

Learning Activities

The activities planned in this learning bundle can be used by the classroom teacher to discern how some or all of the ideas could be used in a remote learning situation. Whilst I have endeavoured to write this learning bundle with parents in mind, it is not intended to be given to parents in this format. It is designed to give teachers ideas for different learning experiences that are integrated and meet the NSW syllabus expectations. It is expected that this bundle will take two weeks. It includes ideas that could become 'must do's with scope for 'can do's' to be given to children as extensions of their current learning or additional tasks that can be enjoyed. Many of the resources have been made and are currently housed in the resource folder attached to this website.

Stage	ES1
Grade(s)	Kindergarten
Topic/Theme (Brief Description)	In this learning sequence, students will be given opportunities to explore the materials in their immediate environment. Students will conduct investigations into the characteristics and properties of materials through using their senses in order to compare the properties of different materials. They will reflect on the findings of their investigations and begin to pose questions and make predictions to further their understanding. Throughout the 5 sequential learning bundles students will perform simple observations of investigations in assessing the flexibility and manipulative qualities of materials for the purpose of applying this knowledge to a variety of STEM challenges. They will be encouraged to use appropriate scientific vocabulary to categorise and describe these materials and their possible uses. This first learning sequence allows the students to explore the materials used by the Three Little Pigs in relation to their suitability. Students will use their findings to inform the design and production of shelters for the Three Little Pigs that will withstand the 'huffing' and 'puffing' of the Big Bad Wolf.

	As the learning sequence develops over the course of the term students will also be given the opportunity to examine, measure, reflect upon, describe, and discuss how pushes and pulls of various objects are used to produce and control motion. Students will be asked to analyse what they have already observed, internalised, and made sense of through experience and observation. Within the content of motion students will begin to form a clear sense of what cause and effect is. Feedback Opportunities: There are a number of teacher feedback opportunities throughout the learning experiences. Teachers should provide specific, descriptive accurate feedback on chosen experiences. This feedback can include strengths, weaknesses, and next steps for progress toward each child's learning targets.
KLA Links	Science and Technology, English, Mathematics, Creative Arts, PDHPE
Outcomes	English ENe-1A - communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENe-2A - composes simple texts to convey an idea or message ENe-3A - produces most lower case and upper case letters and uses digital technologies to construct texts

ENe- 4A

- demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

ENe- 6B

- recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language

ENe- 7B

- recognises some different purposes for writing and that own texts differ in various ways

ENe- 8B

- demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

ENe- 10C

- thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

ENe-11D

- responds to and composes simple texts about familiar aspects of the world and their own experiences

Science and Technology
STe-1WS-S

- observes, questions and collects data to communicate ideas

STe-2DP-T

- develops solutions to an identified need

STe-4MW-ST

- identifies that objects are made of materials that have observable properties

STe-7DI-T

- identifies digital systems and explores how instructions are used to control digital devices

Inquiry and Focus Questions

- What are some of the observable properties of materials?
- How do the properties of materials affect their use?

Content

Properties of materials can be observed

Inquiry question: What are some of the observable properties of materials?

Students:

- observe and describe some properties of a range of materials(ACSSU003) **SciT** ⚙️ 🧑🏫 🧑🏫 ⚙️
- explore the use of materials in the built environment based on their properties **DesT** 🧑🏫 ⚙️

Materials are selected to suit specific purposes

Focus question: How do the properties of materials affect their use?

Students:

- identify and describe how the properties of different materials suit their design purpose(ACTDEK004) **DesT** ⚙️ 👤
- plan, design and evaluate a product considering an identified need or opportunity(ACTDEK001) **DesT** ⚙️ 📏 👤

Students:

- follow and describe a sequence of steps (algorithms), for example: **ComT DesT SysT** ⚙️ 📖 📏 📊
 - following a procedure, eg getting dressed for school in the morning
 - following a recipe, eg baking a cake

Mathematics

MAe-1WM

- describes mathematical situations using everyday language, actions, materials and informal recordings

MAe-2WM

- uses objects, actions, technology and/or trial and error to explore mathematical problems

MAe-3WM

- uses concrete materials and/or pictorial representations to support conclusions

MAe-4NA

- counts to 30, and orders, reads and represents numbers in the range 0 to 20

MAe-14MG

- manipulates, sorts and represents three-dimensional objects and describes them using everyday language

Visual Arts

VAES1.1

- investigates stories and the features of fantasy and imaginative characters derived from their experience, imaginings, artworks, cartoons, illustrated books and other books, videos/films, and video games
- talks about significant features and relationships within their artworks

VAES1.2.

- investigates paper techniques such as tearing, rolling, fringing, crumpling
- explores simple construction techniques with boxes and other sculptural materials and the malleable qualities of playdough, plasticine, and/or clay by pinching, rolling, joining, incising, modelling, forming

Appreciating

VAES1.3

- recognises some of the qualities of different artworks and begins to realise that artists make artworks.
- identifies different colours, shapes, textures and other things of interest in artworks.
- talks about pictures and other artworks they have seen, noting what they are about and who made them.

VAES1.4

- describes and responds to what artworks are about
- identifies features in the works that are significant to them and makes links with their experience
- talks about the artist who made the work and suggests that the artist has similar feelings to the things they represent in their artworks

PDHPE

PDE-4

- practises and demonstrates movement skills and sequences using different body parts

PDe-5

- explores possible solutions to movement challenges through participation in a range of activities

PDe-10

- uses interpersonal skills to effectively interact with others

PDe-11

- demonstrates how the body moves in relation to space, time, objects, effort and people

Learning Task(s)

Science and Technology: Materials and their Properties

Information for Parents: Children investigate the world using their whole bodies and all of their senses. In the process, they learn about colours, sizes, shapes, weights, textures and the properties of materials like hardness, flexibility and absorbency. School-aged children are increasingly aware that properties of materials make them useful for certain purposes (like plastic raincoats for staying dry and wool for keeping warm). They have a growing understanding that natural materials are used to make human-designed objects (like wood used to make tables and other furniture). Their understanding that some objects and materials occur in nature and that some are designed and made by humans is becoming more sophisticated. They can express their growing understanding and thinking through talking, drawing and writing. They are also becoming more independent as they plan and carry out investigations to find answers to questions and solutions to problems.

When you provide lots of different objects and materials for your Kindergarten child to investigate, you spark their investigations and support their critical thinking skills. Opportunities for building, creating and problem solving help them think like engineers. As you explore and talk about properties with your child, introduce and use descriptive vocabulary like hard/soft, rigid/flexible and absorbent/repellant. Have conversations about their questions, observations and ideas and keep drawing and writing materials on hand so they can record their explorations. You can also support your child's learning about properties by helping them find and use high-quality books, media and other resources for obtaining information.

Science and Technology

- Introduce the topic "This term at school we are learning about why objects are made out of different materials." "We are going to learn and use some scientific words like materials and objects."

Assessment For Learning: C, O, P, W

- Ask 'What do you know about materials?'
- View <https://www.youtube.com/watch?v=7puHegpyGbY>
- "What is an object? or point to an object in the room and tell me what it is"
- What material is that object made out of?
- Why do you think that object was made out of that material?

Lesson 1

- Parents/carers need to find a mystery object that is unusual and would intrigue the child. E.g. sewing thimble, It could be something they haven't seen before or an old version of something they know. It should be something that engages them and prompts their thinking about what it is and what it does. Remind your child that an object is anything that can be seen or touched and that a material is what objects are made of.
- When showing the mystery object, ask your child:
 - What do you think the object is?
 - How would you describe it?
 - What do you think it does?

E.g.

Q. *What is this object?*

A. For example: pencil, coin, book, ball

Q. *What words would you use to describe the object?*

A. For example: words relating to shape, size, colour, purpose and possibly what it is made from

Q. *What is the object made from?*

A. For example: wood, metal, paper, rubber

- View https://www.youtube.com/watch?v=IK6C-XjD_dQ Ask: What materials did you see on the video?
- Ask your child to go on a Scavenger Hunt to find one object made of:
 - plastic
 - wood
 - glass
 - paper
 - plastic
 - fabric
- When your child returns ask them to tell you what materials the objects are made from. Child or parent can label the find and post the image back to the teacher.



Science and Technology

Activity Two

English link to Science focus

- Read the story of the Three Little Pigs to the students. This could be done in a range of ways, including via audiobook or video https://www.youtube.com/watch?time_continue=34&v=cgzAmpIDXp8&feature=emb_logo
- Re-introduce the words 'material' and 'property' to your child. Discuss the meaning of each word and record these meanings with examples in the class journal.
- Discuss with students what they noticed about the shelters of each of the pigs, in terms of what materials they were made of and what happened to each house when the wolf arrived.
- Ask your child to collect some sticks, straws and lego blocks so that they can build the three different houses using the materials.

- **STEM Challenge:** Can you create a stick house, straw house and brick house using materials around your house or backyard to see what challenges the pigs had to solve to build their houses.
- **Assessment Of Learning: W, O, D, P**
- **Record your findings**
- What material worked the best?
- Why do you think some materials were more effective than others?
- Was your house able to withstand the huffing and puffing of the big bad wolf?
- How could you improve your design?
- Extension: What are all of the different jobs that are needed in order to build a house

English

English related Ideas

It is anticipated that this resource will be used by a teacher and contextualised for their class. It is expected that adult support to read and understand instructions and possibly scribe responses and answers to questions. These learning experiences will not cover aspects of Phonemic Awareness, Phonics, Concepts about Print as the teacher is more aware of their students capabilities and what has already been covered in these areas.

[The Three Little Pigs](#) Further ideas that could be modified to suit your students or to support you in designing learning packages can be found [here](#)

Speaking and Listening

- Comprehension Questions: Using [Blanks Question Types](#)
- Further possible questions:
 - Why did the three pigs leave their mother?
 - Why was the wolf able to blow down the first two pigs' homes?
 - How do you think the first two little pigs felt when the wolf came knocking on their doors? How would you have felt?
 - How do you think the third little pig felt when the wolf came to his house?
 - Why couldn't the wolf blow down the third little pig's house?
- The wolf couldn't blow down the brick house, but the third little pig still had a problem. What was that?
- Why do you think the third pig was able to trick the wolf so many times?
- How would the story be different if the wolf was not a 'hungry' wolf?
- Character Traits – Discuss the character traits of the different characters from the story.
- Cause and effect – discuss different events in the story and what made them happen.

Reading

- Explicitly teach the structure of an imaginative text.
- Use questions to focus on the structure of a familiar narrative, eg Who is in the story? Where does it happen? What happens? What goes wrong? How is the problem solved?
- Story map – Draw and/or write about the characters, setting, beginning, middle and end. Differentiation: One version has boxes for just pictures, the other page has lines for writing.
- [Sequencing](#): Differentiation Ideas below

- Cut and paste the pictures from the story in order. Write a sentence about what is happening in the picture.
- Cut and paste the pictures from the story in order. Cut and match the sentences to the pictures. Read the retell.
- Problem and solution – Discuss the problem and solution in the story. Draw a picture and write a sentence about each.

Writing

- Explicitly teach students to label a diagram. Label the features of the little pig.
- Write a simple decodable sentence: The pig is fat and pink.
- Character profiles – Little Pigs and Wolf: Brainstorm words to describe the characters. Write a sentence about your favourite character.
- How would you trick the wolf?– Write and draw a plan of how you would trick the wolf to scare him away.
- Opinion writing – Why do you think the wolf blew down the houses? Write or draw your opinion.
- Making connections: Think about how the pig was feeling. Write about a time when you felt the same.

Handwriting

- View <https://www.youtube.com/watch?v=xFkpCfrvj1s> Practise writing the letter p with a paintbrush and water on your path.
- Practise writing the letter s
 - use a rolled up magazine as a wand to draw the letter in the air using both hands
 - on paper
 - make the letter(s) out of playdough and run the pencil over the letter
 - draw them in shaving cream with a finger
 - paint them in rice with a paintbrush

- write on paper placed over sand paper or a textured surface to give a “bumpy” feel
- use an ipad app and/or write them on a whiteboard
- (This provides great tactile and proprioceptive feedback to help children remember the proper strokes for each letter.)
- Put a dot to indicate where your child needs to put their pencil/pen/texta/crayon to start each letter. Remind them with a prompt of where to start and which direction to go

Additional Text

If I built a house <https://www.youtube.com/watch?v=XYfB2MS-ouo>

Three Little Pigs, An Architectural Tale, written by Steven Guarnaccia

Mathematics: Ordinal Numbers

The teacher will need to explicitly teach ordinal numbers to their students before the activities can be given.

Parent Support Site

Numbers listed in order, such as first, second, third and fourth, are referred to as ordinal numbers. In other words, ordinal numbers are words that describe where in an order a number falls.

Important Vocabulary to use with your child: First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

Activity One

Ask your child: What was the first thing you did this morning? What was the second thing you did? What did you do next?

Using 1-5, toys ask your child to line them up in order from smallest to tallest.

Ask :

- Who is first?
- Who is second?
- Who is third?

Count the rest of the line in order (fourth, fifth, sixth, etc.) Who is last?

Repeat using 1-10 toys

This introductory video explores ordinal numbers and provides an engaging way of initiating a discussion with your child about what ordinal numbers are.

View <https://education.abc.net.au/home#!/media/29565/ordinal-number-first-through-to-sixth?source=early-primary-mathematics>

Activity Two

Introduce your child to the focus of the lesson which is to learn to say ordinal numbers correctly. To introduce this concept you might like to view <https://www.youtube.com/watch?v=BdVlwetlzOM> together and emphasise the wording first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

1. Introduce the book, *The Very Hungry Caterpillar*. If your child has heard this book before ask them to recount the events of the book. Ask them if they remember the 1st snack that the caterpillar ate? How about the 3rd snack the caterpillar ate? The last snack the caterpillar ate?"

2. Explain that today they will listen to *The Very Hungry Caterpillar* https://www.youtube.com/watch?v=eXHScpo_Vv8 again. Tell your child that while they are listening to the book, they are going to keep track of what the caterpillar eats and in what order. Say: "We want to know what is the first piece of food the caterpillar eats, the third food item he eats and the last thing he eats before he becomes a big, beautiful butterfly. We will keep track of the order on this blank piece of paper. Are you ready?"
3. Read: "He started to look for some food. On Monday, he ate through one apple." Ask: "So what is the first food item the caterpillar eats?" (One apple) On the chart paper, write 1st /first and then draw a picture of one apple.
4. Continue reading and charting the caterpillar's eating sequence. When you have finished reading/listening to the book, the paper should be numbered 1st-7th and have corresponding food items drawn next to the ordinal number. Using the information on the paper, ask your child the following questions using ordinal numbers as a point of reference. Ask: "What was the second thing the caterpillar ate?" (2 pears) Ask: "What did the caterpillar eat on the 7th day?" (Watermelon, cupcake...) Ask: "What was the last thing the caterpillar ate before he turned into a big, beautiful butterfly?" (One green leaf)
5. Ask your child to point to their drawn objects and explain the order they were eaten using the words, first, second, third, fourth, fifth, sixth, seventh.
6. Take a photo of your piece of paper and record them saying the ordinal numbers as they point to the foods. Encourage your child to use the words first, second, third, fourth, fifth, sixth, seventh. **AAL: O**

Activity Three

Reading ordinal numbers correctly

<https://www.youtube.com/watch?v=BaO1E21Spkl>

- Cut the ordinal number cards along the lines.
- Talk about how the ordinal numbers were written.
- Ask: Were the letters or numbers written first?
What do you notice?
- Using the Ordinal Animal picture cards ask your child to place the animal on an ordinal number e.g. "Put the elephant on the card that reads 3rd."

Activity Four

1. Introduce the Hungry Caterpillar sequencing game. Show your child the ordinal number strip and the food cards. Say: "On this strip, we have the order and the sequence in which the caterpillar ate his food. And on these cards are the foods the caterpillar ate. Your job is to put the food in the same order in which the caterpillar ate them."
2. Model the first turn of the game. Say: "Let's start playing. What food did the caterpillar eat first?" (The apple) Ask: "Can you find the apple card?" After the children answer, say: "Good. We will put the apple card on the first square on the strip right above where it says 1st. You can use the chart to help you remember what the caterpillar ate when. Your job is to now put the remaining food cards in the correct order. Are there any questions?" Give your child the cards and the strips and have

them begin placing their food cards in the correct order.

3. Once your child has placed all the cards, go over the placement together. Using the chart as a guide, ask questions that reinforce that the children have successfully placed their cards in the correct positions. Say: "So we know that the caterpillar ate an apple first. Ask: Is your apple card in the first position. Let's move on to the second position." Ask: "When did the caterpillar eat the pears." (Second, 2nd) Say: "That is right. The second thing the caterpillar ate were the two pears. So we should all have the two pears card on the second position." Allow time for your child to change their card position if necessary. Move down the chart, asking about each of the seven positions.

Activity Five

Racing Cars

Using flash cards with 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th written on them and 10 toy cars, or 10 dolls, 10 lego blocks pretend to set up a running race.

Show your child each of the cards and ensure they can read them correctly. Set up a race track with a starting line and a finish line.

Ask your child to race each of the toys. Once the toys are in their new position, talk to your child about which car is in the first position. Ask your child to place the 1st card near that toy. Repeat for the other toys.

Ask your child to have more races and repeat the process

Activity Six

Across the River

Ask your child to draw 10 circles on the driveway or path. The circles need to be big enough for the child to write in each circle the ordinal numbers 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th. Tell your child that these circles are now stepping stones. Ask your child to do things in specific stepping stones. For example: "Stand on the 5th stone", "Place your teddy on the 2nd stone."

Activity Seven

Where is it?

Set up 10 plastic opaque cups. Place an object under one of the cups.

Ask your child to find the counter from your description. For example: "It is under the second cup from this end." If your child is familiar with left and right you could say "It is under the sixth cup from the left"

Activity Eight

The Train

Using the [train template](#), a piece of paper, glue and scissors, cut out the train and carriages. Stick the train engine first followed by the carriages in order from first to tenth.

Parent asks the child to follow the verbal instructions

- Draw a circle in the fourth carriage
- Colour the seventh orange
- Draw coal in the first carriage
- Write your name on the ninth carriage

Mathematics: 3D

The teacher will need to explicitly teach 3D to their students before the activities can be given. In Early Stage 1, the emphasis is on students handling, describing, sorting and representing the many objects around them. It is important that students are encouraged to use their own language to describe objects. Manipulation of a variety of real objects and shapes is crucial to the development of appropriate levels of imagery, language and representation.

Mathematics: 3D Content Descriptors

Sort, describe and name familiar three-dimensional objects in the environment (ACMMG009)

- describe the features of familiar three-dimensional objects, such as local landmarks including Aboriginal landmarks, using everyday language, eg flat, round, curved 🖐️ 🖐️
- describe the difference between three-dimensional objects and two-dimensional shapes using everyday language (Communicating) 🖐️ ⚙️
- sort three-dimensional objects and explain the attributes used to sort them, eg colour, size, shape, function
- recognise how a group of objects has been sorted, eg 'These objects are all pointy' (Communicating, Reasoning)
- recognise and use informal names for three-dimensional objects, eg box, ball 🖐️
- manipulate and describe a variety of objects found in the environment

Parental Support

The difference between 2 D shapes and 3 D objects <https://www.youtube.com/watch?v=A42KBXGSAUM>

Remind parents that children in Kindergarten do not need name a 3 D object as cube, cone, rectangular prism etc

Mathematical Language

Students should be able to communicate using the following language: object, shape, size, curved, flat, pointy, round, roll, slide,

stack.

Activity One

- Provide your child with a range of three-dimensional objects to touch and manipulate. As your child picks up each object, ask them to describe it to you. Encourage the use of the following language:
 - Object
 - Shape
 - Size
 - Curved
 - Flat
 - Pointy
 - Round
 - Roll
 - slide

Activity Two

Shape Walk

- Ask your child to collect a number of 3D objects or use the objects you used in the previous activity.
- Ask your child to freely sort them again. Once sorted ask them to sort the following ways
 - Objects that are flat and objects that are pointy
 - Objects that roll and objects that slide
 - Objects by shape and type

Take a photo of the sorts and record how they have sorted the objects verbally **AAL: O, D**

Activity Three

Shape Snap

Focus: Recognise and name simple 3D objects

Match 3D objects with 2D drawings

- Show your child the objects on the Shape Snap cards and discuss what common shape is each one most like? E.g. The television is like a large box. The balloons are like balls. The pipe is like a can, open at either end.
- Shuffle the cards and deal them face down.

Game 1

- Decide who will start the game. In turn, reveal your top card. Look for a match with someone else. E.g. The alphabet cube is a box shape like the backpack. Call out “Snap” when you see a shape match. If you are the first to see the match you win all the cards in the matching pile. There could be more than one matching card.

Game 2

- Decide who will start the game. Everyone secretly looks at their top card. The person who starts the game describes their card to the other players. Each player then decides whether their top card is a match or not. If so, they reveal it. If not they place it face down in the middle. The person who described their card wins all the matching cards.

Variations

- With a partner, invent your own games using these shape cards.
- Make a large shape book. Decide on specific 3D shapes to look for in magazines, e.g. boxes, balls, cans, and cones.

Activity Four

Is this a box?

Focus: Recognise and name simple 3D objects

What do you need:

Real life examples of cubes, spheres cylinders and cones

What to do:

- Throw and catch a ball at random around the backyard.
- Ask
 - What is so special about this object? (There are no straight edges; there's no up or down sides; it can bounce.)
 - What else do you know that is like this object? (a tennis ball, a beach ball)
 - What's the smallest ball shape you know? (a hundreds and thousands sprinkle)
 - EXT: What other names for this object? (a sphere)
- Throw and catch an empty box of breakfast cereal.
- Ask
 - What is so special about this object? (There are straight edges with corners that are sharp; there are no curved bits; it doesn't bounce)
 - What else do you know that is like this object? (a gift box, a suitcase)
 - What's the largest box shape you know? (a room, a house)
 - Ext: What are other names for this object? (a cube, a rectangular prism)
- Pass a can of soup
- Ask
 - What is so special about this object? (there are some curved bits; it looks like a circle on the top and bottom of the can)
 - What else do you know that is like this object? (a gutter downpipe, my finger, a crayon)
 - What's the widest shape like this you know? (a tree trunk)
 - Ext: What are other names for this object? (cylinder)
- Record your discoveries

Science and Technology: Another STEM Challenge

Problem: Build a house that will protect the pigs from the big, bad wolf. You can use any materials you have at home. You will be able to test your building by blowing on it with a hair dryer, or waving a book, or by blowing on it. You can take a digital photo of your house or draw your house.

Complete the [Design Brief](#)

or

Tell your teacher how it protects the pigs from the Big Bad Wolf's huffing and puffing.

STEM Reflection

Questions for Reflection:

- What material worked the best?
- Why do you think some materials were more effective than others?
- Was your house able to withstand the huffing and puffing of the big bad wolf?
- How could you improve your design?

Creative Arts:

Drama

Role Play the story of the Three Little Pigs

Print off the Three Little Pigs Stick Puppets and attach to paddle pop sticks or use your toys to role play and retell the story.

Creative Arts: Visual Arts

Parent Support Site: https://www.youtube.com/watch?time_continue=104&v=rLgSd8ka0Gs&feature=emb_logo

- Explain to your child that this term they are going to use a variety of materials to make artworks.
- Introduce the artist “Today we are going to meet an artist who used a variety of materials to make his artworks. One of those materials was paper and scissors. Let’s meet this famous artist. His name is Henri Matisse.”



then arrange them

- Introduce the artist [Henri Matisse](#)
- **Art Appreciation:** Show your child the cut out artwork ‘The Horse, the Rider and the Clown’. Highlight how Matisse’s collage shows the different ways he cut out paper: from larger shapes such as the purple horse, to more careful and detailed cutting involved in the yellow, white and black shapes.
- Explain that Matisse began to use collage as he got older. He used brightly coloured paper and scissors to cut out shapes, animals, leaves, dancers and flowers and

- Create a Matisse inspired artwork using any coloured paper you have. You can use paper from brochures, magazines, newspaper, flyers.

English

Book for enjoyment: When Pigasso Met Mootisse

View <https://www.youtube.com/watch?v=EldIXkzl0dY&vl=en>

PDHPE

These locomotion lessons are written in full and located in the [Bundle Resource](#) folder

Play [Piggy in the Middle](#)

Play [The Three Little Pigs Running](#) Game

- **AFL: P** Ask a parent or older sibling to take a video of the child catching the ball for assessment purposes

Possible Can Do's

Activity One	Activity Two	Activity Three	Activity Four
Recycling Game	Recycled Art Piece	PDHPE	Rhyming Words

Log onto

https://www.abcya.com/games/recycling_game

Using the recycled materials around the house, create a masterpiece.

Milk Bottle Bowling

Play Milk Bottle Bowling with your empty plastic milk cartons and a ball.

How To:

1. Wash and dry the bottles before making the pins. Ensure that the bottles are thoroughly dried before proceeding with the next method.
2. Put some sand or water in each bottle. The sand/water will weigh down the pins, making it harder for the kids to knock down.
3. Set up the plastic bowling pins on the lawn or playing area and hand over the ball to the participants.
4. Now give five chances to each child to knock down the pins.

To Market To Market

To market, to market,
to buy a fat pig,
home again, home again
jiggety jig.

To market, to market
to buy a fat hog,
home again, home again,
jiggety jog

To market, to market,
to buy a plum bun,
home again, home again
marketing's done.

- Underline the rhyming words in the nursery rhyme
- Make a list of 5 words that rhyme with pig, hog, bun
- '___ig', '___og', '___un'

		5. The player who bowls down the pins fastest will be the winner	
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Activity Five	Activity Six	Activity Seven	Activity Elght
Three Little Pigs Home PDHPE Jobs The three little pigs each have a home. They need to keep their house clean. Each day they tick off the jobs they do. Using the Jobs Tracking Sheet record what you do to help your family to keep your house clean.	English Pig Pancakes Read the recipe with a parent to make the pancakes. Child: Follow the directions on the Pig Pancakes procedure to decorate your pig	Mathematics Beat the Big Bad Wolf Addition Play Beat the Big Bad Wolf game but beware on number 7!	Mathematics Material Hunt and Tally Go to your bedroom and look at the objects in your room. Record how many different materials you have using tally marks. Record your tally on the Material Hunt and Tally recording sheet

Activity Nine	Activity Ten	Activity Eleven	Activity Twelve
Digital Game	Fine Motor	Mathematics	Little Pigs Collage

Play the game What is this made from?

https://assets.cambridgeenglish.org/activities-for-children/f-r/w-08-what-is-this-made-from/story_html5.html?lms=1

Using playdough, make a 3D representation of a pig. This pig can be used as your model for your STEM project.

[Roll - a - Pig Game](#)

Play Roll - a- Pig Game with a family member.

Make a collage of one of the little pigs.

Teachers Pay Teachers
<https://www.teacherspayteachers.com/Product/Three-Little-Pigs-Collage-Lesson-Plan-5304333>

Pig Pancake Recipe

Ingredients

- 1 cup self-raising flour (sifted)
- 1 tbsp sugar
- 1 egg (lightly beaten)
- 3/4 cup milk
- 50 g butter (melted)

Method

1. Gather all ingredients.

2. In a bowl, whisk flour and sugar.
3. Beat in the egg and then milk a little at a time until the batter is smooth and lump-free.
4. In a hot pan over medium heat, brush butter over cooking surface
5. Pour 1/4 cup measures for each pancake.
6. When large bubbles form on the surface, flip the pancake over and cook until lightly golden on the other side.