

Prep to Year 2: Thursday, May 7

TASK 1: LITERACY

Approx: 40 mins

Weather Report

Note to Parents/Guardians: For this activity, students will need to know what the weather was yesterday, today and what the forecast is for tomorrow. Knowing the top temperature and if it is sunny, cloudy, cold, windy, warm is enough information.

You will need:

- access to the weather information for yesterday, today and tomorrow.
- to have seen a TV news weather report

Activity:

What is the weather like today? What will it be like tomorrow? How cold was it yesterday?

People always want to know about the weather.

It helps us to plan what we can do each day.

Is it a good day for the beach?

Will I need an umbrella?

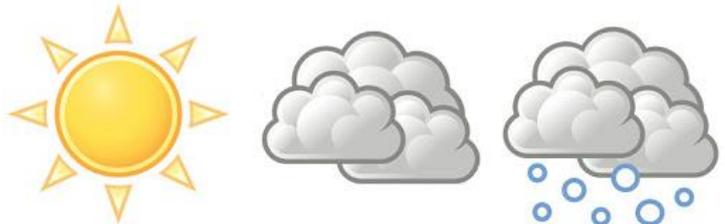
Do I need to water my plants?

Will the washing dry today?



Help out your family, by giving a TV news weather report for your local area.

Fill in the details of the weather onto the sheet in the Appendix. You might need to check the news on the TV or in the newspaper or on the internet to find out what it is going to be (or you can just make it up – you can even try and make it a funny weather report if you like)



Use the details from the sheet to help you write a weather report.

Practice presenting your weather report. When you feel confident. Invite your family to be your live TV audience and present it to them.

Curriculum Links:

English – Literacy – Interpreting, analysing, evaluating

Foundation/Prep: Deliver short oral presentations to peers.

Year 1: Make short presentations using some introduced text structures and language, for example opening statements.

Year 2: Rehearse and deliver short presentations on familiar and new topics.

TASK 2: LITERACY

Approx: 30 mins

Writing – Hand Writing

Note to Parents/Guardians:

Even with digital technology becoming more readily available, handwriting is still an important skill to learn so that children can produce legible written text. Regular practice of handwriting, focusing on correct size and shape of letters is recommended to help develop good handwriting skills. Different states (and schools within states) in Australia teach different styles of handwriting so it is impossible to include the correct examples for each school/state. The commonality between them though is to produce, efficient, legible script. For this activity, focus on correct pencil grip and producing neat legible writing that sits on a line and is consistent in size and shape.

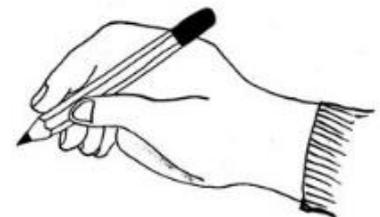
You will need:

- lined paper (dotted thirds if possible)
An example is included in the appendix but you can also just rule lines on a page.

*Visual of Pencil Grip
Left-Handed*



*Visual of Pencil Grip
Right-Handed*



Activity:

Have fun trying to say this tongue twister

Whether the weather be fine or whether the weather be not,
whether the weather be cold or whether the weather be hot.
We'll weather the weather whatever the weather,
whether we like it or not.

Practise saying this tongue twister. Put expression into the way you say it. Can you say it quickly?

Practise saying it over and over, until you can say it confidently.

Now that you have mastered saying it – practise writing it.

Foundation/Prep: On some lined paper, copy the first line of the tongue twister. Make sure all your letters sit on the base line. The letter 't', 'f', 'b' and 'h' should be taller than all the other letters in this line. There will be no letter that goes below the base line.

Years 1 & 2:

On your lined paper, copy this tongue twister. Focus on making sure all letters are sitting on the line and they are a consistent size.

Extension: What do the words 'weather' and 'whether' mean?

Curriculum Links:

English – Literacy – Creating Texts

Foundation: Produce some lower case and upper-case letters using learned letter formations.

Year 1: Write using unjoined lower case and upper-case letters.

Year 2: Write legibly and with growing fluency using unjoined upper-case and lower-case letters.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Place Value

Note to Parents/Guardians: Foundation children may need some help to solve the addition and subtraction problems. With addition, use counting on... start with the biggest card and count on the number of the other card. Eg 6 and 4. Start with 6 and count on 4 numbers 6...7, 8, 9, 10. With subtraction start with the biggest numbers, model it using counters or fingers then take away the smaller number. Eg 6 and 4. Hold up 6 fingers, take away 4 so there are 2 left.

You will need:

- A pack of cards with numbers 1-9 (Playing cards with the K, Q, J and Joker removed or UNO cards with the 'special' cards removed)
- Game board (1 per player)
- Someone to play against

Activity:

Foundation/Prep:

The aim of this game is to be the first to fill up your game board with numbers in order from 1-20 (or for a faster game you can make it the first to fill up one row 1-10 or 11-20).

Shuffle your deck of cards and place it, face down, in the centre.

In turns, take 2 cards. Add the two numbers together, or take the largest one away from the smaller number. Choose one of the answers to write down in the correct place on your game board.

For eg, on your first turn you might deal yourself a 7 and a 4. You can add 7 and 4 to get **11** and write that on your game board where 11 should go. Or you could take 4 away from 7 and get 3 and write **3** on your game board in the right place. You cannot write both down. (If this is too difficult for your child you can just use addition.)

Add these cards to the bottom of the pile.

1		3							
11									20

Play continues until someone's board (or a whole line) is full with the numbers in order.

If you are struggling to get some higher numbers you could ask for a third card to be dealt.

Years 1 and 2:

The aim of this game is to be the first to fill up a line (column or row) on your game board.

Shuffle your deck of cards and place it face down in the middle of you.

Your game board is the 100s chart with 1-10 already filled in and the 10s column filled in.

In turns, take 2 cards from the top of the deck. Use those cards to make a 2-digit numbers. If you are dealt a 2 and a 9 you can make **29** and **92**. Fill in both of these numbers on your gameboard in the correct positions.

Place your cards in a discard pile.

Continue taking turns until someone has a whole row or column filled in. If you run out of cards to deal from, shuffle and reuse the discard pile.

1	2	3	4	5	6	7	8	9	10
									20
								29	30
									40
									50
									60
									70
									80
									90
	92								100

Extension: Continue playing until someone has the whole board filled in.

Curriculum Links:

Mathematics – Number & Algebra – Number & Place Value

Foundation/Prep: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.

Year 1: Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line.

Year 2: Recognise, model, represent and order numbers to at least 1000.

TASK 4: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Hopscotch

Note to Parents/Guardians:

Hopping is another important Fundamental Motor Skill for children to learn. This definition was taken from the Sport New Zealand website

Hopping is a springing action that involves taking off from one foot and landing on that same foot. It involves dynamic balance, with the non-hopping side adding counterbalance and force to assist with the continuous forwards and upwards movement. Hopping is a component of many other fundamental skills, (e.g. in skipping and kicking for distance, in sports like athletics (component of triple jump) and in dance activities).

(<https://sportnz.org.nz/assets/Uploads/attachments/managing-sport/young-people/fundamental-movement-hopping.pdf>)

You will need:

- chalk to draw a hopscotch course or another way to mark a hopscotch course
- pavement or another space to draw a course
- If the weather is poor you can do this inside by laying out some pieces of paper (check they don't slip when hopped on) or face washers (or another small piece of cloth) on some carpet in the shape of a hopscotch course. (They might need a wash later – Sorry ☹)
- access to this Go Noodle clip <https://family.gonoodle.com/activities/hopscotch> - Optional

Warm Up:

Get warmed up with this Go Noodle clip. <https://family.gonoodle.com/activities/hopscotch>. It involves some hopping (and lots of jumping – but it will get you warm and moving).

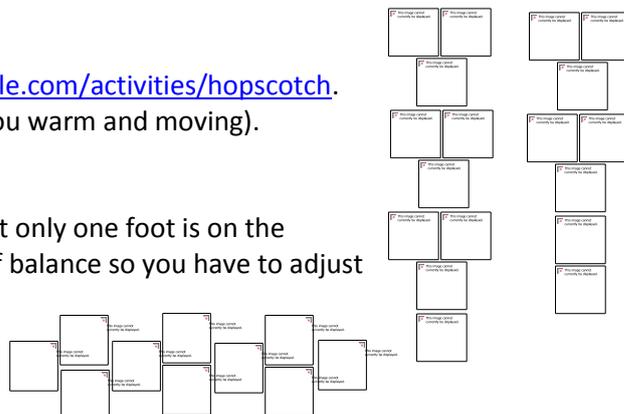
Activity:

Practise hopping in an outdoor space. Hopping is like a jump but only one foot is on the ground. The other leg must stay up. This changes your centre of balance so you have to adjust your position to stay upright.

Practice hopping on the spot. Swap legs and hop again.

Can you hop while moving forwards – Hop forward 10 hops.

Can you hop while moving backwards – Hop backwards 10 hops.



Play a game of hopscotch

Set up or draw a hopscotch course. It can be your own design, or it could be more of a traditional course like those shown. Number your squares 1-8 (or 10 depending on how many you have)

To play hopscotch you need a stone or another small marker that you can toss to land in a square.

1. Complete 1 lap of the hopscotch course. Hop up and back, hopping in the single squares and landing with 1 foot in each when squares are side by side.
2. Stand behind the first square and toss the stone into the first square. Hop over that square and continue on up and back until you reach the square in front of where your stone is. Bend down and pick it up without putting your non-hopping foot down. Continue until you finish the course.
3. On your next turn, toss your stone onto the second square, hop into the first one, then over the second one,

continue up and back, bend down pick up your stone and continue to the end.

4. Continue playing like this, by tossing the stone into each square, hopping up, (over the box where the stone is) and back, picking up the stone on the way. If you miss a box when you are tossing your stone, pick up the stone, go back to the start and toss again.
5. The game finishes when you have tossed your stone into the last square, hopped up, picked it up and hopped back to the start.

Curriculum Links:

Health and Physical Education – Movement & Physical Activity – Moving our Bodies

Foundation/Prep: Participate in games with and without equipment

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

Year 1 & Year 2: Create and participate in games with and without equipment.

Perform fundamental movement skills in a variety of movement sequences and situations.

LUNCH: 60 minutes

TASK 5: WELLBEING

Approx: 40 mins

Don't Give Up!

Note to Parents/Guardians:

Sometimes when something seems really hard it is easy to 'give up' and not keep trying to improve. This song gives children the message to keep trying and persisting when things are hard as with perseverance they will improve and succeed.

You will need:

- Access to the YouTube clip <https://www.youtube.com/watch?v=pWp6kkz-pnQ> – Sesame Street – Bruno Mars: Don't Give Up.

Activity:

Some things are hard to do. Especially when you are trying to learn something new.

What skill are you trying to learn at the moment that you are finding difficult? It might be something you are learning through school (remembering your spelling words) or at home (learning to ride a bike without training wheels) or in sport (to do breaststroke in swimming or do a pliè in ballet).

How do you feel when you are learning something new?

It is easy to want to give up.

Bruno Mars has some advice for you in this song <https://www.youtube.com/watch?v=pWp6kkz-pnQ> for when things are hard to do. Listen to his song.

When it is over – think about what is his key message. **Don't Give Up!**

Draw a picture of yourself learning the new skill you talked about and write what skill it is. Write the key message of the song at the top of your page. Hang this picture somewhere where you can see it regularly. For eg, on your bedroom wall, or on the fridge. When you feel like quitting, look at your picture and listen to (or remember) the song. Hopefully it gives you the courage to keep trying.

Curriculum Links:

Personal and Social Capabilities – Self-Awareness – Develop reflective practices & Understand themselves as learners

Foundation/Prep: reflect on their feelings as learners and how their efforts affect skills and achievements

Years 1 to 2: discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.

BREAK: 30 minutes

TASK 6: THE ARTS – VISUAL ARTS

Approx: 35 mins

Special Persons Card

Note to Parents/Guardians:

Mothers' Day is this Sunday (May 10) This activity asks children to make a card for their Mum or another special person in their lives.

This activity will need to be guided by what craft supplies you have available. A simple hand drawn picture on a card with a beautiful message, will make the perfect Mothers' Day card for a Mum. However, your child might feel like being a little a little bit more creative. They may already have some great ideas of how to create an awesome Mother's Day Card, using craft supplies you have at home. These ideas should be encouraged. However, if they are struggling for ideas. The following clips might give you some ideas. Alternatively, you could just search Mothers' Day Cards for more child friendly card ideas. Younger children might need some help to make the card.

<https://www.youtube.com/watch?v=Kd8W08z3XN8>

<https://www.youtube.com/watch?v=2z-TSjMLqfY>

You will need:

- Card ideas – you may already have some great ideas or you can watch the clips above or do a search for images.
- Craft supplies (depends on availability and the type of card you want to make) Suggestions include ...
 - Pencils, crayons, markers, etc
 - Thin card/construction paper
 - plain or patterned paper (you can even use the marble patterned paper if you made it in the art lesson on Wednesday)
 - Glue, tape, stapler, scissors (suitable for your child to use safely)
 - Stickers, sequins, pre-cut paper hearts, flowers, other pictures
 - Paper cup cake pans (patty pans)
 - Craft sticks/cotton buds etc
 - Photos of you or of you and your special person together

Activity:

Make a card for your Mum or for someone special in your life.

Mothers' Day gives us a chance to stop and reflect on how certain people are important to us and how much we appreciate their roles in our lives. You could decide to make a card for your Mum or another special person (aunty, grandmother, step/foster mother, neighbour, adult friend). You can make more than one card if you have time.

Decide on the type of card you want to make. The easiest card is to fold a piece of card in half and draw a beautiful picture on the front. But you could add some extra details if you wish.

Collect the supplies you need to make your card.

Create your card. If you have got your idea from the internet – REMEMBER this is a personalised card IT DOES NOT HAVE TO BE EXACTLY THE SAME. In fact, it is probably better if it is not. Adjust it to make it special for your Mum. You may need some help especially when cutting (be careful!).

If you have an older sibling at home or an older person who you are not making the card for (eg, Dad) ask them for help first. If Mum or your special person is the only one who can help, they won't mind helping.

When you have finished and your card is dry. Write a message to your special person, telling them how special they are and why you love them. (TIP: you can write your message on a separate piece of paper that you can stick inside your card. That way if you make a mistake with your writing and have to start again you won't ruin your card)

Your message should be personal but here are some ideas to get you started...

Dear Mum, I love you because From _____	Dear Nana, Thanks for ... From _____	Dear Aunty _____, I'm glad I've got you. Thanks for ... From _____
Curriculum Links: The Arts – Visual Arts Foundation/Prep & Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks.		

SUGGESTED LUNCHTIME ACTIVITIES

- Help decide on a meal for some time in the next week. Add the necessary ingredients to a shopping list.
- Do a puzzle
- Play with playdough. Clean up the mess when you have finished.
- Play with a ball outside. Practice bouncing it, shooting hoops, kicking it towards a goal, hitting it with a racquet.

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. How Mother's Day was born**
- 2. Tassie mayor orders residents to take silly walks**

APPENDIX

Literacy – Weather Report

Today's Date: _____ the _____ of _____.

The Season is _____.

Yesterday was _____ with a top of _____.

Today is going to be _____ with a top of _____.

Tomorrow it will be _____ with a top of _____.

Words you may need...

Stormy Cloudy

Sunny Hot

Cold Snowing

Drizzle Rainy

Lightning Windy



Literacy 2

