



Stage 1, Year 1 – Learning From Home - Term 4, Week 1

Monday		Tuesday	Wednesday	Thursday	Friday
Morning	Public Holiday	<p>Fitness See 'Week 1 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English</p> <p>Spelling: Watch the spelling instructional video. https://youtu.be/W8th4Yi0l0E</p>  <p>Complete the spelling grid by breaking your spelling words into their sounds and</p>	<p>Fitness See 'Week 1 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English</p> <p>Spelling 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>Reading Read a book of your choice for 10-15 mins.</p>	<p>Fitness See 'Week 1 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English</p> <p>Spelling 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>Reading Eggs  Log in to Reading Eggs and play for 10-15mins.</p>	<p>See 'Week 1 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity, including the <u>self-reflection task</u>.</p> <p>English</p> <p>Spelling 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>Optional: Ask a family member to test you on your spelling words.</p> <p>Reading Read a book of your choice for 10-15 mins.</p>

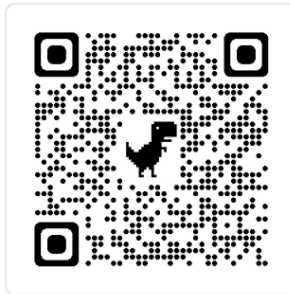
identifying any tricky parts that you need to remember.
Watch the spelling video to see a demonstration!

Reading Eggs



Log in to Reading Eggs and play for 10-15mins.

Phonics:



<https://bit.ly/phonicsweek1>

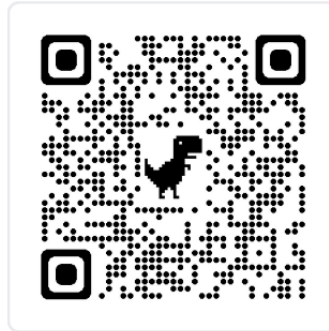
Speaking & Listening

Complete the Seesaw Activity - Week 1 Hook

Writing & Representing

Introduction to Narrative Writing.
View the link and complete the Seesaw Activity.

Phonics:



<https://bit.ly/week1wed>

Speaking & Listening

Practise reciting the poem 'Popcorn!'

Things to remember:

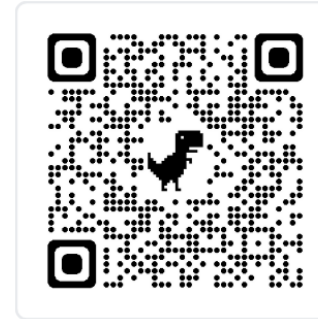
- speak clearly
- speak with good volume (how loud you are)
- expression (don't sound like a robot)
- maintain eye contact

Practise reciting your poem to your family everyday.

Use the feedback from your family to help you improve your presentation.

Record and upload it to Seesaw on **FRIDAY**.

Phonics:



<https://bit.ly/2YXA9RA>

Speaking & Listening

Practise reciting your poem

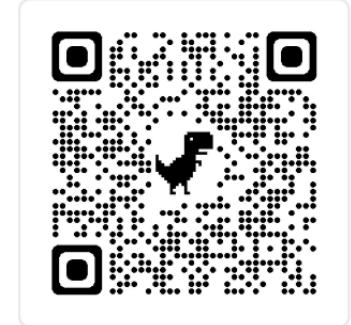
Grammar Revision: View video on Compound sentences.

<https://bit.ly/3CahGzA>



Complete Compound sentences worksheet.

Phonics:



<https://bit.ly/3nyQ7fh>

Speaking & Listening

Film yourself reciting your poem and upload your best version on Seesaw

Writing & Representing

Story Map 2: Planning

Create your own imaginative story. Think about some **language** you would use to describe your **setting and characters**.

Remember to include a **beginning** (who, where, when), **middle** (what) and **end** (how and why).

Learn how to plan by **watching** the instructional video below:

<https://youtu.be/DyWgg6wXKEs>



shorturl.at/cdxP8

Comprehension

Complete Seesaw activity:
Sequencing events.

Brain Break:

Get your fruit, grab
your water and have a break
while listening to the story
[What If You Had Animal Eyes?](#)
by Sandra Markle



Writing & Representing

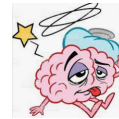
Story Mapping:
View the link to understand how
to summarise a story using a
story map. Read Little Red
Riding Hood and complete the
Story map.



shorturl.at/lmqUS

Brain Break:

Get your fruit, grab
your water and have a
break while listening to the story
[What If You Had Animal Ears?](#) by
Sandra Markle



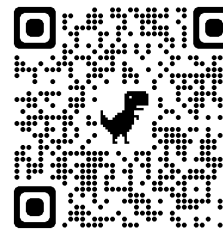
Brain Break:

Get your fruit, grab
your water and have a
break while listening to
story [What If You Had An
Animal Nose?](#) by Sandra
Markle



Writing & Representing

Revise what you have learnt
about Narrative Writing by
watching the video below:
<https://iview.abc.net.au/video/ED2004V018S00>



After the video, think of a
solution and **write** the ending
to solve the problem in the
story: **Pause** at **9:05** to recall
beginning and middle. Share
your ending with your class on
Seesaw Class.



Fill in your Story Map planning
sheet with your own ideas.


Brain Break:

Get your fruit, grab
your water and have a
break while listening to the story [What
If You Had Animal Teeth?](#) by Sandra
Markle



Writing & Representing

Story Map 2: Composing
Create your own imaginative story.
Think about some **language** you
would use to describe your **setting**
and **characters**.
Remember to include a **beginning**
(who, where, when), **middle** (what)
and **end** (how and why).

				<p>Handwriting: Digraph focus: 'th' making the sound 'th' as in thumb. Watch the following videos. https://youtu.be/o3INXFPrfJM https://youtu.be/CsNcXWpO-30 https://youtu.be/BRDzxCFWI3U</p> <p>Complete the handwriting worksheet. Remember to carefully trace over the correct letter formation and then rewrite them on the lines underneath.</p>	<p>Learn how to compose by watching the instructional video below: https://youtu.be/TbdEXE60rpK</p>  <p>Now it is your turn to create your own imaginative story. Upload your creative story for your teachers to view on Seesaw Class!</p>
Break	Break	Break	Break	Break	Break
Middle		<p>Mathematics</p> <p>TEN: Concentration Use 1 suite of cards 1-9. Flip over 2 then add them together using a number sentence. E.g: 3 and 2 makes 5</p> <p>Number: Number Words Number Names are the spellings of the names of each Numeral.</p>	<p>Mathematics</p> <p>TEN: Concentration Use 2 suites of cards 1-9. Flip over 2 then add them together or take away the smaller number from the bigger number. Write the number sentence. E.g: $7 + 4 = 11$ or $7 - 4 = 3$</p> <p>Number: 'Teen' and 'Ty' numbers Today you are going to learn</p>	<p>Mathematics</p> <p>TEN: Concentration Use 2 suites of cards. Students flip over 3 cards and add them together.</p> <p>Statistics & Probability: Data</p> <p>Fuzz Bugs Graphing Complete the <i>Make a graph and read the data - Online</i></p>	<p>Mathematics</p> <p>TEN: Concentration Use 2 suites of cards. Flip 2 cards. Double each card and add them together.</p> <p>Statistics & Probability: Data</p> <p>Count and Graph – At the Beach Count the number of items specified and then use small manipulatives (such as counters, buttons etc) as</p>

For example: 5 is spelt as 'five' and 20 is spelt as 'twenty' etc.
They are also called as 'Number Words'
Some reasons why you need to be able to read numbers or numerals in words are:

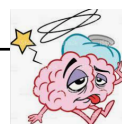
- You may see a house number written as 'two' instead of the numeral 2.
- Clock times are also written in words, e.g. as half past nine.
- Chapters in books may also be written in words, for example, Chapter Three.
- Story book titles or any text you read may have numerals written in words, for example Goldilocks and the Three Bears.

Worksheet: Complete Tuesday activity



Go to SeeSaw Activities and complete "Number Words"

Brain Break:



about 'teen' and 'ty' numbers such as 'sixteen' and 'sixty'. In the numbers 13 to 19 the 'teen' part of the word means 'ten' and they always have the number 1.
Example: **In the number 16 = the 'six' part means six ones and the 'teen' part means tens.**
In the numbers 20, 30, 40, 50, 60, 70, 80 and 90 the 'ty' part of the word means 'ten' and they always have the number 0.
Example: **In the number 60 = the word 'sixty' means 6 tens.**

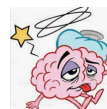
Activity: 'Go Fish'
Please read the instructions page.

Brain Break:

Charades

Ask someone in your house to play a game with you. You need to do some acting and they need to guess what you are doing. Here are some ideas:

- ★ You're driving a car
- ★ You're blowing out bubbles
- ★ A bee is buzzing around you



Game assigned to you on Seesaw.

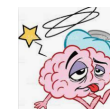
Seesaw Activity:



Mangahigh: Login to www.mangahigh.com
Complete the assigned activity: ***Interpret and construct pictograms.***

Brain Break:
Secret handshake

Create a secret handshake with someone in your house. See if you can remember it at dinner time, then before you go to bed.. You can keep adding to it to make it longer.



markers. Place their markers on the graphing template in the correct boxes to create a data display with concrete objects. Upload your results on Seesaw.

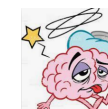






Mangahigh: Login to www.mangahigh.com
Complete the assigned activity: ***Interpret and construct pictograms.***

Brain Break:

Indoor bowling

Find a space in your home to set up a makeshift bowling lane. Collect items to use as "pins" (try empty water bottles or toys) and use a small ball to knock them down!



		<p><u>Skipping</u> Pull out your <i>imaginary</i> skipping ropes (or a real one if you have one) and see how long you can skip for. Can you do any tricks such as skipping on one foot?</p>  <p>Mangahigh: Login to www.mangahigh.com Complete the assigned activity: 'Count forward from any number (0 to 100)'</p>	<p>★ You just met someone famous</p>  <p>Mangahigh: Login to www.mangahigh.com Complete the assigned activity: 'Partition numbers from 11 to 19 into tens and ones'</p>		
Break	Break	Break	Break		
Afternoon		<p>PDHPE Watch the following reading 'A Germ's Journey' by Thom Rooke. Using all your knowledge about germs, create your own germ monster on the worksheet provided.</p>	<p>Creative Arts Music Activity 1: Watch the following video and complete your Seesaw activity. https://youtu.be/iWbeGfKfalk</p> 	<p>Geography Can you cruise around the world?</p>  <p>Did you know you can tour the globe on a world cruise? Imagine you are asked to plan a trip around the world. You must visit every continent and sail over every ocean. Plan your trip so you travel in one direction, take the shortest route and end up where you started from.</p>	<p>Science and Technology Term 4 Science Inquiry Focus: What are materials? What properties do materials have?</p> <p>Learning intention: We are learning to observe objects, and describe properties of materials. Success criteria: I can understand that science is used in daily life, such as when appropriate materials are used for objects.</p> <p>Watch video: https://youtu.be/340MmuY_osY</p>



<https://bit.ly/agermsjourney>

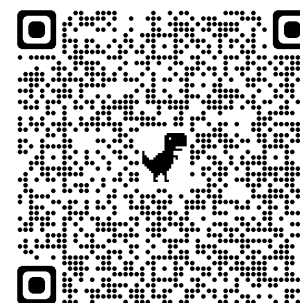
shortest route and end up where you started from.

Using prior knowledge of Continents and Oceans, view the ports in the world and plan a trip around the world (to view name of port, click on the



and it should appear on the left side):

<https://bit.ly/3k4PFmy>



View worksheet and list the oceans and continents your cruise ship has visited. Remember to find one place to stop in each continent using the link above and what you have learnt (prior knowledge). At the end, draw your journey on the map and upload onto Seesaw Class.



1. Go and gather different materials (metal, plastic, wood, natural material, fabric, etc) around your home. Look at these materials and think about these questions;
 - What are materials?
 - What materials are these objects made from?
 - How would I describe them?
 - What are the properties of materials? (*think about colour/texture/flexibility)
2. Go to SeeSaw activities and fill out the first page of the topic wheel filling out what you know about materials and what you know about properties of materials.

Investigation: Get at least 8 objects from around your house and write the name and material in the first 2 columns in the second page of the science worksheet in SeeSaw activities.

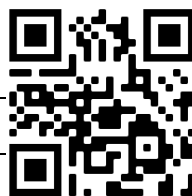
Get a water dropper or a cup filled with water to test some of the properties such as 'waterproof' and 'absorbent' for your chosen objects. Give each a TICK or an X if they are either strong, waterproof, stretchy, bendy, absorbent, see-through, soft, smooth.

WEEK 1 FITNESS ACTIVITIES

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

Skill focus: Side Gallop

Video demonstration: <https://youtu.be/la5VS5-oQ8Q>



Instructions/Components of side gallop:



1



2



3

4

5

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. Weight on the balls of the feet.
4. Hips and shoulders point to the front.
5. Head stable, eyes focused forward or in the direction of travel.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by side galloping from one edge of an area to the other side.	<input type="checkbox"/> Practice skill setting up a cone or an object similar, and side gallop around it and back to starting point.	<input type="checkbox"/> Practice skill by throwing an object and side gallop to collect it.	<input type="checkbox"/> Practice skill by side galloping in different directions.	<input type="checkbox"/> <u>FILM</u> and <u>UPLOAD</u> to Seesaw a video of yourself demonstrating the side gallop in your backyard (or inside) for 30 seconds – 1 minute. <input type="checkbox"/> Complete self-reflection sheet.

Daily workout – digital:

Monday	Tuesday	Wednesday	Thursday	Friday
Click here	Click here	Click here	Click here	Click here

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: Arm crossover Stand up tall. With your arms straight out and in line with your shoulders, move your arms in front of your body, cross them over, then move them out to the side again. Can you march on the spot while doing your arm crossover?		Activity 2: Crab kicks Sitting on your bottom, bend your legs and place your hands flat on the ground behind your bottom. Point your fingers towards your heels. With strong arms, lift your bottom off the ground. Kick one leg up in the air, place it down, then repeat with the other leg.		Activity 3: Side bunny hops Start in a tuck position with your bottom off the floor. Place some socks beside your feet. With your hands flat on the floor in front of you, straight arms, and your knees/ankles together, lean forward and kick your bottom with your heels as you do some side bunny hops over the socks.	
<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	

Spelling - Week 1

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]

Year 1 Spelling Words - Week 1

- Complete one activity every day from Tuesday to Friday

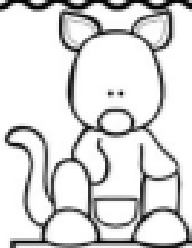
Spelling Words - The digraph /th/ making the sound 'th' as in thumb.

1. mum	7. earth	13. think	19. complication
2. dad	8. third	14. thoughtful	20. resolution
3. big	9. mouth	15. thirsty	
4. thumb	10. narrative	16. thankful	
5. thanks	11. entertain	17. truthful	
6. thick	12. characters	18. orientation	

Spelling Activities - Select one activity to complete per day.

These can be done in any order.

<input type="checkbox"/> <u>Typing</u> Type out your words. Print them out if possible and display them around your home.	<input type="checkbox"/> <u>Sensory Words</u> Write your words in piles of flour, rice or shaving cream.	<input type="checkbox"/> <u>Sounds and Colours</u> Write your words out using coloured pencils or markers. Change colours for every sound. e.g. ch o p	<input type="checkbox"/> <u>Sentences</u> Write sentences using at least 5 spelling words. Can you include more than one spelling word in a sentence.
<input type="checkbox"/> <u>Word Search</u> Try and find your spelling words in your reading books.	<input type="checkbox"/> <u>Make a Word</u> Using newspaper or magazines, cut out letters to make your spelling words.	<input type="checkbox"/> <u>Find a Vowel</u> Write your spelling words using blue for consonants and red for vowels (a, e, i, o, u).	<input type="checkbox"/> <u>Fancy Writing</u> Write your words out in fancy writing or using coloured pencils or pens.
<input type="checkbox"/> <u>Find the Spelling Pattern</u> 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.	<input type="checkbox"/> <u>Pictures</u> Draw a picture for your spelling words	<input type="checkbox"/> <u>Painting</u> Paint your spelling words.	



Number Match



Count and cut out the words, glue them next to the right number

$9 = \square$

$6 = \square$

$4 = \square$

$2 = \square$

$7 = \square$

$10 = \square$

$1 = \square$

$5 = \square$

$8 = \square$

$3 = \square$

four

seven

nine

two

six

five

ten

one

eight

three

My Germ Monster



My Germ Monster's name is:

My Germ Monster can:

My Germ Monster's weaknesses are: (What can people do to get rid of your germ monster?)

Speaking

Practise reciting the poem '**Popcorn**'.

Things to remember:

- speak clearly
- speak with good volume (how loud you are)
- expression (don't sound like a robot)
- maintain eye contact

Practise reciting your poem to your family everyday.

Use the feedback from your family to help you improve your presentation.

Record and upload it to Seesaw on **FRIDAY**.

Popcorn



Pop, pop, popcorn,
Popping in the pot!
Pop, pop, popcorn,
Eat it while it's hot!

Pop, pop, popcorn,
Butter on the top!
When I eat popcorn,
I can't stop!



Little Red Riding Hood

Once upon a time, there was a dear little girl who was loved by everyone, but most of all by her grandmother. There was nothing that she would not have given to the child. One day, she gave her a little riding hood of red velvet, which suited her so well that she would never wear anything else; so she was always called, 'Little Red Riding Hood.'

One day her mother said to her, "Take this basket of goodies to your grandmother's cottage, but don't talk to strangers on the way!" Promising not to, Little Red Riding Hood skipped off into the woods where her grandmother lived.

On her way, she met the Big Bad Wolf who asked, "Where are you going, little girl?"

"To my grandmother's. She is ill," Little Red Riding Hood replied.

As Little Red Riding Hood continued on her way to her grandmother's house, she saw some beautiful flowers. She decided her grandmother would like some fresh flowers, so she ran from the path into the woods to pick some flowers. Meanwhile the wolf ran straight to the grandmother's house. Once inside, The Big Bad Wolf put grandmother into the broom cupboard and dressed up as grandmother. Little Red Riding Hood, however, had been running about picking flowers, when she met a woodsman. He told her to hurry on her way to grandmother's house, because he was hunting a big bad wolf who was scaring the village.

Red Riding Hood ran off to her grandmother's house. She was surprised to find the cottage-door open, and when she went into the room, she had a strange feeling. She called out: "Good morning," but received no answer; so she went to the bed and drew back the curtains. There lay her grandmother, with her cap pulled far over her face, and looking very strange.



"Oh! Grandmother," she said, "what big ears you have!"

"All the better to hear you with, my child," was the reply.

"But, grandmother, what big eyes you have!" she said.

"All the better to see you with, my dear."

"But, grandmother, what large hands you have!"

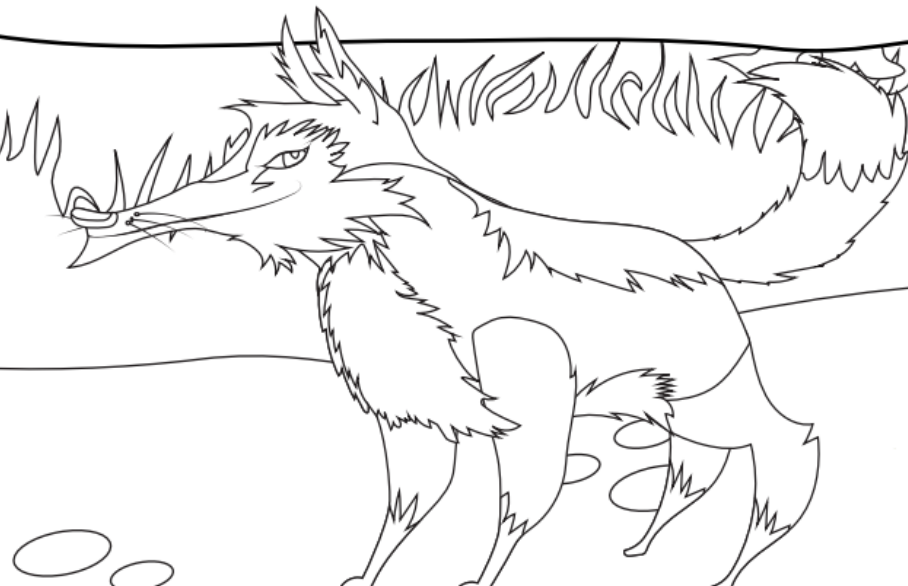
"All the better to hug you with."

"Oh! But, grandmother, what a terrible big mouth you have!"

"All the better to eat you with!" growled the wolf pouncing on her.

Little Red Riding Hood screamed and the woodcutter in the forest came running to the cottage. The woodcutter crept up on the wolf. With his axe raised above his head, he yelled at the wolf, "If you ever come back here I'll chop you up, just like I do with the trees!" Well, the wolf got quite a fright and he ran away whimpering.

The woodcutter and Little Red Riding Hood rescued Grandmother from the cupboard, where the Big Bad Wolf had locked her. Grandmother hugged Little Red Riding Hood with joy. Little Red Riding Hood promised never to speak to strangers ever again.



Name _____

Story Map

Title: _____



Setting

Characters

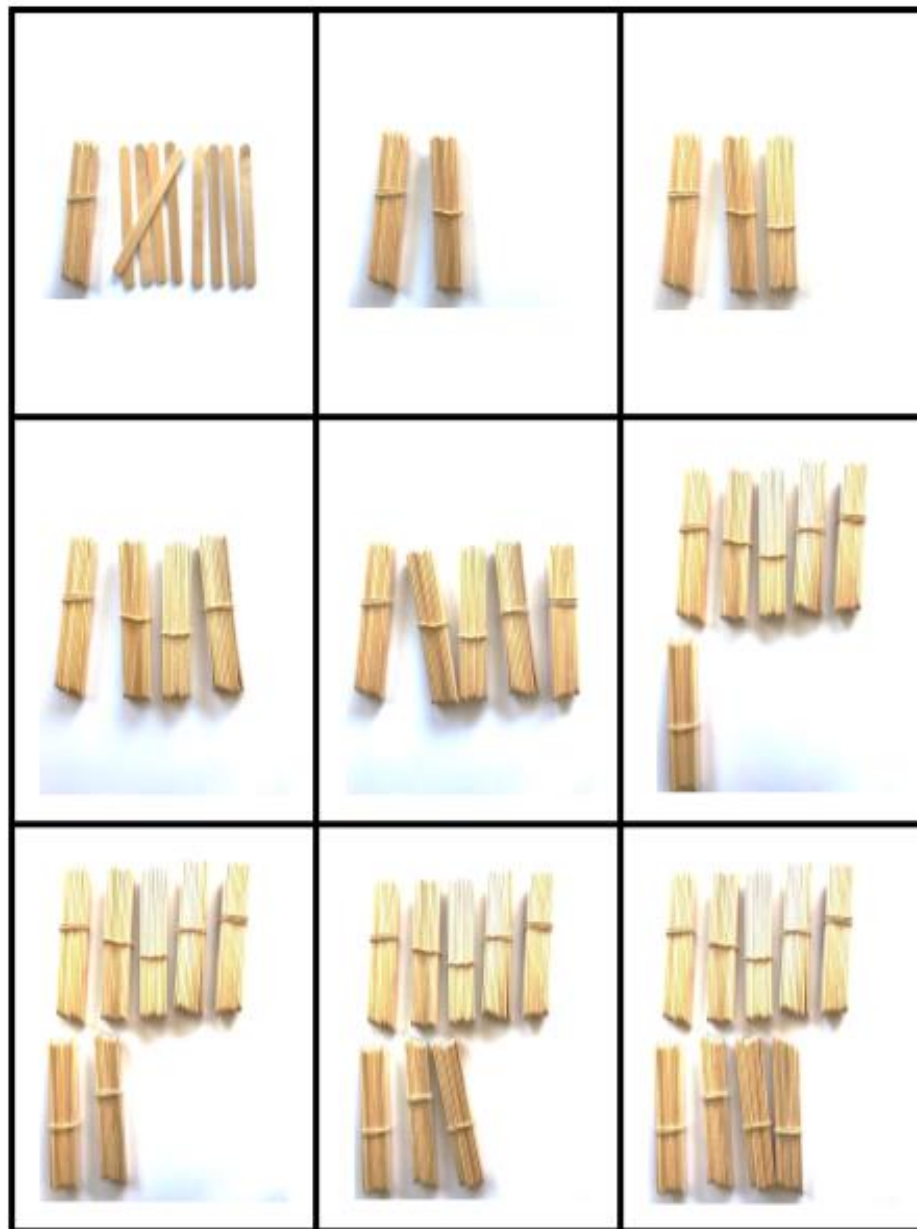
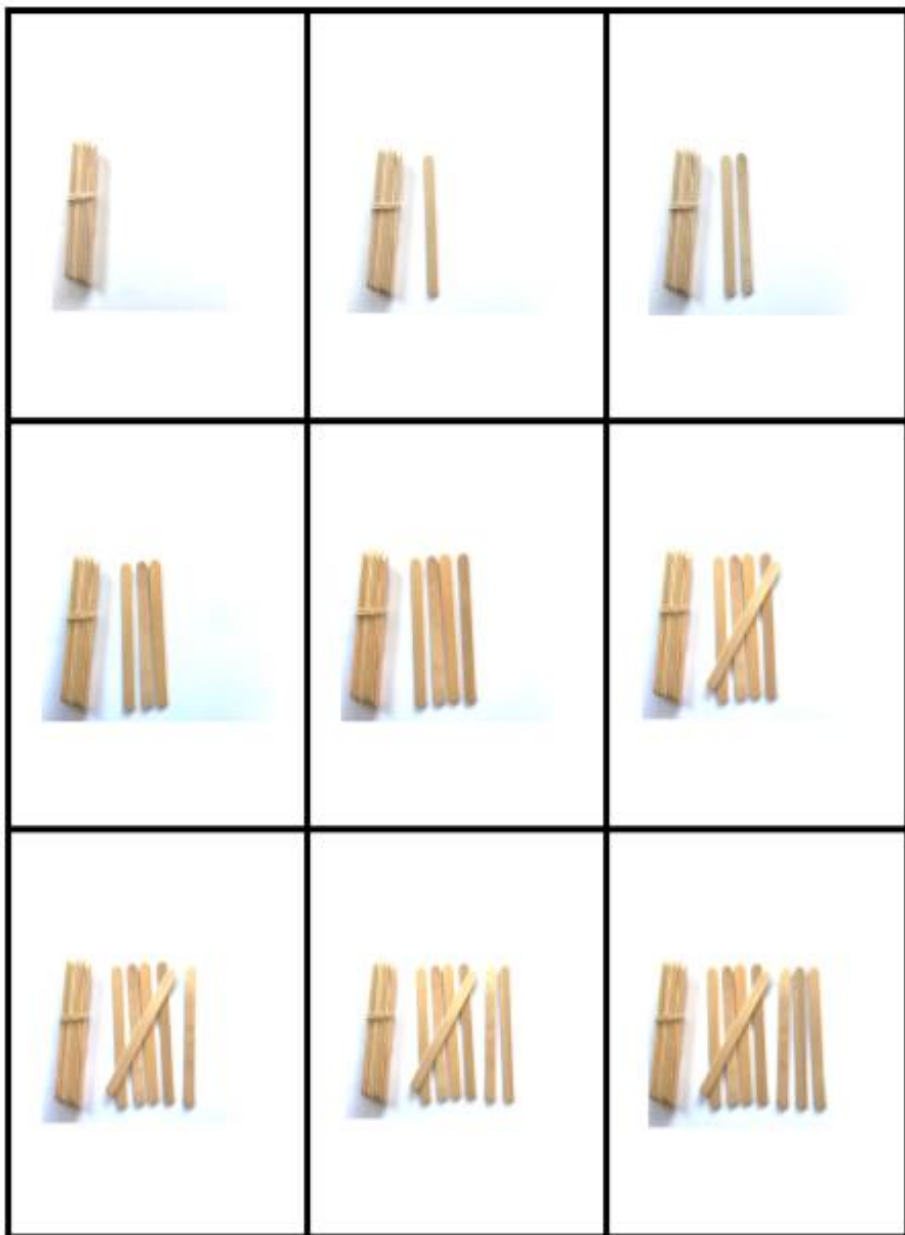
Beginning

Middle

End

Wednesday

"teen" and "ty" cards



ten	twenty	1 ten 0 ones
1 ten 1 one	1 ten 2 ones	1 ten 3 ones
1 ten 4 ones	1 ten 5 ones	1 ten 6 ones

eleven	twelve	thirteen
fourteen	fifteen	sixteen
seventeen	eighteen	nineteen

1 ten 7 ones	1 ten 8 ones	1 ten 9 ones
2 tens 0 ones	3 tens 0 ones	4 tens 0 ones
5 tens 0 ones	6 tens 0 ones	7 tens 0 ones

8 tens 0 ones	9 tens 0 ones	10
11	12	13
14	15	16

17	18	19
20	30	40
50	60	70

80	90	'teen' and 'ty' cards
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Go Fish! Game – ‘teen’ and ‘ty’ Numbers

How to play

1. Cut out the cards.
2. Shuffle the cards.
3. If you have 2 players, deal 7 cards to each player.
4. If you have 3 or more players, deal 5 cards to each player.
5. Put all of the left-over cards in a central pile.
6. Choose a player to go first. Then, take turns to look for matching pairs. Once you have a pair, you can put the pair down and keep it. Take it in turn to ask a player for a specific card. For example, “Amy, do you have ‘thirteen’ in words?”
7. If the player has the card, you asked for, she or he must give you that card. If she or he doesn’t have the card, they say “go fish” and the person picks up a card from the central pile. If you happen to draw a card you need, a pair can be made. Otherwise, it is the next player's turn.
8. Go Fish continues until either someone has no cards left in their hand or the draw pile runs out.
9. The winner is the player who then has the most matches (sets of pairs).
10. Take a photo of your set of pairs and post it on Seesaw.

Compound Sentence Jigsaws

To watch lesson on Compound Sentences,
click on the link or scan QR code:

<https://youtu.be/N3xkzyRAgyg>



Use your super sentence writing skills to create a compound sentence using different co-ordinating conjunctions and your own main/independent clauses. Read the clause in the first puzzle piece, circle an appropriate co-ordinating conjunction in the second, and then add your own clause in the final piece to create different compound sentences.

1.

The sun shone down on the people	for and nor but or yet so	<hr/> <hr/>
-------------------------------------	------------------------------	-------------
2.

The anxious boy screamed	for and nor but or yet so	<hr/> <hr/>
-----------------------------	------------------------------	-------------
3.

Kaitlyn looked surprised	for and nor but or yet so	<hr/> <hr/>
-----------------------------	------------------------------	-------------

Challenge: Now write two complete compound sentences of your own.

<hr/> <hr/>	for and nor but or yet so	<hr/> <hr/>
-------------	------------------------------	-------------

<hr/> <hr/>	for and nor but or yet so	<hr/> <hr/>
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Trace over the letters then rewrite

th

th

th

th

th

th



thumb

thanks

thick

mouth



third

thirsty

thankful

earth



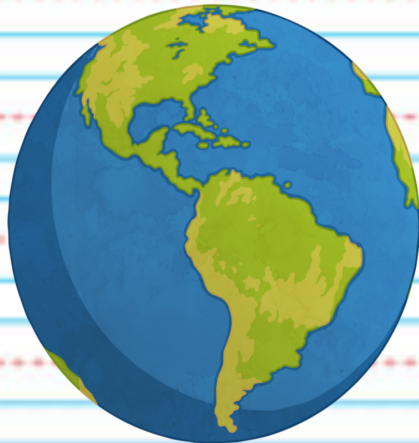
truthful

think

thoughtful



Draw a picture of the earth.



You will need an atlas or a world map.

- 1 List the continents and oceans and mark them on your map. (Page 4)
- 2 Find one place to stop in each continent. It should be a port (town or city with a harbour).






















Oceans	Continents	Port

Draw your journey on the map.



Week 1 - Side gallop Self-Reflection



I can:	
• Keep a smooth rhythmical movement.	  
• Both feet are off the ground for a brief period.	  
• Weight on the balls of the feet to take a step.	  
• Make sure hips and shoulders point to the front.	  
• Keep head up, eyes focused forward or in the direction of travel.	  
My side gallop looks right.	  
I did my best.	  
I can teach someone how to do a side gallop.	  

Why is it important to learn how to do a side gallop?

In which sport might I do a side gallop?

What I enjoyed the most during fitness this week:

Name _____

Story Map

Title: _____



Setting

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Characters

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Beginning

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Middle

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End

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COUNT AND GRAPH

