

# Kindergarten Class Timetable—Week 4, Term 2

Monday 18/05/20

<b>Morning</b>	<p><b>English (about 60 minutes):</b></p> <p><u>Phonics (about 30 minutes):</u> Visit our Google Classroom to check our sounds of the week. Today we will be looking at the sound /q/. Listen to the <a href="#">ants in the apple song</a> (letter q). Think of some words that start with this sound. E.g. quick, quiet, queen, question. Practise writing a capital Q and a lowercase q on a piece of paper. Complete the letter q colouring worksheet in our alphabet book (page 35). Please upload a photo to the assignment Doc called <i>Phonics Work—Term 2</i>.</p> <p><u>Sight Words (about 30 minutes):</u> Practise writing your sight words on a piece of paper. Remember to read your sight words and then write them. Choose and complete an activity from our sight words ideas page. Upload a photo to the assignment Doc called <i>Sight Words Work—Term 2</i>.</p> <p><b>Fruit Break (about 5 minutes)</b></p> <p><u>Blending Sounds (about 5 minutes):</u> Go to the Reading Activities Topic folder on Google Classroom. Open the Driving Through CVC Words PowerPoint and work through 5 slides. Can you sound out the words? Sound out each letter one by one, then blend the sounds together to read the whole word. For example, c-a-t makes cat.</p> <p><u>Reading (about 30 minutes):</u> Log onto Wushka using your personal username and password. You can find your username and password in the Reading - Wushka Topic folder. This week, we are focusing on the Making Connections strategy. After reading, talk to a family member about your favourite part of the story and explain why you liked it. For example, "I liked it when the dog splashed water all over mum." Share your favourite part to our Google Classroom.</p> <p><u>Writing (about 30 minutes):</u> Go to the Writing - Sentence a Day Topic on your Google Classroom. Read the instructions and open the PowerPoint to complete your activity for the day. Please upload a photo to the assignment Doc called <i>Sentence a Day Work—Term 2</i></p>
<b>Break</b>	
<b>Middle</b>	<p><b>Mathematics</b></p> <p><u>Numbers (10 minutes):</u> Complete our 'Continue the Pattern' warm up math activities PowerPoint. Choose <b>ONE</b> slide to complete. Continue the pattern by drawing it on a piece of paper. See how long you can do it for. Remember to look carefully to make sure it is correct.</p> <p><u>Mass (50 minutes):</u> Learning Intention: We are learning to decide which is heavier. Success Criteria: I can explain which object is heavier.</p> <p>Go through the lighter or heavier PowerPoint in our Google Classroom. Find each of the objects in your house and hold them. Which one is heavier? Which one is lighter? Watch the Sesame Street <a href="#">'heavy or light'</a> video . You are going to find the following objects in your house and put them into two different groups. One group will be labelled light and the other group will be labelled heavy. The objects are:</p> <ul style="list-style-type: none"><li>• Scissors and feather</li><li>• Purse and coin</li><li>• Book and comb</li><li>• Bat and ball</li><li>• Book and paintbrush</li></ul> <p>Draw the results on a piece of paper under the headings 'Light' and 'Heavy'. If you do not have these objects, find objects in your house with a similar weight or choose a variety of objects and decide if they are light or heavy. For example, a piece of paper is light and my lounge is heavy.</p>
<b>Break</b>	
<b>After-noon</b>	<p><b>Geography (about 60 minutes):</b></p> <p>Today we are focusing on our neighbourhood environment. Use this <a href="#">link</a> to look at a street view of our school on Google Maps. Move around the map to view the area around the school. Can you find anything familiar near our school? Maybe you can see a bus stop, a shop, a park. Maybe you can even find your house or your friend's house!</p> <p>Now find your house on Google Maps. You can view it in street view as well. What can you find in your neighbourhood? Where are these places in relation to your house? Use positional language to tell a family member. <i>For example: 'There is a park next to my house. There is a shop at the end of my street.'</i> View the <a href="#">neighbourhood video</a>. What is similar and different about your neighbourhood and the one in the video? Talk to a family member about this.</p> <p>Complete the sheet titled <i>My Street - 3</i> by drawing a line to help Emyliah find her way home. What would she see on her journey? Talk to a family member about the places and objects that Emyliah would see on her way home.</p> <p>Your neighbourhood is an important place. How do people in your street look after it? What does your family do to look after your street? Draw a picture of one thing you and your family can do to keep your street safe and clean. Upload a photo of your drawing to the Google Classroom Stream to share it with the class.</p> <p><b>Storytime (about 15 minutes):</b> Pick a book to read for enjoyment. Ask a family member to read the book with you. If you can't find a book at home you can watch <a href="#">Play School Story Time</a>.</p>

# Kindergarten Class Timetable—Week 4, Term 2

Tuesday 19/05/20

<b>Morn- ing</b>	<p><b>English (about 60 minutes):</b></p> <p><u>Phonics (about 30 minutes):</u> Listen to the ants in the apple song (letter q). Revise the words that you came up with yesterday. Are there anymore you can think of? Complete the letter q writing worksheet in our alphabet book (page 36). Please upload a photo to the assignment Doc called <i>Phonics Work—Term 2</i>.</p> <p><u>Sight Words (about 30 minutes):</u> Practise writing your sight words on a piece of paper. Remember to read your sight words and then write them. Choose and complete an activity from our sight words ideas page. Please upload a photo to the assignment Doc called <i>Sight Words Work—Term 2</i>.</p> <p><b>Fruit Break (about 5 minutes)</b></p> <p><u>Blending Sounds (about 5 minutes):</u> Go to the Reading Activities Topic folder on Google Classroom. Open the Driving Through CVC Words PowerPoint and work through 5 slides. Can you sound out the words? Sound out each letter one by one, then blend the sounds together to read the whole word. For example, c-a-t makes cat.</p> <p><u>Reading (about 30 minutes):</u> Log onto Wushka using your personal username and password. You can find your username and password in the Reading - Wushka Topic folder. This week, we are focusing on the Making Connections strategy. After reading, talk to a family member about your favourite character in the story and explain why they are your favourite. Draw a picture of your favourite character and write their name underneath. Upload a photo of your picture to our Google Classroom.</p> <p><u>Writing (about 30 minutes):</u> Go to the Writing - Sentence a Day Topic on your Google Classroom. Read the instructions and open the PowerPoint to complete your activity for the day. Please upload a photo to the assignment Doc called <i>Sentence a Day Work—Term 2</i>.</p>
<b>Break</b>	
<b>Middle</b>	<p><b>Mathematics:</b></p> <p><u>Numbers (10 minutes):</u> Complete our 'Continue the Pattern' warm up math activities PowerPoint. Choose <b>ONE</b> slide to complete. Continue the pattern by drawing it on a piece of paper. See how long you can do it for. Remember to look carefully to make sure it is correct.</p> <p><u>Mass (50 minutes):</u> Learning Intention: We are learning to compare the mass of items by pushing and pulling. Success Criteria: I can explain which object is heavier after pushing and pulling.</p> <p>Watch <a href="#">Bert and Ernie's heavy and light game</a>.</p> <p>Walk around your home and try your best to find four objects, all with different weights. You might need a family member to help you. You are going to try to push these objects and try to pull these objects. For example, you could push a basketball and pull a tennis ball. Which of the items that you found were difficult to push and pull and which ones were easy to push and pull? Have a think why. It could be that an object is too heavy or very light.</p> <p>Look through magazines and cut out pictures of objects that would be easy to push or pull and pictures of objects that would be hard to push or pull. Paste the pictures onto two different pieces of paper. Please upload a photo to the assignment Doc called <i>Maths Work—Term 2</i>.</p>
<b>Break</b>	
<b>After- noon</b>	<p><b>Science (about 75 minutes):</b></p> <p>Look at Miss Lin's assigned work for Science on your Google Classroom.</p>

# Kindergarten Class Timetable—Week 4, Term 2

Wednesday 20/05/20

<b>Morn- ing</b>	<p><b>English (about 60 minutes):</b></p> <p><u>Phonics (about 30 minutes):</u> Visit our Google Classroom to check our sounds of the week. Today we will be looking at the sound /z/. Listen to the <a href="#">ants in the apple song</a> (letter z). Think of some words that start or end with this sound. E.g. zebra, zip, zoo, zig-zag. Practise writing a capital z and a lowercase z on a piece of paper. Complete the letter z colouring worksheet in our alphabet book (page 53). Please upload a photo to the assignment Doc called <i>Phonics Work—Term 2</i>.</p> <p><u>Sight Words (about 30 minutes):</u> Practise writing your sight words on a piece of paper. Remember to read your sight words and then write them. Choose and complete an activity from our sight words ideas page. Please upload a photo to the assignment Doc called <i>Sight Words Work—Term 2</i>.</p> <p><b>Fruit Break (about 5 minutes)</b></p> <p><u>Blending Sounds (about 5 minutes):</u> Go to the Reading Activities Topic folder on Google Classroom. Open the Driving Through CVC Words PowerPoint and work through 5 slides. Can you sound out the words? Sound out each letter one by one, then blend the sounds together to read the whole word. For example, c-a-t makes cat.</p> <p><u>Reading (about 30 minutes):</u> Log onto Wushka using your personal username and password. You can find your username and password in the Reading - Wushka Topic folder. This week, we are focusing on the Making Connections strategy. While you are reading, try to make a connection by thinking about something familiar in the story that you have seen before or that has happened to you. Tell a family member about your connection. For example, “<i>The boy’s ice cream fell down in this story. That happened to me once when I was at grandma’s house.</i>”</p> <p><u>Writing (about 30 minutes):</u> Go to the Writing - Sentence a Day Topic on your Google Classroom. Read the instructions and open the PowerPoint to complete your activity for the day. Please upload a photo to the assignment Doc called <i>Sentence a Day Work—Term 2</i></p>
<b>Break</b>	
<b>Middle</b>	<p><b>Mathematics</b></p> <p><u>Numbers (10 minutes):</u> Complete our ‘Continue the Pattern’ warm up math activities PowerPoint. Choose <b>ONE</b> slide to complete. Continue the pattern by drawing it on a piece of paper. See how long you can do it for. Remember to look carefully to make sure it is correct.</p> <p><u>Mass (50 minutes):</u> Learning Intention: We are learning to decide which is heavier. Success Criteria: I can explain which object is heavier.</p> <p>Read and/or listen to the book <a href="#">‘Who Sank the Boat’</a> by Pamela Allen. Watch the <a href="#">Heavy and Light</a> video. You will need a family member to help you with this activity. Hold your arms out from your sides and have a family member place an object in each hand, making sure that one item is heavier. Think about what your arms want to automatically do? For example, heavier items push our arms down. Do this with different objects and pretend that you are a pan balance. The heavier side will always do down. Complete at least one worksheet of your choice from the ‘Mass bundle’ in our Google Classroom under the topic Mathematics. Please upload a photo to the assignment Doc called <i>Maths Work—Term 2</i>.</p>
<b>Break</b>	
<b>After- noon</b>	<p><b>If you see Mrs Jennings on a Wednesday afternoon, please find your activity for today under the topic folder ‘EAL/D Support - Mrs Jennings’.</b></p> <p><b>Developmental Play (about 60 minutes):</b> Pick a toy or game to play with, without using a device. You can play with a family member. Remember to play calmly and share your equipment. Make sure you pack away everything respectfully at the end. You can play with the following toys/games:</p> <ul style="list-style-type: none"><li>• Lego</li><li>• Dolls</li><li>• Play food</li><li>• Building Blocks</li><li>• Board Games</li><li>• Puzzles</li></ul> <p><u>Story time (about 15 minutes):</u> <b>ABC</b> Pick a book to read for enjoyment. Ask a family member to read the book with you. Talk about your favourite part of the book. If you do not have a book at home you can visit <a href="#">Storyline Online</a> and pick a story to view.</p>

# Kindergarten Class Timetable—Week 4, Term 2

Thursday 21/05/20

<b>Morn- ing</b>	<p><b>English</b></p> <p><u>Phonics (about 30 minutes)</u>: Listen to the ants in the apple song (letter z). Revise the words that you came up with yesterday. Are there anymore you can think of? Complete the letter z writing worksheet in our alphabet book (page 54). Please upload a photo to the assignment Doc called <i>Phonics Work—Term 2</i>.</p> <p><u>Sight Words (about 30 minutes)</u>: Practise writing your sight words on a piece of paper. Remember to read your sight words and then write them. Choose and complete an activity from our sight words ideas page. Please upload a photo to the assignment Doc called <i>Sight Words Work—Term 2</i>.</p> <p><b>Fruit Break (about 5 minutes)</b></p> <p><u>Blending Sounds (about 5 minutes)</u>: Go to the Reading Activities Topic folder on Google Classroom. Open the Driving Through CVC Words PowerPoint and work through 5 slides. Can you sound out the words? Sound out each letter one by one, then blend the sounds together to read the whole word. For example, c-a-t makes cat.</p> <p><u>Reading (about 30 minutes)</u>: Log onto Wushka using your personal username and password. You can find your username and password in the Reading - Wushka Topic folder. This week, we are focusing on the Making Connections strategy. After reading, remind yourself of the connection you made yesterday (or make another connection). Draw a picture of your connection to the Google Classroom, along with a short sentence describing it.</p> <p><u>Writing (about 30 minutes)</u>: Go to the Writing - Sentence a Day Topic on your Google Classroom. Read the instructions and open the PowerPoint to complete your activity for the day. Please upload a photo to the assignment Doc called <i>Sentence a Day Work—Term 2</i></p>
<b>Break</b>	
<b>Middle</b>	<p><b>Mathematics</b></p> <p><u>Numbers (10 minutes)</u>: Complete our 'Continue the Pattern' warm up math activities PowerPoint. Choose <b>ONE</b> slide to complete. Continue the pattern by drawing it on a piece of paper. See how long you can do it for. Remember to look carefully to make sure it is correct.</p> <p><u>Mass (50 minutes)</u>: Learning Intention: We are learning to sort by heavy objects and light objects. Success Criteria: I can compare and sort out heavy objects and light objects</p> <p>Play the <a href="#">Heavy or Light Game</a>.</p> <p>Complete the Heavy or Light sort it out activity on our Google Classroom under the topic Mathematics. You will need to cut out the objects and determine if they are heavy objects or if they are light objects. If you have any of these objects at home, you can try to lift them up to see if they are heavy or light. Please upload a photo to the assignment Doc called <i>Maths Work—Term 2</i>.</p>
<b>Break</b>	
<b>After- noon</b>	<p><b>DanceFever (about 60 minutes)</b>:</p> <ol style="list-style-type: none"><li>1. Today we will be doing our DanceFever Multisport lesson. This term we will be focusing on athletics.</li><li>2. Log on to your <a href="#">DanceFever portal</a>.</li><li>3. Click on the Athletics course.</li><li>4. Watch the video for this week's lesson. Remember to follow what the Dancefever teachers are saying!</li></ol> <p>Meditation: A healthy mind is important. Practise mindfulness by doing <a href="#">meditation</a>.. Find a comfortable spot and sit or lie down while you listen to the video. You may close your eyes if it helps you to relax.</p>

# Kindergarten Class Timetable—Week 4, Term 2

Friday 22/05/20

<b>Morning</b>	<p><b>English (about 60 minutes):</b></p> <p><u>Phonics (about 10 minutes):</u> Play the <a href="#">ABC match game</a> from Read, Write, Think.</p> <p><u>Fine Motor (about 20 minutes):</u> Choose and complete two activities from our fine motor activity page. Take your time when completing the activities and try your best to stay focused and use your finger and hand muscles.</p> <p><u>Reading Choice (about 30 minutes):</u> Pick one book to read with a family member. If you don't have a book at home, you can visit Play School Story Time and pick one book from there. After you finish reading, choose an activity to complete from the Super Six Choice Board, which is in the Reading Activities folder in Google Classroom. Remember to choose a different activity each week. Upload a photo of your work to your Google Classroom Stream.</p> <p><b><u>Fruit Break (about 5 minutes)</u></b></p> <p><b>Creative Arts—Drama (about 60 minutes):</b> Watch <a href="#">Cheeky Dogs for Early Years</a>.</p> <p>Complete the Walk the Dog activity sheet on our Google Classroom under the topic 'Creative Arts'.</p> <p>You will need to watch the video, move like a dog, draw different size dogs and write words from the story.</p>
<b>Break</b>	
<b>Middle</b>	<p><b>PDHPE (about 90 minutes):</b></p> <p><b><u>PDH — Changes</u></b></p> <p>Look at baby photos of yourself and current photos of yourself. With a family member, discuss the physical changes since the photos were taken. Draw and/or write down the similarities and differences. Think about how you were feeling in your different photos. What were you doing?</p> <p>Draw a series of things that you can do now that you are at school. For example, now that you are at school you can read a book, write, run etc. Compare your abilities to what you could do when you were younger. Upload a photo to our Google Classroom Stream.</p> <p><b><u>PE — Travelling</u></b></p> <p><u>Warm-up:</u> Watch <a href="#">Walk It Out</a>. Watch carefully as you will be changing the way you walk. It could be fast, slow, like a robot etc. Walk on the spot so that you are always in front of the video.</p> <p>Find different ways of moving around the room. For example, kangaroo hops, sliding, crawling. Which way was your favourite?</p> <p>Now move around the room by:</p> <ul style="list-style-type: none"><li>• running tall (stretching really high), running short (crouching really low)</li><li>• running holding your hands high and running holding your hands low</li><li>• running and lifting your feet and knees high</li><li>• sliding your feet along the floor.</li></ul> <p>Explore different ways of walking: on the toes, heels, sides of your feet, with toes pointed out, marching lifting knees high and swinging the arms.</p> <p>Explore other locomotor movements in a similar way e.g. jumping from one foot to the other, the biggest, smallest, highest jump. Bend your knees on the landing to absorb shock through the feet and ankles.</p> <p>Think about the way you have been moving and travelling around the room. Discuss with a family member which way of travelling you liked best and why.</p>
<b>Break</b>	
<b>After-noon</b>	<p><b>Computers with Miss Lin (about 60 minutes):</b></p> <p>Look at Miss Lin's assigned work for Technology on your Google Classroom.</p>