

2D shape	2D shape	2D shape	2D shape
Learning Intention: I can name 2D shapes. Success Criteria: -I can name at least 4 shapes. Learning Task: -Collect or make multiple 2D shapes at home Basic shapes: square, circle, triangle, rectangle Extension shapes: rhombus/diamond, hexagon, pentagon, octagon. -name the shapes and go on a shape hunt.	Learning Intention: I can name, describe and sort 2D shapes. Success Criteria: -I can collect/make 2D shapes. -I can identify sides and corners. Learning Task: -using the shapes previously made or collected have your child write or trace the name of each shape. -talk about the sides or corners of each shape ask, how do you know? -ask your child to count these and record the number. -have your child sort the shapes based on their features.	Learning Intention: I can make a 2D shape collage/picture. Success Criteria: -I can include 2D shapes in my collage/picture. -I can name the 2D shapes in my collage/picture. Learning Task: -using any materials available create a 2D shape collage/picture. 	Learning Intention: I can make a 2D shape picture. Success Criteria: -I can include 2D shapes in my collage/picture. -I can name the 2D shapes in my collage/picture. Learning Task: -using any materials available create a 2D shape collage/picture. 
Positional language	Positional language	Positional language	Positional language
Learning Intention: I can use positional language to describe location. Success Criteria: -I can describe the position of an object e.g. the dog is <u>under</u> the table. Learning Task: -Discuss with your child the question- What are some things in this room that you can go under? -Watch the following- https://www.skwirk.com.au/esa/position -Brainstorm different positional vocabulary that you just heard in the video + any other words they may already know. Record words. -watch 'Rosies walk' by Pat Hutchins on youtube - students use a plastic cup and counter to show over, under, behind etc while reading. - Work as a pair and test each other with your cups and counters, can you put your counter behind, over, under, in front of the cup etc.	Learning Intention: I can use positional language to describe location. Success Criteria: -I can follow directions and move objects. Learning Task: -Discuss with your child the question- What is one object in the classroom that you could climb or step over? -Read we're going on a bear hunt book- get students to identify the positional language. - We're going on a bear hunt yoga https://www.youtube.com/watch?v=KAT5NiWHFIU (15 minutes). -Draw a picture on a piece of paper of yourself next to a garbage bin.	Learning Intention: I can use positional language to describe location. Success Criteria: -I can describe my position using correct language. Learning Task: - Allow your child to walk around the room until you say "stop". Then ask, 'Who has the door behind them?', 'Who is near the door?' etc -Play the freeze game- listen to music and freeze. Ask the following questions- Are you under? Are you next to? Are you between?	Learning Intention: I can use positional language to describe location. Success Criteria: -I can identify my left and right. Learning Task: -Introduce left and right (show how you can tell which is your left or right by making the L shape with thumbs). -Do the hockey-pokey focusing on left and right.
Number	Number	Number	Number
Learning Intention: I can represent, write and collections of objects to 10 or beyond. Success Criteria: -I can represent numbers in many ways.	Learning Intention: I can represent, write and collections of objects to 10 or beyond. Success Criteria: -I can represent numbers in many ways.	Learning Intention: I can represent, write and collections of objects to 10 or beyond. Success Criteria: -I can represent numbers in many ways.	Learning Intention: I can represent, write and collections of objects to 10 or beyond. Success Criteria: -I can represent numbers in many ways.

Learning Task: -write numbers 1-10 using correct formation https://www.youtube.com/watch?v=qfcbWmASibk -watch- I can show numbers in so many ways https://www.youtube.com/watch?v=IAQ2HTqTI2w -choose one or two playing cards from a deck of cards (or make your own number cards). -make an A4 poster- represent the number in multiple ways (picture, word, tallies, domino, ten frames, dice, fingers, number line).	Learning Task: -watch counting to 20 https://www.youtube.com/watch?v= MVzXKfr6e8 -watch- I can show numbers in so many ways https://www.youtube.com/watch?v=IAQ2HTqTI2w -choose a new playing card from a deck of cards (or make your own number cards). -make an A4 poster- represent the number in multiple ways (picture, word, tallies, domino, ten frames, dice, fingers, number line).	Learning Task: -watch counting to 20 https://www.youtube.com/watch?v=D0Ajq682yrA -watch- I can show numbers in so many ways https://www.youtube.com/watch?v=IAQ2HTqTI2w -choose a new playing card from a deck of cards (or make your own number cards). -make an A4 poster- represent the number in multiple ways (picture, word, tallies, domino, ten frames, dice, fingers, number line).	Learning Task: -watch counting to 20 https://www.youtube.com/watch?v=srPktd4k_O8 -watch- I can show numbers in so many ways https://www.youtube.com/watch?v=IAQ2HTqTI2w -choose a new playing card from a deck of cards (or make your own number cards). -make an A4 poster- represent the number in multiple ways (picture, word, tallies, domino, ten frames, dice, fingers, number line).
Days of the week	Days of the week	Months and seasons	Weather and seasons
Learning Intention: I can name the days of the week in the correct order. Success Criteria: -I can name the days of the week. -I can name the day before and after a given day. Learning Task: -sing the days of the week song https://www.youtube.com/watch?v=HtQcnZ2JWsY -read The Very Hungry Caterpillar by Eric Carl or watch the animation and talk about the letter/s that each day starts with- this will help your child order them. -sequence the events of the story by drawing a picture and then have your child name the day that the event occurred e.g. the egg lay on the leaf on Sunday.	Learning Intention: I can sequence the days of the week in the correct order. Success Criteria: -I can sort and order the days of the week correctly. -I can identify an activity I do during the week and name the day. Learning Task: -sing the days of the week song https://www.youtube.com/watch?v=HtQcnZ2JWsY -write the days of the week out for your child. -cut the names up and sort these in order. -choose a day and talk about an event your child does on that day e.g. swimming, before/after school care etc.	Learning Intention: I can name the season of the year and the months they occur. Success Criteria: I can name all four seasons and represent the seasons with a drawing. Learning Task: -sing https://www.youtube.com/watch?v=TotB6fCAgGg -divide a piece of paper into four by folding it. -represent 1 season in each section by drawing one picture for each season e.g. summer, autumn, winter, spring. -name the months that the season occurs.	Learning Intention: I can name the seasons of the year and the months they occur. Success Criteria: I can name all four seasons and represent them by drawing the items of clothing I would wear. Learning Task: Do the months of the year macarena- https://www.youtube.com/watch?v=aOY5YuBgUHg -divide a piece of paper into four by folding it. -draw a picture of items of clothing you would wear in each season e.g. summer-swimmers, hat, sunglasses represent. -name the months that the season occurs.

1	2
3	4
5	6
7	8
9	10