

Prep to Year 2: Thursday, April 23

TASK 1: LITERACY

Approx: 30 mins

Anzac Day story

Note to Parents/Guardians: *The significance of Anzac day is a tricky concept to teach young children. This story has been developed specifically for young children and looks at what Anzac Day means to different people in our community. It is found on the Department of Veteran Affairs – Anzac portal. Please watch this story first before presenting it to your child so you are prepared for any questions that may arise. As you watch with your child, you may like to stop at various points to stop and discuss the different perspectives.*

You will need:

- Access to the following website – to watch the clip of the story ‘Here they come – A day to remember’
<https://anzacportal.dva.gov.au/resources/here-they-come-day-remember-video>

Activity:

Before watching: Discuss what you already know about Anzac Day. Have you been to an Anzac Day march or service? If so – what do you remember?

During watching:

Watch the story about Anzac Day on the Department of Veteran Affairs Website. Listen carefully to hear all the different reasons people are attending the service.

After watching:

Choose one or two of the characters in the story. Draw a picture of them and write down what they are thinking about while at the service.

Discuss - If you have been to an Anzac Day service – what were you thinking about while you were there? Which character were you most like? Ask your parents – which character do they most relate to – why?

Curriculum Links:

English – Literature – Responding to Literature

Foundation/Prep: Share feelings and thoughts about the events and characters in texts.

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

Word Hunt

You will need:

- A picture story book that you have at home.
- Sheet to record your findings in appendix or you can simply draw your own chart.

Activity

Choose a picture story book that you have at home. Ask an adult to read it to you or with you.

What was the story about?

Where was it set?

Who was in the story?

Word Hunt

After reading the story, go through the book carefully looking at the writing. Use your index finger to help you scan the writing looking for ...

Foundation/Prep: Words that start with the following letters of the alphabet. Copy the words that you find onto your list. You can use the chart in the Appendix or draw your own.

a	r	w	l	f
b	c	s	p	y

Year 1: Words that have the following spelling combinations (They can be found anywhere in the word, beginning, middle or end) Copy the words that you find onto your list. You can use the chart in the Appendix or draw your own.

sh	ch	th	ck	ll
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Year 2: Words that have the following spelling combinations (They can be found anywhere in the word, beginning, middle or end) Copy the words that you find onto your list. You can use the chart in the Appendix or draw your own.

oa	ar	er	or	ea
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Prep to Year 2: When you have finished searching your book, read your list aloud. Does the letter (or letter combination) for each list make the same sound in each word. (for example, 'ch' in chocolate and 'ch' in Michael)

Extension: Can you think of any other words that would fit under each spelling pattern. Write these in a different colour.

Curriculum Links:

English – Literacy – Phonics & Word Knowledge

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

Year 1: Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words.

Year 2: Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Telling the time.

You will need:

- the worksheet of clocks in the Appendix.
- access to the Top Marks website teaching clock would be beneficial.
<https://www.topmarks.co.uk/time/teaching-clock>

Activity:

What were you, are you or will you be doing at each of these times today?

For each time, draw what you are/were or will be doing and draw the hands on the clock in the correct position.

This interactive clock (from Top Marks Online - <https://www.topmarks.co.uk/time/teaching-clock>) could help you to see each of the times in digital and analogue format.

7:00 am	8.30 am
10.15 am	12.30 pm
2.00 pm	5.45 pm

Extension: There are 3 extra clocks on the sheet. You can choose 3 other times from today, to show what you were doing at those times as well. Remember to write the digital and analogue clock times in.

Curriculum Links:

Mathematics – Measurement & Geometry – Using Units of Measurement

Foundation/Prep: Compare and order duration of events using everyday language of time.

Year 1: Tell time to the half-hour.

Year 2: Tell time to the quarter-hour, using the language of 'past' and 'to'.

TASK 4: THE ARTS - MUSIC

Approx: 40 mins

Making a drum kit

Note to Parents/Guardians:

Sorry parents – but we are sure your child will love this activity. It may get a little noisy. Make sure your child chooses items that are safe to hit with a drumstick. Also help them to choose drumsticks that are a suitable size (thickness and weight) for themselves. Ensure they know how hold them safely and firmly (without being too tight) so they don't go flying while they are experimenting.

You will need:

- various containers/ objects with different surfaces, such as empty boxes - cardboard and plastic), saucepans and lids, hardcover books, wooden blocks etc.
- sticks that can represent drumsticks (short sticks from the garden, chop sticks or toy plastic drum sticks will do)



Activity:

Hunt around your house for different objects/containers that you can use to create a drum kit. Try to get things that are made of different materials (see list above).

Lay out your collection and use your drumsticks to play them.

Listen to the different sounds that they make. What do the different materials sound like?

Are they high or low sounds? Can you make different sounds on the one object?
Try tapping the top, then the side/bottom.
Tap out a rhythm on your drum kit using the different objects in a repeating pattern. Can you keep the same rhythm for at least 1 minute?

Change the rhythm. Tap things in a different order to get a completely different piece of music. Keep experimenting with the sounds and rhythms.

Extension: Choose your best/favourite rhythm on your 'drum kit' to rehearse and play for your family.

Curriculum Links:

The Arts - Music

Foundation/Prep to Year 2: Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion.

LUNCH: 60 minutes

TASK 5: THE ARTS – VISUAL ARTS

Approx: 60 mins

Making wreaths

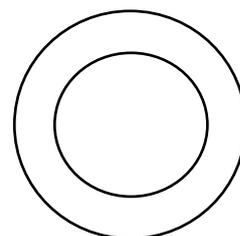
Note to Parents/Guardians:

Anzac Day 2020 will be a very different affair to previous years. As large gatherings are banned at the moment the RSL has asked that instead of attending the dawn service that we 'Stand To'. As the Last Post is played during the Anzac Day Dawn Service (services will be live streamed from various state and territory memorials (Shrines) and the Australian War Memorial in Canberra will live stream and broadcast their service through the ABC) you are asked to 'walk outside, stand in your yard, driveway or on your balcony and observe a minute's silence in respect of our veterans' (<http://www.rslvic.com.au/commemoration/anzac-day/>)

Check local guides for broadcast times. You and your family might like to be involved in this event and your child could lay the wreath they make at your front gate or similar suitable place. If you choose not to participate you could still lay your wreath at your gate or take it to a local war memorial.

You will need:

- greenery from your garden (trimmings from bushes and trees)
- Gumnuts, pinecones, leaves, small twigs – whatever you can find
- Craft supplies – ribbons, coloured paper, pretend flowers, recycled boxes, paint etc.
- PVA glue or similar (Hot glue gun would be good for garden foliage)
- thick cardboard cut into a wreath shape (cereal box or cardboard storage box thickness would be good) – See diagram.
- Access to these clips about wreaths from the Department of Veteran Affairs – Anzac Portal
<https://anzacportal.dva.gov.au/resources/wreaths-here-they-come-day-remember>
- <https://anzacportal.dva.gov.au/resources/rosemary-here-they-come-day-remember>



Activity:

Have a look at some images of commemorative wreaths and discuss why they are traditionally laid on Anzac Day. Watch the short clip about the meaning of wreaths. Can you answer these questions?

- What is a wreath? What do they look like?
- How do you handle them?
- What do they represent/symbolise? Where are they laid?

You are going to create your own wreath.

Hunt around your house and garden for things you may be able to use to make your own wreath. Check with your parents before cutting any leaves and branches from living trees/bushes.

You might have some rosemary growing that you could use in your wreath. You may be able to find some items on the ground.

Stick (using PVA or hot glue gun – with parent supervision) the greenery from your garden onto the cardboard wreath. If you cannot use greenery from your garden, you could paint your wreath green or use paper collage to give the effect of greenery.

Use flowers, ribbons, other garden items (gumnuts, leaves, flowers etc) to decorate your wreath.

Extension: You may like to write a card to go on your wreath with a message about the occasion. It could be simple, like 'Lest We Forget' or it could be a more personal message.

Curriculum Links:

The Arts – Visual Arts

Foundation/Prep to Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks.

BREAK: 30 minutes

TASK 6: STEM

Approx: 30 mins

Why does a paper plane fly better than a piece of paper?

Note to Parents/Guardians:

Scienceworks Museum in Victoria have put a few science activities on their website so families can still have fun investigating science concepts while stuck at home. One of the activities suggested is looking at the science behind paper planes and how they work. Younger children will need some help to read the website and some assistance with the folding of the planes.

You will need:

- A few pieces of A4 paper
- Access to the Scienceworks Museum website and particularly the video clips about how to make different planes. <https://museums victoria.com.au/scienceworks/learning/school-programs-and-resources/air-playground/paper-aeroplanes/>
- The following sites have a few different designs of planes you might like to try if you have time.

<https://www.youtube.com/watch?v=-PlkNStPDQU> – The plane that flies long (4:51)

<https://www.youtube.com/watch?v=veyZNYurlwU> – How to fold a paper plane that flies far (3:13)

<https://www.youtube.com/watch?v=6bAqfQHR50> – How to make a paper airplane fly forever – This one is a bit trickier (9:58)

Activity:

Have a look at the Scienceworks website <https://museums victoria.com.au/scienceworks/learning/school-programs-and-resources/air-playground/paper-aeroplanes/>

Read through information about lift, drag, thrust and gravity/weight. Then watch the videos showing how to make the different designs of planes.

Have a go at making all three planes. Test them out.

Do they all fly? Which one flies the furthest? Which one flies the straightest?

Explain to someone in your own words why a paper plane flies better than a piece of paper.

Choose your favourite design and decorate it. Hold a plane throwing competition with your family. Who will be crowned 'Paper plane champion' in your household?

Extension: If you have time and the patience – try some of the other designs listed above. Do they fly any better?

Curriculum Links:

Technologies – Design & Technologies – Knowledge & Understanding

Foundation/Prep to Year 2: Explore the characteristics and properties of materials and components that are used to produce designed solutions.

SUGGESTED LUNCHTIME ACTIVITIES

- Make a sandwich (or other lunch item) for yourself and your siblings.
- Play a game of freeze with your siblings
- Go for a walk around the block.
- Ring a friend to have a chat and share what you have been doing for school.

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. Anzac Day explainer: the dawn of the legend.

2. Human brain's ability to produce language may be 20 million years older than previously thought.

APPENDIX

Literacy - Foundation

a	r	w	o	f
b	c	s	p	y

Literacy – Year 1

sh	ch	th	ck	ll

Literacy – Year 2

oa	er	ar	ea	or

<u>Digital Time</u>	<u>Analogue Time</u>	<u>What am I doing?</u>
