

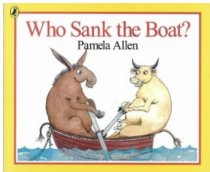

# Merrylands East Public School




## Early Stage 1 - KINDERGARTEN


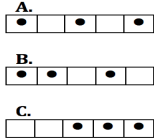
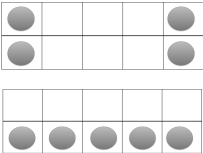
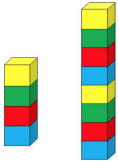
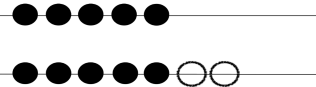
### Unit of Work (1 week)


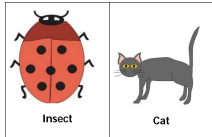
### Term 4 - Week 2


	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Can you practise tying your shoelaces today?	Is your room tidy today?	Can you help fold the clothes today?	How could you help a family member today?	Can you dress yourself today?
Morning	<p><b>English</b> Sing the <a href="#">ABC song</a> to a family member. Can you make some actions for the song?</p> <p><b>Reading</b> Please check the online reading website. Your teacher may have a book for you to read.</p>	<p><b>English</b> Sing <a href="#">BINGO</a> to a family member. Can you sing while using actions?</p> <p><b>Reading</b> Please check the online reading website. Your teacher may have a book for you to read.</p>	<p><b>English</b> Sing <a href="#">Open Shut Them</a> to a family member. Now sing the silly way.</p> <p><b>Reading</b> Please check the online reading website. Your teacher may have a book for you to read.</p>	<p><b>English</b> Sing <a href="#">If You're Happy and You Know It</a> to a family member. Can you sing while using actions?</p> <p><b>Reading</b> Please check the online reading website. Your teacher may have a book for you to read.</p>	<p><b>English</b> Sing <a href="#">5 Little Monkeys</a> to a family member. Can you hear the rhyming words?</p> <p><b>Reading</b> Please check the online reading website. Your teacher may have a book for you to read.</p>

	<p><u>Word Work</u> Learn one new common word from your book.</p> <p>Choose a word game from the activity list in your resource pack. You may like to watch the video on Seesaw.</p>	<p><u>Word Work</u> Learn one new common word from your book.</p> <p>Choose a word game from the activity list in your resource pack. You may like to watch the video on Seesaw.</p>	<p><u>Word Work</u> Learn one new common word from your book.</p> <p>Choose a word game from the activity list in your resource pack. You may like to watch the video on Seesaw.</p>	<p><u>Word Work</u> Learn one new common word from your book.</p> <p>Choose a word game from the activity list in your resource pack. You may like to watch the video on Seesaw.</p>	<p><u>Word Work</u> Learn one new common word from your book.</p> <p>Choose a word game from the activity list in your resource pack. You may like to watch the video on Seesaw.</p>
<b>Break</b>	Fruit Break	Fruit Break	Fruit Break	Fruit Break	Fruit Break
<b>Middle</b>	<p><u>Reading/ Speaking and Listening</u></p>  <p>Look at the front cover, illustration and title of this story or from a story from home and tell a family member what you see.</p> <ul style="list-style-type: none"> <li>- The title '<i>Who Sank the Boat</i>' is a question. How do you know it is a</li> </ul>	<p><u>Reading/ Speaking and Listening</u></p> <p>Listen to the story <a href="#">Who Sank the Boat</a> or read a story from home.</p> <p>While listening, think about your prediction from yesterday.</p> <p>After listening, think about these questions:</p> <ul style="list-style-type: none"> <li>- Was your prediction correct?</li> <li>- Why do you think the lightest one sank the</li> </ul>	<p><u>Reading/ Speaking and Listening</u></p> <p>Listen to the story <a href="#">Who Sank the Boat</a> or read a story from home.</p> <p>In the story, the author describes the mouse using an adjective. Can you think about which word describes the mouse in the phrase 'The <i>little</i> mouse'?</p>	<p><u>Reading/ Speaking and Listening</u></p> <p>Listen to the story <a href="#">Who Sank the Boat</a> or read a story from home.</p> <p>After listening, think about whether the boat still would have sunk if the animals got in another way? Why or why not? Let's experiment with floating and sinking with our own boat. You can use</p>	<p><u>Reading/ Speaking and Listening</u></p> <p>Listen to the story <a href="#">Mr Archimedes Bath</a> or read a story from home.</p> <p>You might like to watch <a href="#">this video to help you with today's activities.</a></p>  <p>Look at this illustration from the story. Think</p>



	<p>question? Why is the author asking us a question? - What do you already know about floating and sinking?</p> <p>Look at the characters from the story in this picture. Can you predict who might sink the boat? Why?</p>  <p><u>Writing</u> Draw a picture and write a message about who you think might sink the boat and why. Think about the word 'sink'. I can make 'sink'</p>	<p>boat? - Were the animals using the boat safely?</p> <p>Think about why the animals weren't being very safe when they got into the boat. You might like to watch this video on boat safety. <a href="https://www.youtube.com/watch?v=rDrj_DY8Yi0">https://www.youtube.com/watch?v=rDrj_DY8Yi0</a></p> <p><u>Writing</u> Think about how the animals could use the boat safely next time. What equipment could they bring to make their boat trip safe? Draw a picture of your ideas and label your picture.</p> <p>Today we thought about the boat tipping. Think</p>	 <p><u>Writing</u> Think about other adjectives you could use to describe this mouse e.g. tiny, grey, sneaky or furry. Make a list of describing words. You can draw pictures next to your describing words.</p> <p>In the story, the pig is described as being 'fat'. Think about the word 'fat'. I can make 'fat' say 'hat' by changing the first letter and keeping the end of the word. Can you think of any other words you could make with 'at' at the end?</p>	<p>playdough, a plate, a cup or a container around your home for your boat. You might like to watch this video on <a href="#">How to make playdough</a></p> <ol style="list-style-type: none"> <li>1. Place your playdough, cup, plate or container into a bowl of water.</li> </ol>  <ol style="list-style-type: none"> <li>2. Find some materials around your home to test if they sink or float e.g. coin, lego, dice, ice cube</li> <li>3. Place your objects inside your boat and see if they sink or float!</li> <li>4. Try placing your objects into your boat all at once. Does it matter which order you place them in? Do you think</li> </ol>	<p>about why the water went up every time an animal got in. How do you know? Is there a clue from the illustrations? Tell a family member your ideas. Think about the two stories we have listened to this week, <i>Who sank the Boat</i> and <i>Mr Archimedes Bath</i>. Can you think about the similarities between these two stories? e.g.</p> <ul style="list-style-type: none"> <li>- The types of characters they have?</li> <li>- What do the characters do in the story?</li> </ul> <p><u>Writing</u> Make a list about the similarities in the stories. You might like to add pictures to your list.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	say 'pink' by changing the first letter and keeping the end of the word. Can you think of any other words you could make with 'ink' at the end?	about the word tipping. What letter does it start with? Let's practise our handwriting for the letter <b>t</b> . <a href="https://vimeo.com/410164922">https://vimeo.com/410164922</a>	You may like to set it out like this: 'at' words fat bat cat rat	this would be the same for the animals in the story?  <u>Writing</u> Draw a picture of your experiment. Can you make a list of which objects sank and floated?	This week you have practised making new words by changing the first letter and keeping the end of a word. Go back to the lists you have made for words that end in 'ink', 'at'. Can you add any more words to your lists?
<b>Break</b>	Recess	Recess	Recess	Recess	Recess
<b>Afternoon</b>	<p><b>Mathematics</b> <u>Number Talk</u></p>  <p>How many popcorn boxes do you see here? Is it more, less or the same? How do you know? Show another way you can draw the number 6 using dots.</p>	<p><b>Mathematics</b> <u>Number Talk</u></p>  <p>What can you see here in strips A, B and C? Is it more, less or the same? How do you know? Show another way you can draw the number 3 using dots in a strip. <u>Counting pairs:</u></p>	<p><b>Mathematics</b> <u>Number Talk</u></p>  <p>How many dots do you see here? Is it more, less or the same? How many more dots do you need to make 10 for both ten frames? Draw these dots using a colour pencil.</p>	<p><b>Mathematics</b> <u>Number Talk</u></p>  <p>How many blocks can you see for each tower? How many more blocks do you need to make them the same height? Draw the number of blocks you need.</p>	<p><b>Mathematics</b> <u>Number Talk</u></p>  <p>How many beads do you see? How do you see them? How many white beads are there? How do you know?  <u>Animal legs:</u> Here is a picture of the cat and ladybug. How</p>

<p><u>What is a pair?</u> Pear and pair sound the same but are two very different things. What is a pear? It is a green, juicy fruit. What is a pair? A pair comes in twos. If you have two things that look the same, they make a pair. Can you think of body parts that come in twos? E.g. feet, hands, eyes and ears.</p> <p>Can you think of other pairs? E.g. socks, shoes and gloves. Look around your home to find other pairs. How many different pairs of things can you find?</p> <p><b>Science</b> Today you thought about the characters in <i>Who Sank the Boat?</i> Why do</p>	<p>You will need as many socks as you can find. If not, you can collect some pencils or Lego for this activity.</p> <p>Yesterday, we looked at what a 'pair' looks like. We can count using pairs to be quicker when working out a problem. We see 2 things when we see a pair e.g. if we put 1 sock and 1 sock together, it makes a pair. When we see a pair we don't need to count from 1, we can see 2 straight away.</p> <p>In this picture, you can see 4 socks. Remember a pair has 2 socks. There are 2 pairs of socks. You can try counting by 2s to get to</p>	<p><u>Counting pairs:</u> You will need to collect some pencils or Lego for this activity. If you used this yesterday, choose something else to group.</p> <p>We can say a pair of something is a group. For example, when we see 2 birds flying together, it can be called a pair of birds or a group of 2 birds.</p> <p>In this picture, you can see pairs of birds being grouped and circled. In each group, there are a pair of birds. We can write a number sentence, '<u>3 groups of 2 is 6</u>'.</p>  <p>Pair the objects that you have collected into groups</p>	<p><u>Duck legs:</u> You will need some counters or Lego, paper and pencil. How many legs does a duck have? Have a go at drawing a duck and match the legs with counters or Lego. Explain how many legs you see to a family member. What is another way you can count the legs without counting from 1? If there are 5 ducks, how many legs will there be? How many groups/pairs would there be? Try and count the counters or Lego by 2s. Draw your answer on paper or take a photo of your work to Seesaw.</p> <p><b>History</b> This week we have</p>	<p>many legs does each of these creatures have? How many pairs are there? How do you know?</p>  <p>Draw a picture of a cat. Use counters or Lego to match the cat's feet and show the legs. E.g. 2 legs in front and 2 at the back. Write a number sentence. E.g. 2 groups/pairs of 2 legs.</p> <p>Draw a picture of a ladybug. Use counters or Lego to match its feet and show the legs. E.g. 3 legs on the left and 3 on the right. Write a number sentence. Show a family member to check your</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>you think some things float and some things sink?</p> <p>Something that sinks will go all the way to the bottom and something that floats will stay at the top of the water.</p> <p>Let's think about items around the house and predict if they will sink or float. Remember, that in science we are just learning to make observations and see what happens, so it doesn't matter if our guesses are right or wrong.</p> <p>Fill a large tub or any container you have with water. Search the house for a collection of objects</p>	<p>your answer.</p>  <p>Pair the socks that you have collected into 2s. Find out how many pairs of socks you have at home and how many socks you have altogether. You can try counting by 2s to get your answer.</p> <p><b>PDHPE</b> <b>Balance</b> What parts of the body might you use to balance on? Find somewhere soft inside or outdoors to practise your balance. Starting on your knees, can you: - balance on one knee</p>	<p>of 2. Find out how many groups you have of those objects and how many you have altogether. You can try counting by 2s to get your answer. Draw the groups and write a number sentence, for example '___ groups of ___ is ___'.</p> <p><b>Creative Arts</b> <b>Rocking Boat</b> To make your rocking boat you will need: - 1 Paper plate - tape or glue - paper - stick/paddle pop stick - decorative items/pencils etc.</p> <p>- Fold your paper plates in half and decorate to look like the bottom of a ship/boat.</p>	<p>looked at different types of transport such as cars and boats. Can you think of any others that we might use today? (bikes, trains, planes, trucks, rockets etc). Have you ever wondered what transport looked like in the past? Do you think it was the same or different to how it looks today? Watch this quick animated video which shows you different types of transport in the past <a href="https://www.youtube.com/watch?v=mpVqY6Z74Tk">https://www.youtube.com/watch?v=mpVqY6Z74Tk</a> or view these images here: <a href="#">Transport Past and Present</a></p> <p>What are some differences between transport from the past</p>	<p>groups.</p> <p><b>PDHPE</b> <b>Road Safety</b> Throughout the week we have looked at different types of transport. We all know it's really important to stay safe when we are in cars, trains, buses etc, but did you know it's also important to stay safe as a pedestrian too? A pedestrian is someone who walks or travels by foot. Maybe you walk to and from school, or the park. What are some ways you keep safe when walking to these places?</p> <p>You may like to watch this video by Constable Kenny Koala about how to stay safe around</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>(between 5 and 10) in various shapes, sizes and materials e.g. an eraser, ball, marble, pencil, coin, cotton ball, lid, leaves, stick, Lego etc.</p> <p>Predict which items will sink in the water and which will float. Place these items into two piles. Take a photo of your predictions so you can compare after the experiment.</p> <p>Test each item by placing them in the tub. After the experiment, make changes to your two groups to show which items float and which items sink. Were your predictions correct? Can you record your findings</p>	<p>and one hand</p> <ul style="list-style-type: none"> <li>- balance on one knee and one elbow</li> <li>- balance on one knee and two fingers.</li> </ul> <p>What is the easiest/hardest balance? What other balance combinations can you think of?</p> <p>Let's try a balance challenge! Can you balance on:</p> <ul style="list-style-type: none"> <li>- four body parts</li> <li>- three body parts</li> <li>- two body parts</li> <li>- one body part.</li> </ul> <p>Place a small soft toy/socks/beanbag on your head and try to balance it. Walk over to a parent or another family member and ask</p>	<ul style="list-style-type: none"> <li>- Cut out your triangular sail and decorate (you can use pens, paint, tape and hole punches!!!! As much or as little as you like).</li> <li>- Tape or glue your sail to the wooden sticks.</li> <li>- To attach your sail to the boat you either tape the stick to the back of your boat or you can make a small hole in the paper plate crease, feed the stick through and tape it to the inside of your board.</li> </ul> <p><i>Note: If your boat doesn't stay upright fully, you can add a little glue/ or rolled up tape to the inside of the paper plate halves to keep them together.</i></p>	<p>and modern transport? For example, in the past they were hand-made and used animals instead of petrol and motors. Today our transport uses machinery and petrol, has a motor and are made in factories. Can you think of anything else? Why do you think transport has changed? To go faster? To be safer?</p> <p>What modes of transport do you think people will use in the future? Talk to a family member about:</p> <ul style="list-style-type: none"> <li>- What will it look like?</li> <li>- What will it be made from?</li> <li>- How will it be powered?</li> </ul> <p><b>Task:</b> Design, draw and</p>	<p>roads.</p> <p><a href="https://youtu.be/_IOF3cegeEw">https://youtu.be/_IOF3cegeEw</a></p> <p>There are many ways we can stay safe when walking around roads. One way is to hold a grown-ups hand. Why is it important to hold an adult's hand?</p> <p>Another way to stay safe is to always walk on the footpath or away from the road. What should we look out for when walking on these paths? Why could it be dangerous?</p> <p>Always choose safer places to cross. What are the different markings or signs that tell you a place is a safer choice to cross? E.g. pedestrian</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>as a list? You can write the headings 'float' and 'sink'. You can choose to draw pictures of each item if you like.</p> <p>Why do you think these items sink or float? Do they have anything in common? Write your answers under each list.</p>	<p>them to hold up a number of fingers. How many fingers are being shown? Can you try this again walking on the balls of your feet (tip toes)?</p> <p>Which way of walking was easier? Why do you think that was?</p>		<p>label a vehicle for the future. Write a message to explain how this future transportation will be better than what we already have.</p>	<p>lights/crossings, level crossings and overhead bridges. What if there's no marked crossing, how do you choose a safer place to cross?</p> <p>Design a road safety poster to place around the school that teaches students how to stay safe when walking to school.</p>	
<p>End of day</p>					