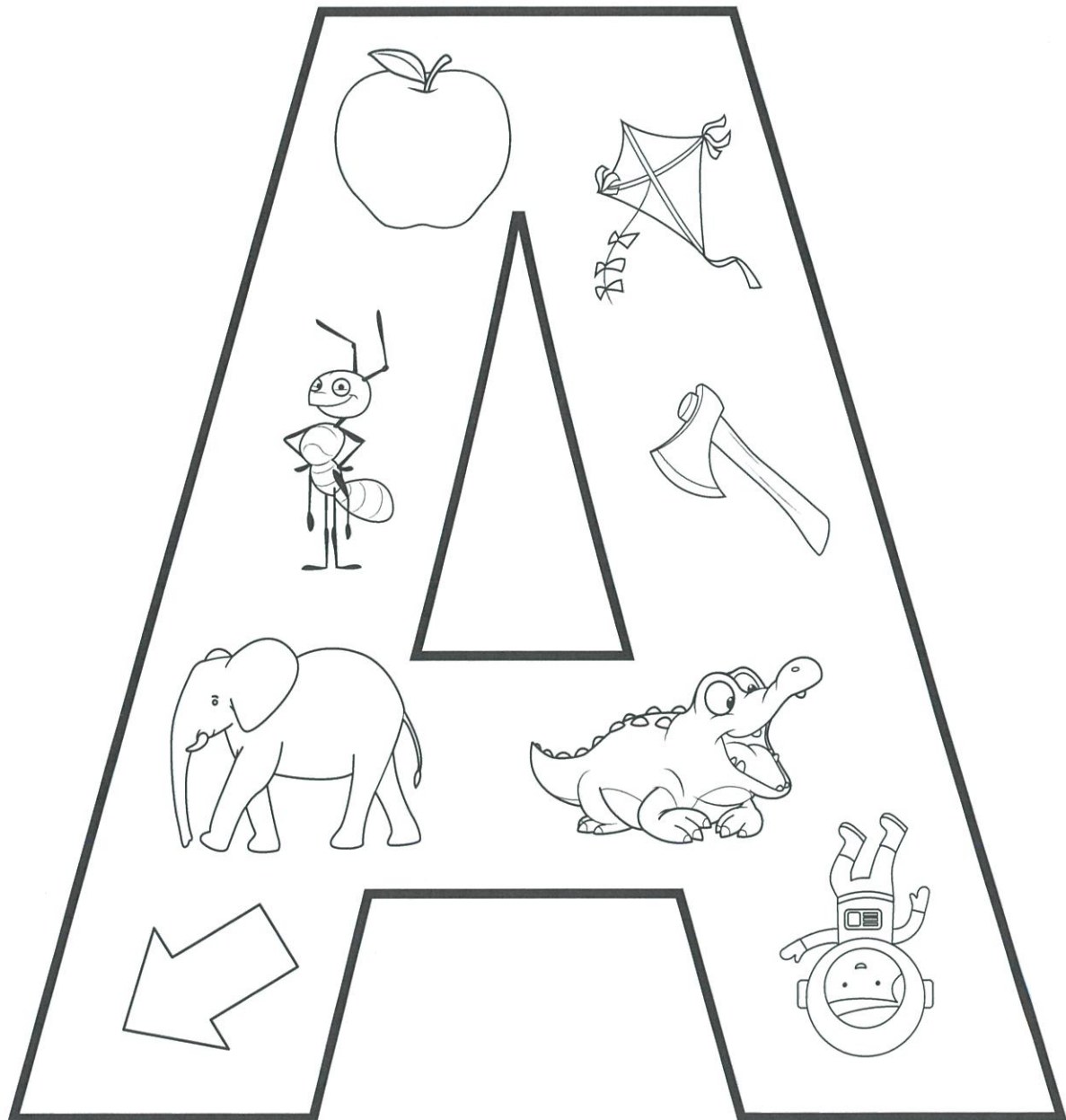
My
Learning
At Home
Book

Kindergarten

Name:

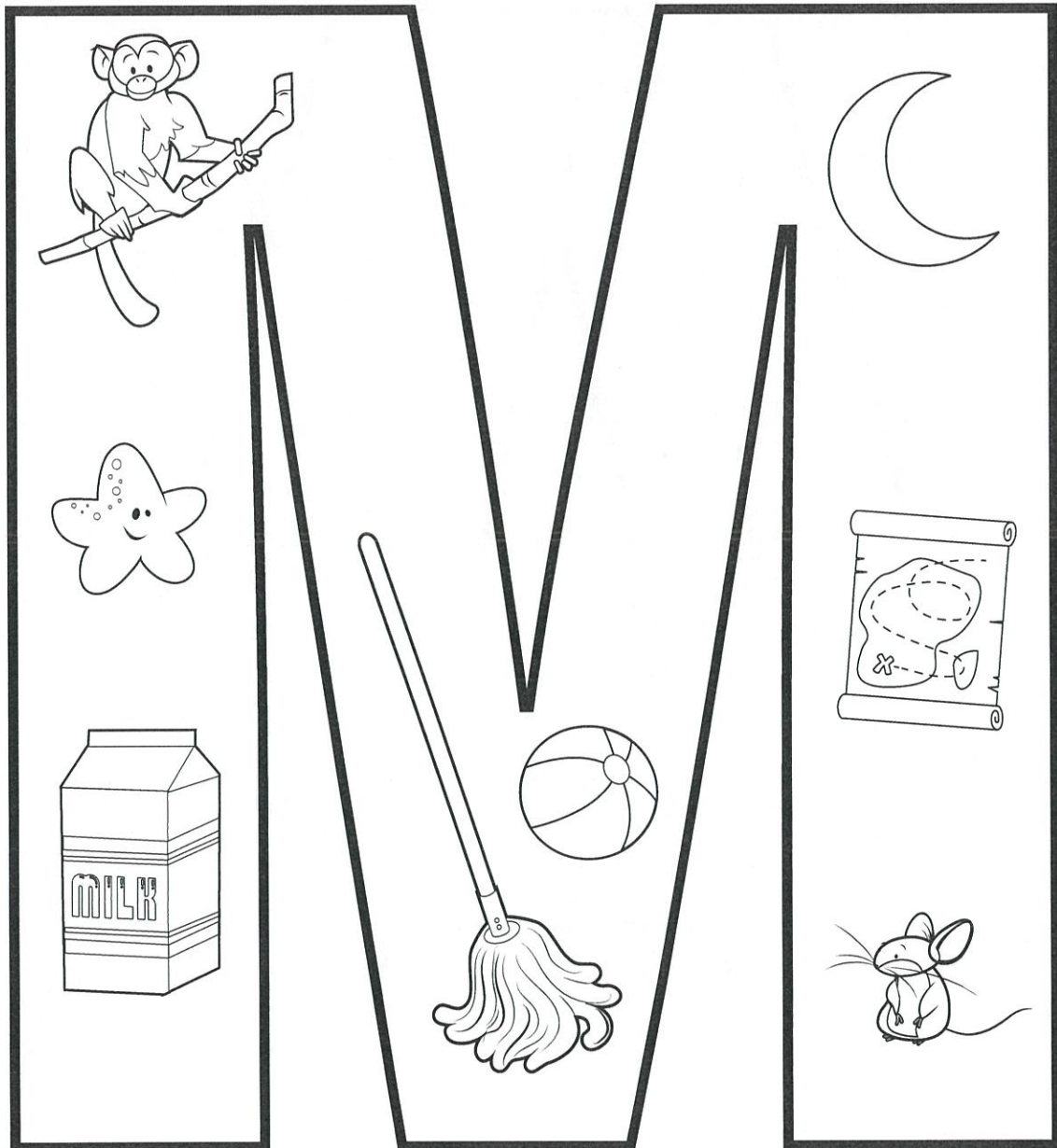
Name: _____ Date: _____

Colour the pictures that begin with a short 'a' sound.



Name: _____ Date: _____

Colour the pictures that begin with an 'm' sound.



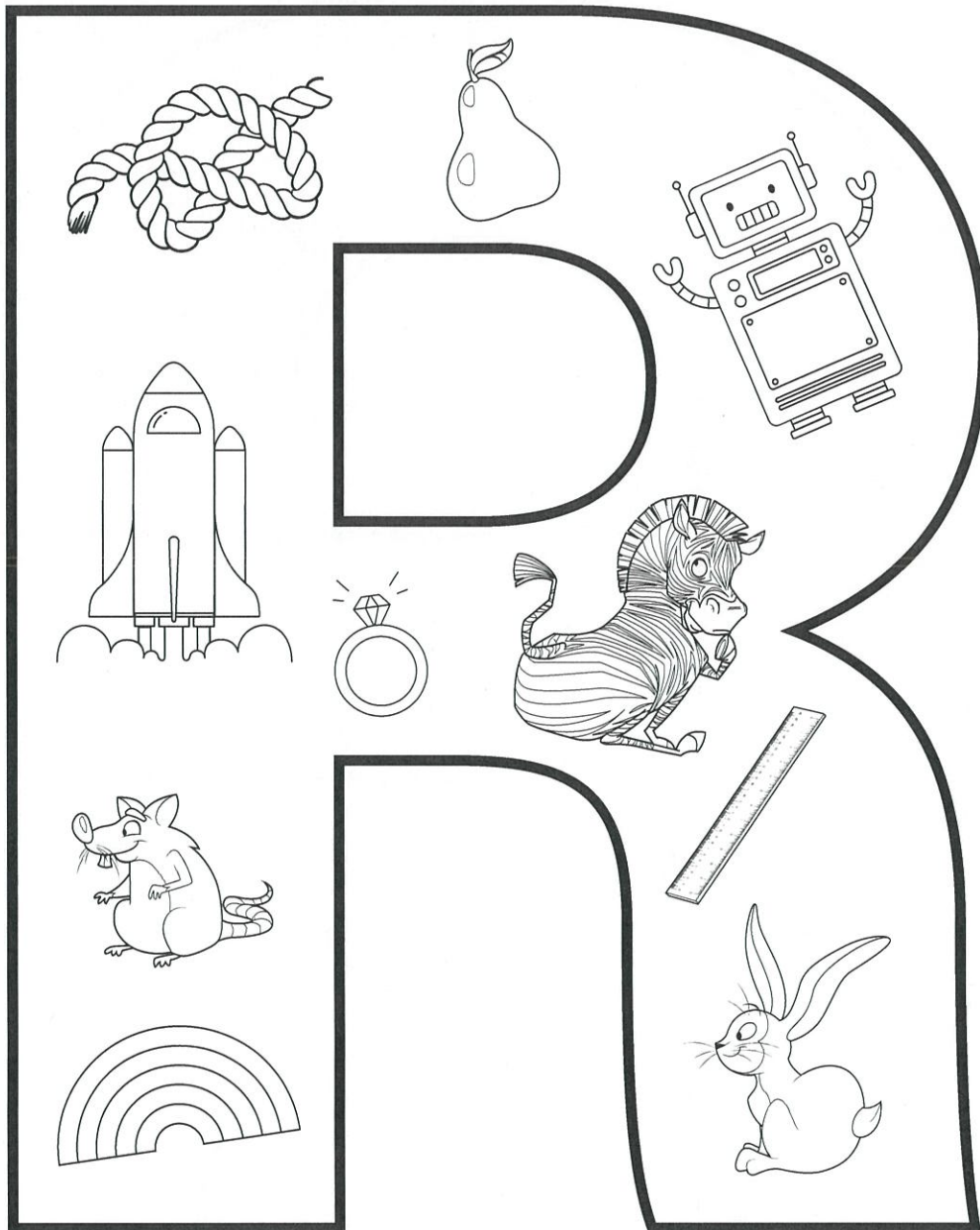
Name: _____ Date: _____

Colour the pictures that begin with a hard 'g' sound.



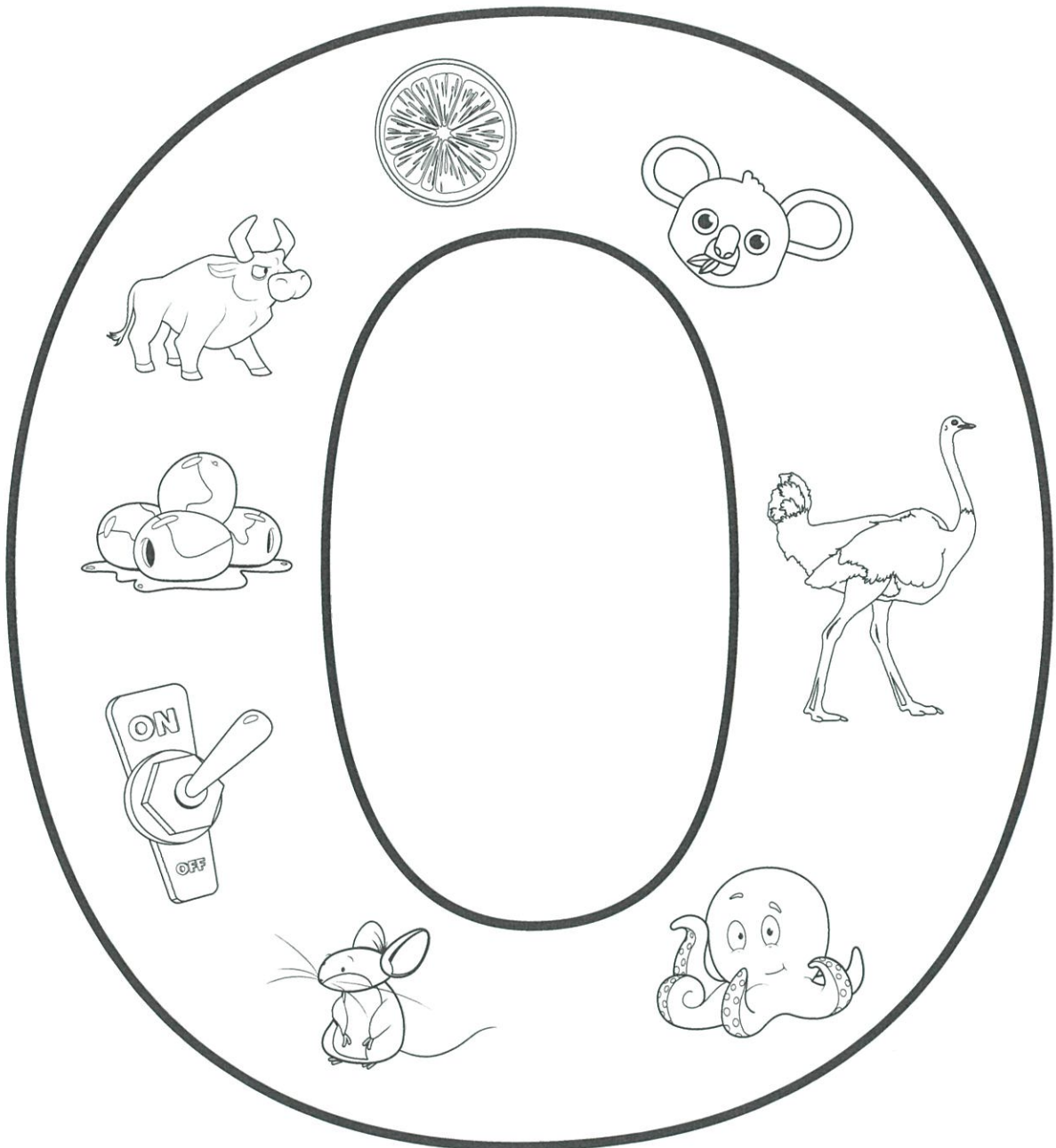
Name: _____ Date: _____

Colour the pictures that begin with an 'r' sound.



Name: _____ Date: _____

Colour the pictures that begin with a short 'o' sound.



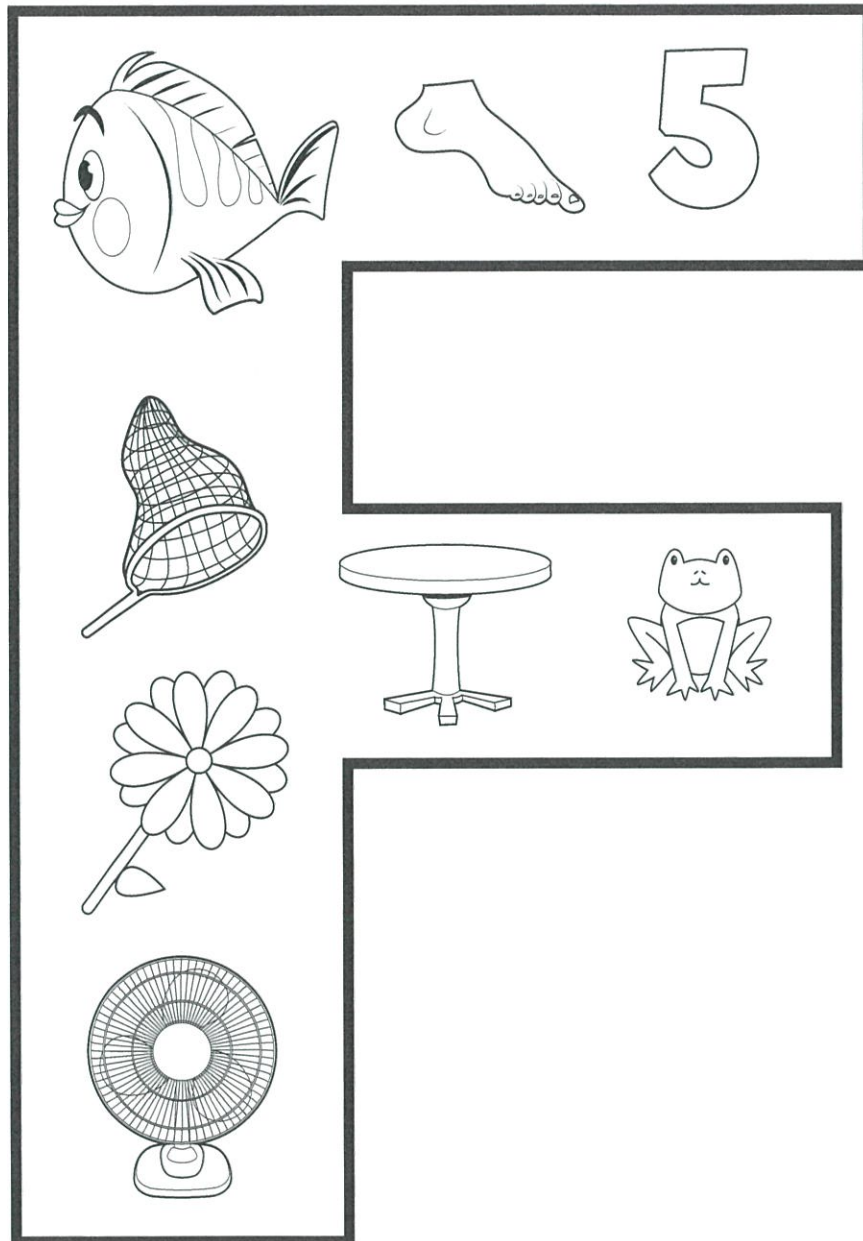
Name: _____ Date: _____

Colour the pictures that begin with a 'd' sound.



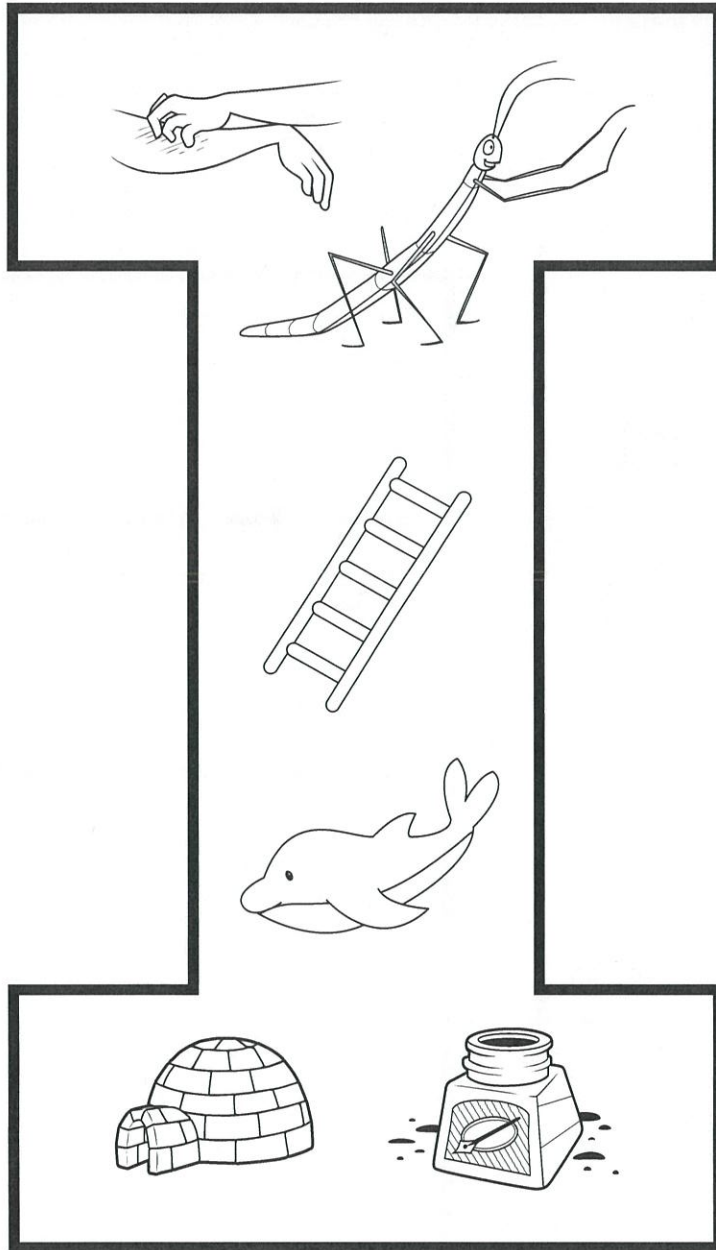
Name: _____ Date: _____

Colour the pictures that begin with an 'f' sound.



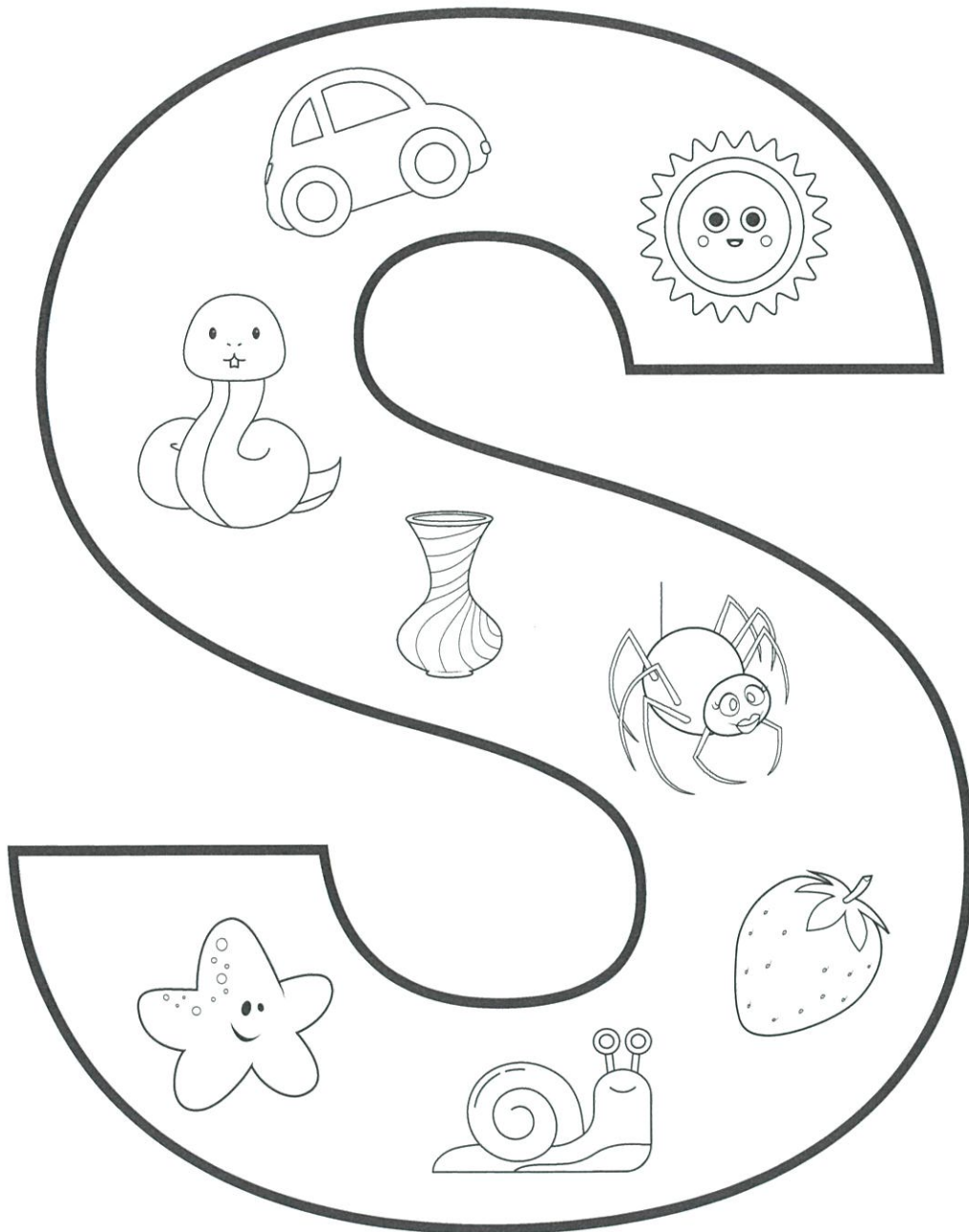
Name: _____ Date: _____

Colour the pictures that begin with a short 'i' sound.



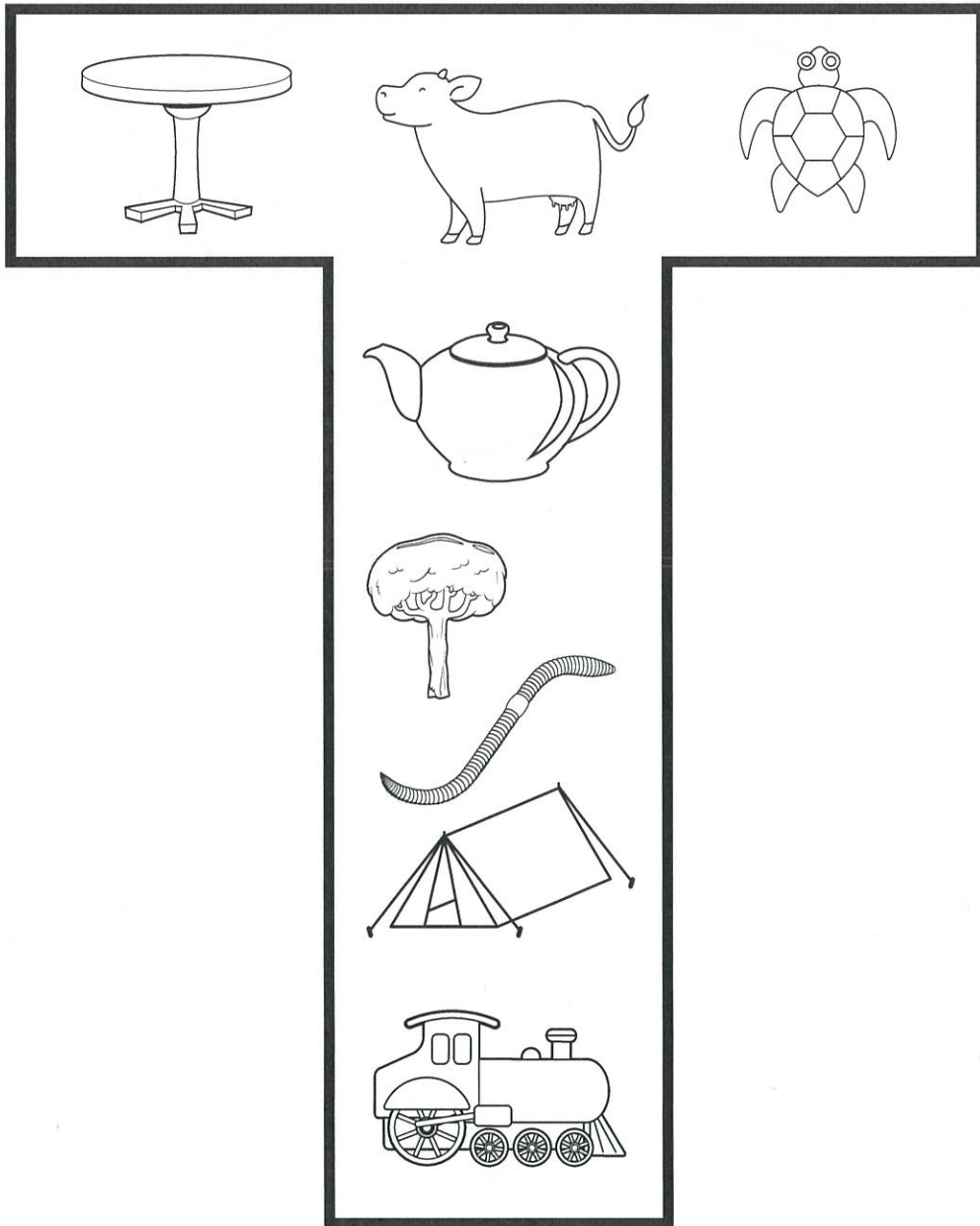
Name: _____ Date: _____

Colour the pictures that begin with a 's' sound.



Name: _____ Date: _____

Colour the pictures that begin with a 't' sound.



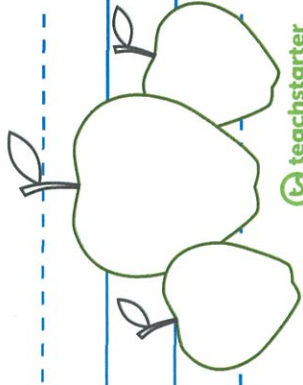
A A A A A A A

a a a a a a a

Apple and art start with an a.

Apple art Apple art Apple

Apple starts with an



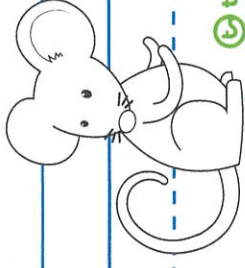
M M M M M M M

m m m m m m m

Mouse and milk start with an m.

Mouse milk Mouse milk Mouse

Mum starts with an



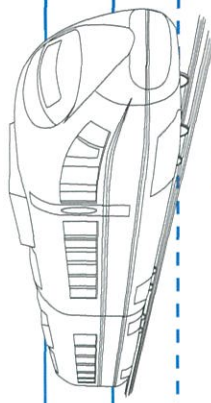
T T T T T T T T T T

t t t t t t t t t t

Train and take start with a t.

Train take train take train

Train starts with a



S S S S S S S S

s s s s s s s s

Snake and sit start with an s.

Snake sit Snake sit Snake sit

Snake starts with an



l l l l l l l l l l l l l l l l

.
l l l l l l l l l l l l l l l l

Ice and idea start with an l.

Ice idea Ice idea Ice idea

Ice starts with an



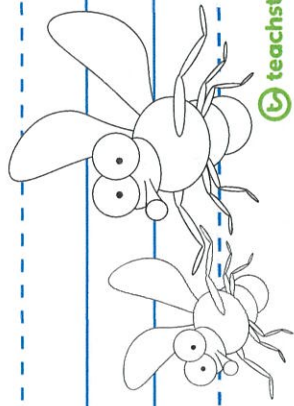
F F F F F F F F F F

f f f f f f f f f f

Fly and fluffy start with an f.

Fly fluffy Fly fluffy Fly

Fly starts with an



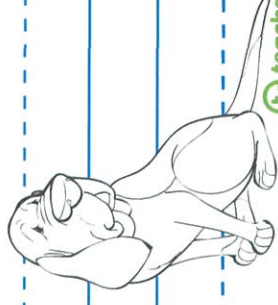
D D D D D D D D D D

d d d d d d d d d d

Dog and day start with a d.

Dog day Dog day Dog day

Dog starts with a



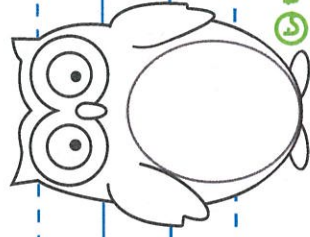
O O O O O O O O

o o o o o o o o

Owl and on start with an o.

Owl on Owl on Owl on Owl

Owl starts with an



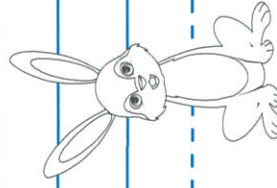
R R R R R R R R R R

r r r r r r r r r r

Rabbit and run start with an r.

Rabbit Rabbit run Rabbit

Rabbit starts with an



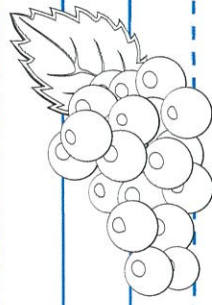
G G G G G G G G

g g g g g g g g

Grape and giggle start with a g.

Grape giggle Grape giggle

Grape starts with a



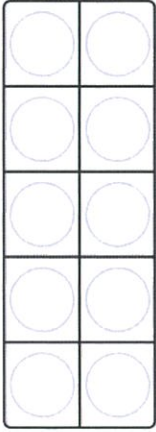
All About the Number

1

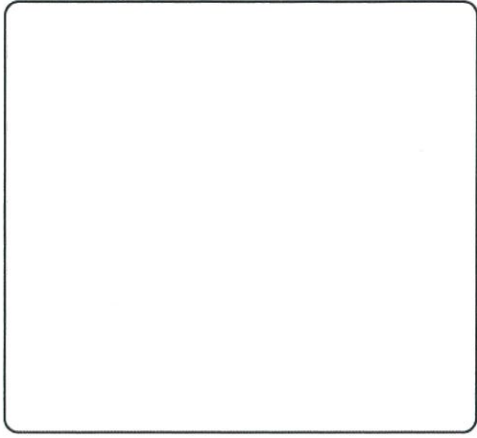
By



I can show the
number 1 on a
ten frame.

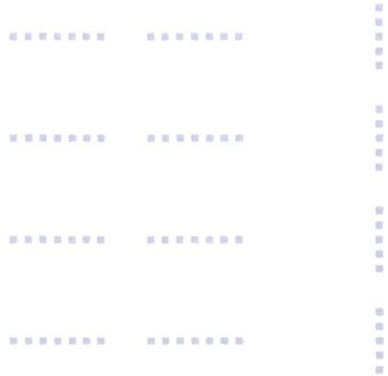


I can draw a picture
of 1 object.

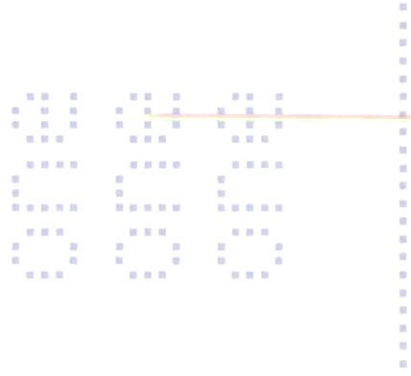


What number
comes after 1?

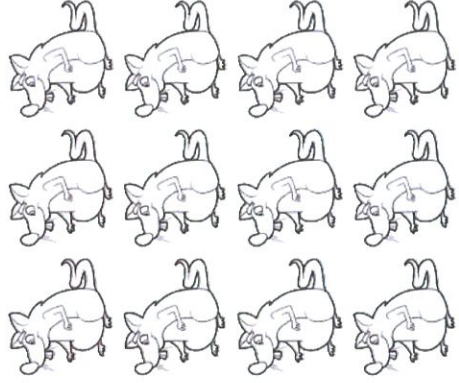
I can trace the
number 1.



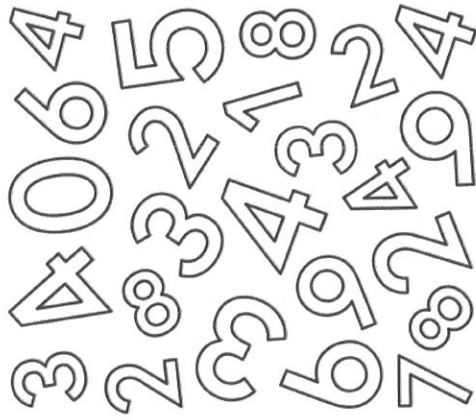
I can write the
number one.



I can colour
1 object.



I can circle the
number 1.



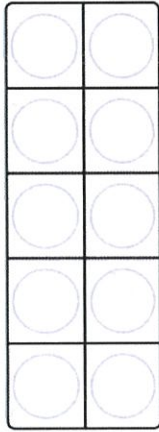
All About the Number

2

By



I can show the
number 2 on a
ten frame.

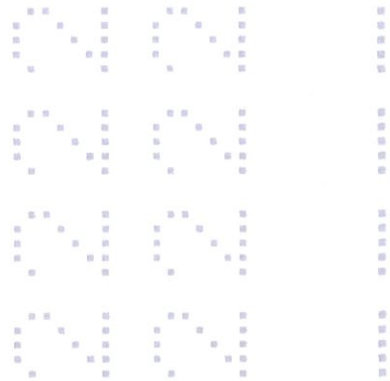


I can draw a picture
of 2 objects.

What number
comes before 2?

What number
comes after 2?

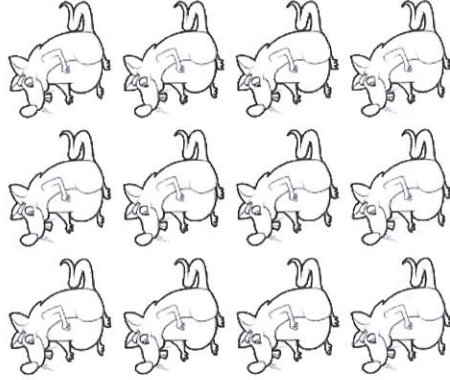
I can trace the
number 2.



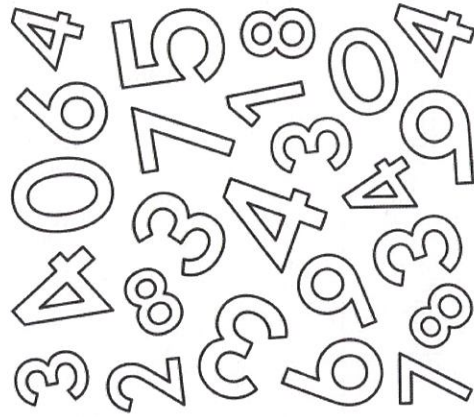
I can write the
number two.



I can colour
2 objects.



I can circle the
number 2.



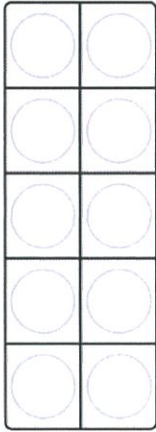
All About the Number

3

By



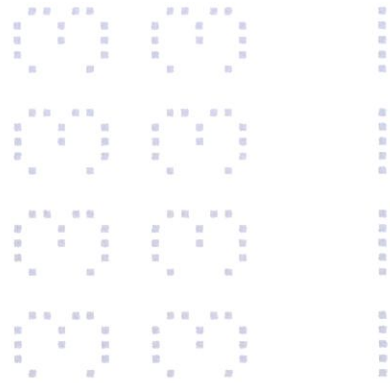
I can show the number 3 on a ten frame.



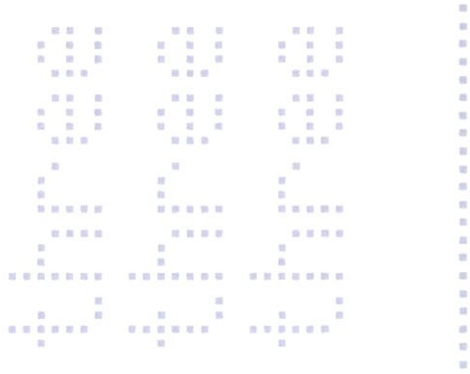
I can draw a picture of 3 objects.

What number comes after 3?

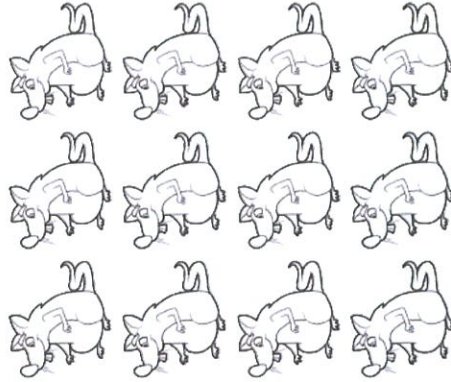
I can trace the number 3.



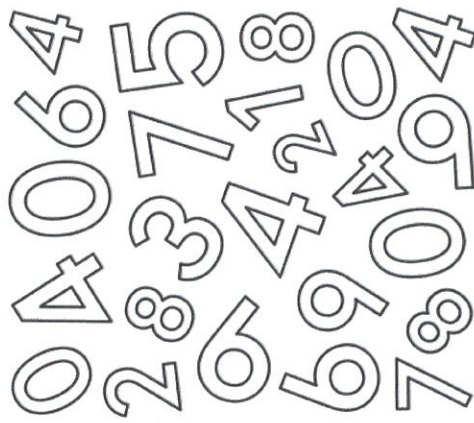
I can write the number three.



I can colour 3 objects.



I can circle the number 3.



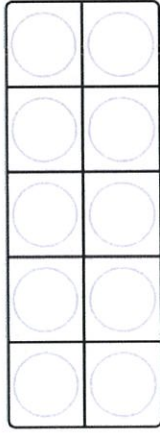
All About the Number

4

By



I can show the
number 4 on a
ten frame.



I can draw a picture
of 4 objects.

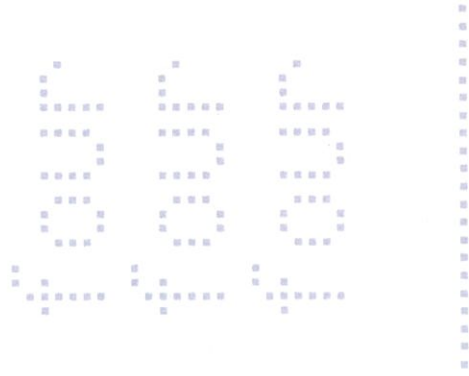
What number
comes before 4?

What number
comes after 4?

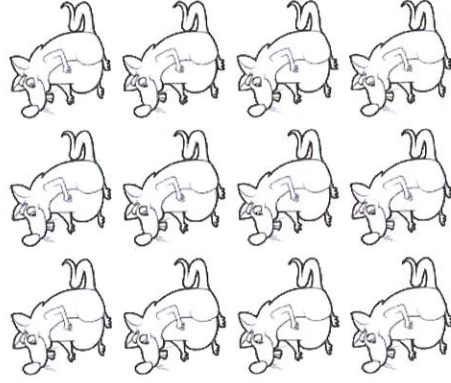
I can trace the
number 4.



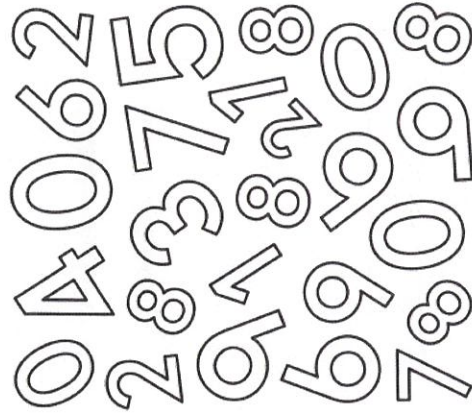
I can write the
number four.



I can colour
4 objects.



I can circle the
number 4.



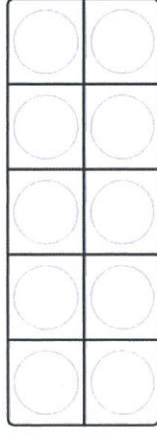
All About the Number

5

By



I can show the number 5 on a ten frame.

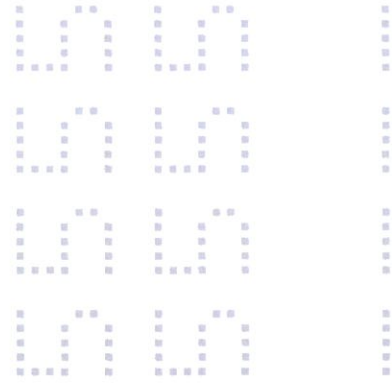


I can draw a picture of 5 objects.

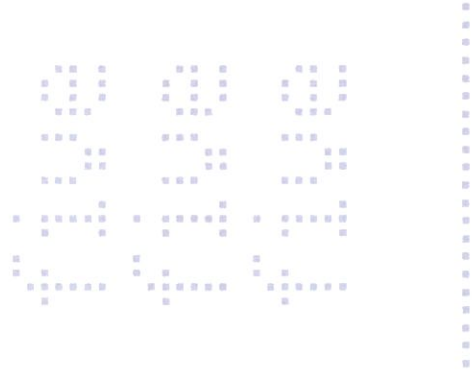
What number comes before 5?

What number comes after 5?

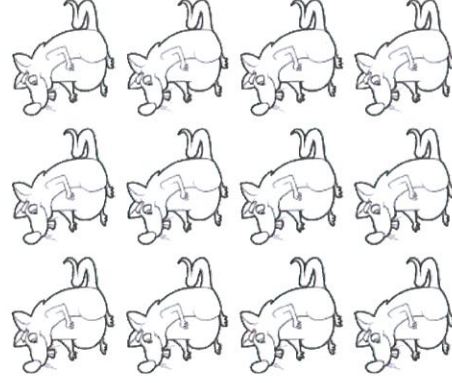
I can trace the number 5.



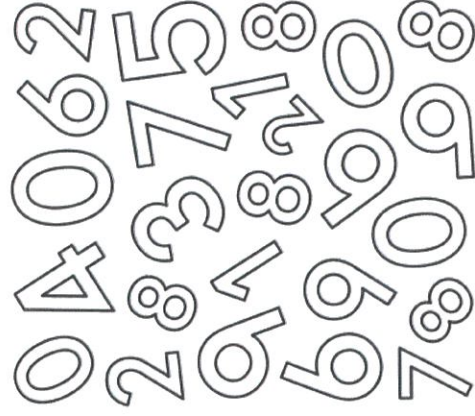
I can write the number five.



I can colour 5 objects.

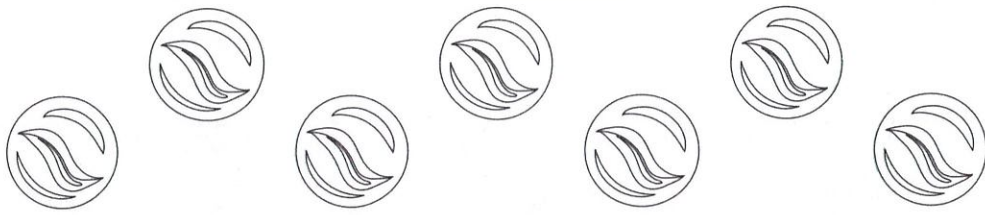
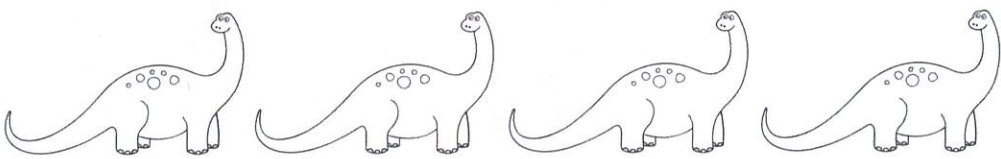
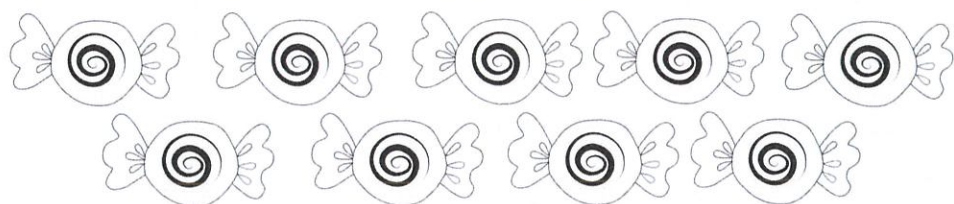
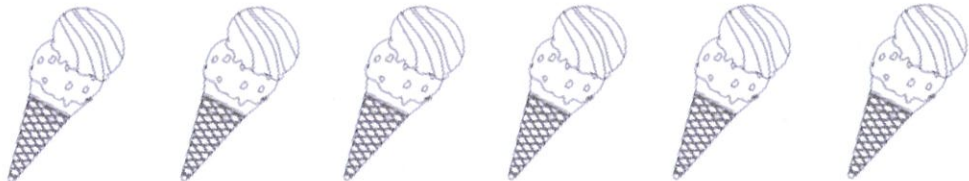
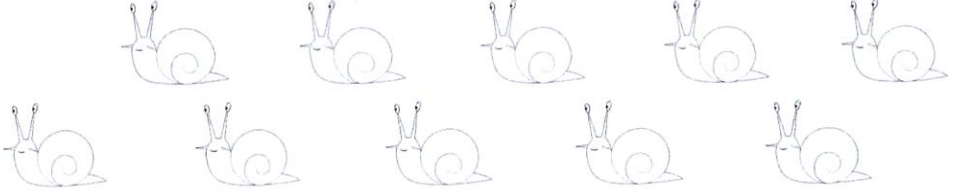



I can circle the number 5.

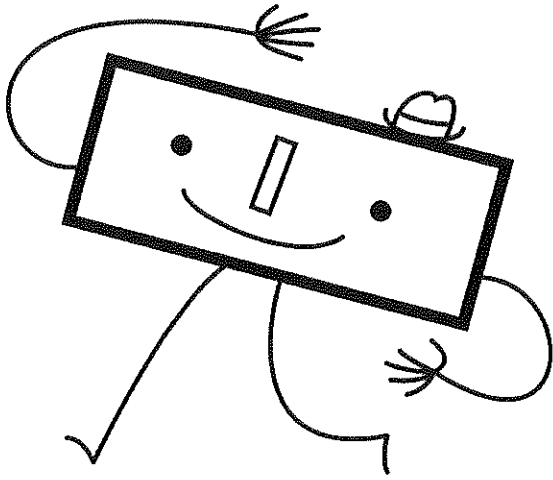


I Can Count!

Count the number of items in each row.
Write the number in the box.

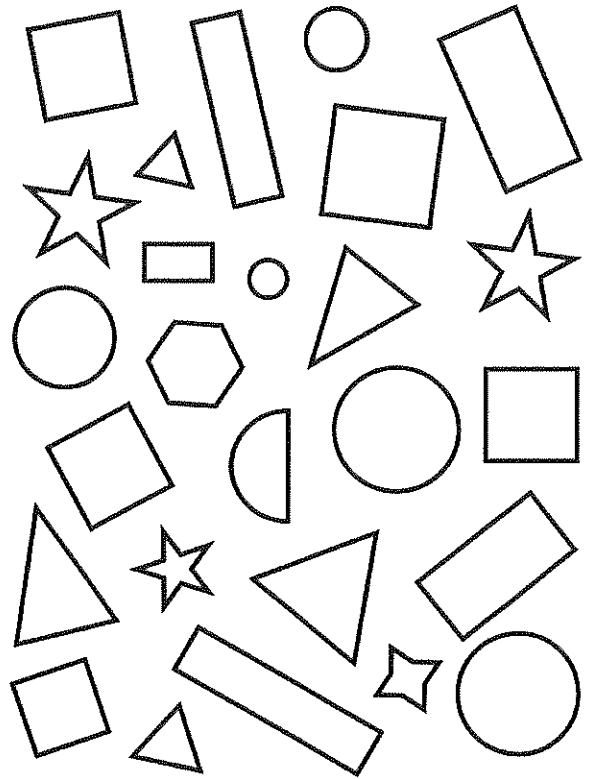
All About Rectangles



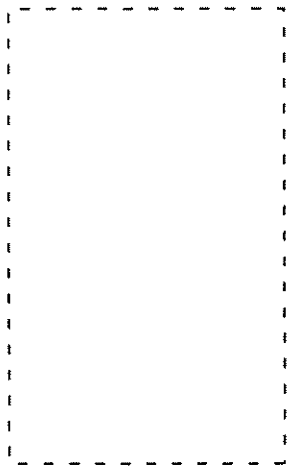
Name: _____

teachstarter

Find and colour the rectangles.



Trace the shape and the word.



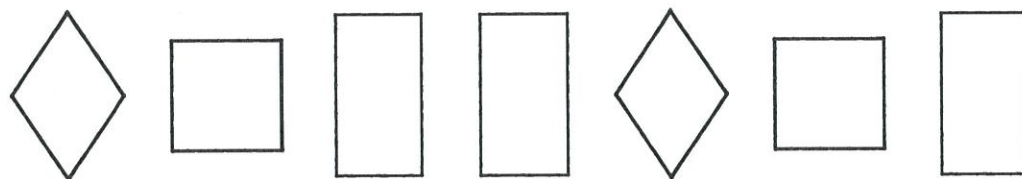
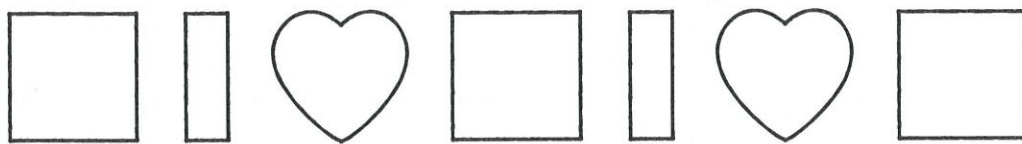
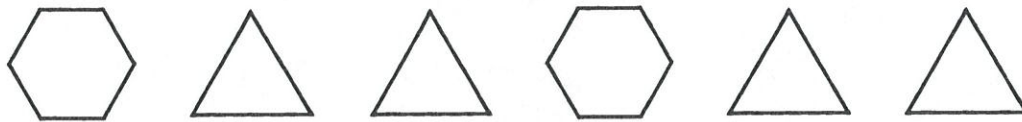
rectangle

Draw 3 different rectangles of different sizes.

Find the Pattern

Look at the patterns below. What shape comes next?

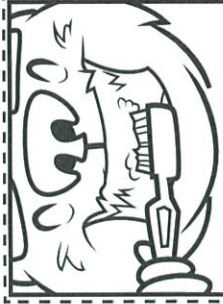


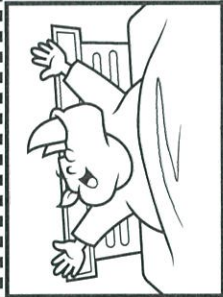


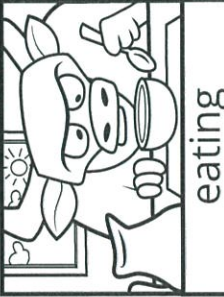
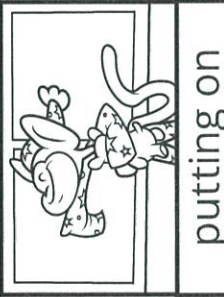
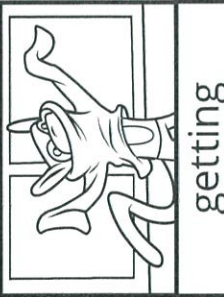



Draw it in the empty box.



When Does It Happen?

Cut out the pictures. Paste them under the correct heading on the next page.

Draw three more activities you do each day. Paste them under the correct heading.

	brushing teeth		eating dinner		eating lunch		waking up		going to school
	going to bed		eating breakfast		putting on pyjamas		getting dressed		getting home
	doing homework		morning break						

Name: _____ Date: _____

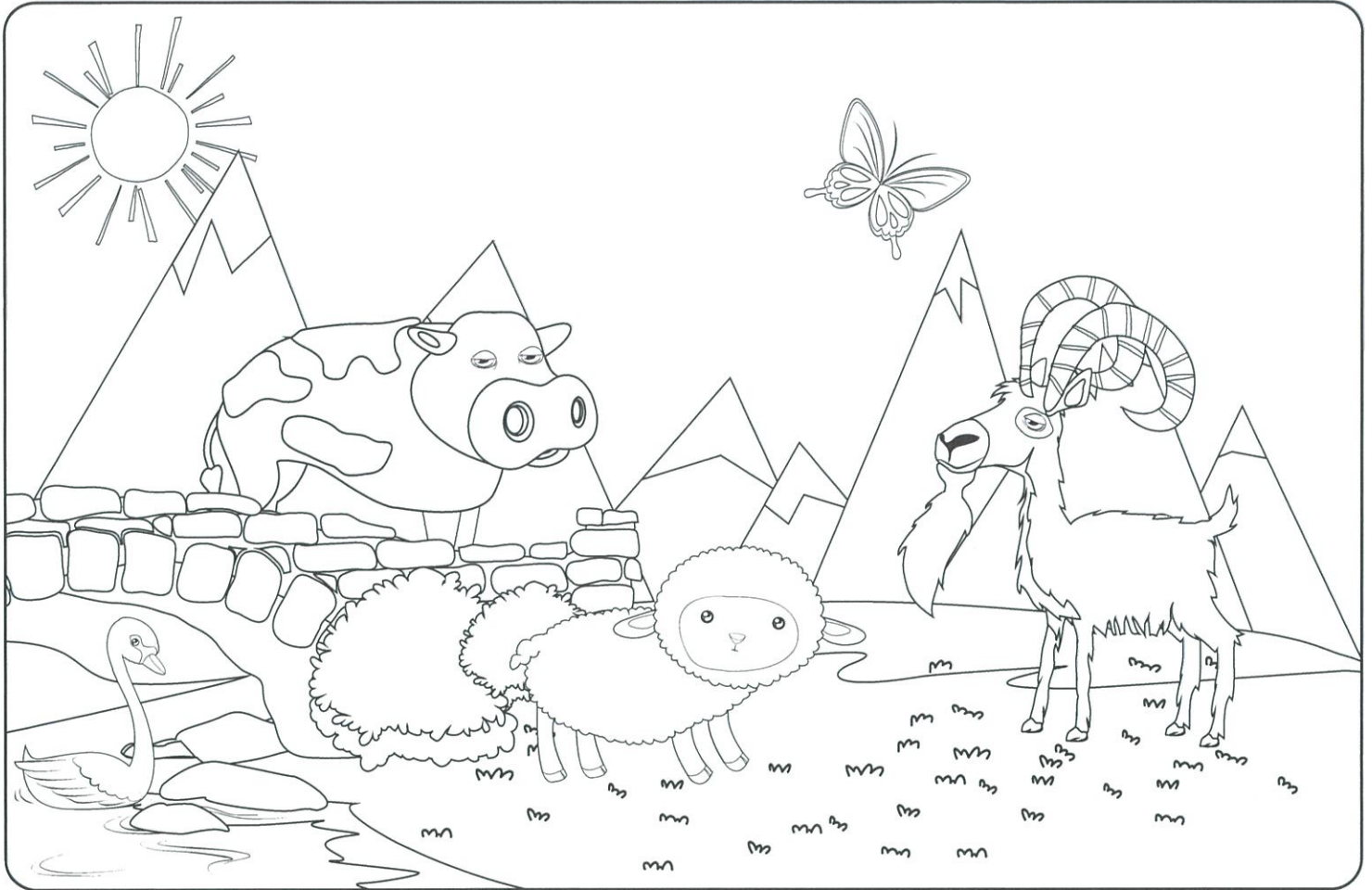
When Does It Happen?

Morning	Afternoon	Evening



Name: _____

Date: _____





above beneath right in front left below
 next to far on under between

The  is of the .

The  is to the of the .

The  is the bridge.

The  are away.

The  is to the of the .

The  is the .

The  is the bridge.

The  is the .

The  is the .

The  is the 

The  is the rocks.

and the .

Name: _____

Date: _____

above

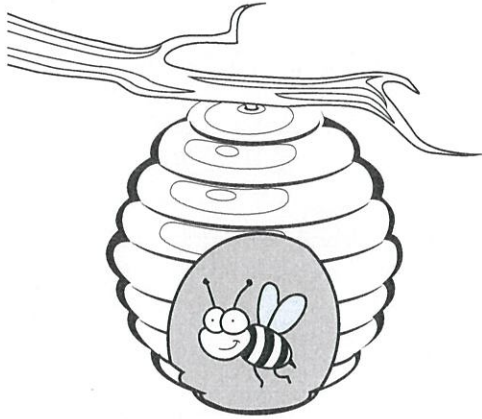
in

behind

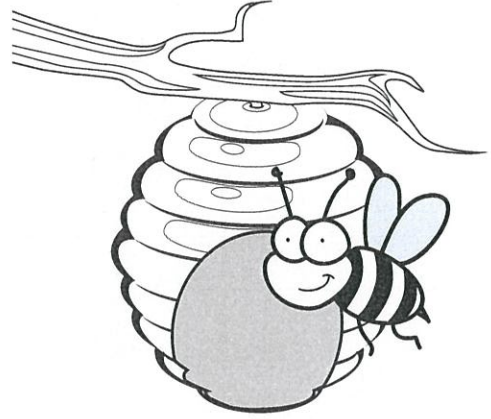
below

on

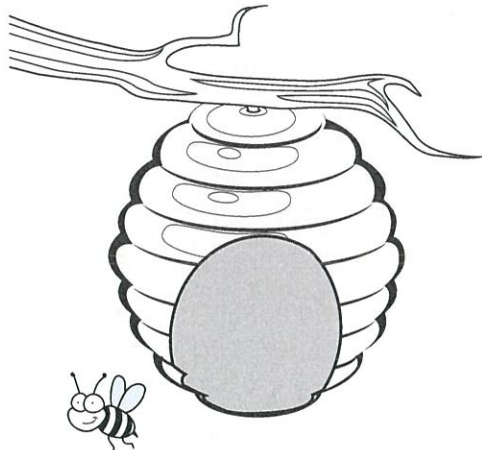
in front



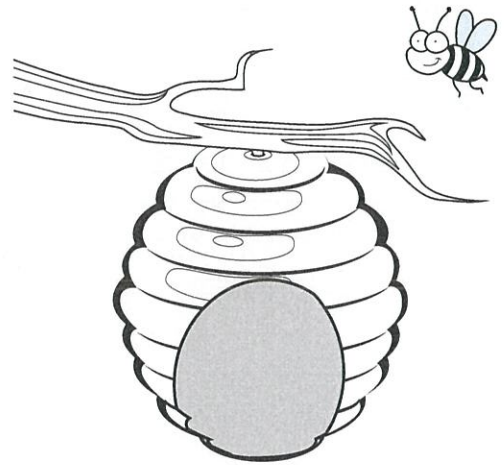
The bee is _____ the hive.



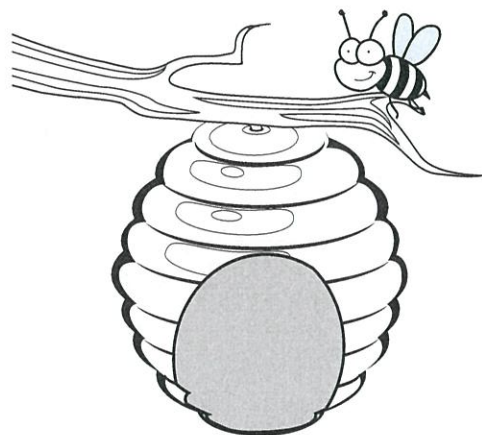
The bee is _____ the hive.



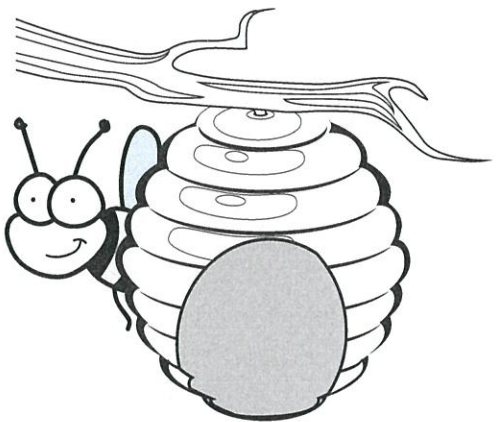
The bee is _____ the hive.



The bee is _____ the hive.



The bee is _____ the branch.



The bee is _____ the hive.

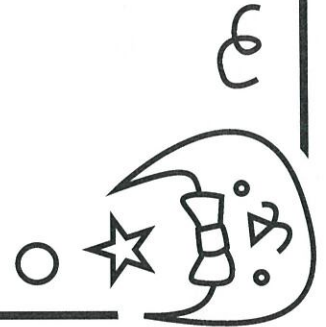
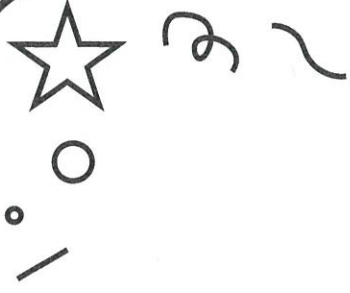
All About My Family

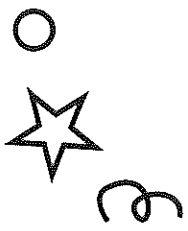


by _____

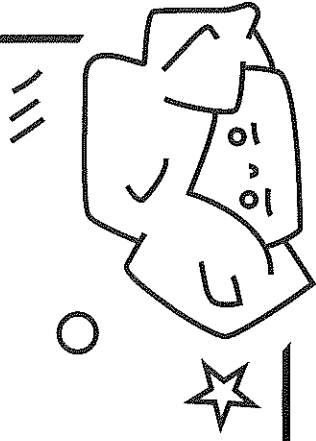
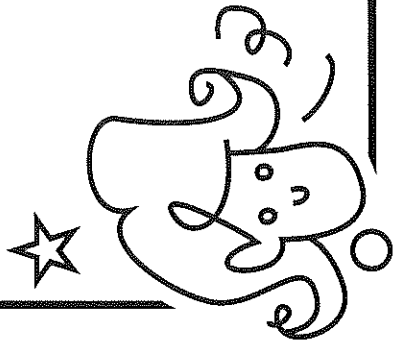
This is me!

I have a family.

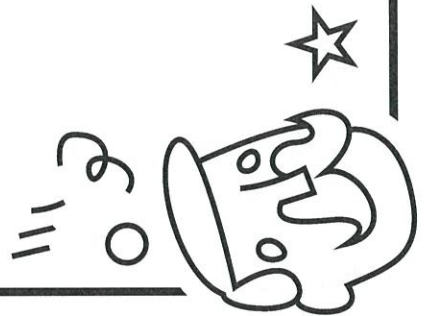
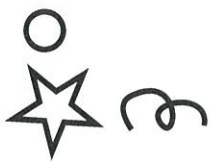




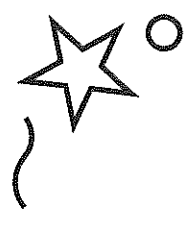
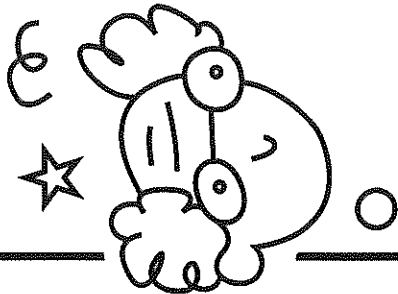
Here is a picture of my family.



_____ is my _____.



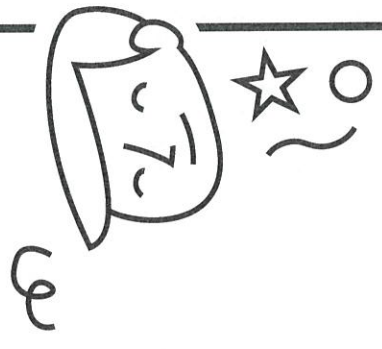
_____ is my _____.



_____ is _____ years old.



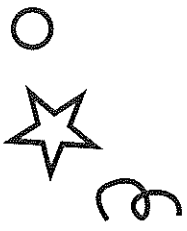
_____ is my _____.



_____ was born in _____.

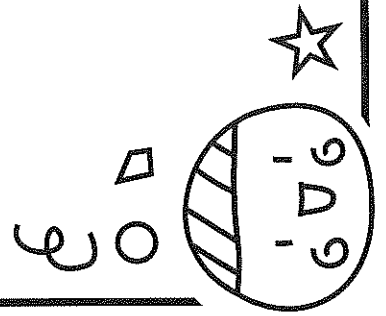
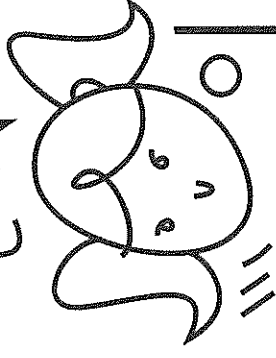
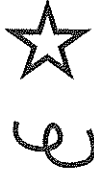
_____ grew up in _____.



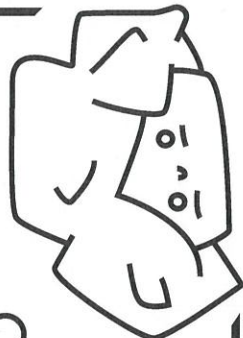
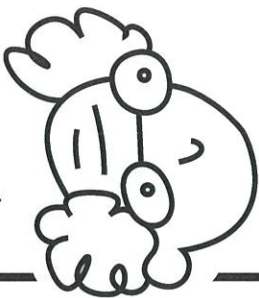


My family likes to

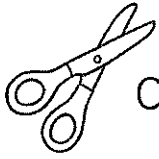
celebrate _____.



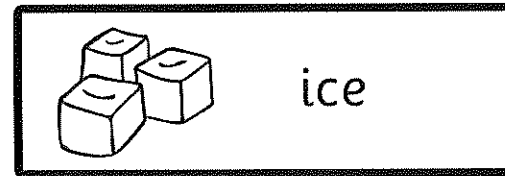
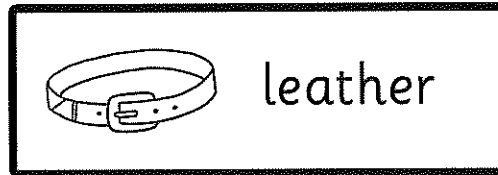
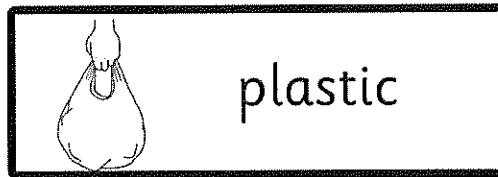
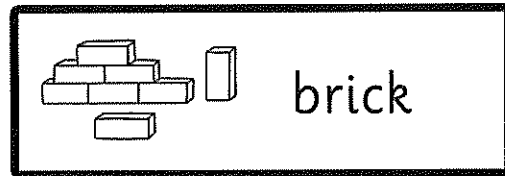
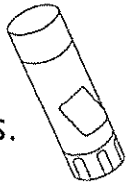
In my family, _____ tells
stories about our past.



Hard and Soft Materials Cut and Paste Sorting Activity



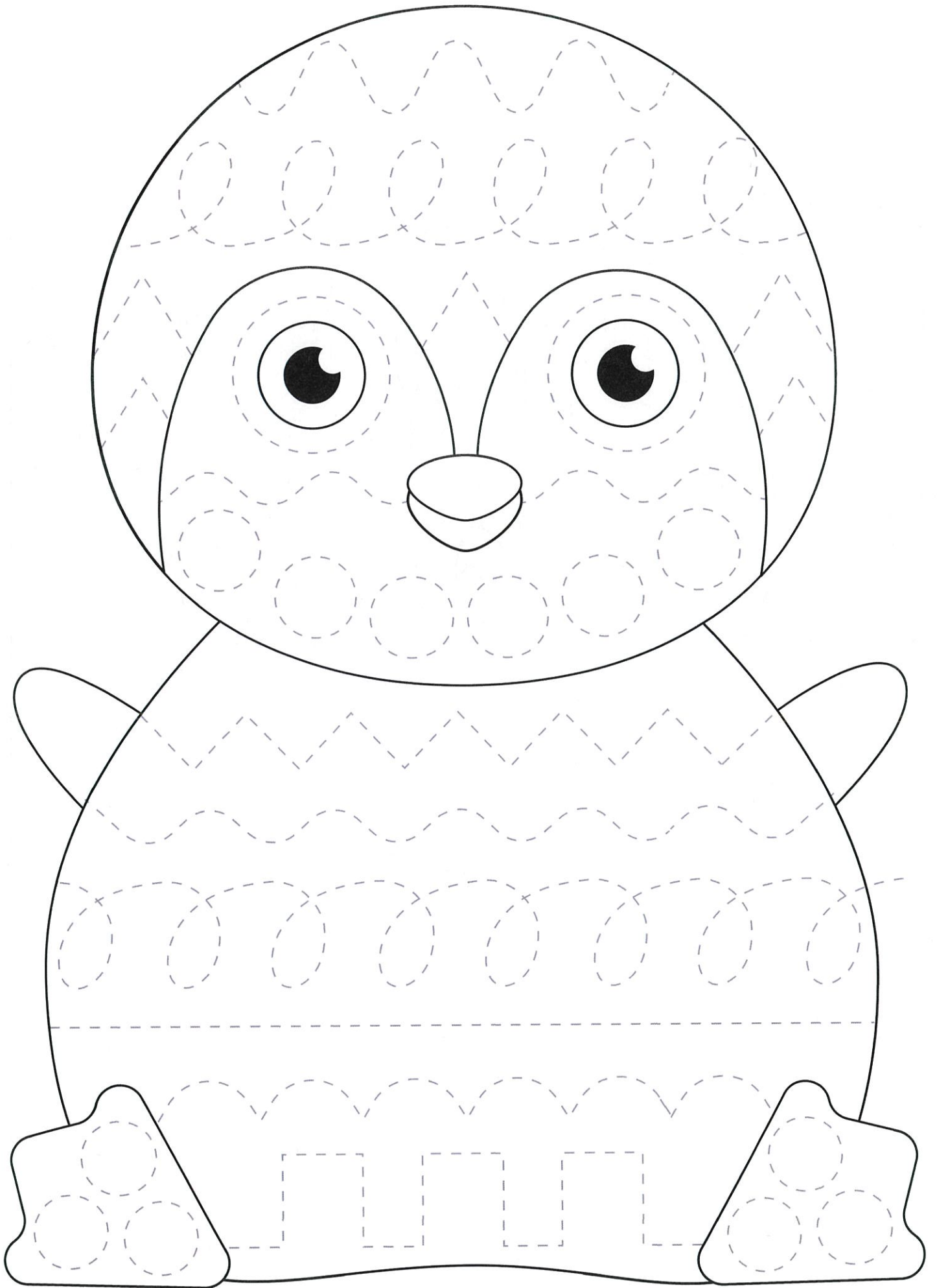
Cut out the boxes and sort them into hard and soft materials.

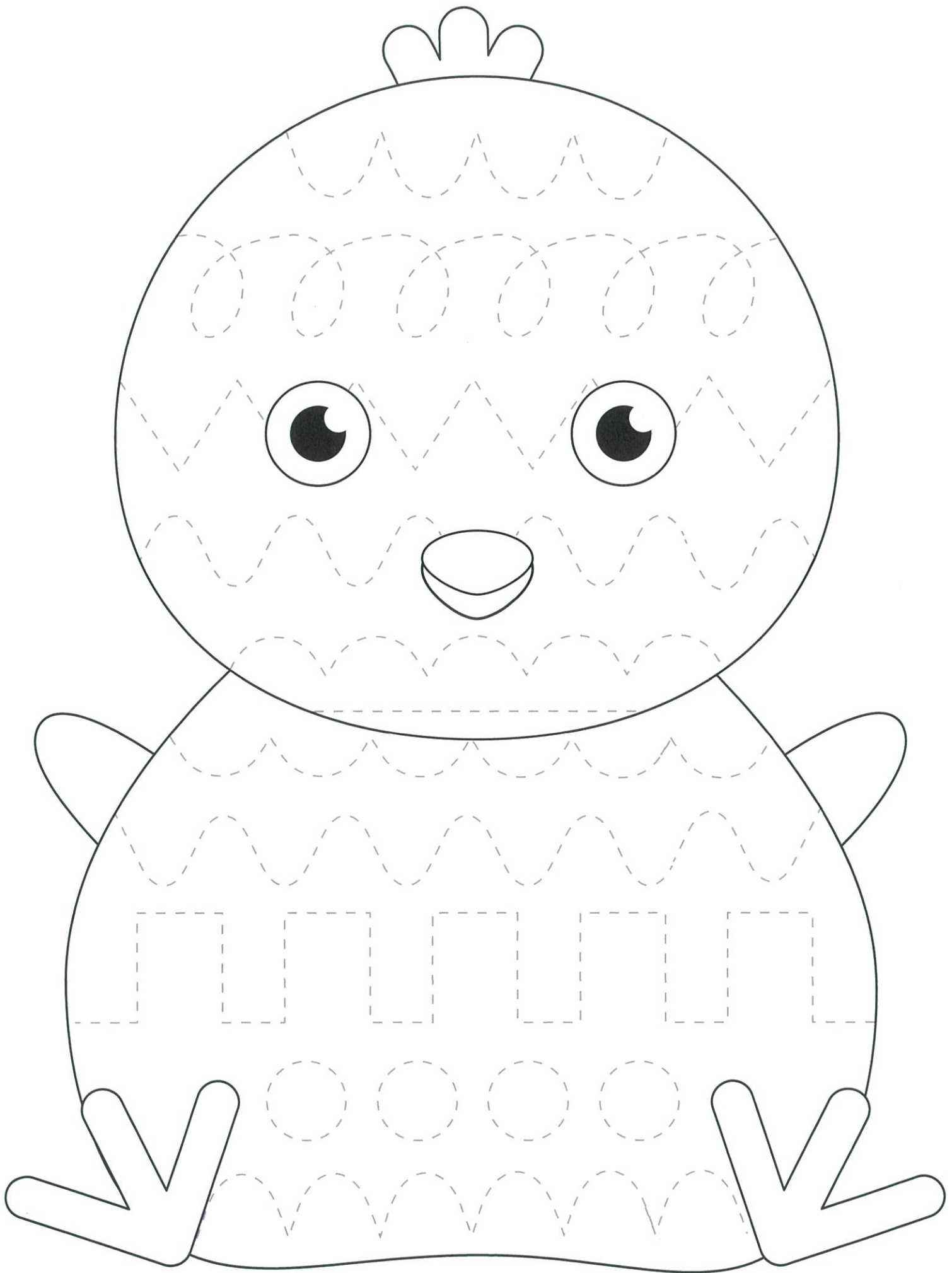


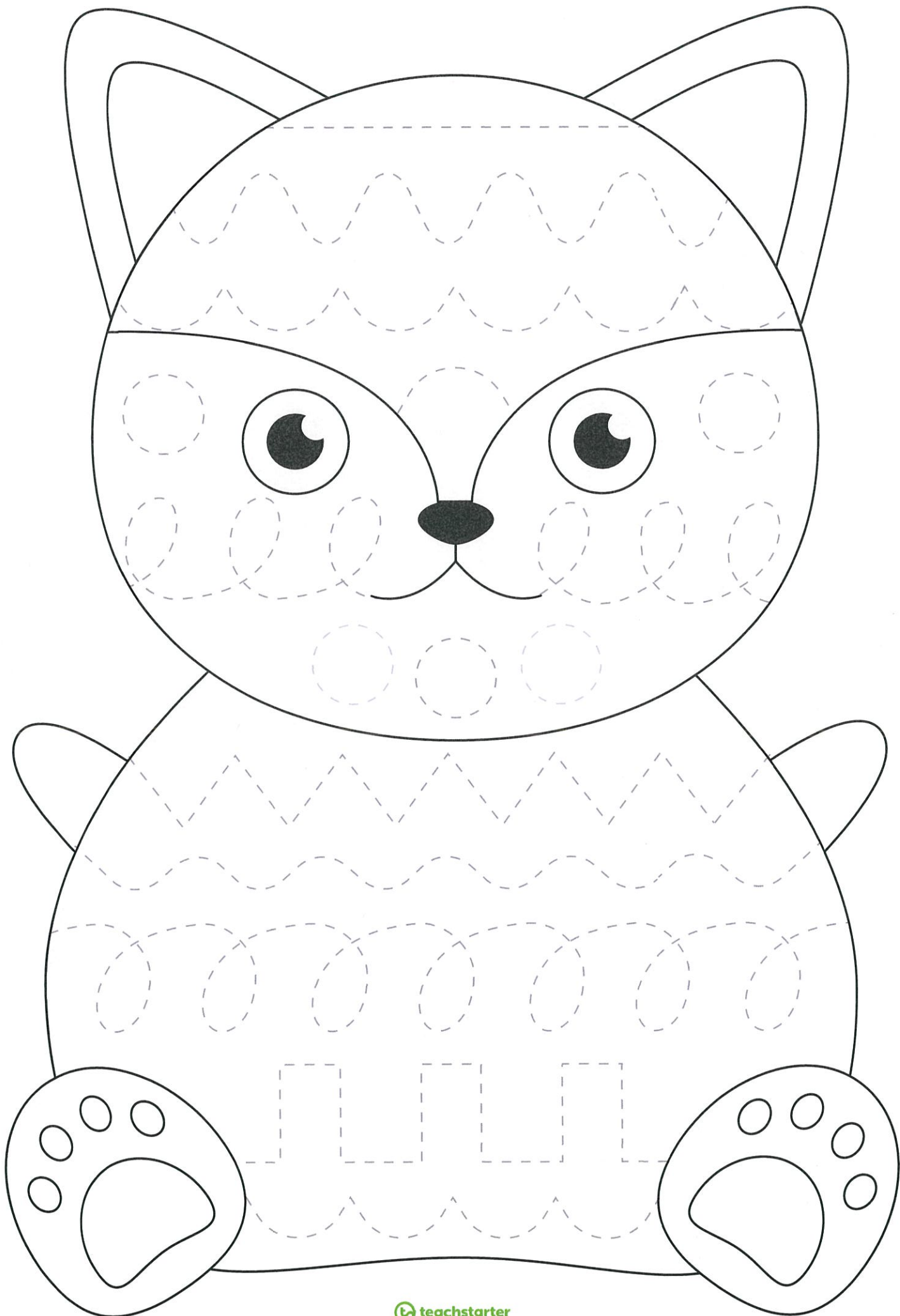
Hard

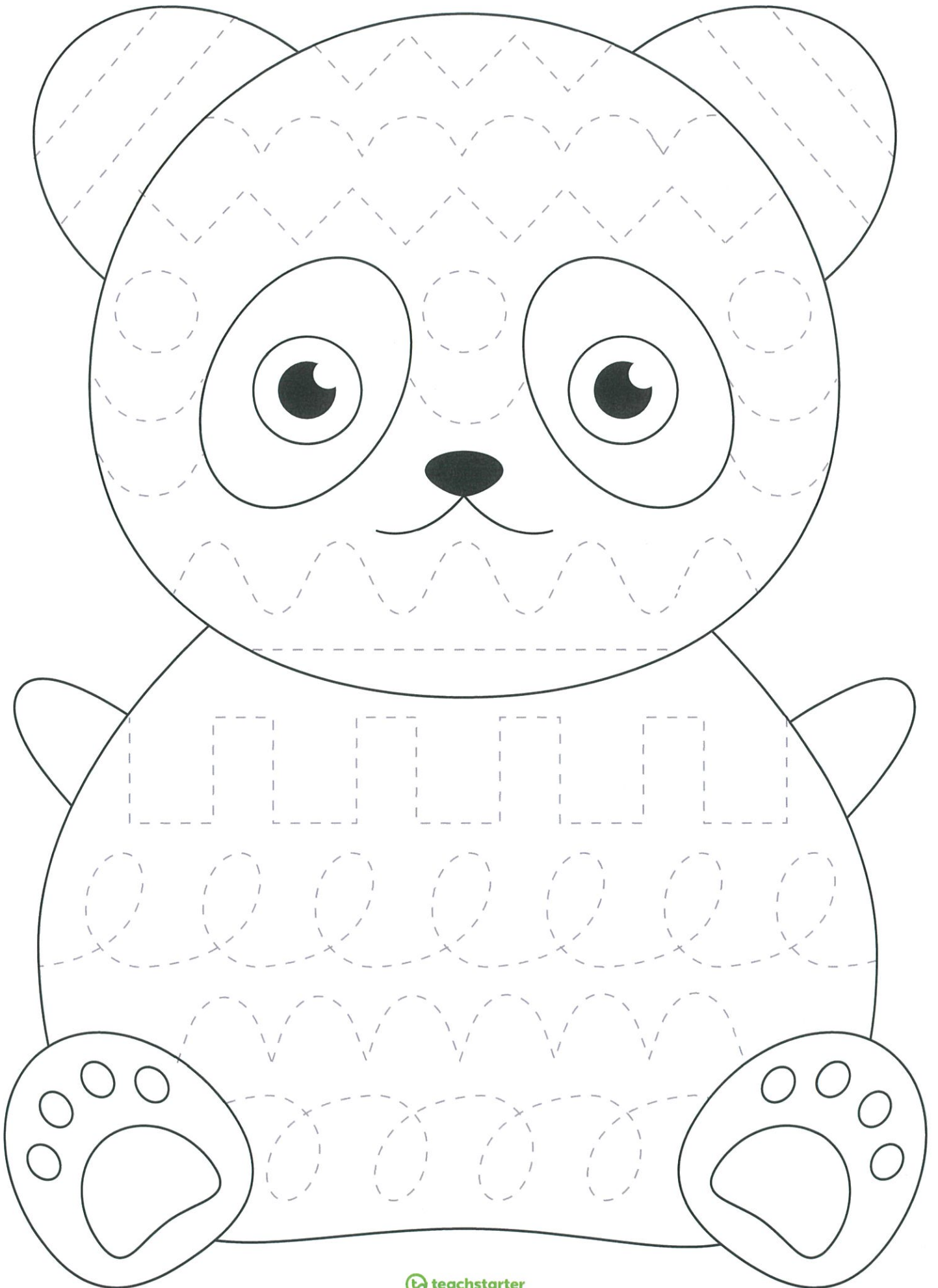
Soft



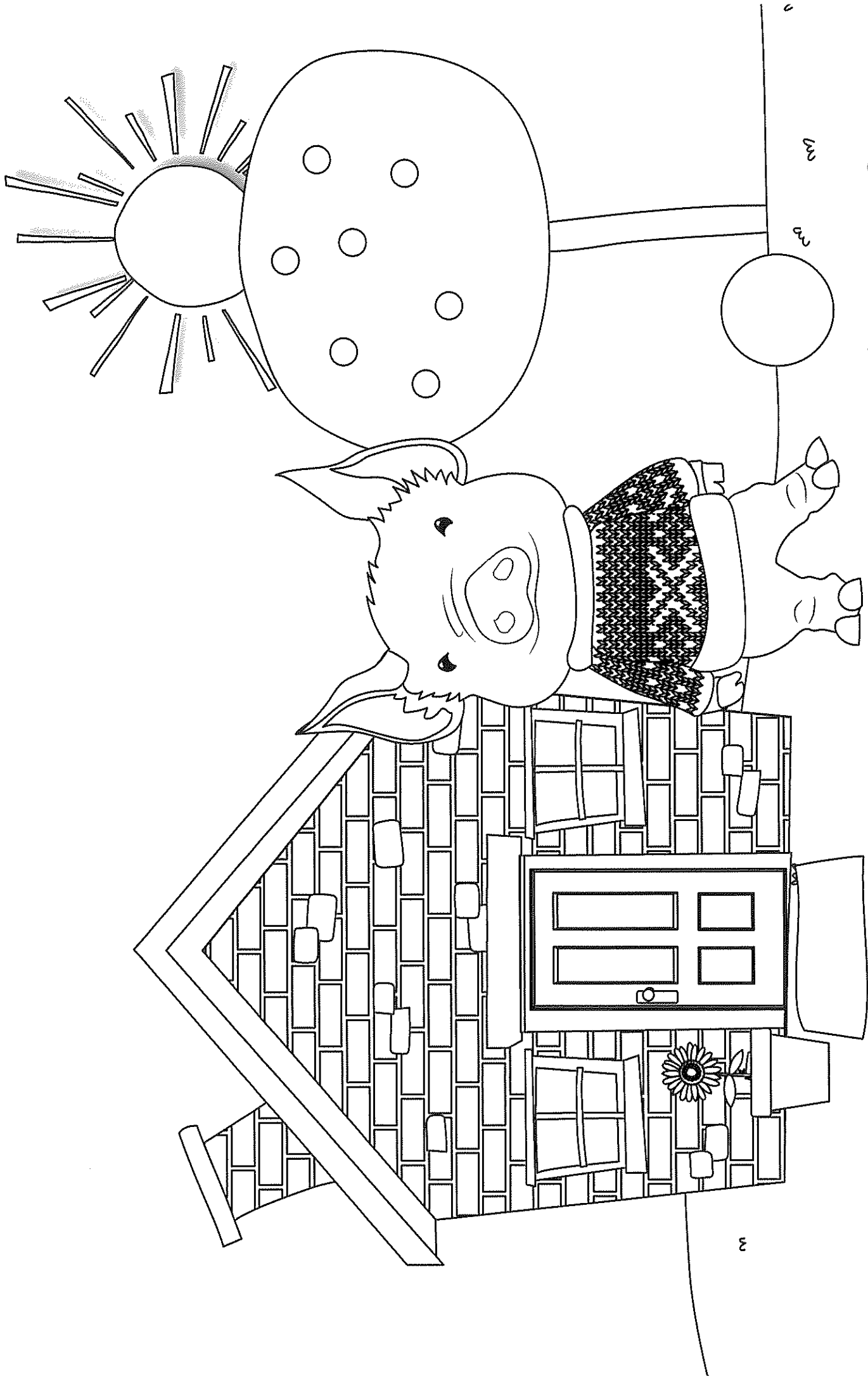


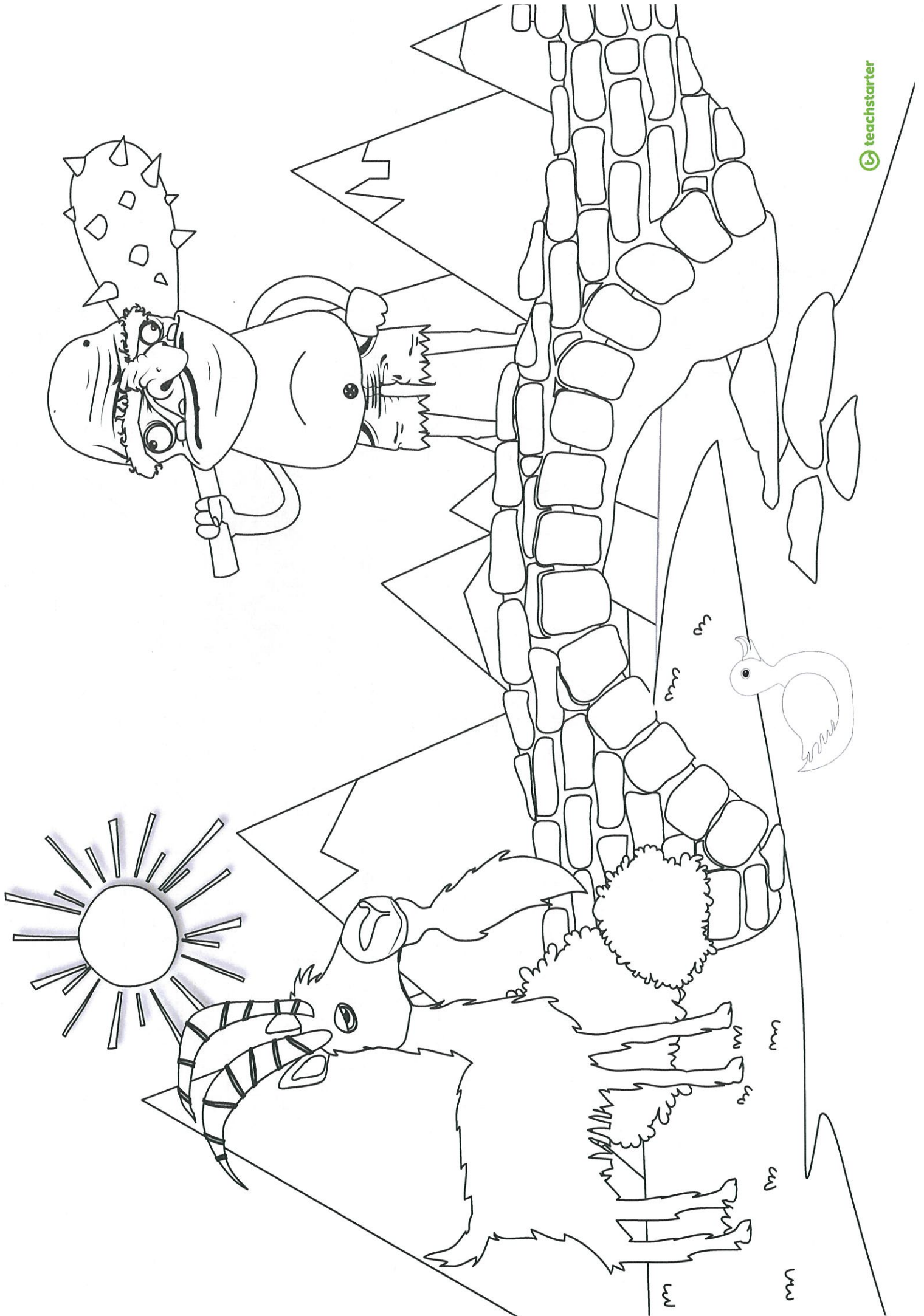


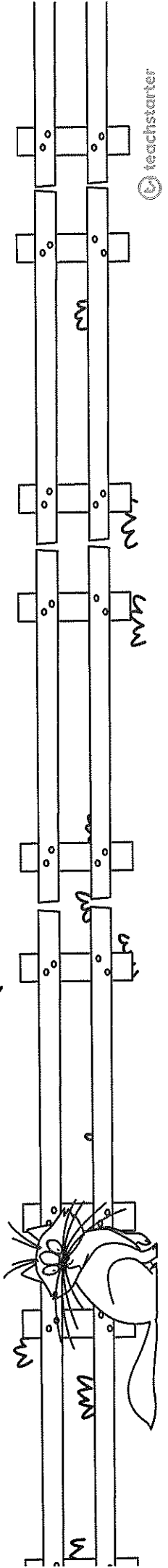
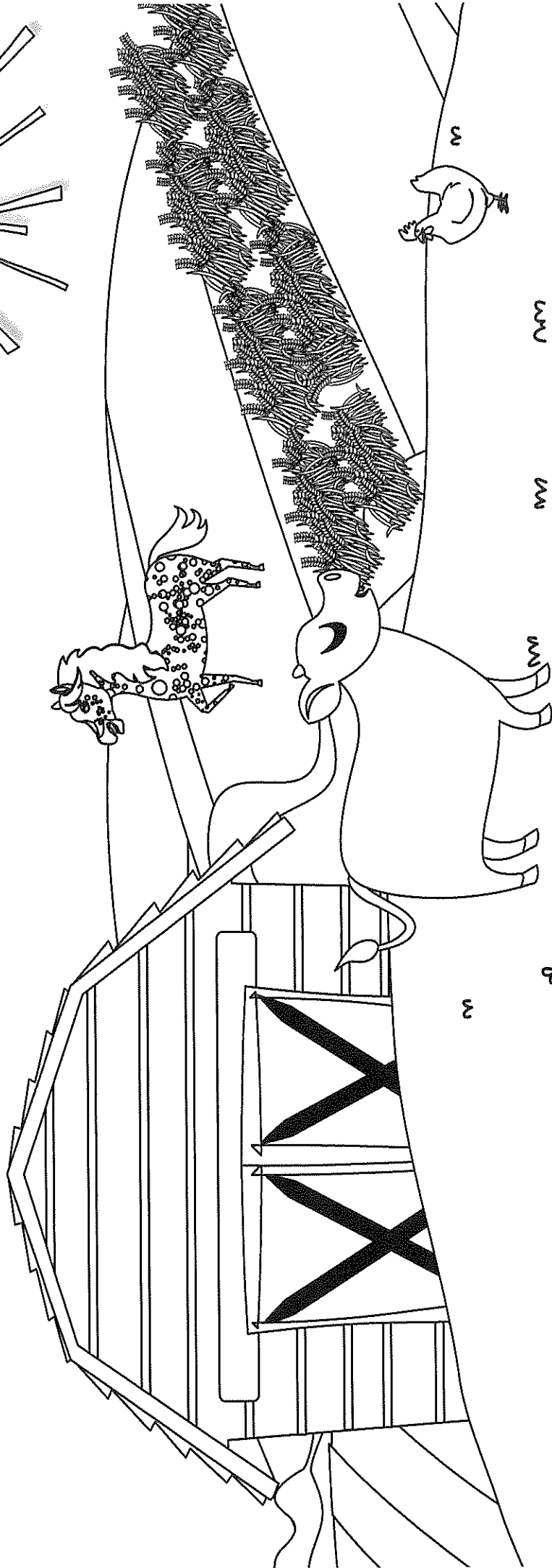
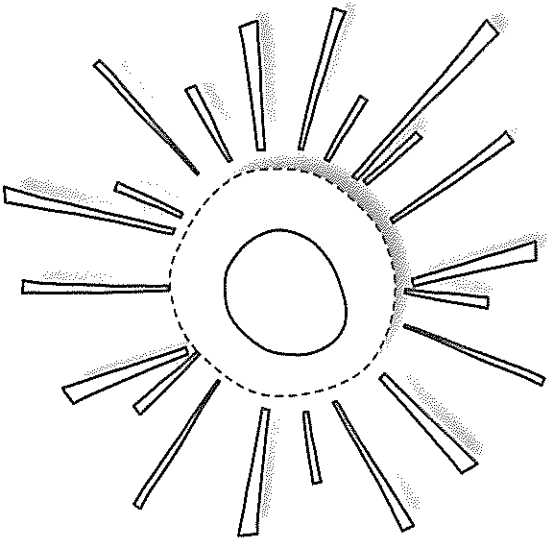













Week 9

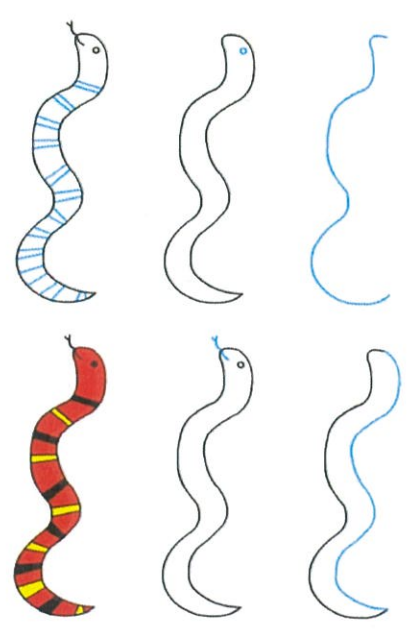
Morning	Middle	Afternoon
<p>Today's Task: Have you made your bed?</p> <p>English In your workbook, write the words "I" "am" and "is" 5 times each.</p> <p>Make the letter "a" out of playdough. ✓ Complete the letter "a" handwriting sheet. ✓</p> <p>Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know? Discuss this with your parent/carer.</p> <p>Break Time</p>	<p>Mathematics Ask someone to help you collect 20 objects. You could collect pasta, pegs, hair clips or even Coles StickeeZ. Practise counting your collection, forwards and backwards.</p> <p>Count how many steps it takes to get from your bedroom to the kitchen and back.</p> <p>Draw 6 apples in your workbook.</p> <p>Break Time</p>	<p>Science and Technology Go outside and look at the sky. Is the sky clear, cloudy or overcast? In your workbook, draw the weather symbol that describes today's sky.</p> <p>How does the weather feel on your body today? Is it hot, warm, cool, cold or freezing?</p> <p>On the same page in your workbook, draw a picture of what clothing you should wear today.</p>
<p>Monday 23/3</p> <p>Today's Task: Could you organise your toys today?</p> <p>English Create the words "I" "am" and "is" out of pasta, pegs or playdough.</p> <p>Write the letter "a" in your workbook 10 times. You may use any colour you like. <i>Complete the letter 'a' handwriting sheet</i></p> <p>Do you know any animals or objects that start with the letter "a"? In your workbook, draw 2 things that start with the letter "a".</p> <p>Break Time</p>	<p>Mathematics Number hunt: what numbers can you find in your house? Can you find all the numbers from zero to twenty? For example, look at the numbers on a remote control or a clock. Can you find numbers on shoes, on food in the cupboard or in the fridge?</p> <p>Try writing these numbers in your workbook. Collect your favourite toys, books or LEGO. Sort them into different categories. Explain to a grown up how you chose to sort them? Is there another way you can sort them?</p> <p>Break Time</p>	<p>Geography Think of a place that is very special to you. It can be anywhere you like. For example, school, beach or home.</p> <p>In your workbook, draw a picture of this place and label where it is. Talk about your picture with a grown up. Tell them why it's special to you.</p>
<p>Tuesday 24/3</p>		

Wednesday 25/3	Thursday 26/3
<p>Today's Task: Can you help make lunch today?</p> <p>English</p> <p>Create the words "I" and "am" out of playdough.</p> <p>In your workbook, write a sentence using these words. You might like to write:</p> <p>I am a girl. OR I am a dog. OR I am a cat. It's your choice!</p> <p>Remember to use a capital letter at the beginning of the sentence, leave a space in between each word and put a full stop at the end of the sentence.</p> <p>If you're not sure how to spell a word, remember to write all the sounds and letters you can hear.</p> <p>Break Time</p>	<p>Today's Task: Help a family member today.</p> <p>English</p> <p>In your workbook, write the words "I" "like" and "to" 5 times each.</p> <p>Make the letter "m" out of playdough.</p> <p>Complete the letter "m" handwriting worksheet.</p> <p>Read a book with a parent/carer. What interesting words can you find in the story? Identify all the characters in the story and talk about them with your parent/carer.</p> <p>Who is your favourite character? What do you like about this character?</p> <p>In your workbook, draw a picture of this character. Remember to include lots of details like their hair colour, what they're wearing and what they're doing in the story.</p> <p>Break Time</p>
<p>Mathematics</p> <p>Count from 1 to 20 while tapping your hands on your knees. Do 20 jumps on the spot. Do 20 hops on the spot.</p> <p>I can show the number 4 in many ways:</p> <p>4 four 1+1+1+1 ● ● ● ●</p> <p>How many ways can you show the number 5?</p> <p>In your workbook, write the number 5 in 5 different colours.</p>	<p>Mathematics</p> <p>Count how many windows are in your house.</p> <p>In your workbook, write the numbers 1 to 10 in red.</p> <p>In your workbook, write the numbers 1 to 10 again in your favourite colour.</p> <p>In your workbook, draw a pattern using 2 or 3 colours. Remember a pattern repeats itself over and over. Eg.</p> 
<p>Creative Arts</p> <p>The word "apple" begins with "a". Using collage materials, make an artwork of an apple.</p> <p>You could use torn up pieces of newspaper, magazines, red paper, green paper, or even wrapping paper. Draw an apple and glue the little pieces of paper onto your apple. Ask an adult to help you cut your apple out.</p> <p>If you don't have glue and collage materials, that's okay, you can draw an apple, colour it in and cut it out.</p>	<p>PDHPE</p> <p>In your workbook, draw a happy face, a sad face and a tired face.</p> <p>How are you feeling right now? Draw a face that shows this. Why do you feel this way? Discuss how you feel with a family member.</p> <p>Practise throwing and catching a ball with a family member. If you don't have a ball, you could use a pair of socks.</p>

<p>Friday 27/3</p> <p>Today's Task: Can you tidy your room?</p> <p>Create the words "I", "like" and "to" out of playdough.</p> <p>In your workbook, write a sentence using these words: You might like to write: I like to hop. OR I like to sit. OR I like to jump. It's your choice!</p> <p>Remember to use a capital letter at the beginning of the sentence, leave a space in between each word and put a full stop at the end of the sentence.</p> <p>If you're not sure how to spell a word, remember to write all the sounds and letters you can hear.</p> <p>Break Time</p>	<p>Mathematics</p> <p>Count and do 20 star jumps. Clap 20 times. Pretend you're a rocket ship and count backwards from 10 to 0.</p> <p>Challenge: can you count backwards from 20 to 0?</p>	<p>History</p> <p>Who is in your family? Ask each of your family members what country they were born in.</p> <p>In your workbook, draw a picture of your family and label each person.</p> <p>Weekly Reflection: What has been your favourite activity this week? Discuss this with a parent/caregiver.</p>
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Week 10

<p>Monday 30/3</p> <p>Today's Task: Can you help cook dinner tonight?</p> <p>English In your workbook, write the words "this" and "is" 3 times each. Use your favourite colours.</p> <p>Make the letter "s" out of playdough. Complete the letter "s" handwriting worksheet.</p> <p>Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know? Discuss this with your parent/carer.</p> <p>Break Time</p>	<p>Morning</p> <p>Mathematics Make the numbers 1 to 10 using your body. You may need help from another family member.</p> <p>Count how many steps it takes to get from your bathroom to your front door.</p> <p>Draw 8 bananas in your workbook.</p> <p>Break Time</p>	<p>Middle</p> <p>Science and Technology Go on a material hunt in your house! What can you collect to make your cubby house? For example, a pillow and a sheet or blocks. Ask a family member if they think you have chosen suitable materials and objects.</p> <p>Make a cubby house. Ask a family member to help create your cubby house with you. What shape is your cubby house? Were the materials suitable? Is the cubby house large enough for you to crawl inside?</p> <p>Afternoon</p> <p>Ask your parents if you can keep your cubby house for tomorrow's geography lesson.</p>
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<p align="center">Tuesday 31/3</p>	<p>Today's Task: Could you help fold the laundry today?</p> <p>English Create the words "this" and "is" out of pasta, pegs or playdough.</p> <p>In your workbook, write the letter "s" 10 times. Choose any colour you like.</p> <p>Do you know any animals or objects that start with the letter "s"? In your workbook, draw 2 things that start with the letter "s".</p> <p>Break Time</p>	<p>Mathematics With a family member, play "buzz of hairy legs" counting from 1 to 20.</p> <p>In case you've forgotten it goes like this: You say 1, the next person says 2, you say 3 and the next person says 4. The winner is the person that says the word "legs" at the end.</p> <p>Work with someone in your family to see how many combinations you can make to the number 6. Use something at home, maybe blocks and share them. If you have 5 red how many more blue blocks do I need to make 6? Try another way.</p> <p>Break Time</p>	<p>Geography & History</p> <p>How can you make your cubby house a special place for you and a family member to enjoy? What can you put inside the space (for example, family photos)? What does your family like to do together? In your workbook draw a picture or write a sentence of what you like to do with your family. Your sentence could start with "I like to ____."</p>
<p align="center">Wednesday 1/4</p>	<p>Today's Task: Spend some time learning how to do your shoelaces?</p> <p>English Create the words "this" and "is" out of playdough.</p> <p>In your workbook, write a sentence using these words. You might like to write: This is a hat. OR This is a mat. OR This is a tin. It's your choice!</p> <p>Remember to use a capital letter at the beginning of the sentence, leave spaces in between each word and put a full stop at the end of the sentence.</p> <p>If you're not sure how to spell a word, remember to write all the sounds and letters you can hear.</p> <p>Break Time</p>	<p>Mathematics</p> <p>Count from 1 to 20 while tapping your hands on your knees. Write the numbers 1 to 10 in rainbow colours.</p> <p>I can show the number 4 in many ways: 4 four 1+1+1+1 ●●●●</p> <p>How many ways can you show the number 7? In your workbook, write the number 7 in 5 different colours.</p>	<p>Creative Arts</p> <p>The word snake begins with the letter "s". In your workbook follow the following steps to draw a snake. Colour it in your favourite colours.</p> 

Thursday 2/4	Friday 3/4
<p>Today's Task: Help hang the washing out.</p> <p>English In your workbook, write the words "see" and "my" 5 times each.</p> <p>Make the letter "i" out of playdough. Complete the letter "i" handwriting worksheet.</p> <p>Read a book with a parent/carer. What interesting words can you find in the story? What was your favourite part of the book? What did you like about this part?</p> <p>In your workbook, draw a picture of your favourite part of the book. Remember to include lots of details like who is in this part, what does the background look like and what was happening in this part.</p> <p>Break Time</p>	<p>Today's Task: Sing a song to your family.</p> <p>English Create the words "see" and "my" out of playdough.</p> <p>In your workbook, write a sentence using these words. You might like to write: See my bed. OR See my dog. OR See my pet. It's your choiced!</p> <p>Remember to use a capital letter at the beginning of the sentence, leave a space in between each word and put a full stop at the end of the sentence. If you're not sure how to spell a word, remember to write all the sounds and letters you can hear.</p> <p>Break Time</p>
<p>Mathematics Count how many t-shirts there are in your t-shirt drawer.</p> <p>Using playdough, make the numbers 1 to 10.</p> <p>In your workbook, draw something that is bigger than your hand. Now draw something that is smaller than your hand.</p> <p>Challenge: Can you find something that is the same size as you hand? Draw it in your workbook.</p>	<p>Mathematics Count and do 20 star jumps. Clap 20 times. Pretend you're a rocket ship and count backwards from 10 to 0.</p> <p>Challenge: can you count backwards from 20 to 0?</p> <p>Find a chair in your house. Draw it in your workbook.</p> <p>In your workbook, draw something that is taller than this chair. Draw something that is shorter than this chair.</p> <p>Challenge: can you draw something that is the same height as the chair?</p>
<p>PDHPE Healthy eating: In your workbook, design and draw a plate of healthy food that you could eat for dinner.</p> <p>Can you balance on one foot for 20 counts? Remember to:</p> <ul style="list-style-type: none"> • Stand still with your foot flat on the ground. • Hold your bent leg away from your other leg. • Look at something in front of you. • Stand up tall when you balance. • Relax your arms. <p>Play Simon says with another family member. Call instructions such as 'Simon says balance on one leg', 'Simon says put your hands out to the side', 'put your hands in the air'.</p>	<p>Creative Arts Put on your favourite song. Dance to your song and clap to the beat.</p> <p>Weekly Reflection: What has been your favourite activity this week? Discuss this with a parent/caregiver.</p>

Week 11

			Week 11		
		Morning		Middle	Afternoon
Monday 6/4		<p>Today's Task: Look at your family photo albums. English In your workbook, write the words "I" " can" "see" " a" 3 times each. Use your favourite colours. Make the letter "t" out of playdough. Complete the letter "t" handwriting worksheet.</p> <p>Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story. Would you recommend this book to someone? Why or why not? Discuss this with your parent/carer. Break Time</p>	<p>Mathematics Put 20 pegs onto the clothesline. Now use these pegs to make the numbers 1 to 10. In your workbook, draw 10 snakes. Can you find 10 of your favourite things around your house? Show these to your family. Break Time</p>	<p>Science and Technology Design a paper aeroplane. Make it and measure how many steps it flies. Try a new design to see if you can beat how far it goes.</p>	
Tuesday 7/4		<p>Today's Task: Have a talent show for your family. English Create the words "I" " can" 'see" and "a" out of pasta, pegs or playdough. Write the letter "t" in your workbook 10 times. Choose any colour you like. Do you know any animals or objects that start with the letter "t"? In your workbook, draw 2 things that start with the letter "t". Break Time</p>	<p>Mathematics With a family member, play "buzz of hairy legs" counting from 10 to 0. In case you've forgotten it goes like this: you say 10, the next person says 9, you say 8 and the next person says 7. The winner is the person that says the word "legs" at the end. Grab a handful of pegs. Guess how many are in your hand. Count them. Were you right? In your workbook, draw how many pegs were in your hand. Break Time</p>	<p>Geography & History Draw a picture of a fun time or celebration you've had with your family. Why is it one of your favourite times? Talk to a grown up about this. How will you or how did you celebrate Easter this year?</p>	

Wednesday 8/4	Thursday 9/4
<p>Today's Task: Make a present for your family. English Create the words "I" "can" "see" and "a" out of playdough.</p> <p>In your workbook, write a sentence using these words. You might like to write: I can see a pen. OR I can see a flower. OR I can see a ring. It's your choice!</p> <p>Remember to use a capital letter at the beginning of the sentence, leave spaces in between each word and put a full stop at the end of the sentence.</p> <p>If you're not sure how to spell a word, remember to write all the sounds and letters you can hear.</p> <p>Break Time</p>	<p>Today's Task: Play dress up. English In your workbook, write the words "we" and "are" 5 times each.</p> <p>Make the letter "f" out of playdough.</p> <p>Complete the letter "f" handwriting worksheet.</p> <p>Read a book with a parent/carer. What interesting words can you find in the story? Identify all the characters in the story and talk about them with your parent/carer. What was your favourite part of the book? What did you like this part? In your workbook, draw what you think might happen next if the story did not stop on the last page of the book.</p> <p>Break Time</p>
<p>Mathematics</p> <p>Count how long you can stand on one leg. Have a competition with another family member.</p> <p>I can show the number 4 in many ways: 4 four 1+1+1+1 ● ● ● ●</p> <p>How many ways can you show the number 10? In your workbook, write the number 10 in 5 different colours.</p>	<p>Mathematics</p> <p>Count how people are in your family. Using playdough, make the numbers 1 to 10.</p> <p>Practise cutting a piece of paper in half. How do you know the parts are equal? Is there another way you can make half?</p> <p>When you are making your lunch today, practise counting and sharing items. For example, can you cut your sandwich in half? Can you count out scoops of rice for each person? Can you share an apple with a family member, so each person gets the same amount to eat?</p> <p>Break Time</p>
<p>Creative Arts</p> <p>Sketch and draw a picture of your favourite toy. Put it on display for your family. Ask them what they think about your drawing. What do they like about your picture? How could you improve it next time?</p>	<p>PDHPE</p> <p>Design a poster for your class rules. *Be kind *Be a learner *Hands and feet to yourself *Be a listener</p> <p>Practise skipping for 5 minutes. Time yourself skipping from one place to another.</p> <p>Count how many star jumps you can complete in 1 minute. You may need a grown up to help you.</p>

Friday 10/4

Today's Task: Make a time capsule with your family?

Create the words "we" and "are" out of playdough.

In your workbook, write a sentence using these words. You might like to write:

We are happy. OR

We are funny. OR

We are family. It's your choice!

Remember to use a capital letter at the beginning of the sentence, leave spaces in between each word and put a full stop at the end of the sentence.

If you're not sure how to spell a word, remember to write all the sounds and letters you can hear.

Break Time

Mathematics

Count and do 20 star jumps. Clap 20 times. Pretend you're a rocket ship and count backwards from 10 to 0.

Challenge: can you count backwards from 20 to 0?

Find objects in your house that are shaped like a circle.



Draw five of these in your workbook.

Creative Arts

Drama

Act out your favourite part from your favourite movie or story book. Put on a show for your family.

Weekly Reflection:

What has been your favourite activity this week? Discuss this with a parent/caregiver.

Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle



Try some origami

Create an obstacle course

Bake or cook something

Learn a magic trick

Paint or draw a picture



Make a joke book

Take photos of 10 living things



Build a blanket fort

Plan and hold a picnic

Make your own kite

Try a new board game



Play indoor mini-golf



Play Limbo

Write a letter to your future self

Potato sack race with pillow cases

Hold a tea-party



Make a time capsule

Hold a Karaoke concert



Play hide and seek

Open a pretend store

Blindfolded taste test

Look at photo albums

Have a paper plane contest



Play Pictionary

Play dress up



Play Restaurant

Try Yoga

Make a shoebox diorama

Learn a new card game



Put on a play

Make or play an instrument



Create a treasure hunt

Write or recite poem

Have a talent show

Make handmade presents

Choreograph a dance



Read a new book from the library

Play water bottle bowling

Play life-size Noughts and Crosses

Build the tallest tower



Online digital resources and activities for K-6

The following are addresses to department and external content to support students. Some resources are available online but suitable for independent offline learning. The websites are suitable for a range of grades.

You will need to select those that are at your grade level.

Parents are reminded to supervise their child while online and when using the internet.

https://readingeggs.com.au	https://www.starfall.com/h/
https://www.storylineonline.net/	https://www.kidsnews.com.au/news
https://thekidshouldseethis.com/	https://www.spellingcity.com/
https://www.literacyshed.com/home.html	https://schoolsequella.det.nsw.edu.au
https://education.abc.net.au/home#!/resources/-/mathematics	https://nrich.maths.org/
https://www.geogebra.org/	https://www.rga.org.au/
https://csunplugged.org/en/	https://australianmuseum.net.au/learn/teachers/learning/
https://www.geogspace.edu.au/	https://www.achistoryunits.edu.au/
https://www.nationalgeographic.org/education/resource-library	https://classroom.antarctica.gov.au/
https://www.youtube.com/watch?v=8Pc8mY5DNZA	https://www.sportaus.gov.au/p4l
https://www.projectfirestorm.com.au/	https://www.natgeokids.com/au/category/kids-club/
https://www.abc.net.au/btn/	https://ed.ted.com/
https://scratch.mit.edu/	https://www.prodigygame.com/
www.getepic.com	https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.htm
- IXL Maths Year 4 https://au.ixl.com/math/year-3	https://au.ixl.com/math/year-4 IXL English Year 3
- IXL English Year 4 https://au.ixl.com/ela/year-3	https://au.ixl.com/ela/year-4 Kahoot!
www.kahoot.com/home	- SPLASH Learn www.splashlearn.com
- Prodigy www.prodigygame.com	- Go Noodle family.gonoodle.com
- ABCYA www.abcya.com	- Study Ladder www.studyladder.com.au
-	-
- Storyline Online www.storylineonline.net	- Behind the News https://www.abc.net.au/btn/
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Resource	Stage of schooling	EAL/D phase	Overview
Bilingual dictionaries	Upper primary and secondary	All	Available in 32 languages.
Picture dictionary for ESL beginners	Upper primary and secondary	Beginning, Emerging	An interactive resources which allows students to see and hear commonly used words with English pronunciation.
ABC Learn English	Secondary	Developing, Consolidating	Engagement with language on a range of everyday topics and grammar.
ABC Education	Primary and secondary	All	Curriculum linked resources across all key learning areas.
SBS The Boat book The Boat resources	Year 11	Developing, Consolidating	Stage 6 English EAL/D Year 11 Focus on Reading module. Must be teacher guided – can be via online platforms.
SBS Learn	Middle primary, upper primary and secondary	Developing, Consolidating	Videos on a range of topics to support teaching and learning.
BBC Bitesize (UK)	Primary and secondary	All	Games, activities and videos
Resource	Stage of schooling	EAL/D phase	Overview
	secondary		across a range of subjects and topics.
Learn English Kids	Primary	All	Videos and activities across the modes of reading, writing, speaking and listening.
ESL for beginners	Primary	Beginning	12 modules based on social and everyday language including greetings and numbers.
Unite for literacy	Lower primary	Beginning, Emerging, Consolidating	Online readers with options for text to be read aloud in English and other languages.
Khan Academy	Primary and secondary	All	Free online learning courses in Mathematics, Science and English.
Membean	Upper primary and secondary	Developing and consolidating	Vocabulary teaching resource which focuses on morphemes and etymology of words.
Storyline online	Primary	Emerging, consolidating, developing	Storybooks read aloud with simple animations.

Online resources for EAL/D learners

EAL/D teaching and learning focuses on students learning English in context and across the curriculum so that they acquire the English language skills relevant to each content area. To complement school based learning, a list of useful web based resources have been provided below. Each resource contains a link, the appropriate stage of school, a brief overview and the EAL/D phase of students that would be able to utilise the resource.

