



THE FMS LEARNING FROM HOME SERIES FOR
Pre-Primary (3-6 years)

Term 3

Week **1** Montessori learning ideas



Forestville
MONTESSORI School
Thriving beyond...

Tuesday 13 July 2021

From Your Teachers

Hello 3 – 6 children and parents,

We hope that you enjoy the suggestions for the Montessori at home learning that we have provided as part of this first pack. Please refer to the top 5 tips and prepare your child's home environment so that they are able to be independent in collecting resources, choosing their work and getting their own snack and drinks. This will help you both as you work side by side during this lockdown. We have added some online learning platforms in the way of Apps and a digital library so please download those platforms so that your child is able to continue with their literacy and numeracy. These digital resources have been chosen as they mirror the materials and the hands on learning that your child receives in their environment and whilst they do not replace the concrete materials that your child works with, they do provide them with a continuation of some of the concepts that they are currently working on. They are intended to be used in addition to the hands on experiences detailed in the pack. Some of these will need to be printed at home.

We look forward to checking in with you and your child to answer any questions you may have in regards to the Pack and the digital resources. Your class Directresses are more than happy to answer any questions via email or phone, if you need them during the week please reach out.'

It won't be long before we are all back together again. You are all in our thoughts every day.

Warm regards,
Christine and Ayesha, Bonnie and Ellen, Natasha and Mag
Pre-primary (3 – 6 years) staff.

5 top ideas to get you started

The following tips were put together when we first entered lockdown in March 2020. These tips are suggestions to help you create a prepared environment for your children that allows them to learn independently. It also highlights the importance of routine and gives suggestions on how to create a consistent routine to support each child learning from home.

1 Create a working space in a calm area of the house

Montessori classrooms are prepared environments that take the child's needs and abilities into account.

If the environment is prepared and your child can access the things that they need without too much assistance from you then you will begin to mirror the classroom environment that supports their independence, movement and concentration in your home environment. Most of the things you need you will probably have in your home already.



1 Create a working space in a calm area of the house



Think of these 3 things when preparing your home for your child:

- items that the child uses need to be their size and fit for purpose so that they can achieve the desired task
- items that you want them to use are displayed at their eye level and they are able to access them independently. Anything that is not a choice should be put out of sight
- order and simplicity creates beauty and invites simple choices. If there is less choice than your child will engage with the activity for longer periods.

1 Create a working space in a calm area of the house

Walk around your home and begin to discuss with your child how we are going to set up some things together so they are a little similar to your class.

- Set up an area for your child to work: child size table and chair, large mat area.
- Set up a food area for your child's independent use:
 - suggestions for breakfast – small container of cereal already measured out. Bowl and spoon out and ready on shelf, small jug of milk ready in fridge.
 - suggestions for snack: you may also have 2 pieces of fruit and some crackers with a chopping board, apple cutter, butter knife, plate, fork that your child can use for snack throughout the day.
 - water source: have a jug with water available and a small cup so that your child can drink when they want to throughout the day.

- Create a quiet space such as a reading corner with access to books, pillows, a small comfortable chair.
- Create an art area that has paper, pencils, art supplies, scissors and glue available.
- Create a cleanup area that has a sponge, drying cloth/face washer or paper towels already torn off the roll, small dustpan and brush so that your child can help care for their home and keep it clean. Show them where to put the dirty cloths.
- Select 4 - 5 activities to put on a shelf as their work choices. Encourage choosing one item at a time and help them to pack away before choosing another item. Rotate these every 2 - 3 days or as interest fades.

2 The importance of routine

Children respond well to knowing how their day will unfold by the sequence of activities remaining as consistent as possible. The adult can set the broad daily routine and then let the child work independently within that framework.

You will begin to see your child work within the freedoms and limits of this broad framework as they will know what to expect and will feel comfortable to engage independently if their routine remains consistent.

When introducing the routine include your child in the discussion so that they feel a part of the decisions that are being made and include simple choices such as “do you want to choose free play from the shelf or we can go outside?”

A suggested daily routine:

Early morning	Breakfast – child helps make, pack away dishes, clean table. Child chooses and places fruit for snack in food area.
	Self care – brush teeth, get dressed, make bed.
	Free play – choice from shelf work.
Mid morning	Snack – child chooses from snack area and prepares at table, pack away dishes, clean table.
	Movement activity – outside in the yard, yoga, walk to the park/around the neighbourhood, bikes in driveway.
	Free play – choice from shelf work – art, construction, etc.
Lunchtime	Food Prep and Lunch completed with the child. Help prepare food, set the table, pour a drink.
	Choose some music to listen to or a podcast whilst eating lunch
	Pack away dishes and clean the table.
Mid afternoon	Independent Quiet time: reading books, listening to songs.
	Free Play – shelf work, gardening, outside activity.
	Snack – child chooses from snack area and prepares at table, pack away dishes, clean table.
Dinner	Dinner – child sets table for family members, helps to cook or serve, pours water for each member of the family.
	Helps to clear table.
Evening	Bath and Bedtime sequence.
	Read bedtime story and goodnight kiss.

* Please modify this sample routine to fit in with your family life.

3

Working independently

Free Play: Free play could mean a number of things. It could mean your child is playing with their choices from the shelf or you might be working with them on an activity that you want to introduce them to from the shelf.

The morning might be a good time to connect with your child and do activities together, remembering that it should be child led play. Other times free play is more independent and you can work in parallel to them, stepping in and out of the play.

Most children will understand not disturbing someone who is working so if you have a time of day that you wish to set as your own work time then discuss this with your child and let them know that it is Independent play time now, where we each do our own work. Stay present but they should respect your right to work as they do other children in their school environment.



3 Working independently



Quiet time: The mornings will be full of movement and activity with play and food prep scattered throughout the day. Introduce quiet time in the afternoon and provide a choice of where they wish to do it, either in their room or in a quiet space in the house. Provide them with activities such as books or podcasts that they can do during this time. Check out the list of podcasts in the '*FMS Learning from Home*' handbook. Also, read along or listen to an audiobook on EPIC, your child's digital library.

Movement: If permitted, try to get outside once a day to connect with your neighbourhood and local nature spaces. Try to do this in all weather. If you need to stay indoors then dancing or a home obstacle course can be constructed.

Food preparation: Children are used to making their own snacks at school. They may be able to use an apple cutter with some help to push down, they may be able to cut a banana, peel an egg, spread butter, jam, avocado on bread or crackers as well as make simple recipes such as apple pie with puff pastry sheets.

4 Read aloud

We encourage parents to read aloud with their children as well as encourage the children to read to them if they are comfortable. This will help build their reading confidence and help them to further develop their reading and oral comprehension skills.

The children are used to being read to and some children can read early readers with some help with sight words.

Simple questions can guide comprehension and help children to infer beyond the text:

- What just happened in the story?
- What kind of person do you think so-and-so is?
- Why do you think someone did what they did?

Encourage them to ask you questions as well so that they have a chance to formulate questions that seek a deeper understanding of the text.

Top books for early readers:

- Dr Seuss
- Oxford Reading Tree series – Julia Donaldson
- Decodable Readers Australia – also available as an app.
- Fitzroy Readers Series – also available as an app.

Chapter books to read aloud:

- Charlotte's Web
- The Enchanted Wood, Enid Blyton
- Little People, Big Dreams series.

Author's of picture books for shared reading:

- Mem Fox
- Alison Lester
- Pamela Allen
- Trace Moroney – Feelings books.

5 Working across the curriculum

Language:

Play the Sound Game. With your child collect 3 - 5 objects and place them on a table. They should all start with a different phonetic sound. Then say to your child 'I spy... with my little eye something beginning with "f"' and they should say the object that begins with the letter sound. If they don't you might point to it to lead them to the answer and say 'yes, f, fork.'

Tell your child 'real life' stories. Retell stories of joint holidays together, grandparents growing up, fun times or real-life inventors and artists that you know. It will start a conversation with your child and give them the chance to practise their growing conversation skills.

Play the Bring Me Game. Collect 3 - 5 objects from around the house that your child does not know the name of e.g spatula, HDMI cable, soap dish, cake fork and point to each item and give them the name. Then go far away and ask your child to bring you an item. When they bring it ask them 'what did you bring?' This helps to increase their vocabulary of their home environment and builds working memory. If your child is able to they can label or draw the items as well.



5 Working across the curriculum



Movement:

Act out a familiar family storybook or song. You can also make puppets for nursery rhymes such as 5 little ducks, 5 little monkeys or 5 green and speckled frogs that your child can use when singing those songs.

Incorporate large movement, carrying heavy objects, build an obstacle course inside or outside, dance to music, ride bikes, swim if you can, go on child led walks around your house or beyond your home if you can.

Think of developing the hand and their fine motor with activities such as clay work, scissors and using a variety of art mediums, pencils, chalk, paints, sewing, gardening.

5

Working across the curriculum

Practical Life:

Have your child help with all tasks of laundry:

- sort clothes into colours and whites
- allow your child to pour laundry powder or liquid into the compartment, and turn on the washing machine
- carry wet washing in basket to line
- hang clothes and peg
- take dry clothes off the line
- fold and assist with ironing under supervision on a low setting.

Care of self. You will have time to allow your child to dress themselves, put on own shoes and socks and brush their teeth. Let your child know if they need help to ask and only help with the part they are having difficulty with.

Think of developing the hand and their fine motor with activities such as clay work, scissors and using a variety of art mediums: pencils, chalk, paints, sewing, gardening.



5

Working across the curriculum



Involve your child in food preparation for themselves and family food:

- collect and sort the ingredients needed
- collect the utensils that you will need
- measure out with your child the quantities needed
- mix, cut, cook and enjoy together.

5

Working across the curriculum

Physical Activity:

Being active is a great way to stay fit, healthy and have fun. This time can be achieved in many ways and doesn't have to be in one block. Short bursts throughout the day can offer a well needed brain boost and be just as effective.

Some children will naturally want to explore movement independently where as others may wish to engage with others in more organised activities and games. Here are some fun suggestions to get you started. Whatever your child chooses to do, feel free to give it a go yourself and the whole family get to enjoy the experience and reap the benefits of exercise.



5 Working across the curriculum

- Try building physical activity into your daily routine with practical life tasks – such as taking out the bins, vacuuming the house, raking leaves or finding your inner Karate Kid and cleaning the windows or car.
- If permitted, go outside to some open space and breath some beautiful fresh air, ride a bike, go for a bush walk, grab a ball or investigate the natural world around you.
- Create an indoor or outdoor obstacle course or circuit. No need for expensive sports equipment - be creative with what could be used as an obstacle: a cardboard box, a piece of string and a balloon could give you endless possibilities.
- Feed your mind and body with some Yoga or Tai Chi.

- Put on your favourite grooves or take a musical journey around the world: try moving like an animal, singing an old classic song with actions like ‘Heads, shoulders, knees and toes,’ or dancing like no one is watching.



Montessori learning ideas for 3-6 year olds

Some notes on reading

We know how important books are to children to find out, explore other perspectives and for their enjoyment! Each day at FMS your child is exposed to many kinds of books. We encourage your child to access books from your 'at home library' throughout the day on their own.

We also recommend that you continue to read from your 'at home library' with your child and advocate for sharing a bedtime book with your child each and every night.

To assist with this, we have created a class account on the reading app '**Epic! – Kids' Books and Videos**'. Epic is the leading digital reading platform – built on a collection of 40,000+ popular, high-quality books from 250+ of the world's best publishers – that safely fuels curiosity and reading confidence for kids 12 and under.

We have carefully selected books for the 3 – 6 class to browse and read.

Here's how to access this resource:

Desktops & Laptops

Go to www.getepic.com/students

Enter class code: YPP4790

Select your name

Select 'Mailbox' to find the books and videos selected by your directress.

iOS:

Find and [download the EPIC App on the App store](#)

Tap on "Enter Class Code"

Enter the class code YPP4790

Select your name

Select 'Mailbox' to find the books and videos selected by your directress.



Some notes on reading

Here's how to access this resource:

Android:

Find and download the EPIC app on the Google Play store

Tap on 'have an account? Sign in.' then tap on 'Students and Educators.'

Enter class code YPP4790

Select your name

Select 'Mailbox' to find the books and videos selected by your Directress.

Let's make daily reading fun, not gruelling. Let your child choose the books they want to read. Let them stay up late to read in bed.

Be a reading role model. Model reading and be excited about the books you're reading. Talk about your favourite parts, what you predict, connections to real life, or connections to other books. This is the time when you can get back into your own books and not feel guilty!

We encourage parents to read aloud with their children as well as encourage the children to read to them if they are comfortable. This will help build their reading confidence and help them to further develop their reading and oral comprehension skills.



Epic! - Kids'
Books and Videos

Kid's Books & More

Some notes on reading

We ask that children currently in the 5 year old program access the EPIC resource daily and read at least one book from their Mailbox.

We have covered all the Montessori and NESAs key learning areas in our selection and your child can read widely based on their interest and ability with both read aloud options and digital books on offer.

There are also videos covering numeracy concepts, science and health. The books and videos have been chosen based on their reading level and real world content.

For parents of our 3 and 4 year old children we offer you the resource to use if you wish.

The guidelines around screen time for children aged 3 – 6 has been considered when compiling this digital resource and more information for parents can be found at:

<https://raisingchildren.net.au/preschoolers/play-learning/screen-time-healthy-screen-use/screen-time>

and

<https://www.digitalcitizenship.nsw.edu.au/articles/managing-screen-time>

in regards to managing family screen time.

Language for 3-4 year olds

Information for Parents

The Sound Game (*from Montessori Read and Write**)

This game will help to make your child aware of the sounds that make up words. Play it as often as you can; it is one of the most important ways of preparing her for both writing and reading.

Make sure you say the sounds correctly! Your child will use the skills she develops in this game to help her 'sound out' the first words she writes and reads, so if you're careful with the sounds the rest is easy. They should be short, and you should try not to have much of a vowel sound to follow. For example, 'b' should be sounded as in tub, not 'bu' as in 'bun'.

Sound Chart

a	at	j	fudge	s	fuss
b	tub	k	tack	t	at
c	tack	l	mill	u	up
d	mud	m	hum	v	have
e	egg	n	hen	w	win
f	off	o	on	x	fox
g	peg	p	tap	y	yes
h	huh!	q	quit	z	buzz
i	in	r	rat		

* A copy of '**Montessori Read and Write**' by Lynne Lawrence is available on the '[COVID-19](#)' page of the FMS Website.

Language for 3-4 year olds

If you can think of words where the consonants come mainly at the end of the word and the vowel sounds at the beginning, you will hear the sound you need to make.

Sadly, many alphabet books and friezes do not portray all the sounds accurately. Check through the books you have at home to make sure that the objects chosen to represent the sounds are correct. The sound that is most misrepresented is 'x' which should sound as it does in 'fox' not as in xylophone which is pronounced 'z'!

Since English in all its various dialects is a non-phonetic language, you will also need to practise sounds that are created when two single letters are combined – we call these digraphs.

Common digraph sounds in English

ai	train / play	ue	blue / shoe / zoom
ch	chip	er	her / fir / turn
ee	sleep / leaf	oo	cook
th	path	ng	ring
ie	pie / sky	ou	pout / clown
th	with	or	for / raw
oa	loaf / window	sh	fish / caption
ar	car	oy	oy / boy / spoil

Language for 3-4 year olds

Many other sound combinations will crop up as you start to explore language with your child, so be relaxed and use your own judgement as to how they should sound. What you are building in her is an awareness of the different sounds as they are heard in your own language or dialect.

Parents let's practice!

Can you give the first sound of the following words?

cat	c	bat	b
chop	ch	think	th
knock	ng	centre	s
acorn	ai	phone	f
owl	ou	Australia	o

Can you give the last sound of the following words?

mat	t	lamb	m
dance	s	window	oa
bench	ch	cage	j
tap	p	party	ee
cake	k	books	x

Can you give all the sounds in the following words?

dog	d-o-g	bottle	b-o-t-l
pamper	p-a-m-p-e-r	tough	t-u-f
house	h-ou-s	since	s-i-n-s
shoe	sh-ue	parrot	p-a-r-u-t
fetch	f-e-ch	quiet	qu-ie-e-t

Once you've mastered the art of hearing and articulating the sounds of your language, you are ready to play the Sound Game, which is based on 'I spy with my little eye'.

Language for 3-4 year olds

The Sound Game – ‘I Spy...’ *

You will need:

- gather together a few objects which your child can name and put them in a basket or on the table in front of you
- in the beginning avoid objects that start with similar sounds, such as ‘p’ and ‘b’, ‘v’ and ‘w’.

Purpose:

- To help your child to hear individual sounds at the beginning of words.

How to Play:

- choose one of the objects, for example a pen, and hold it out to show it to your child.

‘I spy with my little eye something in my hand beginning with “p”’

Your child will say ‘pen’. Confirm that she is right. Yes, ‘p’ for ‘pen’. Change the object and change the place where it can be found to keep the game interesting.

‘I spy with my little eye something on the table beginning with “d”’(perhaps doll)

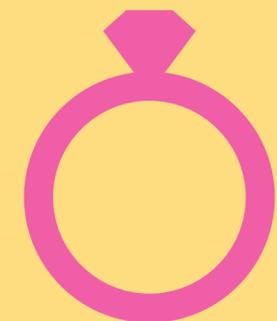
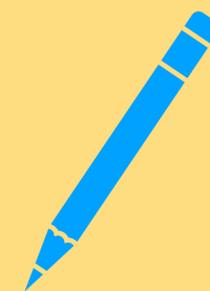
‘I spy with my little eye something I am touching beginning with “c”’(perhaps cup)

‘I spy with my little eye something on my finger beginning with “r”’(perhaps ring)

‘I spy with my little eye something I am waving beginning with “h”’(perhaps hand)

She will quickly grasp the rules of the game and happily tell you the names of the objects you are asking for.

(For variations on the game see pages 65 to 70 in ‘Montessori Read and Write’)



* A copy of ‘**Montessori Read and Write**’ by Lynne Lawrence is available on the ‘[COVID-19](#)’ page of the FMS Website.

Language for 3-4 year olds

Letter / Sound Bingo

You will need:

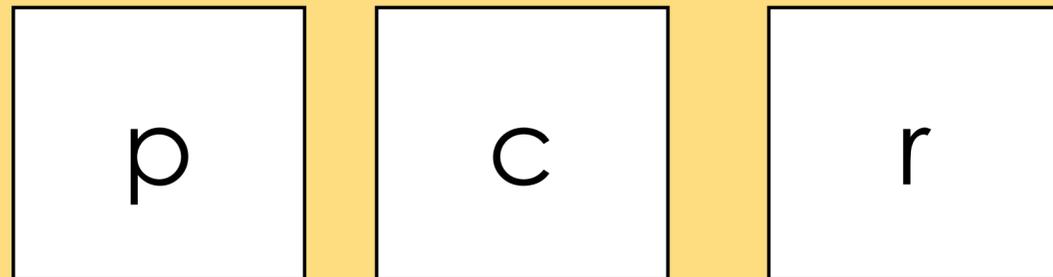
- gather together a few objects which your child can name and put them in a basket or on the table in front of you.
- paper / Card (10 x 10 cm) and pencil.

Purpose:

- to match an initial letter sound to the written letter and matching object.

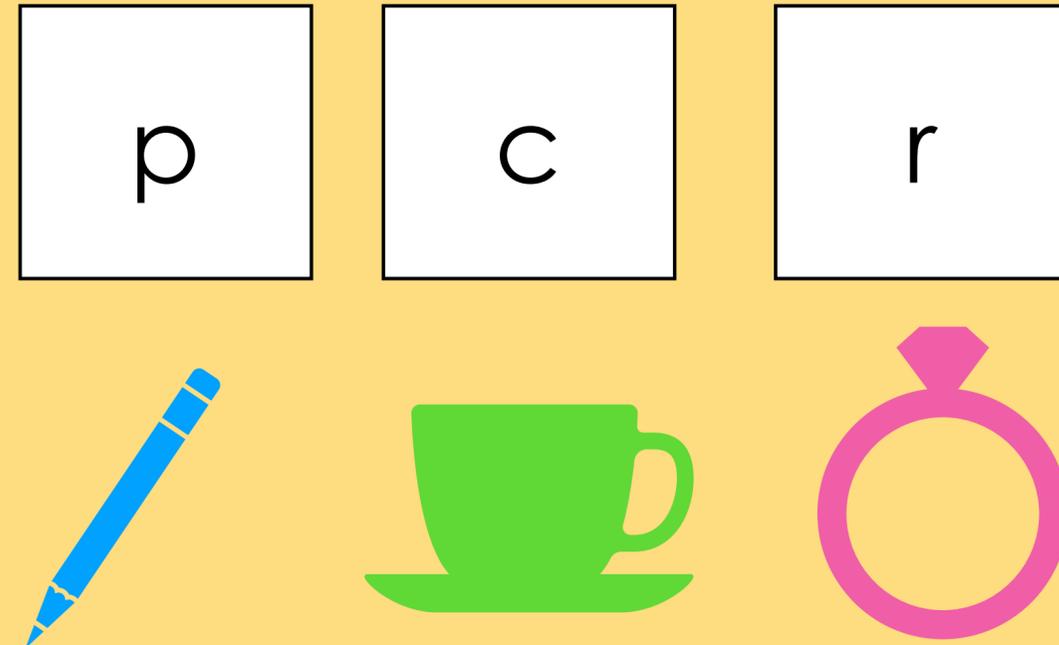
How to Play:

- collect objects from around the house and place them on a tray or in a basket
- write 3 lowercase letters on paper or cards.



Ask your child to choose an object and say its name, 'pen'.

Say, 'Can you match the pen to the letter sound "p" ?'



Continue with other objects and the other initial sounds as they learn them. Only do three sounds at a time. Remember to say the letter sound and not the letter name e.g. 'a' as in 'apple', not 'a' as in 'aye'.

Language for 3-4 year olds

Bring me game

You will need:

Objects from one room in the house.

What to do:

Ask your child to find 5 objects from the bathroom and lay them on the floor.

Provide them with the language by naming each item.

Then move away and ask them to bring you an item one at a time 'Can you bring me the toothbrush?'

Then ask them, 'What did you bring?' and have them tell you the name of the object.

Environment game

Give your child a single part instructions such as 'Go and stand next to the couch.' Repeat with others.

Then add two part instructions: 'Hop on one foot and touch the front door with your thumb.' Repeat with others.

Can you follow three part instructions: "Crawl to the wall, then stand on tippy-toes, then do a spin!"

Letter Shapes

Place a thin layer of sand, dirt, flour on a baking tray.

Trace a letter into the sand. Your child can practise writing the letter.

Letter/sound Bingo – Initial sound match to letter

Download the App:

ABC Magic Phonics by Learning Letter Sounds

Listen to the initial letter sound matched with an object.

Complete the matching activities.

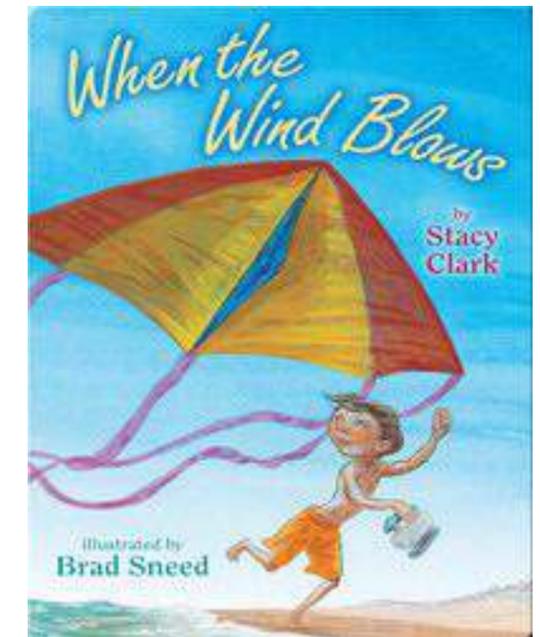
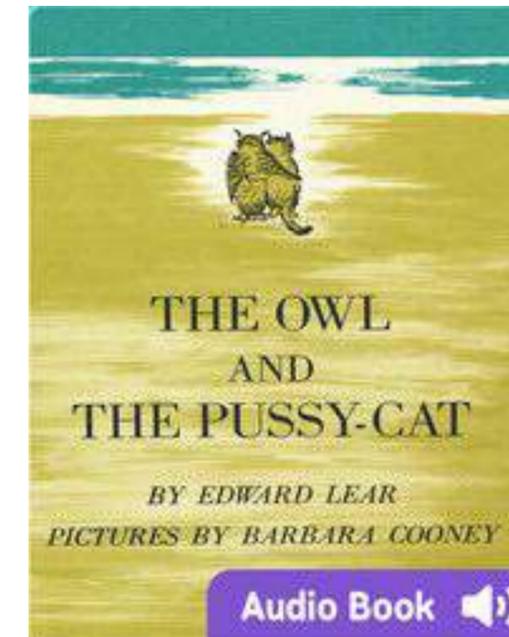
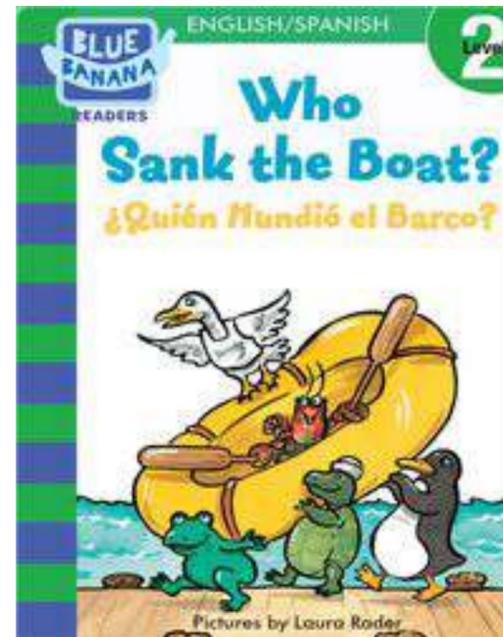
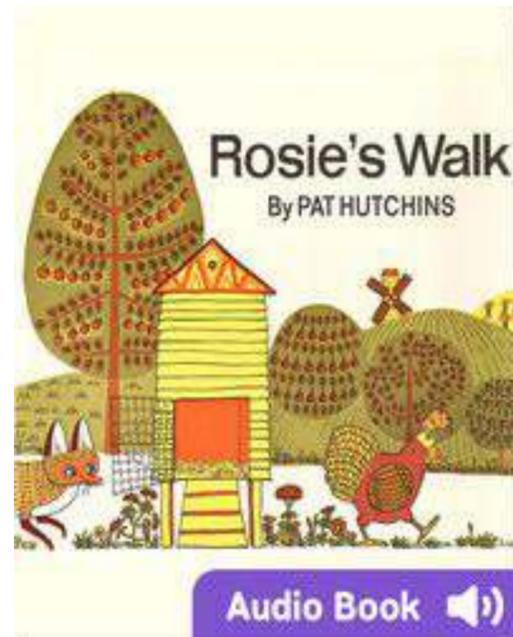
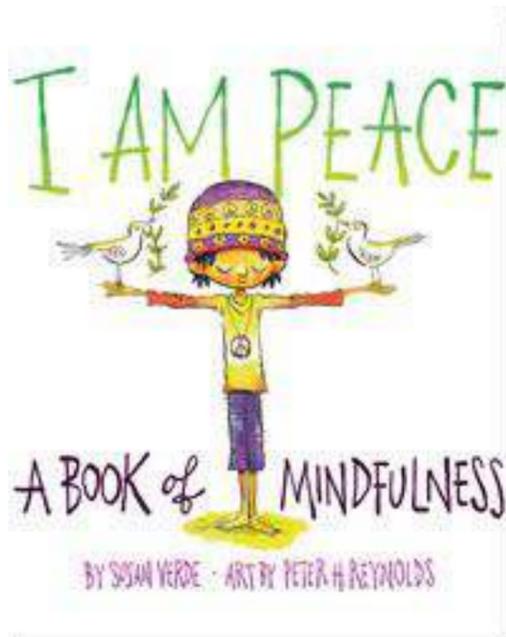


Language for 3-4 year olds

Oral Language: Listening to/telling stories

Share a story from a book, read a poem or make up a story with your child.

Find a book or listen to an audio book on **Epic**.
Enter class code: YPP4790



Language for 3-4 year olds

Rhyming words

Sing this song to your child:

Hickory dickory dock
The Mouse went up the clock.
The clock struck one.
The mouse went down
Hickory dickory dock
Tick tock, tick tock, tick tock.

A snake

Hickory dickory dock.
The snake went up the clock. The clock struck two. The snake
went down.
Hickory dickory dock
Tick, tock, tick tock, tick tock

A squirrel

Hickory dickory dock. The squirrel went up the clock. The clock
struck three. The squirrel went down
Hickory dickory dock
Tick tock, tick tock, tick tock.

A cat

Hickory dickory dock. The cat went up the clock.
The clock struck four. The cat went down
Hickory dickory dock
Tick tock, tick tock, tick tock.

A monkey

Hickory dickory dock. The monkey went up the clock. The clock
struck five. The monkey went down.
Hickory dickory dock.
Tick tock, tick tock, tick tock.

An elephant, Oh no!

Hickory dickory dock. The elephant went up the clock
Oh no!
Hickory dickory dock.

Ask the children:

How many words rhyme/sound the same?.

What does Hickory dickory dock mean?

How many creatures climbed the clock?

What happened to the elephant?

What is a squirrel and where does it live in the world?

Language for 5-6 year olds

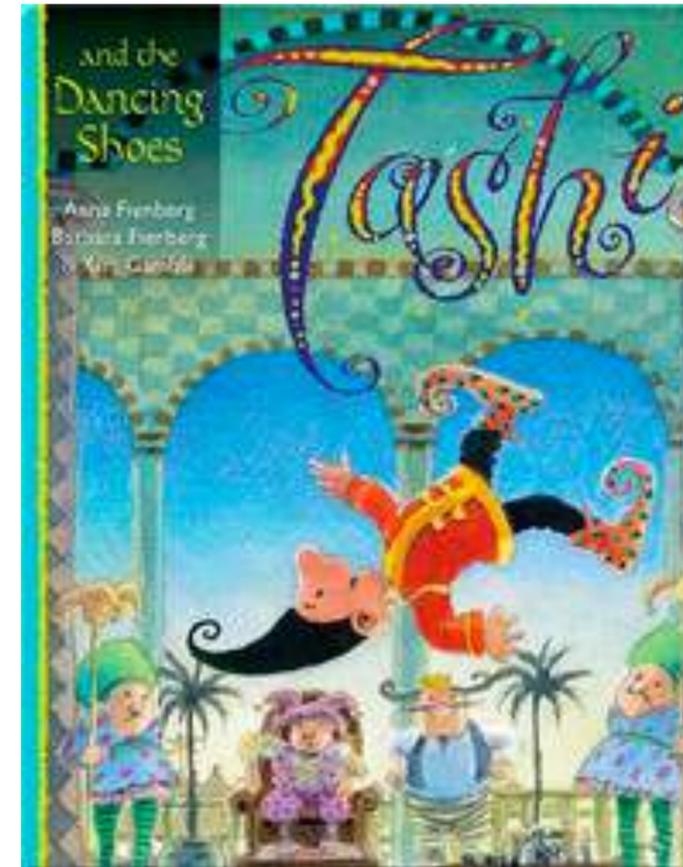
Oral Language: Listening to/telling stories

Begin a chapter book with your child from your home library e.g. Charlotte's Web, The Faraway Tree, Paddington Bear. Or, see the books your teacher has selected for you on **Epic**. Enter **class code: YPP4790**

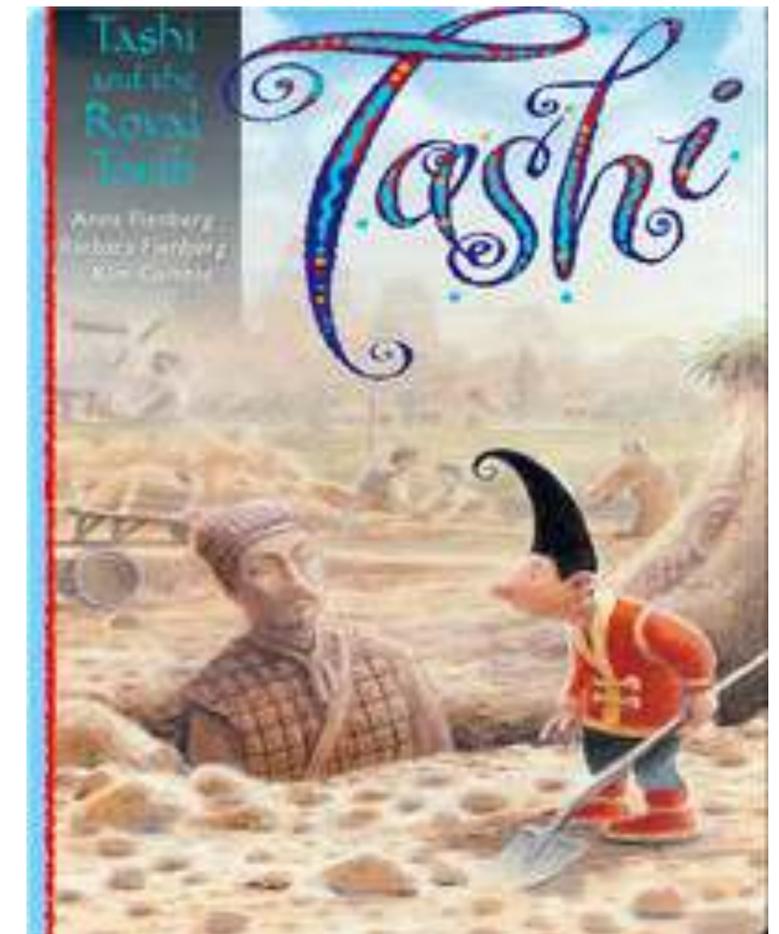
Read a chapter each day. Ask your child to recall the previous days chapter before starting the next one.

You can chose to complete the quiz at the end of the Epic book.

Make your own book by copying the words and drawing your own pictures. You could even re-tell the story in your own words!



Have a go at reading it by yourself!



Log into **Epic** using the class code **YPP4790** and explore the suggested novels for younger readers.

Language for 5 year olds / Extended Program

Writing and reading labels – classified reading label the environment

You will need:

- paper labels (10cm x 5cm)
- writing pencil
- blu-tac or sticky tape.

Depending on your child's ability, your child may either write the labels or you can write the labels in front of your child.

What to do:

- Go to a room in your house, eg the kitchen.
- Write a label for an object in the kitchen in front of your child.
- Give the label to your child. Let them read it (assist as required).
- Ask your child to find that object and place the label on the object.

Note: your child will spell phonetically by sounding out and may not write the correct spelling. Please don't correct them with spelling. When you write the labels please use correct spelling.

Interpretive reading

You will need:

- strips of paper.

What to do:

- Write the following sentences on the paper strips in cursive or print:

Bring your best doll, car, book to the mat.

Find a green marble, red sock, blue cap.

Tickle Mum/Dad.

Pretend you are a Doctor.

Put your toys in the basket.

Run your bath.

Find three things for us to munch.

Plant a seed.

Fix your truck.

Put on some music .

- Your child can read the message, or you can read the message to your child. Your child then act out the message.

Language for 5 year olds / Extended Program

Suggested apps for language work on an iPad or tablet:

Sentence Reading Magic by Preschool University

You will need:

- strips of paper
- writing pencil.

What to do:

- If your child is reading words, use this app to build sentences.
- Encourage your child to write the words on paper after making the sentence on the App.
- Extension: Can they make their own sentence and write it on the paper?



**SENTENCE
READING MAGI...**
PRESCHOOL UNIVERSI...



**Montessori
Movable Alphabet**
Montessori Language A...

Montessori Moveable Alphabet by Rantek Inc.

You will need:

- strips of paper
- writing pencil.

What to do:

- Ask your child to make a shopping list or a list based on their current interest e.g. sea animals.
- If they are able to, they could write a sentence or a story.

Please note that your child will sound out the words phonetically and that their spelling will develop later. Please don't correct them with letter names when spelling out words.

- After they have written their story on the app, ask them to write it on paper and illustrate it. Turn their stories into a mini-book for reading enjoyment!

Mathematical concepts for 3-4 year olds

Introducing math concepts with dominoes

You will need:

- dominoes or
- print the dominoes on the next pages and cut out.

What to do:

Game 1: Number recognition

Layout the dominoes on a table face up. Choose a domino. Count the number of dots on each half tile. Ask your child to repeat. Continue with other numbers.

Choose a domino. Point to half the domino and say, 'How many dots?' Your child should point to the dots and count e.g. '1, 2, 3. 3 dots.' Continue with other numbers.

Give your child 7 dominoes and you have 7.

Line up tiles end to end by matching up the number of dots on each tile by taking turns.

Game 2: Number matching

Place the dominoes face down on the table. Help your child choose seven tiles. Count '1, 2, 3, 4, 5, 6, 7.' You also choose seven tiles. Your child can help you count.

Ask your child to place down a tile. See if you can match a tile to either end. Say the number each time you make a match. Take turns matching.

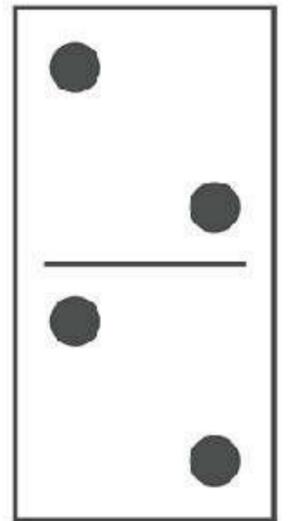
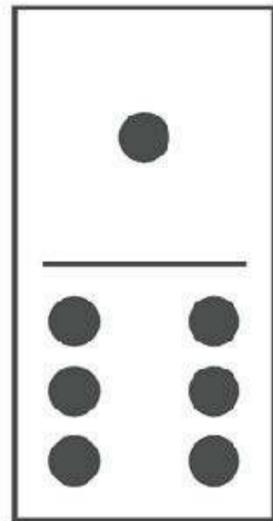
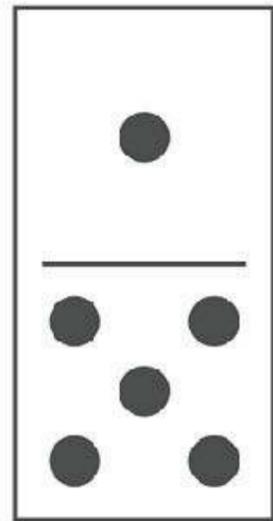
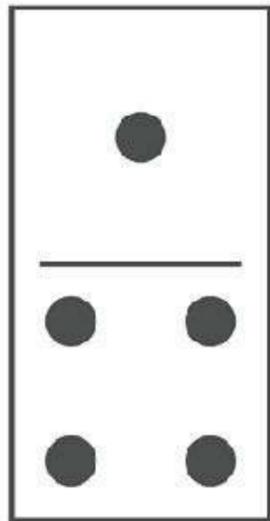
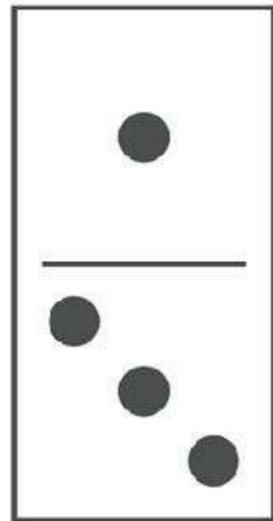
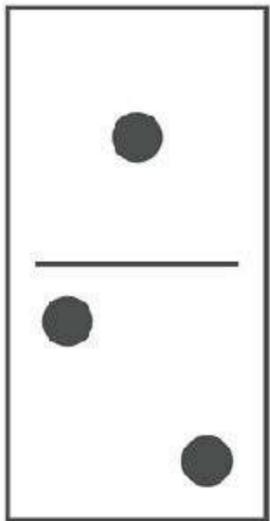
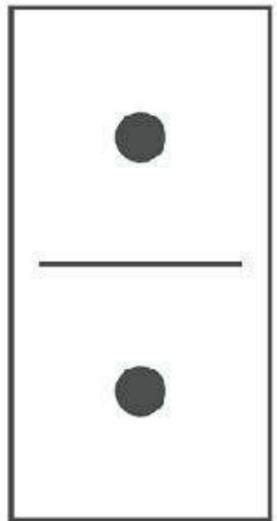
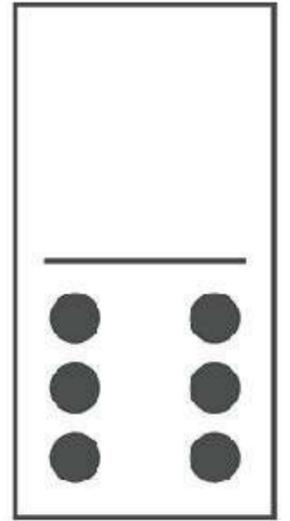
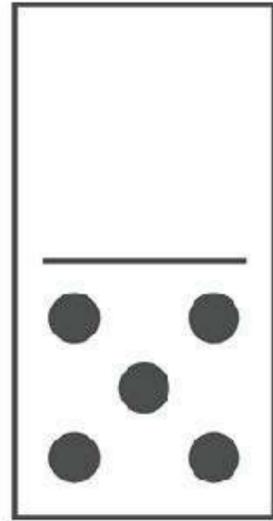
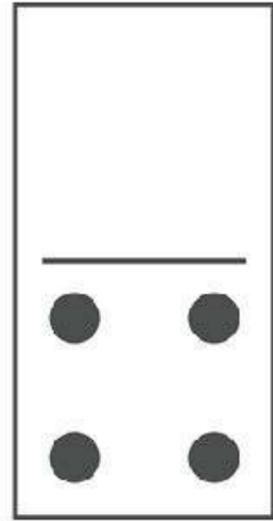
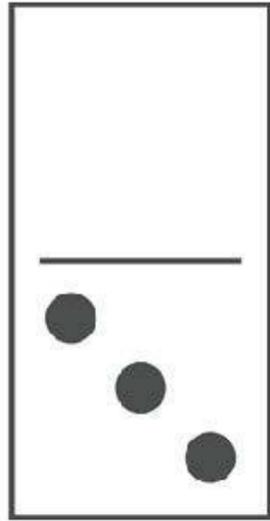
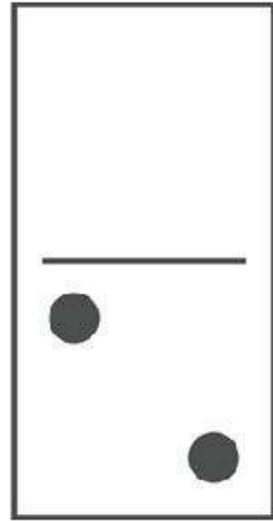
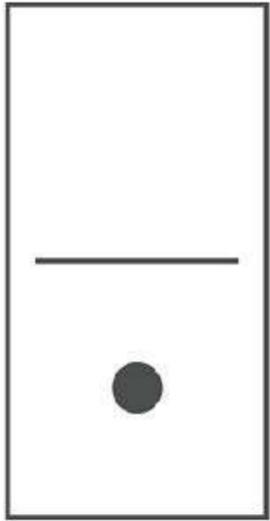
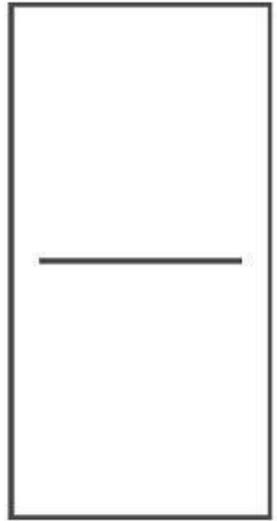
Game 3: Have fun!

You could also create shapes or letters with the tiles.

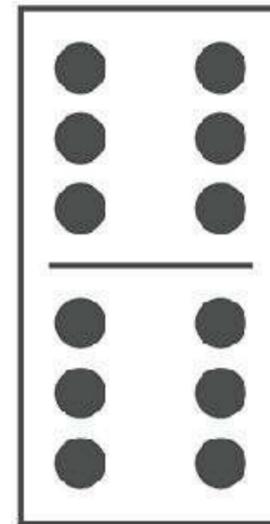
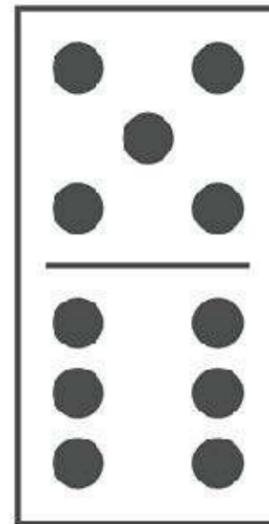
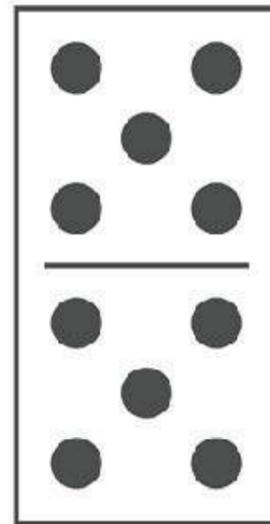
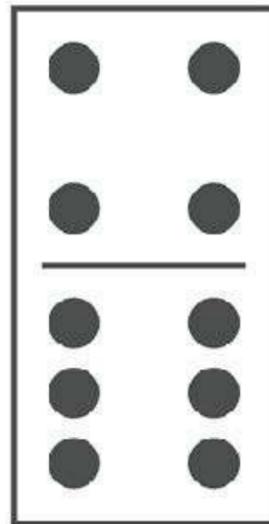
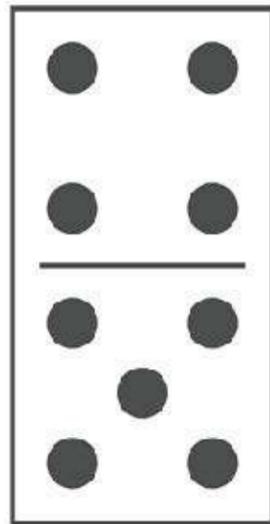
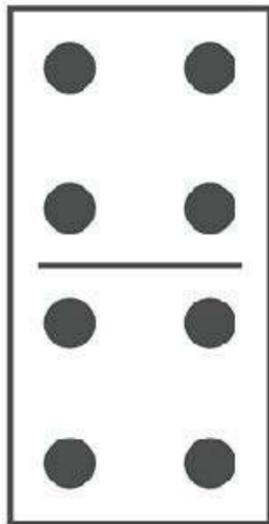
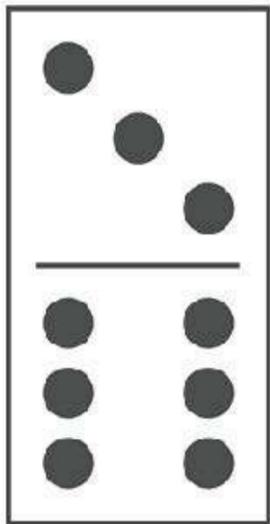
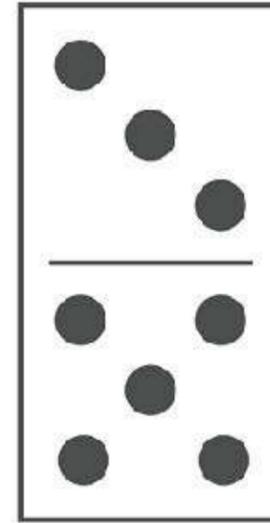
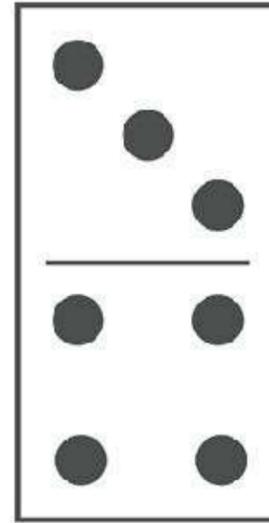
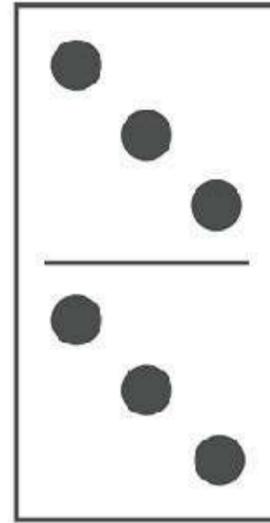
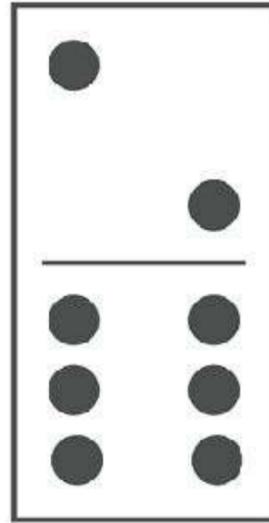
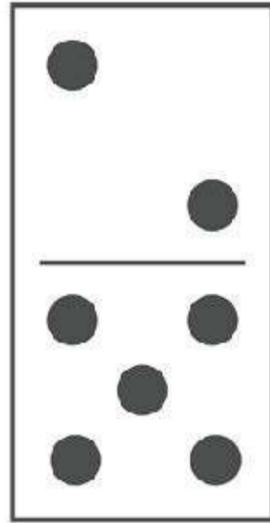
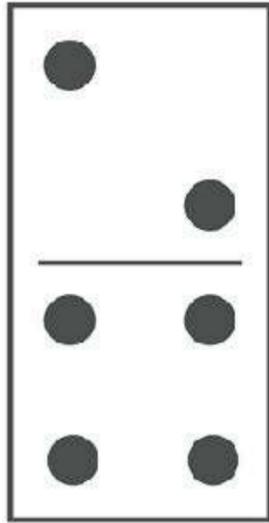
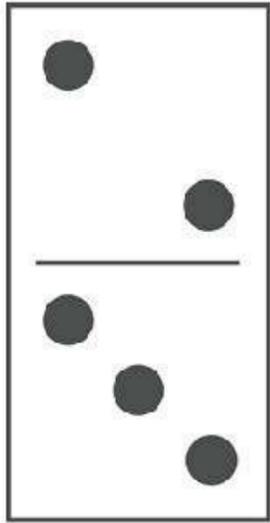
Construct 3-dimensional shapes or towers with the dominoes.

Choose a domino. Say the number. Find that many objects and match it back to the quantity on the domino e.g. '6' – find 6 buttons and match under the tile.

Print onto card and cut.



Print onto card and cut.



Mathematical concepts for 3-4 year olds

Counting Items

You will need:

- a small basket of items, eg socks, buttons, spoons
- numbers 1 –10 on small cards.

What to do:

- put out a basket of items
- child chooses an item, eg 4 buttons
- lay out the item and match the corresponding number to the quantity of the items.



6

Counting Cloths and Pegs

You will need:

- a small basket of small cloths
- a basket of pegs.

What to do:

- hang up the cloths
- count how many cloths there are and how many pegs are needed.

2D Shapes

You will need:

- household objects of different shapes
- paper
- pencil
- scissors.

What to do:

- find 3 objects around the house of different shapes, eg circle, rectangle, triangle
- trace around the shapes on paper
- put the paper in another room
- mark the shape that you want your child to go and get with a small object
- ask your child to bring that shape back to the paper
- the child then matches the object to the shape
- give them the name of the shape when it matches 'You found the circle shape.'

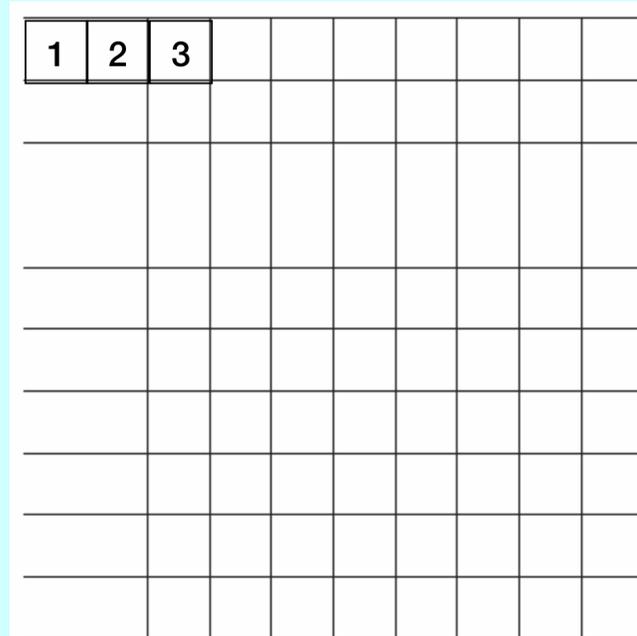
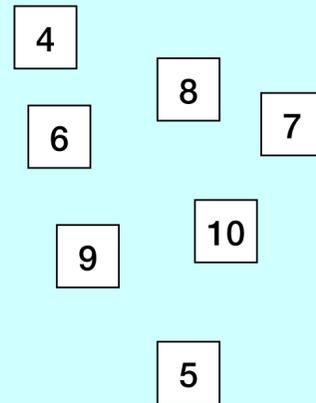
Linear Counting: Numbers 1 to 100

You will need

- the Hundred Board (print and cut out)
- cut out the number tiles from 1-100
- store them in groups 1-10, 11-20, 21-30 etc.

What to do

- Lay out the numbers on the table or floor from 1-10.
- Ask your child to line them up on the blank template.
- Have your child say each number aloud as they do this.
- Lay out the next line of numbers 11-20.
- Show them how the next line has the figure 1 in front of each of these numbers. Ask your child to place them on the next line of the blank hundred board.
- Continue and then pack away in groups again, 1-10 etc.



Writing Numbers 1 to 100

You will need:

- blank grid paper in the resource pack
- a pencil.

What to do:

- Count together with your child as far as they can go.
- You may also use the 100 board template as a reference for your child.
- Ask them to write the numbers as far as they can go.
- Stop when they stop.

Memory Play

You will need:

- a small basket with a lid containing eleven folded cards, on each of which is written a number from '0' to '10'
- fifty five small, similar objects from around the home (e.g buttons, seashells, or tiny pebbles).

What to do:

- Place the basket with the cards in the centre of the mat and the box of objects in another room.
- One at a time select a card from the basket, look at it once, remember the number, and put the card face down on the mat.
- Continue until all objects are collected. No need to comment if the amount is not the same as the number on the card.
- When someone selects the '0', Point out that no one needs to collect anything because zero is nothing.

Print onto card and cut.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2

Mathematical concepts for 5 year olds / Extended Program

Suggested apps for mathematics work on an iPad or tablet:

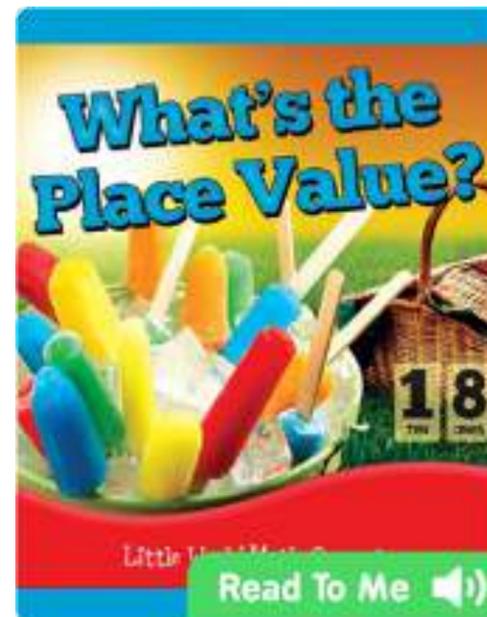
Montessori numbers for kids by L'Escapadou

What to do:

- Select the hundred board activity from the top left menu.
- Practise placing the numerals in order from 1-100.
- After you have done this on your iPad, try writing as many numbers from 1-100 as you can on a piece of paper.
- Select the Quantity game in the top middle position.
- Build the quantities using the digital golden beads to match to the numeral cards. Complete at least 5.
- Please also read along with the book on **Epic** to reinforce this concept:



**Montessori
Numbers for Kids**
Learn to Count & Much...



Montessori Addition Finger Chart Problem Slips Memory Game

You will need:

- Addition Finger Chart
- Addition Problem Slips
- Addition Control Chart

What to do:

- Take the materials to a mat or table. If working at a mat, you will need a writing board to go under the paper.
- Draw a problem slip and copy the problem onto the paper.
- Place your left finger on the red number corresponding to the first number in the problem. Place your right finger on the blue number corresponding to the second number in the problem.
- Slide your left finger down so that it is on the same row as your right finger.
- Slide your left finger over to the same square as your right finger.
- Open your fingers to reveal the answer.
- Record the answer on the paper.
- Continue in this way using up all the problem slips.
- Check your work with the Control Chart.

2

Addition Finger Chart

Print, cut out and mount on cardboard.

0	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18



2

Addition Problem Slips

Print onto card and cut out. Keep the slips in a small box with lid.

$1 + 0 =$	$1 + 1 =$	$1 + 2 =$
$1 + 3 =$	$1 + 4 =$	$1 + 5 =$
$1 + 6 =$	$1 + 7 =$	$1 + 8 =$
$1 + 9 =$	$1 + 10 =$	$2 + 0 =$
$2 + 1 =$	$2 + 2 =$	$2 + 3 =$
$2 + 4 =$	$2 + 5 =$	$2 + 6 =$
$2 + 7 =$	$2 + 8 =$	$2 + 9 =$
$2 + 10 =$	$3 + 0 =$	$3 + 1 =$



2

Addition Problem Slips

Print onto card and cut out. Keep the slips in a small box with lid.

$3 + 2 =$	$3 + 3 =$	$3 + 4 =$
$3 + 5 =$	$3 + 6 =$	$3 + 7 =$
$3 + 8 =$	$3 + 9 =$	$3 + 10 =$
$4 + 0 =$	$4 + 1 =$	$4 + 2 =$
$4 + 3 =$	$4 + 4 =$	$4 + 5 =$
$4 + 6 =$	$4 + 7 =$	$4 + 8 =$
$4 + 9 =$	$4 + 10 =$	$5 + 0 =$



2

Addition Problem Slips

Print onto card and cut out. Keep the slips in a small box with lid.

$5 + 1 =$	$5 + 2 =$	$5 + 3 =$
$5 + 4 =$	$5 + 5 =$	$5 + 6 =$
$5 + 7 =$	$5 + 8 =$	$5 + 9 =$
$5 + 10 =$	$6 + 0 =$	$6 + 1 =$
$6 + 2 =$	$6 + 3 =$	$6 + 4 =$
$6 + 5 =$	$6 + 6 =$	$6 + 7 =$
$6 + 8 =$	$6 + 9 =$	$6 + 10 =$
$7 + 0 =$	$7 + 1 =$	$7 + 2 =$



2

Addition Problem Slips

Print onto card and cut out. Keep the slips in a small box with lid.

$7 + 3 =$	$7 + 4 =$	$7 + 5 =$
$7 + 6 =$	$7 + 7 =$	$7 + 8 =$
$7 + 9 =$	$7 + 10 =$	$8 + 0 =$
$8 + 1 =$	$8 + 2 =$	$8 + 3 =$
$8 + 4 =$	$8 + 5 =$	$8 + 6 =$
$8 + 7 =$	$8 + 8 =$	$8 + 9 =$
$8 + 10 =$	$9 + 0 =$	$9 + 1 =$



2

Addition Problem Slips

Print onto card and cut
out. Keep the slips in a
small box with lid.

$9 + 2 =$	$9 + 3 =$	$9 + 4 =$
$9 + 5 =$	$9 + 6 =$	$9 + 7 =$
$9 + 8 =$	$9 + 9 =$	$9 + 10 =$

2

Addition Control Chart

Print, cut out and mount on cardboard.

$1 + 1 = 2$	$2 + 1 = 3$	$3 + 1 = 4$	$4 + 1 = 5$	$5 + 1 = 6$	$6 + 1 = 7$	$7 + 1 = 8$	$8 + 1 = 9$	$9 + 1 = 10$
$1 + 2 = 3$	$2 + 2 = 4$	$3 + 2 = 5$	$4 + 2 = 6$	$5 + 2 = 7$	$6 + 2 = 8$	$7 + 2 = 9$	$8 + 2 = 10$	$9 + 2 = 11$
$1 + 3 = 4$	$2 + 3 = 5$	$3 + 3 = 6$	$4 + 3 = 7$	$5 + 3 = 8$	$6 + 3 = 9$	$7 + 3 = 10$	$8 + 3 = 11$	$9 + 3 = 12$
$1 + 4 = 5$	$2 + 4 = 6$	$3 + 4 = 7$	$4 + 4 = 8$	$5 + 4 = 9$	$6 + 4 = 10$	$7 + 4 = 11$	$8 + 4 = 12$	$9 + 4 = 13$
$1 + 5 = 6$	$2 + 5 = 7$	$3 + 5 = 8$	$4 + 5 = 9$	$5 + 5 = 10$	$6 + 5 = 11$	$7 + 5 = 12$	$8 + 5 = 13$	$9 + 5 = 14$
$1 + 6 = 7$	$2 + 6 = 8$	$3 + 6 = 9$	$4 + 6 = 10$	$5 + 6 = 11$	$6 + 6 = 12$	$7 + 6 = 13$	$8 + 6 = 14$	$9 + 6 = 15$
$1 + 7 = 8$	$2 + 7 = 9$	$3 + 7 = 10$	$4 + 7 = 11$	$5 + 7 = 12$	$6 + 7 = 13$	$7 + 7 = 14$	$8 + 7 = 15$	$9 + 7 = 16$
$1 + 8 = 9$	$2 + 8 = 10$	$3 + 8 = 11$	$4 + 8 = 12$	$5 + 8 = 13$	$6 + 8 = 14$	$7 + 8 = 15$	$8 + 8 = 16$	$9 + 8 = 17$
$1 + 9 = 10$	$2 + 9 = 11$	$3 + 9 = 12$	$4 + 9 = 13$	$5 + 9 = 14$	$6 + 9 = 15$	$7 + 9 = 16$	$8 + 9 = 17$	$9 + 9 = 18$

Science for 3-6 year olds

3

Milk & Detergent Experiment

The learning objective is to observe the reaction that detergent has with the milk.

You will need:

- Plate
- Milk
- Food colouring
- Detergent
- Cotton bud

What to do:

- Cover plate with milk.
- Add small blobs of different food colouring to the milk.
- Dip the tip of the cotton bud in detergent and place the tip in the food colouring.

What happens? What do you observe?



Pepper, Water & Detergent Experiment

The learning objective is to observe the reaction that detergent has with the pepper and water. This experiment can be linked to the importance of handwashing and how germs react to soap.

You will need:

- Plate
- Cold water
- Small jug
- Fresh ground pepper
- Detergent
- Small bowl (optional)
- Cotton buds (optional)

What to do:

- Fill small jug with cold water.
- Pour water to cover the plate.
- Add lots of fresh ground pepper to the water.
- Squeeze some detergent in a small bowl.
- Dip the cotton bud in detergent and place the soaked cotton bud in the water.

Observe what happens to the pepper. Alternatively, you can place detergent on your finger and place your finger in the water (please take care not to touch your eyes with your finger afterwards).

The detergent causes the water to pull away from the detergent. Link this to the importance of handwashing. The pepper represents the germs and the detergent shows us how soap repels the germs when you wash your hands.



Extensions for 5 year olds:

Use warm water instead of cold water. Does it change the result?

Can a different result be created if you adjust the amount of detergent used? Make predictions before finding the outcomes.

Using a stopwatch, time how long each reaction lasts.

Document all the results by taking pictures of your findings or illustrate what you observe. With each picture, write what you did and what happened.

Science for 5 year olds / Extended Program

3

Tornado in a Jar

The learning objective is to introduce children to extreme weather in the environment.

You will need:

- Clean glass jar with lid eg. pasta sauce bottle
- Cold Water
- Detergent
- Tape

What to do:

- Fill jar to near capacity with water.
- Allow room for a generous amount of detergent to be added.
- Place lid on jar and secure with tape.
- Swirl jar around in a circular motion and observe what happens.

Spinning the water in a circular motion creates a vortex that resembles a tornado. If you cannot see the tornado effect, add more detergent to the water.

Extensions:

- Change the temperature of the water added to the jar. Does that affect how the tornado forms in the jar?
- Will the tornado still form in the jar if you choose a different shaped jar?
- Use a magnifying glass to see the tornado up close. What can you see?
- Place a piece of paper inside an empty jar with some paint and a marble. Swirl the jar in a circular motion- Tornado Art!



Practical Life for 3-6 year olds

4

Cutting

You will need:

- blunt-end scissors
- sheets of paper, wrapping paper, newspaper with large shapes or 2cm wide strips drawn on them
- white card
- Clag paste
- writing pencil.

What to do:

- Show your child the proper way to hold scissors and manipulate them.
- Hold scissors with one hand and paper with other.
- Show how to cut the shapes or strips.
- Glue the shapes onto white card to create a collage.
- Hang at home or bring in for “Show & Tell”.

Care of Self Exercises

Practice hand washing whilst singing:

Sing the handwashing song (sung to the tune Frère Jacques).

“Wash your hands, wash your hands”.

“Front and back, front and back”.

“Don’t forget your fingers, don’t forget your fingers”.

“Just like that, just like that”.

Read the book on in your child’s mailbox on **EPIC** about handwashing:



4



Watering a Plant

What you need:

- a small watering can
- a small bowl
- cotton wool balls.

What to do:

- Carefully fill the watering can.
- Feel the soil in each plant pot.
- Give each plant some water.

Care of the Leaves

- Fill a small bowl with warm water.
- Get a cotton wool ball and dip into warm water.
- Once squeezed, gently wipe the leaves of the potted plant or plants outside on your balcony or in your garden.

Care of Self

Find a Dress with a bow

Jacket with a zip

Cardigan with large buttons

Apron with press studs

Try and practice undoing and doing up the buttons.

Try and practice zipping and unzipping.

Try pressing down the press studs on any clothing items you have around the house.

Try and practice tying and untying a bow.

Practical Life for 3-6 year olds

4

Washing Dishes

What you need:

- sink
- sponge
- dishes
- dish drainer
- apron
- detergent
- towel.

What to do:

- Invite child to watch you.
- Put on waterproof apron
- Partially fill one sink with water for washing, and the other with rinse water. (If you have a single sink, place the rinse water in a plastic sink.)
- Pour a little detergent into the wash water.
- Place a dish in the water.
- Wash it with sponge and place it in rinse water.
- Rinse and place in drainer.
- Drain water from sinks and clean them.
- Wring out sponge and return sponge and detergent to their same spot.
- Dry dishes with towel, showing child how to hold the towel and dish properly.
- As each dish is dried, place it on drainboard.
- When all dishes are dried, put them away in their proper places. (Adults can rewash them in dish washer later with hot water if needed)
- Remove apron and put apron and towel away.



Cleaning a Table

What you need:

- small bucket
- a soap dish
- small piece of soap
- small scrubbing brush
- sponge
- drying towel.

What to do:

- Find a table to scrub.
- Fill the bucket with warm water.
- Take the sponge, dip into the water in the bucket, then squeeze and wet the table.
- Wet the scrubbing brush and rub the soap onto the bristles.
- Scrub the table.
- Wet the sponge again. Squeeze out the water. Wipe over the table to remove the soap.
- Dry the table with a towel.

Visual Art / Music for 3-6 year olds

5

Textural Rubbings with Crayons

You will need:

- paper
- assorted leaves
- coins
- crayons.

What to do:

- Place the coin or leaf under a piece of paper. Hold the crayon and lightly colour the paper sitting over the object. What do you see? Can you achieve the same results when you colour with a pencil? Experiment with different objects.

Sand Painting

- Add sand to paint and create a textural painting. Create characters, pattern, swirls etc. When the painting is dry, use your fingers and hands to determine the rough and smooth parts of the painting.

Colour Box

You will need:

- magazines
- coloured paper.

What to do:

- Cut out objects from magazines/catalogues that represent different shades of all the colours.
- Grade these objects from darkest to lightest.
- Eg From Dark green to light green.

Sensory Bags

What to do:

- Place different consistencies into zip lock bags. Push the air out of the bags, seal them and stick them down on a table with sticky tape. Encourage your child to use their fingers and the palms of their hands to feel the surface of each sensory bag. What textures can you feel?

Possible contents for the sensory Bags:

- Shaving cream with food colouring
- -Assorted paints. Children can mix and blend the colours in the bags.
- Mix 2/3 cup cornflour and 1/2- 3/4 cup of water to make a gel like substance. Add food colouring for colour.
- Add sand or dirt to any of the above consistencies. How does this change the texture?

Visual Art / Music for 3-6 year olds

5

Art Appreciation

Vincent van Gogh

Café Terrace at Night, 1888.

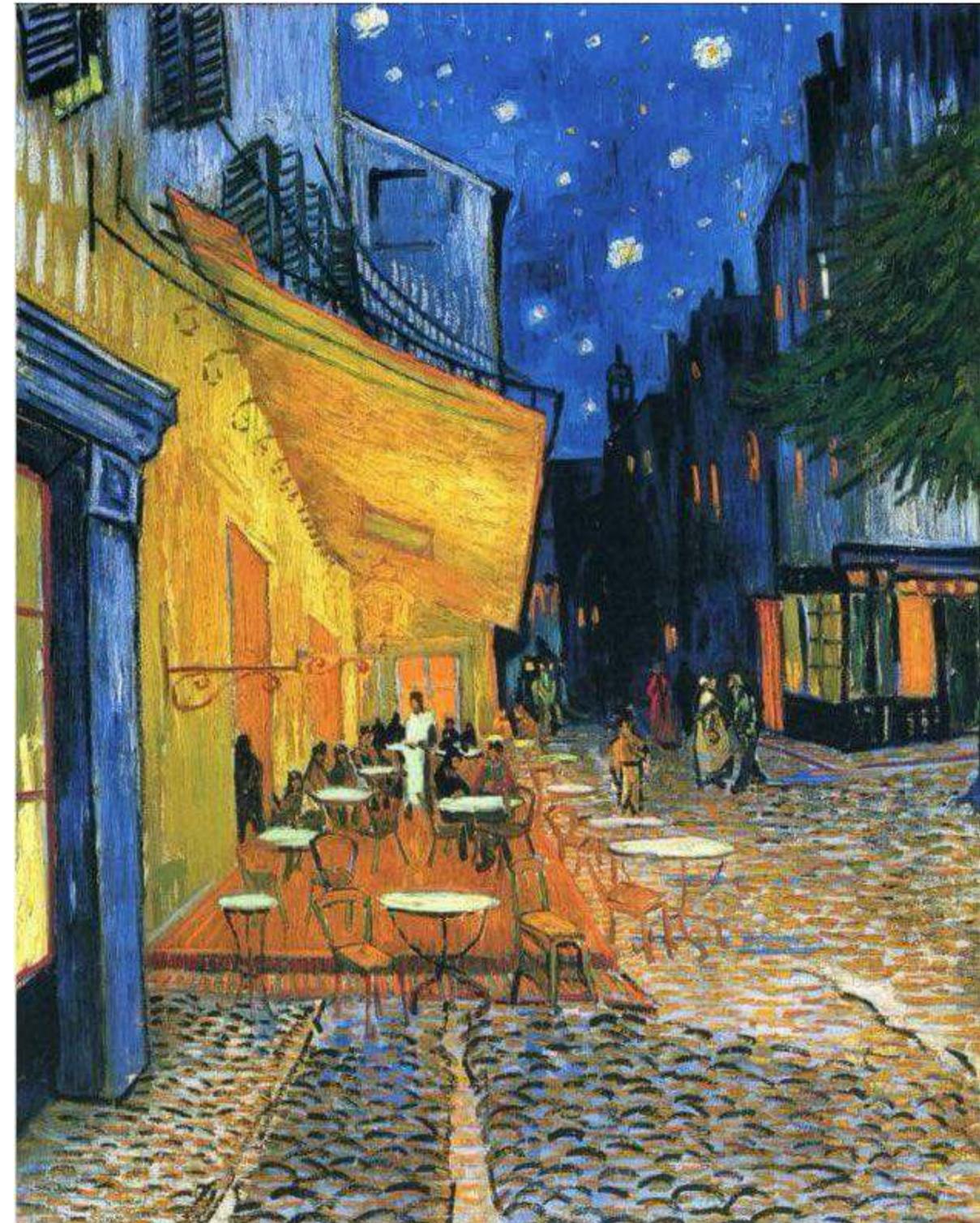
Vincent van Gogh was a Dutch artist who created 2100 artworks.

Possible questions

- What do you see?
- How do you feel when you see this painting?
- If you were there, what would you smell?
- What kind of noises would you hear?
- What do you think the café is selling?
- What would you order?
- Can you write/tell a story about the painting?

Fun Facts!

- The painting, Café Terrace at Night, is not a signed piece.
- Experts agree that it is the work of Vincent van Gogh as the artist mentions this artwork in three pieces of correspondence (letters written).
- This café still exists and has been renamed Café van Gogh (Café La Nuit).



Visual Art / Music for 3-6 year olds

5

Music and Dance

Pick a piece of instrumental music. Create movements to suit that piece of music.

What story are you conveying? What emotions do you have? How do you feel when you create the movements?

Suggestions for Instrumental Music:

- Chairman's Waltz- John Williams
- Clair de Lune- Peter Schmalfluss

What are some other movements you can create to music with different rhythms and beats?

Here are some song suggestions:

- Eye of the Tiger- Survivor.
- I like to Move it- Madagascar 5 Soundtrack.
- How Far I'll Go- Auli'i Cravalho (Moana Soundtrack).
- O Fortuna- London Philharmonic Orchestra.

Any song you like!

Music and Dance

Alternatively, you can have a dance party with James! Here are two YouTube links to his songs from Jam on Toast. (Please be present with your child when uploading the content to ensure any ads associated with YouTube are appropriate)

New Shoes

<https://youtu.be/7PRjTPTIq6I>

Fabuloso

<https://youtu.be/c5fEoXeMBBw>

Cultural Studies for 3-6 year olds



Indigenous Australia

Indigenous is a word used to encompass both Aboriginal and Torres Strait Islander peoples. Aboriginal refers to the original peoples from mainland Australia. The Torres Strait Islanders refer to the original peoples from the islands located north of Australia.

Together with your child create on A4 paper the Aboriginal and Torres Strait Islander flags using colour pencils or water colours.

Discuss with your child the symbolic meanings of the colours depicted on each flag.

Aboriginal Flag

Red- symbolises the land and the earth.
Yellow- refers to the Sun.
Black- represents the night sky/the Aboriginal People.



Cultural Studies for 3-6 year olds



Torres Strait Islander Flag

Green- the two lands (Australia and Papua New Guinea) surrounding the Torres Strait Islands.

Blue- the ocean surrounding the Torres Strait Islands.

Black- represents the Torres Strait Islander peoples.

White- symbolises peace.

The Dhari is a ceremonial headdress of the Torres Strait Islanders. The 5-pointed star represents the five main islands groups of the Torres Strait Islands.

Fun Facts!

The Aboriginal culture is the world's oldest continuous living culture.

The Torres Strait Islands are made up of a group of 274 small islands in the Torres Strait.



Cultural Studies for 3-6 year olds



Creating Aboriginal Clapping Sticks

Clapping sticks are traditional instruments used by Indigenous Australians.

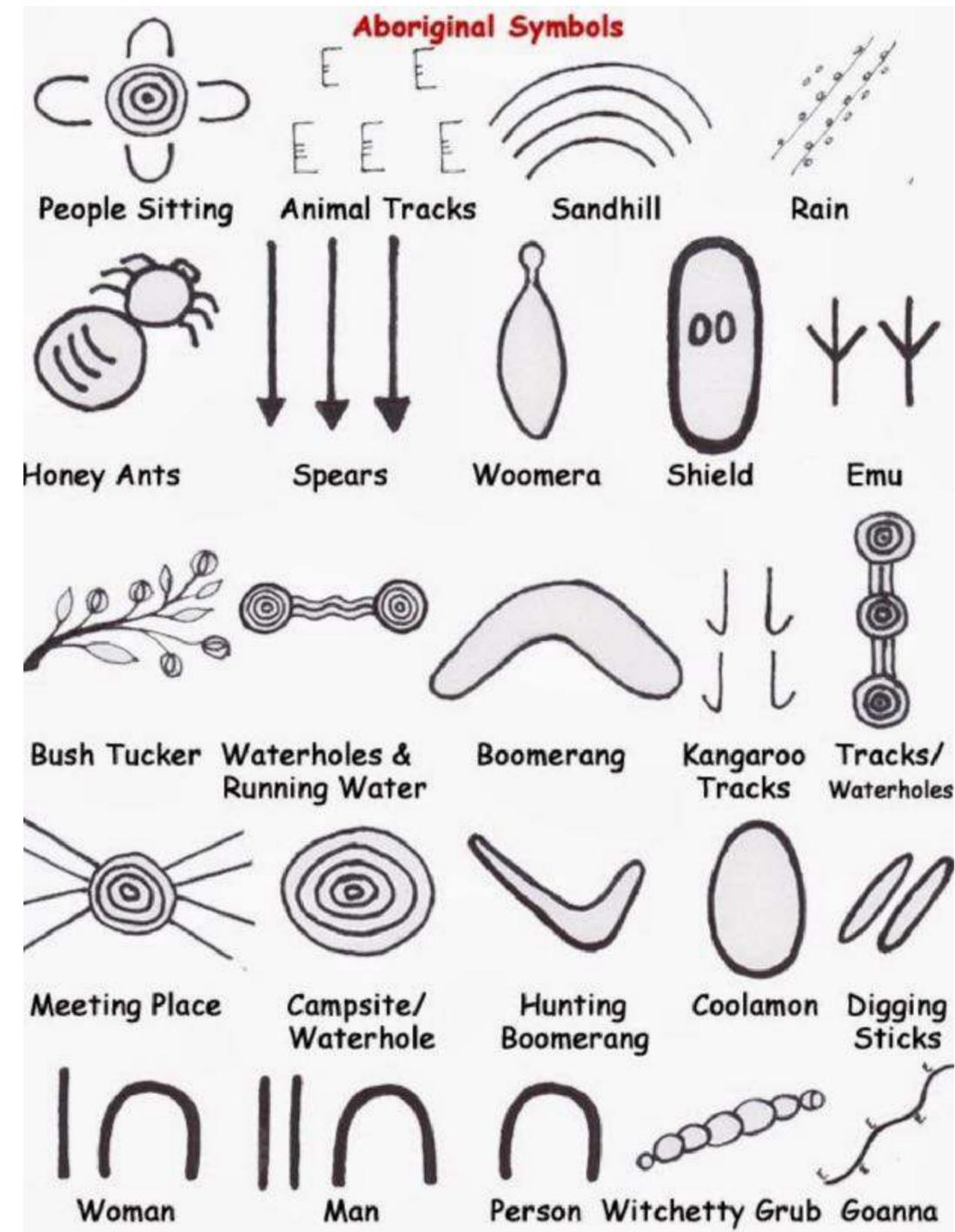
You will need:

- 2 sticks
- your choice of paint colours
- paintbrushes
- optional – sand paper (adult help and supervision needed).

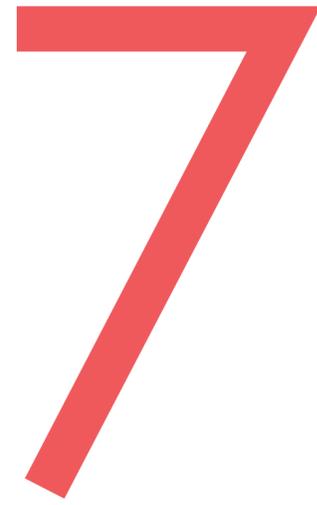
What to do:

- Choose two sticks of similar lengths.
With adult help and guidance, carefully use the sand paper to remove the bark (this step is optional).
Think of a design to paint on your clapping sticks.
- Paint the design using paintbrushes. Alternatively, you can create your own paintbrushes by tying on different sized leaves on small sticks.
Allow for the paint to dry before creating different rhythms and beats with your clapping sticks.
- You can use your clapping sticks to tap out the different rhythms and beats of the instrumental music chosen in the Music Section.

Here are some Aboriginal symbols you can use in your design.



Daily Physical Activity



<p align="center">Daily Physical Activity Split movement up into small chunks and aim for 3 hours a day</p>			
<p align="center">Yoga Follow along with a yoga story. https://www.youtube.com/user/cosmickidsyoga</p>	<p align="center">Rainy day Make an indoor obstacle course. Crawl under tables, climb over chairs and jump onto pillows.</p>	<p align="center">Just Play Go outside, grab a ball, a skipping rope or your favourite toy and have fun!</p>	<p align="center">Let's Dance Musical statues, dancing with scarfs or chasing a balloon around the room are all party favourites for a reason! Want to step it up a notch? Try playing a song with the word jump in it.</p>
<p align="center">Help out and Get Healthy Hang up the washing, dig a hole and turn the soil in the garden or give the kitchen cupboards a solid wipe down.</p>	<p align="center">Body Balance See how long you can stand on one leg for, then the other leg, then lets try and be an aeroplane, a rocket ship or transport of your choice.</p>	<p align="center">Story time Act out your favourite story.</p>	<p align="center">Move like an animal Crawl like a bear, walk like a monkey and fly like a butterfly are a few to get things started.</p>