

Foundation, Year 1 and Year 2: Wednesday, March 25

TASK 1: LITERACY

Approx: 30 mins

Sight words

Note to Parents/Guardians:

You may already have a list of sight words (frequently used words) that your child is learning provided by your school. Feel free to substitute the words your child has for those in this activity. If you don't have a list, use the ones in here or create a list of words that are suitable for your child's ability.

Prepare two sets of cards each with a copy of your list of words. If using the above words there are lists you can print these out from the appendix.

Activity:

Use the following lists (or your own) to practice recognising familiar words by sight.

Foundation	Year 1	Year 2
at	what	could
is	old	would
was	when	should
in	which	where
be	how	because
me	every	before
for	after	always
have	from	around

Use the cards you have created as flash cards to test your child and see which words they may already know.

Practice the cards several times. Look for patterns between the words or with other words they already know (for example; in/it both have 'i' sound, when/why/which/where – can't hear the 'h', could/should/would – all contain 'ould', discuss the different features of the words, number of letters, initial sounds, common spelling patterns, etc)

Use each word in a sentence. Provide an example and then ask your student to come up with their own.

Game: Memory

Lay all cards face down on the table. Take it is turns with your parent or older sibling to turn over two cards. Read the words aloud. If they are unfamiliar, ask your parent to help you. If they are a match, you keep the pair, if they do not match turn them back over, and swap turns. The game finishes when all pairs have been found.

Finally, go through the words again. Have you become more familiar with them? Keep practicing these words over the week.

Extension:

If your child can confidently read all the words, work on being able to spell them confidently.

Curriculum Links:

English – Language – Phonics and Word Knowledge

Foundation: Know how to read and write some high-frequency words and other familiar words common sound that each letter represents

Year 1: Use visual memory to read and write high-frequency words

Year 2: Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds

TASK 2: LITERACY

Approx: 60 mins

Literacy – Story Sequence

Note to Parents/Guardians:

Many children will be very familiar with the story of the 'The Very Hungry Caterpillar' by Eric Carle.

This activity is focused on being able to sequence the story. To be able to retell a story, sequence is important. Use words such as first, second, next, after that, then, finally and at the end to help identify sequence.

The main events in the story are provided for Foundation students. Year 1 students might also use the sentences provided but encourage a more independent completion of the reading and sequencing. Year 2 students should be encouraged to retell and write their own version of the main events in the story, however can use the sentences provided if they need further support.

Activity:

Click on the following link to listen to the animated story of 'The Very Hungry Caterpillar' by Eric Carle.

<https://www.youtube.com/watch?v=75NQQK-Sm1YY>

If you have your own copy of this book you can read this together instead.

Foundation:

Cut an A4 piece of paper into 6 equal parts and write one of the following sentences onto each one or **print the worksheet which is included at the end of this lesson plan as an appendix.**



The caterpillar was hungry so he ate lots of different food.	The caterpillar built a cocoon around himself.
There was an egg on a leaf.	When he came out, he was a beautiful butterfly.
The egg hatched and out came a caterpillar.	Then he had a stomach ache so he ate a green leaf and felt better.

Draw a picture to illustrate each of the sentences. Once the illustrations are complete, work with your parent to place them in order. When you are happy with the order either paste your pictures onto another sheet in order or staple

them together so you can read/retell your story.

Year 1 and 2:

Use 6-8 small pieces of paper (one quarter of an A4 size) On each sheet, write a main event from the story. Illustrate your sentences and place them in order (either pasting or stabling them).

Extension: Try verbally retelling your story to another member of your family. Or call a relative and tell them about the book that you have read. Remember to tell the events of the book in sequence so it makes sense to you audience.

Curriculum Links:

English – Literacy – Interpreting, analysing, creating.

Foundation: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.

Year 1: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

Year 2: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Subitizing/Mental Addition to 12.

Note to Parents/Guardians:

Subitizing is instantly recognising 'how many' are in a small collection of objects without having to count. For example, recognising the dot configuration on a dice that represents 5 instantly without having to count the dots. Students learn to see numbers as a group made up of various combinations which help students to separate and combine numbers (addition and subtraction) as they progress. The year 1 and 2 task allows them to use their ability to subitize to solve mental addition problems to 12.

You will need:

- A computer or tablet with internet access
- copy of the below image (see appendix)
- dice (1 for Foundation, 2 for Year 1 & 2)

Mental Warm Up

Foundation: Look at the following YouTube clip about Subitizing numbers up to 5.

Subitize Rap -

https://www.youtube.com/watch?v=6yyz_OycV4A

See if you can say the number shown before seeing the numeral appear.



Year 1 and 2:

Look at the following YouTube clip about Subitizing numbers up to 10.

Subitize Rock - <https://www.youtube.com/watch?v=ib5Gf3GIZAg>

See if you can say the number shown before seeing the numeral appear.

Activity:

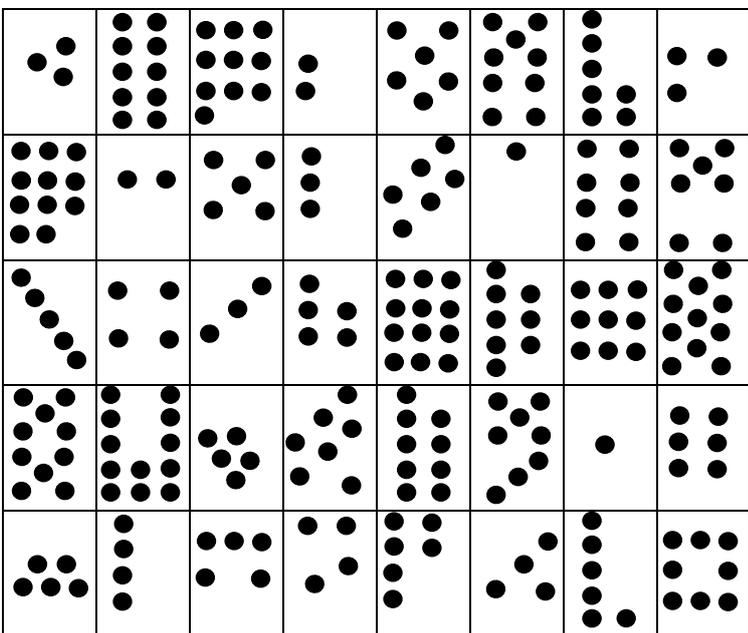
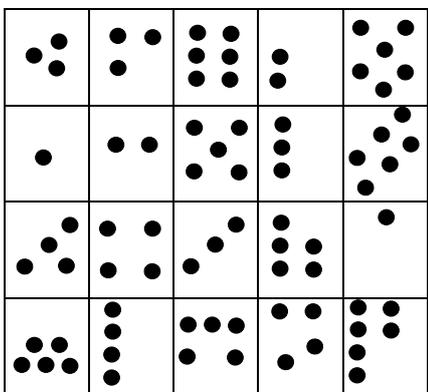
Now it is your turn. Make sure your parent or guardian has copied the correct grid below for you to use.

There is a full size version in the appendix at the end of this lesson plan.

Roll your dice, recognise the number (Year 1 and 2 need to add the numbers together) then find the same number on your grid. Place a counter on this box. Keep rolling until you have all boxes covered.

Foundation Grid

Year 1 & 2 Grid



Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Foundation: Subitise small collections of objects

Year 1: Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts

Year 2: Solve simple addition and subtraction problems using a range of efficient mental and written strategies

TASK 4: STEM

Approx: 40 mins

Technology – Design a new toy

Note to Parents/Guardians:

This mini project will be completed over several sessions. Today's session is all about the DESIGN.

Younger students will probably need more assistance to develop their ideas. Students can be encouraged to design a new toy that complements their interests and abilities. For example, if they enjoy role playing with dolls or similar, they could design a new teddy/doll, furniture for a doll house, a bed for their dolls, transport for their dolls (Pram, car) etc. If they are interested in cars or other vehicles, they could design a new mode of transport for their favourite super

hero, a rocket ship or a robot. They could design a game they can play safely inside (eg. cup and ball game) If they are crafty, they could design a new storage box for their craft supplies. These are all just suggestions, feel free to think outside of the box and come up with something truly original.

You will need:

- A large piece of paper
- Something to draw/write with



Activity:

Decide on a new toy that you would like to add to your collection. This toy will be special because you are going to make it yourself. You could design anything that interests you. When thinking about what you would like to make consider the following points ...

- What interests do I have? What toy would I like to have? What toy could I use with the toys I already have?
- What materials do I have to use (you can use whatever your parents say is ok)?

Suggestions include, recycled materials such as cardboard boxes, plastic containers tubes from foil and clingwrap, sheets of cardboard, balloons, pipe cleaners and other craft materials, off cuts of wood (hardwood only, not treated pine or MDF) sticks from the garden, off cuts of material, lids from plastic containers, paper-mache might also be useful.

Things to stick things together with: glue (craft, PVA, hot glue gun) nails, sticky tape/masking tape, needle/thread.

- What tools will I need? Scissors, hammers, hot glue guns, etc

When you have decided what you will make, draw a design brief. Make a large A3 drawing of your toy, clearly showing what each part will be made of, and how it will be joined together. Label your diagram. Parents can scribe for students when needed.

Extension:

Make a list of materials that you will need to collect and source.

Collect your materials and place them somewhere safe (from younger siblings and from the recycle bin!) ready to use.

Curriculum Links:

Technologies – Design and Technology – Processes and Production skills

Foundation to Year 2: Generate, develop and record design ideas through describing, drawing and modelling.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Fundamental Motor skills – Controlling the ball/kicking

Note to Parents/Guardians:

Fundamental Movement Skills are key gross motor skills that form the basis for all physical activity. They include; rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety as well as object control skills such as bouncing, throwing, catching, kicking, striking.

This session focuses on the skill of dribbling and kicking.

- *Encourage your child to use the inside of their foot to gently tap the ball and guide it around the objects.*
- *When kicking, step forward with non-kicking foot placed near the ball, contact the ball with the top of the preferred kicking foot, follow through towards the target after ball contact.*

You will need:

- a ball that you can kick (soccer ball or other similar sized ball)
- some objects you can dribble the ball around (buckets, rocks, pot plants).

Activity:

Place the objects at regular spacing, approximately 1.5m apart. Practise moving the ball with your feet, around the obstacles weaving it in and out. Be sure to use the inside of your foot to guide and control the ball.

Set a timer for 3 minutes. See how many times you can go up and back along your course in this time. how long it takes to dribble the ball up and back along the course. Your ball must go in and around each obstacle for the lap to count.

Repeat the activity a number of times trying to improve how many laps you can do. Record your highest score. Take a photo of your course so that you can set it up again at another date to work on this skill again.

Extension:

You could place a target at the end of the course and kick the ball at that object trying to hit it. You gain a point for each time you hit your target. If the target you have chosen is too easy to hit then select another object or move further back when shooting to increase the difficulty.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Moving our body

Foundation: Practise fundamental movement skills and movement sequences using different body parts.

Year 1 & 2: Perform fundamental movement skills in a variety of movement sequences and situations.

BREAK: 30 minutes**TASK 6: WELLBEING**

Approx: 60 mins

How do I feel?**Note to Parents/Guardians:**

It is important that we continually check in with our children to see how they are feeling about all the changes that have happened in the past few weeks. There are lot of things happening that adults are struggling to understand, we need to ensure our children still feel safe and supported. Checking in with their feelings and allowing them opportunities to ask questions, and giving them avenues to express their emotions will allow them to cope with all the changes more confidently. If the sentences suggested do not represent your situation or are beyond your child's understanding feel free to substitute them for more appropriate sentences.

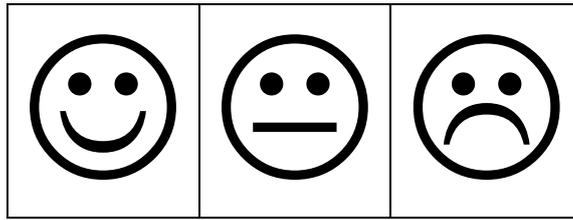
Activity:

Things have changed a lot in the last few weeks. Some of the things that have happened might make you upset, scared, worried or angry. Some of the changes may have made you feel happy or excited.

Ask your parent to read the following changes that may have occurred in your life recently. If a statement doesn't apply to you, you can leave it out or answer it with how you imagine it might make you feel if it was true for you.

Swimming lessons have been cancelled.	Mum and Dad are working from home.	We cannot see our grandparents for the time being.
We are not attending school.	There is a highly contagious virus going around.	We are doing school work at home.

When they are read, point to which face below most represents your feelings. Sometimes you might feel two emotions about something at the same time. **(There is a larger copy of this in the appendix at the end of this lesson plan.)**



Can you give a reason for why you feel that way? It's OK if you can't as sometimes we cannot explain our feelings. For example; 'Not going to school has made me sad, because I can't see my friends each day.'

'It is great to be able to stay home and spend more time with my family'. Ask your parent how they are feeling.

Do you have a question about any of the changes that have occurred?

Extension:

With your parent, make a list of things that have not changed or are positive about our new situation.

Curriculum Links:

Personal and Social Capability – Recognising emotions

Foundation: recognise and identify their own emotions.

Year 1 & 2: compare their emotional responses with those of their peers.

SUGGESTED LUNCHTIME ACTIVITIES

- Try a new recipe and help cook a meal for your family
- Build the tallest tower you can, using blocks, Lego or another construction material
- Build a house of cards
- Plant some new plants in your garden

ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

NOTE FOR PARENTS/GUARDIANS

These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

1. Mars rover hits itself with a shovel

2. Twin polar bear cubs' first outing

3. COVID-19 explainer: every answer kids need and want to know

APPENDIX

Foundation Level Words

at	was	have	is
for	me	be	in
at	was	have	is
for	me	be	in

Year 1 Words

what	old	every	when
how	which	after	from
what	old	every	when
how	which	after	from

should	always	could	around
because	before	would	where
should	always	could	around
because	before	would	where

Literacy

The caterpillar was hungry so he ate lots of food.

The caterpillar built a cocoon around himself.

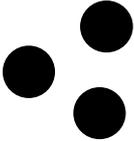
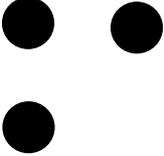
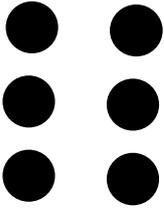
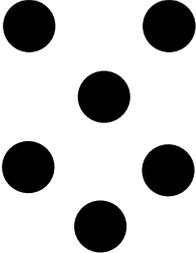
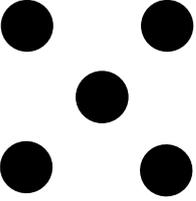
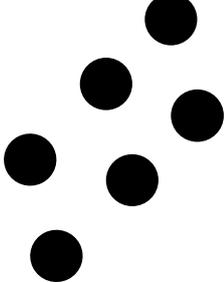
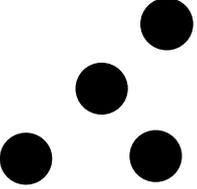
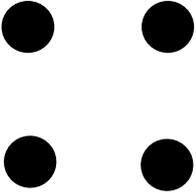
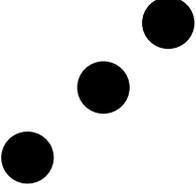
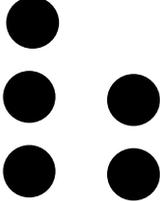
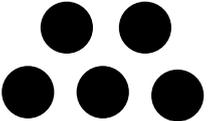
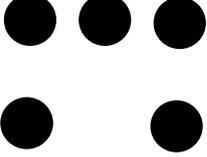
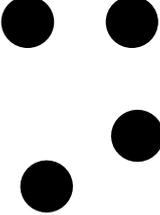
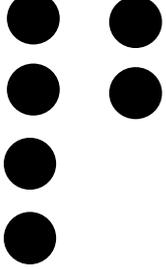
There was an egg on a leaf.

When he came out, he was a beautiful butterfly.

The egg hatched and out came a caterpillar.

Then he had a stomach ache so he ate a green leaf and felt better.

Mathematics Foundation:

Mathematics Year 1 and 2

