

Term 2 Week One – Pre-Primary 2020

Literacy	Oral Language	Fine Motor	Movement
<p>Book: Read/listen to the story "Possum Magic" (on Seesaw if you don't have a copy) each day. Follow the picture book comprehension questions for Day 1-4 (in your pack). Talk about the interesting phrases in the story. Eg: "in her heart of hearts"</p>	<p>Cooking activity: Making Iced Biscuits. Complete the Activity Retell for 4 and 5 year olds (in your pack). Ask your mum and dad to write your retell down in your scrapbook.</p>	<p>Cut around your elephant (in your pack). Make sure you follow the instructions of how to hold your scissors correctly. Glue into your scrapbook and decorate if you wish!</p>	<p>Ball skills Either follow the suggested activities in your pack, or practise overarm and underarm throwing with an adult in your backyard.</p>
<p>Alphabet Sound Picture Matching Task (in Learning Target 1 pack). Complete one each day. Play "Learning to recognise the sounds" using Game Board 1 and 2 alternatively over the week (in Learning Target 1 pack).</p>	<p>Food Scene Semantic Questioning (in your pack). Parents please read it through carefully before conducting the activity as there's a lot of information to take in! Do the additional activities another day.</p>	<p>Forming Letters (in Learning Target 1 pack) One row of each letter over three days. Begin with handwriting warm up exercises. Focus on good pencil grip and correct letter formation. Follow the prompt sheets included in your pack.</p>	<p>Go Noodle – you will need to sign up for this. It's free. www.gonoodle.com Search for "Banana Banana Meatball" Have fun!</p>
Maths			
<p>Independently write the numerals 0-10. Make collections to represent each number. Use items such as pegs, buttons, milk bottle tops etc. Complete pages 9 and 12 in your Oxford Maths book. Play one of our counting games from the interactive site: www.topmarks.co.uk/interactive</p>	<p>Make some playdough with your family. Roll your playdough to make worms. How many worms did you make? (See recipe in pack). Match worms to number cards. See if you can work out how many you would have if you made 1 more worm, or took a worm away. Ask your mum and dad to make some worms too. Who has more/less?</p>	<p>Identify two dimensional and three dimensional shapes. Students are to complete the pre-test on shapes (leave in math book) Watch video – 3D Shape song Go on a 'shape hunt' around your home. Look for three dimensional shapes. (Cube, Sphere, Cylinder, Cone) Seesaw: Print Shape Pre-test Watch 3D shape song https://www.youtube.com/watch?v=guNdJ5MtX1A</p>	<p>Recognise, sort and name 3D objects and explore their properties. Watch video on 3D shapes Complete pages 100 and 101 in Oxford Maths book. Watch 3D shape song again. https://www.youtube.com/watch?v=guNdJ5MtX1A</p>
Integrated activities			
<p>What foods did Hush eat? Sort them into healthy and unhealthy foods. Make a list/ draw your favourite foods. Which ones are healthy? Draw two big circles in your scrapbook. Cut out foods from magazines (remember the correct way to hold your scissors!) and sort them into healthy and unhealthy in your circles.</p>	<p>Find the places Hush and her grandmother visited in the story on a map or in an Atlas. Have you been to any of these? Investigate other interesting places Hush could have visited. Read the Powerpoint included in your pack about Uluru with your parents. Discuss the plants and animals near Uluru, and why Uluru is important to Aboriginal peoples.</p>	<p>Collect Australian coins, put them under a page of your scrapbook, and rub them with a soft lead pencil to create pictures of the Australian animals featured on these coins. Identify the animals and the coin value. Choose one animal to investigate. Draw and write about your animal in your scrapbook. See if you can find Australia on a globe, or map of the world.</p>	<p>Digital Technologies. Promote safety strategies for using online platforms. Read the Power point about Buddy the Dog (Slide 1-9) Discuss each slide with your child. Seesaw: Buddy the Dog's Internet Safety Story</p>

Religion	Italian	Music	Science
<p>Unit: Church. <i>Each person is special</i></p> <p>Discuss that there are many ways that people are created different from one another. Introduce the word 'unique' What makes people unique? Students paint a Self-portrait. Caption the portrait with a statement made by the student.</p> <p>Seesaw - Print out 'I am unique' template (Lesson 1 and 2 worksheets).</p> <p><i>Each person is given a special name</i></p> <p>Explain that a person's name is very important and that some have special meanings. Identify the difference between a first name and a last name(surname)</p> <p>Watch the story 'Chrysanthemum' by Kevin Henkes. Discuss how all names are special. Students create a name plaque with the first and last name. Attach to their portrait. We will display them when we get back to school.</p> <p>Seesaw- Watch the story 'Chrysanthemum' by Kevin Henkes https://www.youtube.com/watch?v=7fkR7X4SevE</p> <p>Seesaw: Share your work</p>	<p>Identify and say the colours of the rainbow. (l'arcobaleno). Students colour in the colours of the rainbow and say the words in Italian. Seesaw: Print out rainbow worksheet</p>	<p>Lookout on SEESAW for your weekly music activities. Miss Barbera will add them under activities on Tuesday morning.</p>	<p>Be a Weather Watcher Watch the Mystery Science clip via the student link on Seesaw then complete an Observational Drawing paying close attention to the 4 factors Doug talked about in the video. There is a note on Seesaw to help you remember the 4 factors.</p>

Links to the Western Australian Foundation (Pre-Primary) Curriculum

Maths

Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point. (ACMNA001)

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond. (ACMNA002)

Respond to familiar everyday shapes and objects. ACMMG009

English

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school. (ACELA1437)

Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents. (ACELA1440)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently. (ACELY1650)

Identify some features of texts including events and characters and retell events from a text. (ACELT1578)

Health and Phys-Ed

Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, and following safety symbols and procedures. (ACPPS006)

HASS

The globe as a representation of the Earth on which Australia and other familiar countries can be located (ACHASSK014).

The reasons some places are special to people and how they can be look after, including Aboriginal and Torres Strait Islander Peoples' places of significance. (ACHASSK017) (ACHASSK016)

Digital Technologies

React to the use of some common digital systems (hardware and software components) as they experience their purpose. (VCDTDS001)

Language – Italian

Convey factual information about their personal worlds, using songs, rhymes, gestures, pictures, labels, captions and familiar words (ACLITC006)