

Date 5th May

KINDY Week 2 - TUESDAY

Morning Fitness

Dance and movement. These are the links to four of our favourite movement songs that we learnt in Term 1. Have a go at all four. I am sure your family will enjoy joining in.

The songs will change every two weeks.

Touch the stars <https://www.youtube.com/watch?v=UlaUoKRE4vc>

Hearty Fun <https://www.youtube.com/watch?v=GzvJhCBH80U>

Shake your sillies out https://www.youtube.com/watch?v=NwT5oX_mqS0

Lulu's Shake Break <https://www.youtube.com/watch?v=CXUCyh2MigA>

Feel free to complete a physical activity outside during this time if you do not wish to complete the dance and movement. This session goes for about 10/15 minutes. The motor skills home ideas grid has some ideas for gross motor activities. This is in your resource pack.

Morning Greeting

Check your email for your daily video message.

Literacy

Activity 1: Oral Language – Focus: Semantics Scene and Questioning (Birthday Scene)

Complete 'The Birthday' semantic scene and questioning activity. This is in the student activity pack. On the back, there are some ideas for extension or if you would like to complete a follow up activity on this at another time.

'Semantics' refers to the meaning of sentences and words and how they relate to one another. That is, whether words belong in groups or categories together (e.g. Apples, oranges and pears are all fruit), whether they are similar to each other, or different and the features they have e.g. size, shape and colour.

Activity 2: Letters and Sounds: Listening Walk

Being able to listen to sounds in the environment assists in developing children's listening and speaking skills.

Go on a listening walk. What can you hear? Is it a loud or quiet sound? Can you see the object/thing making the sound? When you return from your walk, please complete the listening walk activity sheet in the student activity pack. You need to draw a picture of something you heard and get a parent to scribe. You might like to draw more than one picture.

You might like to watch the story The Listening Walk story before heading off.

<https://www.youtube.com/watch?v=uCs66HaouFU>

Literacy home ideas grid is available in the resource pack if you would like any supplementary activities.

Investigations- Child initiated play. Talk to your child about the play they are engaging in. Ask questions, model play and rich vocabulary

Recess

Prewriting – Peggy Lego: Sing the song Open Shut Them or another finger action rhyme to get your hands warm and ready for activities. Practice the Peggy Lego movements on a whiteboard. Choose 1 activity to complete from the prewriting package in your student activity pack.

Name writing:

Complete your name writing activity. This is in your resource pack and will be completed at this time each day.

Fine Motor Activity: Complete 1 cutting skills activity each day. These can be found in the student activity pack. Then choose an activity from the home ideas motor learning grid focusing on fine motor skills. This is in your resource pack.

Investigations- Child initiated play. Talk to your child about the play they are engaging in. Ask questions, model play and rich vocabulary.

Lunch

Post break activity

Story Retell Program – This is the book we have been borrowing from the library with the questions.

This book is the same book you will use for Weeks 1 and 2. This process started last Tuesday. See Tuesday 28th April plan if you require further information.

Numeracy

Oral Counting: Ten Little Numbers <https://www.youtube.com/watch?v=dk9Yt1PqQiw>

Oral counting is counting out loud saying the number string in the correct order. Instead of Ten Little Numbers, you could get your child to orally count out loud to 10 and/or clap their hands/stamp the feet/jump whilst counting to 10. It is important to practice oral counting as often as you can.

Number Recognition: Number recognition – This is your child's ability to recognise and name basic numerals. Use the number recognition cards in the resource pack to test your child's knowledge. Your child needs to be able to recognise and name the numeral instantly. Practice with the numerals to five first. If your child is able to recognise all these when presented to them in random order, add the numerals six to ten. You could play a game of memory as an extra activity if you like. I have included two sets for this purpose.

Activity: Today's Explicit teaching focus is on the number 5.

1. Begin by listening to Mrs. Hughes read the Number Tale Five Shiny Apples (Check your email)
2. View the Number 5 PowerPoint (Check your email)
3. Complete the Five Shiny Apples craft activity. This is in your student activity pack.



Numeracy home ideas grid is available in the resource pack if you would like any supplementary activities.

Investigations- Child initiated play. Talk to your child about the play they are engaging in. Ask questions, model play and rich vocabulary.

Afternoon Break

Integrated Curriculum

Activity: Mother's Day Card

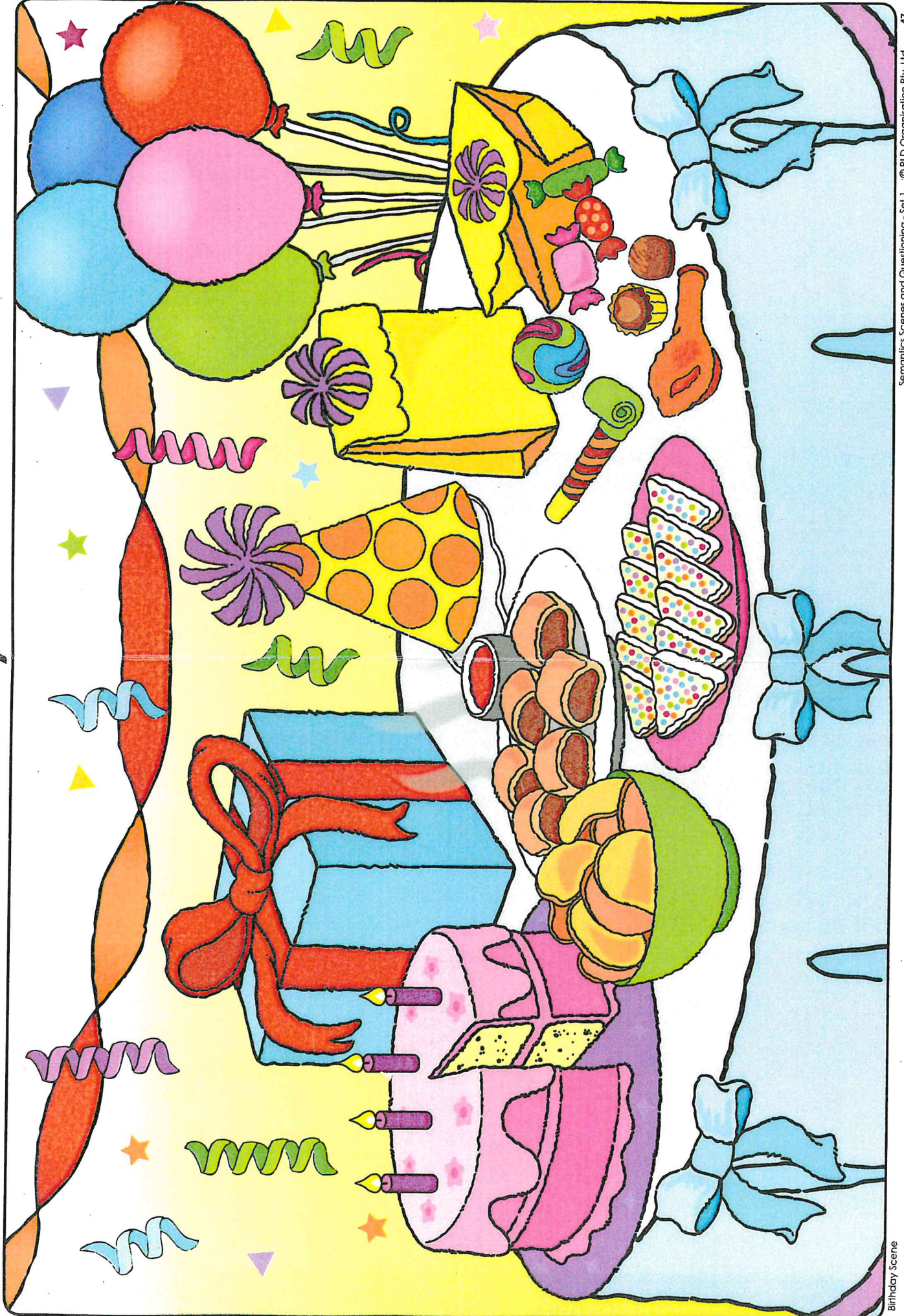
This activity is prepared in the student activity pack. Use glue to collage the heart with the tissue paper squares. Feel free to colour in the letters that say, "I love you to pieces". Write your name in the inside of the card. Place the card with the picture you made yesterday if it is dry.



Home ideas learning grids are in your child's resource pack if you would like to complete any supplementary activities.

Investigations- Child initiated play. Talk to your child about the play they are engaging in. Ask questions, model play and rich vocabulary.

Birthday Scene



Birthday Scene Semantic Questioning (The birthday scene image is found in the appendix.)

1	Adult: (With birthday scene hidden) <i>We're talking about birthdays today. Name 3 things you might see at a birthday party.</i>	
	Adequate response	Any 3 birthday items e.g. Presents, balloons, cake, streamers, party bags, party whistle, party hats, birthday candles, games.
	Inadequate response	Less than 3 birthday items.
2	Adult: (With birthday scene visible) <i>I'm thinking of something you blow up and it can pop. Can you guess what it is?</i>	
	Adequate response	Balloon.
	Inadequate response	This one; There; Party; Goes pop.
3	Adult: <i>I'm going to describe something in this picture, try to guess what it is!</i> Your description gives the child a model of how they could describe an item. <i>It goes on a birthday cake, you light it, then you blow it out.</i> (candles). <i>Now it's your turn. Tell me everything you know about this present.</i> Point to the blue present. If the child doesn't provide enough information on their first description, ask an open question like <i>'What else can you tell me?'</i> .	
	Adequate response	Child describes the item by 3 different elements: It is wrapped up; It's on the table; It's a square shape; It's got a ribbon on it; It's blue and red.
	Inadequate response	Describing the item by less than 3 elements; Describing only by the visual elements e.g. It's blue; It's a present.
4	Adult: Point to the party bag items. <i>Point to the things from the party bag that you can eat.</i>	
	Adequate response	Child points to or names the lollies, chocolate. If the child does not point to all these items on the first try, ask, <i>'Are there any more?'</i> .
	Inadequate response	Child points to or names cake, chips, party whistle or toy.
	Adult: <i>Point to the things from the party bag that you can play with.</i>	
	Adequate response	Child points to or names balloon, whistle, ball.
	Inadequate response	Child points to or names lollies, chocolate, cake; Child says: party bag; play.
5	Adult: <i>Point to what is behind the cake.</i>	
	Adequate response	Child points to the present.
	Inadequate response	Child points to the cake; No response.
6	Adult: <i>What is different about the party hat and the party bag?</i> Point to a party bag and the party hat.	
	Adequate response	The hat has spots and the party bag doesn't; The bag is a square shape and the hat is a triangle, pointy shape.
	Inadequate response	They're different; It's spotty; That bit.
7	Adult: <i>What is the same about the party hat and the party bag?</i>	
	Adequate response	They are yellow; They have a purple ribbon on them.; You get it at a party.
	Inadequate response	They're the same; He has a hat; Party bag.
8	Adult: <i>Some things go together, like wrapping paper and ribbon. Try this one, birthday cake and ...?</i>	
	Adequate response	Child points to or names candles; Child says: Plates.
	Inadequate response	Child points to or names cake.
9	Adult: <i>This party food looks yummy! What is the opposite of yummy?</i>	
	Adequate response	Yucky; Gross; Disgusting.
	Inadequate response	Blegh; Yummy; Cake is yummy.

Additional Activities Using Real Objects For 4 Year Old Birthday Scene

1. **You'll need:** 3 blue balloons. 3 red balloons.

Adult: <i>Help me find the balloons that are red and the ones that are blue.</i>	
Adequate response	The child sorts the balloons into the appropriate groups i.e. Red balloons together and blue balloons together.
Inadequate response	The child does not sort items into the appropriate groups without help.

2. **You'll need:** 3 small blown up balloons. 3 large blown up balloons.

Adult: <i>Help me find the balloons that are big and the ones that are small.</i>	
Adequate response	The child sorts the balloons into the appropriate groups i.e. Big balloons together and small balloons together.
Inadequate response	The child does not sort items into the appropriate groups without help.

3. **You'll need:** A box wrapped to look like a present. A small toy e.g. Ball, car or doll.

Adult: Give the child the toy. <i>Hide the toy behind the present.</i>	
Adequate response	Child places the toy behind the present.
Inadequate response	Child places the toy next to or on the present; No response.

Tips For Teaching Semantics To Children

It is important to teach children what each semantic concept means and how you want them to respond to a question or instruction. If a child has difficulty understanding a semantic concept, doesn't give enough detail or uses incorrect grammar or vocabulary in their answer, you can:

1. Repeat the question or instruction using visual cues to support e.g. Gestures, or pointing to pictures on the semantic scene.
2. Rephrase the question or instruction or ask it in a different way.
3. Give the child clues e.g. Describing an item or telling the child the first sound of an item.
4. Begin a sentence for the child to complete with the answer e.g. "You wash the dishes in...?" (The sink).
5. Give two alternatives for the child to choose between. If they are unsure, children will usually choose the last option, so say the correct alternative last.
6. Model the correct answer for the child to copy.

The following is an example to show how you might assist a child who has given an inappropriate or inadequate answer.

Example: Birthday scene – Generate opposites.

Adult: What is the opposite of yummy?

Child: Blegh.

Adult: (provides two choices) Lovely or yucky?

Child: Yucky.

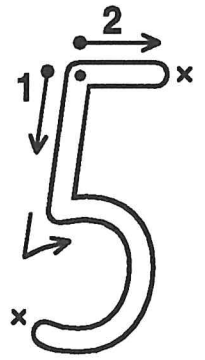
Adult: (model the correct answer) Yes, the opposite of yummy is yucky.

Tip: If children are struggling to understand opposites like 'yucky/yummy' 'wet/dry' or 'large/small' teach one concept at a time, usually the one with substance first e.g. Only 'yucky', 'wet', or 'large'.

Today I went on a listening walk.

I heard a _____.

FIVE SHINY APPLES



Straight neck, big round
tummy. Hat on top, five
looks funny.