

Prep to Year 2: Monday, March 30

TASK 1: LITERACY

Approx: 60 mins

Reading – Procedural Texts

Note to Parents/Guardians:

Procedural texts instruct you on how to complete a task. They typically are written in the present tense and use simple sentences (rather than compound or complex sentences). A simple recipe like pancakes, scones, damper or even fruit salad would be ideal for this activity. Of course, you will need to be guided by the contents of your pantry. Recipes are easily found online if you do not have something suitable at home. Print a copy that you and your child can look at together. The type of discussion will depend on your child's age and ability. Please ensure that any cooking is closely supervised to avoid accidents.

Activity:

With your parents help, find a simple recipe that you would like to make. Maybe something yummy for morning tea? Or a healthy lunch or even a delicious dessert.

Look at the recipe together. What do you notice? Look at the way it is set out. (title, Ingredients, method)
Read through the list of the ingredients. Discuss what the abbreviations next to the food mean (eg. tbs, tsp, cup)
Check that you have all the ingredients at home. (If not, can you substitute something? For example, sultanas for choc chips)

Read through the method/instructions. How is it set out (step by step)? Discuss the type of language that is used. Each step usually (not always) begins with a verb, telling you to do something (eg. pour, mix, stir, cook). Discuss why the steps need to be done in order.

Practice good kitchen hygiene. Wash your hands thoroughly and tie your hair back (if needed).
Follow the recipe together, making your item. Measure carefully and follow the steps in order.
Discuss the following:

- Was it easy to make?
- did you enjoy cooking together?
- What was easy, what was hard?
- Most importantly – was it (or will it be) yummy?

Now, help do the washing up – cooking usually leads to lots of dishes!

Extension: Draw a picture of you cooking with Mum or Dad. (or take a photo to print out).
Write a sentence about your experience.

Curriculum Links:

English – Literature/Literacy – Examining Literature/Interpreting, analysing, evaluating

Foundation/Prep: Identify some differences between imaginative and informative texts.

Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry.

Year 1: Describe some differences between imaginative informative and persuasive texts

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.

TASK 2: LITERACY

Approx: 45 mins

Write a letter

Note to Parents/Guardians: *Keeping in touch with family and friends will still be important. Try to maintain social contacts for your children so they feel connected when school does go back to normal. If you do not have contact details for school friends – you could write to family members. Alternatively, contact your local aged care facility (via phone) and ask if there is someone there that your child can write to. Residents will not be having as many visitors at the moment and may enjoy hearing from some younger members of the community.*

Activity:

Write a letter to a friend, a member of your family (cousin, grandparent, aunt, uncle etc.) or someone else in your community. Tell them about how you are, what you have been doing while at home and what you are looking forward to when it is safe to go out again.

Ask a question or two about how they are going. Hopefully they will write back.

Foundation/Prep: Allow children to write as much as possible themselves. Help them to formulate a sentence, ‘sound out’ the words and write them with guidance. *(You may need to write a translation for the recipient- try to do this inconspicuously).*

It is perfectly okay to allow your child to write the first sentence then you write their thoughts and ideas for the rest of the letter. Be guided by their ability, persistence and willingness. (We don’t want them to be turned off writing because it is too laborious).

Alternatively, they/you could type the bulk of the letter and handwrite the greeting and their name (eg. *Dear Grandma, from Daniel*). If typing, allow your child to help ‘sound out’ and suggest letters for the words they need.

Years 1 and 2: Students in these years will be able to write their letter more independently, although will still need some assistance. Be guided by their ability, persistence and willingness to gauge how much help to give them. Encourage them to write familiar words independently, and to use resources (alphabet charts, word lists etc.) to help with less familiar words.

It is also fine to tell them how to spell some words to keep the flow of the letter going. Alternatively, children could use a computer and word processing document to type the bulk of the letter only handwriting the greeting and their name.

Extension: Draw a picture or take a photo of yourselves to send with your letter.

Curriculum Links:

English – Literacy – Creating Texts

Foundation/Prep: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.

Year 1: Create short imaginative and informative texts that show emerging use of appropriate text.

structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.

Year 2: Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Addition – Counting on

Note to Parents/Guardians:

Addition is the joining together of two groups to get a combined total. Feel free to adjust the difficulty of the problems to suit your child's needs. If you do not have a dice you may be able to find a random dice roller online or an app that can be downloaded onto a smart phone or tablet.

You will need:

- collections of objects (eg counters, toy cars, small blocks, buttons)
- something to cover collections (tea towel, face washer, piece of paper, ice-cream container)
- a dice



Mental Warm Up:

Let's get your brain ready for some number work!

Foundation/Prep: Practice counting up to 10 (or 20 if you can) forwards and backwards.

Try starting at a different number 6, 7, 8 etc.

Years 1 and 2: Practice counting up to 100 and backwards from 20. Skip count by 2s, 5s and 10s if you can.

You can do this counting while marching around your house or while jumping/walking on the spot.

Activity:

Foundation/Prep: Place 5 objects in front of your child. Get them to help you count them. Cover the objects with the cloth.

Roll the dice. Place this number of counters next to the cloth. Ask – *How many do you have altogether?*

Encourage your child to 'count on' from the number under the cloth.

Say: We know there are five, so start at 5 and count on. 5, 6, 7, 8. Five and three is eight.

Lift the cover and count all to check. Repeat this several times. After a few times change the number under the cloth.

Extension: You can record your findings as simple number sentences such as: 5 and 3 is 8. A sheet is provided in the appendix; however, you can simply write them into a book or on paper.

Years 1 and 2: Place 8 objects (use 12 for Year 2) in front of your child. Ask your child to count them. Cover the objects with the cloth. Roll the dice. Place this number of counters next to the cloth.

Ask – *How many altogether, you had 8 and you added ____.*

Encourage your child to 'count on' from the number under the cloth.

Say: We know there are eight here, so start at 8 and count on. 8, 9, 10, 11. Eight plus three is 11.

Lift the cover and count all to check. Repeat this several times. After a few times change the number under the cloth.

Place this number of counters next to the cloth.

Extension: Record your addition problems on a piece of paper or on the worksheet provided in the appendix.

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Foundation/Prep: Represent practical situations to model addition and sharing.

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: WELL BEING

Approx: 30 mins

It won't last forever

Note to Parents/Guardians:

Resilience is the ability to bounce back from adversity. It is a necessary skill for coping with the ups and downs of life and one of the key ingredients of success. You and your child may have times when they feel a little lost and down about the present circumstances – they might miss school, their friends or grandparents. It is natural to feel like this. We can help our children to feel more positive by helping them see that difficult times are a part of life, that they'll pass, and that things will get better.

You will need:

- computer/notebook or tablet with a word processing program.
- printer
- coloured pencils/markers
- (or paper and colour it in yourself).

Activity:

Everyone has a bad day or a bad period in their lives. You may remember a time when you had a broken arm, a gastro bug, a fight with a friend, were scared about something, or had a nasty cold. It probably wasn't a nice time and it probably felt pretty ordinary at the time. But did it stay that way forever?

Usually, these 'bad' periods in our life are over pretty quick. In fact, we soon forget how terrible we felt and get on with our usual lives.

(Note: If you cannot think of significant periods in your life you might be able to ask your parents about their experiences or other people you know).

This strange time of learning at home, rather than school and staying away from friends and extended family, is not all bad (can you think of two or three positive points about it?) but it is possibly not the best time of your life either. Remember: IT WILL NOT LAST FOREVER.

Think of a mantra (a personal slogan) that you can keep saying to yourself (and your family) to remind you that this strange period we find ourselves in will not last forever.

Examples of some slogans/mantras you could use:

Life will be back to normal soon. Normal life is on pause!

You can come up with your own mantra. When you have decided on one, type it into a word document using outline style on Word Art or similar. If you do not have access to computer/printer, you can write your mantra and decorate it. Enlarge it to fill an A4 page when printed (or bigger if you prefer). For eg:

Normal Life – Back soon!

Print out your mantra, colour it and display it on the fridge or on a wall to remind you that we will not be stuck at home forever. Refer to it every time you feel a little down about being cooped up at home.

Extension: You might like to share your mantra/slogan with friends via email/text message (photo) to help keep other people's spirits up.

Curriculum Links:

Personal and social capability – Self-management – Become confident, resilient and adaptable

Foundation/Prep: identify situations that feel safe or unsafe, approaching new situations with confidence.

Years 1 and 2: undertake and persist with short tasks, within the limits of personal safety

identify ways to care for others, including ways of making and keeping friends.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Fundamental Motor skills – Balancing

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 balancing. Various activities have been suggested but, please assess the suitability of these for your child in your environment before attempting them.

You will need:

- either an outside area (preferably grass) or an open space inside (for eg. your lounge or family room)
- various household/garden objects

Warm Up:

Run three laps around your backyard or jog on the spot inside for 1 minute.

Complete 3 rotations of the following actions:

15 star-jumps

10 hops on each foot

5 powerful marches.

Cross-patterning – raise your left arm and lift your right knee, touch your left hand to your right knee, put them down. Repeat with the other arm and leg. Continue practising this skill for 1 minute, swapping between left arm, right knee and right arm, left knee.

Activity: Choose some balancing activities.

If you are outside you could ...	If you are inside you could ...
<p>Set up an obstacle course. Such as;</p> <ul style="list-style-type: none">• Walk along the edging of a garden• Step/jump along a series of pavers• Walk heel/toe along the length of the hose• Play a game of hopscotch	<ul style="list-style-type: none">• Play a game of freeze, when the music stops suggest a pose (be a chair, make the shape of an 'K', stand on one leg, balance on one leg and one hand, only elbows and knees can touch the ground etc)• Play a game of Twister (if you don't have this board game at home make a version of it with different coloured cushions or face washers/flannels spread on the floor (preferably on carpet so they don't slip). Your parent can call out instructions such as left hand, red cushion, right foot, blue dot. See what odd shapes you can balance in.• Tissue dance (if you don't have enough tissues use face washers/flannels) Get your siblings to join in. Put on some dance music and dance around your lounge room with the tissue on your head. Try lots of different dance moves, trying to keep your tissue on your head. If it falls and you catch it, stay in. If it falls and hits the floor you are out. How long can you last?

Curriculum Links:

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

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

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

BREAK: 30 minutes

TASK 6: SCIENCE

Approx: 60 mins

Senses – Taste zones

Note to Parents/Guardians:

Talk to your child about sweet, salty, bitter and sour tasting foods. Suggest some of each type of food they might be familiar with. Describe the tastes. If they don't have much experience with any of these tastes have them taste the foods suggested (or another substitute) and describe the taste. Eg. Cocoa could be substituted for Grapefruit peel.

You will need:

- Lemon – cut into wedges
- Salted cracker
- Sugar cube
- Cocoa
- Cup/glass of water



Humans are able to tell the difference between four main 'tastes': sweet, salty, sour and bitter. Your tongue is divided into different 'taste zones'. Each zone has a particular spot on a certain section of your tongue. Can you work out which part of your tongue detects each kind of taste?

Activity:

1. Draw 2 pictures of your tongue poked out. On the first picture predict where you think the zone is for each of the above tastes.
2. Touch a lemon to the very tip of your tongue. Don't move your tongue around. Just leave it at the tip. Do you taste anything? Rinse your mouth with water. You can get an adult to help you place it in the right part of your tongue.
3. Repeat this, by touching the lemon to the middle of your tongue. Do you taste anything? Rinse again.
4. Finally touch the lemon to the sides of your tongue. Can you taste it here? Rinse your mouth.
5. On the second tongue picture you drew, draw where you could taste this flavour.
6. Repeat with each of the other items.

Curriculum Links:

Science – Science Inquiry skills – Planning and Conducting

Foundation/Prep: Participate in guided investigations and make observations using the senses.

Years 1 and 2: Participate in guided investigations to explore and answer questions.

SUGGESTED LUNCHTIME ACTIVITIES

- Call a friend and have a chat about your day.
- Toss a balloon around your loungeroom (or other suitable space) How long can you keep it in the air and not touching the ground or furniture.
- Tidy up your bookshelf or toys as a surprise for your parents.
- Plan, rehearse and perform a play or musical item for your family. You could do this alone or with your siblings.
- Learn five (appropriate) jokes you can share at the dinner table tonight.

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. Fearsome feathered dinosaur with a telltale scar**
- 2. It's Monster Monday! Learn how to draw the best monsters**

APPENDIX

Mathematics Foundation

_____ and _____ is _____

Year 1 & 2 Mathematics

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