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Olympic Games Movement Cards

Basketball

Pretend you are dribbling a basketball across the court, then shoot a goal!



Boxing

Shadow box for one minute!
This means to punch the air up high,
in the middle and down low.



Race Walking

Walk around as fast as you
can, but make sure that one foot is
touching the ground at all times.



Triple Jump

Hop, step and jump! Try to make the movements as fluid as possible.



Javelin

Throw your pencil as far as you can. Make sure none of your peers are in the way!



Weightlifting

Hold a stick over your head with two hands and do as many squats as you can. Bonus points for making it look really heavy!



Gymnastics

Do a forward roll. Don't forget to stand up, lift your arms to the sky and wait for your applause at the end!



Swimming

Pretend you are in the water and do as many different swimming strokes as you can.



Hurdles

Run along and jump imaginary hurdles as you go.



Artistic Swimming

Move your body in creative ways, pausing for maximum effect.



100 Metre Sprint










Run as fast as you can from one point to another (it doesn't have to be 100 metres).



Observation Notes for T2SS “My drawing and it’s story.”

Name:

Date:

<input type="checkbox"/>  Four Finger Grasp	<input type="checkbox"/>  Static <u>Quadropod</u> Grasp	<input type="checkbox"/>  Static Tripod Grasp	<input type="checkbox"/>  Dynamic Tripod Grasp	<input type="checkbox"/>  Thumb Wrap Grasp
<input type="checkbox"/>  Thumb Tuck Grasp	<input type="checkbox"/>  <u>Transpalmar</u> Grasp	<input type="checkbox"/>  Index Grasp	<input type="checkbox"/>  Interdigital Brace Grasp	<input type="checkbox"/> Other

Right-handed

Left-handed

Changes hand

Dominant hand appears to be

Left Hand Right Hand (please circle observed hand preference)

Your child is encouraged to draw a picture and talk about what it depicts. To complete this section of your child’s NSW Transition to School Statement (T2SS) in our current mode of learning from home, we will require family members to support their child in completing this task.

We are asking you to take note of the relevant fine motor skills you observe whilst your child is drawing along with recording your child’s narrative of what they have chosen to draw, it’s characteristics and why they chose to draw that particular subject.

Example of a script to introduce this task:

“I would like you to do a drawing for me. I would like you to really think about what you are going to draw as I am going to ask you to tell me all about it. So, what are you going to draw?”

Record your child’s response below and any other information they communicate to you about their drawing below

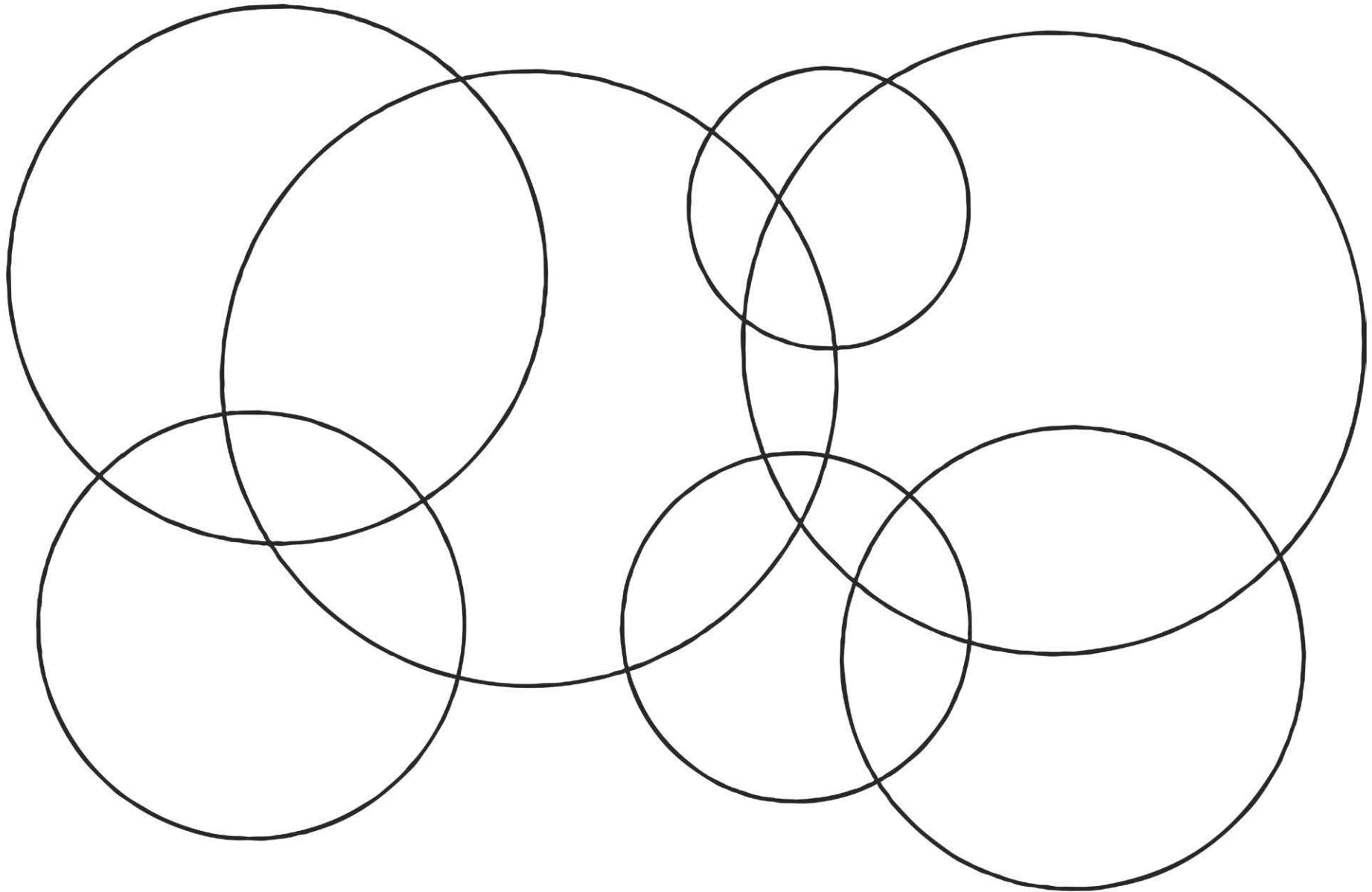


My drawing and its story

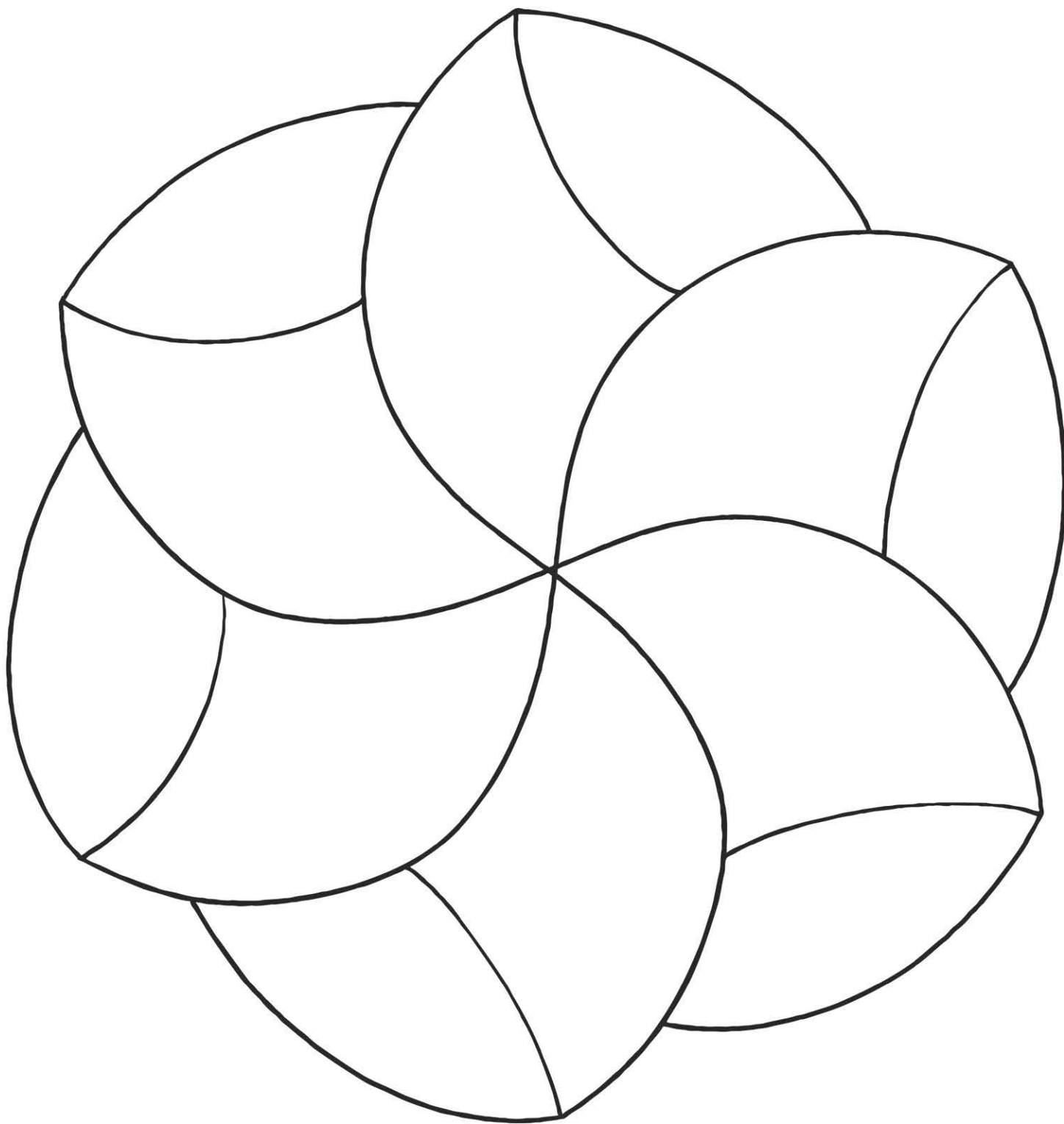
The child is encouraged to draw a picture and to talk about what it depicts. Notes are taken recording the child's narrative about their drawing, as well as relevant skills such as pencil grip.

Child's Name: _____ Date: ____/____/2021 Completed as part of the Transition to School Statement
Preschool Class: P-Red / P-Blue

Mindfulness Doodling



Mindfulness Doodling



Outdoor Mindfulness Scavenger Hunt



Find something that makes you happy.



Listen to a bird singing.



Find something that smells nice.



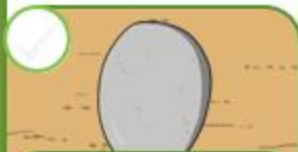
Listen to leaves rustling on a tree.



Find something that is your favourite colour.



Find something that makes a noise.



Find something that is smooth.



Find something the colour of the sky.



Find something as small as your fingernail.



Look for a cloud that is shaped like an animal. Watch it change shape.



Follow an insect. What is it doing?



Find something that is soft.

What Lives on Us?

Science Experiment



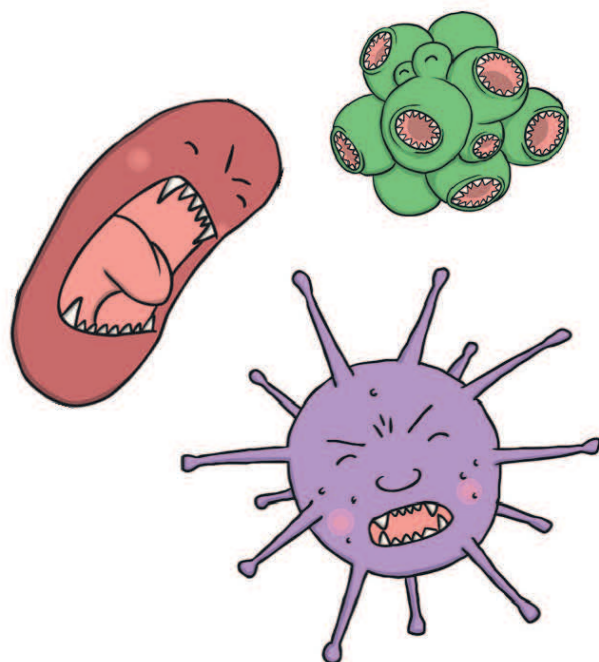
Method

1. Rub your hands over a slice of bread.
2. Put it in a plastic bag and label with your name and 'Unwashed'. Seal the back with sticky tape.
3. Wash your hands with soap and water.
4. Rub your hands on another slice of bread.
5. Put it in a plastic bag and label with your name and 'Washed'. Seal the back with sticky tape.
6. Keep both bags in a warm place. Check them daily, but **do not** open the bags.

You will need:

- 2 slices of bread per child
- 2 grip lock plastic bags per child
- Soap
- Sticky labels
- Sticky tape

We hope you find the information on our website and resources useful. The activities set out in this resource are potentially hazardous. The activities are not suitable for all children and adult supervision may be required for some of the activities. It is your responsibility to assess whether the children in your care are able to safely carry out the activities and whether the children require adult supervision. You are responsible for carrying out proper risk assessments on the activities and for ensuring that activities can be carried out safely. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking the activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.



What Lives On Us?

A Guide for Adults:

There are bacteria and fungus that exist everywhere, in small numbers. In this experiment, they feed on the sugars on the bread. This allows the bacteria to grow into a visible colony and the fungi to grow in size and become visible. In large numbers, these microorganisms can be harmful. Do not open the bags once the experiment has started, and throw the bags away after 10 days.

Science Experiment

What Lives On Us?

Can you rub your hands on a piece of bread?

Can you rub your clean hands on a piece of bread?

Check your bread every day.

What has happened to the bread that touched your dirty hands?

What does the bread that touched your clean hands look like?

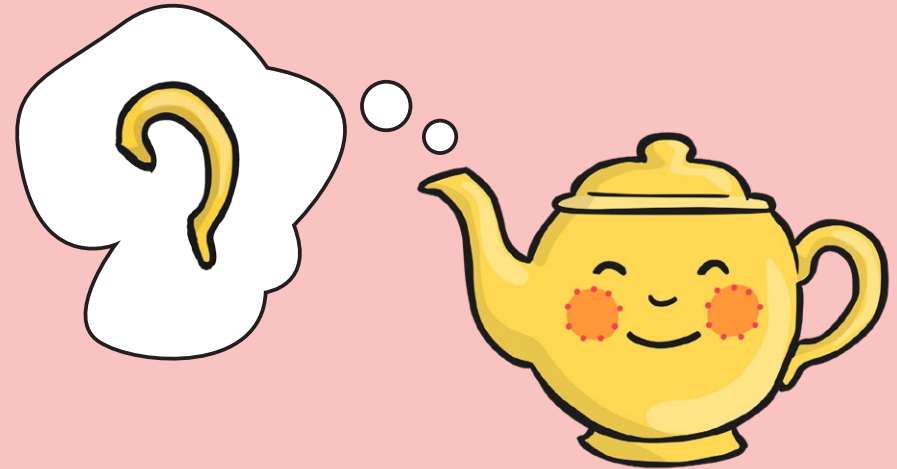
What has grown on the bread that touched your 'unwashed' hands? Where did they come from?

I'm a little teapot, short and stout,



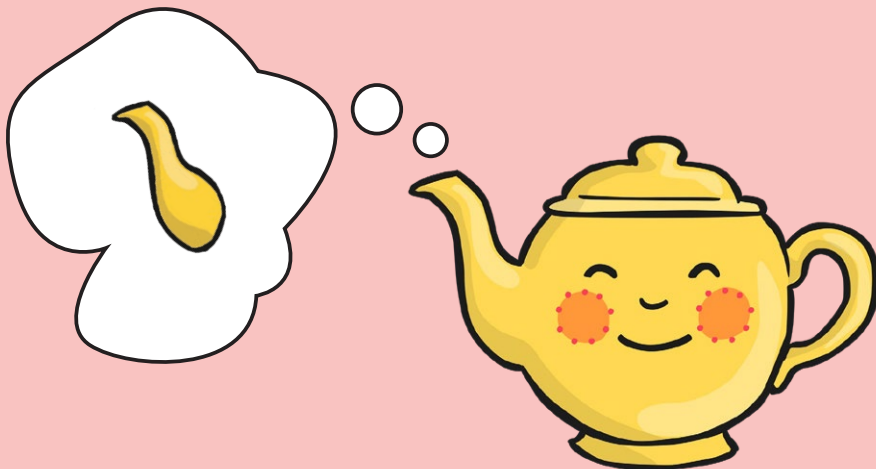
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Here is my handle,



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Here is my spout,



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When I get all steamed up,
Hear me shout,



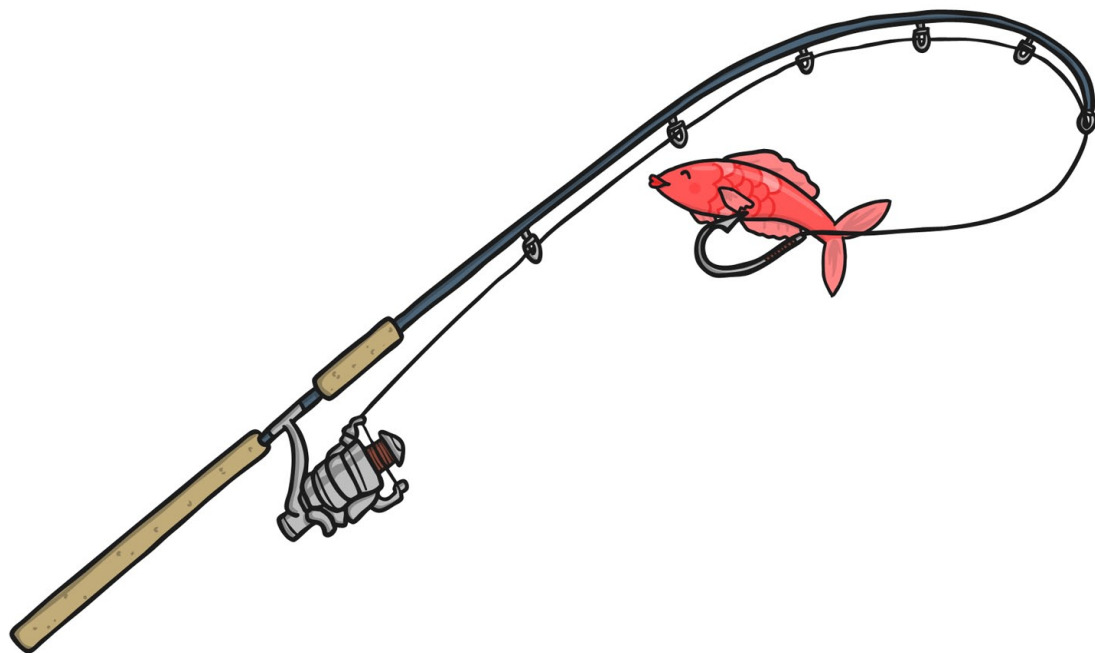
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Tip me up and pour me out!

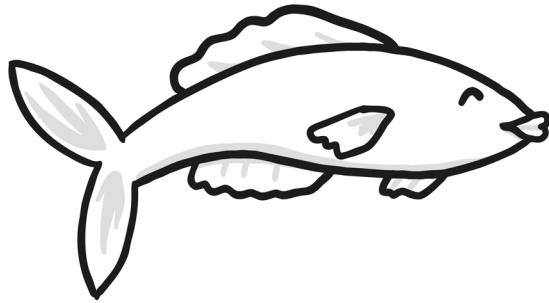


1, 2, 3, 4, 5 Once I Caught A Fish Alive

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

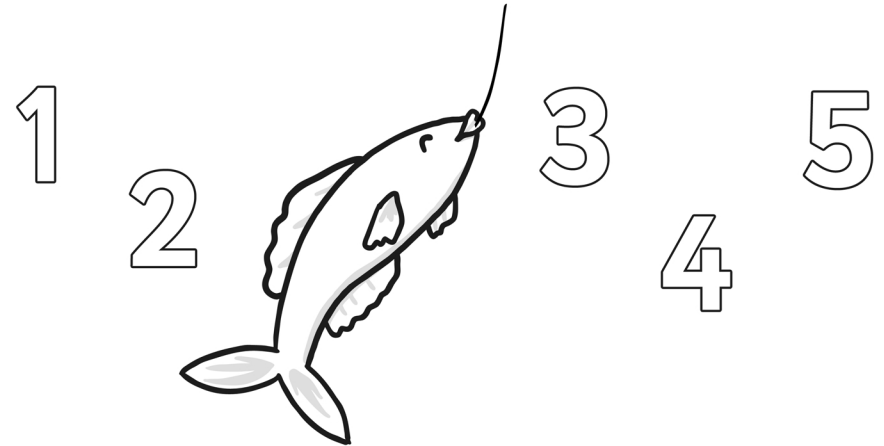


1, 2, 3, 4, 5, once I caught a fish alive.



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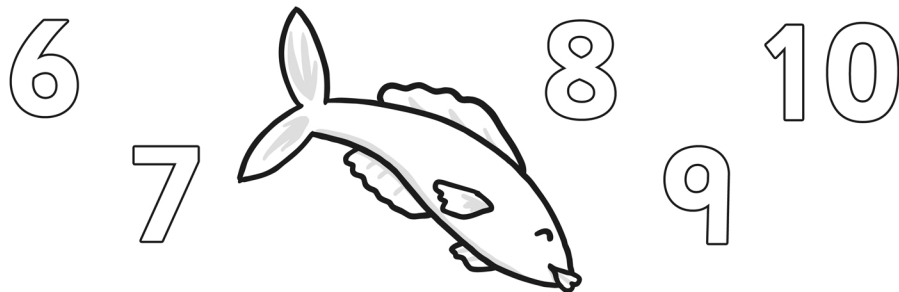
One, two, three, four, five...



...once I caught a fish alive.

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Six, seven, eight, nine, ten...



...then I let it go again.

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Why did you let it go?



Because it bit my finger so.

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Which finger did it bite?



This little finger on my right.

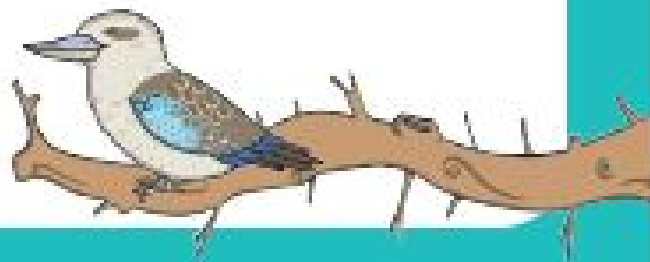


Kookaburra Sits in the Old Gum Tree

Kookaburra sits on the old gum tree,
Merry merry king of the bush is he.
Laugh, Kookaburra, laugh,
Kookaburra,
Gay your life must be!

Kookaburra sits in the old gum tree,
Eating all the gumdrops he can see.
Stop, Kookaburra, Stop, Kookaburra,
Leave some there for me.

Kookaburra sits in the old gum tree,
Counting all the monkeys he can see.
Stop, Kookaburra, Stop, Kookaburra,
That's no monkey, that's me.



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,
Hear me shout,
Tip me up and pour me out!

