

Prep to Year 2: Wednesday, April 1

TASK 1: LITERACY

Approx: 30 mins

Reading Comprehension – Summarising

Note to Parents/Guardians:

Many children will already be familiar with the picture story book 'We're going on a Bear hunt' by Michael Rosen and Helen Oxenbury. Read it together, children love hearing familiar stories read over and over again. If you do not have a copy of this book you can find a reading of it on the following you tube clip.

<https://www.youtube.com/watch?v=Waoa3iG3bZ4>

You will need:

- a copy of *We're going on a bear hunt* written by Michael Rosen and Helen Oxenbury or access to the following you tube clip <https://www.youtube.com/watch?v=Waoa3iG3bZ4>

Activity:

Listen to the story. Discuss what it was about and some of the events that happened in the story. Do you think the characters were brave? Would you go on a Bear Hunt with them?

Pretend you are going to tell someone, who hasn't heard this story, what it is about, but your pen only has enough ink left (or pencil is only sharp enough) to write 30 more words.

Choose the most important points of the story and write a sentence or short paragraph about this story before your pen runs out. (For Foundation/Prep students, parents can help to write some of the words, allowing children to write familiar words themselves.)

An example of a summary could be;

The family went on a bear hunt. It was a difficult trip. They found a bear but got scared so they ran home.

Draw a picture to go with your writing.

Extension: Call a friend or relative to tell them about the book you listened to. Plan what you are going to say before calling. I read/listened to a book today called 'We're going on a Bear Hunt'. It was about ...'

Would you recommend that they read the book too?

Curriculum Links:

English – Literature – Responding to Literature

Foundation/Prep: Respond to texts, identifying favourite stories, authors and illustrators.

Year 1: Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences.

Year 2: Compare opinions about characters, events and settings in and between texts.

TASK 2: LITERACY

Approx: 30 mins

Literacy – News Report

Note to Parents/Guardians: *kidsnews.com.au* is a website that provides daily child-friendly news articles, to allow pupils to read and learn about current events. The articles have been written and explained in appropriate language. You can use this website and activities in many ways to help your child with their literacy learning. It is free and easy to access. The activities are usually written with older children in mind, however that does not mean that children in

Foundation/Prep to Year 2 need to miss out. The articles are all recorded and can be listened to, (or you can read them aloud to your child) and discussed with an adult. This Kids News article is particularly relevant to younger children. Introduce this activity by explaining that news reports are informative texts that report on things that are happening in our world.

You will need:

- a teddy bear or art materials to make a rainbow
- access to the Kids News article at the following link:
<https://www.kidsnews.com.au/humanities/were-going-on-a-bear-hunt-were-going-to-catch-a-big-one-what-a-beautiful-day-were-not-scared/news-story/a732ccf7b65b9ff80fd2bfb418cf2f34>

Activity:

Read the article 'We're going on a bear hunt; we're going to catch a big one...' by yourself or with a parent/guardian. When you have listened to it answer the following questions together.

- What are people doing?
- Why are they doing it?
- How is it similar to the story 'We're going on a Bear hunt by Michael Rosen & Helen Oxenbury?'
- How is it different?

Join in the fun! Find one of your teddy bears (or another soft toy) and decide where you might 'hide' it in your front yard or front window. You might like to dress your bear up or set up a scene for him/her. Could it be having a picnic, or tea party? Is it climbing a tree or looking over the fence? etc.

If you are putting your bear outside consider things like; Can it get wet? Will it be easy to bring inside if it rains? Or alternatively, create a rainbow that you can display in your front yard or window with a positive message of kindness or thanks to lift the spirits of people passing by.

Extension: Take a photo of your front yard (ensure you can see your bear in the photo but don't make it too obvious). Send this photo to some friends. Explain what you are doing and see if they can spot your bear.

Curriculum Links:

English – Literacy – Interpreting, analysing, evaluating

Foundation/Prep: 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

Addition – Spending money

Note to Parents/Guardians:

Have children collect an assortment of 8 different toys, household or stationery items, preferably a few of each type (eg. toy cars and blocks or pencils and rulers etc) and label them with the following prices:

Foundation/Prep: \$1, \$2, \$3, \$4, \$5 and \$6.

Years 1 and 2: \$1, \$2, \$3, \$4, \$5, \$6, \$7 and \$12.

(An example of how to price them is included in the Appendix – alternatively you can just use this as your catalogue). If you do not have items to use, a picture of each item with the price tag will be sufficient.

You will need:

- a collection of priced items (see above)
- paper and pencil

Mental Warm Up:

Number hunt in the bathroom ... find something you have 1 of (eg. shower), something you have 2 of (eg. taps), something you have three of (eg. draws) continue up to something you have 10 of something (eg. hair ties on the bench) or face washers in the cupboard)

This could be a good chance for children to help tidy the bathroom!

Activity:**Foundation/Prep:**

Pretend you have \$10 to spend. You can buy whatever combination of items that you like from those collected or the catalogue, but you must spend \$10 (no left-over money).

Come up with as many different ways you can spend \$10 as possible.

(For eg. 2 packets of pegs and 1 packet of markers $\$2 + \$2 + \$6 = \10) You might like to use counters to help you solve these addition problems.

Extension: Write a receipt on the sheet in the Appendix for one of ways you spent \$10.

Year 1 and 2:

Pretend you have \$20 to spend. You can buy whatever combination of items that you like from those collected or the catalogue, but you must spend \$20 (no left-over money).

Come up with as many different ways you can spend \$20 as possible.

(For eg. 2 packs of pegs, 1 car, 1 sheet of stickers and 1 pack of paperclips $\$2 + \$2 + \$5 + \$4 + \$7 = \20)

Complete these addition problems mentally.

Extension: Write a receipt (or two) on the sheet in the Appendix for one of ways you spent \$20.

Curriculum Links:**Mathematics-Number & Algebra – Number and Place Value**

Foundation: 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: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Fitness**Note to Parents/Guardians:**

The government is asking people to remain at home as much as possible and to use social distancing when leaving the house. Going for a walk in your neighbourhood with your family is a good way to stay fit and get some fresh air. Do not stop and play at the playground or go visiting people. Remember, to keep at least 1.5m from people you meet. Wash your hands before you leave and when you return home. Check current government restrictions before heading out.

Activity:

Take the family out for a 40-minute walk around your neighbourhood. Look at the houses that you pass. Can you spot any teddies or rainbows?

How inventive have other people been in displaying their teddies or on their rainbow messages? Has it given you any ideas for your display?

When you return home: discuss how you feel after the walk and fresh air. Why is physical activity good for you?

Extension: Compare your 'Bear Hunt' to the one in the story read earlier. Make a list of similarities and differences.

Curriculum Links:

Health and Physical Education – Movement and Physical activity – Understanding Movement

Foundation: Explore how regular physical activity keeps individuals healthy and well.

Year 1 & 2: Discuss the body's reactions to participating in physical activities.

LUNCH: 60 minutes

TASK 5: SCIENCE

Approx: 40 mins

Floating and Sinking

Note to Parents/Guardians:

Have your child collect a variety of objects (that are fine to get wet). They can include toys and household items (toy cars, blocks, pieces of Lego – different shapes and sizes, toy teacups and saucers, small plastic food containers, balls of plasticine, coins, pegs, buttons, marbles, etc.

You will need:

- a collection of household items (approx. 10, see above)
- a large tub of water – preferably see through, but this is not essential. If you do not have anything suitable, the sink or bathtub will also suitable.
- large piece of paper
- a grey lead and coloured pencils.

Activity:

Which of these items will sink and which will float?

Look at your items.

What are they made of?

Are they heavy or light?

Are they big or small?

What shape are they?

Draw a line across your page (this is to represent the water level in your tub). Alternatively, a worksheet has been provided in the Appendix.

Look at each of the items you have collected.

Make a prediction of where you think it will float/sink when you put it in the water. Will it sink to the bottom or float on top of the water? Or will it stay somewhere in the middle? Using a black or grey lead pencil draw where you *think* it will go in the water.

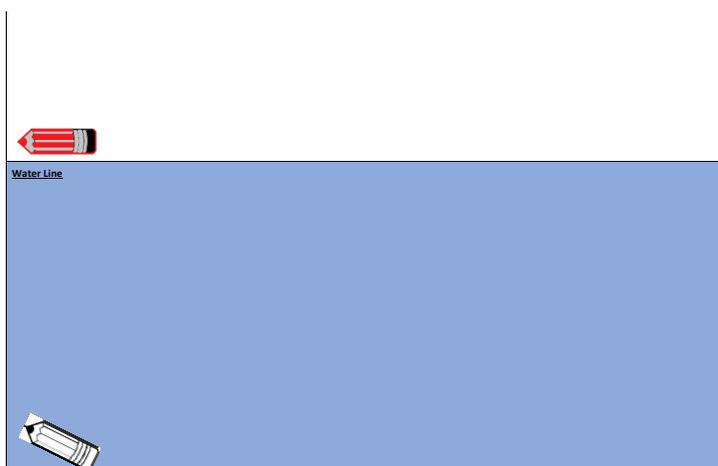
Then carefully place the item into the water and observe where it goes. In coloured pencil, draw the item on your page showing where it did float (or sink) – see example.

What did you notice?

What types of items floated? Were they all a similar shape, size, made of similar materials?

What observations can you make about the objects that sank? Was it the heaviest items that sank?

Write one of your observations on your work.



Curriculum Links:

Science – Science Inquiry Skills – Processing and analysing data and information

Foundation: Engage in discussions about observations and represent ideas.

Years 1 and 2: Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions.

BREAK: 30 minutes



TASK 6: WELL BEING

Approx: 30 mins

Yoga Session

Note to Parents/Guardians:

Yoga and mindfulness have been shown to improve both physical and mental health in school-age children. It provides an opportunity for children to be mindful of their current state of mind as well as improve balance, strength, endurance, and aerobic capacity. This clip is approximately 25 mins long. However, links to two other shorter clips have been included as well. Select the one you think is most appropriate for your child. You might like to run a shorter session the first time and repeat the activity with the longer session if your child is interested and eager to try more. This would be a good activity to do all together as a family.

You will need:

- access to the internet on a screen that can be watched while doing the yoga session
- a towel or yoga mat to do yoga on
- connection to one of the following You tube clips

<https://www.youtube.com/watch?v=X655B4ISakg> Yoga for kids – 25 mins

<https://www.youtube.com/watch?v=CBko9JPMtHs> Yoga ed – yoga for beginners 3-5yrs – 20 mins

<https://www.youtube.com/watch?v=A47zwWsjXgs> Fightmaster Yoga – 4 mins

Activity:

Find a space where you (and family members joining you) have space to lay a towel or yoga mat and be able to see the screen. You may be able to connect the internet to your television screen to make viewing easier. Watch and follow the instructions on the clip. While participating in the yoga session, be completely focused on the poses and instructions, try to ignore everything else that is going on.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Understanding Movement

Foundation: Explore how regular physical activity keeps individuals healthy and well

Year 1 & 2: Discuss the body's reactions to participating in physical activities

SUGGESTED LUNCHTIME ACTIVITIES

- Spend some time in your garden – are there weeds you can pull out? Can you notice any new growth? Watch some of the bugs going about their day, what do you think they are up to?
- Do you have neighbours with kids? Have an over-the-fence picnic. Chat with your neighbours about how they are spending their days while eating your lunch on your side of the fence.
- Pull out a photo album (or photos filed on a computer/phone) and look through them. Discuss, who is in the photos? When was it taken? How old are those people now? What was happening in the photo? Was it a celebration? Or a fun day out?

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.



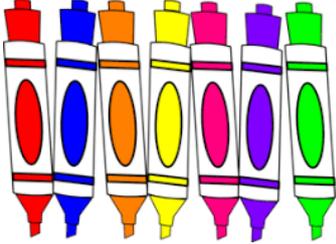
TODAY'S STORIES

- 1. Take a sneak peek at how Disney creates its special 'lands'.**
- 2. What is April Fools' Day and how did it begin?**
- 3. Rediscovering the lost city of Pompeii**

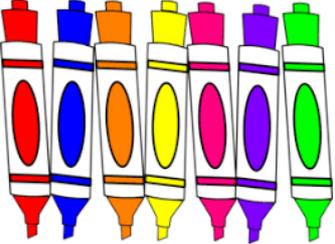
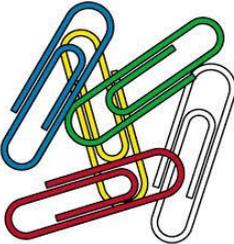
APPENDIX

Mathematics

Foundation/Prep Catalogue

<p>Pegs</p>  <p>\$2 per pack</p>	<p>Pencils</p>  <p>\$1 each</p>	<p>Toy Cars</p>  <p>\$5 each</p>
<p>Stickers</p>  <p>\$4 per sheet</p>	<p>Markers</p>  <p>\$6 per pack</p>	<p>Scissors</p>  <p>\$3 each</p>

Years 1 and 2 Catalogue

<p>Pegs</p>  <p>\$2 per pack</p>	<p>Pencils</p>  <p>\$1 each</p>	<p>Toy Cars</p>  <p>\$5 each</p>	<p>Scissors</p>  <p>\$3 each</p>
<p>Stickers</p>  <p>\$4 per sheet</p>	<p>Markers</p>  <p>\$12 per pack</p>	<p>Paper Clips</p>  <p>\$7 per pack</p>	<p>Work book</p>  <p>\$6 each</p>

Receipt

Foundation/Prep

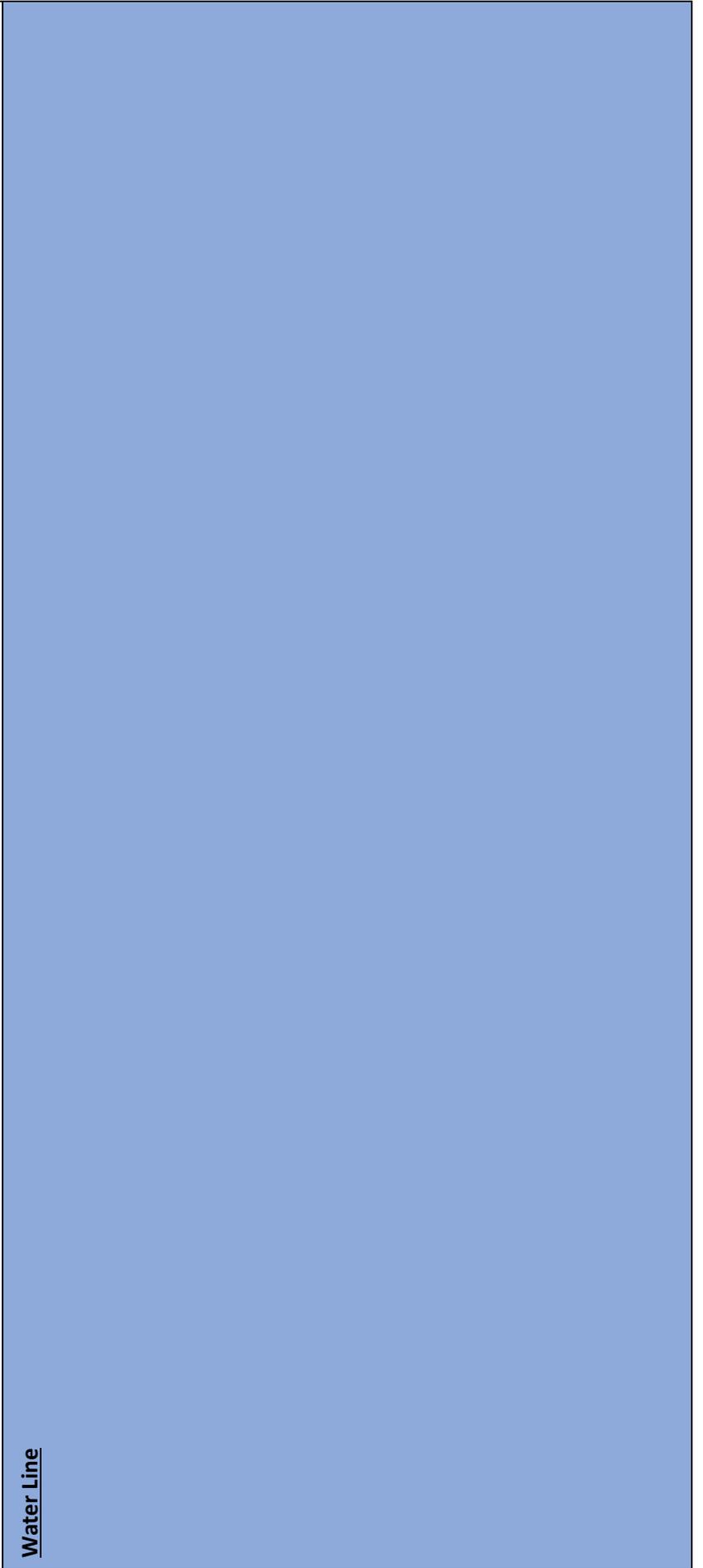
Store Name:	
Date:	
Item	Cost
Total	\$10

Store Name:	
Date:	
Item	Cost
Total	\$10

Years 1 and 2

Store Name:	
Date:	
Item	Cost
Total	\$20

Store Name:	
Date:	
Item	Cost
Total	\$20



Water Line