

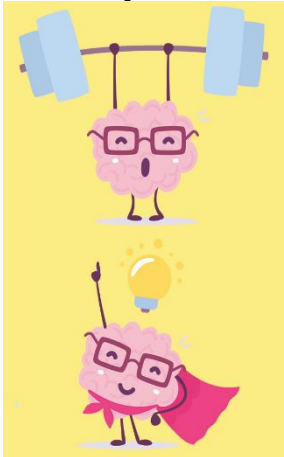




















Kindergarten Week 1 - Learning from Home Overview

Kindergarten Week 1 - Learning from Home Overview					
	Monday 4 October	Tuesday 5 October	Wednesday 6 October	Thursday 7 October	Friday 8 October
	PUBLIC HOLIDAY	<p>It's World Teacher's Day and the first day of Term 4! Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p style="font-size: 2em; font-weight: bold;">ZOOM</p> <p style="font-size: 1.5em; font-family: cursive;">meetings</p>	 <p>Put down the computer and pick up a book we are going offline today!</p>		 
English					
<p>Phonics & Spelling</p> <p><i>This content will be covered in our mini Zoom sessions.</i></p>		<p>oo ue</p> <ol style="list-style-type: none"> 1. See the graphemes 2. Say the phoneme 3. Repeat it 4. Read target words 5. Write the graphemes 6. Spell target words 			
<p>Reading and Viewing</p>		<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The lost list SPELD text</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The lost list SPELD text</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself answering the 'Making Connections' questions from the back of the text and submit to your teacher on Seesaw.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself reading your assigned text and submit to your teacher.</p>



<p>Writing and Representing</p> <p>Learning Intention: We are learning to write like an author.</p> <p>Success Criteria: I can use a capital at the start of my sentence I can sound out words and carefully write down the sounds I hear. I can use finger spaces between my words. I can use my vocabulary knowledge to make good word choices in my sentences. I can use a full stop at the end of my sentence. I can bump up my writing by writing more than one sentence and adding more detail.</p>		<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about cockatoos. You can use these sentence starters: Cockatoos are Cockatoos have Cockatoos can</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write the sentence below and change the two words in blue with your own word choices. Then a chorus of cockatoos shatters the mood.</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Re-write your sentence from yesterday and make 2 more changes to the words in blue. _____ a chorus of _____ shatters the mood. Make your own word choices but make sure they make sense.</p>	<p>*You do* Independent task Show what you know</p>  <ol style="list-style-type: none"> Talk/Read your sentence from Thursday's lesson. Draw a picture to match the ideas in your sentence. Publish/Write your sentence under your picture by re-writing Thursday's sentence in your neatest handwriting with no spelling mistakes. Share a video to Seesaw of you reading and showing your published work.
<p>Speaking and Listening</p>			<p>Tell a family member where your favourite place is in your home and why you like it.</p>		<p>Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.</p>
Mathematics					
<p>Number and Algebra</p> <p>Learning Intention: We are learning to compare two quantities and state which group has more and which less</p>		<p>TEN Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>








<p>Success Criteria: I will know I am successful if:</p> <p>I can use my knowledge about numbers</p> <p>I can represent numbers in different ways</p> <p>I can state which one has more or less</p> <p>I can make collections that more, the same, or less</p> <p>I can count my collections to check my answers</p>		<p>Watch I do/We do video</p>  <p>Watch the videos to see what good mathematicians do and to learn about today's number task.</p> <p>Video 1</p> <p>Video 2</p> <p>You do</p>  <p>Number busting time! Roll a die, call out the number you see. How many ways can you represent the number? Share a video to Seesaw of you number busting. Make sure to verbalise your thinking, we want to know what magic is happening inside your brain!</p>	<p>*You do*</p> <p>Independent task</p> <p>Show what you know</p>  <p>Guess My Number.</p> <p>Watch the video to learn how to play!</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do</p>  <p>Play 5 or more rounds of 'Handfuls'. Share a video to Seesaw of you playing and explaining which handful has more and which less.</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do</p>  <p>Play 4 or more rounds of 'Flash – Make More, the Same or Less'. Share a video to Seesaw of you making collections that have more, the same or less.</p>
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Other KLA's

Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw you may.












Kindergarten Week 2 - Learning from Home Overview

<p>People live in places. We live in a country in called Australia. We live in a state in Australia called New South Wales. We live in a city in New South Wales called Sydney. We go to school in a suburb in Sydney called North Kellyville. We belong to North Kellyville Public School.</p>	<p>Monday 11 October</p>  <p>Here is a map of Australia.</p>	<p>Tuesday 12 October</p> <p>Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p>ZOOM meetings</p>	<p>Wednesday 13 October</p>  <p>Put down the computer and pick up a book we are going offline today!</p>	<p>Thursday 14 October</p> <p>Don't forget today is our Kindy Assembly. Tune in at 10am.</p>  <p>ZOOM meetings</p>	<p>Friday 15 October</p>  <p>Here is a special place in the Northern Territory called Uluru.</p>
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English

<p>Phonics & Spelling</p> <p><i>This content will be covered in our mini Zoom sessions.</i></p>	<p>ew u-e u</p> <ol style="list-style-type: none"> 1. See the graphemes 2. Say the phoneme 3. Repeat it 4. Read target words 5. Write the graphemes 6. Spell target words 				
<p>Reading and Viewing</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: What are they? SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: What are they? SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: What are they? SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself answering the 'Making Connections' questions from the back of the text and submit to your teacher on Seesaw.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself reading your assigned text and submit to your teacher.</p>



<p>Writing and Representing</p> <p>Learning Intention: We are learning to write like an author.</p> <p>Success Criteria: I can use a capital at the start of my sentence I can sound out words and carefully write down the sounds I hear. I can use finger spaces between my words. I can use my vocabulary knowledge to make good word choices in my sentences. I can use a full stop at the end of my sentence. I can bump up my writing by writing more than one sentence and adding more detail.</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write the sentence below and underline the focus sounds in the sentence.</p> <p>I go walking in my new, blue shoes.</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write the sentence below and change/add the words in blue with your own word choices.</p> <p>I go <u>walking</u> in my new <u>(adjective for blue)</u> shoes.</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write the sentence below and underline the focus sounds in the sentence.</p> <p>Dad and I pack some useful tools.</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write the sentence below and change the words in blue with your own word choices.</p> <p>Dad and I pack some useful tools.</p>	<p>Watch the video</p> <p>*You do*</p> <p>Independent task</p> <p>Show what you know</p>  <ol style="list-style-type: none"> Talk/Read your sentence from Thursday's lesson. Draw a picture to match the ideas in your sentence. Publish/Write your sentence under your picture by re-writing Thursday's sentence in your neatest handwriting with no spelling mistakes. Share a video to Seesaw of you reading and showing your published work.
<p>Speaking and Listening</p>	<p>Interview your parents to find out where they were born and where your grandparents were born? Look at a map and find those places.</p>		<p>Ask mum or dad to help you find your house on a map. Learn your address and practise it. Recite your address at dinnertime.</p>		<p>Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.</p>
Mathematics					
<p>Number and Algebra</p> <p>Learning Intention: We are learning to estimate the answer before counting or solving.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>



<p>Success Criteria: I will know I am successful if I:</p> <ul style="list-style-type: none"> *strategically think of what the answer could be straight away *say my estimate out loud for others to hear and explain why I think that could be the possible answer *use a range of counting strategies to then quickly count or solve each problem <p>Learning Intention: We are learning to create and recognise combinations for numbers up to 10.</p> <p>Success Criteria: I will know I am successful if I have:</p> <ul style="list-style-type: none"> *used my mathematical language to describe what I am doing *use visual representations of numbers to assist with addition *explain or demonstrate how I got my answer *record addition informally using drawing, words and numerals 	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's estimation task.</p> <p>You do</p>  <p>Have a go at quick glance estimate and count using our knowledge of a 10's frame.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's estimation task.</p> <p>You do</p>  <p>Have a go of the Handful activity on your own. Grab a handful of an item (pasta, lego pieces, grapes etc) and guess how many of that object you have in your hand. Then have a go counting them in different ways.</p>	<p>*You do* Independent task Show what you know</p>  <p>Have a go at one or all of the following estimating activities:</p> <ul style="list-style-type: none"> • Trace around your hand on a piece of paper. Using an object like fruitloops, grapes, pasta etc, guess how many you think would fill your hand and then count • Have a go guessing your height by cutting a piece of string to represent your height. Then see how you went by placing it on the ground and lying down next to it. • Guess how long you think you can balance on one leg for? Then have a go, timing your balance and see how you went with your guess. • Guess how many steps it takes to get from your bed to your fridge. Write down your number and then test it. • Fill a cup or jar of an object (pasta, lego, grapes 	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do Independent task Show what you know</p>  <p>It's your turn to play the Dotty Six game like Miss Kilby taught you. Play 3 or more rounds of Dotty Six. Share a video to Seesaw of you playing.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do</p>  <p>It's your turn to play the 3 tens in a row game like Miss Kilby taught you. Play 3 or more rounds of 3 tens in a row. Share a video to Seesaw of you playing.</p> <p>Extension: Make your own cards to play the game with friends of twenty.</p>
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			etc) and have a guess of how many there are in the jar. Then count them out.		
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Other KLA's

Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw you may.












Kindergarten Week 3 - Learning from Home Overview

<p>Flat Teacher Adventures! The Kindy teachers have been flattened like pancakes so we can go on adventures with all of you!</p>	<p>Monday 18 October <i>What sort of adventures will you go on with your flat teachers today?</i></p> 	<p>Tuesday 19 October Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p>ZOOM meetings</p>	<p>Wednesday 20 October</p>  <p>I love to listen to stories!</p>	<p>Thursday 21 October</p>  <p>I love to be outside and go for a walk!</p>	<p>Friday 22 October</p>  <p>I love to cook!</p>
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English

<p>Phonics & Spelling</p> <p><i>This content will be covered in our mini Zoom sessions.</i></p>	<p style="text-align: center;">ai ay</p> <ol style="list-style-type: none"> 1. See the graphemes 2. Say the phoneme 3. Repeat it 4. Read target words 5. Write the graphemes 6. Spell target words 				
<p>Reading and Viewing</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The dog SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The dog SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The dog SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself answering the 'Making Connections' questions from the back of the text and submit to your teacher on Seesaw.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself reading your assigned text and submit to your teacher.</p>



<p>Writing and Representing</p> <p>Learning Intention: We are learning to write informative sentences.</p> <p>Success Criteria: I can use a capital at the start of my sentence I can sound out words and carefully write down the sounds I hear. I can use finger spaces between my words. I can use my vocabulary knowledge to make good word choices in my sentences. I can use a full stop at the end of my sentence. I can bump up my writing by writing more than one sentence and adding more detail.</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters: On Monday my flat teacher/s She/He/They Mrs/Mr _____ likes to</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters: On Tuesday my flat teacher/s She/He/They Mrs/Mr _____ doesn't like</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters: Last night my flat teacher/s She/He/They Mrs/Mr _____ was so</p>	<p>Watch I do/We do video</p>  <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters: At the end of the week my flat teacher/s She/He/They Mrs/Mr _____ got into</p>	<p>*You do* Independent task Show what you know</p>  <ol style="list-style-type: none"> Talk/Read your sentences from this week. Draw a comic strip of pictures/make a photo collage to show the adventures of your flat teacher/s. Publish/Write your sentences under your comic strip of photos or drawings in your neatest handwriting with no spelling mistakes. Share a video to Seesaw of you reading and showing your published work. Keep your published work in a safe place and bring it to school on our first day back together.
<p>Speaking and Listening</p>	<p>Name 3 favourite places you have visited in Sydney and give a reason why you liked it.</p>		<p>Name a place you would like to visit and explain why.</p>		<p>Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.</p>
Mathematics					
<p>Number and Algebra</p> <p>Learning Intention: We are learning to subtract numbers.</p>	<p>TEN Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>



Success Criteria:
I will know I am successful if I:

- *use my mathematical language to describe what I am doing
- *use visual representations of numbers to assist with subtraction
- *explain or demonstrate how I got my answer
- *record subtraction informally using drawing, words and numerals

Watch I do/We do video



Watch [this](#) video to see what needs to be completed for 'Subtracting 5 with Mr Smith'

You do



Using this [spinner](#) and the number line you made (or printed), subtract 5 from the number the spinner lands on. Complete 5 questions on a piece of paper and upload it to SeeSaw.

Watch I do/We do video



Watch [this](#) video to see what needs to be completed for 'Workshop subtraction with Mr Smith'

You do



Using this [spinner](#) and the items of your choice, subtract the number which comes up on the spinner. Complete this 5 times and write the questions and answer on a piece of paper, then post it on Seesaw.

You do
Independent task
Show what you know



Complete the Dinosaur subtraction activity:

Dinosaur Number-Line Subtraction Within 10
Use the number lines to subtract. Write the answers in the boxes.

$7 - 3 = \square$	$4 - 2 = \square$	$2 - 1 = \square$	$9 - 6 = \square$
$9 - 5 = \square$	$3 - 3 = \square$	$8 - 6 = \square$	$6 - 3 = \square$

Watch I do/We do video



[Watch the video](#) to see what needs to be completed for Maths with a cup of pasta.

You do



Fill up your cup of pasta. If you don't have pasta you could use something else like beans, beads or lego. Complete some of the activities in the table.

Maths with a cup of pasta

How many different ways can you make 10?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.
Patterns: How many pieces of pasta have 2 ends up?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.
How many pasta pieces can you make with one cup?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.
How long will it take to fill a cup of pasta?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.

You do



Independent task
Show what you know. See how many more activities you can do with your cup. Try and do them independently. You can upload a photo and send them to your teacher to see, if you would like.

Maths with a cup of pasta

How many different ways can you make 10?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.
Patterns: How many pieces of pasta have 2 ends up?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.
How many pasta pieces can you make with one cup?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.
How long will it take to fill a cup of pasta?	Draw a repeating pattern of pasta pieces.	Draw your words/pasta to show the weight of 10, 20, 30, 40 grams.	Measure an object. If one of it is a pasta piece, how long is it?	Show the objects of a line of pasta pieces in a straight line.

Extension: See if you can use your cup of pasta in other ways to show what you know about maths.

Other KLA's

Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw you may.