






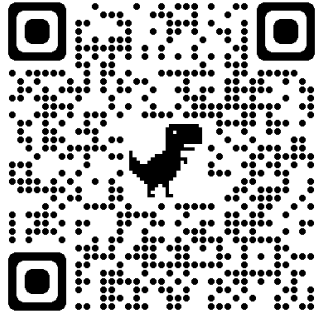




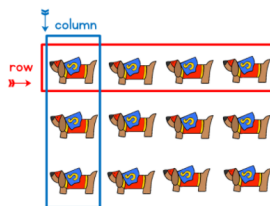
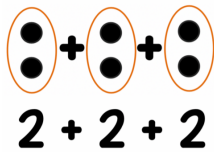
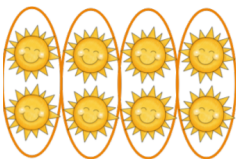





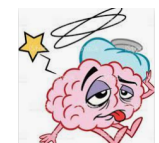


# Stage 1 - Year 1 – Learning From Home (Week 9)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>Fitness</u></b> See 'Week 9 Fitness Activities' page to complete today's skill focus and daily workout activity.</p> <p><b><u>English</u></b> <b>Reading:</b> Read a book for 10-15 mins <b>Viewing</b> <b>First Read:</b> Initial read (read for enjoyment) <a href="https://bit.ly/ReadWeek9">https://bit.ly/ReadWeek9</a></p>  <p><b>Brain Break:</b> Just Dance <a href="https://bit.ly/3krZxG2">https://bit.ly/3krZxG2</a></p> <p><b>Spelling:</b> Watch the</p>	<p><b><u>Fitness</u></b> See 'Week 9 Fitness Activities' page to complete today's skill focus and daily workout activity.</p> <p><b><u>English</u></b> <b>Reading:</b> Log in to Reading Eggs and play for 10-15mins. <b>Viewing</b> <b>Second Read– Think alouds</b> <a href="https://bit.ly/2WpkKsg">https://bit.ly/2WpkKsg</a></p>  <p><b>Brain Break:</b> Go Noodle <a href="https://bit.ly/3ziqpOV">https://bit.ly/3ziqpOV</a></p>	<p><b><u>Fitness</u></b> See 'Week 9 Fitness Activities' page to complete today's skill focus and daily workout activity.</p> <p><b><u>English</u></b> <b>Reading:</b> Read a book for 10-15 mins <b>Grammar:</b> Watch the video link about Powerful Adjectives and instructions on how to complete the worksheet. <a href="https://bit.ly/3mzGZXg">https://bit.ly/3mzGZXg</a></p> <p>Complete the Powerful Adjectives worksheet.</p> <p><b>Brain Break:</b> Just Dance <a href="https://bit.ly/3kmBRTG">https://bit.ly/3kmBRTG</a></p> <p><b>Comprehension:</b> Read the persuasive text 'The 7-in-1 Craft Contraption'.</p>	<p><b><u>Fitness</u></b> See 'Week 9 Fitness Activities' page to complete today's skill focus and daily workout activity.</p> <p><b><u>English</u></b> <b>Reading:</b> Log in to Reading Eggs and play for 10-15mins. <b>Viewing (Inferring):</b> View the lesson and make an inference about the given page and question.  <a href="https://bit.ly/3gOlun">https://bit.ly/3gOlun</a></p> <p>You may write your answer on paper or record a voice recording and upload it to your teacher on Seesaw.</p>	<p><b><u>Fitness</u></b> See 'Week 9 Fitness Activities' page to complete today's skill focus and daily workout activity, including the self-reflection task.</p> <p><b><u>English</u></b> <b>Reading:</b>  Log in to Reading Eggs and play for 10-15mins. Read a chosen book, film 1 minute of reading and upload to Seesaw.</p> <p><b>Stage 1 Assembly Zoom @ 11:00 (Link to be sent)</b></p> <p><b>Brain Break:</b> Just Dance <a href="https://bit.ly/3knQhD0">https://bit.ly/3knQhD0</a></p>

	<p>spelling instructional video.</p> <p><a href="https://bit.ly/spellingth">https://bit.ly/spellingth</a></p>  <p>Complete the spelling grid by breaking your spelling words into their sounds and identifying any tricky parts that you need to remember. <b>Watch the spelling video to see a demonstration!</b></p>	<p><b>Speaking:</b> Watch the following video:</p> <p><a href="https://bit.ly/3j9pC">https://bit.ly/3j9pC</a></p>  <p>Decide whether YOU think kids should have to do homework or not? Write a <b>one</b>-minute speech <i>persuading</i> your audience to agree with you. Your speech should include the following:</p> <ul style="list-style-type: none"> <li>★ <b>Introduction:</b> state your opinion - yes, kids should do homework or no, kids shouldn't have to do homework.</li> <li>★ <b>Reasons:</b> give at least 2 reasons as to why they should or shouldn't have to do it. Don't forget to give examples to back-up your reasons.</li> <li>★ <b>Conclusion:</b> re-state your opinion using different words to your introduction.</li> </ul> <p>Use the Persuasive Speech Planning Sheet to help you organise your ideas and use the Persuasive Sentence</p>	<p>Complete the worksheet.</p> <p><b>Handwriting:</b> <i>Digraph focus:</i> 'th' making the sound 'th' as in feath<b>er</b>. Watch the following videos.</p> <p><a href="https://bit.ly/3zkwgU7">https://bit.ly/3zkwgU7</a></p> <p><a href="https://bit.ly/3sKVrg6">https://bit.ly/3sKVrg6</a></p> <p><a href="https://bit.ly/3jj9eal">https://bit.ly/3jj9eal</a></p> <p>Complete the handwriting worksheet. Remember to carefully trace over the letters using the correct letter formation and then rewrite them on the lines underneath.</p> <p><b>Spelling:</b> Pick an activity from your spelling grid and complete your look, say, cover, write, check in a workbook or on a piece of paper.</p>	<p><b>Brain Break:</b> Go Noodle</p>  <p><a href="https://bit.ly/3krigSg">https://bit.ly/3krigSg</a></p> <p><b>Writing (Planning):</b> We are writing to persuade a friend to attend St Johns Park Public School. Use the attached writing plan. View the video and follow along. <a href="https://bit.ly/3zk91cO">https://bit.ly/3zk91cO</a></p>  <p><b>Spelling:</b> Pick an activity from your spelling grid and complete your look, say, cover, write, check in a workbook or on a piece of paper.</p>	<p><b>Writing (Composing):</b> Using your planning from yesterday, compose a letter to a friend trying to persuade them to attend St Johns Park Public School. <b>Remember to use your high modality words. Watch the video for a demonstration!</b></p> <p><a href="https://bit.ly/3BixCzn">https://bit.ly/3BixCzn</a></p> <p><b>Modelled writing- Persuade your friend to attend St Johns Park Public School</b></p>  <p><b>Spelling:</b> Pick an activity from your spelling grid and complete your look, say, cover, write, check in a workbook or on a piece of paper.</p>
--	---	---	---	--	---

		Starters poster for ideas to begin your sentences.			<b>Optional:</b> Ask someone to test you.
<b>Break</b>	Break	Break	Break		
<b>Middle</b>	<p><b>Mathematics</b>  <b>TEN: Cards and Numbers</b>  Students turn over a card, count symbols and display that number using fingers. Then point to the numeral on number chart.  <b>Number: Multiplication/Skip Counting</b>  When you skip count groups of objects, the groups MUST be equal. First, count how many objects are in the equal groups, then skip count by that number.  <b>Example:</b></p>  <p>Skip count by 2s: 2, 4, 6, 8, 10</p>  <p>Skip count by 10s: 10, 20</p> <p>Try this on a piece of paper or use your</p>	<p><b>Mathematics</b>  <b>TEN: Cards and Numbers</b>  Students turn over 2 cards and say numbers. Partner covers one card and the other partner adds numbers together.  <b>Number: Multiplication/Arrays</b>  Sometimes multiples of objects are arranged in neat rows and columns. This is called an <b>array</b>.  <b>Example:</b></p>  <p><b>Rows:</b> We describe objects that are placed horizontally across an array as a 'row'.  <b>Columns:</b> We describe objects that are placed vertically down an array as a 'column'.</p>  <p>3 rows      4 columns</p> <p><b>Worksheet:</b> Rows and</p>	<p><b>Mathematics</b>  <b>TEN: Cards and Numbers</b>  Use 1 set of playing cards and 1 set of numeral cards. Students turn 1 card from each pile. Start with a numeral card and count on using symbols from playing cards.  <b>Number: Multiplication/Repeated Addition</b>  Repeated addition is adding equal groups together. It is also known as multiplication. if the same number is repeated then, you can write that in the form of multiplication.  <b>Example:</b></p>  <p>This is the same as:  <math>3 \times 2 = 6</math></p>  <p>This is the same as:  <math>4 \times 2 = 8</math></p>	<p><b>Mathematics</b>  <b>TEN: Cards and Numbers</b>  Use a deck of cards with numbers from 5 up. Students take 2 cards and ask their partner to add together without showing them the cards.  <b>Measurement &amp; Geometry: Volume &amp; Capacity</b></p> <p>Watch the video <b><i>Growth of Plants in Slow Motion</i></b> on YouTube.</p> <p><a href="https://bit.ly/3BfVByP">https://bit.ly/3BfVByP</a></p> <p>After the video, discuss how the plants are very small in the beginning, then slowly grow bigger and bigger.</p> <p>Act out a plant growing. Start as seeds (curled up on the floor), then slowly rise and spread out their arms.</p> <p>Afterwards, discuss why more seeds could fit together, but not when they were full-grown plants.</p> <p>Introduce the term 'volume' and its definition: <i>the space a solid object occupies or takes up</i>.</p>	<p><b>Mathematics</b>  <b>TEN: Cards and Numbers</b>  Each student takes 4 cards and makes two 2-digit numbers. Add together and describe your strategy to your partner. Winner is the student with the highest total.  <b>Measurement &amp; Geometry: Volume &amp; Capacity</b></p> <p>Watch <b><i>Volume and Capacity Introduction</i></b> on YouTube.</p> <p><a href="https://bit.ly/3DiSYOM">https://bit.ly/3DiSYOM</a></p> <p>Collect five different objects from around the house. Pick one object as your favourite.</p> <p>Compare the volumes of the objects, then arrange them in order from the smallest volume to the largest.</p> <p>Write/draw the list.</p> <p>Look at your favourite object in the list and identify an object that has a larger volume than your</p>

	<p>workbook:  <b>Draw 5 fish bowls with 3 fish.</b>  <b>Draw 3 vases with 5 flowers.</b>  <b>Draw 4 nests with 6 eggs.</b>  Then skip count, write the numbers underneath the picture just like in the example above.</p> <p><b>Worksheet:</b> Skip Counting</p> <p><b>Brain Break:</b>  Cosmic Kids </p> <p><a href="https://bit.ly/3DfLs7f">https://bit.ly/3DfLs7f</a></p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a>  Complete the assigned activity: 'Do more counting in 2s'</p>	<p>Columns</p> <p><b>Brain Break:</b>  Cosmic Kids </p> <p><a href="https://bit.ly/2Wu0Ufn">https://bit.ly/2Wu0Ufn</a></p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a>  Complete the assigned activity: 'Introduce multiplication'</p>	<p><b>Worksheet:</b>    Go to Seesaw Activities and complete "Repeated addition" activity.</p> <p><b>Brain Break:</b>  Cosmic Kids </p> <p><a href="https://bit.ly/2WpCraE">https://bit.ly/2WpCraE</a></p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a>  Complete the assigned activity: "2 times table"</p>	<p>Upload your results on Seesaw.</p> <p><b>Brain Break:</b>  Cosmic Kids </p> <p><a href="https://bit.ly/3gy2cgk">https://bit.ly/3gy2cgk</a></p>	<p>favourite.</p> <p>Write a comparative sentence e.g. The block has a smaller volume than the ball. Write your own comparative sentence for your favourite object.</p> <p>Repeat the comparative writing process, this time for an object that has a smaller volume than your favourite object.</p> <p>Upload your results on Seesaw.</p> <p><b>Brain Break:</b>  Cosmic Kids </p> <p><a href="https://bit.ly/3sQPChg">https://bit.ly/3sQPChg</a></p>
<b>Break</b>	Break	Break	Break		
<b>Afternoon</b>	<p><b>Science</b>  Science STEAM Task Part 1</p> <p><b>Due Date:</b> Friday Week 9</p> <p>For your science task, you are going to create a 3D model of an animal of</p>	<p><b>PDHPE</b></p> <p>Watch the following video and complete a response to text:</p>	<p><b>Creative Arts</b>  <b>Introduction:</b>  Watch the short clip (Leap) and think about:  <a href="https://bit.ly/artweek9">https://bit.ly/artweek9</a></p>	<p><b>Geography</b>  <b>Watch</b> a video about our world called "<b>Continents and Oceans</b>".  <a href="https://bit.ly/385xhU8">https://bit.ly/385xhU8</a></p>	<p><b>Catch up session for all incomplete tasks</b></p>



your choice.

You will need to research their features and make sure you include them in your model. For example, gills on fish, fins on a shark etc.

You must only use materials you have at home. Be creative. You can recycle cardboard boxes, plastic bottles, or even things you have in your backyard like leaves, sticks and rocks.

Once you have completed your model take a photo and use the text tool to label your animal's features.  
Examples:



<https://bit.ly/pdhweek9>

### Fruit & Veg Month:

Use real fruit and vegetables to create a fun three-dimensional display or picture!



- The levels used
- The speed
- The body parts

### Dance:

Practice the dance in the video

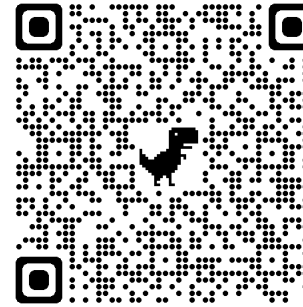
<https://bit.ly/388yx8H>



### Reflection:

Film your best performance and explanation of the:

1. The body parts you used for the dance?
2. What levels did this dance have? (Low/Middle/High)
3. What speed was this dance? (Slow/Medium/Fast)
4. How confident were you?



Complete the assigned Seesaw activity called

**“Continents and Oceans.”**



**Sort** the Continents and Oceans into the correct place- you can use a variety of tools to help you remember where the places are, for example: **Re-watching the Continents and Oceans** YouTube video and pausing when you find a continent or ocean, GoogleEarth and/or GoogleMaps.

# WEEK 9 FITNESS ACTIVITIES

All activities must be completed **daily** – including skill practice AND workout (either digital OR non-digital).

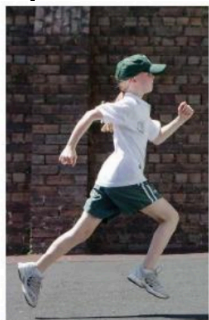
## Skill focus: Leap

Video demonstration:

<https://youtu.be/S1uJXTC0s20>



### Instructions/Components of leap:



1



3



5

1. Eyes focused forward throughout the leap.
2. Knee of take-off leg bends.
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. Trunk leans slightly forward.
6. Lands on ball of the foot and bends knee to absorb landing.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by creating an obstacle course by placing objects far away from each other.	<input type="checkbox"/> Practice skill by alternating between one high leap and one low leap. Repeat for 2 minutes.	<input type="checkbox"/> Practice skill by pretending to jump over large puddles.	<input type="checkbox"/> Practice skill by leaping with arms in different positions. Which arm position helps you leap furthest or highest?	<input type="checkbox"/> FILM and UPLOAD to Seesaw a video of yourself demonstrating the leap in your backyard (or inside) from one side to the other. Repeat 5 times.  <input type="checkbox"/> Complete self-reflection sheet.

### Daily workout – digital:

Monday	Tuesday	Wednesday	Thursday	Friday
<a href="https://bit.ly/3jfSZuO">https://bit.ly/3jfSZuO</a> 	<a href="https://bit.ly/38euUON">https://bit.ly/38euUON</a> 	<a href="https://bit.ly/3sM73zy">https://bit.ly/3sM73zy</a> 	<a href="https://bit.ly/3zgpmz8">https://bit.ly/3zgpmz8</a> 	<a href="https://bit.ly/3DghUGz">https://bit.ly/3DghUGz</a> 

### Daily workout – non-digital:

Try to do each of these activities for 20 seconds without stopping. Take a 10 second break, then repeat this twice more.

#### Activity 1: Squat jumps

Start with your feet hip distance apart. Bend at the knees to do a squat, like you are sitting back onto a chair, then jump up high, swinging your hands above your head.

#### Activity 2: Superhero lunges

Take a big step forward with one leg, lowering your hips until both knees are bent. With the opposite arm to the leg that is forward, bring your fist towards your shoulder to flex your big arm muscle. Repeat with the other arm and leg.

#### Activity 3: Step, swing and toe touches

Stand tall with your shoulders back. Take a step forward on one leg, then kick your other leg straight/high and try to touch your toes with the opposite hand. Repeat on the other leg.

<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday
---------------------------------	----------------------------------	------------------------------------	-----------------------------------	---------------------------------

# Year 1 Spelling Words - Week 9

- Complete one activity every day from Tuesday to Friday

Spelling Words - The digraph /th/ making the sound 'th' as in feather.

1. run  
2. on  
3. went  
4. this  
5. then  
6. the

7. that  
8. them  
9. those  
10. animals  
11. habitats  
12. external

13. mother  
14. brother  
15. father  
16. weather  
17. though  
18. features

19. predator  
20. environment

Spelling Activities - Select one activity to complete per day.  
These can be done in any order.

☐

## Typing

Type out your words.  
Print them out if possible  
and display them around  
your home.

☐

## Sensory Words

Write your words in piles  
of flour, rice or shaving  
cream.

☐

## Sounds and Colours

Write your words out  
using coloured pencils or  
markers. Change colours  
for every sound.  
e.g. **ch** **o** **p**

☐

## Sentences

Write sentences using at  
least 5 spelling words. Can  
you include more than one  
spelling word in a sentence.

☐

## Word Search

Try and find your spelling  
words in your reading  
books.

☐

## Make a Word

Using newspaper or  
magazines, cut out letters  
to make your spelling  
words.

☐

## Find a Vowel

Write your spelling words  
using blue for consonants  
and red for vowels (a, e,  
i, o, u).

☐

## Fancy Writing

Write your words out in  
fancy writing or using  
coloured pencils or pens.

☐

## Find the Spelling Pattern

Write out your words in a list. Using a highlighter or  
coloured pencil, highlight the spelling pattern that is the  
same in your words. Can you think of any other words  
with the same spelling pattern? Write them down.

☐

## Pictures

Draw a picture for your  
spelling words

☐

## Painting

Paint your spelling words.

## Spelling - Week 9

**Learning Intention:** We are learning to understand words and phonemes

Success Criteria:	
	I can identify words.
	I can identify phonemes.
	I can analyse words.
	I can apply my knowledge to write words.

Write, say, sound, count, write.

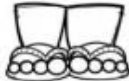
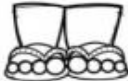
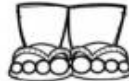

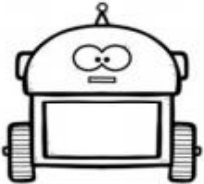

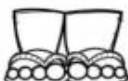


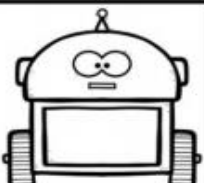



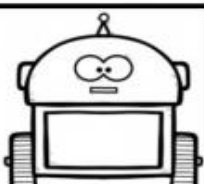




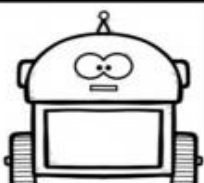




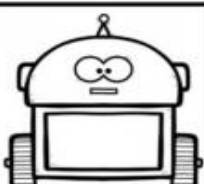




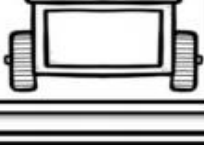
1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

[illegible]

Monday







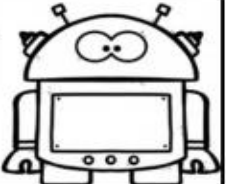






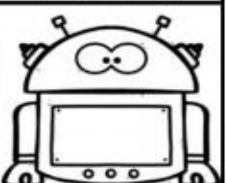






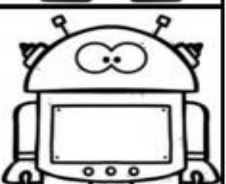






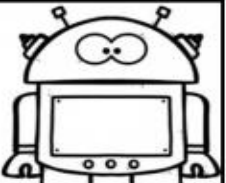


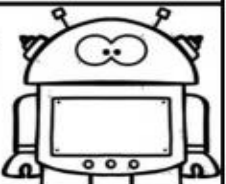







# Skip counting in 2s

Use the pictures to skip count in twos and write the answer in the robot.

# Skip counting in 4s

Use the jellybeans in the jar to skip count in 4s



# Persuasive Speech Planning

**Opinion**

**Reason 1**

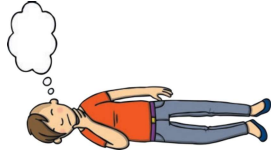
**Reason 2**

**Reason 3**

**Opinion**



I think....



twinkl.com

I like...



twinkl.com

I believe...



twinkl.com

I feel...



twinkl.com

I am worried  
about...



twinkl.com

I would like to tell  
you about...



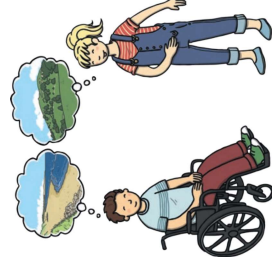
twinkl.com

I know...



twinkl.com

I prefer...

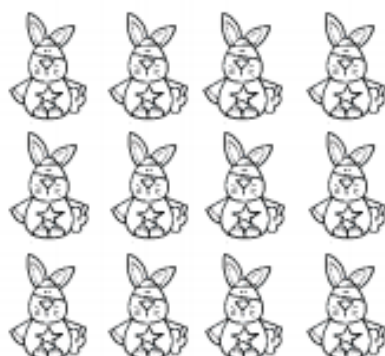


twinkl.com

Name: \_\_\_\_\_

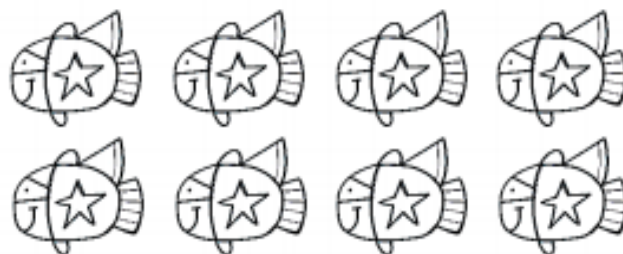
# ROWS AND COLUMNS

Directions: Circle the rows and columns.



Number of rows = \_\_\_\_\_

Number of columns = \_\_\_\_\_



Number of rows = \_\_\_\_\_

Number of columns = \_\_\_\_\_



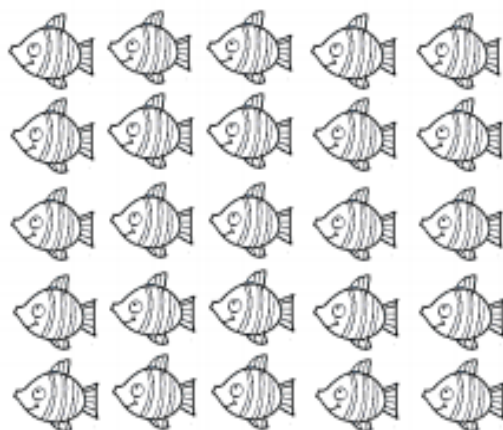
Number of rows = \_\_\_\_\_

Number of columns = \_\_\_\_\_



Number of rows = \_\_\_\_\_

Number of columns = \_\_\_\_\_



Number of rows = \_\_\_\_\_

Number of columns = \_\_\_\_\_



Number of rows = \_\_\_\_\_

Number of columns = \_\_\_\_\_

## Revision: Adjectives

Adjectives are describing words.

1. The cat is pretty.
2. I have long legs.
3. She found a shiny shell.
4. The happy penguin looked up.
5. The big elephant drank water.
6. The dog had fluffy fur.

Read the sentences and circle the adjective in each of them.



## Powerful adjectives

A powerful adjective choice can improve the strength of a sentence and add meaning for the reader. In order to build a strong opinion, the author needs to use powerful adjectives.

Write the powerful adjective in each sentence. For the last two questions, write your own powerful adjective.

I was feeling \_\_\_\_\_ after playing at the beach all day. (tired/exhausted)

The children were \_\_\_\_\_ noisy at assembly today. (very/extremely)

Dogs make \_\_\_\_\_ pets. (good/incredible)

My baby brother is scared of loud noises.

Television is far more fun than reading books.

# Do you love doing craft?

Wish you could take your craft supplies with you wherever you go?  
Your wish has been granted!

## INTRODUCING THE 7-IN-1 CRAFT CONTRAPTION



Seven amazing crafty tools in one handy, portable gadget!  
Guaranteed to make the most beautiful craft you have ever created.

**Grab your craft contraption now for the introductory  
price of \$70 and start creating TODAY!**

\*Fictional product only.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The 7-in-1 Craft Contraption

1. What is the purpose of this product?

---

---

---

2. Do you think the 7-in-1 Craft Contraption would be easy to use?  
Give reasons for your answer.

---

---

3. Which crafty tool do you like the best and why?

---

---

---

4. If you could add another crafty tool to this product, what would it be?

---

---

5. The advertisement says that the product is guaranteed to make the most beautiful craft you have ever created. Do you think this statement is true?

---

---

---

Trace over the letters then rewrite.

th

th

th

th

th

th

this

then

mother

weather



"It is a beautiful weather for  
planting sunflowers", said Leila's  
mother.



Draw a picture of a sunflower.



# Persuasive letter writing

Learning Intention: We are learning to persuade our audience

Success Criteria: We will be successful if we;

- ☐ Use high modality words
- ☐ Provide reasons to support our opinion

## High Modality Word Bank

must

will

absolutely

definitely

always

certainly

has to

Opinion

Reasons

1.

2.

3.



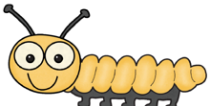


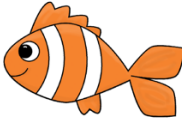
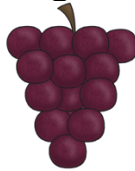

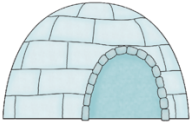








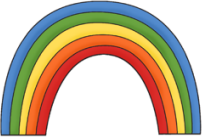

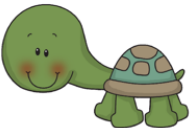

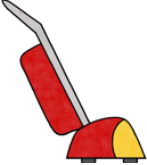
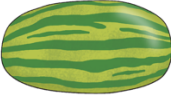

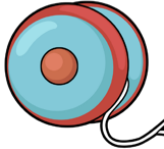

Explanations

1.

2.

3.

Opinion Restated






a 	b 	c 	d 	e 	f 	g 	h 	i 
j 	k 	l 	m 	n 	o 	p 	q 	r 
s 	t 	u 	v 	w 	x 	y 	z 	

at here  
girl boy  
look come

is the  
and for  
a on

I am  
went to  
this can

we are  
like my  
in see

 <b>Aa</b>	 <b>Bb</b>	 <b>Cc</b>	 <b>Dd</b>	 <b>Ee</b>	 <b>Ff</b>	 <b>Gg</b>	 <b>Hh</b>
a and after are all at am Aunty	baby big back boy be brother because but	came can come could cousin	Dad day did do down	eat every	father for found friend from	get good girl got go Grandad going Grandma	had him have his he home her house
 <b>Ii</b>	 <b>Jj</b>	 <b>Kk</b>	 <b>Ll</b>	 <b>Mm</b>	 <b>Nn</b>	 <b>Oo</b>	 <b>Pp</b>
I into if is in in	jump just	know	like little look love	made me mother Mum my	Nana no not now	of our off out on over one	people place play put
 <b>Qq</b>	 <b>Rr</b>	 <b>Ss</b>	 <b>Tt</b>	 <b>Uu</b>	 <b>Ww</b>	 <b>Xx</b>	 <b>Zz</b>
queen	ran run	said she saw sister school so see some	that there the they them this then to	Uncle up us	was when we will went with were would	x-ray	zoo
				 <b>Vv</b>		 <b>Yy</b>	
				very		yes you your	



## My Word Wall

### Conjunctions

For (because)

And

Nor

But

Or

Yet

so

persuade

purpose

author

illustrator

inform

entertain

places

features

landmarks

travel

transport

### High Modality Words

must

definitely

certainly

will

always

has to

absolutely