

This booklet belongs to:

Week 2 Term 4– Monday

Day at a glance:

Monday	Feelings	Birdie and the virus	Dancing	Collage	Shop play
Estimated time	15-20 mins	15-20 mins	25-30 mins	30- 35 mins	20 mins - ongoing
Resources required	Something to draw with and on	Hygiene activity (no resources)	Music to listen to if QR code unavailable	Collection of recyclables or craft materials	Coins - either real or toy money

Term 4 Week 2

Weekly Preschool Class Zoom Sessions

Topic: Shared literacy experiences; singing favourite action songs and GoNoodle movement experiences



Preschool Red Class Weeks 2 Monday @ 11am

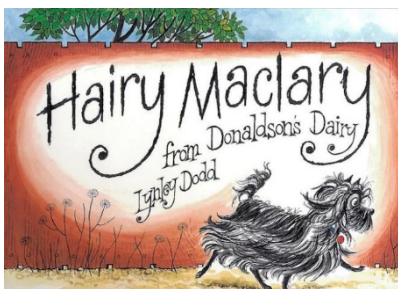


Preschool Blue Class Weekly Zoom Session Friday @ 10am

This week's planned preschool Zoom experiences ...

Learning goal: Children to engage with and share the enjoyment of language and texts in a range of ways.

Revisiting shared songs and stories introduced in Term 3 to support children's consolidation of concepts of rhyming and numeracy.



Feelings

Learning goal: Children identify feelings and how they and others respond to those feelings.

1. Look at the photos of the children's faces on the next page.
 - a. Tell someone your answers to these questions:
 - b. How do you think each is feeling?
2. Why might each child be feeling that way?
3. Find something to draw on.
 - a. On one side, draw something that makes you happy.
 - b. On the other side, draw something that makes you sad.
 - c. Tell someone about your picture.
4. Join in singing, 'If you're happy and you know it'. You can access the song via this QR code.



Video attribution: Super simple songs- Kids songs (25 January 2019), 'If you're happy and you know it' [video]. Youtube. Accessed 27 August 2021

Is this activity too hard?

- Try playing with someone in your family, take it in turns making happy and sad faces.
- Try to guess what feeling the other person's face is showing.

Is this activity too easy?

- Try changing the words of, 'If you are happy and you know it' to make a new song about a different feeling.
- Try making your face show you are feeling tired, angry, surprised or confused.



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"Peace and Unity for the New Year" by daystar297 is licensed under CC BY-NC 2.0



"Innocent Smile" by eizus is licensed under CC BY 2.0



"Junior Nutty Professor" by ksunderman is licensed under CC BY 2.0



"Sad Face" by Tobyotter is licensed under CC BY 2.0



"Outdoor portrait of a cute little indian boy" by Nithi clicks is licensed under CC BY 2.0

Birdie and the virus

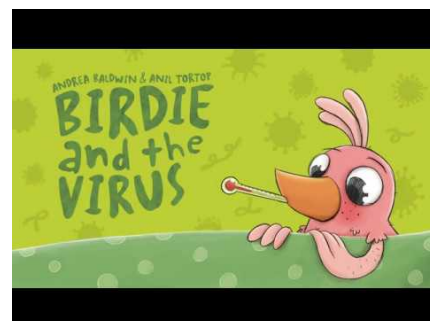
Learning goal: Children understand personal care and hygiene to keep themselves and others safe.

1. Listen to this story about Birdie and the virus. You can listen to the story via this QR code. If you can't listen to the story, you can start at step 2.



Video attribution: Children's Health Queensland. (2020). 'Birdie and the virus' [video]. Queensland Government.

2. The story talks about getting sick and not being able to play with friends. How do you feel when you can't go out and play with your friends?
3. Listen to this song to remind you how we can all help stop the spread of disease. You can access the song via this QR code:



Video attribution: Children's Health Queensland. (2020). 'Birdie and the virus sing along' [video]. Queensland Government.

4. Finally, watch Isabella washing her hands. You can access the video via this QR code. If you can't watch this video, wash your own hands and count to 10.



Dancing

Learning goal: Children engage in increasingly complex movement and coordination through dance.

1. Listen to 'I love to move' via this QR code. If you can't listen to the song, you can start at step 2 using your own song.



Munch & Move music. 'I love to move' [song]. NSW Government.

2. Practice moving in different ways:
 - a. march
 - b. slide
 - c. gallop
 - d. shake.



Is this activity too hard?

- Try playing the song or your favourite piece of music and have fun moving in any way you want.

Is this activity too easy?

- Try to see how else you can move.
- Try playing your favourite piece of music and make up a dance routine.

Take a break

Here are some things you might like to do:

- go to the toilet and wash your hands
- have a drink of water and a healthy snack
- play or have a rest.



"Child drinking water from glass" by aqua.mech is licensed under CC BY 2.0

Collage

Learning goal: Children use creative arts to express ideas and make meaning.

Some more ideas for this activity:

- a collection of recyclable or craft materials, for example:
 - cardboard or paper
 - scraps of fabric or wool
 - old magazines or shop catalogues
 - wrapping paper or ribbon
 - foam, straws or stickers.
- scissors
- sticky tape or glue

What to do:

- Look at your materials and think about what kind of artwork you could make with them.
- Glue or tape the materials onto the cardboard or paper to create your artwork.
- Tell someone about what you have created and ask them to write down what you say.

Is this activity too hard?

- Ask someone to help you with gluing and taping down the materials.

Is this activity too easy?

- In your artwork, recreate a character or scene from a favourite book or TV show.

Coins

Learning goal: Children develop an understanding of coins through play.

1. Watch the video about Australian notes and coins. You can access the video via this QR code. If you can't watch the video, start at step 2.



2. Ask someone in your home to help you find each of the Australian coins.
3. Sort the coins into groups. How did you sort them? Try sorting the coins in a different way.
4. Does anyone in your house have coins from a different country? Ask them to tell you the names of these coins.

Is this activity too hard?

- Try matching the coins which are exactly the same together.

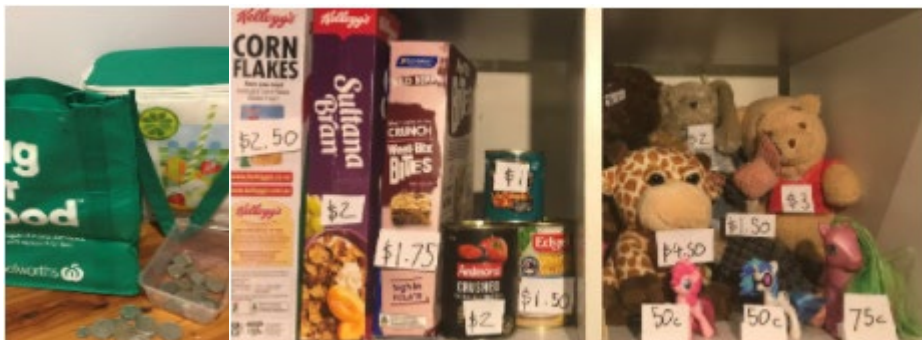
Is this activity too easy?

- Try drawing or do a crayon rubbing of each coin to make a picture of it.
- Write the names of each of the coins next to them.
- Line the coins up in order, from the least valuable to the most valuable.

Shop play

Learning goal: Children become aware of the relationship between symbols and real objects.

Let's set up a shop in your home. Find a space and ask someone in your home for help.



What you need:

- paper, pencil and sticky tape
- toy money or real coins in a small box

- shopping bags
- something to "sell" in your shop, for example, empty food boxes, tins or small toys.

What to do:

- To set the shop up in your home:
 - Get someone to help you write the prices on the different items.
 - Display your items in a box or on a shelf.
- Invite someone in your family to come to the shop to buy some things.

Revisit shared nursery rhyme from Term 3 to consolidate prior learning

- Learn to count through this action song.

Five little speckled frogs

Five little speckled frogs,

Sat on a speckled log,

Eating the most delicious bugs, yum, yum.

One jumped into the pool,

Where it was nice and cool.

Then there were four speckled frogs. (continue until only one frog is left)

One little speckled frog,

Sat on a speckled log,

Eating the most delicious bugs, yum, yum.

He jumped into the pool

Where it was nice and cool.

Now there are no speckled frogs

Actions to do while singing:

- Hold your fingers up while we are singing the song.
- Rub your tummy for 'yum yum'
- Drop your thumb (or finger) when the frog jumps into the pool
- Let's count how many left, how many can you count?
- Repeat throughout the song until 1 finger is left
- Let's count all our fingers now

Week 2 Term 4 – Tuesday

Day at a glance:

	Skipping	Drama	Count and build	Science
Estimated time	25-30 mins	15-20 mins	20-25 mins	20-25 mins
Resources required	A red and green card or object	Mirror	Dice, Lego or blocks	Container, sand, small objects

Acknowledgement of Country

Learning goal: Children develop a deeper understanding of Aboriginal culture.

1. Watch this video of Play School. You can access it via this QR code. If you can't watch the video, then start at step 2.

In it, Luke, Miranda and Hunter give an Acknowledgement of Country celebrating Australia's First Peoples.



2. Do you know how to say 'hello' in an Aboriginal language?
3. Learn how to say 'hello' in Dharug in this Dharug language lesson. Watch it via this QR code. If you can't watch the video, you can see it written below.



Hello in Dharug: 'Warami'. It is pronounced: wor-ra-mee

Shared story – revisit Hairy Maclary from Donaldson’s Dairy from Term 3

Learning goal: Children listen to and respond to rhyme in context.



1. You can listen to the story via this QR code. If you can't listen to the story, you can start at step 3.

Video attribution: Penguin Books Australia (6 July 2020), 'Hairy Maclary from Donaldson's Dairy by Lynley Dodd | Read Aloud by Morris Gleitzman' [video]. YouTube, accessed 29 August 2021

2. Listen out for the rhyming words in the story. Rhyming words end the same, for example:
 - Maclary and dairy
 - morse and horse
 - pots and spots.
3. Ask someone to read you this poem:

I have ten little fingers and ten little toes.

Two little arms and one little nose.

One little mouth and two little ears.

Two little eyes for smiles for tears.

One little head and two little feet.

One little chin and that's me complete.

4. Say and point to the words which rhyme. Remember, rhyming words end the same.

Is this activity too hard?

Ask someone to listen to the story with you.

Listen for the rhyming words together.

Is this activity too easy?

Think of pairs of words which rhyme, for example, bat and hat; mug and bug; ham and Sam. How many pairs can you think of?

From now on, whenever you hear a story, keep an ear out and listen for rhyming words.

Skipping

Learning goal: Children develop the fundamental movement skill of skipping.

1. Watch this video which explains how to skip. Have a try! If you can't watch this video, you can start at step 3.



Video attribution: NSW Health (14 June 2017), 'Skip - Munch & Move' [video]. NSW Health Channel, YouTube, accessed 29 August 2021

2. If you have someone to play with, play a skipping game of, 'Red light, green light'. Watch the video to learn how to play via this QR code. If you can't watch the video, follow the steps below.



Video attribution: NSW Health (14 June 2017), 'Skip red light green light - Munch & Move' [video]. NSW Health Channel, YouTube, accessed 29 August 2021.

3. How to play 'Red light, green light':
 - One person is the traffic controller. They hold two cards (or objects), one red and one green.
 - Everyone else stands back behind a marker.
 - When the traffic controller shows the green card, everyone else skips towards them.
 - When the traffic controller shows the red card, everyone must freeze.
 - The first person to touch the traffic controller becomes the new controller and the game starts again.

Is this activity too hard?

- Instead of using the red and green signal, use the voice signals of 'stop' and 'go'.

- Instead of skipping, everyone walks or runs towards the traffic controller.

Is this activity too easy?

- As the traffic controller shows the green signal, they call out how everyone must move towards them, for example, crawl, tip-toe, two-footed jump.
- If anyone moves after the controller has called out 'freeze', they must go back to the beginning.

Take a break

Here are some things you might like to do:

- have a drink of water and a healthy snack
- play or have a rest
- go to the toilet and wash your hands.



"Child drinking water from glass" by aqua.mech is licensed under CC BY 2.0

Drama

Learning goal: Children use drama to express themselves and make meaning

1. Watch the video, Charlotte will show you how to play emotional mirrors, action mirrors and do this/do that. You can watch this video via this QR code. If you can't watch the video, you can start at step 3.



2. Follow along with Charlotte and have a go.
3. Practice in front of a mirror, look at your reflection. It's the same looking back, no matter what your actions are.
4. With someone in your house, pretend to be a mirror and copy each other's actions. Take turns at doing and copying the actions.

Count and build

Learning goal: Children explore mathematical concepts of counting and measurement.



Play a game of Count and build following the steps below:

- Each person takes a turn to:
 - roll the dice
 - count the dots on the dice
 - count out that many pieces of Lego, Duplo or blocks
 - start building a tower with those pieces of Lego, Duplo or blocks.
- Continue taking it in turns rolling the dice, counting and then adding that many blocks onto your tower.
- After both people have rolled the dice five times, measure whose tower is the tallest. The person with the tallest tower is the winner.

Is this activity too hard?

- Ask someone in your family to help you count the dots.

Is this activity too easy?

- Rather than just one dice, roll two or three dice at the same time
- Include a rule that the tower has to be in a colour pattern.

Science and sensory play

Learning goal: Children use their senses to explore properties of natural and man-made objects.

You will need some other materials to help set up this activity:

- container filled with something, for example, water, sand, small pebbles or rice
- various small objects, for example, containers, spoons, toy cars, animal figurines or stones.

1. Run your hands through the container.
2. How do the objects feel? What sounds do they make?
3. Get some things to play with in the container, for example, small containers, spoons, toy cars, animal figurines or stones.



Extra learning activities

You can access extra learning about different ways of connecting with the world via this QR code:



Week 2 Term 4 – Wednesday

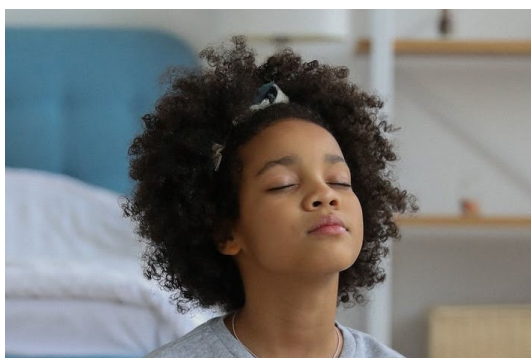
Day at a glance:

Wednesday	Name writing	Overarm throw	Singing	Halves	Helping your family
Estimated time	15-20 mins	20-25 mins	20-25 mins	15-20 mins	10-15 mins
Resources required	Something to write with	A small ball	Someone to sing with	Sandwich items, safe knife	None

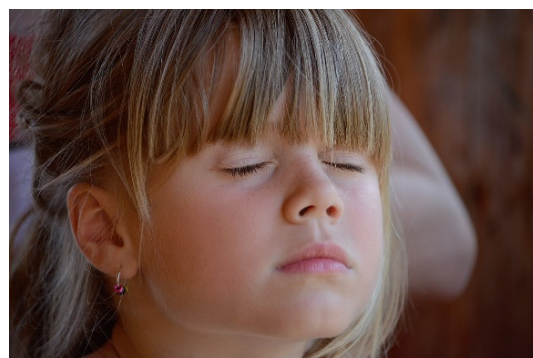
Mindfulness

Learning goal: Children mindfully connect to nature and are mindful of their environment.

1. Sit with your legs crossed.
2. Close your eyes and stay very still.
3. Listen carefully:
 - a What can you hear? How many different things can you hear?
 - b Stay still and listen as long as you can.
4. Now go outside or close to a window.
5. Close your eyes, sit very still and listen again:
 - a What sounds can you hear in the environment? Can you hear any sounds of nature?



pexels.com by Monstera



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Is this activity too hard?

- Sit still, close your eyes and count ten breaths.

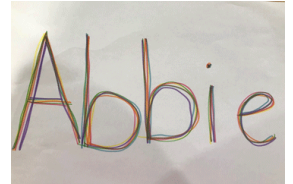
Is this activity too easy?

- As you sit, also notice what you can feel and smell.

Name writing – revisit learning experiences from Term 3 to consolidate learning

Learning goal: Children use approximations of letters and words to convey meaning.

1. Have a look around your home. Where can you find your name?
2. Ask someone to write your name in large letters.
3. Trace over your name a number of times using different colours.



4. Which letter does your name start with? Make the letter your name starts with, using playdough or small stones.



Look around you, what things can you see that start with the same letter as your name? For example, Sam starts with 'S'. Sun and smile also start with 's'.

Is this activity too hard?

- Ask someone to write your name in very large letters. Trace over each letter with your finger.
- Place small objects over the first letter of your name.
- Make the first letter of your name using play dough.

Is this activity too easy?

- Write your name by yourself. Write your surname also.
- Write the names of people in your family.
- Say funny things using the first sound of your name. For example, Sam smiles at the sun, Jasmine jumps on jelly.

Overarm throw -revisit FMS from Term 3

Learning goal: Children develop the fundamental movement skill of overarm throwing.

Watch the video to learn how to do an overarm throw. You can watch the video via this QR code.



Video attribution: NSW Health (14 June 2017), 'Overarm throw - Munch & Move' [video]. NSW Health Channel, YouTube, accessed 30 August 2021

If you can't watch the video, ask someone in your home to help practise throwing overarm and follow along with the steps below:

- Choose a target, such as a mark on a tree something hanging from a clothesline or ask someone in your home to help you make a safe target indoors.
- Stand back from the target.
- Throw your ball or socks at the target using an overarm throw.

Is this activity too easy?

- Use a larger target.
- Stand closer to the target.

Is this activity too easy?

- Stand further away from the target.
- Throw using your other arm.
- How many times can you hit the target out of ten throws?

Take a break



Here are some things you might like to do:

- have a drink of water and a healthy snack
- play or have a rest
- go to the toilet and wash your hands.

"Child drinking water from glass" by aqua.mech is licensed under CC BY 2.0

Singing

Learning goal: Children sing songs.

1. Watch the video of Julia singing, 'Little Miss Muffet'. You can access the video via this QR code:



2. Follow Julia's instructions to crawl like a spider.
3. Follow Julia's instructions to tap the beat.

If you can't watch the video of Julia singing Little Miss Muffet, ask someone in your home if they can sing a nursery rhyme with you.

Is this activity too hard?

- Simply listen to the song and enjoy!

Is this activity too easy?

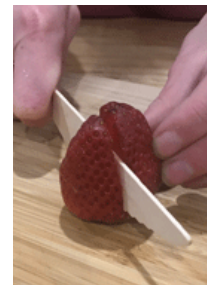
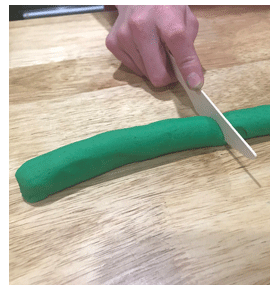
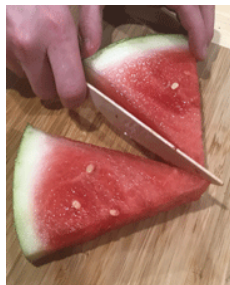
- Sing 'Little Miss Muffet' without any help.
- Listen to the song again. What rhyming words did you hear?

Halves

Learning goal: Children develop an understanding of fractions through play.

Make a sandwich with help from someone in your home.

1. Cut the whole sandwich into two halves.
 - a Check if the two halves are equal.
 - b Is there a different way you could have cut your sandwich into two halves?
2. With help from someone, try cutting other things in half, for example, a playdough snake or a piece of fruit.



3. Now try dividing a collection of objects in half. You could use collections of things like small toys, pegs or paper clips.
 - a How did you divide the collection in half? Were any things left over?
 - b Is each half equal? How do you know?





4. If you want to learn more about halves, watch the video, 'Who's got the biggest half?' You can watch the video via this QR code.



5. If you can't watch the video, you can practise cutting playdough in half.

Is this activity too easy?

- Make different playdough shapes, use a knife to cut each in half.

Is this activity too easy?

- Cut things into four equal parts, these are called quarters.
- Divide collections of objects into four equal groups.

Helping your family

Learning goal: Children respect and care for natural and constructed environments.

1. Pick one of these jobs to do to help your family:
 - a when the washing is dry, match the sock pairs together
 - b help make a meal
 - c pack your toys away
 - d help in the garden by watering the plants, raking leaves or pulling out weeds
 - e feed your pet or refill their water bowl
 - f sweep your verandah or a path outside
 - g put bottles, tins or cardboard in the recycling bin.
2. Talk to someone in your home about how you helped, and what you did.



Image by theloushe is licensed under CC BY-NC-ND 2.0

You might find other ideas from the everyday routine cards on the department's Resources for families page.



Extra learning activities

Have fun with these ABC Kids games.



Other fun activities include:

- Ask someone in your home to help you find some sheets or towels to create a cubby house, inside or out. What will you choose to take into your cubby house? Will you take books?
- Can you see your shadow on the ground? What happens when you move? Does your shadow move with you?

Week 2 Term 4 – Thursday

Day at a glance:

Thursday	Shared story	Puppet show	Health	Sorting	Science and water play
Estimated time	15-20 mins	15-20 mins	5-10 mins	15-20 mins	25-30 mins
Resources required	Draw utensils, paper, ruler	Draw utensils, paper, ruler	Glass of water	Small items to sort and group	Something to make a boat from, water

Family heritage

Learning goal: Children develop strong foundations in both the culture and language/s of their family.



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1. Talk to a parent, grandparent, aunt or uncle (in person or on the phone).
2. Ask them questions to find out about your family, for example:
 - Where were you born?
 - If you were born overseas, what does this country's flag look like?
 - If you are Aboriginal, what is your Country?
 - Where did you grow up?
 - What language/s do you speak?
 - What are some favourite family foods?
 - What games did you play when you were young?

Is this activity too hard?

- Draw your extended family.
- If your family member speaks a language other than English, ask them to sing you a song in that language.

Is this activity too easy?

- Ask your family member to point out locations on a map that are significant to your family.
- If your family member speaks a language other than English, ask them to tell you a story in this language.
- Record the information your family member tells you in a drawing or painting.

Shared story

Learning goal: Children join in the repetitive language of a familiar story.

1. Listen to this story of, 'The three Billy Goats Gruff' via this QR code. If you can't listen, perhaps someone in your home knows this story.



Video attribution: Oxbridgebaby (21 July 2011), 'The Three Billy Goats Gruff - Animated Fairy Tales for Children' [video]. Youtube. Accessed 1 September 2021.

2. As you listen, join in saying parts of the story, for example, join the troll to say:
 - Who's that tripping over my bridge?
 - And where are you going?
 - I'm coming to gobble you up!



Is this activity too hard?

- Join in saying, 'trip, trap, trip, trap, trip, trap' or slapping your knees, each time one of the Billy Goats Gruff crosses the bridge.

Is this activity too easy?

- Listen to the story again, joining in saying as much of it as you can.

Puppet show

Learning goal: Children re-enact a well-known story .

1. Ask someone in your home if they know the story 'Three Billy Goats Gruff' to tell you. If not, share a story from a book you have at home.
Colour the characters from the 'Three Billy Goats Gruff' story or draw the characters from your home story.
2. Cut each character out and tape it onto something long and thin, such as a chopstick or ruler, to make a puppet.



3. Make a bridge out of boxes, duplo or books.
4. Retell the story, getting each of your Billy Goats Gruff to cross the bridge.



Is this activity too hard?

- Colour one of the Billy Goats Gruff. Cut it out to make a puppet. Make your goat cross a "river" and say, 'trip, trap, trip, trap, trip, trap!'.

Is this activity too easy?

- Paint or draw a backdrop for your puppet show which includes the hill and river.

Take a break

Here are some things you might like to do:

- go to the toilet and wash your hands
- have a drink of water and a healthy snack
- play or have a rest.



"Child drinking water from glass" by aqua.mech is licensed under CC BY 2.0

Drinking water

Learning goal: Children recognise and choose healthy drinks.

If you are thirsty, you need to have a drink. Water is a good choice as it does not have any added sugar. Water is also important for good health. Our bodies need 4-5 cups of water each day to work properly.

How could you find out how much water you drink each day?

Watch the video via the QR code or ask someone in your home about the healthy amount of water to drink each day. Video attribution: Good for kids (3 March 2020), 'Choose water to drink' [video]. YouTube, accessed 1 September 2021.



Sorting

Learning goal: Children sort, categorise, order and compare collections.

1. Watch this video about sorting collections. You can access the video via this QR code. If you can't watch the video, start at step 2.



2. Find some small toys and sort them into groups (maybe colour or size)
3. Tell someone how you have organised your toys.
4. Sort all the things you use to draw with. How did you sort your drawing things?

Is this activity too hard?

- Sort your blocks or lego by colour.
- Sort your pencils by length.
- Listen and sing along with the sorting song



Is this activity too easy?

- Sort your books out. If you keep them on a shelf rearrange them into groups on the shelf or into containers. Tell someone how you have sorted your books.

Science and water play

Learning goal: Children use play to investigate and solve problems

1. Find something to make a boat that will float. It could be foil from the kitchen, some lego blocks or a stick from outside.
2. Test your boat in a container of water or in the bath.
3. If your boat didn't float, change it and try again.
4. After your boat floats, test how much it can carry before it sinks.



Is this activity too hard?

- Test different objects to see what sinks and what floats.

Is this activity too easy?

- Make a wide boat and a thin boat. Which floats better?
- Make another boat out of a different material.
- How many blocks or small stones can it hold before sinking?

Extra learning activity

Learn about the tropical frogfish by accessing the activity via this QR code:



NSW Department of Education

I'm a fish – I'm a frogfish

This episode can be viewed on [ABC iView](#).

Learning: Living things
Level: Early childhood
About: The tropical frogfish shows us how they walk across the sea floor and what they do to stay out of harm's way.

Before the episode

1. Draw a fish. Describe it to someone or label your drawing.

After the episode

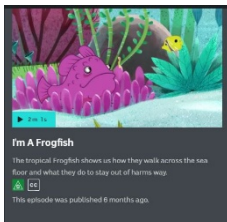
1. List or draw the ways a frogfish is different to other fish.

7. How do frogfish stay out of harm's way?
 WEEK: 10 CURE: 10 EP: 10

3. Cover the frogfish. How are the body parts for each part of the frogfish?

4. How do frogfish protect themselves from predators? What does the frogfish do to stay out of harm's way?

Follow-up activity: Imagine you are a frogfish. How do you stay out of harm's way?
 Set 1: What happens if you get lost?



To access episode on ABC iView please use green QR code

If you can't access the activity, you can draw some fish that you have seen before. Can you remember? Have you seen fish in a fish tank? Were they brightly coloured?

Week 2 Term 4 – Friday

Day at a glance:

Friday	Word awareness	Dress ups	Sketching shape figures	Bird watching
Estimated time	15-20 mins	25-30 mins	20-25 mins	25-30 mins
Resources required	Five objects or small toys	Some old dress up clothes	Small sticks	Notepad and pencil

Communicating in different ways

Learning goal: Children notice and react in positive ways to similarities and differences among people.

Listen to the story “Hooray for fish!” via this QR code. If you can’t listen, you can start at step 3.



1. Notice how the storyteller communicates using Auslan sign language.
2. Follow along and try out some of the signs yourself.
3. Look at the photos below. Have you seen someone doing sign language on the television or somewhere else?



"Sign Language Interpreter" by Scott Ableman is licensed under CC BY-NC-ND 2.0



"Natural American Sign Language" by daveynin is licensed under CC BY 2.0

Is this activity too hard?

- Choose your own story and ask someone to read it to you.

Is this activity too easy?

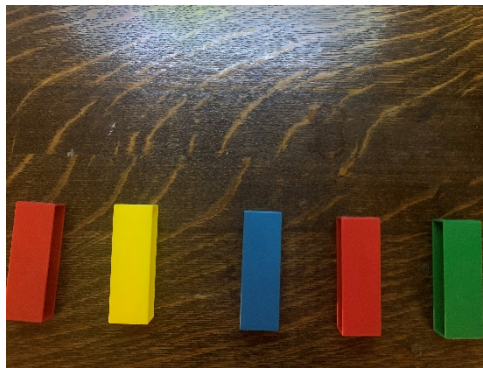
- Did you hear any rhyming words in the story?

Word awareness

Learning goal: Children listen and respond to sounds and patterns in speech.

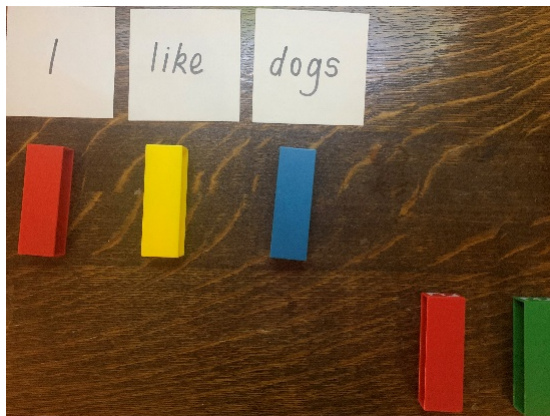


1. Watch the video if you can.
2. Find five toys or objects and line them up on a table.



3. Ask an adult in your home to help you say some short sentences such as:
 - a. I like dogs.
 - b. I like games.

4. As you say each word, move a toy or object. If you say "I like dogs", you will have three toys or objects moved forward.
5. Count the toys or objects that you moved forward.



6. That tells you how many words you have said in your sentence.

Is this activity too hard?

- How many types of animals do you know?
- How many types of fruit do you know?

Is this activity too easy?

- Say a well known rhyme, such as, 'This little piggy went to market' one phrase or sentence at a time.
- Count how many words you say.

Let's all move together!

Learning goal: Children respond to movement through dance and drama.



1. Listen to the song via this QR code. If you can't listen, you can start at step 2.
2. Follow the instructions to:
 - a. jump like a kangaroo
 - b. gallop like a horse
 - c. leap like a lion
 - d. hop around the room
 - e. dance like a monkey in the zoo.

If you enjoyed that dance, try the 'Native Animal Song' via this QR code:



If you can't listen, make up a song while you do the actions.

- Jump around like a kangaroo and sing “I’m a kangaroo, I jump, jump, jump”.
- Gallop around like a horse and sing “I’m a horse, I gallop, gallop, gallop”.

Take a break

Here are some things you might like to do:

- have a drink of water and a healthy snack
- play or have a rest
- go to the toilet and wash your hands.

Dress ups

Learning goal: Children use play to investigate, imagine and explore ideas.

1. Collect some dress up materials and put them in a box.
2. Think about what or who you might like to dress up as.
3. Get dressed in whatever outfit you like.
4. Tell someone about your outfit. Are you pretending to be someone?

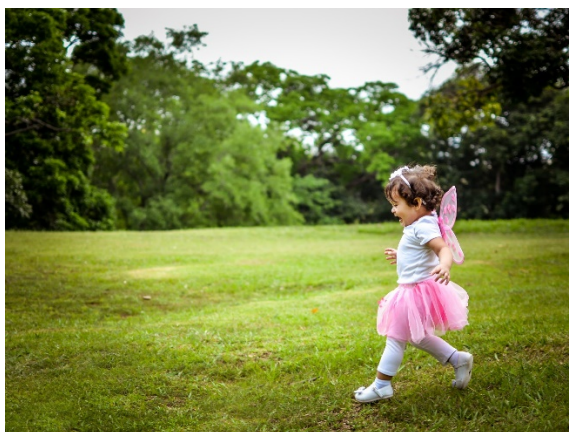


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Shape pictures

Learning goal: Children represent and communicate their thinking.

1. Watch the video clip via this QR code. If you can't watch the video, you can start at step 2.
2. Go for a walk outside to collect some twigs or small sticks.
 - a. Use your twigs to make some shapes.
 - b. Say the names of the shapes.
 - c. How many sticks did you need to make each shape?
3. What else can you make with your sticks?



Is this activity too hard?

- Ask someone to make a shape.
- Copy their shape.

Is this activity too easy?

- How many different shapes can you make with four sticks?
- What can you make with ten sticks?

Bird watching

Learning goal: Children explore their environment.

Go for a walk with your family. If you can't go for a walk, look out your window or go out to your yard or balcony.

1. Look for birds.
2. Keep a tally or draw the birds you see.
3. Which of the birds in the photos below did you see?
4. Which bird did you see the most of?
5. What were the birds you saw doing? Were they perching, flying or feeding?



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"White Ibis" by twoblueday is licensed under CC BY 2.0



"Yellow-crested and Sulphur-crested Cockatoo" by CharlesLam is licensed under CC BY-SA 2.0



"Galah. (Eolophus roseicapilla)" by Bernard Spragg is marked with CC0 1.0



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"Pigeon Eating" by Sean MacEntee is licensed under CC BY 2.0



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Extra learning activities

You can open Story time - Alpacas with maracas, via this QR code. If you can't open Story time, **you can choose a book of your own and read to some toys.**



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I'm a fish – I'm a frogfish

This episode can be viewed on [ABC iView](#)


Learning: Living things

Level: Early childhood

About: The tropical frogfish shows us how they walk across the sea floor and what they do to stay out of harm's way.

Before the episode

1. Draw a fish. Describe it to someone or label your drawing.



After the episode

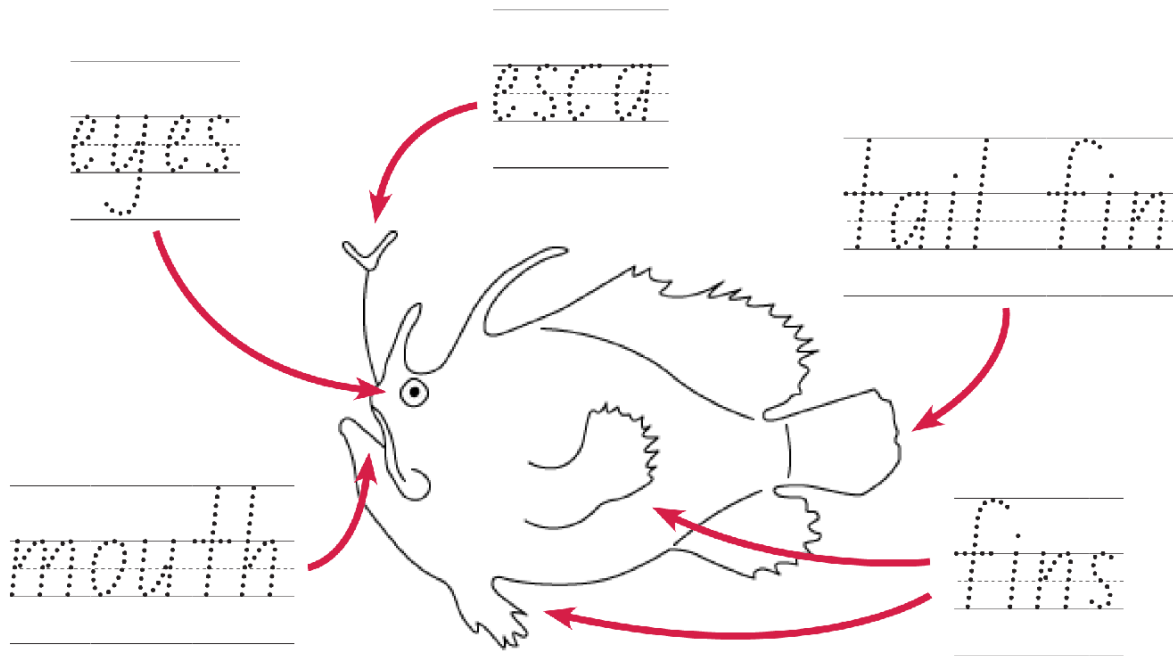
1. List or draw the ways a frogfish is different to other fish.



2. How do frogfish move? Circle or colour the correct answer.

walk	crawl	skip
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3. Colour the frogfish. Trace and read the labels for each part of the frogfish.



4. How do frogfish protect themselves from other fish? Draw two different ways.

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Follow-up activity: Imagine you are a fish. What would you look like? Where would you swim? What types of food might you eat?

Early childhood teacher notes

This activity can be differentiated for young learners and aligned to the Early Years Learning Framework. It is an animation series providing information about an unusual fish in the ocean. The before watching and after watching activities are suitable for early childhood. Steps 2 and 3 can be modified by having a discussion or prompted drawing.

Learning intentions

- To develop a wider understanding of living things and explore the characteristics of an unusual animal.

Early Years Learning Framework

Outcome 2: Children are connected with and contribute to their world

Children become socially responsible and show respect for the environment	Explore relationships with other living and nonliving things and observe, notice and respond to change Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals
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