

## Prep to Year 2: Wednesday, May 6

### TASK 1: LITERACY

Approx: 40 mins

#### Word Art

#### Note to Parents/Guardians:

*Mothers' Day is this Sunday (May 10). Often children will make cards and/or other presents at school to help celebrate the special Mums and other women in our lives. This year they might need some help from someone at home. This activity involves children using WordArt.com to create a Word cloud all about Mum or another special person in their lives.*

#### You will need:

- a device (computer, tablet etc.) to connect to the internet and to WordArt <https://wordart.com/>
- access to a printer

#### Activity:

You will need an adult or older sibling to help you do this task. (If you can, ask someone other than Mum)  
You are going to make a special Word Cloud for your Mum or another special person in your life.

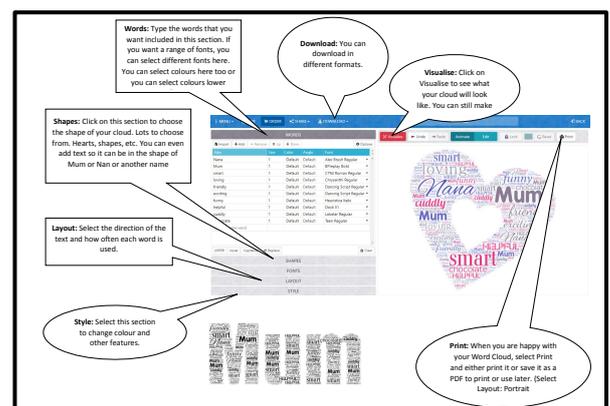
Sit quietly and think about this special person. What do they mean to you? What do you think of when you think of them? What words describe them? What words describe how you feel about them? What are some things that they love?

Write a list of 10-15 words that describe your special person. You can also use short phrases. For eg; 2 words puzzle champion, great cook. Get someone to help you check your words so they are all spelt correctly.

Go onto the WordArt website <https://wordart.com/>

Click on the **Create Now** button. This will take you to a page where you can create your own personalised Word cloud. Use the following guide, which you can read clearly in the Appendix, to help you create your Word Cloud.

When you are happy with your Word Cloud, print it out and back it with a piece of cardboard. You could even make or buy a frame for it. You can also download the image, save it and print it later. You can then resize it so that it will fit on a card for your special person, or enlarged for the wall.



#### Curriculum Links:

#### English – Literacy – Creating Texts

**Foundation/Prep:** Construct texts using software including word processing programs.

**Year 1:** Construct texts that incorporate supporting images using software including word processing programs.

**Year 2:** Construct texts featuring print, visual and audio elements using software, including word processing programs.

## **TASK 2: LITERACY**

**Approx: 30 mins**

### **Reading Comprehension**

#### **Note to Parents/Guardians:**

*Children may choose to focus this activity on a special person in their life, who may or may not be their Mum.*

#### **You will need:**

- a copy of the book 'Why I Love my Mummy' by Daniel Howarth or access to the You tube clip <https://www.youtube.com/watch?v=BK7OUdBsadg>
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#### **Activity:**

Listen to the story 'Why I love my Mummy'. Listen for all the reasons why these animals love their mums. Do you have a special person in your life? A mum, a grandmother, an aunty, or someone else who does those things for you?

What other things does this special person do for you that make you feel loved?

They might be big grand things like take you on holidays or trips to the zoo. Or they could be small regular things like packing your lunch for school.

#### **Foundation/Prep:**

Write a sentence about why you love your Mummy (or another special person).

I love my Mummy because \_\_\_\_\_.

Draw a picture to go with you sentence.

#### **Years 1 and 2:**

Think of three words you can use to describe your Mum (or another special person). They could be words like amazing, a superhero, or a magician.

Write these words into a sentence that explains why she can be described like that.

For eg, My mum is a magician because she can always make my shoes appear even after I have searched the whole house!

Draw pictures to go with your sentences.

#### **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**

### **How long is a minute?**

#### **You will need:**

- Stop watch or timer/ watch with a second hand  
or You Tube has a 1-minute timer  
<https://www.youtube.com/watch?v=CH50zuS8DD0>
- Set of blocks to build with
- Pile of tea towels or face washers (flannels)
- A pile of unfolded, unpaired socks
- Broom
- Record sheet (see Appendix)



#### **Activity:**

'Hang on a minute!' 'You can have one more minute!' 'I'll be there in a minute!'  
You hear the word minute all the time. But how long is a minute?

The simple answer is 1 minute is 60 seconds. But how long is that? What can you get done in one minute? Today's activity is all about how much you can get done in a minute.

#### **Can you guess 1 minute?**

Ask an adult to help you time 1 minute. Get them to set the stop watch (or timer) and press go. Make sure you cannot see it. Stand quietly for as long as you think 1 minute is. When you think a minute is over – tell your adult to check the time. How close were you? Were you under a minute – by how much? Were you over a minute? By how much? Have another go. Were you closer this time?

#### **What can you get done in a minute?**

Take a moment to set up any equipment you need for the next activity. You will find a table in the Appendix to fill in. Ask an adult to help you time yourself doing the following activities for one minute. Before you do each task estimate or predict how well you might achieve the task. For eg, you might predict your block tower will be 20 blocks high in one minute. When you have completed the task – see if you were close.

- How many blocks high can you build a tower in one minute?
- How many star jumps can you do?
- How many tea towels or washers can you fold?
- Can you sweep the floor of one room properly?
- How many times can you walk to your bedroom and back?
- Can you get to the letterbox and back?
- How many times can you recite the days of the week?
- How many times can you recite the months of the year?

Check your estimate against your actual result. Were there any that were spot on? Were any of the results a real surprise for you?

#### **Curriculum Links:**

##### **Mathematics – Measurement & Geometry – Units of Measurement**

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

**Year 1:** Describe duration using months, weeks, days and hour.

**Year 2:** Use a calendar to identify the date and determine the number of days in each month.

## TASK 4: SCIENCE

Approx: 20 mins

### Fact Detectives

#### Note to Parents/Guardians:

*Fact Detectives is a podcast produced by Kinderling and Museum Victoria. Two curious kids, ask interesting questions to get the cool facts about all sorts of things. You can tune in on Kinderling Kids Radio (7am weekdays or 1pm weekends), via the Kinderling app or listen to previous podcasts online.*

<https://www.kinderling.com.au/music/programs/the-fact-detectives>

*If doing further research about ants via the internet, consider using Kiddle as your search engine. Kiddle is a kid safe visual search engine, powered by Google. The information found using Kiddle is generally pitched at children, therefore, it is simpler to read and understand.*

#### You will need:

- access to the Kinderling website – fact detective page <https://www.kinderling.com.au/music/programs/the-fact-detectives>. Find the episode called *Ants* to listen to.
- a device (phone, tablet or computer) to listen on and headphones (not essential)

#### Activity:



What do you know about ants?

Draw or write 3 things that you already know about ants.

Listen to the podcast where Anika and Derek ask Simon Hinkley (an entomologist) about ants and learn some pretty cool facts.

Listen carefully and when the podcast is finished. Add 3 more facts that you now know about ants.

If you could interview Simon Hinkley about ants – what would you ask him? Write 3 questions you would like answered about these creatures.

Can you find the answer to your questions on the internet or in a book you might have? You might need an adult to help you search.

The following websites might be useful for more information on ants. (Or you may find your answers on other sites)

- National Geographic Kids – 10 Cool facts about Ants

<https://www.natgeokids.com/au/discover/animals/insects/ant-facts/>

- The Australian Museum – Bull Ants

<https://australianmuseum.net.au/learn/animals/insects/bull-ants/>

- DKFindout - Ants

<https://www.dkfindout.com/us/animals-and-nature/insects/leaf-cutter-ants/>

**Extension:** Did you listen to the Fact Detectives podcast last week about cockroaches? If you did, can you find 3 similarities and 3 differences between cockroaches and ants? If you didn't you might like to find that podcast on the same site and have a listen.

#### Curriculum Links:

**Science – Science Inquiry Skills – Questioning & Predicting**

**Foundation/Prep:** Pose and respond to questions about familiar objects and events.

**Year 1 & 2:** Pose and respond to questions, and make predictions about familiar objects and events.

**LUNCH: 60 minutes**

## TASK 5: TECHNOLOGIES - DIGITAL TECHNOLOGIES

Approx: 40 mins

### Coding

#### Note to Parents/Guardians:

'Coding' refers to writing a computer programming language to create an application. It involves putting in a series of instructions to tell the computer what to do. 'Coding' is becoming increasingly important for children to learn to prepare them for the jobs they will have in the future. By learning coding, they develop problem-solving skills, the ability to think logically and mathematically among many other things. Last Friday's activity (May 1) involved students using a 'Google Doodle game' that requires them to program the rabbit to collect carrots. Children had to 'code' the rabbit to jump forward and turn as required to collect carrots. You do not need to have done this activity to complete today's but you may like to visit the site and have a go if you haven't already.

<https://www.google.com/logos/2017/logo17/logo17.html?hl=en>

#### You will need:

- a coding sheet (a series of squares – see Appendix) and pencil or marker
- teddy (soft toy or another toy)

#### Activity:

Computer programmers use coding to give instructions to machines so they perform a particular task.

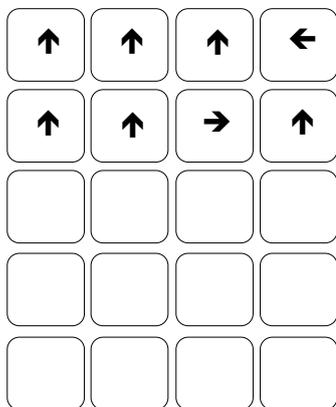
Today you are going to be computer programmers. Pretend one of your toys is now a robot and you have to program it to move from one place in your house to another.

The instructions you can give it are:

Forward ↑

Turn left ←

or turn right →



Write a code to help your toy get from one room in your house to another. Use the sheet in the Appendix (or just a blank piece of paper) to write down your code.

Choose a starting point (eg, your bedroom). Place your toy facing the door and stand next to it with your coding sheet ready to write down the code. How many steps forward will you take to get to the door of your room?

Place these arrows on your sheet. At the door, do you turn left or right? Or go straight? Continue on, counting your steps and turns and writing them on your coding sheet until you reach your destination. (eg, your front door or kitchen)

Depending on the size and layout of your house you may need more sheets.

Ask a sibling or parent to move your toy, starting at the same point and follow your code. Do they reach the same point?

**Extension:** Visit the Google Doodle <https://www.google.com/logos/2017/logo17/logo17.html?hl=en> and have a go (or another go) at coding the Rabbit to reach the carrots.

#### Curriculum Links:

**Technologies – Design & Technologies – Processes and Production skills**

**Foundation/Prep to Year 2:** Use materials, components, tools, equipment and techniques to safely make designed solutions.

**BREAK: 30 minutes**

## **TASK 6: THE ARTS – VISUAL ARTS**

**Approx: 35 mins**

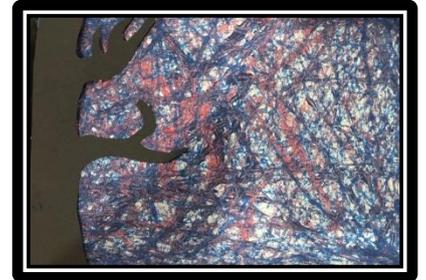
### **Marble Painting**

#### **Note to Parents/Guardians:**

*These paintings look effective as a piece of artwork for the wall or you could use the paper when making cards or as wrapping paper for a special present.*

#### **You will need:**

- Some marbles (About 10 -12 should be enough)
- Paper to paint on (whatever size you have that fits into your tray)
- A tray that is okay to get paint on (an empty cereal box with the front cut off and the ends taped up works well as a tray for this activity)
- spoon
- Paint – choose 2 or 3 colours (or you can have more) in small paint containers. (Water based, non-toxic poster paint is better for children)



#### **Activity:**

Make sure you set up in a work space that is fine to get a little bit messy. Cover the space with newspaper or another alternative and make sure you have an art smock on or clothes that are okay to get a little messy.

Lay a piece of paper on the bottom of your tray.

Choose the colour you wish to use first and drop 3 or 4 marbles into the paint container. Swirl them around so they are coated in paint. Use a spoon to carefully drop the painted marbles into your tray on top of your paper.

Now, tip your tray so the marbles roll across your page. Tip the tray backwards, forwards and sideways until you are happy with the pattern you have made with this colour.

Next, take these marbles out and drop some more marbles into a second colour. Spoon these into your tray and roll them around.

Repeat with the third colour (if you choose a third colour).

You should now have a colourful pattern across your page.

Take your page out of the tray and put it somewhere safe to dry.

Make another pattern. Use another piece of paper and experiment with different amounts of paint and different colours. What effects can you get?



#### **Extension:**

When your marble paintings have dried, look at them carefully. Do any of them remind you of anything? Does it make you think of the sea, or a forest? Streamers at a party? Fireworks? Or something completely different?

You can choose to display your artwork in a frame or on the wall/fridge etc. Or you could use it to create a beautiful card or use it as wrapping paper for a present. Or even as a background to create more artwork on.

Would black silhouette pictures look effective on your artwork?

#### **Curriculum Links:**

##### **The Arts – Visual Arts**

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

## **SUGGESTED LUNCHTIME ACTIVITIES**

- Practise skipping with a rope – How many jumps can you get in a row?
- Find out how to play ‘Knuckle bones’ or ‘Jacks’ (<https://www.youtube.com/watch?v=DjmStkQzxwU>) You can use small stones if you don’t have knuckle bones or Jacks.
- Plan a special meal for your Mum for Mothers’ day (ask someone else for help – not Mum!) Write a shopping list of the things you need to get for this special meal.
- Set up an obstacle course outside in your back yard – and time yourself going through it

### **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. River ‘monster’ to topple T-Rex as top dinosaur.**
- 2. Football-sized chunk of the moon for sale.**



Mathematics

Task	Estimate	Actual
How many blocks high can you build a tower in one minute?		
How many star jumps can you do?		
How many tea towels or washers can you fold?		
How many pairs of socks can you pair up and fold?		
Can you sweep the floor of one room properly?		
How many times can you walk to your bedroom and back?		
Can you get to the letterbox and back? Check if you have any mail!		
How many times can you recite the days of the week		
How many times can you recite the months of the year?		

