

Off Line Term 3 Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what the book might be about. Read the book. If you come to a difficult word stretch out the sounds and then slowly blend them together. Was your prediction correct? Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know this? Have an adult read a book you have at home. Can you identify 3 sight words in the book and any words beginning with 'i'?</p> <p><b><u>Soundwaves Spelling</u></b></p> <p>Complete the Soundwaves page (pg 75) for; /ng/ as in <b>ring</b></p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> Read a book with someone at your house. If you come across a difficult word, try and work it out using a strategy you know. During the reading talk about the book. What does this story remind you of? – make a connection. Can you identify 3 sight words in the book and any words beginning with 'r'? Have an adult to read the same book to you read yesterday and this time try to point to the words when the adult is reading. Find interesting words and discuss. For example, words in bold print or words in speech marks,</p> <p><b><u>Soundwaves Spelling</u></b></p> <p>Write ten words that end with 'ng'.</p> <p>Write 2 sentences using these words.</p> <p><b><u>Handwriting</u></b> Complete the handwriting page 'g'.</p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> Read a different book with someone at your house. After reading discuss your favourite part of the story and give reasons why. Read a different book you have at home with an adult. Take turns reading a page each. Take turns retelling the story. Ask each other What, When, Where and Who questions about the book you have read. Locate words beginning with 'd' in the book and use them in a sentence.</p> <p><b><u>Soundwaves Spelling</u></b></p> <p>Complete the Soundwaves page (pg 76) for; /ss/ as in <b>seal</b></p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> Read a book with someone at your house. After reading the book identify the main character/s. Describe a character and how they feel. How do you know how the character is feeling? Have an adult read the same book you read yesterday. Get the adult to read the book to you again and this time try to point to the words when the adult is reading. If you come to a word you know, read that word. Find 5 sight words in the book.</p> <p><b><u>Soundwaves Spelling</u></b></p> <p>Write ten words that end with 'ss'.</p> <p>Write 2 sentences using these words.</p> <p><b><u>Handwriting</u></b> Complete the handwriting page 's'. Lower case 's' is a <b>body</b> letter and sits on the line.</p> <p>Make sure you use <b>correct pencil grip!</b></p> <p>.</p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> Read a different book with someone at your house. Tell the adult what the story is about, who are the characters, where is the story taking place and what happens. With an adult use the Roll &amp; Retell sheet attached to retell the story. Roll the die and answer the questions. If you don't have a die pick a number between 1 and 6. Have an adult read a different book you have at home.</p> <p><b><u>Soundwaves</u></b></p> <p>Here are your list words for this week; hang, king, rung, song, mess, kiss, fuss, miss, toss.</p> <p>Write each list word five times.</p> <p>Write at least two sentences. Each sentence must</p>

		<p>Lower case 'g' is a <b>body and tail</b> letter. Its tail goes below the line.</p> <p>Make sure you use <b>correct pencil grip!</b></p>			<p>contain at least one list word.</p> <p>An adult can scribe each sentence underneath your sentence and you can trace and copy.</p>
10.30-10.45	<b>FRUIT BREAK</b>				
	<u>Writing</u>	<u>Reading and Responding</u>	<u>Writing</u>	<u>Reading and responding</u>	<u>Reading and responding</u>

What did you do on the weekend? Who were you with? Where were you? Talk about what you did and write your **orientation**.

An **orientation** tells when, where, who and what (or why). For example – On the weekend I went for a walk to the park with my family.

Now talk about what you did first, next, after that and finally. This is called the **sequence of events**.

Try to write some of the events. For example – **First**, I played with the frisbee with my dad.

**Then** I went on the swing.

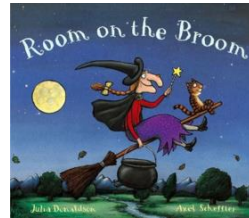
**After that** we walked back home.

**Finally**, we had delicious sausage sandwiches for lunch.

Now think about how you felt about your weekend. Some children will be able to write a **personal comment**.

This week we are going to be looking at the book

“Room on the broom”

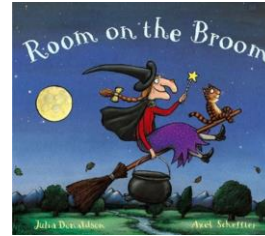


Discuss- Is it an imaginative or an informative text? How do you know? Look at the picture of the book cover. What do you think the story will be about? Who do you think will fit on the broom and where will they go?

Imagine that you have control of the broom. Who would you make room for? Write about who you would fly and pick up to go for a ride on the broom. Try to write more than one sentence.

Remember to start with a capital letter, sound out your words, add finger spaces and put a full stop at the end of

Read the pages attached from “Room on the broom”



Think about the story: How many stars do you give the book? Did you like what you have seen of the story or not? Why did you or didn't you like it? Would you like to read the whole book? Would you recommend the book to a friend?

Talk to someone at home about your answers.

Complete the book review

Room on the broom.

Imagine that you are one of the characters in the story. You could be the witch, the dog, cat, bird or frog. Pretend that you are that character and you want to go on an adventure. The adventure could be a place that you want to go to or something you want to do.

You are going to try and persuade one of your friends to go with you.

How will you persuade them? Discuss this with someone at home and then write a persuasive letter to your friend.

Then to have some fun, make the Room on the broom finger puppets and have your own adventure.

## Rainbow Scavenger Hunt


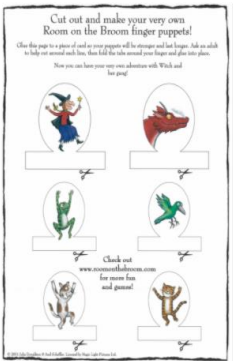
Have some fun!

Find objects that are the colour of the rainbow by following the rainbow scavenger hunt



Colour your room on the broom picture using lots of rainbow colours. Remember to hold your pencil or crayon correctly and try to colour inside the lines.



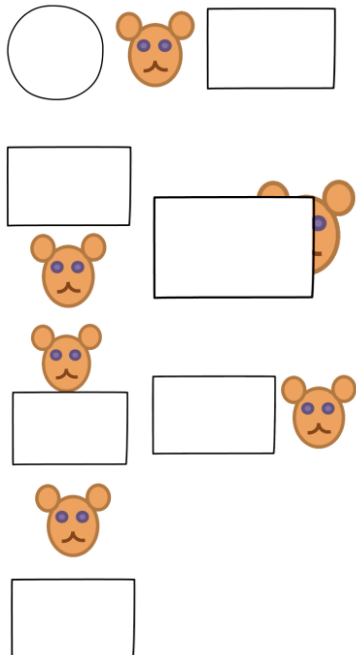
	<p>For example- I had a really great weekend.</p> <p>Reread your recount. Check that you have used capital letters and full stops.</p> <p>Read your sentences back to your parents to check they make sense.</p> <p>Some students have been asked to have a parent scribe one of your sentences underneath for you to trace and copy.</p> <p>Draw a picture.</p> <p><b>Please upload this work sample once completed for feedback. We encourage your independent work.</b></p>	<p>your sentence. Read your sentences back to make sure that they make sense.</p>	 <p><b>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</b></p>		
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11.30-12.20 **LUNCH**

11.30-12.20	<p><b>Maths</b></p> <p>Positional language</p> <p>What do you already know about position?</p> <p>We have already investigated describing the position of objects at school.</p>	<p><b>Maths</b></p> <p>Position in relation to objects</p> <p>Revise yesterday's lesson.</p> <p>Ask your child to stand or sit on/between/beside/un</p>	<p><b>Maths</b></p> <p>Position - giving directions to and from self</p> <p>Revise Monday's lesson.</p> <p>Hold your hands out in front of you making sure your fingers are</p>	<p><b>Maths</b></p> <p>Position in relation to objects</p> <p>Revise Monday's and yesterday's lessons.</p> <p>Do this activity with a partner.</p> <p>Walk around until your partner says "stop!"</p>	<p><b>Maths</b></p> <p>Position- Describing position and giving directions.</p> <p>Revise Monday's and Wednesday's lessons.</p>
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We can describe the position of objects using words like 'between, beneath, under, behind, on, over, next to, above, in and near'.

Here are some images to help you visualise these words.



der objects, for example a chair.

Ask your child "Where are you?" or "How could you describe your position?" and "Where is the chair?" or "How could you describe the position of the chair?"

Let them describe their position in relation to the objects and the objects position in relation to themselves.

**Make sure to use our mathematical language of "between, beneath, under, behind, on, over, next to, above, in and near". You must use each of these terms.**

For example, they may be sitting on a chair at a table. You could ask them "Where are you?" or "How could you describe your position?". Your child may describe their position in relation to the table as "I am sitting on a chair behind the table." You may ask

pointing up and your thumbs are pointing towards each other. For example,

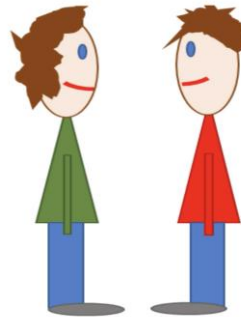


Can you see which hand makes the capital 'L'?

This is your left hand. The other one is your right hand.

Let's investigate giving directions away from and towards ourselves.

Stand facing a friend.



Ask your friend to please turn around and

You then describe the position of the objects around you in relation to yourself and your position in relation to objects around you. For example, "The table is beside me" and "I am in front of the chair".

Take turns walking around the room and saying stop.

Record 2 or 3 of these positions and draw a picture to match. For example, "I am next to the coffee table, behind the chair and beneath the light".

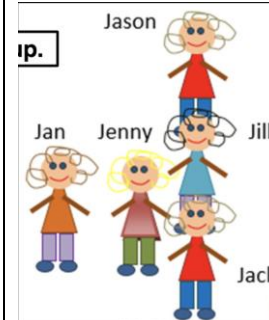
Reflection:

How can we describe our position and the position of objects?

Problem solving:

Write down all questions and answers on a piece of paper.

The children were standing in a group.



Who is standing behind Jack?

Play Simon Says, using positional language. For example, "Somn says stand behind the chair, Simon says stand next to the cupboard, Simon says stand on the red square" etc.

**You must use all the positional terms in your game of Simon Says - "between, beneath, under, behind, on, over, next to, beside, above, in, near, right and left."**

Make a list of them and tick them off when you have used them.

Find your favourite picture book in the house.




Look at the pictures and describe the position of objects and people in








Complete these worksheets by writing a word to describe the position of the teddy bear to the box, using positional language from the word bank.

Write the position of the teddy bear to the box.  
Use words from the word bank. The first one is done for you.

between under behind  
above in on next to  
beneath near over

	<input type="text"/>	between
	<input type="text"/>	
	<input type="text"/>	

	<input type="text"/>	
	<input type="text"/>	
	<input type="text"/>	
	<input type="text"/>	
	<input type="text"/>	

Practice saying sentences about the position of the teddy bear and the box, using these pictures to help you. For

your child "Where is the table?" or "How could you describe the position of the table?". Your child may describe the position of the table as "The table is in front of me"

Reflection:  
How can we describe our position and the position of objects?

Problem solving:  
Write down all questions and answers on a piece of paper.

This is a picture of William.

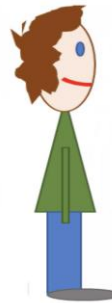


Which of these sentences describes William's position?  
A) William is beside the chair.

walk 3 steps away from you.



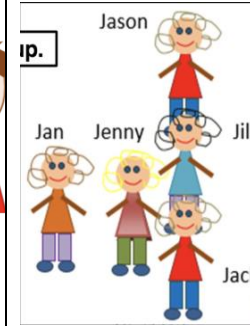
Ask your friend to please turn around and walk 2 steps back towards you.



Ask your friend to please turn right and walk 4 steps towards the window.

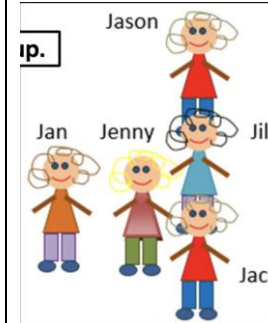


The children were standing in a group.



Who is Jack standing in front of?

The children were standing in a group.



How could you describe Jason's position?

pictures in the book.

Create a maze using the furniture in the room or objects and paths outside. Give your child directions to move through the maze. Let your child give you directions to move through the maze.

**Make sure to use our mathematical language of "between, beneath, under, behind, on, over, next to, above, in and near".**

Complete this worksheet by drawing an apple in the respective places and complete the drawing at the bottom of the page.

example, "The teddy bear is between the circle and the box", and "The teddy bear is under the box".

We are going to investigate how we could describe the position of objects near ourselves.

Please stand behind your chair.



Where are you? How could you describe your position?

Are you behind the chair?

Where is the chair? How could you describe the position of the chair?

B) William is in front of the chair.  
C) William is behind the chair.

This is a picture of William.



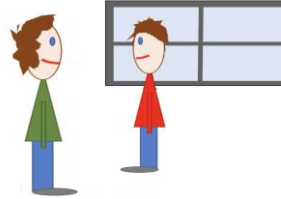
Which of these sentences describes William's position?

A) William is beside the chair.  
B) William is in front of the chair.  
C) William is behind the chair.

This is a picture of William.



Ask your friend to please turn left and walk 2 steps back towards you.

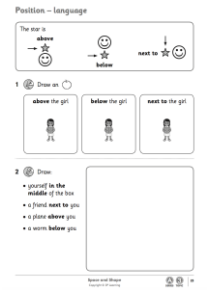


Do this activity with a partner.

Take turns in giving directions to and from yourself. For example, you say "please turn around and walk 3 steps away from me" or "please turn around and walk 2 steps backwards towards me". **Make sure you practice the correct mathematical language of "turn left, turn right, towards, away from, turn around, backwards and forwards"**

Make sure you have lots of turns for practice.

Reflection:



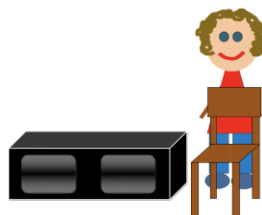
Is the chair in front of you?

What positional language did we use?



We used 'in front of' and 'behind'.

Please stand behind the chair next to the cupboard.



Where are you? How could you describe your position?

Are you behind the chair next to the cupboard?

Which of these sentences describes William's position?

- A) William is beside the chair.
- B) William is in front of the chair.
- C) William is behind the chair.

How can we give and follow directions from our self?

Parents, take photos of your child standing or sitting near some objects.

Your child is to describe their position in relation to the objects and describe the position of the objects in relation to themselves.

Reflection:  
How can we describe our position and the position of objects?

Problem solving:  
Write down all questions and answers on a piece of paper.

Which picture shows Juliet and Morris after Juliet follows the directions:  
Juliet, please stand next to Morris and the chair.



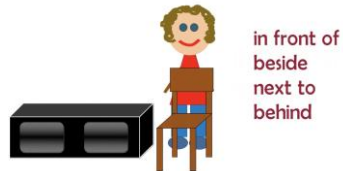
Where is the chair? How could you describe the position of the chair?

Is the chair in front of you?

Where is the cupboard? How could you describe the position of the cupboard?

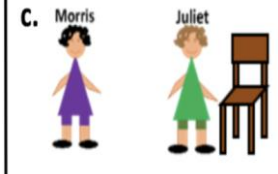
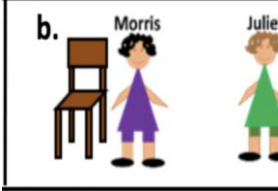
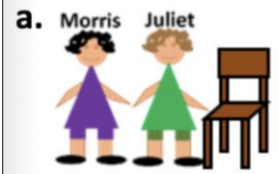
Is the cupboard beside you?

What positional language did we use?

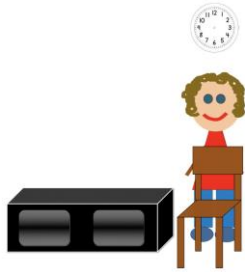


We used 'in front of', 'beside', 'next to', and 'behind'.

Please stand behind the chair, next to the cupboard, under the clock.



Which picture shows Juliet and Morris after Juliet follows the directions:  
Juliet, please walk 3 steps away from Morris to the chair.



Where are you? How could you describe your position?

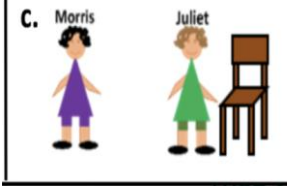
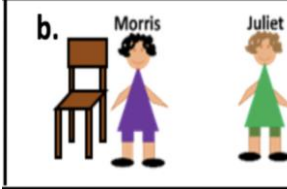
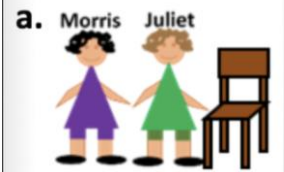
Are you behind the chair, next to the cupboard and beneath the clock?

Where is the chair? How could you describe the position of the chair?

Is the chair in front of you?

Where is the cupboard? How could you describe the position of the cupboard?

Is the cupboard beside you?

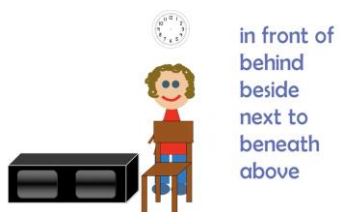


Which picture shows Juliet and Morris after Juliet follows the directions:  
Juliet, please walk 3 steps away from Morris to the chair.

Where is the clock? How could you describe the position of the clock?

Is the clock above you?

What positional language did we use?



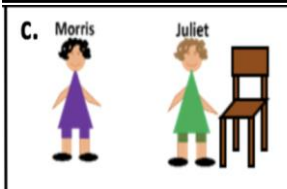
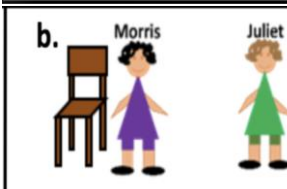
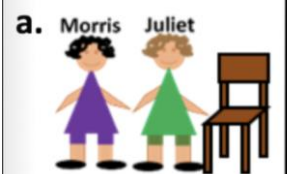
We said 'in front of', 'behind', 'beside', 'next to', 'beneath', and 'above'.

Write some sentences about your position to the chair, cupboard and clock and draw some pictures to match. For example,

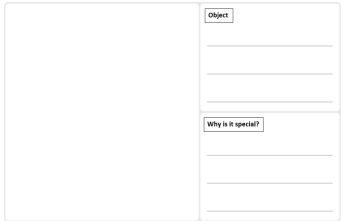
"I am behind the chair."

"I am behind the chair, next to the cupboard."

"I am behind the chair, next to the cupboard, under the clock".





	<p><b>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</b></p>				
1.20-1.40	<b>RECESS</b>				


<u>History</u>	<u>Science</u>	<u>Physical Development and Health</u>	<u>Creative Arts</u>	<u>History</u>
<p>Talk with your family about an object that is special to you and/or your family. This might be a toy, piece of clothing, photograph or other object. Ask your parents what they had that was special to them when they were young.</p> <p>Complete the following worksheet and discuss why your object is special to you and/or your family.</p> <div data-bbox="260 813 598 1073"> <p><small>My History Display</small>  <small>Draw a picture or take a photo of your special object.</small></p>  </div> <p><b>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</b></p>	<p>We are so proud of all you have learnt about forces this term!</p> <p>Play a fun game that involves a force you have learnt about this term. They are; pushing, pulling, sliding, bouncing, rolling and spinning.</p> <p>Some ideas include; building a Lego car, playing a game of basketball, playing Beyblades, going for a scooter ride, playing a game of bowling at home with plastic bottles or playing with playdoh. Be as creative as you can be!</p> <p><b>Take some photos of yourself and keep a copy once completed for feedback. We encourage your independent work.</b></p>	<p>It's time for a scavenger hunt! Let's have some fun.</p> <p>We are doing an outdoor sensory motor scavenger hunt.</p> <p>Find these things and complete one activity with the item. Find something:</p> <ul style="list-style-type: none"> <li>• To climb</li> <li>• To play catch with</li> <li>• To crawl under</li> <li>• To roll across the ground</li> <li>• That is heavy</li> <li>• That is smooth</li> <li>• That is squishy</li> <li>• To jump over</li> <li>• To walk across</li> <li>• To balance on your head</li> <li>• That is rough</li> <li>• That is soft</li> <li>• That is hard</li> <li>• That is loud.</li> </ul>	<p><b><u>Vincent Van Gogh Sunflowers</u></b></p> <p>We are going to look at a famous painting by one of the artists we learnt about last week. The artist is Vincent Van Gogh and the painting is called 'Sunflowers'. He actually painted 12 different 'Sunflower' pictures with different backgrounds. You can see two of them on the attached sheet below.</p> <ul style="list-style-type: none"> <li>• Examine the sunflowers by Vincent Van Gogh and discuss the techniques used. He used large brush strokes.</li> <li>• Look at background and foreground. Students note the different colours of the background and understand the sunflowers are in the foreground.</li> </ul> <p>When doing this in the classroom, we use a combination of both of the kindergarten artworks on the attached sheet below.</p> <ul style="list-style-type: none"> <li>• Students use wet teabags to paint the background of the painting. The water needs to be boiled and cooled so the tea colour can be used. They simply slap the teabag softly onto the paper (the whole paper does not have to have tea stain on it). The paper needs to dry before the foreground is painted. (picture 2)</li> <li>• Students look at the shape of the vase in Vincent Van Gogh's painting. Students draw a vase on their background in pencil. They choose a bright colour of</li> </ul>	<p>Continue to work on your presentation due in Term 4. You are encouraged to interview a family member and ask questions like the ones below.</p> <p>How many children in your family?</p> <p>What did you do with your family?</p> <p>What toys did you have?</p> <p>Do you have an object/toy that is special to you from when you were a child?</p> <p>What food did you like to eat when you were my age?</p> <p>Do you have an interesting memory about your childhood that you could tell me?</p>


				<p>crepe paper (or any paper) and use Clag glue to stick the paper onto their vase drawing to make a collaged vase (picture 1).</p> <ul style="list-style-type: none"><li>• Students look at the sunflowers and paint bright yellow sunflowers on the top of the page. They paint green stems and leaves on last (picture 1 is paint and picture 2 is ink).</li><li>• If you do not have all of these items, just do the parts you can and draw the rest. If you have none of these items, just draw the sunflowers and vase.</li></ul> <p>Compare and contrast your painting with Vincent Van Gogh's. Discuss similarities and differences. Try and use the terms foreground and background.</p> <p><b>Please keep a copy of this work sample once. We encourage your independent work.</b></p>	<p><b>You do not need to submit this work today. This task will be ongoing.</b></p>
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# Rainbow SCAVENGER HUNT


 Draw something purple.


 Find something blue.


 Wear something green.


 Write a poem about a rainbow.


 Name a fruit that is red.


 Find something purple.


 Make a yellow painting.


 Name a flower that is red.


 Name a vegetable that is green.


 Find something pink in your house.


 Find some blue in your garden.


 Name an animal that is black.


 Find something light green outside.


 Find three objects that are yellow.


 Look for something that is same colour as your shirt.

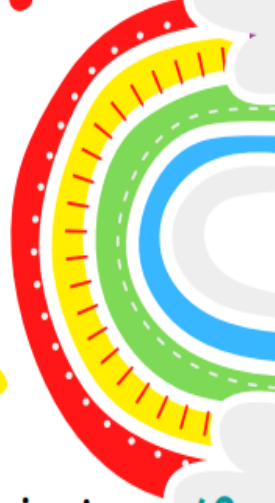
 Draw a pink alien.

 Find a violet object.

 Find a book with a black cover.

 Find a brown bug.

 Name a grey bird.



# ing

Colour the letters for **ing** in each List Word.

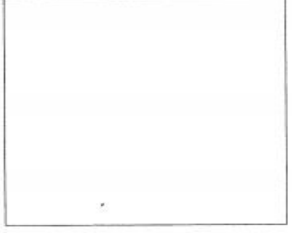
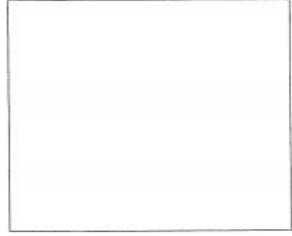
hang king rung song

Circle the picture if you hear **ing** at the end of the picture name.



Write **ng** at the end of each word. Draw a picture for each word.

wi\_\_\_ ri\_\_\_ ki\_\_\_ fa\_\_\_



Finish the sentences with the words from the ring.

The \_\_\_ has a pet pig.

Can you sing a \_\_\_?



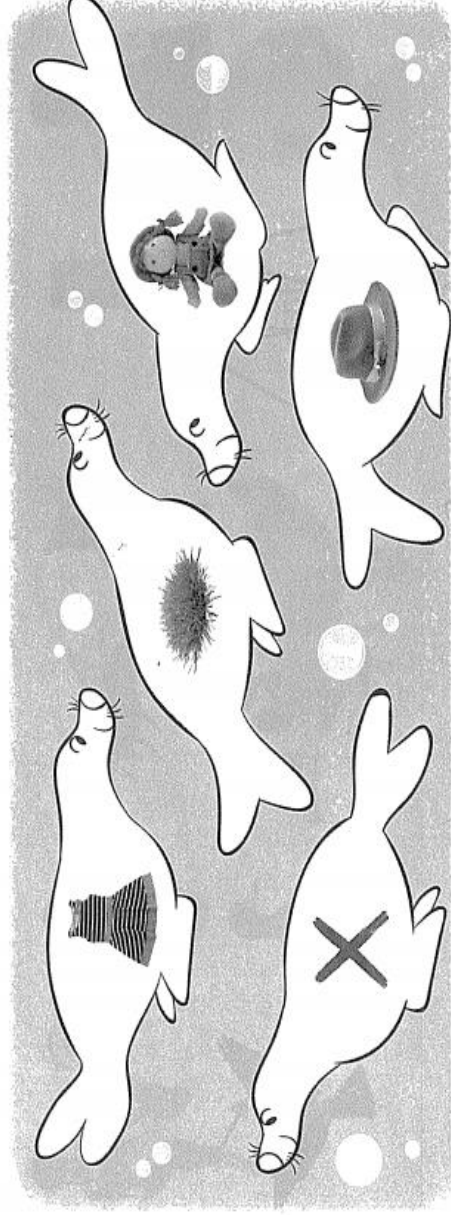




S SS

- 1 Colour the letters for **s** in each List Word.
- |      |      |      |
|------|------|------|
| mess | kiss | fuss |
| miss | toss |      |

- 2 Colour the seal if you hear **s** at the **end** of the picture name.



- 3 Write a stroke on the line for each sound you hear in the picture name.



- 4 Finish the sentences with the words from the seal.

Look at the \_\_\_\_\_.

See Sam \_\_\_\_\_ his hat.



Name: \_\_\_\_\_

# BOOK REVIEW

TITLE:

AUTHOR:

How many stars do you give the book?



Would you recommend the book to a friend?



Why did you like/not like the book?

Four horizontal lines provided for writing a response to the question above.

# Cut out and make your very own Room on the Broom finger puppets!

Glue this page to a piece of card so your puppets will be stronger and last longer. Ask an adult to help cut around each line, then fold the tabs around your finger and glue into place.

Now you can have your very own adventure with Witch and  
her gang!



Check out  
[www.roomonthebroom.com](http://www.roomonthebroom.com)  
for more fun  
and games!

Iggety, ziggety,  
zaggety, ZOOM!



## My History Display

Draw a picture or take a photo of your special object.

**Object**

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---

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**Why is it special?**

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## Positional Language

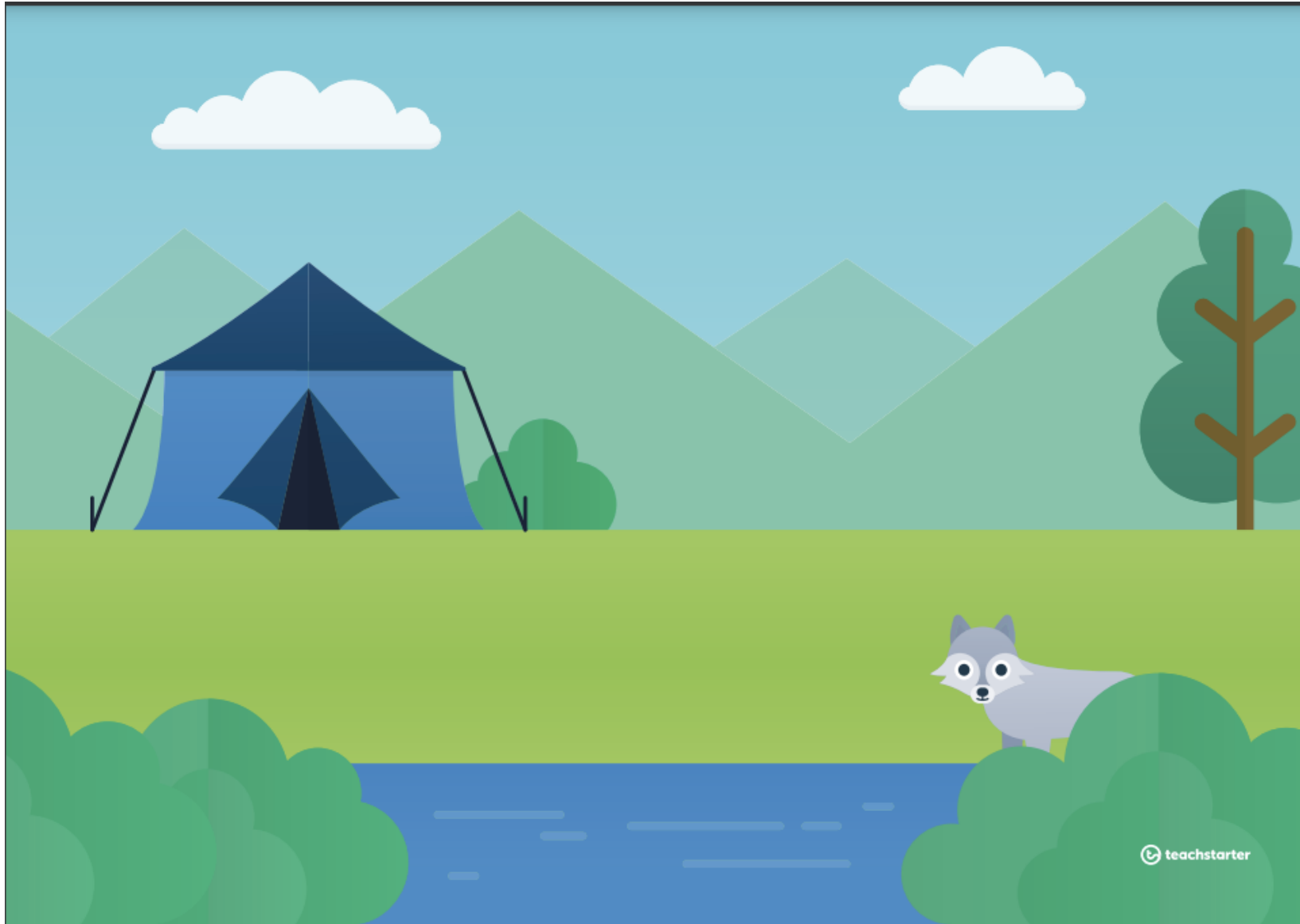
### — Worksheet —

Cut out the pictures below. Follow the instructions to paste them in the correct place on the mountain scene.

- 1 Put the campfire **in front of** the tent.
- 2 Put the bird **on** a bush.
- 3 Put the sun **between** the clouds.
- 4 Put the bear **near** the wolf.
- 5 Put the hiker **next to** the tree.
- 6 Put the fish **in** the river.

© teachstarter


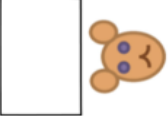






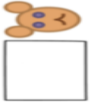



Write the position of the teddy bear to the box.

Use words from the word bank. The first one is done for you.

between under behind  
above in on next to  
beneath near over

	between
	
	





## Position – language

The star is

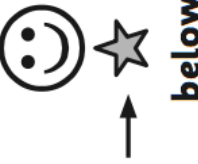
above



next to



below



1  Draw an 

**above** the girl



**below** the girl



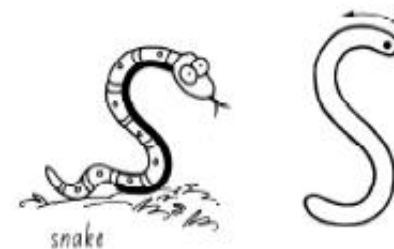
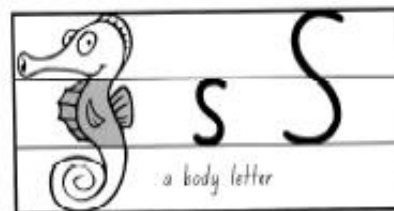
**next to** the girl



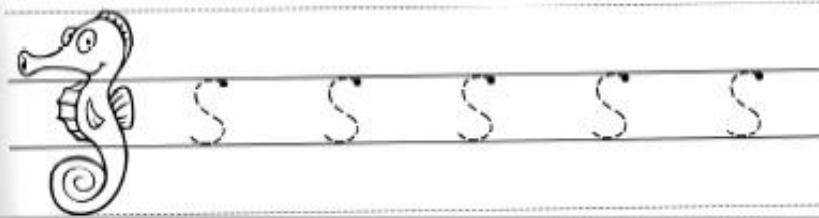
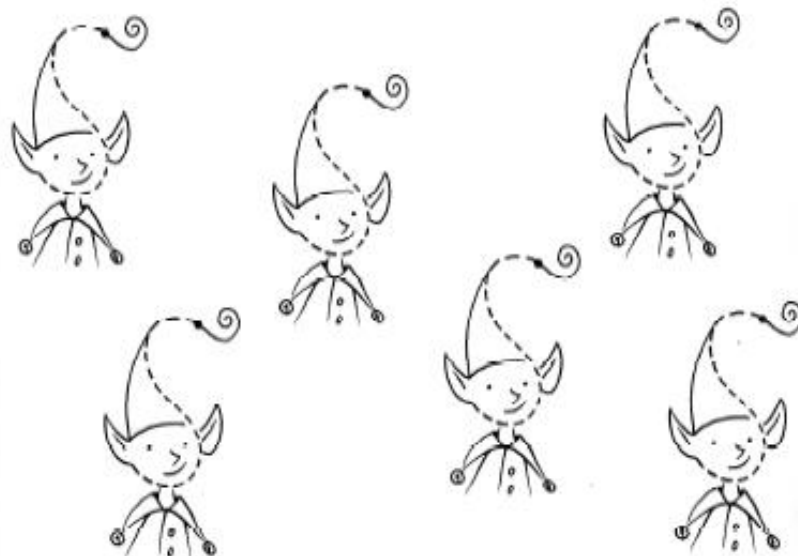
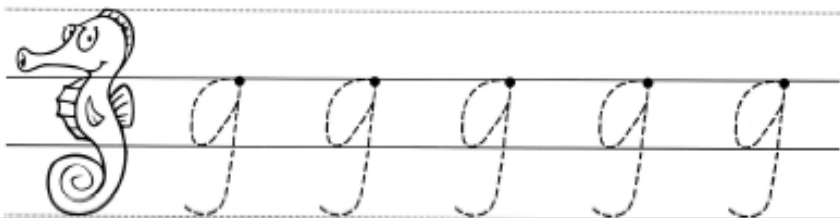
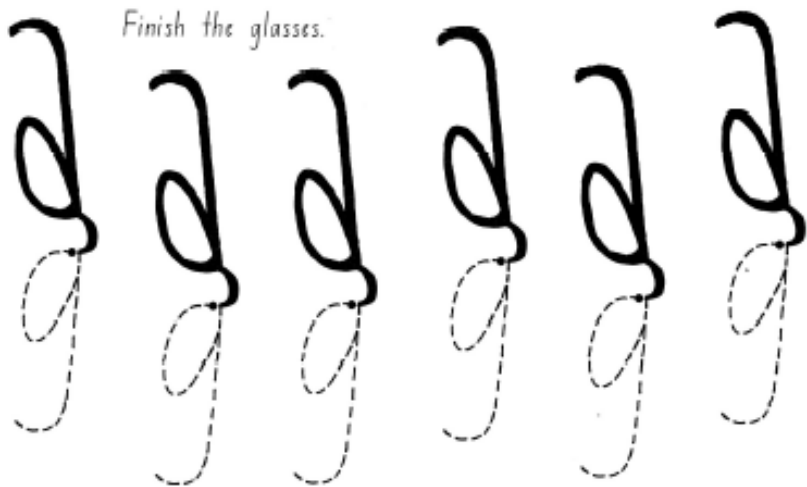
2  Draw:

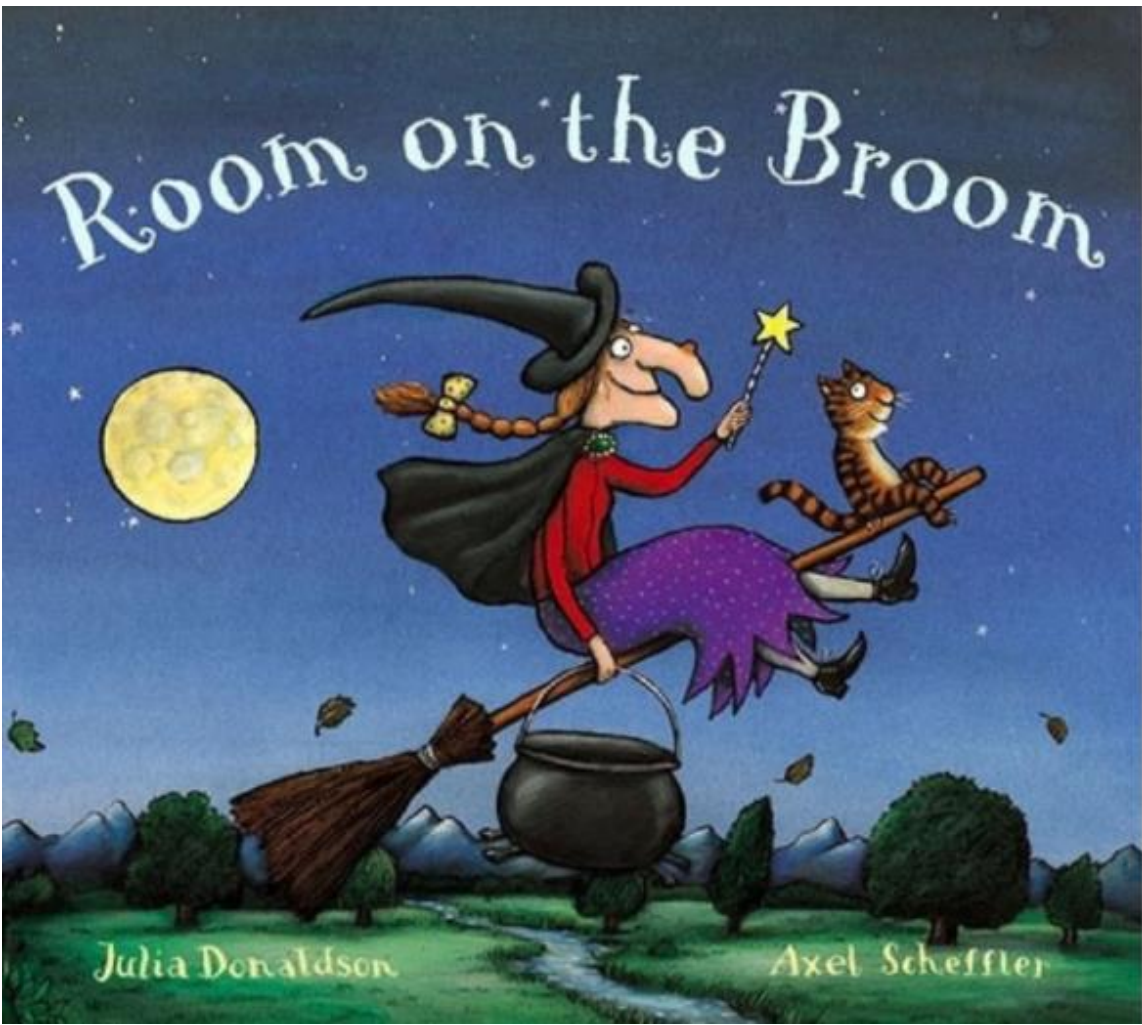
- yourself **in the middle** of the box
- a friend **next to** you
- a plane **above** you
- a worm **below** you





Finish the glasses.





Room on the Broom

Julia Donaldson

Axel Scheffler



The witch had a cat  
and a very tall hat,  
And long ginger hair  
which she wore in a plait.  
How the cat purred  
and how the witch grinned,  
As they sat on their broomstick  
and flew through the wind.

But how the witch wailed  
and how the cat spat,  
When the wind blew so wildly  
it blew off the hat.



"Down!" cried the witch,  
and they flew to the ground.  
They searched for the hat  
but no hat could be found.



He dropped it politely,  
then eagerly said  
(As the witch pulled the hat  
firmly down on her head),

"I am a dog, as keen as can be.  
Is there room on the broom  
for a dog like me?"



Then said (as the witch  
tied her plait in a bow),  
"I am a bird,  
as green as can be.  
Is there room on the broom  
for a bird like me?"





... THE BROOM  
SNAPPED IN TWO!

Down fell the cat and the dog  
and the frog.  
Down they went tumbling  
into a bog.



"Help!" cried the witch,  
flying down to the ground.  
She looked all around  
but no help could be found.



The dragon drew nearer and,  
licking his lips,  
said, "Maybe this once  
I'll have witch without chips."



**B**ut just as he planned  
to begin on his feast,  
From out of a ditch  
rose a horrible beast.  
It was tall, dark and sticky,  
and feathered and furred.  
It had four frightful heads,  
it had wings like a bird.  
And its terrible voice,  
when it started to speak,  
Was a yowl and a growl  
and a croak and a shriek.  
It dripped and it squelched  
as it strode from the ditch,  
And it said to the dragon,  
"Buzz off! –  
THAT'S MY WITCH!"



Sunflowers by Vincent Van Gogh



Sunflowers by Kindergarten students



Picture 1



Picture 2