

# Kindy

## Work Package 1

Term 2, 2020 - Weeks 1 - 3



Merriwa Primary School



# Merriwa Primary School

## Learning Activities Week 1

### Kindy

<b>Imaginative Play and Investigation</b>	<b>Build a Blanket Fort</b> Pretend you are / there is a bear in a cave. What other animal could be in the cave. Take a torch and read in your cave.	What Lives in my Garden?	<b>Have a tea party</b> Write an invite to your family and toys. Don't forget to set the table and serve delicious cakes and cookies.
<b>Fundamental Movement and Mindfulness</b>	Animal Walks  Stuffed Animal Breathing	Follow the Leader  Blow Bubbles	Dance Party  Balance Dice
<b>Fine Motor and Craft</b>	<b>Tracing or colouring</b> Place a tracing sheet into a sheet protector and use a whiteboard maker to trace the lines	<b>Cutting or Tearing</b> Make a collage of something you found in the garden Make a collage with things you found in the garden	<b>Threading</b> Thread some beads on to a toothpick - place in a playdough cake Thread cut fruit onto spaghetti or toothpicks - serve at your tea party
<b>English</b>	<b>Nursery Rhymes</b> - read, watch, sing and do actions <b>Read or watch</b> - We're Going on a Bear Hunt - act it out What happened in the beginning, middle and end of the story	<b>Nursery Rhymes</b> - read, sing and do actions <b>Clothes Semantic Scene</b> - ask the questions and model the correct answers	<b>Nursery Rhymes</b> - read, sing and do actions <b>Read or watch</b> - your favourite story act it out What happened in the beginning, middle and end of the story
<b>Maths</b>	<b>Count to 10</b> (YouTube sing and dance to 20) Peg the correct number of pegs to the number cards <b>I-Spy Shapes</b>	<b>Count to 10</b> (YouTube sing and dance to 20) Match the dot cards with the number cards <b>Colour Walk</b>	<b>Count to 10</b> (YouTube sing and dance to 20) Place the correct number of beads to the number cards <b>I-Spy Shapes</b>





# Merriwa Primary School

## Learning Activities Week 2

### Kindy

<b>Imaginative Play and Investigation</b>	<b>Make a supermarket</b> Pretend you are the shopkeeper What could you sell? Don't forget to make signs & money for your shop.	Houses and Buildings	<b>Be a Doctor</b> Check up on your patients Write a prescription Perform surgery on playdough people.
<b>Fundamental Movement and Mindfulness</b>	Beans  Shape Breathing	Cosmic Kids Yoga / Animal Poses  Blow Bubbles	Balance Challenge  Craft Breathing
<b>Fine Motor and Craft</b>	<b>Balancing</b> Balance beads or marbles on top of lego, golf tees. Balance blocks on top of each other	<b>Cutting or Tearing</b> Cut using the practice sheets	<b>Sorting</b> Use a peg to pick up beads, pom poms, cut string, straws etc. and sort by colour ( <i>if one thing</i> ) or shape or type ( <i>if mixed</i> )
<b>English</b>	<b>Nursery Rhymes</b> - read, watch, sing and do actions <b>Listening Walk</b> - go for a walk and listen for sounds. draw and write what you heard in the order that you heard it. What was your favourite sound?	<b>Nursery Rhymes</b> - read, sing and do actions <b>I-Spy Pets</b> - ask the questions and model the correct answers	<b>Nursery Rhymes</b> - read, sing and do actions <b>Read or watch</b> - your favourite story act it out What happened in the beginning, middle and end of the story
<b>Maths</b>	<b>Count to 10</b> ( <i>YouTube sing and dance to 20</i> ) Peg the correct number of pegs to the number cards <b>Which is heavier</b>	<b>Count to 10</b> ( <i>YouTube sing and dance to 20</i> ) Match the dot cards with the number cards <b>Shape Tracing</b>	<b>Count to 10</b> ( <i>YouTube sing and dance to 20</i> ) Place the correct number of beads to the number cards <b>I-Spy Nursery Rhymes</b>





# Merriwa Primary School

## Learning Activities Week 3

### Kindy

<b>Imaginative Play and Investigation</b>	<b>Make a Zoo</b> Pretend you are the zookeeper Make the animals habitats Don't forget to make signs & feed your animals.	Shadows	<b>Be a Travel Agent</b> Find places in the world to go on holiday Make plane tickets and travel brochures..
<b>Fundamental Movement and Mindfulness</b>	Obstacle Course  Stuffed Animal Breathing	Musical Balances  Shape Breathing	Cosmic Kids Yoga / Dance to music  Blow Bubbles
<b>Fine Motor and Craft</b>	<b>Tying and Untying Knots and Laces</b> Practice tying and untying knots with ribbons and laces. Try tying shoelaces ( <i>pipe cleaners can be used to help learn how to make and hold loops</i> )	<b>Cutting or Tearing &amp; Scrunching</b> Cut or tear paper and sort into colours. Scrunch the paper and glue to make a collage picture	<b>Buttoning</b> Place a shirt over a chair and practice unbuttoning and buttoning it up again.
<b>English</b>	<b>Nursery Rhymes</b> - read, watch, sing and do actions <b>Following Directions</b> - Play the game. Follow the directions and see who wins ( <i>only 1 step questions included in this pack</i> )	<b>Nursery Rhymes</b> - read, sing and do actions <b>Zoo Semantic Scene</b> ask the questions and model the correct answers	<b>Nursery Rhymes</b> - read, sing and do actions <b>Read or watch</b> - your favourite story act it out, draw your favourite part What happened in the beginning, middle and end of the story
<b>Maths</b>	<b>Count to 10</b> ( <i>YouTube sing and dance to 20</i> ) Play memory with the number cards <b>Playdough Shapes</b> either Flatten or roll sausages to go around the outside of the tracing shapes. ( <i>place the tracing shapes in the plastic sheet protector so they last longer</i> )	<b>Count to 10</b> ( <i>YouTube sing and dance to 20</i> ) <b>Find a collection of objects</b> Count them and Sort them by shape, colour, feel, if they roll. What other ways can you sort them?	<b>Count to 10</b> ( <i>YouTube sing and dance to 20</i> ) Place the correct number of beads to the number cards <b>I-Spy Dinosaurs</b>



# IMAGINATIVE PLAY

Imaginative, dramatic, pretend or make believe play is a vital part of a child's development.

Play helps children to engage in and understand the world around them.

It develops their language, creativity, empathy, turn-taking, sharing, problem solving, physical skills and emotional development.

SHOPS				
	Supermarket	Bakery	Toy Shop	Pet Shop
PLACES				
	Cafe	Italian Restaurant	Zoo	Office
OCCUPATIONS				
	Doctor	Mechanic	Travel Agent	Teacher
ACTIVITIES				
	Camping	Tea Party	Gardening	Blanket Fort

# INVESTIGATIONS

- These activities can be repeated and extended upon.
- Encourage your child to explore the ideas that they are interested in.
- You can brainstorm other topics with your child that they would like to investigate.

## What lives in my Garden?

Take some paper (with a clipboard if you have one) and draw some of the interesting living things you see.

- Make crayon rubbings of interesting patterns
- Sort what you find into groups - insects, plants, living / not living
- Ask questions to find out more about something you saw
- Tell someone about the order you found things in - first, next, then

## Houses and Buildings

*Can you make a house or a building?*

- Use any materials that you have to create a house or a building
  - You could create a whole town.
- Find out if it can be blown down.
- How could we make a building taller than you?
- Draw your building or town
- What could live in your building?
- Can you make a building or town for your toys to fit inside?

## Shadows

- What different shadows can you make?
- Trace around shadows of objects
- Place one tall object on the ground / piece of paper and trace the shadow at different times of the day,
  - What happens to the shadow?
- Explain to an adult how shadows are made. - Find out if you were right.
- What happens to shadows when it gets dark?





# FUNDAMENTAL MOVEMENT SKILLS, GAMES, FITNESS, YOGA AND DANCE

Any activity where your child is using their whole or parts of their body to move can be used to practice their Fundamental Movement Skills.

## Fundamental Movement Skills

Balancing	Jumping	Hopping	Catching (and bouncing)
Kicking	Running	Overarm Throw	Dribble (soccer)
Skipping	Dodging	Two-handed strike	Dribble (basketball)

## Traditional Games

- Tag / Chasey - change the movement from running to jumping, skipping or galloping or when caught the have to jump / hop / star jump on the spot until they are freed by another player.
- Simon Says - callers says "Simon Says" and an action or movement. If they don't say "Simon Says" and the children do the action they have to pay a penalty e.g. 5 star jumps.
- Follow the Leader - children line up behind 1 person and follow all the movements that the leader makes (can even be through an obstacle course) or the children face the leader and copy all the moves they make.
- What's the Time Mister Wolf?- the 'wolf' stands away from the others. The children call "what's the time Mr Wolf?" the wolf calls a number and the children take that many steps / jumps / hops etc. towards the wolf. when the wolf calls "dinner time" the children run away and the wolf tags as many as they can. If they get tagged the children jog / jump / hop / balance etc. on the spot until a new wolf is chosen.

## Fitness / other movements

touching toes	sit-ups	push ups	squats	climbing
crawling	catching, bouncing, kicking, throwing a ball			riding a bike
pencil roll / rocket roll (lots of fun when rolled into a blanket)				

## Yoga

- Cosmic Kids Yoga - Youtube

## Dance

- Create your own dance - play music and move to the beat
- Follow the song / rhyme - lots of children's songs instruct the children on how to move e.g. Heads, houlder, knees & toes, Teddy bear, teddy bear, Can you (point your fingers) etc.
- Musical Statues / Bobs / Chairs - play some music and when the music stops the children have to freeze / squat down / find a chair to sit in.



YouTube Kids – can be downloaded as a free app or used on a computer. Set up is easy and parents are able to set age and search restrictions for each child.

## Fitness

MOVE WITH ME Brain break exercise song for kids fitness songs for kids [TheLearningStation](#)

FITNESS FUN build your body and build your brain fitness songs for kids [Jack Hartmann](#)

CROSSOVER brain breaks crossover brain breaks song cross the midline [Jack Hartmann](#)

I CAN MOVE MY BODY LIKE ANYTHING movement song for kids [Jack Hartmann](#)

COOL SPORT FITNESS SONG action song for kids hearty fun children love to sing [love to sing](#)

SHAKE YOUR SILLIES OUT brain breaks songs for kids kids action songs [TheLearningStation](#)

SHAKE BREAK action songs for kids sing and dance [Pancake Manor](#)

## Balance

HUNGRY FLAMINGO - Maximo [GoNoodle](#)

TIGHT ROPE - Maximo [GoNoodle](#)

SUPER SCOOPER - Maximo [GoNoodle](#)

SURFER DUDE - Maximo [GoNoodle](#)

## Mindfulness

RAINBOW BREATH - Flow [GoNoodle](#)

MELTING - Flow [GoNoodle](#)

BELLY BREATHE -

## Dance

ANIMAL DANCE AND FREEZE fun movement brain break [Jack Hartmann](#)

## Yoga

[COSMIC KIDS YOGA](#)

## Maths

THE 7 DAYS OF THE WEEK SONG - days of the week kids songs [Jack Hartmann](#)

LETS COUNT TO 20 SONGS FOR KIDS [Dream English Kids](#)

WHAT SHAPE IS IT - learn eight shapes with lyrics [Dream English Kids](#)

COLORS ACTION SONG WITH MATT - learn 7 colors [Dream English Kids](#)

## Nursery Rhymes

[COCOMELON](#) - NURSERY RHYMES

[SUPER SIMPLE SONGS](#) - NURSERY RHYMES

[BOUNCE PATROL](#) - NURSERY RHYMES

## English

FUN PHONICS FITNESS letter sounds for kids exercise song [Jack Hartmann](#)

[LISTENING GAMES \(search\)](#)



# ANIMAL WALKS



**Age:** 3-5 years, 5-8 years

**Participants:** 2+

**Setting:** Home, School, ECEC

**Equipment:** Cones or objects to mark boundaries (optional)

## Skills



RUNNING



JUMPING



HOPPING



SKIPPING



BALANCING

## Set Up:

- Mark out an area that kids can animal walk in.

## Description:

Kids have to move around like the animal the coach says

- Hop like a kangaroo
- Jump like a frog
- Crawl like a bear
- Walk tall like a giraffe
- Run fast like a cheetah
- Walk like a crab
- Zoo! – be any animal that you like

## Variations:

- Ask the children to come up with the next animal walk to do
- Make the animal noises

## Teaching points:

Running	Jumping	Hopping	Skipping	Balancing
<ul style="list-style-type: none"> <li>• Head and eyes look ahead (to avoid bumping into things)</li> <li>• Hip to lip (arms are bent &amp; travel from hip to lip)</li> <li>• Arms bent at elbows and move in opposition to legs</li> <li>• High knees</li> <li>• Land on ball of the foot</li> </ul>	<ul style="list-style-type: none"> <li>• motorbike landing (arms forward, bend ankles, knees &amp; hips, feet apart)</li> <li>• Swing (arms) &amp; spring</li> <li>• Reach for a star and bring it down again</li> <li>• bend legs to push off</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet landing (bend ankles, knees &amp; hips)</li> <li>• Bend your leg to push off</li> <li>• Head up and eyes up looking in direction you are hopping</li> <li>• Swing &amp; spring</li> </ul>	<ul style="list-style-type: none"> <li>• step-hop, step-hop, step hop</li> <li>• step forward and hop up</li> <li>• look ahead &amp; keep body facing forward</li> </ul>	<ul style="list-style-type: none"> <li>• Head up</li> <li>• Aeroplane arms</li> <li>• Eyes looking forward at something ahead</li> </ul>

# BEANS



**Age:** 3-5 years

**Participants:** 4+

**Setting:** Home, School, ECEC

**Equipment:** Cones or objects to mark boundaries (optional)

## Skills



RUNNING



JUMPING



BALANCING

## Set Up:

- Mark out an area that kids can move in.

## Description:

On coaches demand, children perform actions:

- Runner bean – run fast around the area
- Jelly bean – move with wobbly movement
- Frozen bean – stop moving and freeze
- Full of beans – crazy running on the spot
- Broad bean – giant steps
- Chilli bean – shiver and shake
- String bean – walk on tip toes with arms stretched up in the air
- Jumping bean – jump on the spot
- Balance bean – balance on 1 leg

## Variations:

- Change commands very quickly e.g. Runner bean / frozen bean / runner bean / frozen bean so children go from running to frozen to running to frozen in quick time
- Nominate a child to call the commands
- Ask children to create their own 'bean movement'

## Teaching points:

### Running

- Head and eyes look ahead (to avoid bumping into things)
- Hip to lip (arms are bent & travel from hip to lip)
- Arms bent at elbows and move in opposition to legs
- High knees
- Land on ball of the foot

### Jumping

- motorbike landing (arms forward, bend ankles, knees and hips, feet apart)
- Swing (arms) & spring
- Reach for a star and bring it down again
- bend legs to push off

### Balancing

- Head up
- Aeroplane arms
- Eyes looking forward at something ahead



# MUSICAL BALANCES



**Age:** 3-5 years, 5-8 years, 8+ years

**Participants:** 2+

**Setting:** Home, School, ECEC

**Equipment:** music player and speakers

## Skills



RUNNING



JUMPING



HOPPING



SKIPPING



BALANCING

## Set up:

- coach controls the music

## Description:

Like musical statues except when the music stops in Musical Balances you have to freeze and then balance like one of the **Animal Balance Poses**

- animal balance poses can be called out and shown / demonstrated by the coach
- animal balance poses can be pictures on the ground the children have to go to when the music stops

## Animal Balance Poses *(see attached sheets)*



turtle



monkey



giraffe



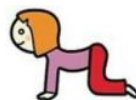
flamingo



dog



cat



cow



snake



lion



butterfly

## Variations:

- Change the movement each time the music is played – run, skip, hop, jump, sidestep, gallop
- increase the amount of time the balance is held for
- Add in addition balances e.g. 'bridge balance', 'bottom balance'

## Teaching points:

Running	Jumping	Hopping	Skipping	Balancing
<ul style="list-style-type: none"> <li>• Head and eyes look ahead (to avoid bumping into things)</li> <li>• Hip to lip (arms are bent &amp; travel from hip to lip)</li> <li>• Arms bent at elbows and move in opposition to legs</li> <li>• High knees</li> <li>• Land on ball of the foot</li> </ul>	<ul style="list-style-type: none"> <li>• motorbike landing (arms forward, bend ankles, knees &amp; hips, feet apart)</li> <li>• Swing (arms) &amp; spring</li> <li>• Reach for a star and bring it down again</li> <li>• bend legs to push off</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet landing (bend ankles, knees &amp; hips)</li> <li>• Bend your leg to push off</li> <li>• Head up and eyes up looking in direction you are hopping</li> <li>• Swing &amp; spring</li> </ul>	<ul style="list-style-type: none"> <li>• step-hop, step-hop, step hop</li> <li>• step forward and hop up</li> <li>• look ahead &amp; keep body facing forward</li> </ul>	<ul style="list-style-type: none"> <li>• Head up</li> <li>• Aeroplane arms</li> <li>• Eyes looking forward at something ahead</li> </ul>



Turtle



Monkey



Giraffe



Butterfly



Flamingo



Lion



Dog



Snake



Cow



Cat

## Animal Poses





turtle



monkey



butterfly



giraffe



flamingo



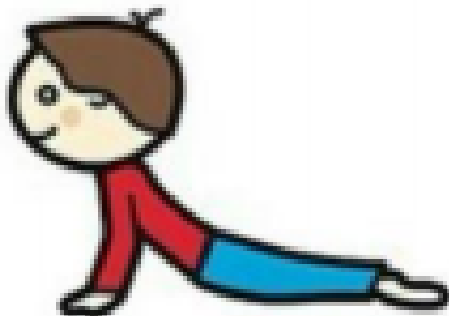
lion



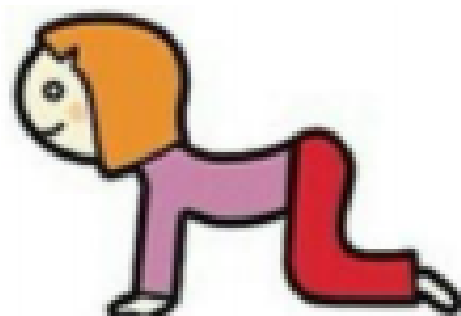
dog



cat



snake



cow

# OBSTACLE COURSE



**Age:** 3-5 years, 5-8 years, 8+ years

**Participants:** 1+

**Setting:** Home, School, ECEC

**Equipment:** flat markers, toys, table, ball, drawn lines

## Skills



RUNNING



JUMPING



HOPPING



SKIPPING

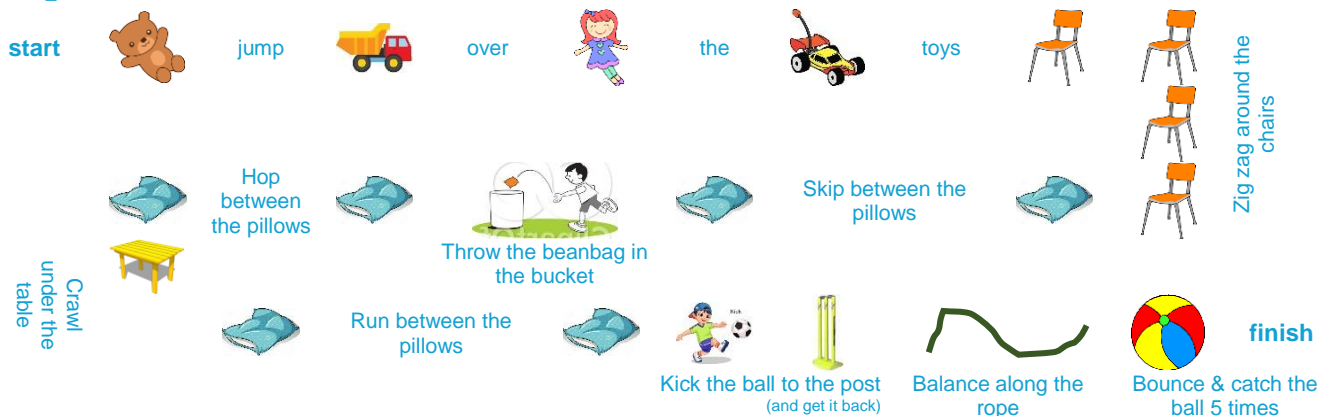


BALANCING

## Set up:

- set up an obstacle course that include things the child can jump over (toys), crawl under (table), go around / zig zag (chairs), line to balance along (rope or chalk line) and markers for them to hop, skip, run, jump between and balls to kick, bounce, catch.

## Example:



## Variations:

- Change the order of the obstacles
- Let child make their own
- Have a time challenge

## Teaching points:

Running	Jumping	Hopping	Skipping	Balancing
<ul style="list-style-type: none"> <li>Head and eyes look ahead (to avoid bumping into things)</li> <li>Hip to lip (arms are bent &amp; travel from hip to lip)</li> <li>Arms bent at elbows and move in opposition to legs</li> <li>High knees</li> <li>Land on ball of the foot</li> </ul>	<ul style="list-style-type: none"> <li>motorbike landing (arms forward, bend ankles, knees &amp; hips, feet apart)</li> <li>Swing (arms) &amp; spring</li> <li>Reach for a star and bring it down again</li> <li>bend legs to push off</li> </ul>	<ul style="list-style-type: none"> <li>Quiet landing (bend ankles, knees &amp; hips)</li> <li>Bend your leg to push off</li> <li>Head up and eyes up looking in direction you are hopping</li> <li>Swing &amp; spring</li> </ul>	<ul style="list-style-type: none"> <li>step-hop, step-hop, step hop</li> <li>step forward and hop up</li> <li>look ahead &amp; keep body facing forward</li> </ul>	<ul style="list-style-type: none"> <li>Head up</li> <li>Aeroplane arms</li> <li>Eyes looking forward at something ahead</li> </ul>

## HOME CHALLENGE: BALANCE ON ONE LEG FOR AS LONG AS YOU CAN

COUNT THE SECONDS ALOUD



Here are some tips to help you:

- ✓ Head up
- ✓ Arms spread like an aeroplane
- ✓ Look straight ahead

How many seconds did you count?

Write your seconds in the clock



How did this challenge  
make you feel?

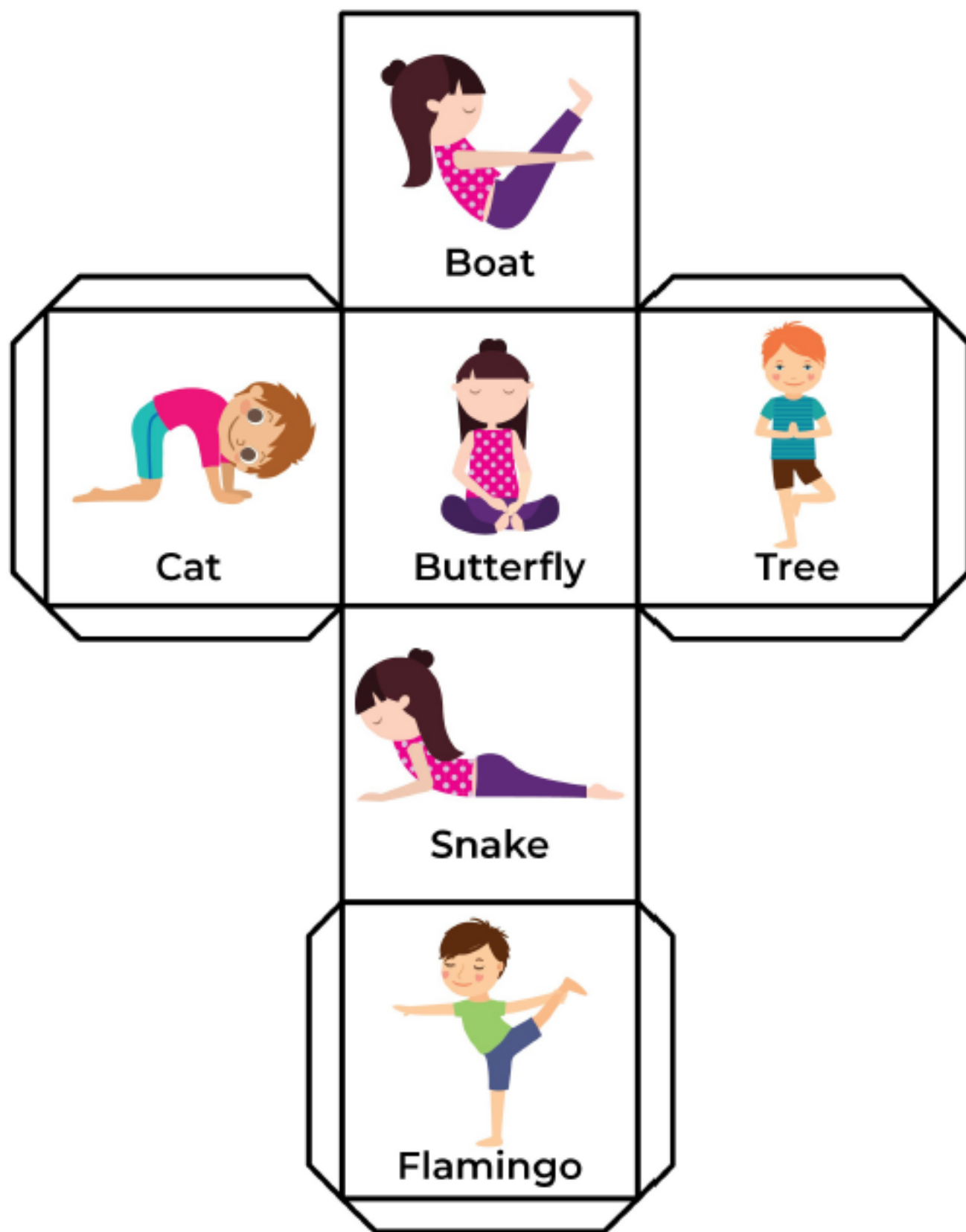
Colour the face



Draw a picture of yourself doing the challenge



## KIDDO BALANCE DICE



# MINDFULL DEEP BREATHING

## USING PROPS

### USE BUBBLES

Blowing gently to create bubbles is a good way to be playful and breathe deeply. Kids have to blow carefully and slowly to make the bubbles, which is a major reason why I like using it to help kids take deep breaths.

### USE A STUFFED ANIMAL TO PRACTICE DEEP BREATHING

Have your child lay down on their back and put a stuffed animal on their belly. Have them breathe in and move the stuffed animal up, then breathe out and bring the stuffed animal back down. This helps teach kids to use their belly to take big deep breaths. Another alternative is to use a weighted stuffed animal.

### USE A PINWHEEL

Kids can practice breathing out slowly or more quickly, using the speed of the pinwheel as a measure. Then they can figure out which way works and feels best for them.

## DIY CRAFTS

Make a craft using half a paper plate, cardboard roll, crepe paper or ribbons. Have kids blow the crepe paper or ribbons as they take deep breaths.

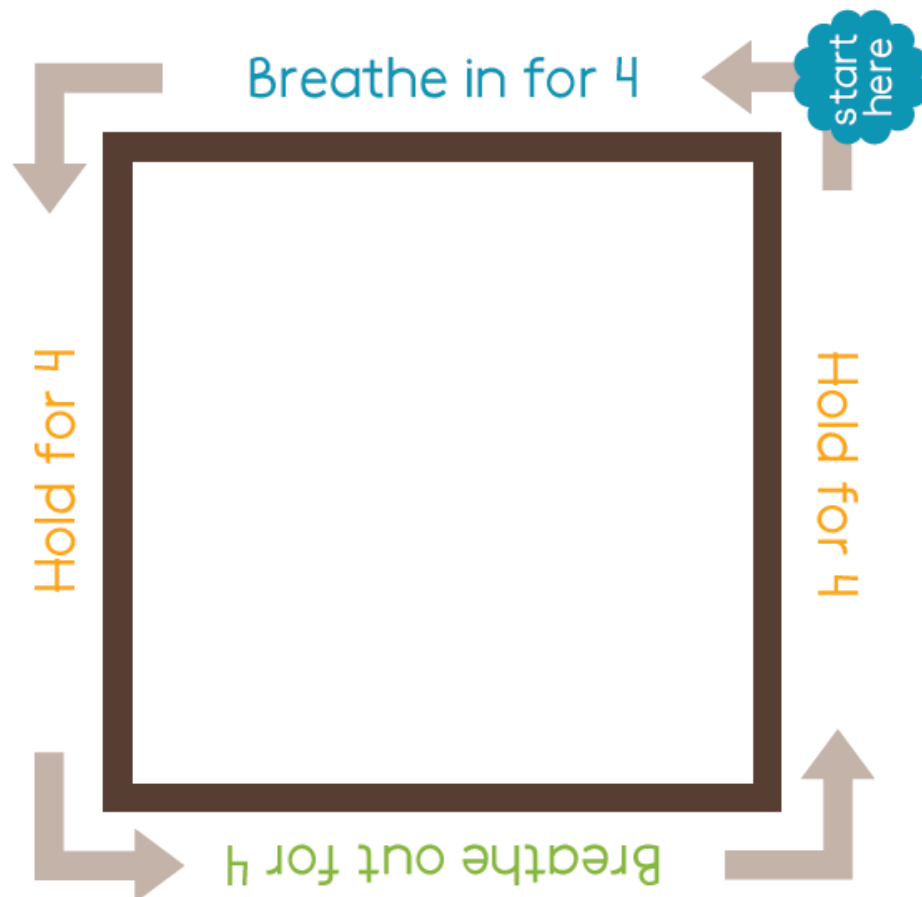


## SHAPE BREATHING

Start on the start cloud or at any "Breathe In" side.  
Trace your finger over the "breathe in" side of the shape.  
Follow the instructions on the shape you are using.

## Square Breathing

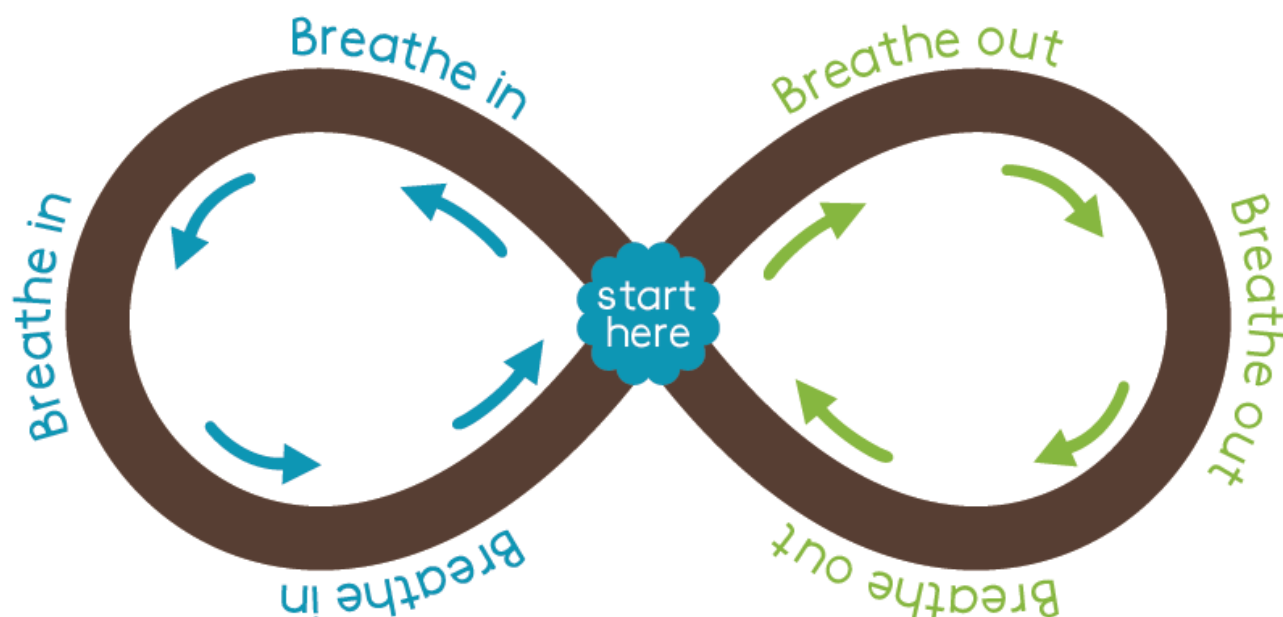
Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.



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## Lazy 8 Breathing

Start with an 8 on its side. Starting in the middle, go up to the left and trace the left part of the 8 with your finger while you breathe in. When you get to the middle of the 8 again, breathe out while you trace the right part of the 8 with your finger.

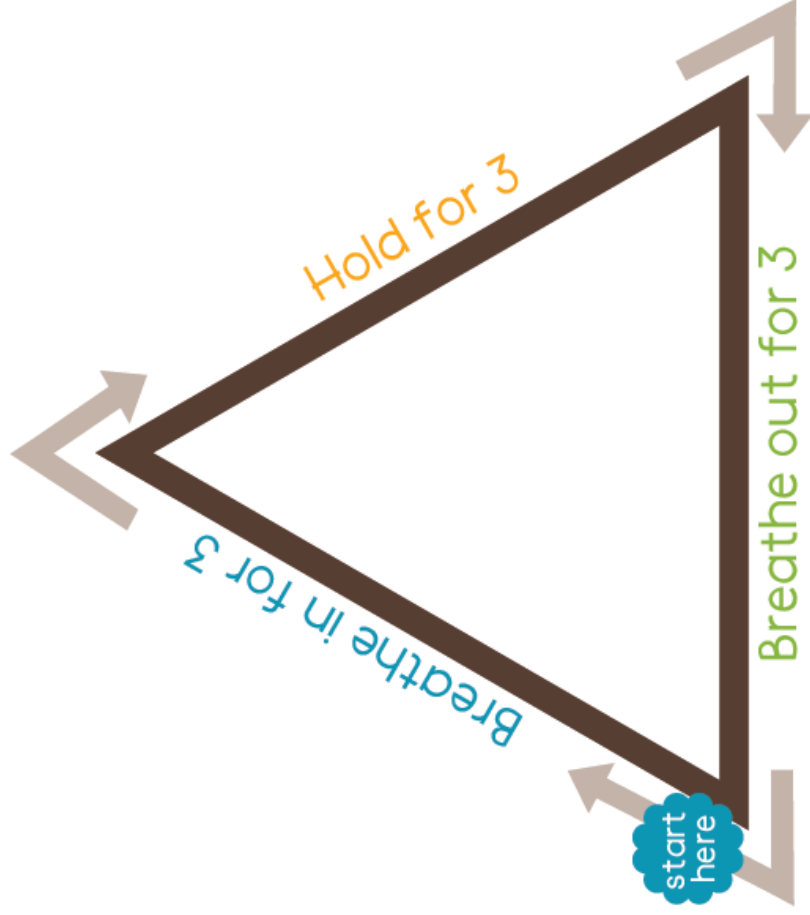


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## Triangle Breathing

Start at the bottom left of the triangle. Follow the sides around the whole triangle to complete one deep breath.

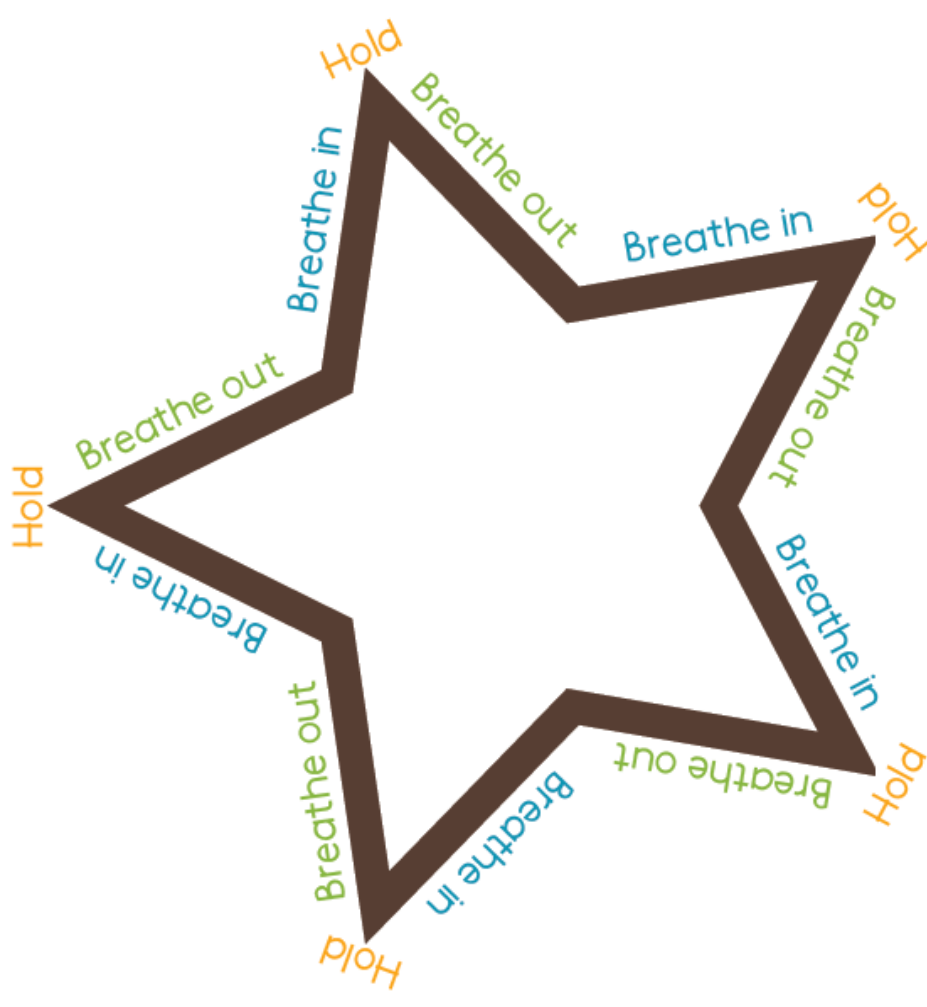


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## Star Breathing

Start at any "Breathe in" side, hold your breath at the point, then breathe out. Keep going until you've gone around the whole star.



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# ACTIVITIES THAT PROMOTE FINE MOTOR SKILLS

Certain types of activities work on fine motor skills in ways that strengthen fingers, works on hand-eye coordination and helps with their precision.



Balancing



Weaving



Lacing



Threading



Spooning



Pinching Pegs



Painting



Tracing



Cutting



Sorting



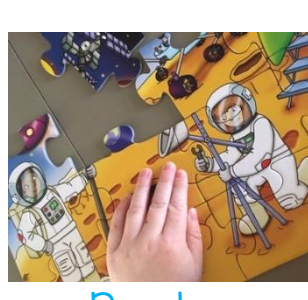
Buttoning



Playdough



Peeling Tape



Puzzles



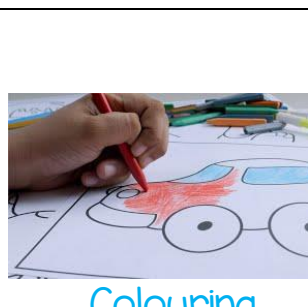
Posting



Drawing



Rolling & Scrunching



Colouring



Tying & Untying  
(Knots & Laces)



Sewing



# MATERIALS THAT PROMOTE FINE MOTOR SKILLS

Play with these kinds of materials and your child will be working on fine motor skills without even realizing it!



Pom Poms



Buttons & Beads



Paper Clips



Pegs



Rubber Bands



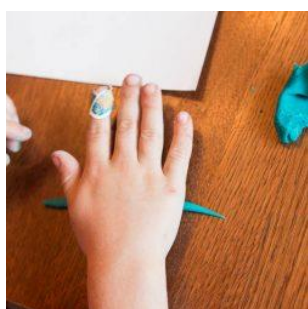
Tweezers



Pipe Cleaners



Straws



Play Dough



Knobs & Screws  
(or Nuts & Bolts)



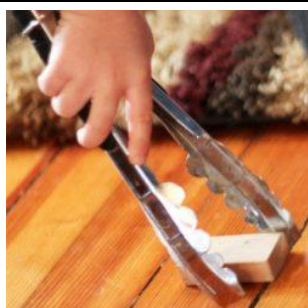
Stickers



Hole Punch



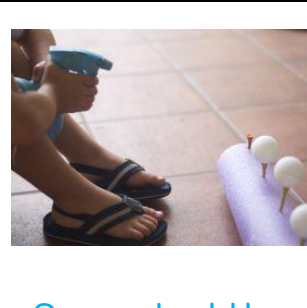
Eye Droppers



Kitchen Tongs



Toothpicks



Spray bottles



String, Ribbon, Laces,  
Wool



Uncooked Pasta



Marbles



Fruit Loops  
(or other cereals with holes)



# 2 EASY PLAYDOUGH RECIPE'S

## No Cook Playdough

### Ingredients:

- 1 cup plain flour
- $\frac{1}{4}$  cup salt
- 1 tablespoon cooking oil
- A few drops of food colouring
- $\frac{1}{2}$  cup water

### Steps:

1. Mix the flour and salt together in a large bowl.
2. Make a well in the centre of the dry ingredients and pour in the oil.
3. Add a few drops of food colouring to the  $\frac{1}{2}$  cup water and mix to combine.
4. Add the coloured liquid, a little at a time, to the flour and oil.
5. Knead until the mixture is smooth and has the consistency of scone dough. If the mixture is too dry, add more water. Likewise, if the mixture is too sticky, add more flour.

## Boiling Water Playdough

### Ingredients

- 1 cups of flour
- $\frac{1}{2}$  cup of salt
- 2 tablespoons of cream of tartar *(can be substituted with 4 tablespoons of lemon juice or vinegar)*
- 1 tablespoons of oil
- Food colouring
- 1 cups of boiling water

### Steps

1. Mix all ingredients except the boiling water together into a large mixing bowl.
2. Add the boiling water and mix well (note, the food colouring will mix in better if added to the boiling water). Please take care when using boiling water around children.
3. Stir well until the mixture is well combined.
4. Roll it out on a flat surface and you are ready for some playdough FUN!

**NOTE:** If you notice that the playdough looks a little runny, you might be tempted to add more flour. Before you do this, allow the mixture to rest for a few moments! That will give the salt a chance to absorb the extra moisture.

You likely won't need any but if your dough is sticky, add an additional  $\frac{1}{4}$  cup of flour at a time.

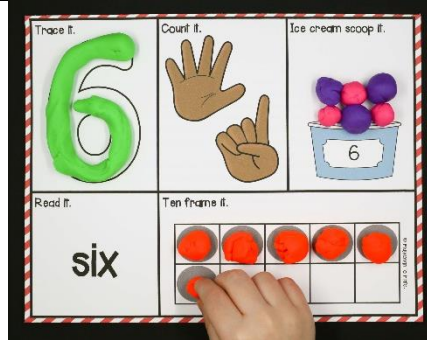
\*Keep in air tight container in the fridge.

# Playdough Activities



## Flatten

With hand or rolling pin (strengthens arms and bilateral coordination). To cover a shape or picture or make a flat surface to draw or stick things into.



## Roll Snakes and Balls

Practice using two hands together. Make the snakes and balls into creatures or ice cream sundaes. How many can you make and count?



## Poke It

Use it as a base to stand other things up in. Push toothpicks into it to make birthday cakes with candles. Make monsters with horns, etc.



## Snip

Roll the playdough into long snakes. then snip with the scissors.



## Find the Treasure

Put small beads, buttons, marbles etc. into the dough and let the children feel and find them all. Try it with your eyes closed.



## Making Impressions

Learn about pressure and force.  
Hard - cut all the way through.  
Soft - leave an impression



## Practice Cutting with and Using Utensils

Opportunity to develop their grip and co ordination without spilling food everywhere.



## Build a 3D Creature

Make a snowman, caterpillar, turtle, person, monster... anything you can think up



## Squeeze

Relax, calm and strengthen hands by squeezing and pulling. .

# What Is The Correct Scissor Grasp?

## (How To Hold Scissors)

Because we want the tripod fingers to get lots of practice (in preparation for holding a pencil), **the thumb, index and middle fingers need to be through the scissor holes.**

However, the type and size of the holes affects the exact positioning of the fingers.



Round and oval holes.  
Thumb through round hole,  
middle and index fingers through  
oval hole.



Two oval holes.  
Thumb through one hole, index  
and middle fingers through the  
other hole.



Two round holes.  
Thumb through one hole, middle  
finger through other. Index  
finger on outside for stability.

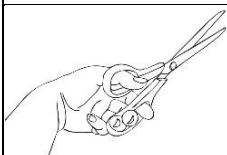
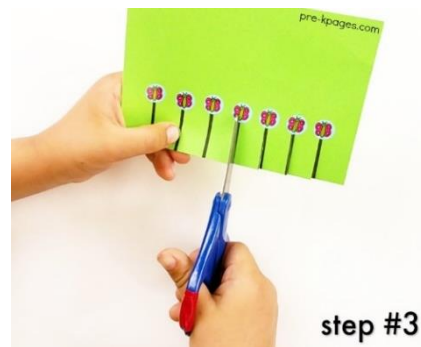
Holding the scissors in this way **enables the tripod fingers to work together.**

You can help your child keep the ring and little fingers tucked away by holding a little piece of paper under them.



## 2 Thumbs Up Rule

The thumbs of both the scissor hand and helper hand are on top.



**Scissors point and cut away from the body.**





# How Does A Child Learn To Cut With Scissors?

"Cutting out" involves:

1. learning the grasp-release motion of using scissors
2. learning how to position scissors to cut out on a line
3. learning how to hold and move the paper with the other hand

## Mastering The Grasp-Release Motion

The first stage of learning how to use scissors is to master the grasp-release motion to **open and close** the scissors.

The fun activities below will help your child get the hang of this motion without using scissors!



### Using Spray Bottles

Let your child use a spray bottle to water the plants outside, make a water picture or for some bath-time fun. Squeezing and releasing the trigger helps your child get the hang of a **repetitive grasp-release motion** with the whole hand.



### Peg Activities

Opening and closing a clothes pin (clothes peg) can help a child feel the **squeeze and release motion** that is needed for scissors

- Use a clothes pin to pick up bits of crumpled paper or other objects and transfer them to a container.
- Let your child hang small items of clothing on a line strung at his or her level.
- Have your child place pegs around an empty egg carton to make a cage for some toy animals



### Ripping Paper

Children exercise their tripod grasp- or their thumb and first two fingers as they grip the paper to rip it. Ripping also requires children to move their hands in opposite directions at the same time which helps develop bilateral coordination skills.



### Snipping with Scissors

Snipping is the act of opening and closing the scissors one time only which results in successfully cutting something. Snipping will help children develop the muscles in their hands necessary to cut longer lines later so their hands won't become fatigued.

# Cutting or Tearing Activities



## Scissors Salad

You'll need green, orange, yellow paper or you can cut those colours from magazines and catalogues. e.g. green - lettuce, orange - carrots, yellow - cheese etc.



## Snipping Sammy

Use a cardboard roll, such as a paper towel roll or toilet paper roll, and use scissors to turn it into Sammy Scissors. Kids will love giving him a haircut.



## Snipping Flowers

These bright flowers are made by using scissors to snip the edges of cupcake liners. Kids can practice their scissor skills by trying to cut along the lines, and then stopping at the fold of the liner.



## Snipping Playdough

Roll the playdough into long snakes. then snip with the scissors.



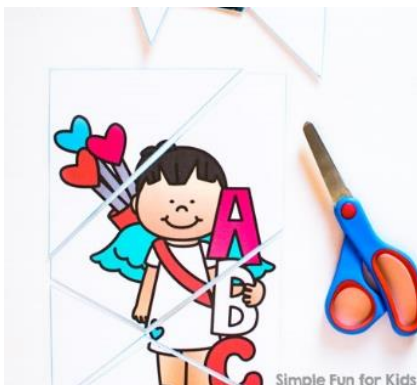
## Paper Bag Jellyfish

Turn brown paper bags into these cute jellyfish. Kids can paint the paper bags, then use scissors to cut the tentacles.



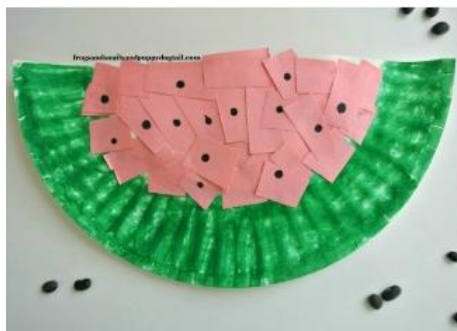
## Dot and Cut

This fun activity involves kids first painting dots and drawing lines on blank pieces of paper, which can then be used as a guide for cutting.



## Puzzles

Turn any picture into a puzzle. Cut across the picture then reassemble (you can also glue the puzzle onto another piece of paper).



## Picture Collage

Use snipped paper to collage over any picture instead of colouring.



## Collage

Use snipped paper to make your own collage picture.

# Tracing, Colouring, Cutting, Collaging and Drawing

These pages can be used for tracing, colouring, cutting or collaging.

**Tracing:** place the pages (shape roads, pencil control sheets) inside the sheet protector and use a whiteboard marker to trace the paths. The sheet protector can then be cleaned off with a tissue and used again

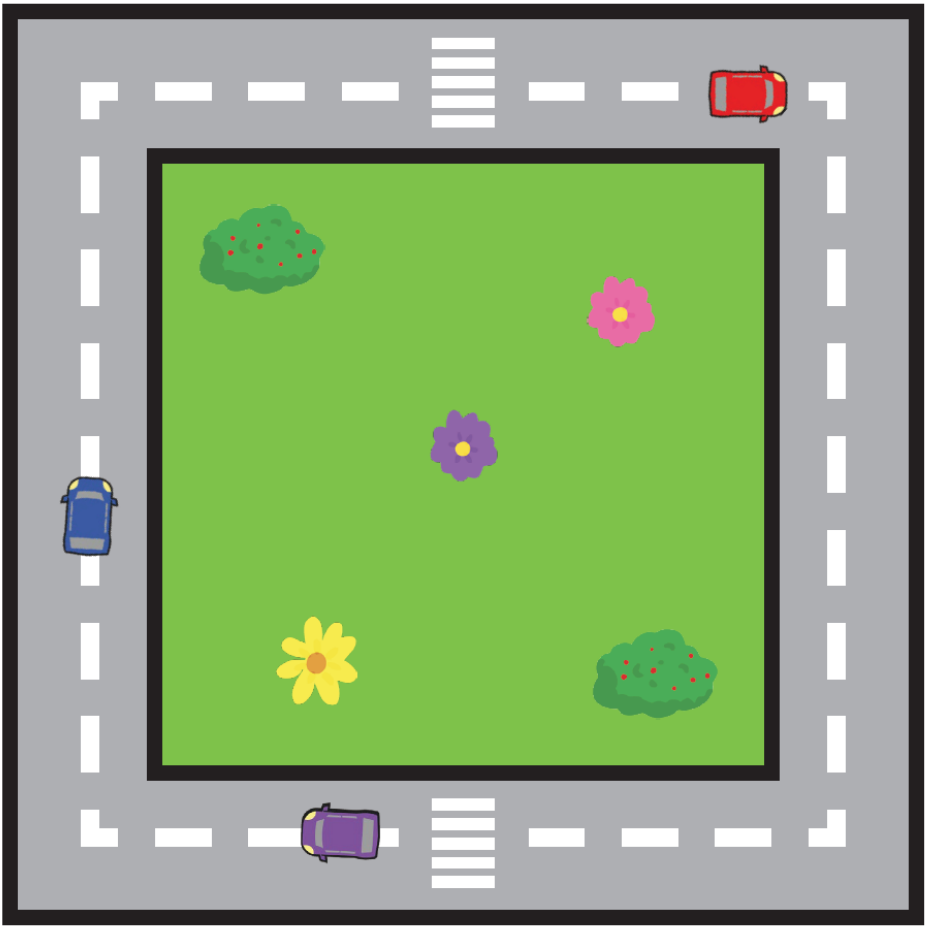
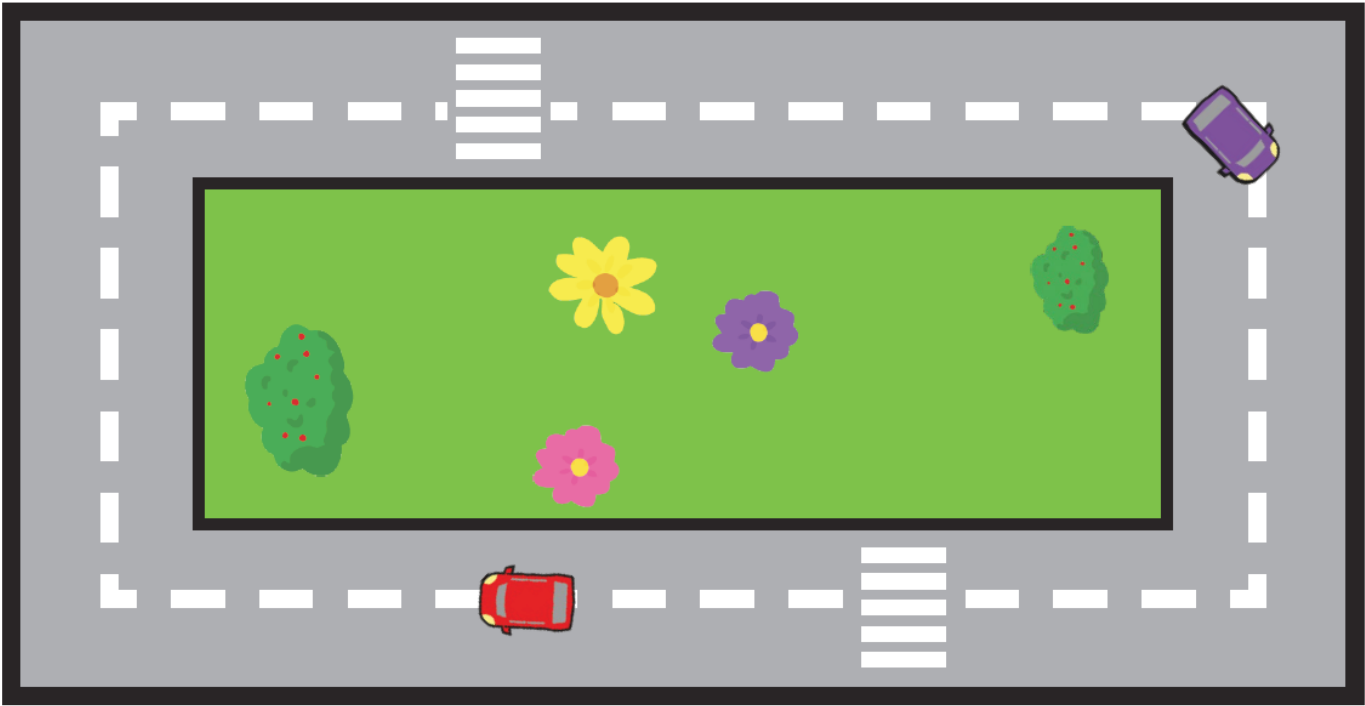
**Colouring:** encourage the children to practice colouring inside the lines, use different colours (and naming them) and overlap their colouring so that they don't leave white spaces (completely fill the area).

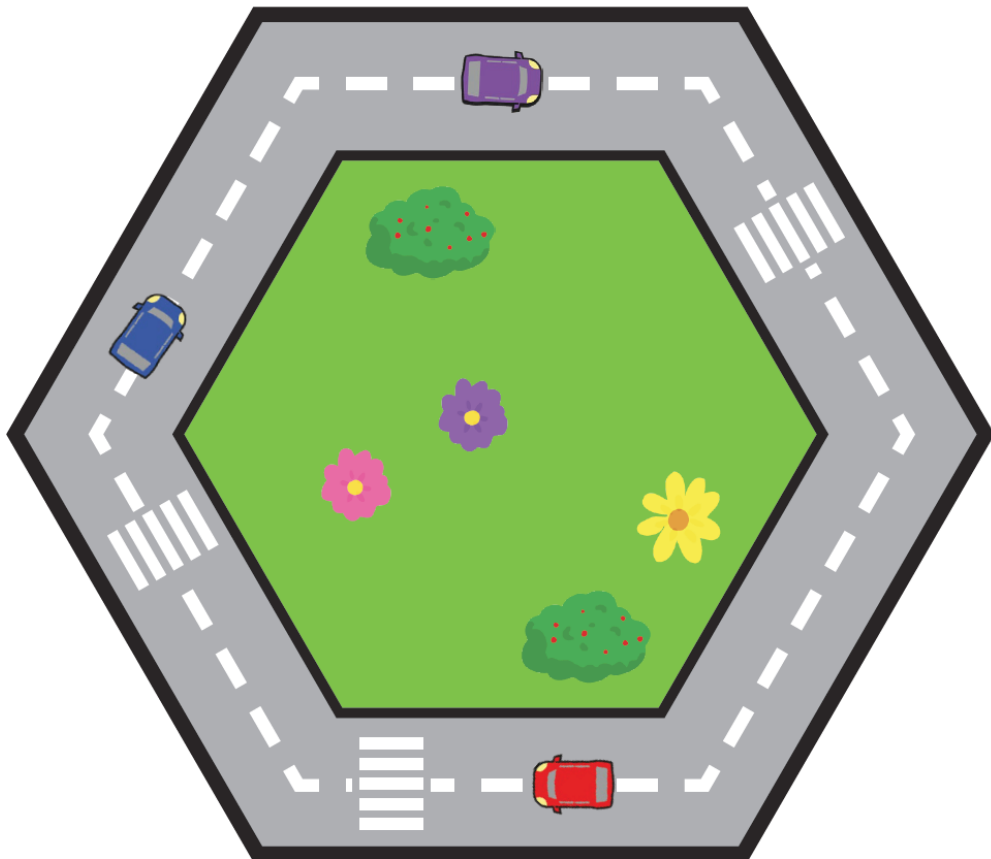
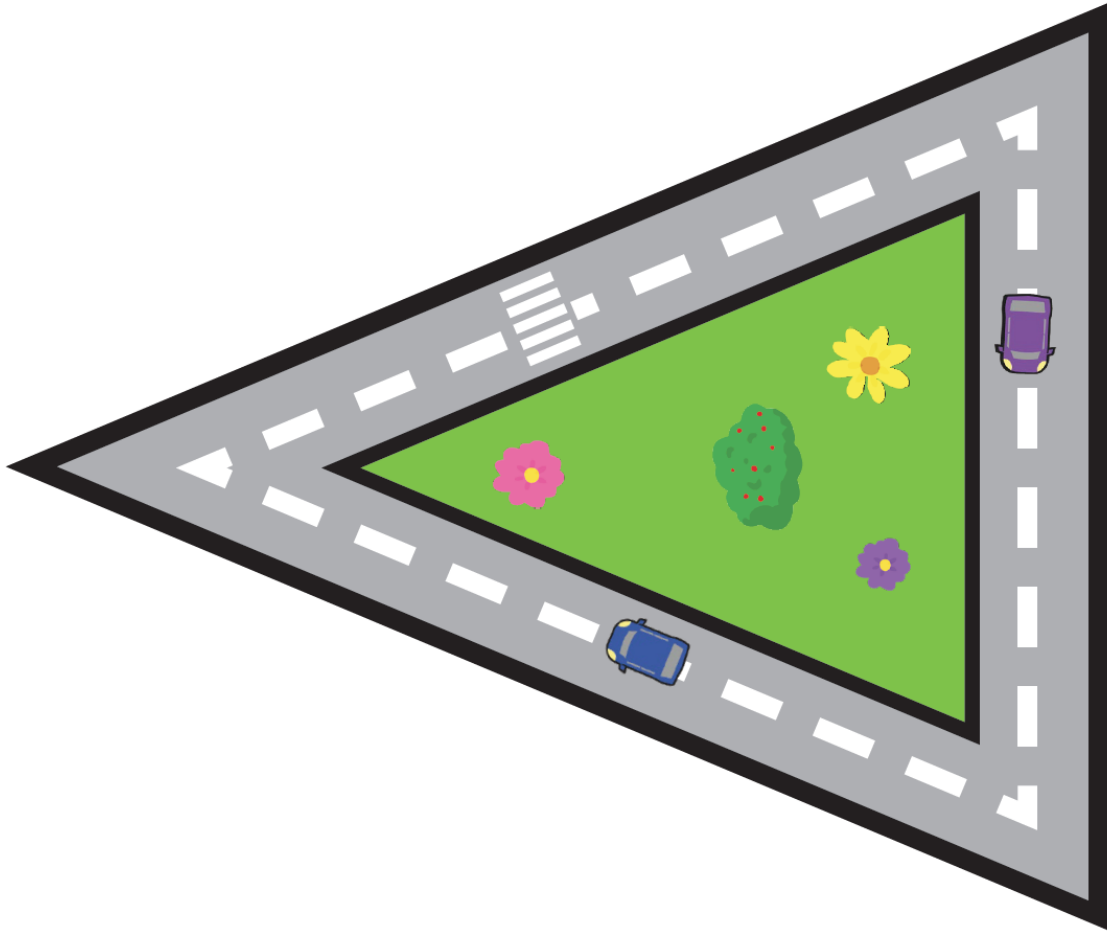
**Cutting:** chose the picture suitable for right handed (R) or left handed (L) cutters. The other picture can be used for tracing, colouring, cutting puzzles or collaging.

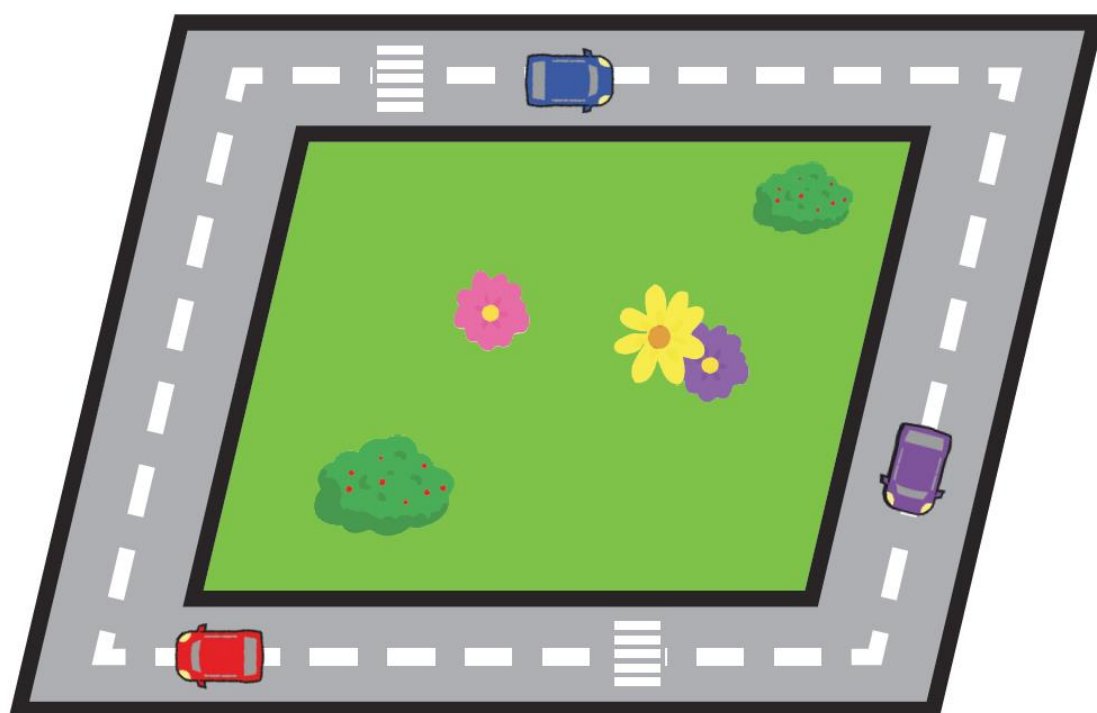
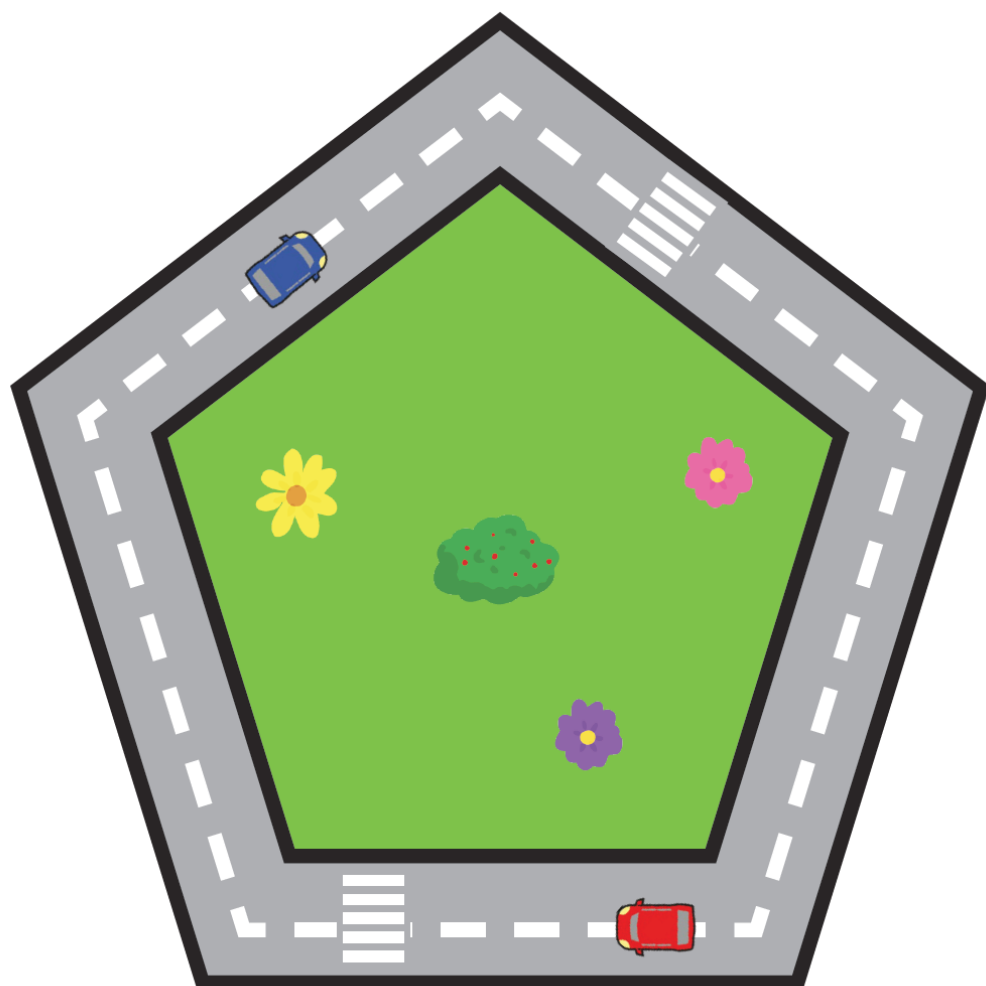
**Collaging:** have children snip, tear or roll balls of coloured paper or pictures from magazines and catalogues and glue on the picture to fill in the colour.

**Drawing:** have children draw their own pictures they can colour, cut or collage.

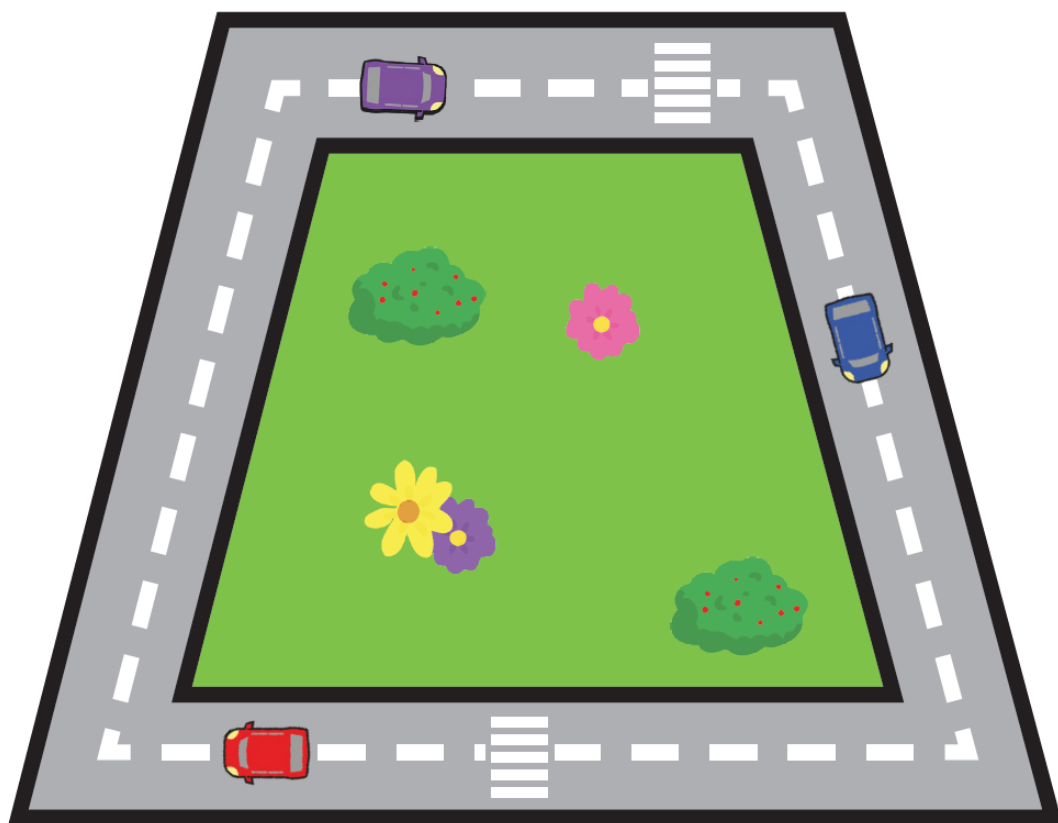


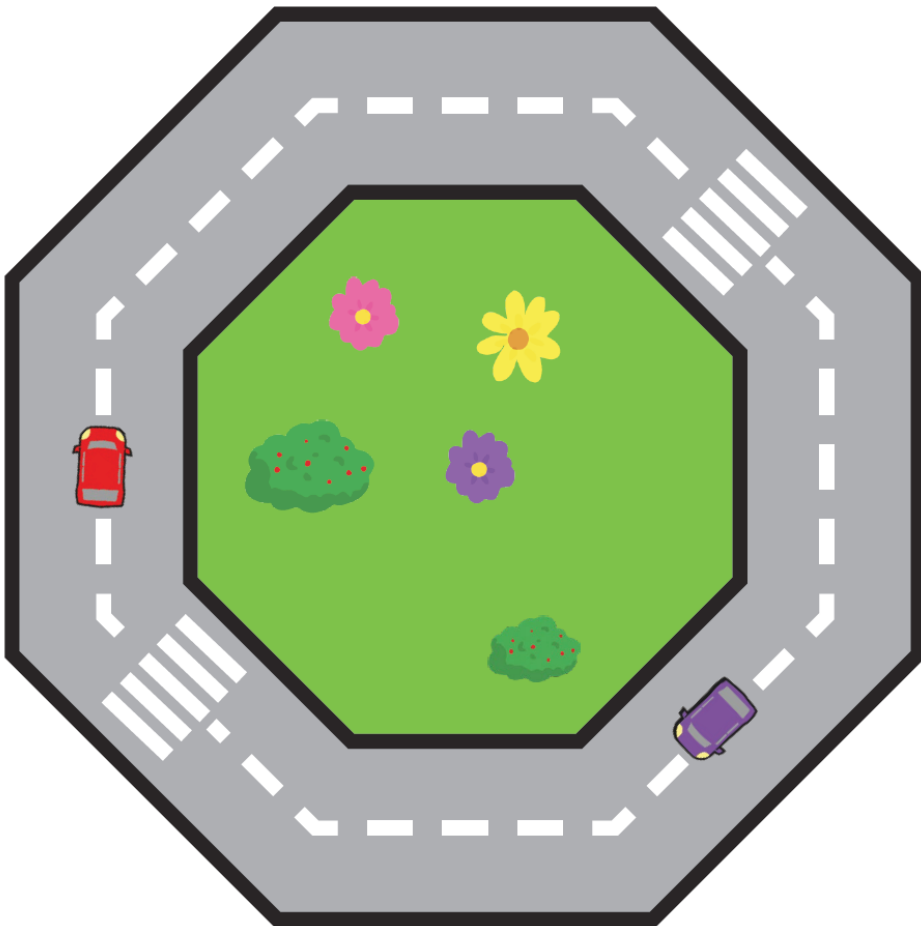
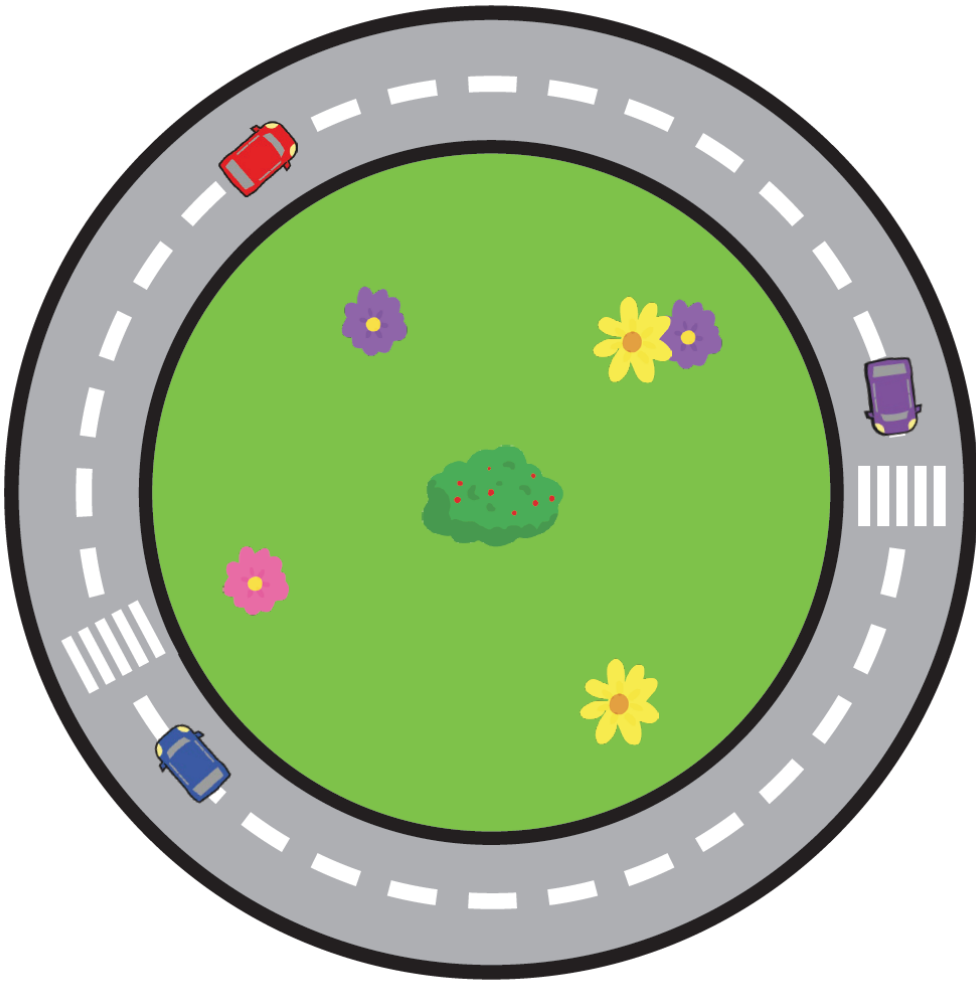






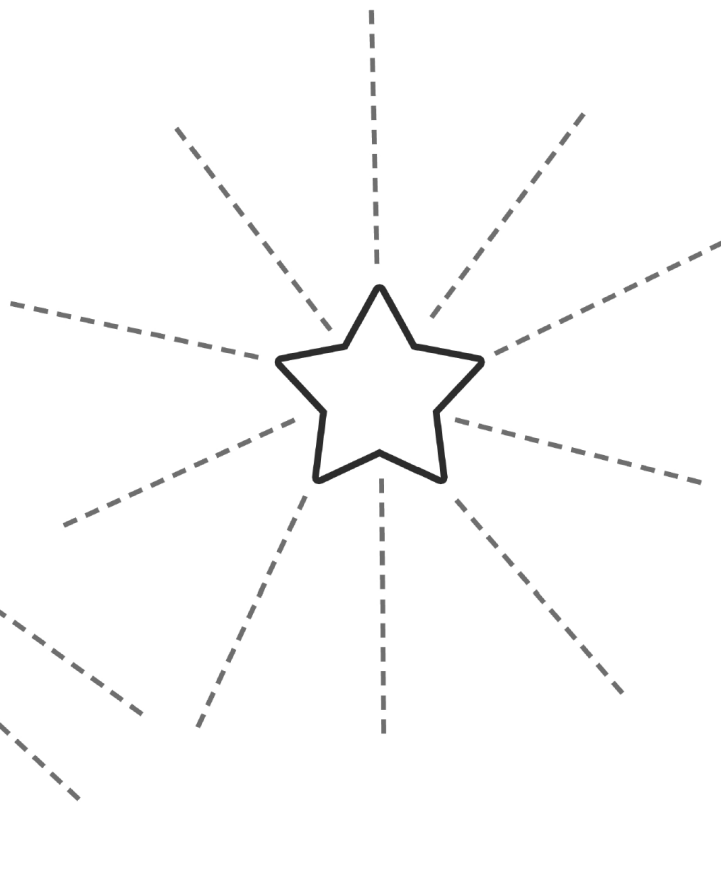
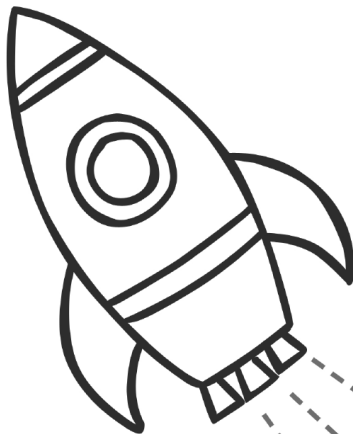






## Pencil Control 2

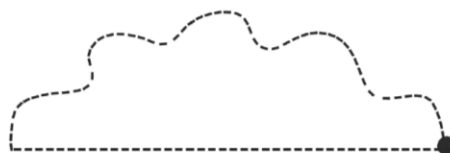
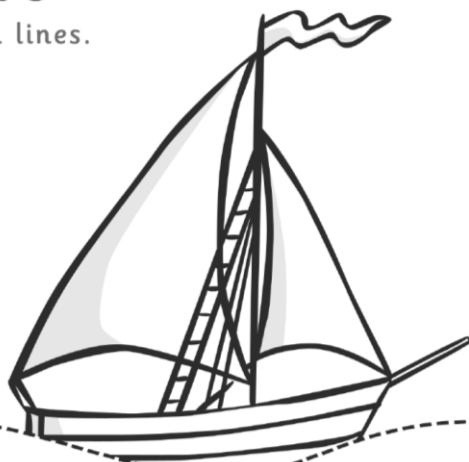
Trace over the dotted lines.



twinkl.co.uk

## Pencil Control 3

Trace over the dotted lines.

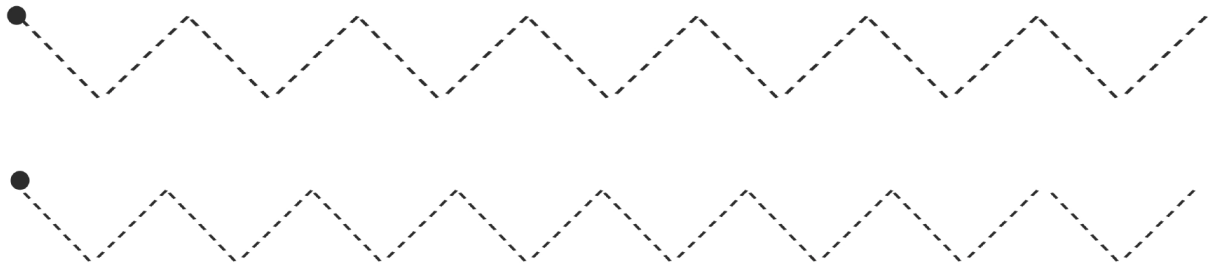
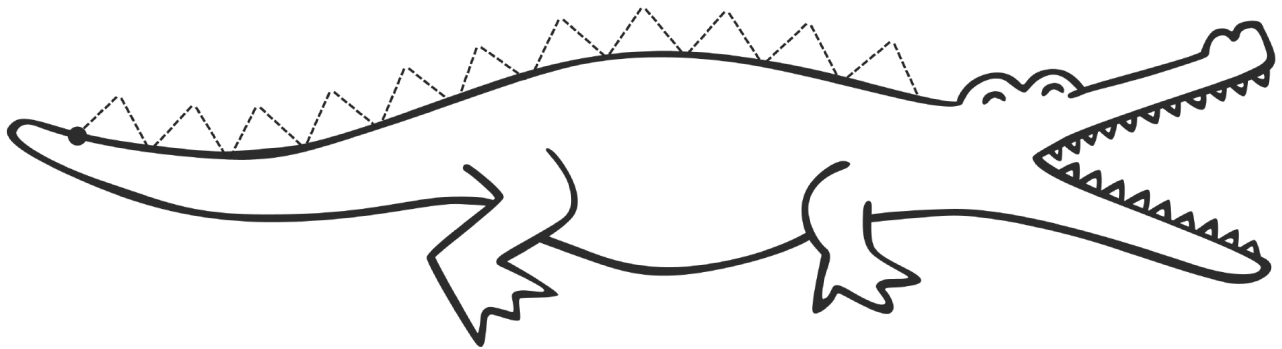


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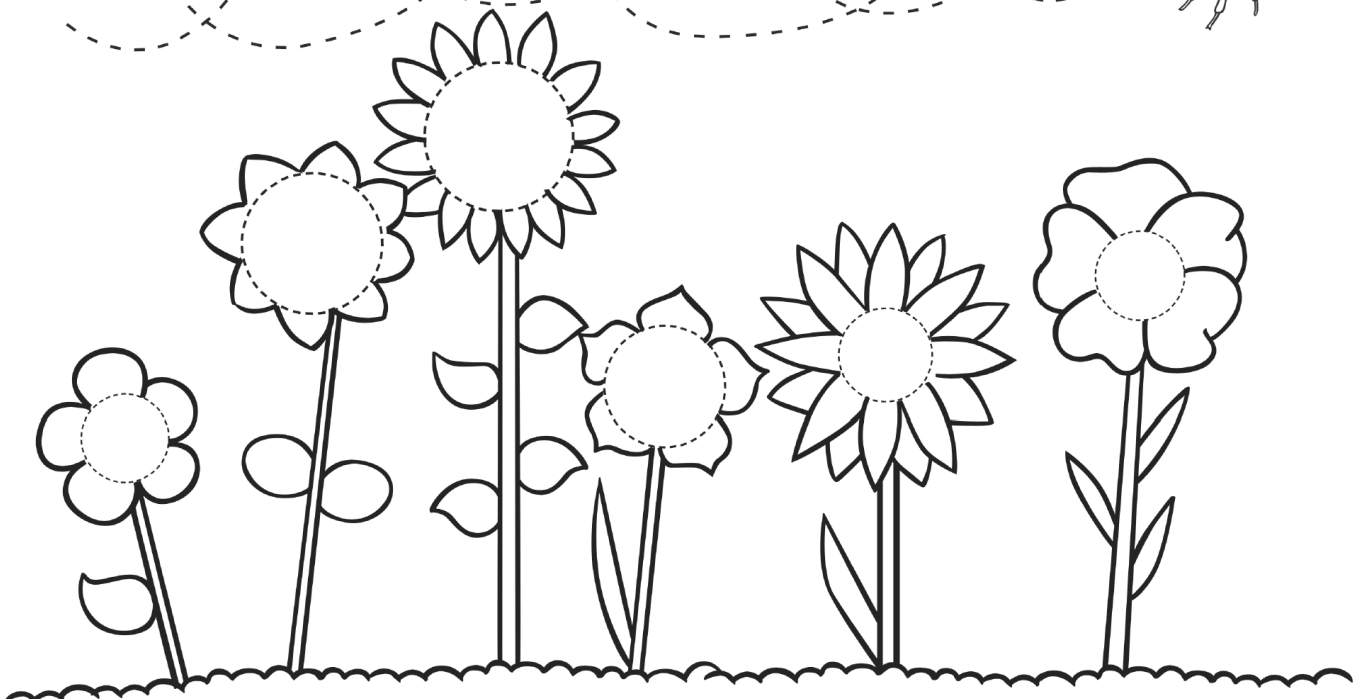
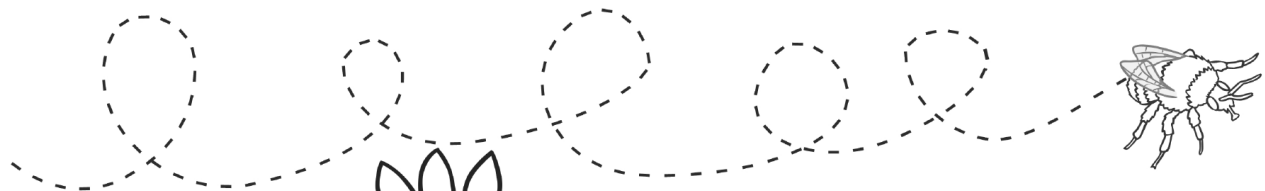
## Pencil Control 4

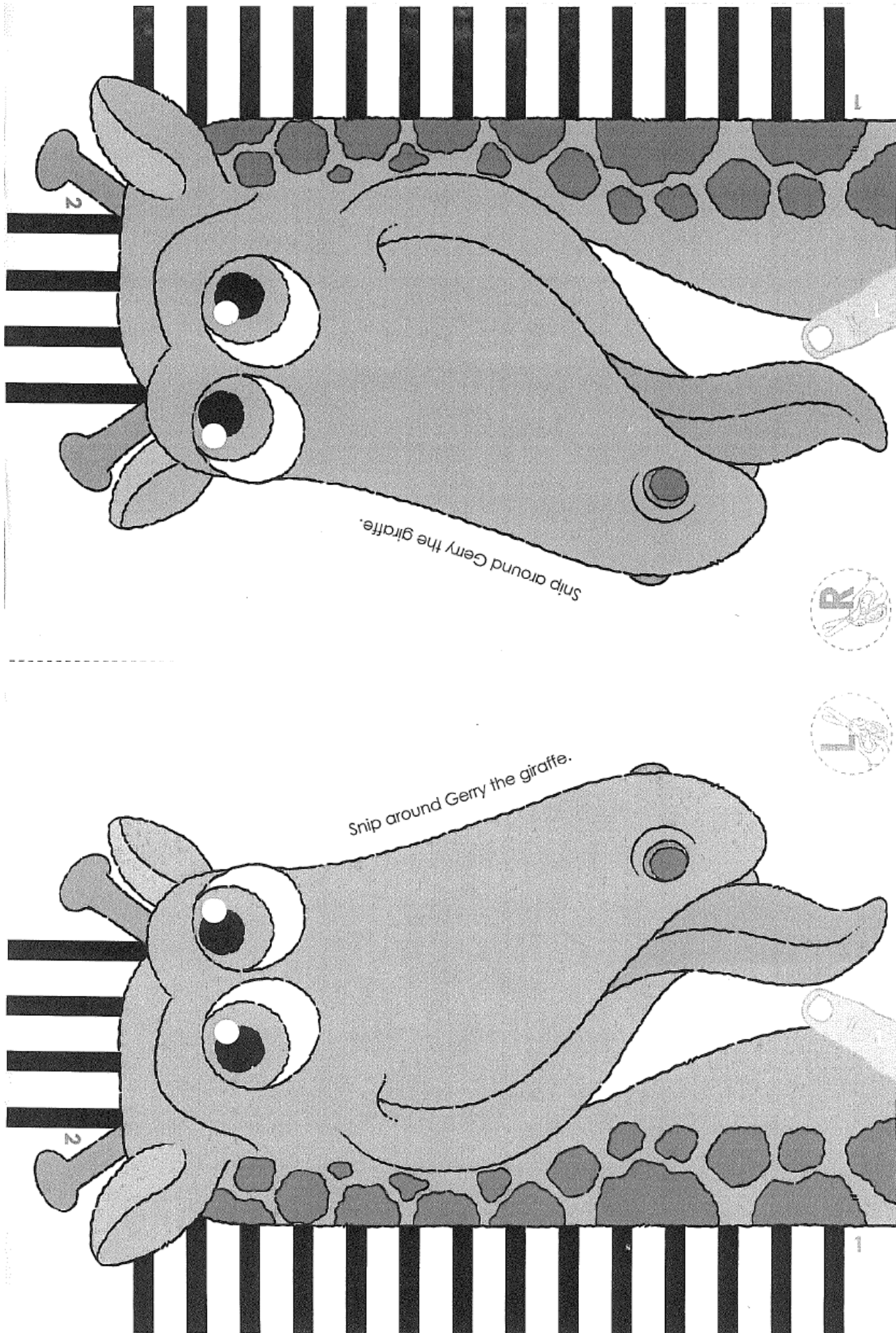
Trace over the dotted lines.



## Pencil Control 5

Trace over the dotted lines.





Stage 2 - Snipping Worksheet 10 Task Instructions: Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'thumbs up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance. "Open the scissors. Push the blades forward. Shut the scissors." Remember to alter the thumb placement when snipping side 2.

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Stage 2

Stage 2 - Snipping Worksheet 10 Task Instructions: Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'thumbs up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance. "Open the scissors. Push the blades forward. Shut the scissors." Remember to alter the thumb placement when snipping side 2.

Stage 2

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**Stage 3 - Cutting To A Target (With Marked Cutting Path Lines).** Worksheet 3 Task Instructions - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up." ③ "Cut along the black path to the lion, hippopotamus, crocodile and elephant. Try to stay on the black path." ④ "Let's see which of your cutting lines is the straightest."

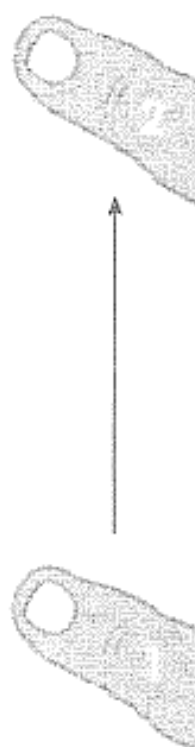




**Stage 3 - Cutting To A Target (With Marked Cutting Path Lines).** Worksheet 3 Task Instructions - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up." ③ "Cut along the black path to the lion, hippopotamus, crocodile and elephant. Try to stay on the black path." ④ "Let's see which of your cutting lines is the straightest."

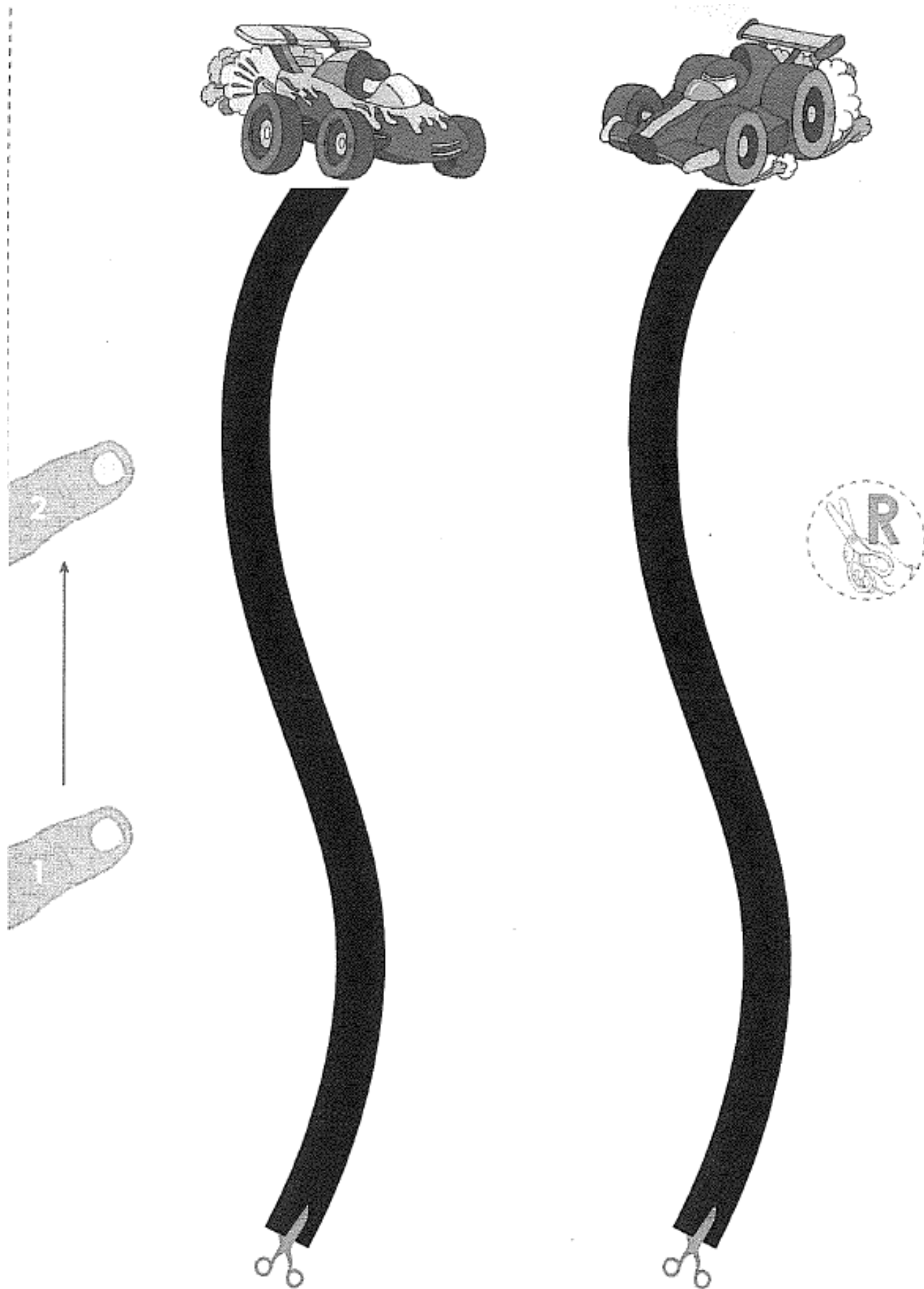


Stage 3 - Cutting To A Target (With Marked Cutting Path Lines). Worksheet 7 Task Instructions - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up." ③ "Cut along the black path to the whale, seal, penguin and walrus. Try to stay on the black path." ④ "Let's see which of your cutting lines is the straightest."



**Stage 3 - Cutting To A Target (With Marked Cutting Path Lines).** Worksheet 7 Task Instructions - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up." ③ "Cut along the black path to the whale, seal, penguin and walrus. Try to stay on the black path." ④ "Let's see which of your cutting lines is the straightest."

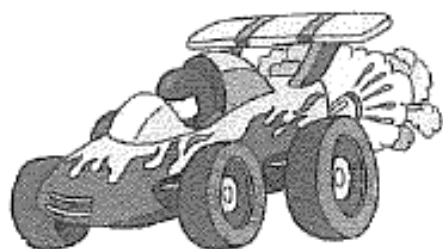
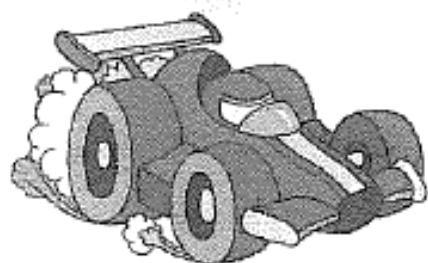




**Stage 4 - Cutting Along A Curved Line To A Target (Child's cutting line should not be wider than 1cm).**

**Worksheet 1 Task Instructions** - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up."

③ "Cut along the black paths to the racing cars and try to stay on the black path." ④ "Let's see which of your cutting curves is the best."



Stage 4 - Cutting Along A Curved Line To A Target (Child's cutting line should not be wider than 1cm).

Worksheet 1 Task Instructions - Adult says: ① "Hold the paper with your thumb up," ② "Pick up the scissors with your thumb up."

③ "Cut along the black paths to the racing cars and try to stay on the black path," ④ "Let's see which of your cutting curves is the best."



Stage 4 - Cutting Out Circles (Child's cutting line should not be wider than 1cm).

Worksheet 1 Task Instructions - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up." ③ "Starting at the scissor symbols, cut one long line to make the circle. Turn the paper as you cut."

Stage 4

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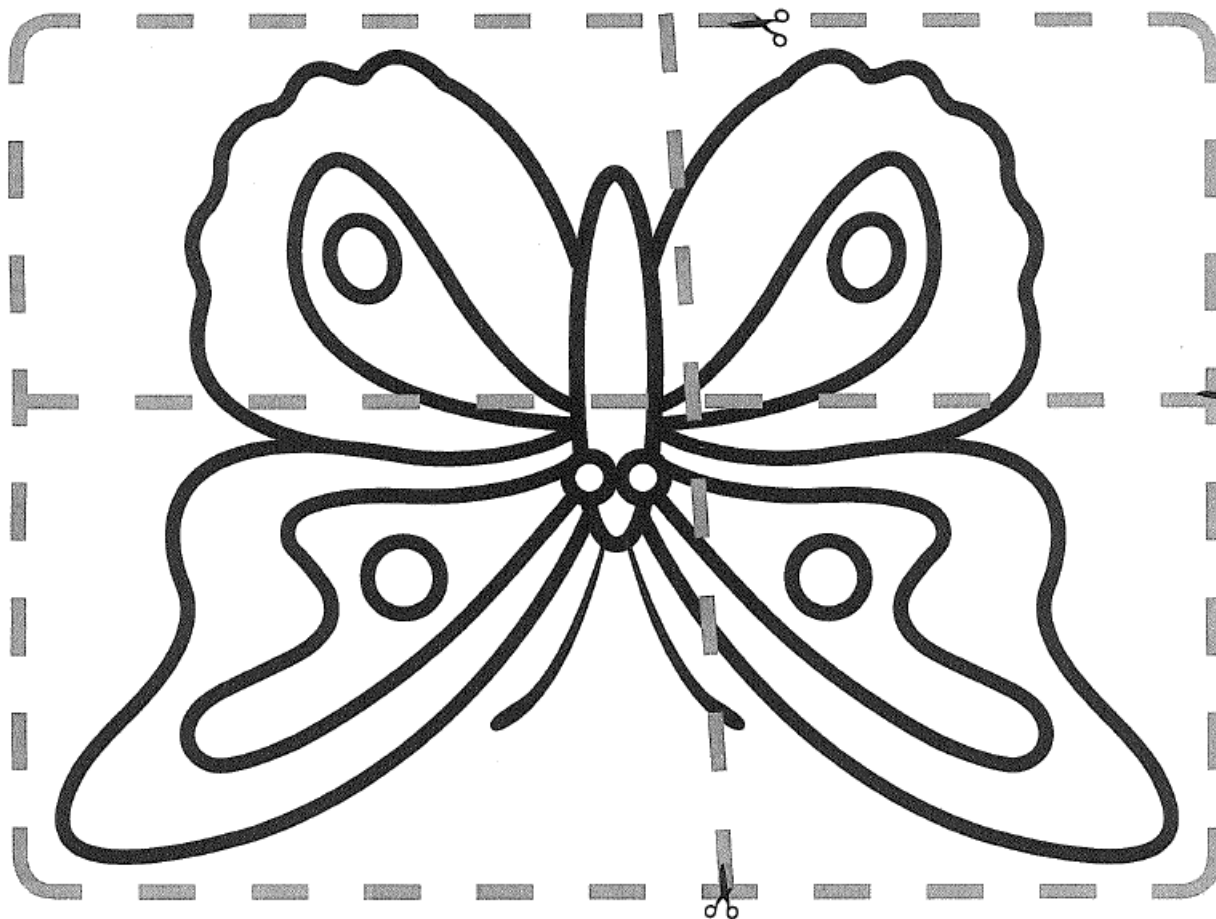
Stage 4 - Cutting Out Circles (Child's cutting line should not be wider than 1cm).

Worksheet 1 Task Instructions - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up." ③ "Starting at the scissor symbols, cut one long line to make the circle. Turn the paper as you cut."

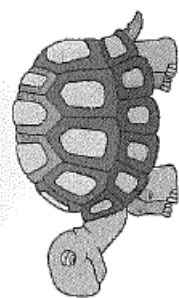
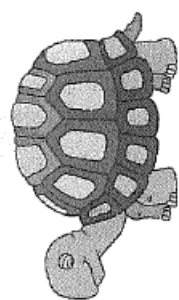
Stage 4

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Stage 4 - Colouring And Cutting Out Jigsaw Puzzles.  
Worksheet 1 Task Instructions - Adult says: ① "Colour the picture." ② "Hold the paper with your thumb up." ③ "Pick up the scissors with your thumb up." ④ "Starting at the scissor symbols, cut along the dashed lines to make a simple jigsaw puzzle. Remember to turn the paper as you cut." ⑤ "Now put your jigsaw puzzle together with a friend."

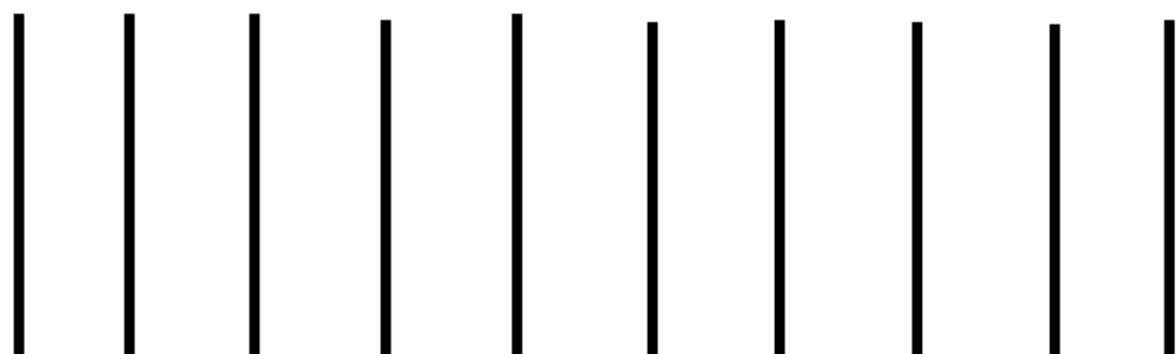


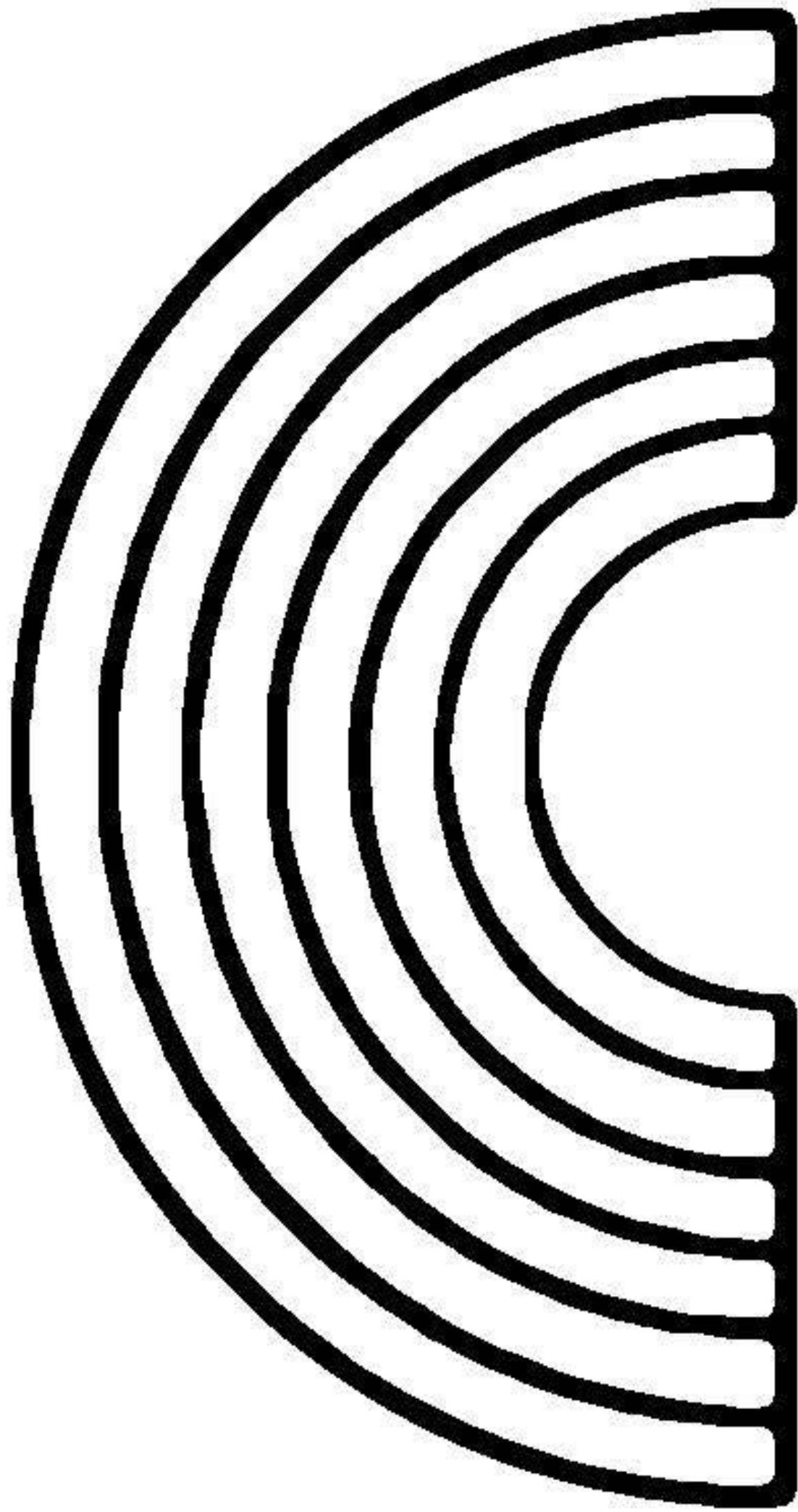
Stage 4 - Cutting Corners (Child's cutting line should not be wider than 0.6cm).  
Worksheet 5 Task Instructions - Adult says: ① "Hold the paper with your thumb up." ② "Pick up the scissors with your thumb up." ③ "Starting at the scissor symbols, cut to the corner and cut out of the corner. Remember to turn the paper when you cut the corners."

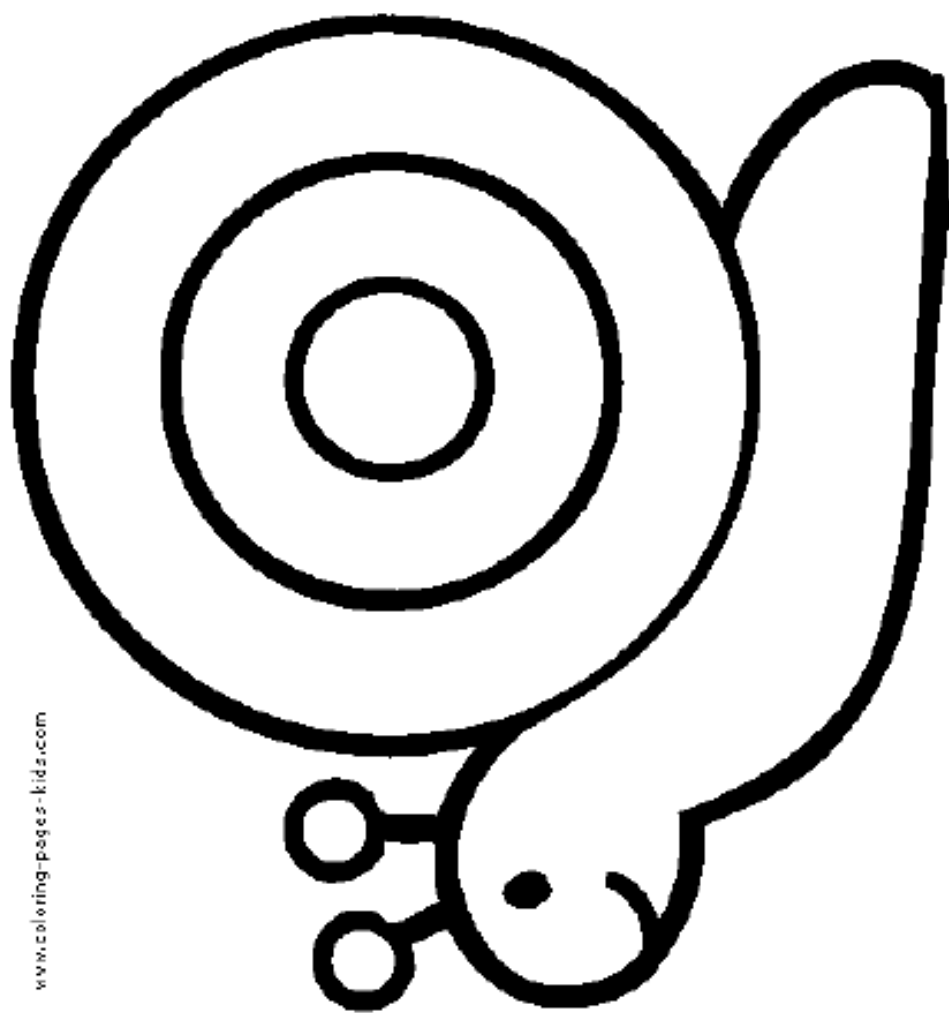
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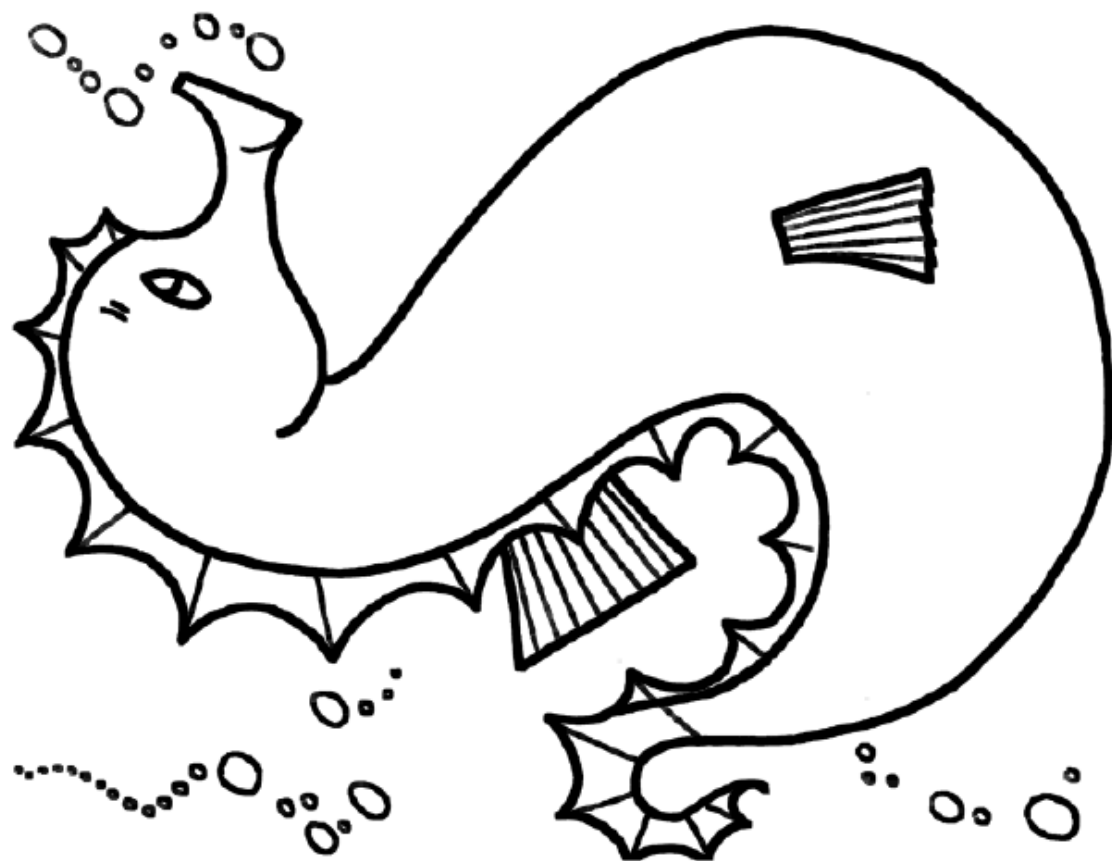
fold up ↑ the snipped grass blades





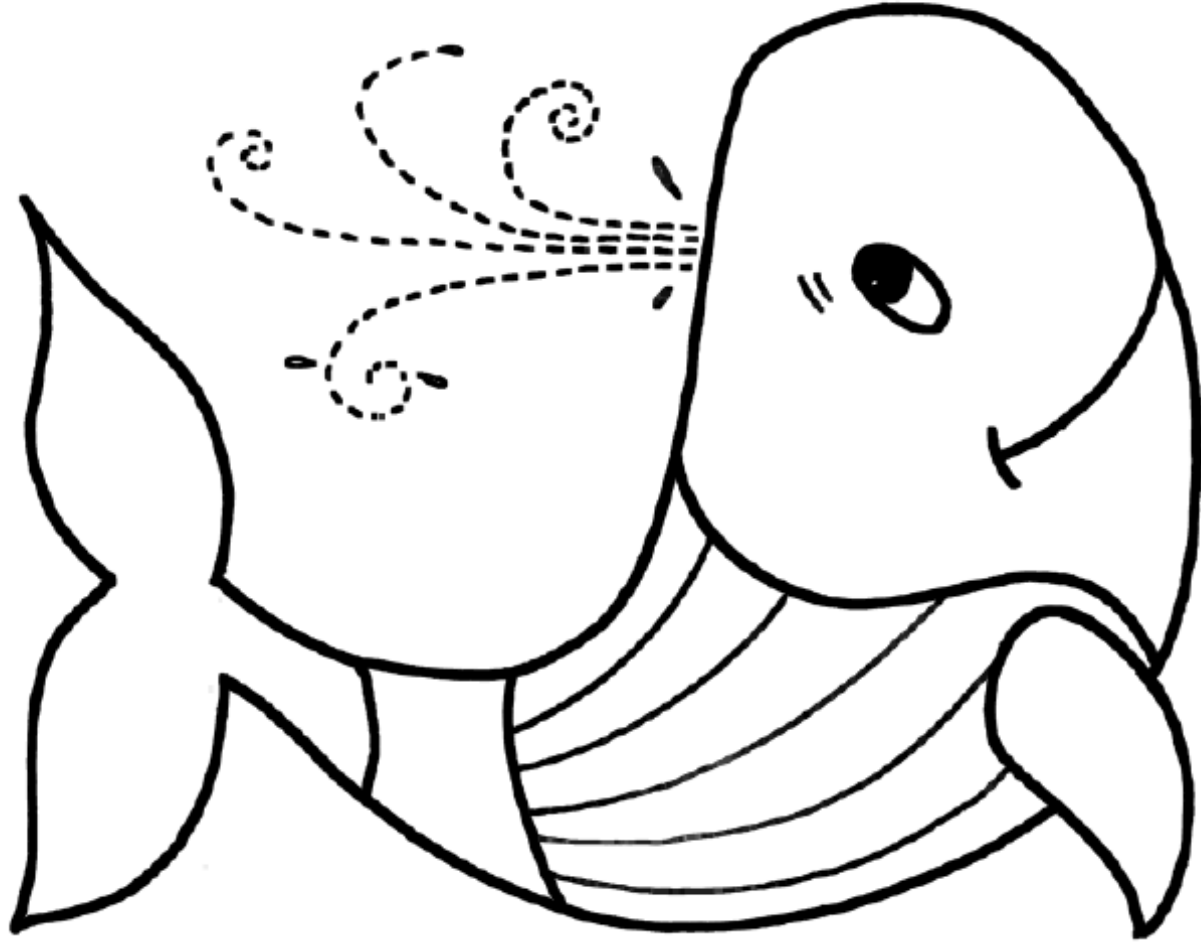
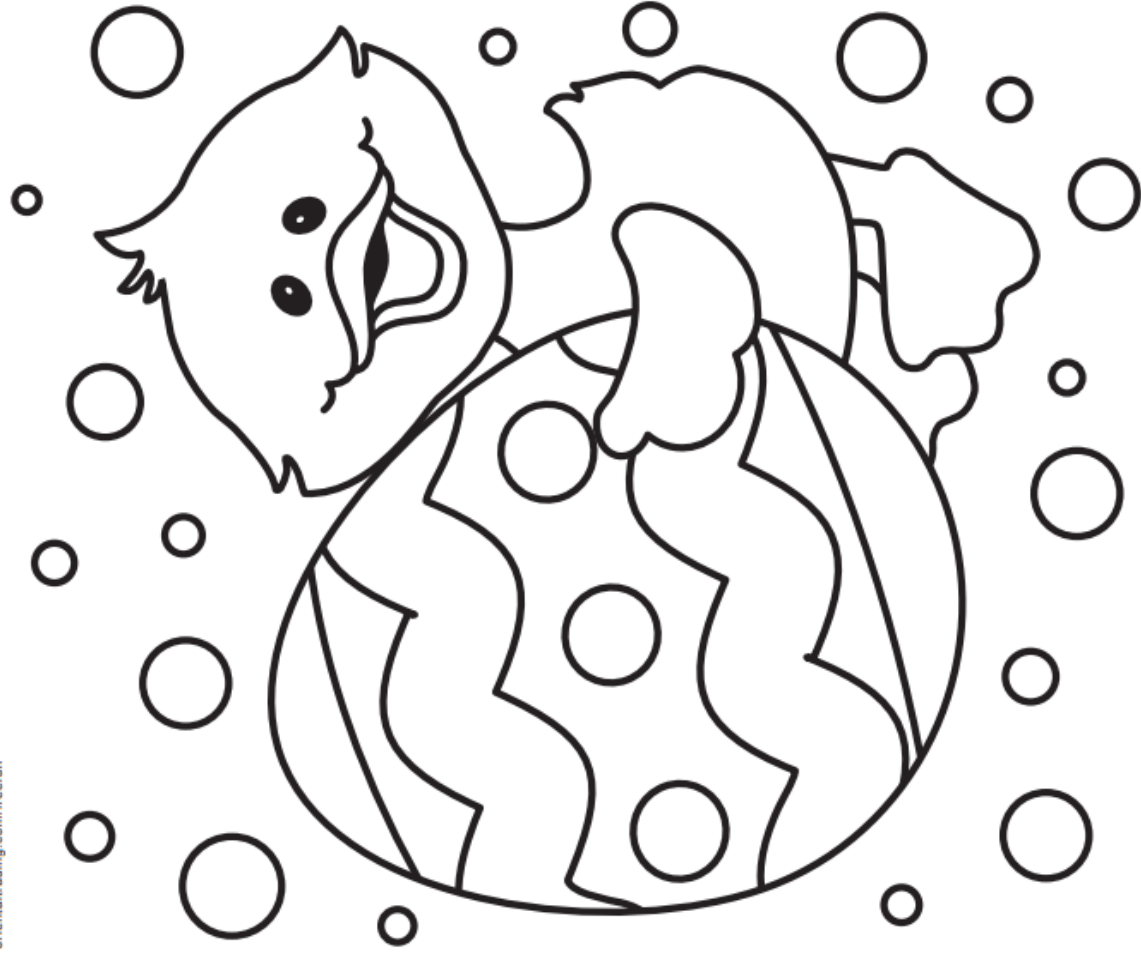


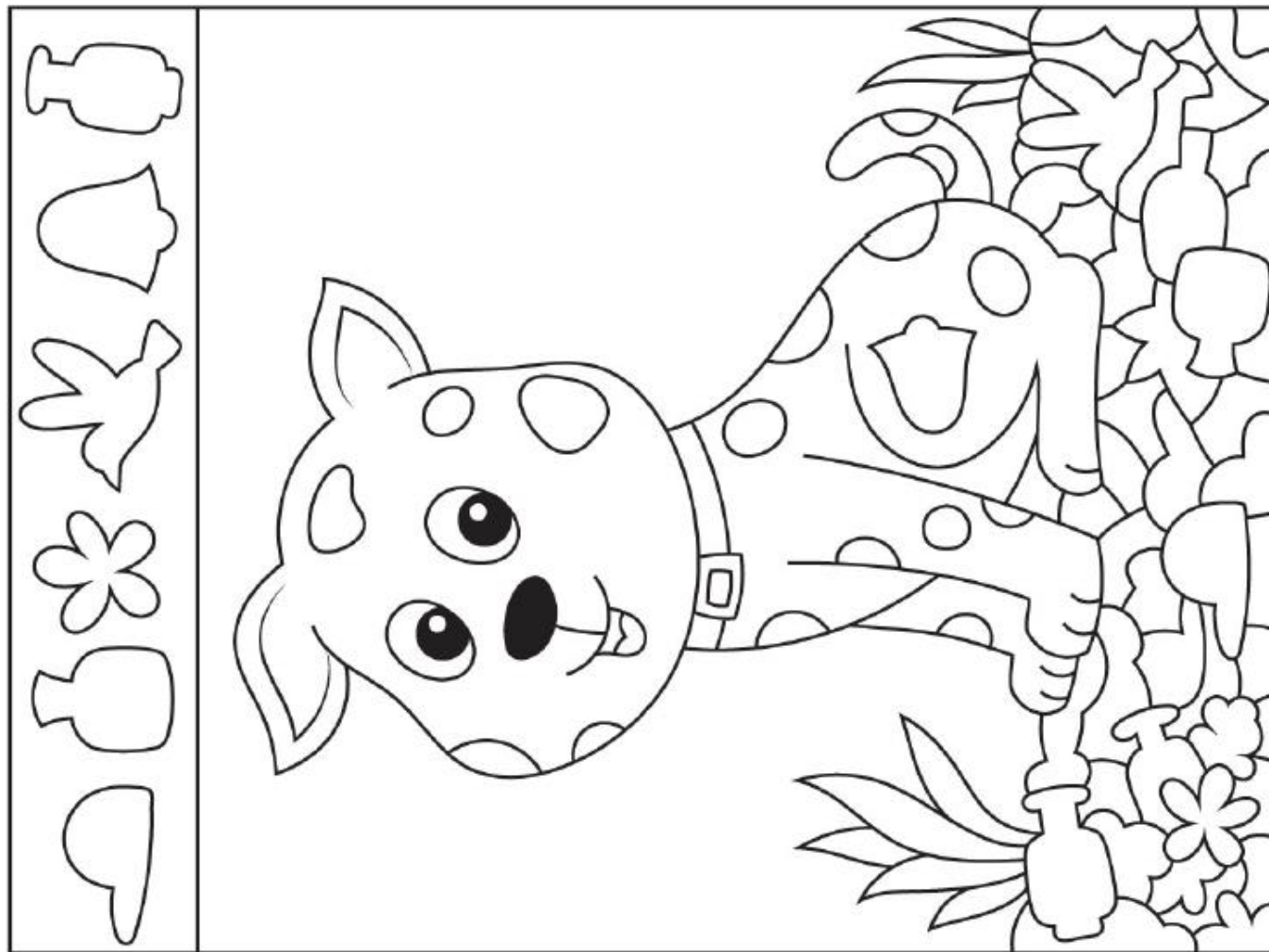
www.coloring-pages-kids.com



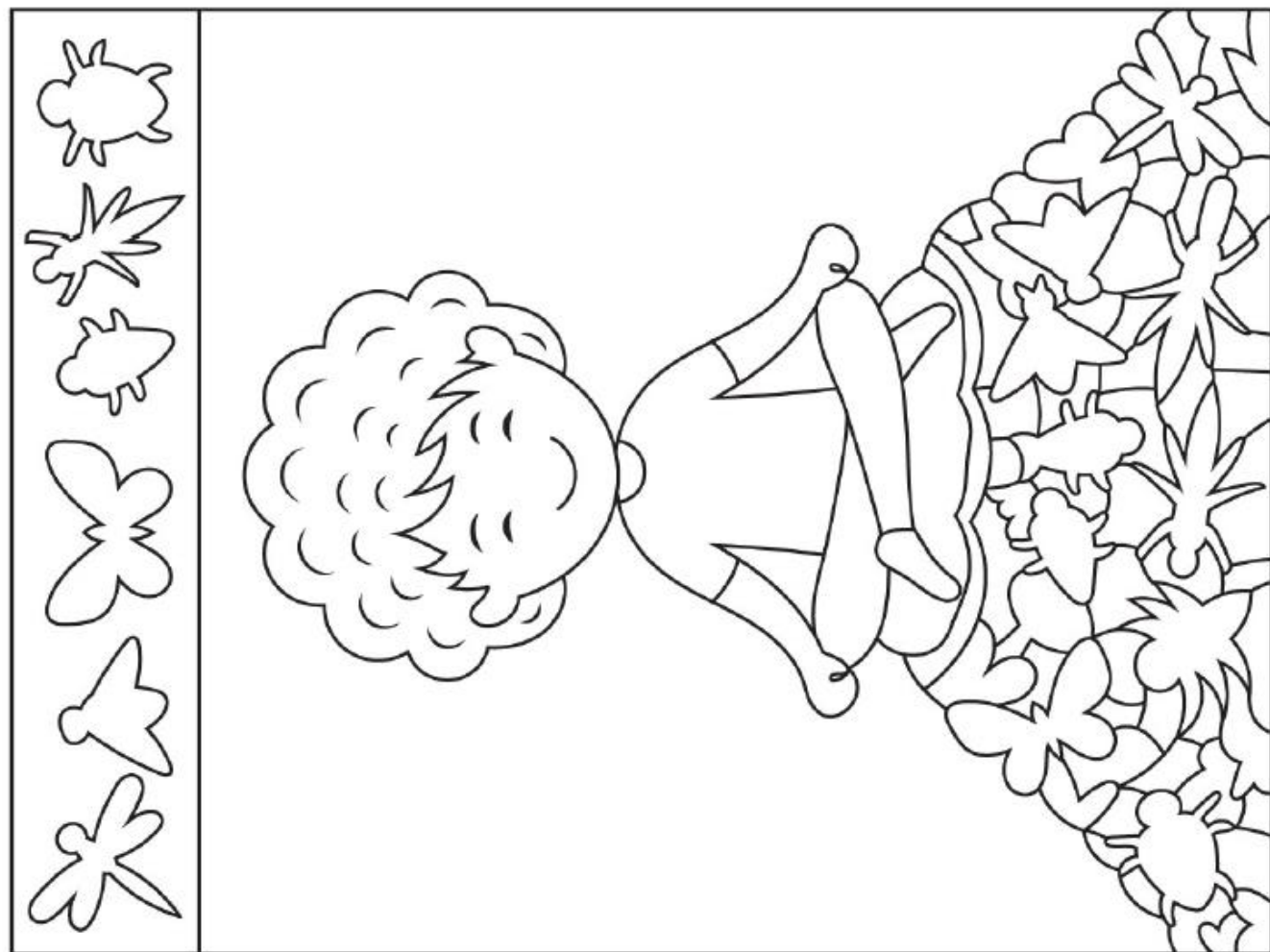
Coloring & Activity Pages by: [www.HonkingDonkey.com](http://www.HonkingDonkey.com)







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# English

**Listening:** encourage your child to listen to;

- sounds in the environment
- sounds in words - rhyming and beginning sounds
- instructions (and follow them)

and be able to recall the order they heard things in

**Oral Language:** Talk, Talk, Talk and talk some more!

- model good conversation skills - listening, turn taking, keeping a conversation going
- model and extend conversations during play and other activities
- ask questions and model responses that expand, extend and correct speech and grammar

**Rhyming:** encourage your child to listen for words that sound the same at the end.

- read, listen to and sing nursery rhymes
- read stories that have rhyming words

**Reading:** read to your children everyday, several times a day. *see reading tips*

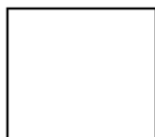
**Writing:** have children draw their own pictures of what they did each day. Keep a picture diary of this extraordinary time in our history.

# What do you hear outside?

Put an 'x' next to things you hear on your sound walk. Use the extra rectangles to draw other things you hear. Have fun!



dog



bird



car



bug



airplane







# Following Directions

## Following 1,2 & 3 Step Directions

This game includes:

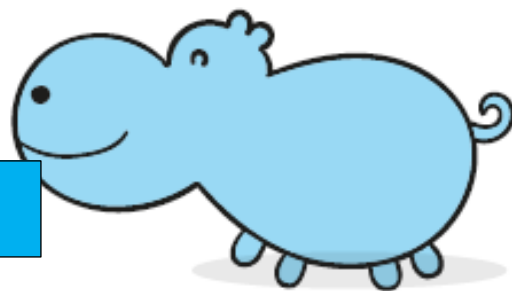
12 animal cards

12 one-step direction cards

12 two-step direction cards **not in this pack**

12 three-step direction cards

8 Chance Cards



## How To Play

Teacher Note: There are 1, 2 and 3-step direction cards. You can choose the set you would like to use with the game, or mix all three sets together. Each direction card is labelled in the corner with either a 1, 2 or 3 to help keep the cards organised and keep track of points. Don't forget to mix in the Chance Cards to keep the game exciting. Younger students may need assistance in reading the direction cards.

1. Shuffle the Direction cards and Chance Cards and place them face down.
2. Lay the animal cards out in front of the students face up.
3. Students select the top card from the direction pile, then read and carry out the direction. If they do so correctly, the player keeps the card. If they don't, the card gets put back on the bottom of the pile. Students receive 1 point for each 1-step direction, 2 points for a 2-step direction and 3 points for a three-step direction.
4. Re-position animal cards after each turn, before moving on to the next player's turn. The winner is the player with the most points at the end of the game.



**Koala**

Teach **THIS**



**Panda**

Teach **THIS**



**Pig**

Teach **THIS**



**Lion**

Teach **THIS**



**Crocodile**

Teach **THIS**



**Penguin**

Teach **THIS**



**Mouse**

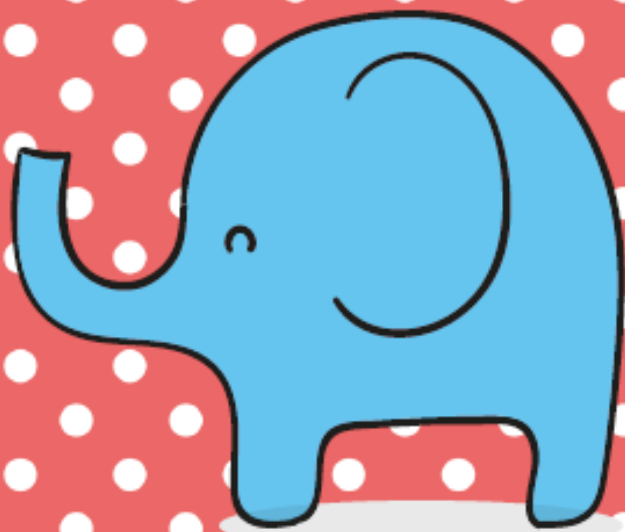
Teach **THIS**



**Bear**

Teach **THIS**





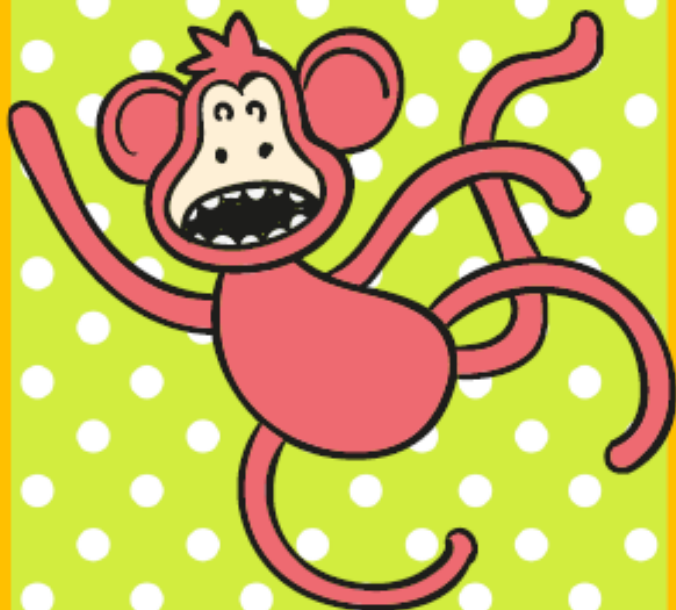
**Elephant**

Teach **THIS**



**Giraffe**

Teach **THIS**



**Monkey**

Teach **THIS**



**Tiger**

Teach **THIS**



Turn the  
*bear* card  
upside  
down.



Teach **THIS**

Put the  
*giraffe* card  
next to the  
*mouse* card.



Teach **THIS**

Put the  
*panda* card  
on top of the  
*monkey* card.



Teach **THIS**

Place the  
*crocodile* card  
under the  
*tiger* card.



Teach **THIS**

Flip the  
lion card  
over.



Teach **THIS**

Put the  
monkey card  
next to the  
panda card.



Teach **THIS**

Put your  
finger on  
the pig  
card.



Teach **THIS**

Put the  
elephant  
card face  
down.



Teach **THIS**

Show  
everyone  
the animal  
that  
"oinks".



Teach **THIS**

Show  
everyone  
the tallest  
animal.



Teach **THIS**

Put your  
finger on  
the  
smallest  
animal.



Teach **THIS**

Put the  
penguin card  
beside the  
animal that it  
is the same  
colour.



Teach **THIS**

# Bonus Point +1

*Keep this card until  
the end of the game.*



Teach **THIS**

# Bonus Points +2

*Keep this card until  
the end of the game.*



Teach **THIS**

# Lose -1 Point

*Keep this card until  
the end of the game.*



Teach **THIS**

# Lose -1 Point

*Keep this card until  
the end of the game.*



Teach **THIS**



**Have  
an  
extra  
turn.**



Teach **THIS**

**Have  
an  
extra  
turn.**



Teach **THIS**

**Miss  
a  
Turn**



Teach **THIS**

**Miss  
a  
Turn**



Teach **THIS**

# Questions to Ask Children to Develop Oral Language

Levels of questions from concrete to abstract can be asked at any time and across any subject. As a child answers these questions, they develop their language skills and their understanding of what they are playing, reading, exploring and investigating.

<p><b>Level 1 (2-3 year olds)</b></p> <p>Questions relate to the immediate environment and require concrete thinking.</p> <ul style="list-style-type: none"> <li>• What is that / this?</li> <li>• What colour is this?</li> <li>• What can you see?</li> <li>• Find one like this</li> <li>• Show me the ____</li> <li>• What is ____ doing?</li> <li>• What did the ____ say?</li> <li>• Is it a ____? (yes/no response)</li> <li>• Is it a ____ or a ____?</li> <li>• Who is this?</li> </ul>	<p><b>Level 2 (3-4 year olds)</b></p> <p>Involves some analysis such as classifying/grouping objects, describing and understanding object functions</p> <ul style="list-style-type: none"> <li>• Find something that can ____ (e.g. cut)</li> <li>• What is happening in this picture?</li> <li>• Where is the ____? (requires a location response, not just pointing)</li> <li>• Find something that is ____ (e.g. red) and ____ (e.g. spiky)</li> <li>• Who is ____?</li> <li>• When did ____?</li> <li>• Finish the sentence</li> <li>• What is this for? (describe function not appearance)</li> <li>• What does this do? (describe actions)</li> <li>• Tell me about this thing (describe function, appearance, actions)</li> <li>• How are these different?</li> <li>• Which one is ____? (category e.g. a fruit)</li> <li>• What else is an ____? (category e.g. animal)</li> </ul>
<p><b>Level 3 (4-5 year olds)</b></p> <p>Requires children to use their own knowledge to make basic predictions, assume the role of another, or make generalisations. They begin to use higher-order thinking skills</p> <ul style="list-style-type: none"> <li>• What will happen next?</li> <li>• What is ____ going to say?</li> <li>• How did he ____?</li> <li>• How else could he do it?</li> <li>• What have they done so far?</li> <li>• How do you think he feels?</li> <li>• How do I make ____ (e.g. a sandwich)?</li> <li>• How are these the same?</li> <li>• What's your favourite ____?</li> <li>• Tell me one that is not ____?</li> <li>• Which one is ____? (attribute e.g. cold)</li> <li>• What is a ____? (definitions)</li> </ul>	<p><b>Level 4 (5 years +)</b></p> <p>Involves problem solving, predictions, solutions and explanations. Requires own knowledge and thinking about the future and past.</p> <p>Predicting:</p> <ul style="list-style-type: none"> <li>• What will happen if ____?</li> <li>• what could he do?</li> <li>• what would you do if?</li> </ul> <p>Solutions:</p> <ul style="list-style-type: none"> <li>• What should we do now?</li> <li>• if you were the ____ what would you say / do?</li> </ul> <p>Causes:</p> <ul style="list-style-type: none"> <li>• How did that happen?</li> </ul> <p>Justifying:</p> <ul style="list-style-type: none"> <li>• Why can't we ____? (e.g. eat ice-cream with a knife and fork)</li> <li>• Why did you pick that one?</li> <li>• How can we tell?</li> <li>• why do you like that one?</li> </ul> <p>Explanations:</p> <ul style="list-style-type: none"> <li>• How can we tell he is sad?</li> <li>• How did that happen?</li> <li>• Why is it made of that?</li> </ul>

# Reading Tips for Parents of Kindy Children

## Read Together Every Day

- Read to your child everyday. Make this a special time the two of you have together.

## Give Everything a Name

- Build your child's vocabulary by talking about interesting words and objects. e.g. "look at that airplane. Those are the wings of the plane. Why do you think they are called wings?"

## Say and Show How Much You Enjoy Reading

- Talk about 'story time' as being a favourite part of your day.
- Show your child that you like reading your own stories.

## Read With Fun in Your Voice

- Read with expression. Use different voices. Practice voices with your child

## Know When To Stop

- Put the book away for awhile if your child loses interest or is having trouble paying attention.

## Be Interactive

- Discuss what is happening in the book. Point out things on the page, ask questions,
  - Who is this?
  - Where are they?
  - When is this happening?
  - What is happening?
  - What do you think will happen next?
  - How do you think they feel? How do you know?

## Read It Again and Again

- Repeatedly reading the same book helps develop your child's pre-reading skills and encourages their enjoyment of reading.

## Talk About Writing Too

- Tell and show your child how we read from left to right and how words are separated by spaces.

## Point Out Print Everywhere

- Talk about the written words you see in the environment around you. Praise them for reading symbols and familiar words that they see.

## Twinkle, Twinkle Little Star



Twinkle, twinkle little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

Twinkle, twinkle little star,

How I wonder what you are.

---

## Incy, Wincy Spider



The incy, wincy spider,

Climbed up the water spout.

Down came the rain,

And washed the spider out.

Out came the sunshine and dried up all the rain.

So, the incy, wincy spider,

Climbed up the spout again.

---

## Humpty Dumpty



Humpty Dumpty sat on the wall,

Humpty Dumpty had a great fall.

All the king's horses and all the king's men,

Couldn't put Humpty together again.



## Hickory Dickory Dock

H D D



H D D

*Hickory, dickory dock,*

*The mouse ran up the clock.*

*The clock struck one,*

*The mouse ran down,*

*Hickory, dickory dock.*

## Baa, Baa Black Sheep



3



1



1



1



*Baa, baa black sheep,*

*Have you any wool?*

*Yes sir, yes sir, three bags full.*

*One for the master,*

*One for the dame,*

*One for the little boy who lives down the lane.*

## Hey Diddle, Diddle

H D D



*Hey diddle, diddle,*

*The cat and the fiddle,*

*The cow jumped over the moon.*

*The little dog laughed to see such fun*

*And the dish ran away with the spoon*

## Jack and Jill



Jack and Jill

Went up the hill,

To fetch a pail of water.

Jack fell down,

And broke his crown.

And Jill came tumbling after.

---

## I'm a Little Teapot



I'm a little teapot,

Short and stout.

Here is my handle,

Here is my spout.

When I get all steamed up,

Then I shout.

Tip me over, pour me out!

---

## Teddy Bear, Teddy Bear



Teddy bear, teddy bear, turn around,

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, jump up high,

Teddy bear, teddy bear, touch the sky.

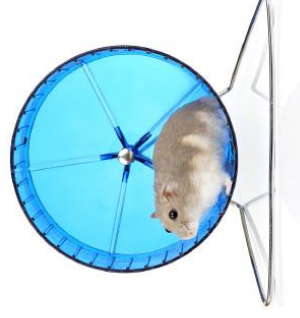
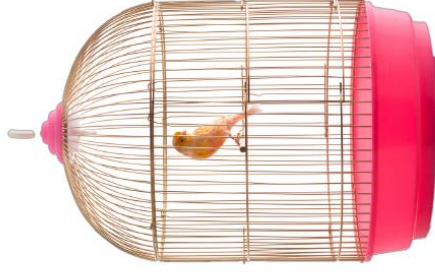
Teddy bear, teddy bear, bend down low,

Teddy bear, teddy bear, touch your toe.

Teddy bear, teddy bear, turn out the light,

Teddy bear, teddy bear, say goodnight.

# I SPY Pets



For the Teacher or Parent

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**Level/**  
**1**

Name the animals one by one. Mix them up.

I spy ...

a cat, goldfish, turtle, bird, rabbit, dog, hamster, frog

**Level/**  
**2**

Mix in animal noises with your clues.

- I spy an animal that says "woof."
- Find the rabbit.
- Which animal says "Meow?" etc.

**Level/**  
**3**

Include clues about animal facts.

- This animal likes to eat mice.
- This animal has a hard shell.
- This animal can hop really far.

**Level/**  
**4**

Include clues about animal babies.

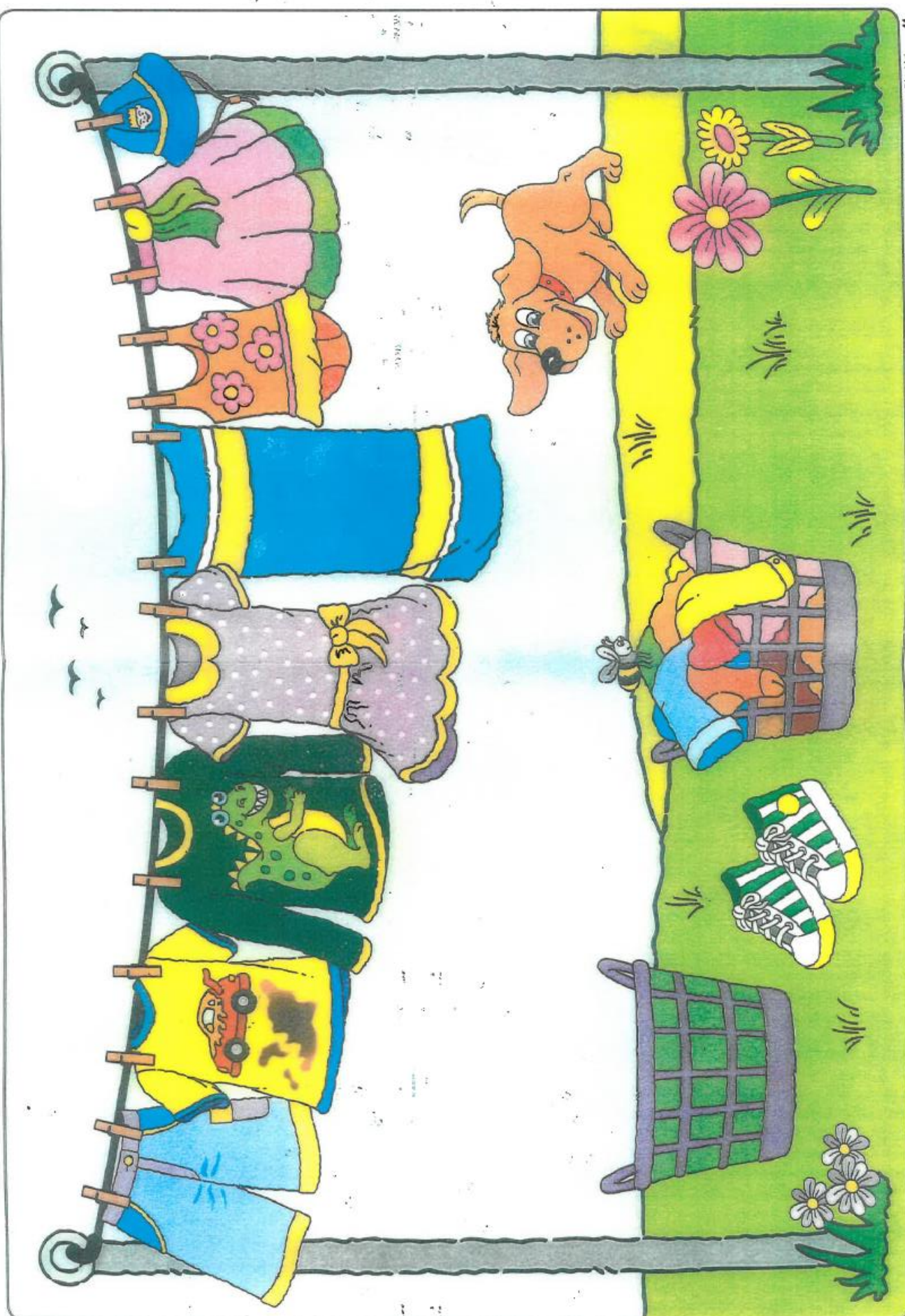
- This animal's babies start as eggs. Then they hatch and are called tadpoles.
- This animal has babies called puppies. etc.

# Clothes Scene Semantic Questioning

1	Adult: (clothes scene hidden ) We're talking about clothes today. Name 3 pieces of clothing	
	Adequate response	Child names any 3 pieces of clothing e.g. jumper, hat t-shirt, shorts, knickers, undies, bathers, dress, skirt, shoes, socks, tracksuit, jeans, jacket, shirt
	Inadequate response	Less than 3 different pieces of clothing; Child says clothes; This one, that one; Child points to own clothes
2	Adult: (clothes scene visible) I'm thinking of something you wear on your feet. Can you guess what it is?	
	Adequate response	Shoes, socks, thongs, sandals, boot, jandles, flip flops
	Inadequate response	This one, that one; You wear on your feet; Points to pictures
3	Adult: Let's look at this picture. The shorts, t-shirt and jumper are all called ...?	
	Adequate response	Clothes; Things you wear
	Inadequate response	On your body; them ones; I don't know; Pointing to picture
4	Adult: I'm going to describe something in the picture, try to guess what it is! (your description gives the child a model of how they could describe an item) You wear them on your legs, they are short and blue. or You wear it on the top part of your body, it's warm and it's green. Now it's your turn. Tell me everything you know about these shoes. Point to the shoes. If the child doesn't provide enough information on their first description, ask them an open question like what else can you tell me?	
	Adequate response	Child describes the item by 3 different elements; wear them on your feet; They are stripy, green and white stripes; You can run in them; They keep your feet dry.
	Inadequate response	Describes the item by less than 3 elements; Describes only by the visual elements e.g. it's green
5	Adult: Point to the clothes that only girls usually wear	
	Adequate response	Child points to or names dress, skirt, girls bathers. If the child does not point to all these clothes on the first try ask are there any more?
	Inadequate response	Child points to or names boys t-shirt, jumper
	Adult: Point to the clothes that boys usually wear	
	Adequate response	Child points to or names boys t-shirt, jumper, shorts
	Inadequate response	Child points to or names dress, skirt, girls bathers
6	Adult: what is next to the spotty dress?	
	Adequate response	Chld points or names the towel and / or the dinosaur jumper
	Inadequate response	Child points to or names the spotty dress, shorts, jumper, bathers, hat, skirt or car t-shirt
7	Adult: point to the hat and the dress what is different about the hat and the dress	
	Adequate response	The dress has spots and the hat doesn't have spots; The hat is for boys and the dress is for girls; The hat goes on your head and the dress goes over your body; The dress is pink and spots and the hat is blue
	Inadequate response	They're different; They're clothes; You wear them; I don't like dresses
	Adult: point to the hat and the dress what is the same about the hat and the dress?	
	Adequate response	You can wear them; They are both clothes; They are both hanging on the line
	Inadequate response	They are the same; They are spotty; That hat is for your head
8	Adult: Some things go together, like a belt and a buckle. Try this one, bathers and ...?	
	Adequate response	Child points to or names towel; Child says: swimming, suncream, rashie
	Inadequate response	Shorts; That one; Socks; Child points to or names bathers
9	Adult: This t-shirt is still dirty! (point to the dirty t-shirt) what is the opposite of dirty?	
	Adequate response	Clean; Washed
	Inadequate response	Dry; Yucky; Wet



# Clothes Scene



## Zoo Scene Semantic Questioning

1	Adult: (zoo scene hidden ) I have a zoo picture here. Think of 3 animals that live in the zoo.	
	Adequate response	Child names any 3 zoo animals
	Inadequate response	Less than 3 different zoo animals; Animals that don't belong in the zoo; Big ones
2	Adult: (zoo scene visible) I'm thinkiing of something you can climb and it gives us shade. what it is?	
	Adequate response	Tree; That tree
	Inadequate response	This; That one; For climbing; Outside; The slide
3	Adult: The elephant, the kangaroo, the koala and the monkeys are all called ...?	
	Adequate response	Animals; Zoo animals
	Inadequate response	In the zoo; Big; They live there
4	Adult: I'm going to describe something in the picture, try to guess what it is! (your description gives the child a model of how they could describe an item) It has big ears, a long trunk and lives in the zoo. or It is fluffy and grey. It likes to sit in gum trees and eat gum leaves. Now it's your turn. Tell me everything you know about a kangaroo. point to the kangaroo. If the child doesn't provide enough information on their first description, ask them an open question like what else can you tell me?	
	Adequate response	Child describes the item by 3 different elements; It lives in the zoo, bush; It has a pouch, long tail, big legs; It can jump, hop, bounce; It's brown; they get joeys in their pouch; They like to eat grass, leaves
	Inadequate response	Describes the item by less than 3 elements; Describes only the visual elements e.g. It's big and brown
5	Adult: Show me the animals that climb trees	
	Adequate response	Child points to or names koalas and monkeys
	Inadequate response	Child points to or names elephant, penguins or kangaroo; No reponse
	Adult: Show me the animals that swim in the water	
	Adequate response	Child points to or names penguins and fish
	Inadequate response	Child points to or names elephant, monkeys, koalas, kangaroo; No response
6	Adult: Point to something that is in front of the elephant	
	Adequate response	Chld points to the empty food bucket or the elephant sign
	Inadequate response	Child points to the elephant, koalaor path; I don't know
7	Adult: point to the elephant and monkey what is different about the elephant and the monkey?	
	Adequate response	The elephant is bigger and the monkey is small; The elephant has a truck but monkeys don't; The monkey has fur and the elephant has skin; Monkeys are brown and elephants are grey
	Inadequate response	They're different; They have tails; In the zoo; The elephant doesn't have any arms
8	Adult: point to the elephant and monkey what is the same about the elephant and the monkey?	
	Adequate response	They both have 4 legs, 2 ears; They both live at the zoo; They can run
	Inadequate response	They are the same; They are scary; That is like a horse; It can roar loud
9	Adult: point to the bucket of bananas The bananas are for the monkeys and the fish is for the ...?	
	Adequate response	Child points to or names the penguin
	Inadequate response	I like bananas; Yummy; Points to or names any other animals; Points to or names the fish
10	Adult: point on the path on the zoo scene what is the opposite of 'up'?	
	Adequate response	Down
	Inadequate response	Going up the path; In the zoo; Get to the shop



# Zoo Scene



# Maths

**Number:** encourage your child to;

- Say numbers in order from 1 to 10 forwards and backwards - it is important to establish that the order of numbers is constant and that they begin to recognise numbers before and after e.g. 5 always comes after 4 and before 6 when counting forward.
- Touch each object that they count once - they need to recognise that we use counting to determine an amount so we have to only count each object once in order to have the correct amount
  - They may move the objects away or re arrange objects into a line in order to count each object only once
- How Many? - it is important that they understand that the question *How many?* is instructing them to count each object and then use the last number said as the answer to the question.

**Measurement:** encourage your child to compare objects and describe them according to;

- Size - big / little, bigger / smaller, taller / shorter, longer / shorter, thinner / thicker, narrower / wider
- Weight - heavier / lighter
- Capacity - full / empty, more / less

**Shapes & colours:** encourage your child to;

- Find and name the shapes and colours they see
- Describe objects using shape and colour as part of the description
- Count the number of sides and corners on shapes



# Number Cards

Cut these cards out along the dotted lines (4 cards per page)

If you can laminate the cards they will last longer but it is not necessary.

Use for:

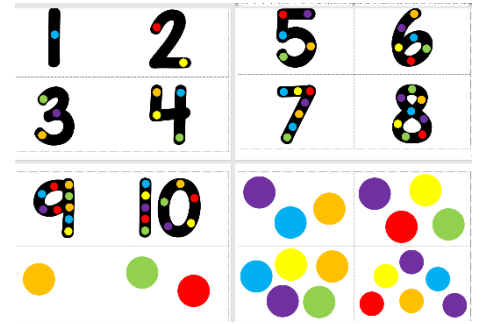
Matching games (match the number cards with the dot cards.)

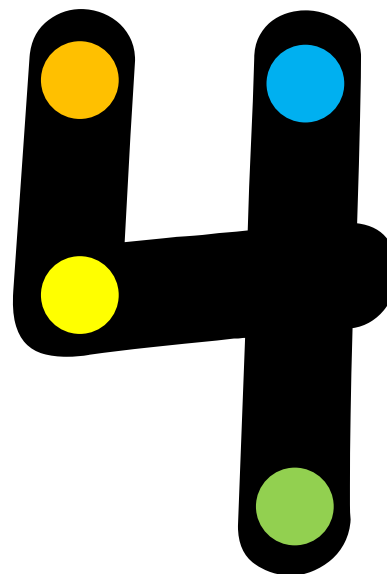
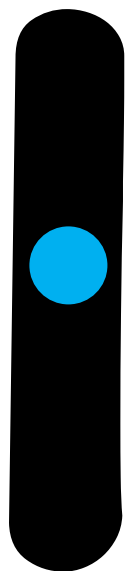
- Memory - place the cards face down on a table. Turn over 2 cards to see if they match. Keep the cards if they match, turn them back over if they don't.
- Go Fish - give 3 cards to each person playing. Ask 1 player if they have the matching card to yours, they give the card to you if they have it and you make the pair. If they don't have the card, pick one up from the left over cards.

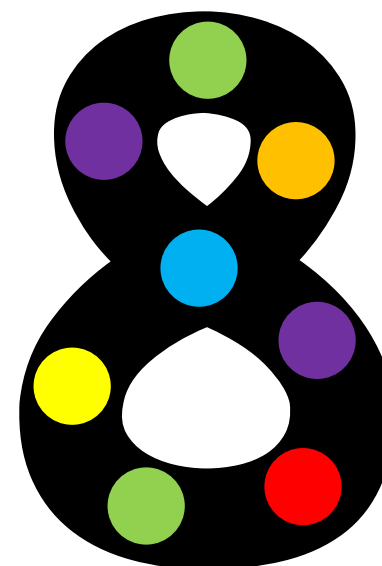
**Fine Motor Counting** - place objects onto the dots, counting as each object is placed. Can use:

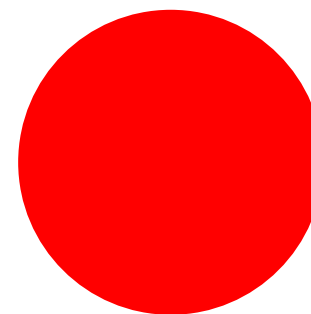
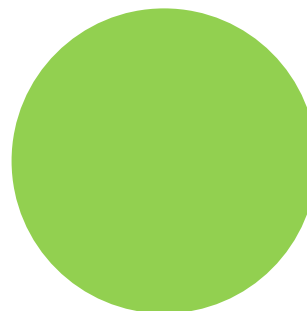
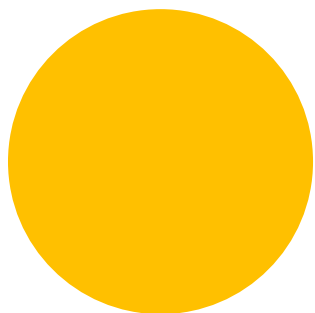
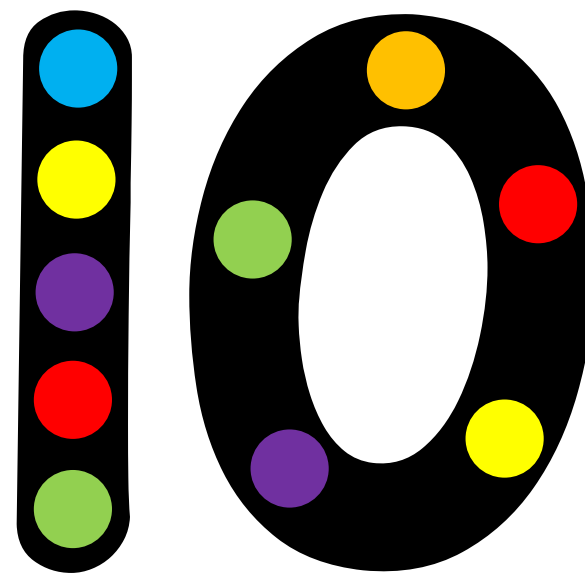
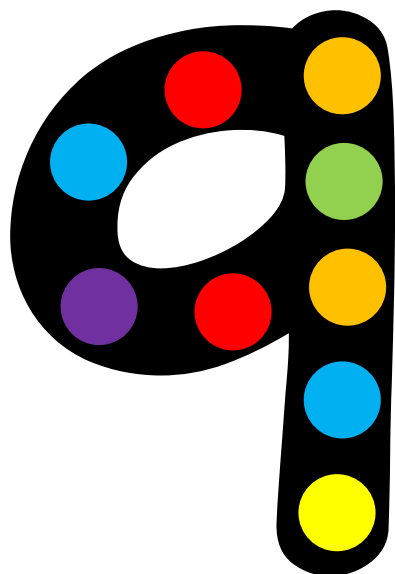
- marbles
- beads
- buttons
- counters
- fruit loops
- pom poms
- pasta
- nuts & bolts
- cut paper / straws / pipecleaners / string
- pegs - around the number cards **or** to pick up and place small objects
- playdough balls and snakes - place inside plastic sheet protector

*\* You can also use playing cards*

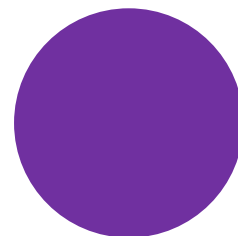
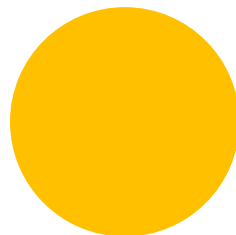
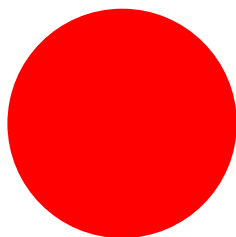
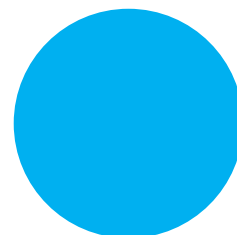
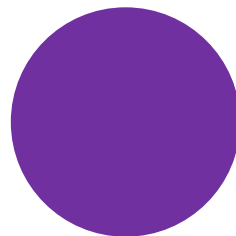
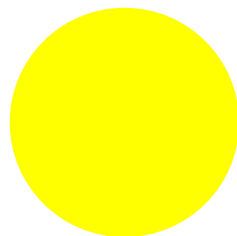
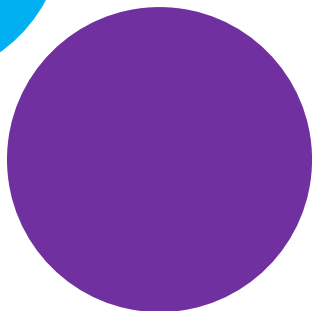
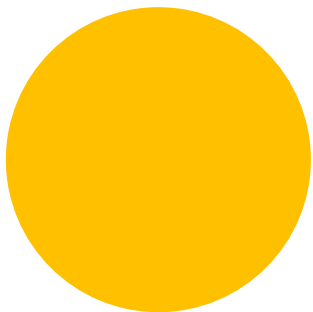
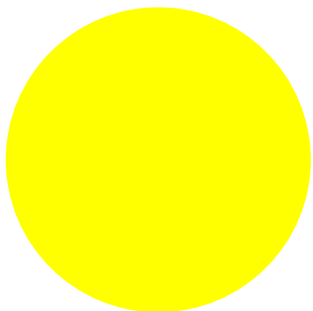
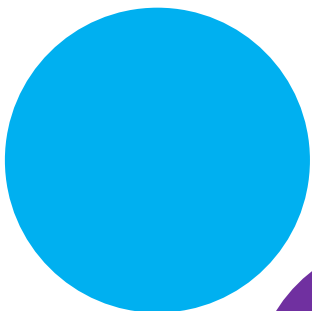
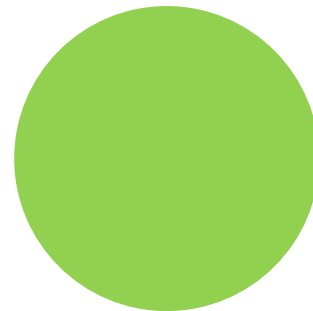
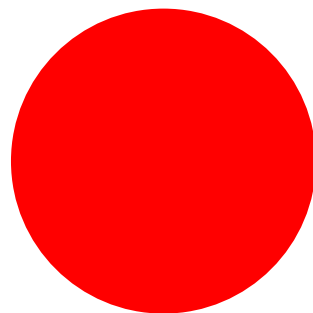
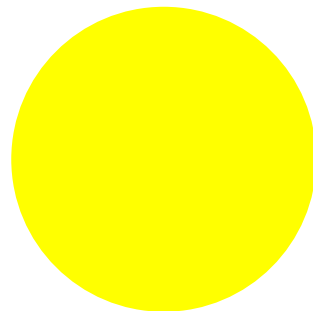
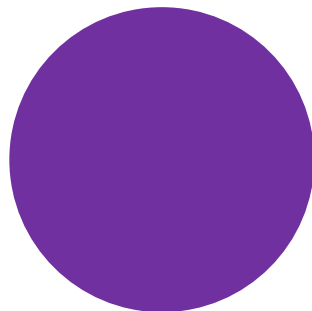
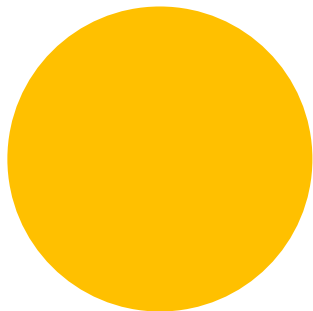
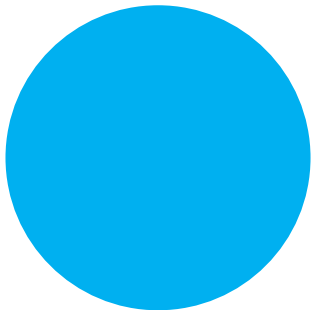
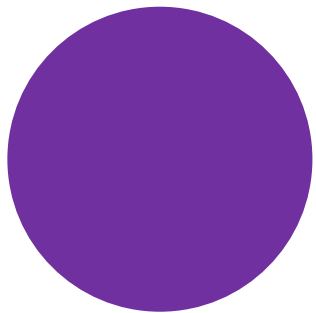


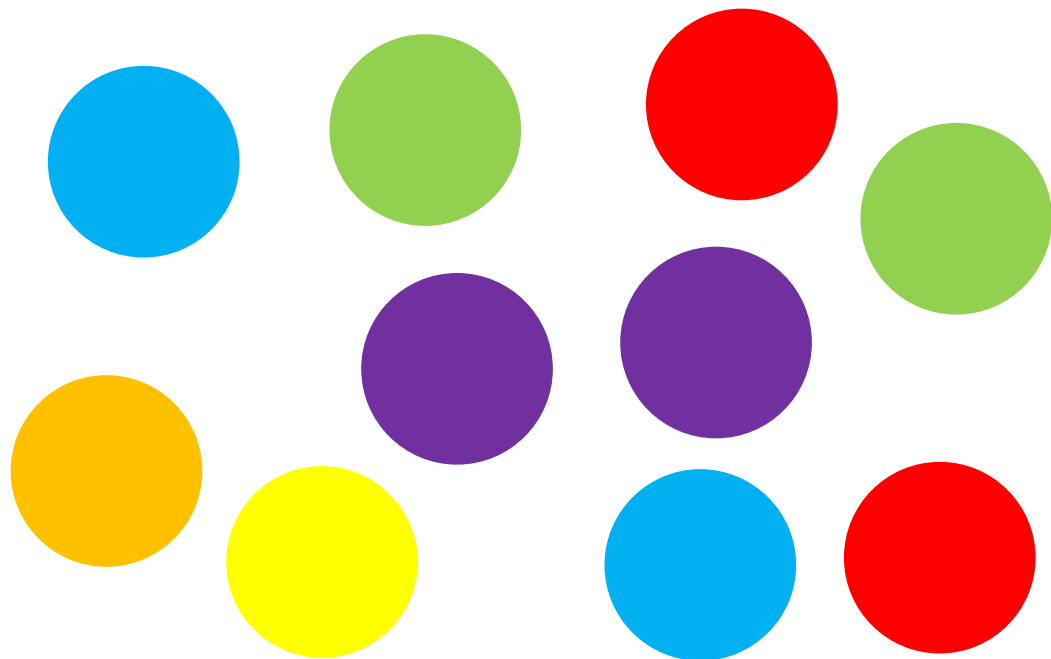
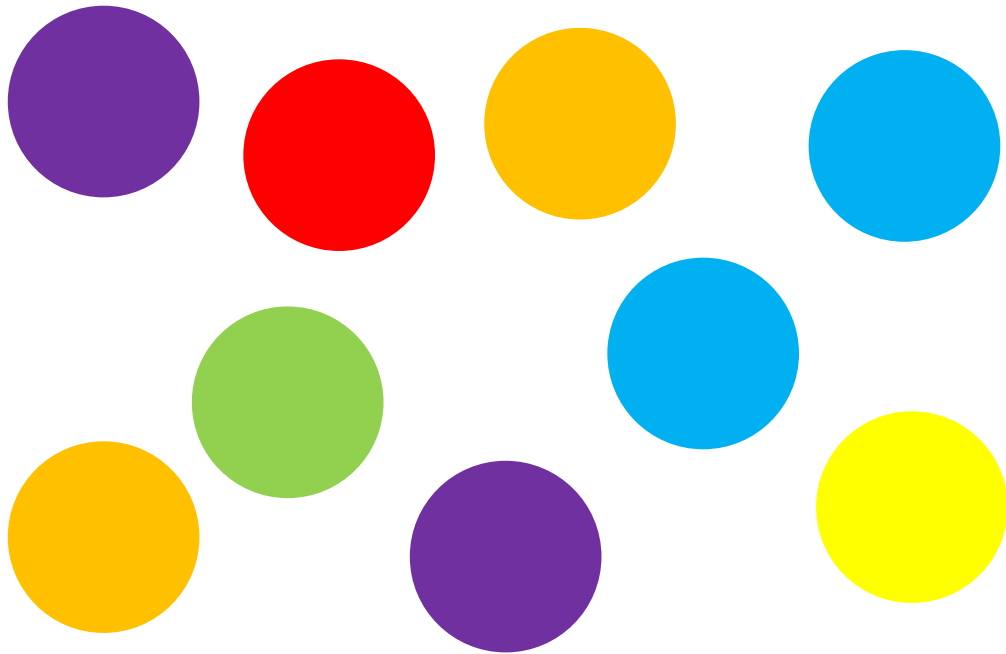
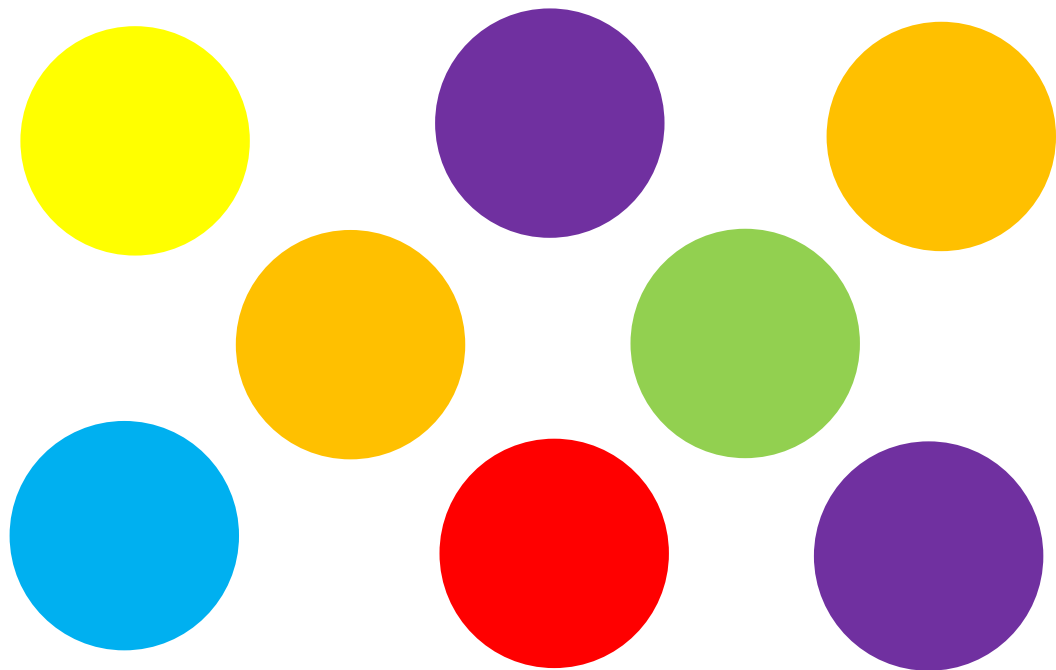
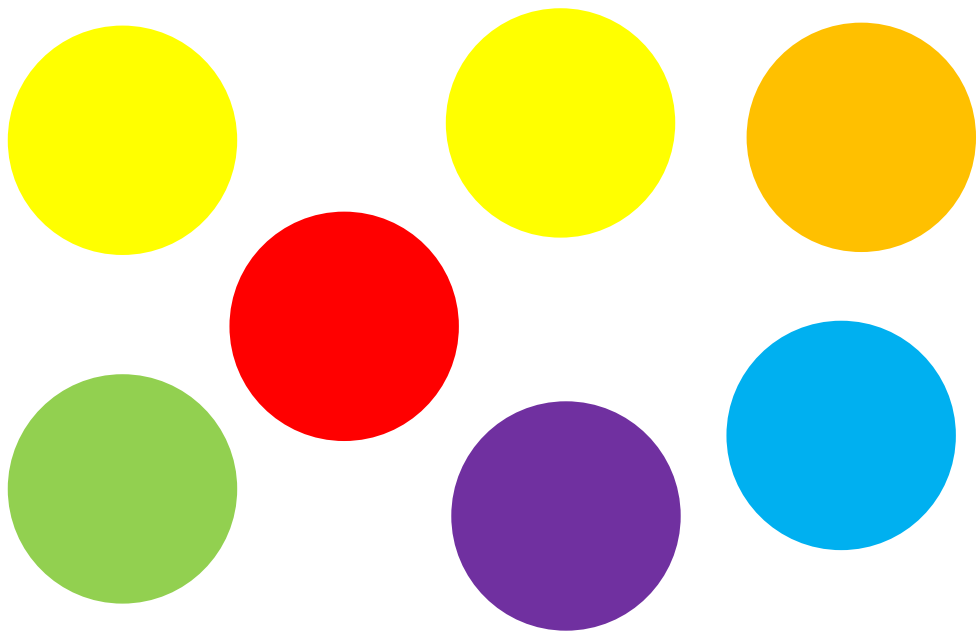














# Nursery Rhymes I Spy and Count to 10 Checklist

Count the number of each nursery rhyme picture and write the numeral in the box. Do you know which rhymes the pictures come from?

Humpty  
Dumpty




sheep




teapots




cats




blind mice




spiders




clocks



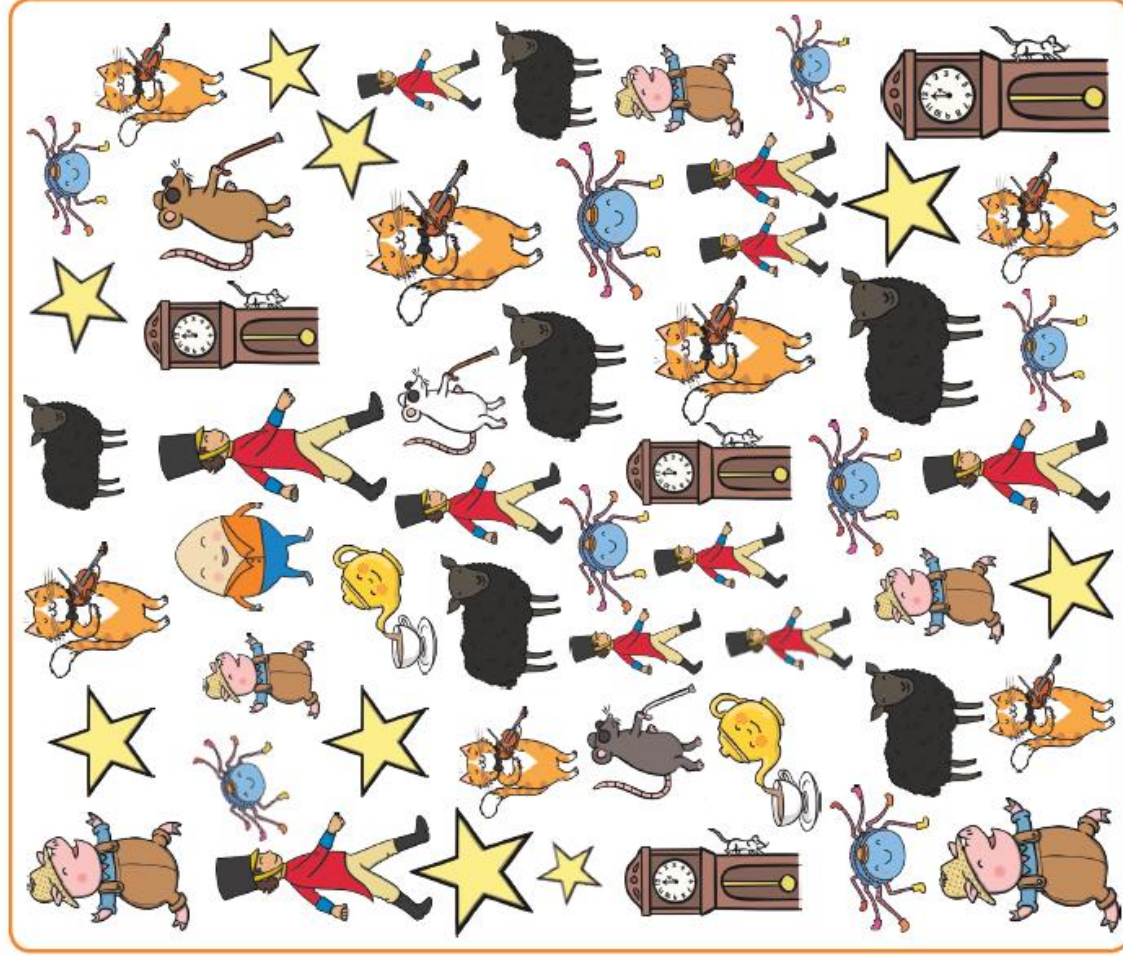

stars




pigs




soldiers





# Dinosaurs

## I Spy and Count Checklist

Count the number of each type of dinosaur item and write the numeral in the box.



Fossils



Iguanodon



Velociraptor



Plesiosaur



Volcano



Brachiosaurus



Triceratops



Tyrannosaurus Rex



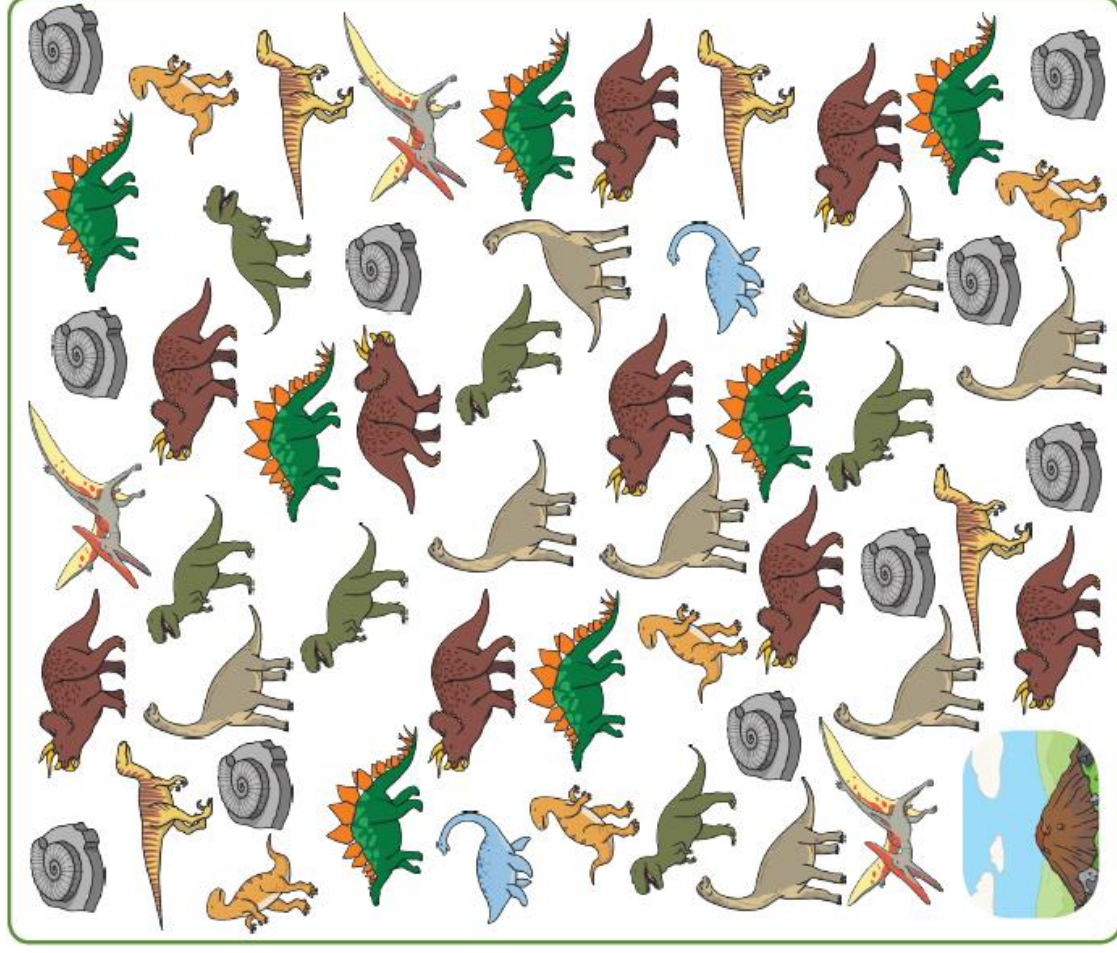
Pterodactyl



Stegosaurus

# Dinosaurs

## I Spy and Count to 10

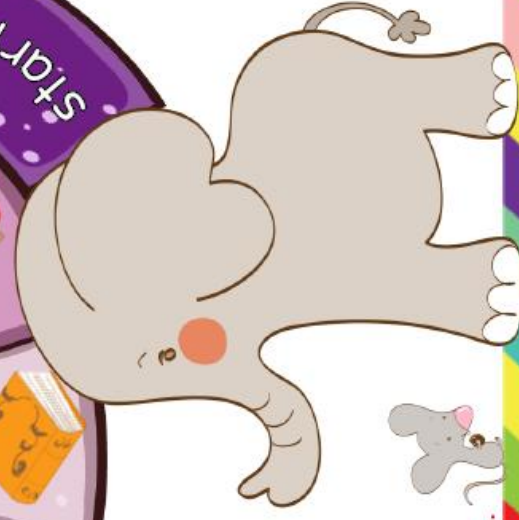






# Which is heavier?

1. Players sit opposite each other. Player 1 uses the blue spiral game board and Player 2 uses the purple spiral game board. They both play the game at the same time.
2. Player 1 rolls a die and both players move forward that number of spaces. Both players say the name of the item the land on aloud. Player 1 must say which of the two items is heavier. Player 2 has a turn.
3. Continue taking turns until both players reach the Finish space.
4. When players reach Finish, they can swap ends and start the game again.



Teach This...

# Color Walk

Take a walk outside and observe all the things around you. Look for things on your walk to represent each color. Illustrate each item you find in the corresponding box.

