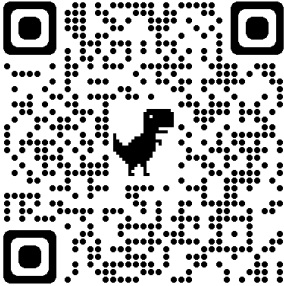






Stage 1, Year 1 – Learning From Home Term 4, Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p>Spelling</p> <p>Watch the spelling instructional video.</p> <p>https://youtu.be/9CYTJJEywMg</p>  <p>Complete the spelling grid by breaking your spelling</p>	<p>English</p> <p>Spelling</p> <p>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</p>  <p>Login to <i>PM eCollection</i> https://app.pmecollection.com.au/login</p> <p>Read at your level for 10 minutes. If you're not sure</p>	<p>English</p> <p>Spelling</p> <p>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</p>  <p>Log in to Reading Eggs and play for 10-15mins.</p> <p>Phonics: Blending (qu): https://www.youtube.com/watch?v=Nawc37HyTQ</p>	<p>English</p> <p>Spelling</p> <p>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</p>  <p>Login to <i>PM eCollection</i> https://app.pmecollection.com.au/login</p> <p>Read at your level for 10 minutes. If you're not sure</p>	<p>English</p> <p>Spelling</p> <p>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 Eggs</p>  <p>Log in to Reading Eggs and play for 10-15mins.</p> <p>Phonics: Blending (ph) https://www.youtube.com/</p>

words into their sounds and identifying any tricky parts that you need to remember. **Watch the spelling video to see a demonstration!**

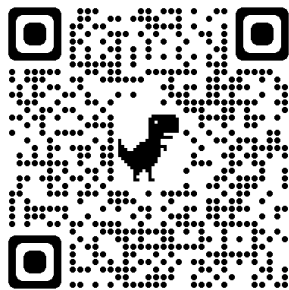
Reading Eggs



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

Phonics: Blending (ch)

<https://www.youtube.com/watch?v=8JmCrI4FHj8>



Complete Seesaw activity assigned by your teacher:



which level to choose, ask your teacher!

Phonics: Blending (wh)

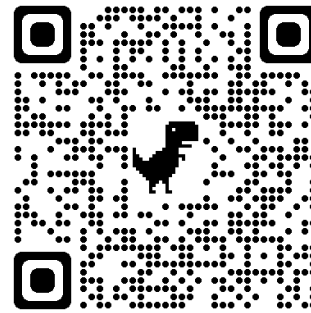
<https://www.youtube.com/watch?v=TBA-R3Sx1Pc>



Complete Seesaw activity assigned by your teacher:



Reading: Listen to the reading of 'The Gruffalo' complete the responding Seesaw Activity. Video link on Seesaw.



Complete Seesaw activity assigned by your teacher:



Speaking & Listening

Practise reciting the following verse from the poem 'My Country' by Dorothea Mackellar.

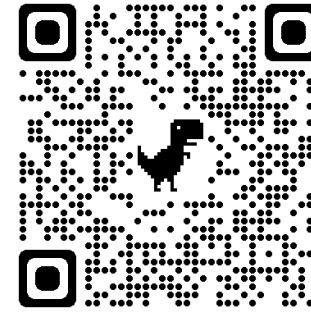
My Country

I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains;
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror-
The wide brown land for me!

which level to choose, ask your teacher!

Phonics: Blending (th)

<https://www.youtube.com/watch?v=V-cvLZLNEBM>



Complete Seesaw activity assigned by your teacher:

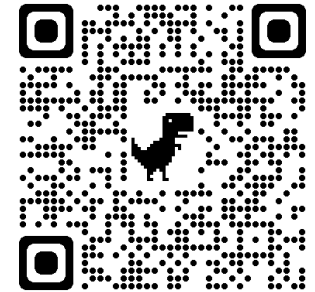


Grammar:

View Adverbs video and complete the worksheet.

<https://bit.ly/grammarwk2>

[watch?v=9zzq9wy6wXI](https://www.youtube.com/watch?v=9zzq9wy6wXI)



Complete Seesaw activity assigned by your teacher:



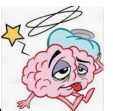
Speaking & Listening

Listen to the voice recording, draw the described setting and upload your drawing to Seesaw.



Brain Break:

Get your fruit, grab your water and have a



Reading: Listen to the reading of The Gruffalo

<https://www.youtube.com/watch?v=XEM-iZNguo>



Speaking & Listening

Complete the following Seesaw Activity by matching each description to the correct setting. Use the recording tool to explain your answer:

I know this description matches the first picture because.... (What are the clues? What do you know?)



Brain Break:

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



Writing & Representing

Refer to the Seesaw Activity and its instructional video.

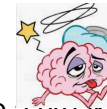


Select a few adjectives to add to your word wall. These adjectives may be useful for future writing experiences.

Upload your best recital to Seesaw.

Brain Break:

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



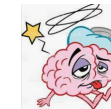
Comprehension

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 An Animal Tail!?](#) by Sandra Markle



Writing & Representing

View the link to guide you on what to include in your setting. Complete planning worksheet.

break while listening to the story [What If You Had T-Rex Teeth!?](#) And Other [Dinosaur Parts](#) by Sandra Markle

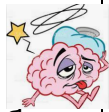


Writing & Representing

In your workbook, compose your setting using your planning sheet as a guide.

Brain Break:

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

**Writing & Representing****Narrative - Setting**

A setting is where a story or event takes place. Stories can have one setting or multiple settings.

You can know a great deal about a place, but you need your audience to feel like they know it too. One of the best ways to get your audience to feel like they know the place you're describing is by giving details, using as many adjectives as you can to describe the setting.



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

Handwriting:

The digraph 'ch' makes the sound 'ch' as in **ch**air.


Watch the following videos.

<https://youtu.be/DR0b6hYNYw0>

<https://youtu.be/BRDzxCFWI3U>

Complete the handwriting worksheet.

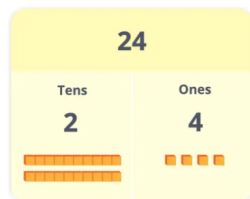
Remember to carefully trace over the correct letter formation and then rewrite them on the lines underneath.

	<p>Watch the video to understand better what setting is.</p> <p>https://youtu.be/3BVOlyUnk6s</p> <p>Seesaw Activity:</p>  <p>Go to Seesaw Activities and complete 'Setting of the Gruffalo'</p>				
Break	Break	Break	Break		
Middle	<p>Mathematics</p> <p>TEN: <u>Memory</u></p> <p>Play Memory, matching numbers. Allow children to touch dots when counting.</p> <p>Number: Place Value</p> <p>Place values tell us how much each digit in a number is worth.</p> <p>Tens and Ones are called place values.</p> <p>Digits on the left (→) have a bigger place value. Each digit in a</p>	<p>Mathematics</p> <p>TEN: <u>Memory</u></p> <p>Turn 2 cards over, count them and flip one back. Students will recount by visualising numbers. If correct they receive a token (you can create them). The person with the most tokens wins. Record number sentences.</p> <p>Number: The Place Value Game</p> <p>Watch the video which will explain how to play this</p>	<p>Mathematics</p> <p>TEN: <u>Memory</u></p> <p>Flip 2 cards and flip back over. Start counting from the largest number. Tell your partner the total and check. Record number sentence.</p> <p>Repeat for subtraction.</p> <p>Number: Place Value</p> <p>Hundreds, Tens, Ones</p> <p>Hundreds, tens and ones are units used to help us count large numbers more easily. We write a digit to</p>	<p>Mathematics</p> <p>TEN: <u>Memory</u></p> <p>Choose 2 cards. Double 1 then add the other on. Record number sentence.</p> <p>Repeat for subtraction.</p> <p>Statistics & Probability: Data</p> <p>Data & Graphing</p> <p>Complete the Tally marks, data and graphs activity assigned to you on Seesaw.</p>	<p>Mathematics</p> <p>TEN: <u>Memory</u></p> <p>Choose 4 cards: Eg: 2, 4, 3, 7 Make 24 and 37 Add them together and discuss strategies. Repeat for subtraction.</p> <p>Statistics & Probability: Data</p> <p>We're Going on a Shape Hunt!</p>

number has a place value.

Digits at the Ones place count as 1 each. Digits at the **Tens** place count as **10** each.

Example, **24** has **2 Tens** and **4 Ones**.



Watch the video:

<https://youtu.be/dHu5TFxPtk>



Go to SeeSaw Activities and complete 'Basketball Place Value'



Mangahigh: Login to www.mangahigh.com

game:

<https://vimeo.com/585303548>

For this game you will need:

You will need:

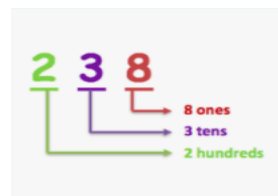
- Game board (you can make one using sticky notes or drawing boxes)
- 0-9 sided dice (you could also use 0-9 playing cards or a [number spinner](#))
- Marker or pencil.

How to play:

- This game is for 2 or more players.
- Make a gameboard for each player.
- Take turns to throw 2 x 0-9 sided dice (or spin your spinner or use your playing cards).
- Use the numbers you roll to create a 2-digit number, for example a 5 and a 2 could be recorded as 25 or 52.
- Record your number somewhere along the path from 0 and 100.
- Numbers must be placed

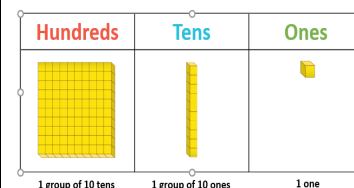
represent how many hundreds, tens and ones we have. We form our total number combining these digits in order.

Example:



You can use Base ten blocks to represent the place value of each digit in a number.

Example: **3-digit numbers are made up of hundreds, tens and ones.**



Go to SeeSaw Activities and complete 'Challenge Place Value'

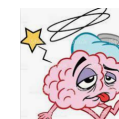
Seesaw Activity:



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

Brain Break:

Cosmic Kids
Get up from your chair and stretch your crinkles out with [Spooky Yoga](#).



How to Play

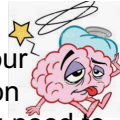
1. Allow each player to choose a counter to place on the 'Start' star. The youngest player has the first turn.
2. The first player rolls the dice, then moves their counter the corresponding number of squares on the game board.
3. Using the Shape Hunt Worksheet, the first player records the shape that they have landed on in the graph provided e.g. rectangle, rhombus, octagon, oval, square, pentagon, circle or triangle.
4. Play continues with the next player rolling the dice, moving their counter the corresponding number of squares and recording the shape that they have landed on in their graph.
5. The first player to reach the 'Finish' star is the winner.
6. Once play has finished, complete the questions on

Complete the assigned activity:

Brain Break:

Simon Says

Ask someone in your house to play Simon Says with you. You need to ask them to do some actions, such as “Simon Says put your hands on your head” but if you don’t say “Simon Says” first and they do it, they’re out. Take turns. If you don’t have anyone to play with, you can play along with this video [Simon Says](#).



in order from 0 – 100 so you must think carefully about the best place to put your number!

- If numbers cannot be placed, you miss your turn.
- Continue taking turns to roll the dice, creating numbers and filling in the pathway on the gameboard.
- The winner is the first to fill all of the places!



Go to SeeSaw Activities and complete ‘Place Value - Create’



Mangahigh: Login to www.mangahigh.com Complete the assigned activity:

Brain Break:

GoNoodle

Get Footloose with the kids from GoNoodle [Footloose NTV GoNoodle](#)

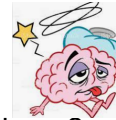


Mangahigh: Login to www.mangahigh.com Complete the assigned activity:

Brain Break:

Learn to Juggle

Do you know how to juggle?



Would you like to learn?

This will take lots and lots of practise but you can start off by watching this video [How to Juggle for Kids](#). You will need:

- ★ 2 scarves; and
- ★ 2 balls small enough to fit in your hands, like tennis balls.



the worksheet about the shapes they have ‘hunted’ during the game.








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

Brain Break:
Balance Break

Get a plastic or paper plate and balance it on your head while you walk across the room, keeping the plate in place. Make it trickier by adding something to the plate, like a piece of fruit or a small soft toy.



					
Break	Break	Break	Break		
Afternoon	Science & Technology  <p>During Science this term we will be learning how to create a sequence of instructions (steps) to solve a problem. In the technological world, this is known as 'coding'.</p> <p>We are using a website called Code.org. In order to complete the activities, you will need to login to your own account which your teachers have created for you. Here are the steps you need to follow:</p> <p>A. Type 'code.org' into your browser, use</p>	PDHPE <p>View the following video and complete the worksheet provided.</p>  https://bit.ly/pdhchanges	Creative Arts Music <p>Watch the video on pitch</p>  <p>Water Xylophone Sound experiment: get 5-8 glasses of water and pour a little water in the first cup and slowly increase the water in each until you reach the last cup. You can also add in food colour.</p> 	Geography <p>View the worksheet and complete independently.</p> <p>Success:</p> <ul style="list-style-type: none"> • Identify continents • Identify parts of the globe and explain why Australia is called "The Land Down Under". • Write or draw three things you have learnt. Choose one of those things and explain why it is important to you. 	Catch up session for all incomplete tasks

[Code.org](https://code.org) or



B. Click on the  button in the top right corner.

C. Enter your class section code (sent to you on Seesaw) into the field and press 'Go'.

Enter your 6 letter section code

Section Code (ABCDEF)

Go

D. Find your name and enter your password (sent to you on Seesaw).

E. Complete the following lessons:

1. Digital Traits
2. Move It, Move It
3. Sequencing with Angry Birds.

F. Do NOT do any more than lessons 1-3. All your progress can be seen by your teacher.

Learn the first 30 seconds of 'twinkle twinkle little star' by tapping the cups/jars with a spoon OR use the online xylophone to create a song.



Record your song/tune and answer the the below reflection questions in your video before uploading to Seesaw:

- What did you notice?
- What was the difference between the jars with more water compared to less water?
- How do you think the sound is made? (think back to our Science lesson on sound)

	G. Have FUN!!				
--	---------------	--	--	--	--

Spelling - Week 2

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 2

- Complete one activity every day from Tuesday to Friday

Spelling Words - The digraph /ch/ making the sound 'ch' as in chair.

1. he	7. branch	13. chocolate	19. paragraphs
2. going	8. peach	14. challenge	20. castle
3. down	9. cheap	15. chainsaw	
4. chop	10. setting	16. enchanting	
5. rich	11. villain	17. championship	
6. chip	12. hero	18. happily	

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.	

WEEK 2 FITNESS ACTIVITIES

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

Skill focus: Skip

Video demonstration: <https://youtu.be/R5tFXsrzbCs>



Instructions/Components of skip:



1



2



3



4



5

1. Show a rhythmical step-hop.
2. Land on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. Head and trunk stable, eyes focused forward.
5. Arms relaxed and swing in opposition to legs.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by skipping from one edge of an area to the other side.	<input type="checkbox"/> Practice skill setting up a cone or an object similar, and skip around it and back to starting point.	<input type="checkbox"/> Practice skill by throwing an object and skip to collect it.	<input type="checkbox"/> Practice skill by skipping in different directions.	<input type="checkbox"/> <u>FILM</u> and <u>UPLOAD</u> to Seesaw a video of yourself demonstrating the skip 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: Star jumps with claps
Do some star jumps on the spot. Start in a star shape, then jump so that your feet come back together, and bring your arms above your head to clap. Repeat this! See how many claps you can do in 20 seconds.

Activity 2: Jogging with taps
Jog forward for five steps. Tap the ground, then jog back for five steps and tap the ground.

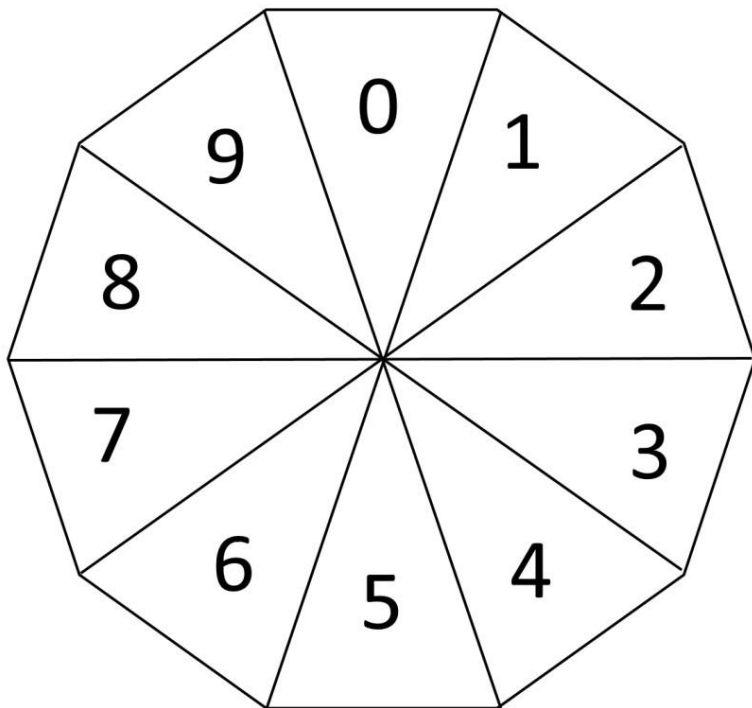
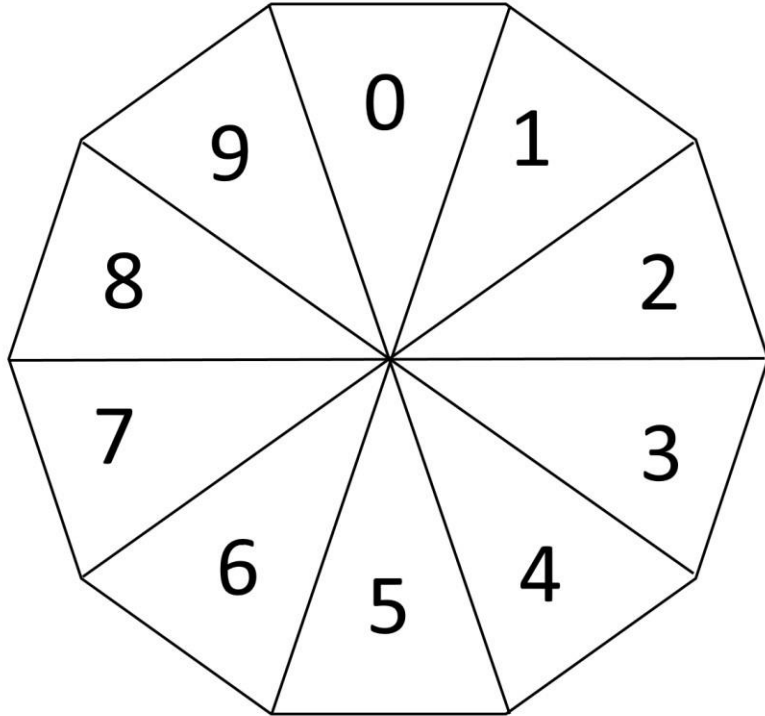
Challenge: Jog moving forward and back without tapping the ground.

Activity 3: Three frog hops
Stand tall with your legs out wide. Touch the ground with both hands, then jump up high and repeat. Make your best frog sounds!

Challenge: Reach high instead of jumping.

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

0-9 spinners





Activity

Compose a response to the following question:

Share one experience of how you have changed.

Question 1: Share an example of a change that you have experienced.

Answer 1:

Question 2:
How did the changes make you feel?

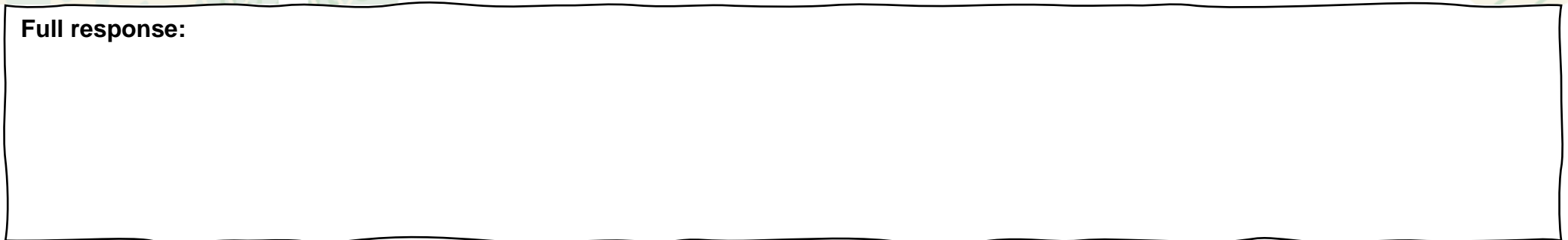
Answer 2:

Question 3: How did you deal with or what were able to do after the changes happened?

Answer 3:



Full response:



Trace over the letters then rewrite.

ch

ch

ch

ch

ch

ch



chop

rich

chip

branch



peach

cheap

chocolate

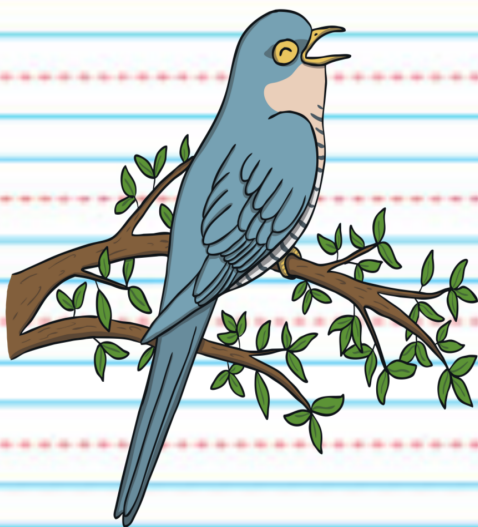


chainsaw

enchanted



Draw a picture of a branch.



Identifying Adverbs

To watch the video, follow the link or QR scan the code.

<https://youtu.be/pRTCQTHZsVc>



Adverbs



Girl runs **quickly**.



This is a **very** sweet mango.



Peter reads **quite** clearly.

An **adverb** is a word which modifies the meaning of a verb, an adjective or another adverb.

Adverb Word Bank

cheerfully	sadly	shyly	happily	gently	angrily	hungrily
------------	-------	-------	---------	--------	---------	----------

1. Answer each question with an adverb. Use the **Adverb Word Bank** to help you.

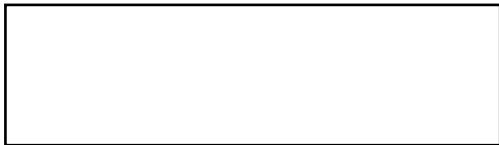

- | | |
|--|----------------------------|
| a) How did your brother play? | He played <i>happily</i> . |
| b) How did your mum say goodbye? | Mum said it _____. |
| c) How did the dog bark? | The dog barked _____. |
| d) How did the kite fly in the breeze? | The kite flew _____. |
| e) How did your dad tell you off? | My dad told me off _____. |

The first one has been done for you.

2. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Carefully, she looked for her coat.
- e) Thankfully, it would be his turn soon.

Draw your setting and write 5 adjectives to describe it



The Big Picture – looking at levels of understanding

ACHIEVING

Draw a line to match the continents with their names.

Colour each continent a different colour.



The Big Picture – looking at levels of understanding

TAKING IT FURTHER

- 1 Label the Equator, North Pole, South Pole, Northern Hemisphere and Southern Hemisphere on the globe.
- 2 Explain why Australia is called 'The Land Down Under'.



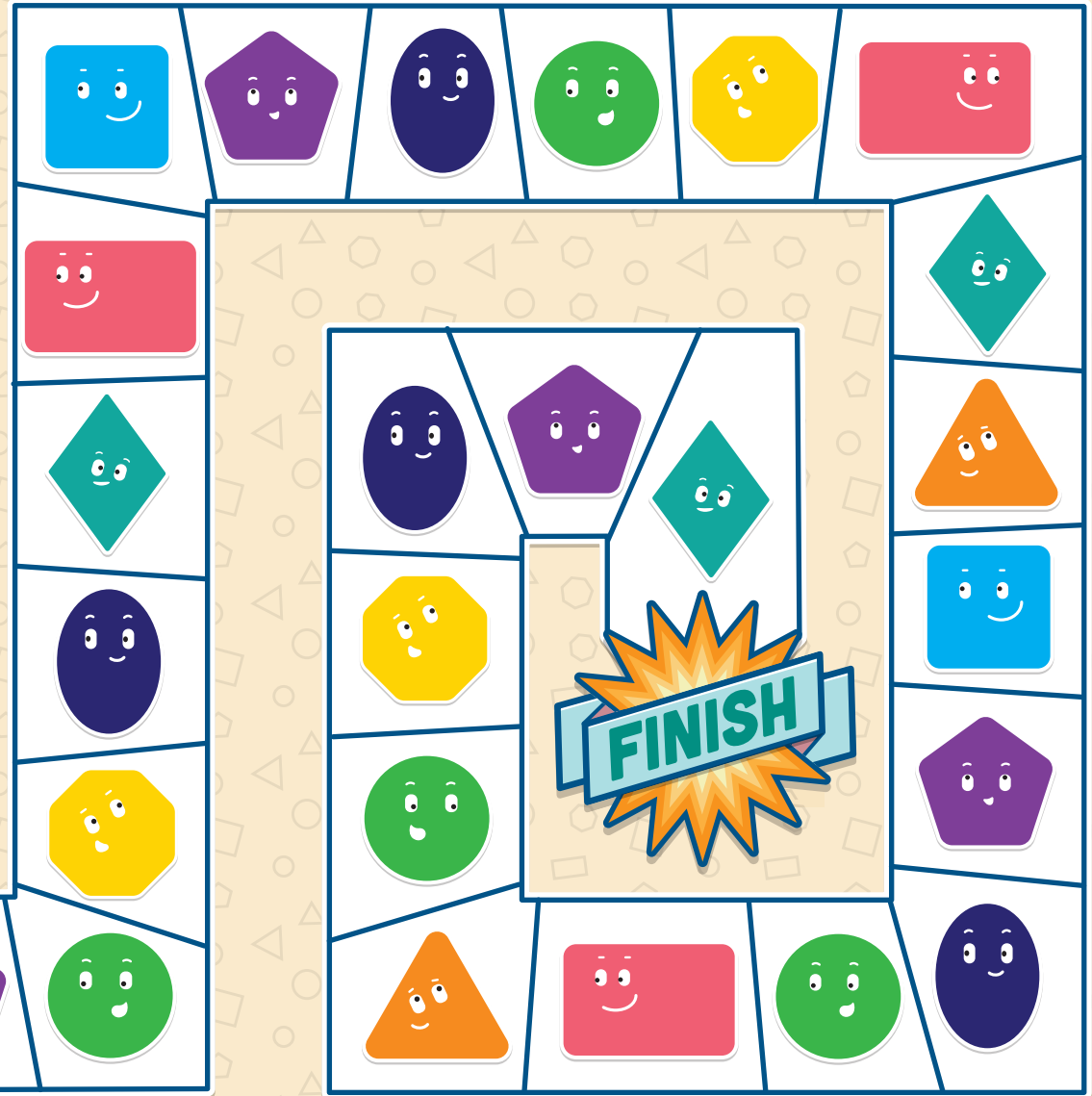
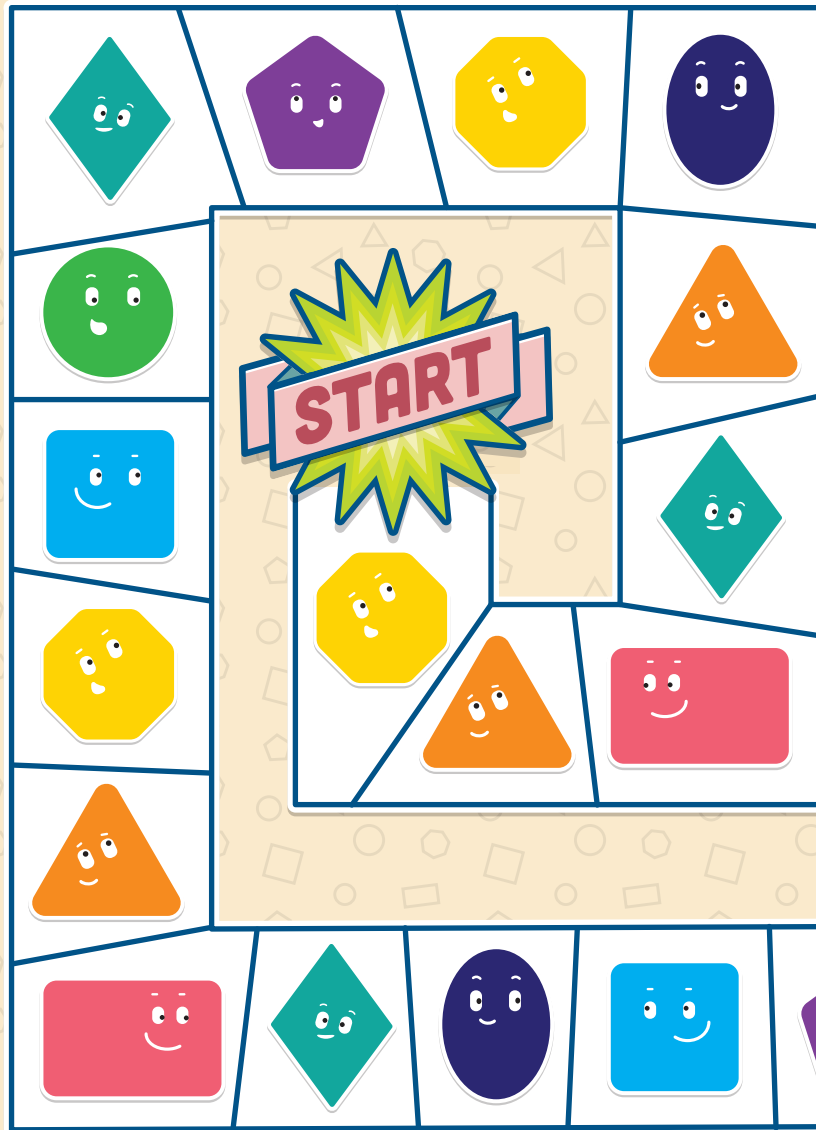
Self-assessment

- 1 Write or draw three things you learnt in this unit.

- 2 Choose one of the things you learnt and explain why it is important to you.

We're Going on a Shape Hunt

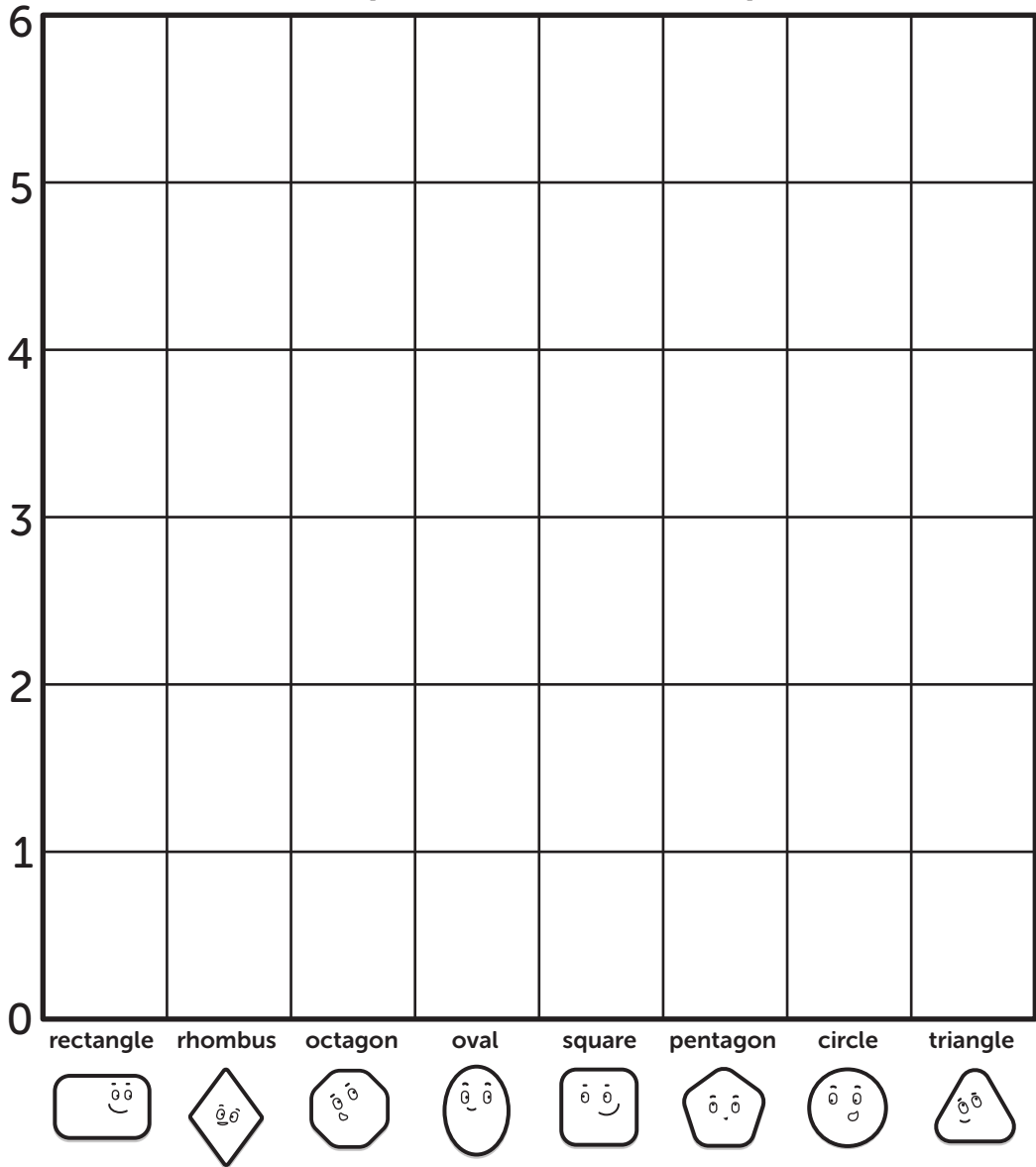
• Graphing Game •



Name _____

Date _____

Shape Hunt Graph



Questions

- 1. Which shape did you find the most?

- 2. How many triangles did you find?

- 3. Which shape did you find the least?

- 4. Altogether, how many squares and rectangles did you find?
Squares: _____
Rectangles: _____

Week 2 - Skip Self-Reflection

Friday



I can:			
• Show a rhythmical step-hop.			
• Land on ball of my foot.			
• Bend my knee of support to prepare for hop.			
• Keep my head and trunk stable and eyes focused forward.			
• Relax my arms and swing in opposition to legs.			
My skip looks right.			
I did my best.			
I can teach someone how to do skip.			

Why is it important to learn how to skip?

In which sport might I need to skip in?

What I enjoyed the most during fitness this week:
