






# Stage 1 Year 1 - Learning From Home - Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>Fitness</b> Follow Superman: <a href="https://youtu.be/nMpSKmcdXBI">https://youtu.be/nMpSKmcdXBI</a></p>  <p><b>Target Practice</b> Set up empty water bottles and try to knock them all over using a soft ball, rolled up socks or a small soft toy. Challenge yourself by standing further away.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute?</p> <hr/> <p><b>English</b> <b>Reading:</b> Record 1 minute of yourself reading a book of your choice for 10-15mins.</p> <p><b>Speaking and Listening:</b> Choose <b>one</b> of your favourite toys and pretend you are both going on an</p>	<p><b>Fitness</b> Follow Kangaroo: <a href="https://youtu.be/NJ7evRLFXV8">https://youtu.be/NJ7evRLFXV8</a></p>  <p><b>Penguin waddle</b> Place a balloon or a soft ball between your knees. Waddle from one side of the house to the other without dropping the balloon or ball. Challenge yourself by creating an obstacle course to jump over.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score?</p> <hr/> <p><b>English</b> <b>Reading:</b> Record 1 minute of yourself reading a book of your choice for 10-15mins.</p>	<p><b>Fitness</b> Follow King Arthur: <a href="https://youtu.be/f1DCBvypjNw">https://youtu.be/f1DCBvypjNw</a></p>  <p><b>Sticky note wall bop</b> Write each letter of the alphabet on a sticky note and stick it on a wall. With a soft bean bag or sock ball, practice your spelling by hitting the letters. If you spell the word incorrectly, you must start again. Challenge yourself by standing further away.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score?</p> <hr/> <p><b>English</b> <b>Reading:</b> Record 1 minute of yourself reading a book of your choice for</p>	<p><b>Fitness</b> Follow Fred Flinstone: <a href="https://youtu.be/5ALV5ngx8WM">https://youtu.be/5ALV5ngx8WM</a></p>  <p><b>Mirror, mirror</b> Stand face to face with your sibling or your parents and have them try to copy all of your moves. eg. 10 knee highs, 5 burpees, 12 toe touches. Swap roles. Try to keep up with the mirror!</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score?</p> <hr/> <p><b>English</b> <b>Reading:</b> Record 1 minute of yourself reading a book of your choice for 10-15mins.</p>	<p><b>Fitness</b> Follow Honey Monster: <a href="https://youtu.be/ke04O2ma7eI">https://youtu.be/ke04O2ma7eI</a></p>  <p><b>Dance party</b> Choose one of your favourite songs and have a dance party.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score?</p> <hr/> <p><b>English</b> <b>Reading:</b> Record 1 minute of yourself reading a book of your choice for 10-15mins.</p> <p><b>Speaking and Listening:</b> Record your presentation of your speech and upload it to Seesaw.</p>

adventure. Write a 30-60 second speech describing your day out with your toy. You need to include at least **two** of the following:

- **who** is your chosen toy: what type of toy is it; what does it look like; what can it do; does it have superpowers; does it have a name?
- **where** do you go on your adventure: is it somewhere real; are you going to a fairytale land; or maybe another planet? It is up to you.
- **what** do you do on your adventure: do you rescue someone in danger; do you go to a party; do you see aliens?

Write your speech with as much imagination as you can. Watch this video to give you some more ideas of what to include in your speech:

<https://bit.ly/3jof7Sz>

Practise your speech each day then record and upload it to Seesaw on **Friday**.

**Spelling:** Watch the spelling instructional video - <https://youtu.be/JYq5chw6Zrs>

**Speaking and Listening:**

Practise delivering your speech. You may find you need to edit it and make some changes to make it better. You could make palm cards and write your speech out on them to make your speech more professional.

**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.

**Handwriting:**

**Read:** The importance of good sitting. Read the Handwriting Tips instructions carefully and watch the Handwriting Rules video:

[https://youtu.be/2O02xZI3\\_PE](https://youtu.be/2O02xZI3_PE)

Complete the handwriting worksheet.

Digraph focus: ee as in **bee**

10-15mins.

**Speaking and Listening:**

Record your speech on a device and watch it back yourself. It is good to look back at what others see when you are presenting your speech. Are you loud enough? Are you making enough eye contact? Does your speech make sense? Keep practising.

**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.

**Comprehension:**

Read the text '*The Sleepover*'. In your workbook, answer the questions in full sentences.

**Grammar:**

Watch the following video that introduces 'prepositions' <https://bit.ly/3yjLmZh>

**Lesson Demonstration:** <https://bit.ly/2VghUVX>

Use the correct preposition

**Speaking and Listening:**

Keep practising your speech. You could say your speech in front of an adult and ask them for some feedback or you can practise in front of a mirror.

**OPTIONAL:** Draw or paint a portrait (picture) of you and your chosen toy on your adventure to present with your speech.

**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.

**Handwriting:**

**Read:** The importance of good sitting. Read the instructions carefully.

Complete the handwriting worksheet.

Digraph focus: ee as in **tree**

**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.

**Optional:** Ask someone to test you.

**Writing:**

Watch the following video to revise procedural texts, followed by a guide about the writing task.

**Lesson Demonstration:** <https://bit.ly/2Vc9nTX>

Unjumble the 'Procedural Writing' worksheet using the correct structure.

Fill in the missing steps. Remember to begin your steps with a number and an action verb. Include relevant details.







*\*Note to parents: Please allow and encourage students to sound out unfamiliar words. Corrections can be made on top of their attempt if you wish to provide immediate feedback.*



Complete the spelling sheet by breaking your spelling words into their sounds and identifying any tricky parts that you need to remember.

from the word bank to complete each sentence.

<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b></p> <p><b>TEN Activity: Card Game (Try this card game with a parent or a sibling)</b> In pairs, students place playing cards (1-9) facing down. Students flip two cards to find a match. Students count the total of doubles when cards match and record the sum on a whiteboard. If cards do not match, a turn is passed to the next student.</p> <p><b>Number: Fractions/ Halves</b> When a whole object is cut into two equal parts, these parts are called halves. If two parts are created but are not equal, then the object has not been halved. With the help of an adult, make two slices of fairy bread. Using a plastic knife, cut the slices of fairy bread in halves. Demonstrate all</p>	<p><b>Mathematics</b></p> <p><b>TEN Activity: Card Game (Try this card game with a parent or a sibling)</b> Split cards 1-9 between two players. One child will hold a card on their forehead and the other child will look at the card and say how many more to 10. The child needs to then guess the card displayed on their forehead. Record number sentence on whiteboard.</p> <p><b>Number: Fractions / Halves Introducing the 1/2 symbol</b> Have you ever seen this symbol <math>\frac{1}{2}</math> before? What do you think it means? This symbol <math>\frac{1}{2}</math> refers to one part of an object that has been divided into two equal parts.</p>	<p><b>Mathematics</b></p> <p><b>TEN Activity: Card Game (Try this card game with a parent or a sibling)</b> Split cards 1-9 between two players. One child will hold a card on their forehead and the other child will look at the card and say how many more to 20. The child needs to then guess the card displayed on their forehead. Record number sentence on whiteboard.</p> <p><b>Number: Fractions/ Halves Half of a collection</b> When modelling half of a collection you need to understand that: Two equal groups will result. Each group is half of the whole collection. The number of objects in the half will depend on the size of the whole collection.</p> <p>Read the following problem and to solve, it draw a picture.</p>	<p><b>Mathematics</b></p> <p><b>TEN Activity: Card Game</b> (Try this card game with a parent or a sibling)</p> <p><b>How many to 10</b> Student flips a card then must calculate how many more to 10.</p> <p><b>Measurement &amp; Geometry: Position</b></p> <p><b>Where's the monkey?</b> <a href="https://youtu.be/idJYhjGyWTU">https://youtu.be/idJYhjGyWTU</a> Using a simple cardboard box and a teddy, ask your child to describe where the teddy is: inside, outside, next to the box? You could then ask your child to place the teddy according to instructions.</p>	<p><b>Mathematics</b></p> <p><b>TEN Activity: Card Game</b> (Try this card game with a parent or a sibling)</p> <p><b>Add together</b> In pairs, one student places a card down, then the other tells the next card, and then add both numbers together.</p> <p><b>Measurement &amp; Geometry: Position</b></p> <p><b>I'm going on a bear hunt!</b> <a href="https://www.youtube.com/watch?v=WzIcu6tbEko&amp;t=39s">https://www.youtube.com/watch?v=WzIcu6tbEko&amp;t=39s</a> Whether indoors or outdoors, playing hide and seek practises positional language at home. You can get your child to describe where you hid</p>

	<p>the possible ways to cut a piece in half. Remember both parts need to be equal. Photograph your results and upload the pictures onto Seesaw.</p> <p><b>Worksheet:</b> Complete Monday's worksheets</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: Stage 1- Number and Algebra- Fractions and Decimals - PRODIGI Find one half, one quarter and three quarters of shapes and sets of objects.</p>	<p><b>Eg:</b></p>  <p><b>Worksheet:</b> Complete Tuesday's worksheets</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: Stage 1 - Number and Algebra - Fractions and Decimals - GAMES Use pictures to add halves</p>	<p>Use your workbook to draw the picture. <b>A farmer has 24 ducks and 2 ponds. If half the ducks are in each pond, how many ducks are there in each pond?</b></p> <p><b>Worksheet:</b> Complete Wednesday's worksheets.</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: Stage 1 - Number and Algebra - Fractions and Decimals - Games Use numerical representation to add halves.</p>	<p>Finally, your child could give you instructions. It's also fun to sometimes get it wrong on purpose so your child can correct you. If you've got a box big enough, your child could get in and out of the box themselves.</p> <p>Upload your results on Seesaw.</p>	<p>after they found you: 'behind the door', 'next to the bed', 'between the tree and the bush' etc. If you play in the park your child can follow directions. For example, 'We can only hide as far as the path and not beyond the line of the trees'.</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p><b>Science and Technology</b></p>  <p>Topic: <u>Living and nonliving things</u> Living things can grow, move and change. Go to <a href="https://ab.co/3fnTG2K">https://ab.co/3fnTG2K</a> or scan this QR code:</p>  <p>and click on the different 'Ch 1, Ch 2, Ch 3 to see the</p>	<p>Watch the video:</p>  <p><a href="https://bit.ly/2V36pkA">https://bit.ly/2V36pkA</a></p> <p>Compose a response to answer the question: <b>"Why do different people</b></p>	<p><b>Creative Arts</b></p> <p><b>Introduction to topic:</b> <a href="https://bit.ly/3xenDbP">https://bit.ly/3xenDbP</a></p> <p><b>Warm-up: Footsteps</b> Follow the instructor and dance to:</p>  <p><a href="https://bit.ly/3iehrw1">https://bit.ly/3iehrw1</a></p>	<p><b>Geography</b></p> <p>Watch <b>What is a Suburb?</b>: <a href="https://bit.ly/3AabQNX">https://bit.ly/3AabQNX</a></p>  <p><b>Seesaw assigned activity:</b> Build a Suburb</p>	<p><b>Catch up session for all incomplete tasks</b></p>



features of a variety of animals and how these features help the animals meet their needs for food, shelter and safety from predators.

Go to SeeSaw and then press the 'Activities' tab. Then press on 'Week 6 Science' and complete the two activities using the SeeSaw tools (text/draw).  
*\*If you do not have access to Seesaw or a device, you can complete this in your book by writing and drawing pictures.\**

Activity 1:

- Find 4 **living** things around your house, back yard or school. Write the name of each living. and explain why you chose it.
- Find 4 **non-living** things around your house, backyard or school. Write the name and explain why you chose them.

Activity 2:

Identify all the photos of living things. Colour their boxes using this colour key:

feathers = green

fur = red

fins = blue

shell = orange

scales = pink (\*not fish)

skin = purple

**eat different food?"**

*\*Note to parents: Please allow and encourage students to sound out unfamiliar words. Corrections can be made on top of their attempt if you wish to provide immediate feedback.*

**Focus Dance:**

Watch the Chicken dance.  
<https://bit.ly/3ibNVan>

Practice the dance.  
Film your best performance and upload to Seesaw.

**Reflection**

Complete the reflection sheet.

Select and move some features to create your dream suburb.

Record yourself describing your dream suburb and explain why you have placed specific features in certain places (for example: I have placed the police station next to the shopping mall so there will be no thefts).

**Reflection**

Watch **Types of Communities (suburbs):**  
<https://bit.ly/3lyDLCz>



# Year 1 Spelling Words - Week 6

- Complete one activity every day from Tuesday to Friday
- Complete your Look, Say, Cover, Write, Check every day in your workbook

## Spelling Words - The digraph *leel* making the sound 'E' as in tree

1. play	7. agree	13. between	19. verbs
2. her	8. greed	14. eighteen	20. adjectives
3. jump	9. coffee	15. canteen	
4. bee	10. infer	16. succeed	
5. tree	11. fluency	17. agreement	
6. see	12. predict	18. nouns	

## 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. <i>ch o p</i>	<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>Dictionary Definitions</u>  Use a dictionary to find the meaning of your spelling words. If you do not have a physical dictionary, ask your family members or try searching online with adult assistance.



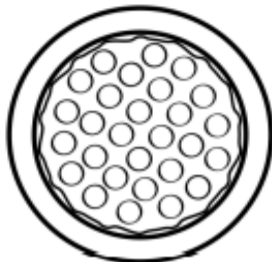
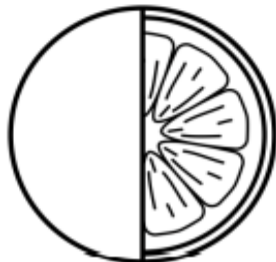
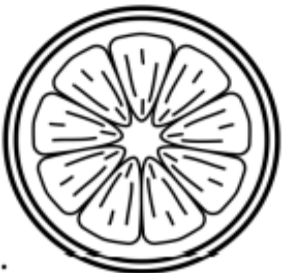
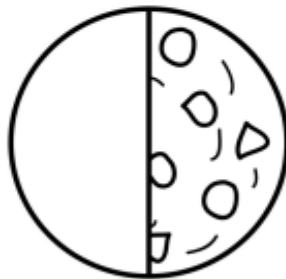
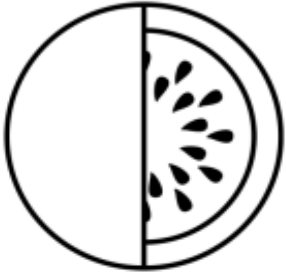
Monday

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

# ONE HALF or ONE WHOLE



Colour the shapes that shows wholes red.  
Colour the shapes that show halves blue.

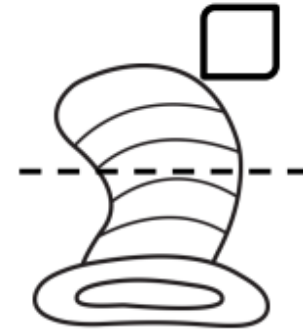
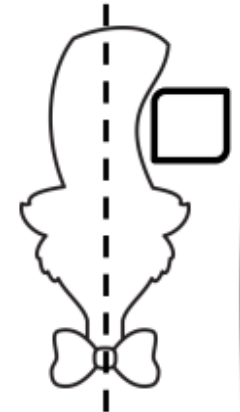
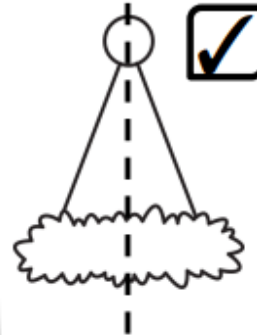
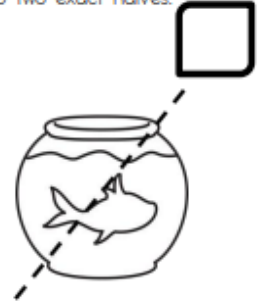


My Name: \_\_\_\_\_

# HALF or not HALF



Are all these shapes cut to make two halves? Put a check for the shape that can be cut into two exact halves. Put a cross for the shapes that cannot be cut into two exact halves.



# Handwriting tips!!

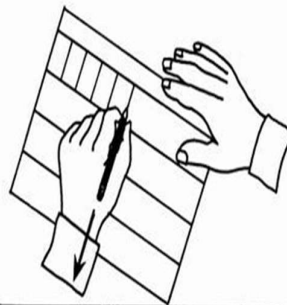
## GOOD POSTURE

1. Both feet on the floor
2. Elbows off edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

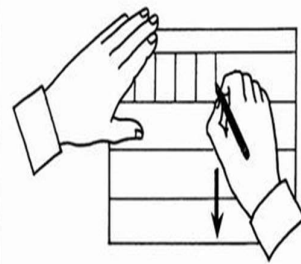


## GOOD HANDWRITING

## PAPER POSITION



LEFT  
HANDED



RIGHT  
HANDED

## PENCIL POSITION

LEFT  
HANDED



RIGHT  
HANDED





Copy the digraph 'ee' and sentences carefully on the lines provided.

Tuesday, 17th August, 2021

\*

ee ee ee ee ee ee

\*

bee tree see agree

\*

I can see a bee near the tree,  
do you agree?

\*

\*

Draw a picture of a bee.

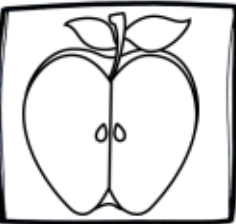
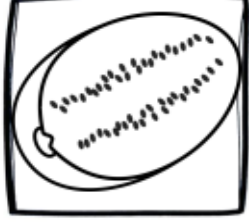
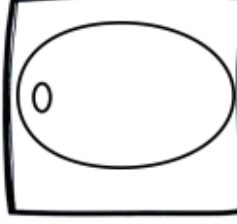


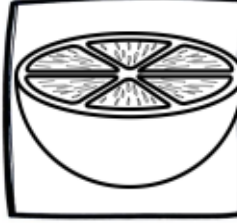


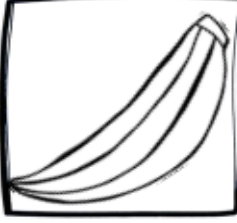


Tuesday

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

# ONE HALF or ONE WHOLE


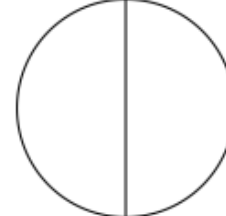
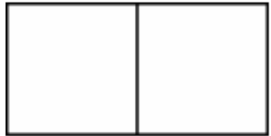

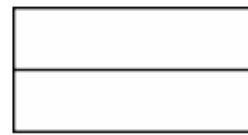
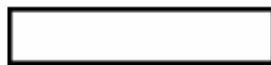
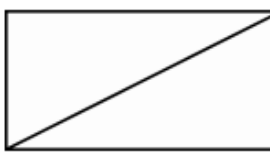
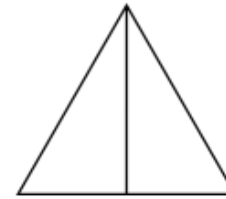
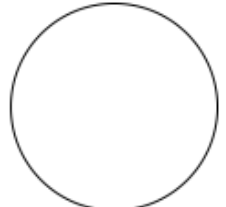
Write 1 or  $\frac{1}{2}$  for each picture.

 $\frac{1}{2}$		
		
		

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

# HALVES or ONE WHOLE

Write 1 or  $\frac{1}{2}$  for each shape. Colour to show one half.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>



# The Sleepover



Katie was excited. Tonight she was having a sleepover!

At 5 o'clock Mum took Katie to Lilly's house.

"Hooray!" said Lilly. "Lets go and play!"

But when it was time for Katie to say "Goodbye" to her Mum, she felt scared.

Katie held onto her mum, she didn't want her to go!

Mum took Katie's teddy out of her bag. It was her special teddy. The one she got when she was a baby.

Her teddy smelled like home and made Katie feel safe. She hugged it tight.

Now she didn't feel scared anymore. Katie kissed her mum goodbye and ran off to begin her first sleepover!

1. Who was the story about?

---

2. Whose house was Katie having a sleepover at?

---

3. How did Katie feel when it was time to say "Goodbye"?

---

4. Why do you think she felt this way?

---

5. What did Mum bring that made Katie feel better?

---

6. How did it make her feel?

---

7. Have you ever had a sleepover before? Where did you go and how did you feel?

---

8. What fun things do you think Katie and Lilly will do on their sleepover?

---

9. Do you have a special toy that makes you feel safe? What is it?

---

Draw a picture of Katie's teddy. In the second box, draw one of your special toys.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 1, 2, 3, 5, 6

Inferring - Q: 4, 6,

Connecting - Q: 7, 8, 9

# LANGUAGE AND GRAMMAR

## The Sleepover

1. Find 2 adjectives that describe the Katie's feelings:

---

2. Find 2 proper nouns in the story:

---

3. Put these words from the story in the correct column:

house	teddy	bag	
scared	baby	hugged	play
kissed	took	special	

Nouns

Verbs

Adjectives

---

---

---

---

---

---

---

---

---

---

---

---

4. Fill in these sentences from the story:

Katie was so \_\_\_\_\_.

" \_\_\_\_\_ " said Lilly.





# Prepositions

**A note to parents:** A **preposition** is a word that tells you where or when something is in relation to something else. Examples of prepositions include words like after, before, on, in, under, inside and outside.

Some examples of common prepositions used in sentences are:

He sat **on** the chair.

He drove **over** the bridge.

There is some milk **in** the fridge.

She was hiding **under** the table.

The cat jumped **off** the counter.

She lost her ring **at** the beach.

**Instructions:** Use the correct preposition from the word bank to complete each sentence. Write the correct preposition on the blank line.

## Park Place Prepositions ★



behind

on

at

above

from

The family are having a picnic \_\_\_\_\_ the grass.

The black and white dog is \_\_\_\_\_ the path.

The big log is \_\_\_\_\_ the pond.

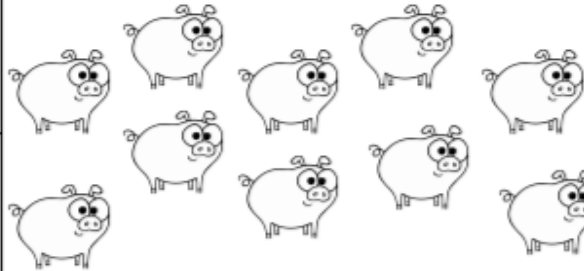
The brown dog is running \_\_\_\_\_ the bushes.

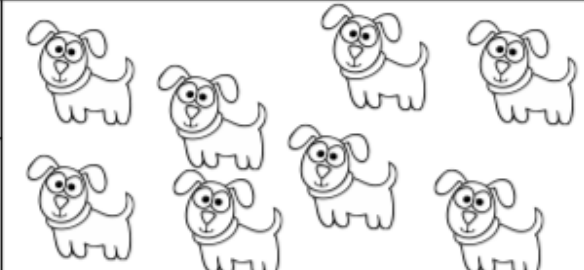
The kite is \_\_\_\_\_ the girl's head.


Wednesday

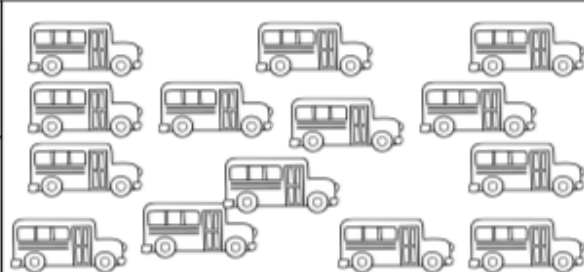
# Fraction- Half

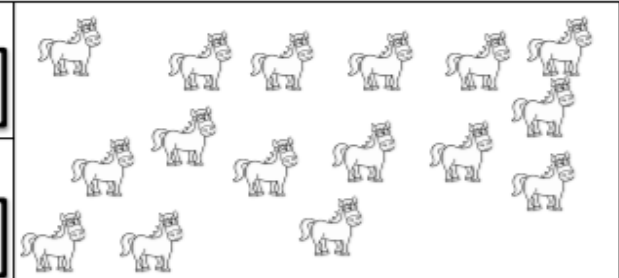
Colour and answer the questions

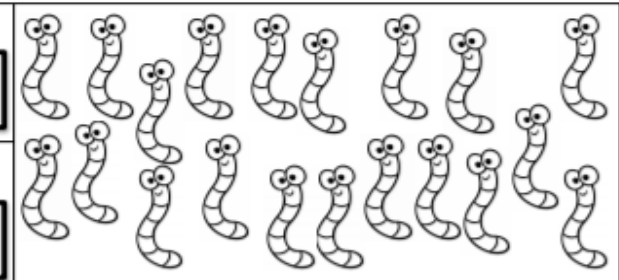
1	How many pigs are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these pigs? <input type="text"/>	

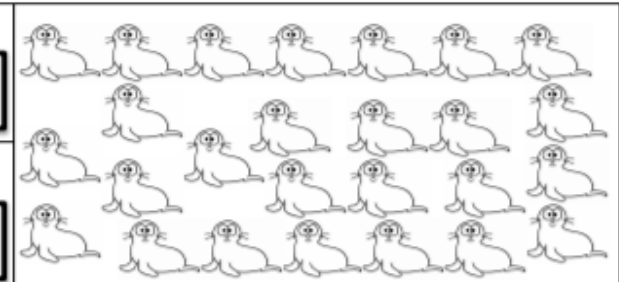
2	How many dogs are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these dogs? <input type="text"/>	

3	How many foxes are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these foxes? <input type="text"/>	

4	How many buses are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these buses? <input type="text"/>	




5	How many horse are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these horses? <input type="text"/>	

6	How many worms are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these worms? <input type="text"/>	

7	How many seals are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these seals? <input type="text"/>	

What is:

- |                     |                       |
|---------------------|-----------------------|
| 1. Half of 4 _____  | 6. Half of 48 _____   |
| 2. Half of 8 _____  | 7. Half of 36 _____   |
| 3. Half of 16 _____ | 8. Half of 50 _____   |
| 4. Half of 30 _____ | 9. Half of 70 _____   |
| 5. Half of 28 _____ | 10. Half of 100 _____ |

Chicken Dance			
I think...	How well did you use your body to perform today?	How well did you use your timing today?	How well did you use your space (level) today?
			

1. What body parts did you use for the dance?

2. What levels did this dance have?

Low

Middle

High

3. What speed was this dance?

Slow

Medium

Fast

Copy the digraph 'ee' and sentences carefully on the lines provided.

Thursday, 19th August, 2021

\*

ee ee ee ee ee ee

\*

eighteen between canteen succeed

\*

Gordon and Dee shared eighteen jelly beans between them.

\*

\*

Draw a picture.







# Friday: Procedure Writing

Scan for instructional video

## How to Wash Your Hands

3. Apply a generous amount of soap to your hands.

Method

1. Gently turn on the cold water tap.

Equipment

2. Place your hands under the water and wet them all over.

Water  
Soap  
A dry towel

