

Term 3, Week 2

Experience 1



Reptile Introduction

Reptiles are animals that are cold-blooded. Most reptiles lay eggs and their skin is covered with hard, dry scales.

There are many types of reptiles. The main categories are snakes, crocodiles and alligators, turtles, and lizards.

Reptiles can be found on every continent except for Antarctica.

This will help your child

Children explore, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people and animals.

Keywords to use

Reptiles; scaly, cold blooded, spikey and eggs.

Resources

Watch this video of [Steph from the Pembroke 3-Year-Old Program](#)

Snakes Alive craft

You will need:

- Paper plate or plain paper
- Bubble wrap
- Paint (any colour)
- Scissors
- Ribbon or paper for a tongue

Paint a piece of bubble wrap, place it face down on the plate and press down. Once the paint dries use scissors to cut from edge towards the inside in a spiral direction.

Term 3, Week 2

Experience 2



We are missing you here

We may not have seen some of you for a while, but we are thinking of you. Did you know that your educators are still at the centre and would love to hear from you?

We wonder what you have been doing at home and if you need anything from us?

This will help your child

Hearing from their teachers can help give children a sense of comfort and consistency during a time of disruption. Being physically distant, doesn't mean we have to be emotionally distant too.

Keywords to use

Friends, teachers, kinder, education and care.

Let's chat...

- Video call with educator
- Emails
- Mail
- Over the phone
- Video calls with class mates

How would you like to keep in touch?

Contact your educator team to arrange a time to catch up, from a distance.

[Hello from Annadale Preschool](#)

Term 3, Week 2

Experience 3



Memory Game

Choose between 5-10 objects from around the house for example a spoon, pen, peg, Lego block etc and place them onto a tray and cover with a T-towel. Take one item away without letting your child see which item and allow them to guess which item is missing.

Learning Outcomes

Children use the process of play, reflection and investigation to solve problems and use language to convey their ideas.

Keywords to use

Children will practice their ability to process and recall information and convey the information using verbal communication.

Resources

Small items from around the house such as a peg, spoon, Lego block, toy car, pen, hair tie etc

A towel or cloth to cover items

Questions to ask:

How many items can you see? Can you help me count them?

Is something missing?

If I take one item away, how many will be left?

Term 3, Week 2

Experience 4



Let's learn about frogs

Can you jump like a frog?

What noise does a frog make?

How do frogs eat?

What colour can frogs be?

Where do they live?

Hands on activity

You will need paper, glue and an adult to help.

[Make your own frog](#)

Fun frog facts

Watch this video to find the answers to these questions.

[Fun facts about Frogs](#)

Let's sing and dance

[Five little speckled frogs' song](#)



Term 3, Week 2

Experience 5



What is that sound?

Time to turn your listening ears on and listen to the sounds, what did you hear? Can you guess what the sound is? You need to listen hard.

You could make it a race and try and guess what the sound is before the answer appears on the screen. Good Luck.

This will help your child

Listening is a foundation for language and communication. This is a skill that when practiced and encouraged through play, children will draw on their hearing, listening and attention.

Keywords to use

Listen, sound, hearing, concentrate and recognise.

Resources

Watch and listen to [What is that sound?](#)

What's next

Now it's your turn, with an adult's permission use a phone, or an iPad and record some noises in your home.

Take a photo of the noise so you can remember what the noise was.

Ask a sibling or adult to listen to the noises and see if they can guess what it is.

Term 3, Week 2

Experience 6



Let's play SNAP

Because it's so cold outside, a great way for children to be entertained indoors and learn all at the same time is by playing games of cards.

Playing board games or games of cards can teach children turn taking, concentration and with Snap you need to think quick and notice similarities.

Watch this...

[SNAP demo](#)

The rules

Deal a full deck of cards out between both players or half the deck if you don't want the game to go as long, make sure the cards are dealt face down.

The game starts when the first player takes a card from their pile and places it face up in the middle of the two players.

The next player takes one of their cards and places it next to the first players card.

Continue taking turns.

When there is a matching card. You can make this as hard or simple as you like (matching symbols only, matching colours only or both to make it more challenging), you need to yell out **SNAP** and that player gets to take all the cards in the pile.

The player with the most cards at the end wins.

Term 3, Week 2

Experience 7



Music and movement

Music plays an important role in the developing child. It enables children to learn faster in domains such as language and communication.

When children become familiar with rhyming songs, they start to predict the words and start to connect the 'actions' that go with the song.

Learning outcomes

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

Key concepts

Brain development, sensory input and coordination.

What are we doing?

Find some space in the room where you can move around without bumping into furniture, and other people.

Now let's dance!

Here are some favourites that you are sure to recognise:

[Mr Clickety Cane](#)

[Shake the Sillies Out](#)

[Boom Chicka Boom](#)