



CARITAS COLLEGE

Term 2
Week 1

Class Reception Gold

Mrs Walker

LEARNING@HOME



CARITAS COLLEGE

Dear Families

Re: Home Learning for Week 1 Term 2 due to COVID-19

On Wednesday the SA Chief Public Health Officer, Nicola Spurrier and Premier, Steven Marshall stated strongly that parents should plan to send their children back to school. Professor Spurrier repeated health advice that schools continue to be safe places for students and staff.

In keeping with this advice, all schools in Catholic Education SA are encouraging parents and carers to send their children back to school in Week 1 of Term 2, while recognising that some might want to wait a little longer.

If you are keeping your child at home, please follow the information provided in this package to support your child's learning.

Our teachers will continue to make contact with you via email and phone with the aim of supporting both students and their families. It will be important to keep these connections during this time and please feel free contact your teacher or director at the school as needed.

It would be appreciated if you could keep the work that students are completing at home to return to your child's teacher when possible. In some of the Learning@Home packs teachers have also clearly stated which work samples are important for them to get a copy of. In some cases, you might be able to email scanned, photographed or videoed work samples into your teachers.

In fact, it would also be greatly appreciated to be able to see what the children are up to, our primary teachers are really missing their students and the school has been a lot emptier without their noise and day to day action.

We have provided the attached documents to support families in facilitating learning at home during week 1 of Term 2. Students will be asked to complete at least one Literacy and Numeracy task a day as well as learning activities from other areas of the curriculum.

Our suggested daily allocated times for students to be focused on their learning is:

R/2: 1 – 2 hours of guided learning activities

3/4: 2 – 3 hours of guided learning activities

5/6: 3 hours of guided learning activities

Please remember that this is only a guide. What is possible in each household is very different, we do not expect families to follow this, it's there to help if needed.

The hope is that the information provided will continue to support families to ensure students maintain learning during this period of absence from school.

Yours sincerely

Leigh O'Shaughnessy
R - 6 Director of Learning and Wellbeing

Damian Smith
Principal

LEARNING@HOME

In this booklet you will find:

- Monday – Friday learning activity explanations from areas of the curriculum:
- Worksheets & Activities for students to attempt.
- Links to the online videos accessible through the school SharePoint.

Details on how to access these videos will be available via email.

- Morning prayer examples for students.
- The activities/ learning tasks under the heading of **Other Learning Areas** can be done at any point during the week and are important for the students to complete/ take part in.

From your Teachers:

Families please set your own schedule as to when you complete each activity. You may like to have a break in between each lesson. Please do not be concerned if you are unable to complete all the activities in the week.

If you have any questions feel free to contact us via phone or email

kaye.walker@cc.catholic.edu.au

tiffany.brown@cc.catholic.edu.au

Regards

Tiffany and Kaye

SharePoint Links

Teachers reading books:

Mrs Walker reading Grug

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/Mrs%20Walker%20reading%20Grug.MOV>

Mrs Brown reading Hairy McClarey's bone

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/Mrs%20Brown%20reading%20Hairy%20Maclary's%20Bone.MOV>

Mr O reading Wombat Stew

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/Mr%20O%20reading%20Wombat%20Stew.mp4>

Dance Video:

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/DANCE%20WEEK%201.mp4>

HPE Body management videos:

test video – If you're happy and you know it:

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/1%20Happy%20and%20know%20it%20R.mp4>

Reception introduction for parents

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/1%20REC%20Intro%20video.mp4>

1 Gum trees

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/2%20Gum%20trees%20R12.mp4>

2 Pine trees

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/2%20Pine%20trees%20R12.mp4>

3 Forest of trees

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/3%20Forest%20of%20trees%20R12.mp4>

4 Alphabet Challenge

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/4%20alphabet%20challenge.mp4>

5 Animal walking 1

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/5%20walking%20animals.mp4>

6 Animal walking 2

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/6%20walking%20animals%202.mp4>

7 Animal jumping

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/7%20jumping%20animals.mp4>

8 Animal rolling


<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/8%20rolling%20animals.mp4>

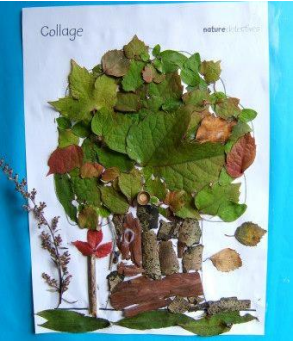


9 Meerkats & Flamingos

<https://cccatholiceduau.sharepoint.com/sites/Receptions175/Shared%20Documents/General/4%20Meerkats%20&%20Flamingos%20R12.mp4>

Monday	
Morning prayer	<p>Always start each prayer with the sign of the cross, In the name of the Father, Son and the Holy Spirit, Amen. The students have all learned this. At the end of each prayer we say Mary of the Cross, Pray for us, Amen</p> <p>We have been learning about prayers of Gratitude.</p> <p>Say a simple prayer of thanks. An example,</p> <p>Thankyou God for water as we can drink it and water our gardens. Amen</p>
Literacy	<p>We are learning the oi sound.</p> <p>Sing Jolly Phonics oi song.</p> <p>The following link will take you to all the Jolly Phonics songs.</p> <p>https://www.youtube.com/watch?v=UHYM9Vz9k.</p> <p>There are two oi sheets to complete.</p>
Numeracy	<p>We are learning about time.</p> <p>What are some things you do in the day?</p> <p>What are some things you do in the night?</p> <p>Colour the daytime pictures on the worksheet.</p>
Science	<p>Weather</p> <p>Discuss - what do you know about the weather?</p> <p>What are some different kinds of weather? Eg rainy, sunny, hot, windy etc</p> <p>What is the weather like today?</p> <p>Children finish the sentence starter on the worksheet and draw a picture showing todays weather.</p>
Tuesday	
Morning Prayer	<p>YouTube clip of song The Butterfly Song.</p> <p>https://www.youtube.com/watch?v=xbJUynRNOjs</p> <p>A little action song about thanking God.</p>
Literacy	<p>We are learning the ue sound.</p> <p>Sing Jolly Phonics ue song.</p> <p>The following link will take you to all the Jolly Phonics songs.</p> <p>https://www.youtube.com/watch?v=UHYM9Vz9k.</p>

	There are two ue sheets to complete.
Numeracy	<p>We are learning about time.</p> <p>During the day when is it the morning?</p> <p>When is it the afternoon?</p> <p>What are some things that you do in the morning?</p> <p>What are some things that you do in the afternoon?</p> <p>On the worksheet children can colour the activities that we do in the morning.</p>
HASS	<p>Families</p> <p>Discuss who is in the family.</p> <p>Draw family members in the My Family Tree work sheet.</p> <p>Colour the tree and label family members.</p>
Wednesday	
Morning Prayer	Go for a walk outside and name all the things you see that you can thank God for.
Literacy	<p>We are learning the er sound.</p> <p>Sing Jolly Phonics er song.</p> <p>The following link will take you to all the Jolly Phonics songs.</p> <p>https://www.youtube.com/watch?v=UHYM9Vz9k.</p> <p>There are two er sheets to complete.</p>
Numeracy	<p>We are learning about time.</p> <p>What are some things you do in the morning?</p> <p>What are some things you do at midday?</p> <p>What are some things you do in the afternoon?</p> <p>What is your favourite time of day?</p> <p>On the worksheet children record their favourite time of day and why it is their favourite e.g. My favourite time of day is the afternoon because I like going to dance lessons. They can then draw a picture of themselves at dance lessons.</p>
RE	<p>The Bible tells us that Jesus loves us.</p> <p>Jesus wants us to always try to do the right thing and show our love to others.</p> <p>Jesus always showed love to others.</p> <p>Colour the work sheet Jesus loves the little children.</p>
Thursday	

Morning Prayer	<p>You tube clip Thank You Lord for Making Me. https://www.youtube.com/watch?v=pEYz4i2SL2k Nice little action song thankyou song to sing.</p>
Literacy	<p>We are learning the ar sound. Sing Jolly Phonics ar song. The following link will take you to all the Jolly Phonics songs. https://www.youtube.com/watch?v=UHYM9Vz9k. There are two ar sheets to complete.</p>
Numeracy	<p>We are learning about time. Look closely at the pictures. It's like a little story. What is happening? Discuss Are the pictures in the right order? What picture should go first? Children colour the pictures on the worksheet and then cut them out. Glue the pictures in the correct order.</p>
Design & Technology	<p>Scratch Junior This term in technology we are exploring online coding using the Scratch Junior app. You will need to download the Scratch Junior app onto an iPad or tablet.</p>  <p>Children will explore how to move the character around the screen creating a simple story. Please refer to the Scratch Junior handout for lesson 1 information.</p>
Friday	
Morning Prayer	<p>We have been learning about prayers of Gratitude. Say a simple prayer of thanks</p>
Literacy	<p>Task 1 Handwriting practice of the letter Gg. Some families have a hard copy of a hand writing booklet, if not print the work sheet. Think up a sentence or phrase to write for practice, for example Glorious green grapes. Draw some grapes.</p> <p>Task 2</p>

	<p>Complete the cut and paste sentence activity. Read the sentences with the student. What picture does it match? Cut and paste. Colour the pictures.</p>
<p>Numeracy</p>	<p>We are learning about time. What are some things that you do during the day?</p> <p>On the worksheet draw pictures to show some of the things you do. Draw them in the order that you do them e.g.</p> <ol style="list-style-type: none"> 1. Wake up 2. Have breakfast 3. Go to school 4. Have lunch 5. Go home 6. Go to bed
<p>Art</p>	<p>Nature Collage</p> <p>Collect leaves, twigs and flowers from around you house. Create a picture using the things that you have collected. For example,</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p>Other Learning Areas</p>	
<p>Music: Song of the Week</p>	<p>All Gods Children got a place in the choir. https://www.youtube.com/watch?v=sTKJUxl8TL4 Listen every day, learn the words and sing along.</p>
<p>Music</p>	<p>Highway No.1</p> <p>Listen to the track https://www.youtube.com/watch?v=ndBlkINDxmU</p> <ul style="list-style-type: none"> - Pretend to drive around the room in your car and stop when the music says stop, then do the movement pattern that they sing while they sing it. Then go back to driving your car until it gets to the next movement pattern, etc. - Create your own movement patterns that you can put into the song - Send me a video of your movement patterns at annabeach@cc.catholic.edu.au

Spanish	<p>Learn Spanish with Dora the Explorer Part 2.</p> <p>https://www.youtube.com/watch?v=cUWum01nY-U</p> <p>Watch the clip a few times and see how many words you can remember.</p>
Dance	<p>Watch and participate in the video which Caitlin has prepared for the students.</p>
Health & PE	<p>Health:</p> <p>There are two tasks – both require a conversation with the student. There are scripts to follow for these conversations (pages 30 – 33) and a worksheet to draw on.</p> <ol style="list-style-type: none"> 1. Strengths – which leads onto students drawing pictures of things they enjoy. 2. Sun safety/ hand washing – recapping what we learned last term. <p>There are also some Youtube videos to watch based on these areas.</p> <p>PE:</p> <p>If you look in the Video Links box you will find a selection of body management videos. These are activities for the students to watch and join along with. These are very simple tasks to begin with.</p> <p>The videos are numbered in the recommended order of watching.</p>

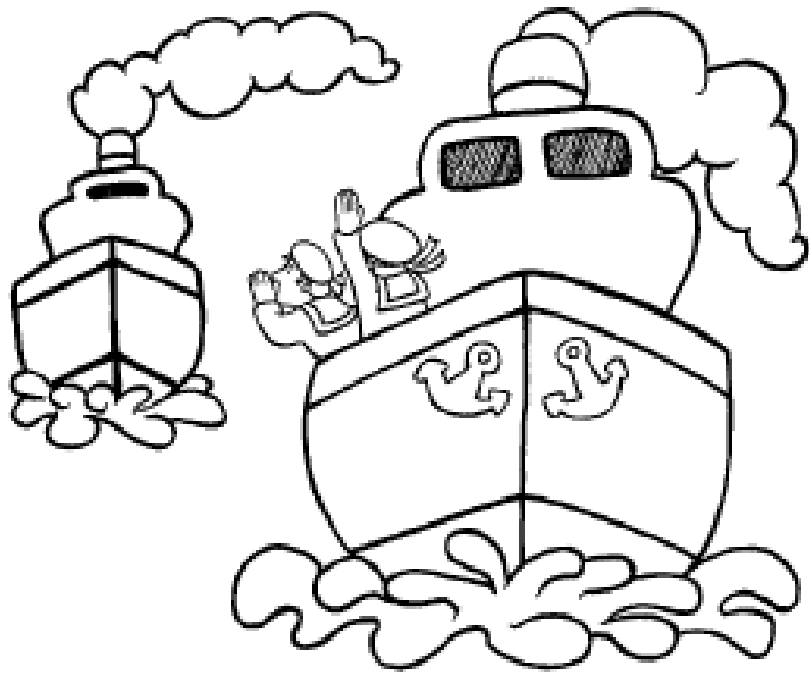
oi

the 'oi' sound

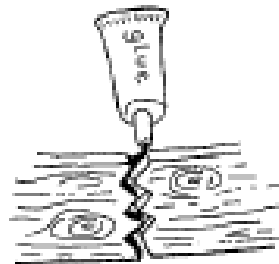
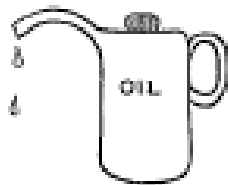


ACTION

Cup your hands around your mouth and pretend to shout at a passing boat, saying 'oi, ship ahoy!'



oi oi oi oi oi oi oi



'oi' Diagraph

soil

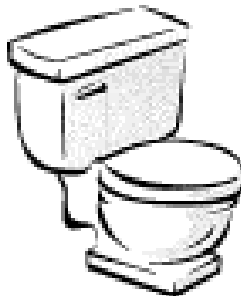
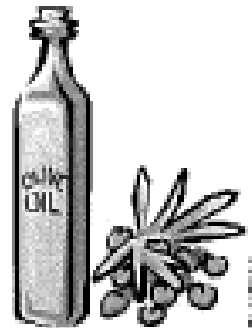
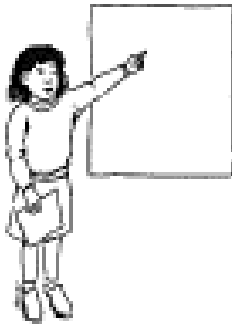
coin

point

boil

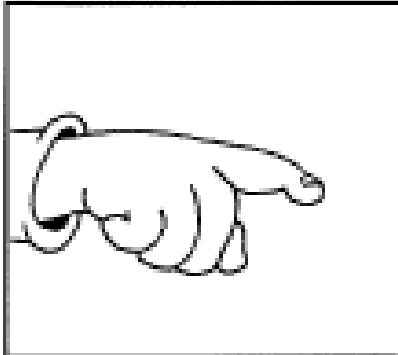
oil

toilet



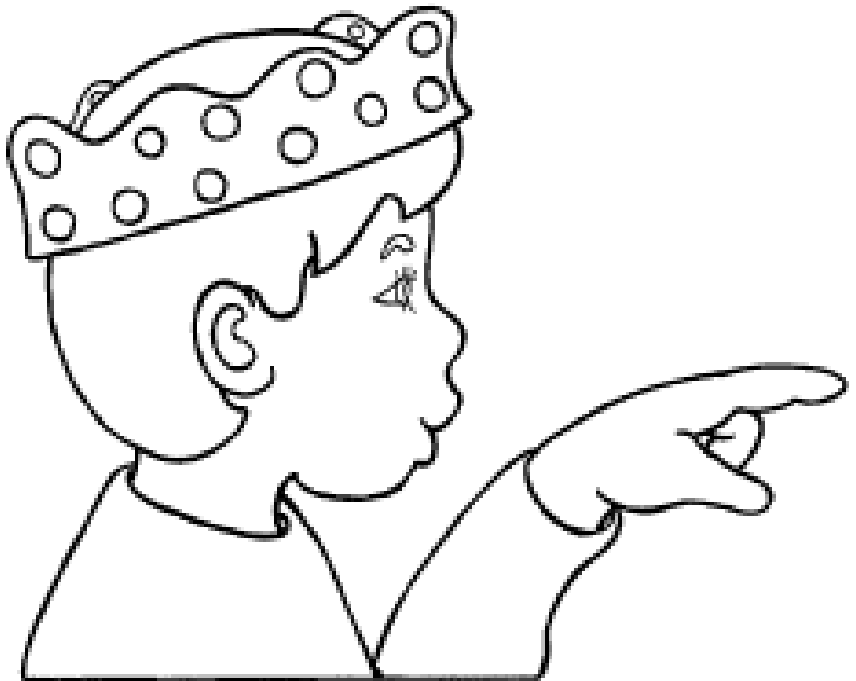
ue

long u

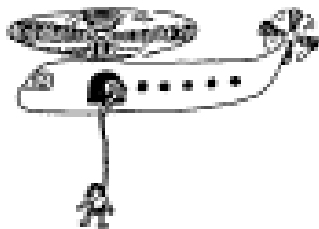


ACTION

Point to people around you, and say you, you, you.

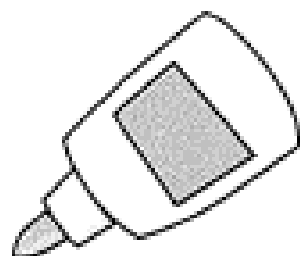
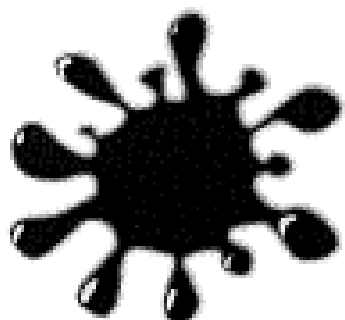
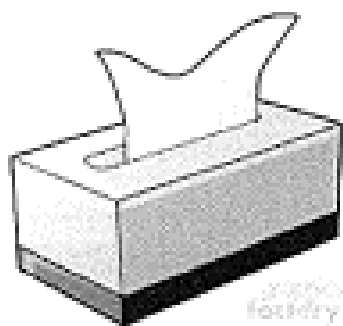


ue ue ue ue ue



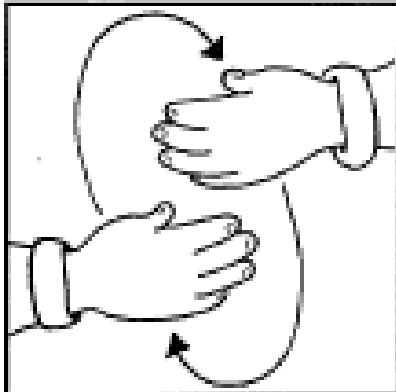
'ue' Diagraph

glue blue tissue rescue statue barbeque



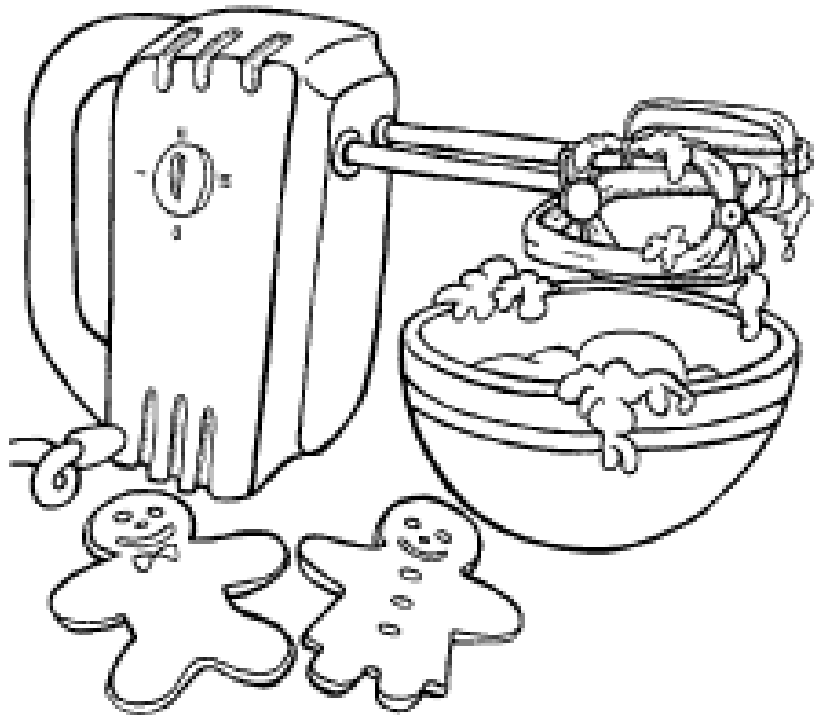
er

the 'er' sound

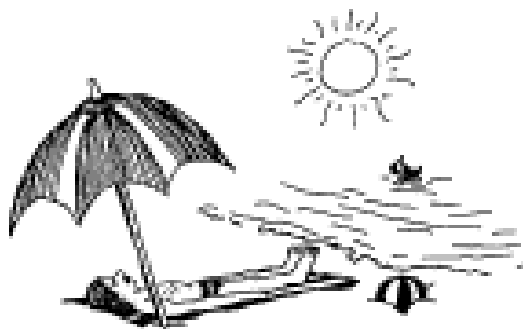
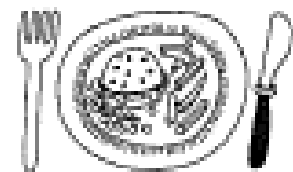
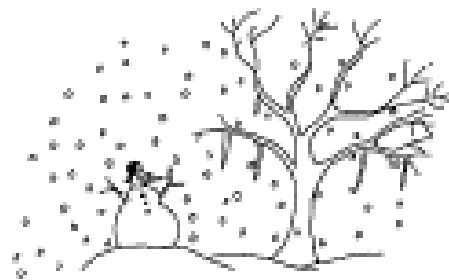
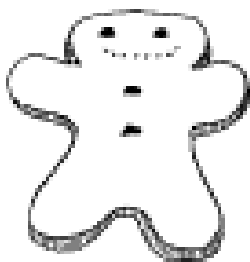


ACTION

Roll your hands over and over each other, like a mixer, and say er-er-er-er.

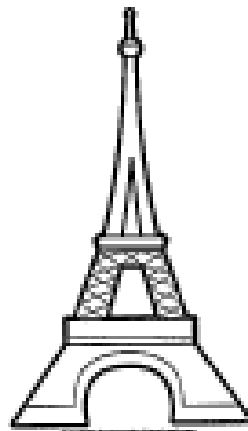
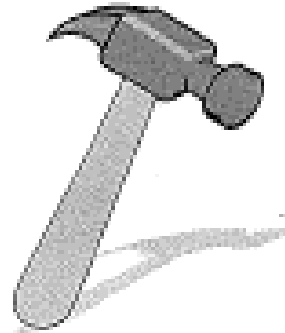
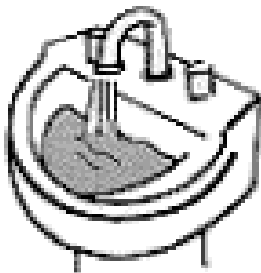


er er er er er



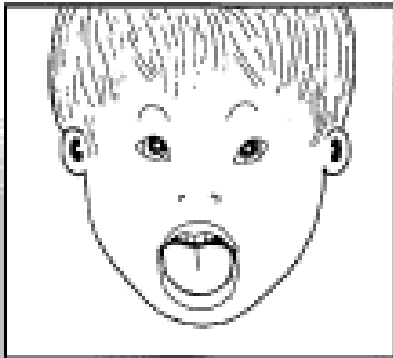
'er' Diagraph

mixer mermaid tower water hammer spider



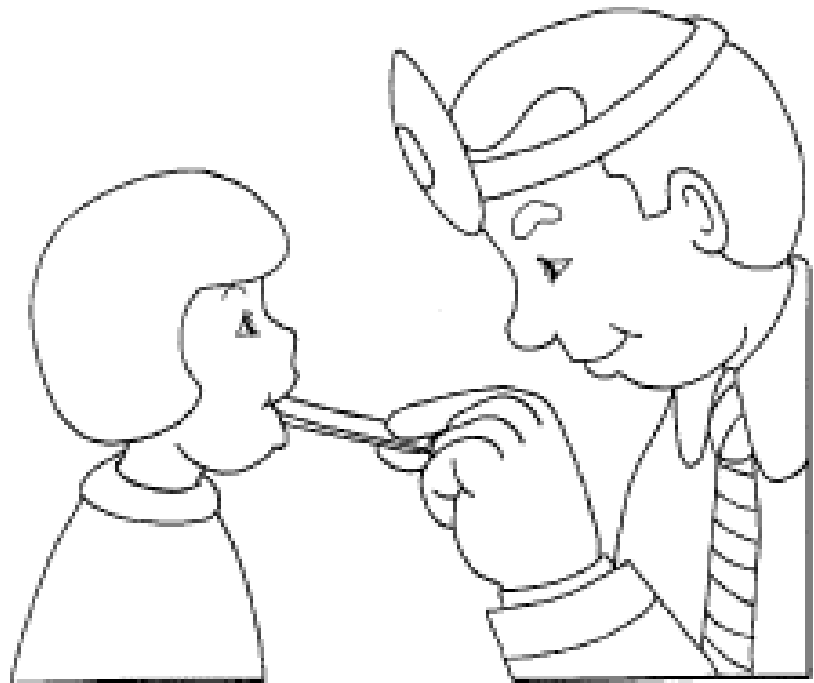
ar

the 'ar' sound

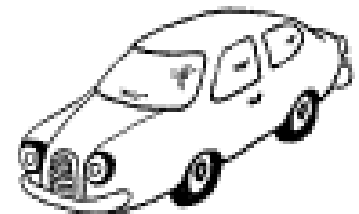


ACTION

Open your mouth wide and say ar.

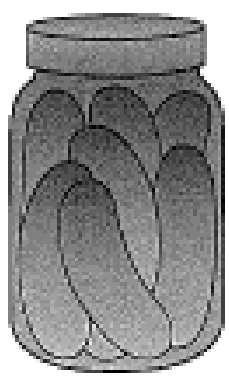
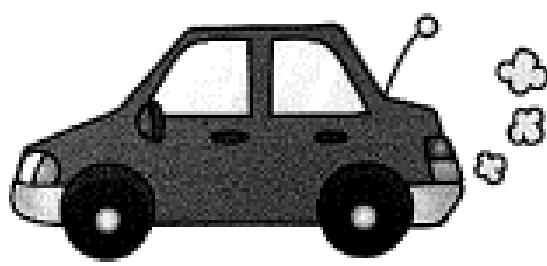
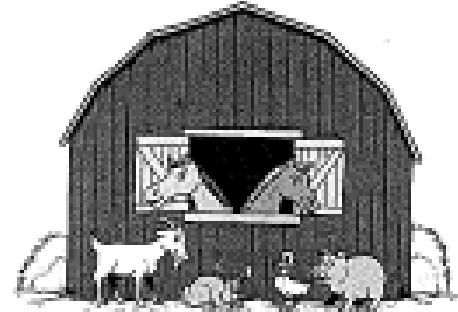


ar ar ar ar ar ar

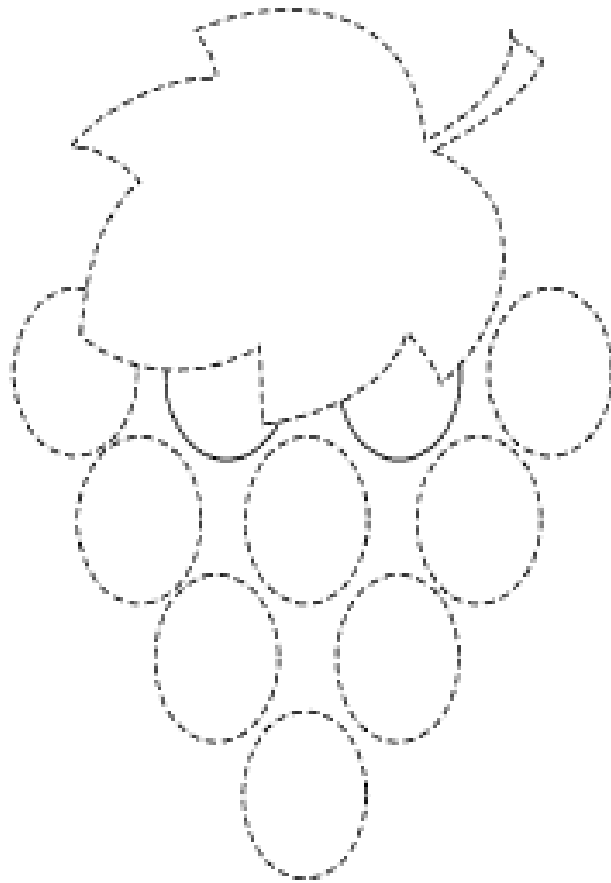


'ar' Diagraph

jar car star park bar farm



Gg is for grapes

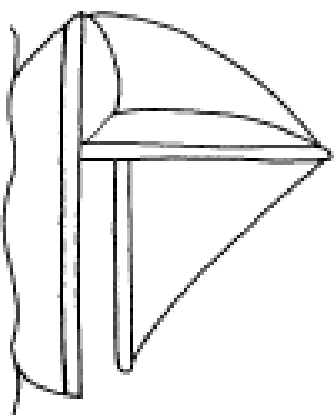
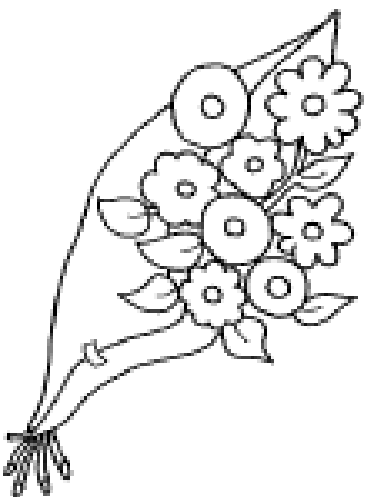
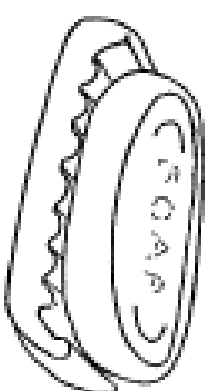
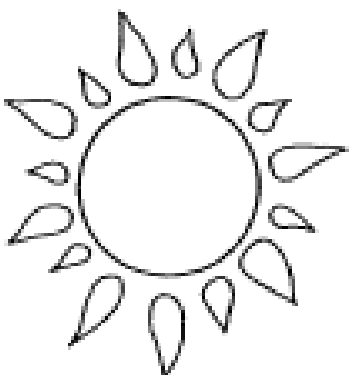


G G G G G G G

g g g g g g g

G

g



The sun is hot.

I see a bunch of flowers.

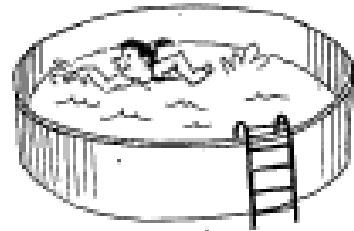
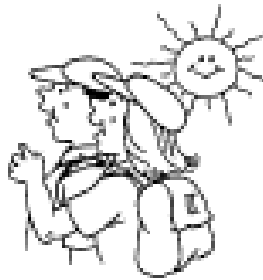
The boat is sailing.

The soap is in the dish.

This sock is long.

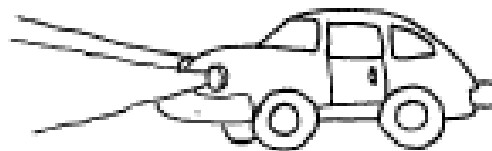
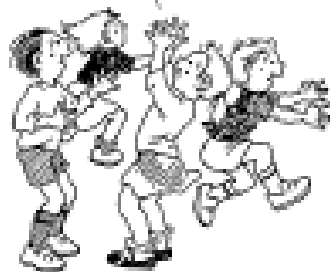
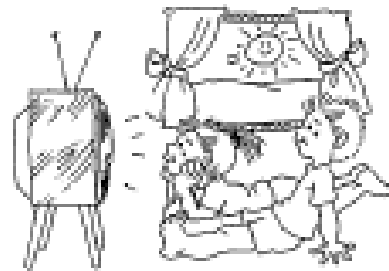
She is running.

1. Trace the words **day** and **night**. Discuss things we do in the **day** and things we do at **night**. Colour the **daytime** happenings.



day

night



2. Trace over the words **morning** and **afternoon**. Discuss things you do in the **morning** and the **afternoon**. Colour the **morning** activities.



morning



afternoon

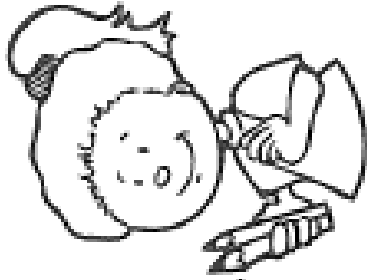
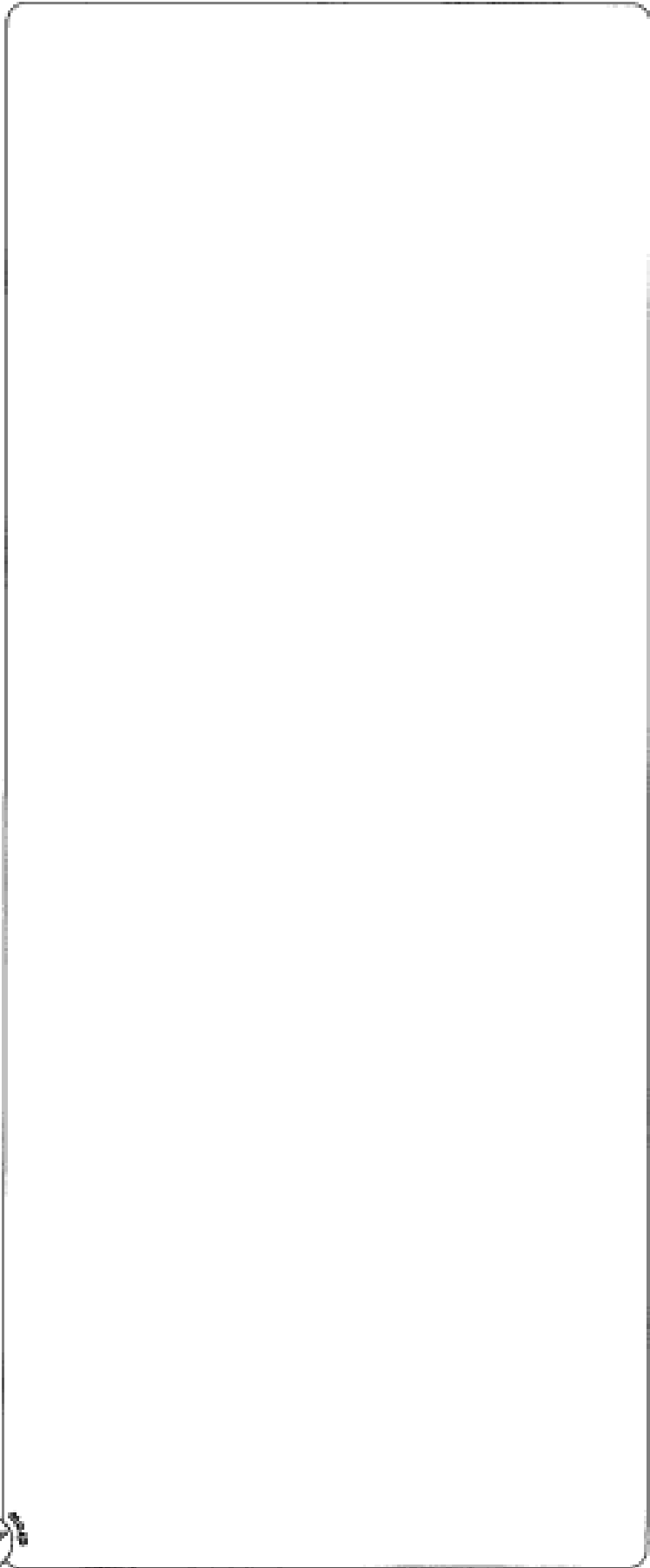


Name _____

My favourite time of day is _____

because _____

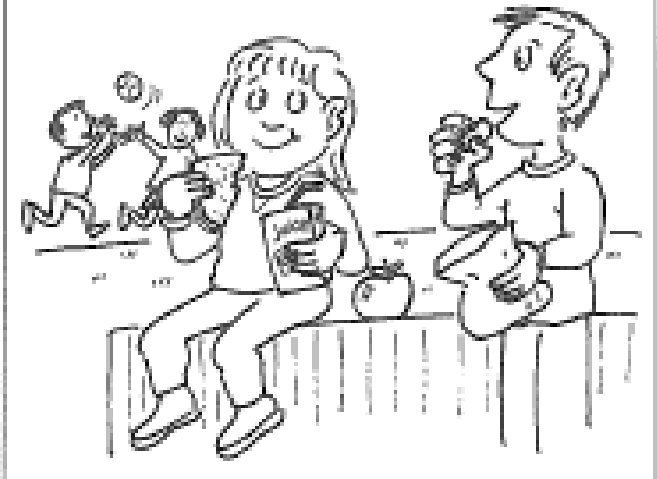
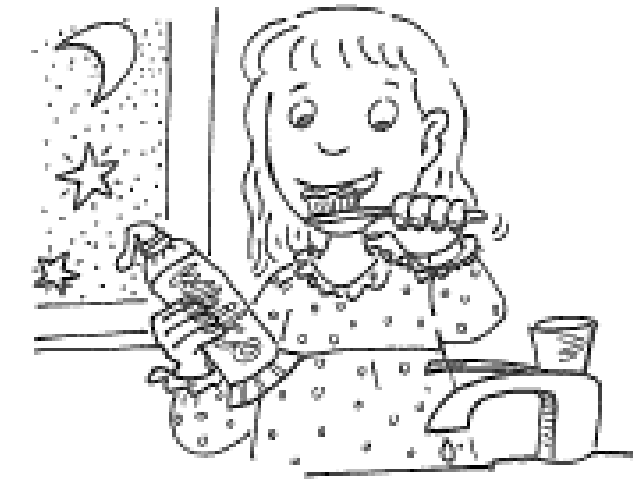
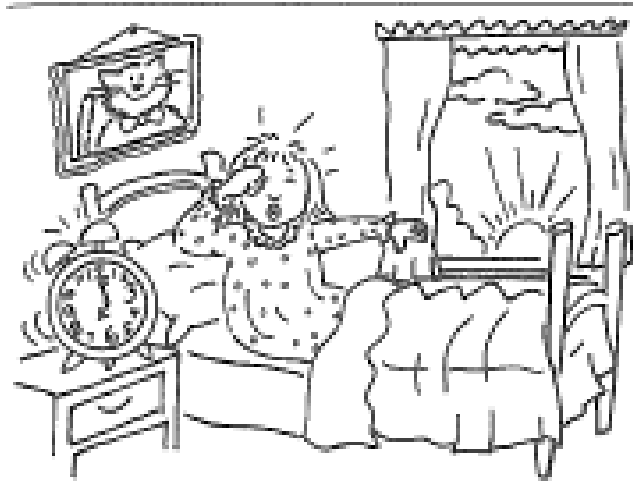
Draw your favourite time of the day.



Sequencing

Colour and cut out the pictures.

Can you glue them in the correct order?



Name _____



Draw pictures to show some of the things you do in your day. Draw the pictures in order, starting with the morning and finishing at night.

1.	2.
3.	4.
5.	6.



Weather

Today the weather is _____

Name: _____

My Family Tree

I can identify the members of my family.





Jesus loves the little
children

© Melonheadz Illustrating LLC 2014



Animated Genres Curriculum Module 1
**Lesson 1: Instructions, Sequencing,
 and an Introduction to ScratchJr**

Lesson 1: Instructions, Sequencing, and an Introduction to ScratchJr

Summary

In this lesson, children will be introduced to two concepts that will create a foundation for understanding programming: instructions and sequencing. Through various interactive activities, students will acquire a basic understanding of these two concepts. The lesson will conclude with an introduction to the ScratchJr interface.

Objectives Students will learn...	Objectives Students will be able to...
<ul style="list-style-type: none"> • Appropriate iPad use • The concept of programming • The concept of instructions • The concept of sequencing • The basic features of the ScratchJr interface 	<p>General</p> <ul style="list-style-type: none"> • Give specific instructions • Sequence instructions to achieve simple objectives <p>ScratchJr</p> <ul style="list-style-type: none"> • Move blocks into the scripting area • Use blocks in scripting area as buttons • Select a block category • Save a project

Programming Blocks Introduced in this Lesson

<ul style="list-style-type: none"> • Right • Left • Up • Down • Bigger • Smaller • Visible • Invisible 	
--	--

Additional Materials: Rule board

Schedule

Introduction (2.5 minutes): The lesson should begin with the teacher introducing him/herself to the class. The teacher should explain why s/he would like to teach the students about programming. S/he should briefly ask students what they know about programming.

Simon Says (10 minutes): The teacher should play Simon Says with the class. S/he should discuss how this activity is dependent on properly being able to give and follow instructions. S/he should then explain how providing clear instructions is critical to computer programming.

Program the Teacher (15 minutes): In this activity, students will be responsible for verbally directing their teacher to special destinations in the classroom (e.g. to a bookcase or a closet). The instructions the students give to the teacher must be specific. For example, students should



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Animated Genres Curriculum Module 1
**Lesson 1: Instructions, Sequencing,
and an Introduction to ScratchJr**

not simply say, "Move forward." They should instead say, "Move forward ____ steps." When sequences of instructions do not work (perhaps because the number of steps taken were incorrect), students should alter their instructions. After the activity is over, the teacher should discuss how important it is to be specific and how important order is in programming.

2nd grade: Small groups determine a sequence of instructions

Kindergarten and 1st grade: As a class

Classroom Rules (5 minutes): The teacher should explain to students how important it is to respect each other and the equipment used in the classroom. With the students, s/he should create a list of classroom rules governing iPad use. The teacher should write these rules down on the rule board, and hang these rules in the classroom every time the class is working with ScratchJr.

Materials: Rule board

Getting Started with ScratchJr (2.5 minutes): The teacher should hand out the iPads to the children, and show them how to begin a new project in ScratchJr.

Using ScratchJr Blocks (10 minutes): Everyone in the class should watch the teacher as s/he moves a motion block (right, left, up, down) to the scripting area and presses the block to make the Scratch cat move. The children should duplicate this task. The teacher should request that students raise their hands when they are finished with this task. Do this for each motion block. Do the same for the resize blocks (bigger and smaller) and visibility blocks.

ScratchJr Exploration (10 minutes): The teacher should encourage students to explore the application by placing blocks in the scripting area and seeing where the cat moves.

Wrap Up (5 minutes): The teacher should demonstrate how to save a project. Every child should save his project. The teacher should provide students with a brief explanation of what will occur during the next lesson. Collect iPads.



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The Reception HPE Activity for Week 1 Term 2

Any questions or feedback leigh.oshaughnessy@cc.catholic.edu.au

HEALTH PART 1:

Hi Families,

This week in HPE we are going to try a few different things.

This term we will be thinking about different **strengths** that students have – we will start exploring this idea by having the students name things that they enjoy doing.

You: This is how you could have the needed conversation.

- **Ask** - Did you know that people all do different things that they enjoy?

(Name some things that **you** enjoy doing as an example: Camping, cooking, dancing, sport etc).

- **Ask** - What are some things that you enjoy doing? (try to get at least 3 things).
- **Ask** - Why do you enjoy doing that? What's fun about it?
- **Ask** - Are there people who you enjoy doing these things with?
- **Ask** - Where do you do these things?

ACTIVITY:

Can students draw and colour a picture of themselves doing some activities which they enjoy.

This picture can be drawn on the next page:

Students could attempt writing what they are doing under the picture.

Parents may need to label the pictures, so Mr O knows what they are.

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HEALTH PART 2: The conversations.

I've had these conversations consistently with the reception students but will be very surprised if they remember all of the things that we talked about last term. Here is a script to follow to see what they remember.

Area 1: SLIP SLOP SLAP

Area 2: When to wash your hands.

What to say – Sun safety (2 minutes):

You:

- I've had a talk with Mr O from school and he wanted to know if you remember what you need to do to keep safe from the sun?

Hopefully they will say **Slip, Slop, Slap**.

(they might need to be reminded that they all start with the S sound).

You:

- What do you need to **SLIP** on? (A shirt – to help you might mime putting on a shirt).
- What do you need to **SLOP** on? (Sunscreen – To help you might mime putting on sunscreen).
- What do you need to **SLAP** on? (A hat – To help you might mime putting on a hat)
- Are there any other S words you remember about being safe in the sun? (They may mention finding **SHADE** or putting on **SUNGLASSES**.)

The Reception HPE Activity for Week 1 Term 2

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What to say – Clean Hands (2 Minutes):

You:

- Mr O also said that you might be able to tell me when would be four times when you can wash your hands? When would these be?
 1. Before we eat.
 2. After going to the toilet.
 3. After sneezing/ coughing/ blowing your nose.
 4. After playing with animal/ playing outside.

Here are some YouTube videos that we watched, and the students can watch again about these 2 topics.

<https://www.youtube.com/watch?v=EwyqaLnsi5Q> George the sun safe superstar.

<https://www.youtube.com/watch?v=WOv5HGOJYTA> – slip slop slap ad modern

https://www.youtube.com/watch?v=CijOPVB_2mM – sun heroes

<https://www.youtube.com/watch?v=uMbCZfb5k3M> germs

<https://www.youtube.com/watch?v=evXG5Huwln0> – please please wash us

<https://www.youtube.com/watch?v=dDHJW4r3eIE> wash your hands walrus song

When everything is back to normal, I will be revisiting these points with the students.

Feel free to let me know how they went.