









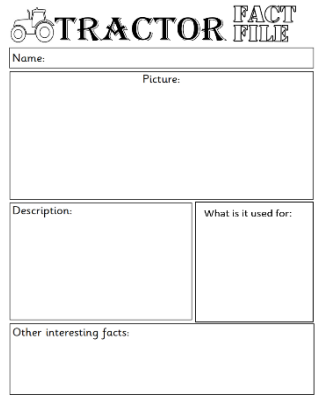
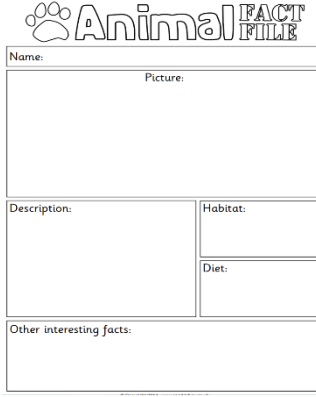
Kindergarten Week 8 - Learning from Home Overview

	Monday 30 August 	Tuesday 31 August Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.  ZOOM meetings	Wednesday 1 September <i>Spring has sprung!</i> 	Thursday 2 September Don't forget today is Zoom Assembly Day at 10am!  ZOOM meetings	Friday 3 September 
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English

Phonics Spelling Handwriting Fine Motor Tricky words I the me she he we be was to do are all you your come some said here there they go no so my one by only old like have live give little down what when	Activity 1 <i>Assessment Task – please ask an adult or an older sibling to give you a tricky word test.</i> Use your sound knowledge and word friends to read the blue, yellow and red tricky words. Upload an audio file or send a photo to your teacher of the words you can read independently.	Activity 1 - ch Consonant digraphs are two consonants together that make one sound. Let's practise saying 'ch' Read the 'ch' words, make flash cards, write the ch words, play tic tac toe, put the 'ch' words on the bricks outside and squirt each one with a super soaker as you read them. chin chug check such chip chill much rich	Activity 1 sh Consonant digraphs are two consonants together that make one sound. Let's practise saying 'sh' Read the 'sh' words, make flash cards, write the sh words, play tic tac toe, put the 'sh' words on the bricks outside and squirt each one with a super soaker as you read them. ship shop shell fish shop cash rush hush	Activity 1 th Consonant digraphs are two consonants together that make one sound. Let's practise saying the soft 'th' sound, stick your tongue out a little when you say it. Read the soft 'th' words, make flash cards, write the th words, play tic tac toe, put the soft 'th' words on your bedroom door. Read each one before entering. with moth thin thick path bath	Activity 1 th Consonant digraphs are two consonants together that make one sound. Let's practise saying the buzzing 'th' sound Read the buzzing 'th' words, make flash cards, write the th words, play tic tac toe, put the buzzing 'th' words on your bedroom door. Read each one before entering. them then that this mother there
Reading and Viewing	Read the assigned SPELD text on Seesaw. Offline: Mud, mud, mud SPELD text.	Read the assigned SPELD text on Seesaw. Offline: Mud, mud, mud SPELD text.	Read the assigned SPELD text on Seesaw. Offline: Mud, mud, mud SPELD text.	Read the assigned SPELD text on Seesaw. Complete the questions from the back of the book either	Read the assigned SPELD text on Seesaw. Record yourself reading your assigned text and submit to



				<p>on a piece of paper or as a recording and submit to your teaching on Seesaw on Thursday.</p>	<p>your teacher on Friday</p>
<p>Writing and Representing</p> <p>All activities this week can be completed on a piece of paper.</p> <p>Learning Intention: We are learning to write informative sentences.</p> <p>Success Criteria: I will know I am successful if I</p> <p>start my sentences with a capital letter use finger spaces between words sound out new words and write the sounds I hear in order write facts to describe and explain the topic use features of informative writing such as sub-headings finish my sentences with a full stop.</p>	<p>Activity 3 <i>Assessment Task – please ensure you complete this task independently without adult support to show your teachers what you can do all by yourself.</i></p> <p>Draw yourself as a farmer, be sure to draw clothes that will help you to do work around the farm.</p>  <p>Option 1 Use descriptive language to label the clothes that you would wear (e.g. big strong gumboots). Write one sentence explaining why you would wear one of the items. Option 2. Label your drawing and write sentences about why you would wear those clothes and explain the importance of wearing specific clothing to keep safe on farms.</p>	<p>Activity 3 Watch the informative video about tractors Learn about the different parts of a tractor and what it does. This is an example of how you can set</p>  <p>out your report. Option 1 Draw and use descriptive words to label a picture of a tractor (e.g A big engine). Write sentences about what it looks like and what it does. Write an interesting fact about tractors to end your information report. Option 2 Draw and use descriptive words to label a picture of a tractor (e.g A big engine). Write an information report about tractors using sub-</p>	<p>Make a card for Father's Day</p> <p>Step 1 - Fold an A4 piece of paper or card in half. Step 2 - Draw you and Dad/special person doing one of your favourite activities together. Step 3 – Write some sentences about what you like about Daddy/special person or copy the poem below: <i>Dad, you know that I like Batman And Superman's cool too But I don't really need them As long as I have you!</i> Step 4 – Finish the card off by writing your name beautifully at the bottom of the card. Step 5 – Hide your card in a special place and give it to dad on Father's Day.</p>	<p>Activity 3 Lots of different animals live on a farm. Choose your favourite farm animal to write about. This video can help you to choose. This is an example of how you can set out your report</p>  <p>Option 1 Draw and use descriptive words to label a picture of a farm animal (e.g large black spots). Write sentences about what it looks like and what it does. Write an interesting fact about your chosen animal to end your information report. Option 2 Draw and use descriptive words to label a picture of a farm animal (e.g large black spots). Write an information</p>	<p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like.... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider.




		<p>headings to group your information.</p> <p>Description What it is used for Other interesting facts</p>		<p>report about a farm animal using sub-headings to group your information.</p> <p>Description Habitat Diet Other interesting facts</p>	
Speaking and Listening	Sign along and perform the song Old MacDonald had a farm to your family.		Sign along and perform the song Down on the farm to your family.		Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.

Mathematics

<p>Number and Algebra</p> <p>Whole Number Learning Intention: We are learning to count backwards from a given number</p> <p>Success Criteria: I will know I am successful if I can: ★ name the number word before a given number</p>	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p> <p><u>Week 8 Assessment Task:</u> Complete the Week 8 Assessment Task on Seesaw.</p> <p>Optional: Watch Mrs Fuller help you read the questions</p>	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p> <p><u>Warm up:</u> Watch Count Backwards from 100 by 1's.</p> <p><u>Activity:</u> Counting Backwards Rockets. Fill in the missing numbers to help the rockets blast off!</p>	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p> <p><u>Warm up:</u> Roll two dice and call out the double-digit number. For example, 2 and 4 makes 24 or 42. Count backwards from the given number. Repeat a few times.</p>	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p>
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<p>★ describe the number before as 'one less than'</p> <p><u>Assessment Task:</u> Learning Intention: We are learning to show what we understand and need help with across different Mathematic topics.</p> <p>Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Listen to the question carefully. ★ Write my answers neatly so my teacher can read them. ★ Try my best! 	<p>for each question. The teachers ask that students record their answers with minimal adult assistance.</p> 	<p>Level 1: Counting back using numbers in the range 1-10. Level 2: Counting back using numbers in the range 0-20. Level 3: Counting back using numbers greater than 20.</p> <p>Extension: Play an interactive counting backwards game. Backwards from 20 Backwards from 100</p>	<p>Activity: Before Bingo! Create a bingo board with 12 numbers. Using numeral cards, pick up a card from the deck, call out the number that comes before it and place a counter on that number if it is on your board. For example, if you pick up a 10, call out 9 and place a counter on your bingo board if you have a 9. Keep playing until the board is cleared and call out BINGO!</p> <p>Level 1: Play using numbers in the range 1-10 Level 2: Play using numbers in the range 1-20 Level 3: Play using numbers greater than 20</p>		
<p>Measurement and Geometry</p> <p>Volume and Capacity Learning Intention: We are learning to compare the capacities of containers.</p> <p>Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Use the terms 'full', 'empty' and 'about half-full' ★ Recognise when a container is full, about 				<p>Warm up: Watch The Language of Capacity video.</p> <p>Activity 1: Using four of the same cups, student to fill cups (using water) at different levels:</p> <ol style="list-style-type: none"> 1. Full 2. Half-full 3. Nearly full 4. Empty <p>Student to discuss what each level looks like and explain how they worked out where to full the cup to. Label the four cups and take a photo to upload to Seesaw.</p>	<p>Warm up: Play the Volume and Capacity game.</p> <p>Activity 1: Complete the Which One activity. Find two containers in your home and draw them. Circle the container which holds more. How could you test this? This activity can be completed on Seesaw or worksheets can be found in your hard copy packs.</p> <p>Activity 2: Complete the measure and</p>








<p>half-full and empty. ★ Predict which container has the greater capacity and explain the reasons for this prediction</p>				<p>Activity 2: Complete the Capacity Sort activity. Activities can be completed on Seesaw or worksheets can be found in your hard copy packs.</p>	<p>order activity. This activity can be completed on Seesaw or worksheets can be found in your hard copy packs.</p>
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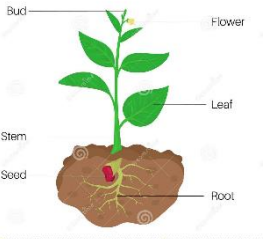
Other KLA's

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.

If you would like some optional activities, please view the Kindergarten Grid. This grid involves some Creative Arts, Science, PDHPE and Lucky Dip activities.

<p align="center">Kindergarten Week 9 - Learning from Home Overview</p>					
	<p align="center">Monday 6 September</p>	<p align="center">Tuesday 7 September</p>	<p align="center">Wednesday 8 September</p>	<p align="center">Thursday 9 September</p>	<p align="center">Friday 10 September</p>
	<p align="center">Be the HERO of your own story</p> 	<p>Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p align="center">ZOOM meetings</p>	 <p align="center">"Imagination will often carry us to worlds that never were... ...but without it we go nowhere"</p>	 <p>Nurture your minds with great thoughts. To believe in the heroic makes heroes. <small>Benjamin Disraeli</small></p> <p align="center">BELIEVE</p>	 <p align="center">BE your — OWN — HERO</p>
<p align="center">English</p>					



<p>Spelling Handwriting Fine Motor</p>	<p>Activity 1 <i>Assessment Task – please ask an adult or an older sibling to video you forming all the capital and lower case letters we have learnt this term.</i> <i>Think about where to start and which way your pencil will go</i> Ss Tt Pp Mm</p>	<p>Activity 1 wh Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'wh'</i> Read the 'wh' words, make flash cards, write the wh words, play tic tac toe, put the 'wh' words on the bricks outside and squirt each one with a super soaker as you read them. when what why white whip whisk wheel whisper</p>	<p>Activity 1 ph Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'ph'</i> Read the 'ph' words, make flash cards, write the ph words, play tic tac toe, put the 'ph' words on the bricks outside and squirt each one with a super soaker as you read them. phone graph sphere dolphin photo alphabet elephant trophy</p>	<p>Activity 1 ck Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'ck'</i> Read the 'ck' words, make flash cards, write the ck words, play tic tac toe, put the 'ck' words on your bedroom door. Read each one before entering. duck tuck clock crack chicken rocket</p>	<p>Activity 1 ll Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'll'</i> Read the 'll' words, make flash cards, write the ll words, play tic tac toe, put the 'll' words on your bedroom door. Read each one before entering. Jill hill bill quoll fall doll</p>
<p>Reading LISC: We are learning to read fluently and to comprehend the text.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ Use my knowledge of phonics to decode unfamiliar words ✓ Talk about the text I have read 	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: Stuck in a rut SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: Stuck in a rut SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: Stuck in a rut SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Complete the questions from the back of the book either on a piece of paper or as a recording and submit to your teaching on seesaw on Thursday.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself reading your assigned text and submit to your teacher on Friday</p>
<p>Writing and Representing</p> <p>All activities this week can be completed on a piece of paper.</p> <p>Learning Intention: We are learning to write informative sentences.</p> <p>Success Criteria: I will know I</p>	<p>Plants</p> 	<p>Poppy's Garden</p> <p>Watch How to get kids into gardening.</p> <p>Option 1 Draw and label five fruits or vegetables you saw growing in Poppy's garden.</p>	<p>Windmills/Wind Turbines</p> <p>There are many different farms and this one is called a Wind Farm. Watch this video to learn more about Windmills/Wind Turbines You can use the same format as the tractor to create your information report about wind turbines.</p>	<p>Chickens</p> <p>Watch Chickens!</p> <p>Option 1 Draw and label a picture of a chicken.</p> <p>Use these sentence starters to write 3 sentences.</p>	<p>Journal Writing</p> <p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like....</p>



am successful if I

- *start my sentences with a capital letter
- *use finger spaces between words
- *sound out new words and write the sounds I hear in order
- *write facts to describe and explain the topic
- *use features of informative writing such as sub-headings
- *finish my sentences with a full stop.

Watch

The needs of a plant.

Option 1
Draw a picture of a plant. Draw and label the five different things plants need to survive.

Option 2
Draw a picture of a plant. Draw and label the five different things plants need to survive. Underneath your picture, write 3 facts that answer the question -

'Why are plants important?'

Option 2

Draw and label five fruits or vegetables you saw growing in Poppy's garden.

Choose 3 jobs you saw Poppy doing in her garden.

Draw Poppy doing each job. Write 1-2 sentences for each job to:

- describe the job
- explain why it is important for her garden.



Option 1
Draw and use descriptive words to label a picture of a windmill (e.g Three large blades). Write sentences about what it looks like and what it does.

Write an interesting fact about windmills to end your information report.

Option 2
Draw and use descriptive words to label a picture of a windmill (e.g large blades). Write an information report about windmills using sub-headings to group your information.

Description
What it is used for
Other interesting facts

Chickens have (describe what a chicken looks like)
Chickens eat...
Chickens give us...

Option 2
Draw and use descriptive words to label a picture of a chicken. Write 1-3 sentences using these sub-headings to help organise your information.

Description – what do they look like
Habitat – where do they live
Diet - what do they eat
Other interesting facts

I wish there was more.....

- You could write about
- ★ A learning task you have liked doing this week.
 - ★ An activity you found the most fun
 - ★ How you feel about learning from home.
 - ★ The highlights of your week
 - ★ Some wishes for your teachers to consider.

Speaking and Listening

The Cows in the Barn

Tune : The Wheels on the Bus

The cows in the barn go moo, moo, moo
Moo, moo, moo
Moo, moo, moo
The cows in the barn go moo, moo, moo
All day long!

- + Ducks in the pond go quack, quack, quack
- + Sheep in the field go baa, baa, baa
- + Piggies in their pen go oink, oink, oink



Learn the lyrics and the tune to 'The Cows in the Barn' and teach your family the song.



Learn the lines of this poem and recite it to your family after dinner.

Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.



Mathematics					
Number and Algebra	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.
Measurement and Geometry Time Learning Intention: We are learning to use the features of a clock to read time on the hour. Success Criteria: I will know I am successful if I can: <ul style="list-style-type: none"> ★ Locate the hour hand ★ Locate the minute hand ★ Use the hands to read time to ___ o'clock Area Learning Intention: We are learning to compare the areas of two or more shapes and label the biggest and smallest. Success Criteria: I will know I am successful if I can: <ul style="list-style-type: none"> ★ Count squares inside a shape ★ Identify the biggest and smallest shape 	Week 9 Assessment Task: Complete the Week 9 Assessment Task on Seesaw. Optional: Watch Mrs Fuller help you read the questions for each question. The teachers ask that students record their answers with minimal adult assistance. 	Warm up: Watch: Telling the Time for Kids Activity: Using something round in your house, trace the outside to draw a perfect circle on a piece of paper (Maybe a Milo tin or coaster). Then, put a dot as close to the middle as you can. Find a clock somewhere in your house (Or from the video) and draw your own clock on the circle you drew. Using different coloured paper, cut out a minute hand and an hour hand. Then, see if you can 'make' 3 o'clock Extension: Using two dice, roll them and add the two numbers together. Using your answer, create this time on your clock. For example, 	Warm up: With the clock you made yesterday, have a parent place the minute and hour hands on the 12 and then have them rotate the hour hand clockwise. Together, say the time as the hour hand lands on the number. Eg "1 o'clock" when the hour hand is on the 1, "2 o'clock" when the hour hand is on the 2. Etc. Activity: With chalk, draw a big clock on the ground. Only draw the minute hand and put it on the 12. You will be the hour hand! Then have someone say a time "Eg 2 o'clock" and stand on the number and then draw the hour hand. Do this for 5 different times. Extension: Try drawing 5 different clocks on the ground and set up the clocks so that they all have different times on them. Then, have someone say	Warm up: Watch " Area for Kindergarten " by Neel Nation. Activity: Count the squares in each shape and fill in the grid to the right. Have a discussion with a family member about the shapes: <ul style="list-style-type: none"> • Which shape has the largest area? • Which shape has the smallest area? This activity can be completed on Seesaw or using the paper copy pack. Extension: Measure 5 different items around your home. These could be a book, an iPad, a piece of paper etc. You will need to find a measuring tool to use to measure the area. This could be dominoes, deck f cards etc. Remember to estimate (have a guess) of how many you think it will be before measuring. This can be completed on Seesaw or using the paper copy pack.	Warm up: Using the Geoboard , create some shapes on your own and identify how many squares (the area) make up each shape. Activity: Complete the "Area of a House" Worksheet by counting each colour of squares and writing the total number at the bottom. Which colour had the most squares? This can be completed on Seesaw or using the paper copy pack. Extension: Create your own robot in the attached grid. How many squares make up each component of your robot? This can be completed on Seesaw or using the paper copy pack.



<p>in a collection</p> <ul style="list-style-type: none"> ★ Demonstrate that a surface is bigger than another by direct comparison ★ Cover surfaces with smaller shapes to give a surface an area <p><u>Assessment Task:</u> Learning Intention: We are learning to show what we understand and need help with across different Mathematic topics.</p> <p>Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Listen to the question carefully. ★ Write my answers neatly so my teacher can read them. ★ Try my best! 		<p>$5 + 4 = 9$. So, create 9 o'clock on your clock.</p> <p>Roll the dice 5 times and make the appropriate times.</p> <p>Note: If you feel like a challenge see if you can tell the time using half-past!</p>	<p>one of the times and run to the right clock. If you can, see if you can race someone else to the right time.</p> <p>Note: If you feel like a challenge see if you can tell the time using half-past!</p>		
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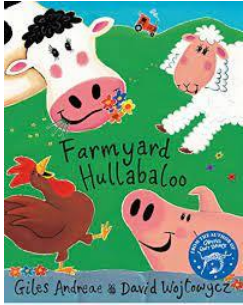

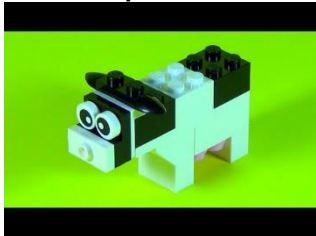


Other KLA's

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.

If you would like some optional activities, please view the Kindergarten Grid. This grid involves some Creative Arts, Science, PDHPE and Lucky Dip activities.



Kindergarten Week 10 - Learning from Home Overview

	Monday 13 September 	Tuesday 14 September Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.  ZOOM meetings	Wednesday 15 September 	Thursday 16 September Don't forget today is Zoom Assembly Day at 10am!  ZOOM meetings	Friday 17 September 
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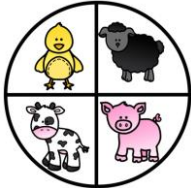






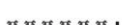

English

<p>Learning Intention: We are learning to build field knowledge about farms.</p> <p>Success Criteria I will know I am successful if I:</p> <ul style="list-style-type: none"> use and understand a variety of words relating to farms. use and show my imagination when I write and draw about farms. communicate ways to solve a problem and show my reasoning. use concrete materials and/or pictures to support my conclusions. can show that I can reflect on my learning and the learning of others. 	<p>Farmyard Hullabaloo</p> <p>Listen to Farmyard Hullabaloo read by Mrs Newth. Click here.</p> <p>Use the writing prompts (pictures and sentence starters to create your very own sentences)</p>	<p>Farm Family Memory</p> <p>Cut out 10 cards. They can be squares or rectangles and need to be equal size. On 5 squares draw 5 different female farm animals. On the other 5 squares draw their young. Label your pictures and challenge a family member to a game of Farm Family Memory! Who will find the most matches?</p>	<p>Animal Lego Building</p> <p>Create an animal out of Lego and then draw a picture or take a photo. Don't forget to write down three facts about your farm animal.</p>	<p>Farm Word Frenzy!</p> <p>You will need a piece of paper, your favourite coloured texta, pencil or pen and 5 minutes on the clock. When the timer begins write as many farm words as you can. Sound out any tricky words and write neat enough that your teacher can read it. Count up the number of farm words you can write in 5 minutes and upload your word frenzy to Seesaw.</p>	<p>Main Attraction</p> <p>It's Open Day and you are the first farmer to check the animals in the morning but Oh no! Your favourite farm animal, the main attraction is missing! Create a wanted poster describing what the missing animal looks like and offer a reward to whoever finds your main attraction before the crowds start rolling in for Open Day!</p>
	Talk about your favourite animal that can be found on	Host a farm animal game show. Come up with a list of	Build a disaster scene and put your Lego animal right in	Think of some new lyrics to the popular song 'Old	Practise being a farm tour guide and make sure you can share lots of interesting facts



	<p>a farm. Record yourself on Seesaw and share it with your teacher.</p>	<p>questions to ask you family about animal mothers and their young. Who is the farm animal expert in your family?</p>	<p>the middle of it. Ask your family members if they can guess what happened and how it happened?</p>	<p>MacDonald had a farm' replace all the animals with other things that can be found on a farm and create noises to match. Send an audio clip to your teacher.</p>	<p>with your visitors on Open Day.</p>
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Mathematics

	<p>Spin and Graph – Farm Animals – Create your own animal spinner just like this one:</p>  <p>Use a paper clip and pencil to spin it 10 times. Complete the graph and make sure you keep this for tomorrow's maths activity.</p>	<p>Design your own farm – Looking at the farm animals you graphed yesterday on an A4 sheet of paper design your own farm. Use as many different 2D shapes to make your paddocks. Don't forget to make sure your paddocks are the correct size for how many animals you have on your farm. If you would like you could create a 3D model of your farm using recyclable materials around your home.</p> <p>Extension: Some of your animals are misbehaving in their paddocks together. Use your knowledge of fractions to split your paddocks in to halves. Can you also split your paddocks into quarters?</p>	<p>Sharing your animals – Use some animal toys around your house or cut out or draw some pictures of your farm animals. See if you can share them into equal groups. Can you share them into 2 equal groups, or 3 or 4?</p>	<p>Farmyard Addition – When working on a farm it is very important to keep track of all your animals. Solve these addition farmyard problems.</p> <p>Extension: See if you can add up how many legs can be found in each of your farm's paddocks.</p> <p style="text-align: center;">Farmyard Hullabaloo Addition Sheet Write the answers in the circles.</p> <p> +  = <input type="text"/></p> <p> +  = <input type="text"/></p> <p> +  = <input type="text"/></p> <p> +  = <input type="text"/></p>	<p>Open Day – It is time to open up your farm to visitors. Create a price list for your farm.</p> <p>Tickets = \$2 Feeding animals = \$1 Farm Tour = 50c</p> <p>Open up your farm and welcome your first guests. Don't forget they have to pay for the experience!</p>
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				<p>Farmyard-Themed Addition up to 20</p> <p>Write down the answers in the circles.</p>	
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Creative Arts

	<p>Act it out! Create your own Farmyard Hullabaloo Play and act out the story. You may get all your family members involves, make finger puppets or just plan it all by yourself and surprise your family with a show at the end of the day.</p>	<p>Using only 2D shapes Using only 2D shapes see if you can create some farmyard animals.</p>	<p>Paper Plate Animals Using a paper plate and whatever art supplies you have at home create a farmyard animal. You could make it to be a mask.</p>	<p>Farm Sign Design your very own farm name and create a poster to display tomorrow for your open day at your farm.</p>	<p>Scarecrow Scarecrows are very important on farms to help protect the farmers crop. Use a paperbag, some coloured paper, textas and some glue create your very own scarecrow. You may even wish to fill it with some newspaper and put it outside in your garden.</p>
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COW WALK:
Stand on hands and knees. Walk across the room while shaking your head from side to side and up and down like you are eating grass.



SHEEP CRAWL:
Lie on the floor with your feet and arms tucked up under your body. Inch yourself forward in a slow and steady crawl.



DUCK WADDLE:
Place your heels together with your toes apart. Place your hands at your sides as you waddle across the room.



GOAT KICK:
Stand on your feet and place your hands on the floor. Walk across the room as you kick out your feet.



PIG ROLL:
Lay on the floor and roll like a pig in the mud.

Farmyard Yoga

[Join](#) Little Yoga Gems for some Farmyard Yoga.

Animal Clouds

Head outside and lay down on your back on the grass and look up at the clouds, see if any of the clouds are in the shape of farm animals.

If Animals Could Dance

[Join](#) The Learning Station for a funny song all about if Animals Could Dance

Yoga Outside

Go outside and create your own Farmyard Yoga. Lay a towel down or a yoga mat. Relax and enjoy!

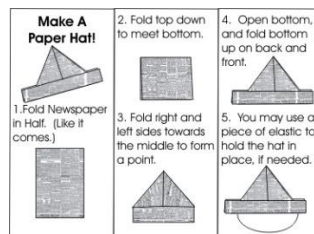
Setting up your Farm

Setting up your farm is hardwork so don't forget to stretch our your arms and legs before you get started for a day on the farm.

Science

Farmers Hat

Every true farmer has a nice big farmer's hat to protect them from the sun. With a piece of newspaper see if you can make your farmer's hat to protect you from the sun. You must test your final product by going outside and seeing how much sun is kept off your face.



Weighing Farm Products

Create your own equal arm balance and pretend you are on the farm and begin to weigh your crops. You may use things like rice, popcorn, beans and investigate which produce weighs the most.

[Watch this video](#) to see how to make it.

STEM Challenge

For the next three days you need to try and solve the problem:

A large storm is approaching. Can you keep your animal safe by building it's favourite shelter?

What you MUST do (Criteria):

1. Build a shelter to withstand wind (hair dryer or fan).
2. Fit your animal inside of the shelter standing up.
3. You animal must be

Making Day

Today is the day to make your shelter and test it against the wind and rain! You may have to make it a couple of times and even make some changes to it.

Refine, Publish and Celebrate

If your shelter didn't stand the tests yesterday today is the day to make some changes and create your final product. Once you have finished don't forget to celebrate your achievement of solving the problem. Your teacher would love to see the final product!



- able to exit the shelter after the storm (door).
4. Challenge: Your shelter must keep your animal dry from the rain!

Today you need to plan your ideas you might draw what you want your shelter to look like or test the equipment you are going to use.

