

Name: _____ Class: _____

St Johns Park Public School – Early Stage 1 (Week 7)

You may need access to a digital device to complete the following activities. You will need help from a parent/carer.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	FITNESS: Arm Circles: Circle both arms out to your side - start small like a tennis ball and get bigger like a basketball. Circle forwards for 30 counts and then backwards.	FITNESS: Star Jumps: Stand tall with your arms by your side and knees slightly bent. Jump up, extending your arms and legs out into a star shape. Land softly, with your knees together and hands by your side.	FITNESS: Windmills: Sitting position. Legs apart – bend forward and touch alternate hand to alternate leg (arms swinging, knees – toes).	FITNESS: Skipping: Skip around an open space using the hop, step, hop, step, hop rhythm.	FITNESS: Balancing: stand with both feet flat on the ground. Stretch arms out to the side. Lift left foot off the ground and hold the balance for 10 seconds. See how long you can balance on the spot.
Morning	Morning Routine: -Watch the following and sing along: <i>Ants in the Apple</i> https://www.youtube.com/watch?v=A5QGyDhKhg4 ENGLISH Sight Words: Choose 6 sight words for this week. You will practise these each day. Use magnetic letters, letter	Morning Routine: -Watch the following and sing along: <i>Months of the Year Song</i> https://www.youtube.com/watch?v=Fe9bnYRzFvk ENGLISH Sight Words: Use coloured markers to write your sight words three times each. Can you write them without looking?	Morning Routine: -Watch the following and sing along: <i>The Big Numbers Song</i> https://www.youtube.com/watch?v=e0dJWfQHF8Y ENGLISH Sight Words: Ask someone at home to jumble up the letters in your sight words. Can you unjumble them and write them correctly?	Morning Routine: -Watch the following and sing along: <i>Say it, See it, Sign it</i> https://www.youtube.com/watch?v=WP1bIVh1ZQM ENGLISH Sight Words: Say each of your sight words in a sentence for someone at home. Make sure your sentences make sense!	Morning Routine: -Watch the following and sing along: <i>Months of the Year Song</i> https://www.youtube.com/watch?v=Fe9bnYRzFvk ENGLISH Sight Words: Ask someone at home to say your sight words and see if you can build them or write them without looking!



<p>cards, playdough or blocks to build your words.</p> <p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>Phonics: Let's look more closely at blends: <i>Remember-a blend at the beginning of a word can be made of 2 consonants before the vowel-bl. br. sc. sk. sl. sm. sn. sp. st. sw!</i> <i>ch, sh, th, wh, ph are not blends because they make one special sound.</i> <i>When trying to spell an unfamiliar word, the hardest sound to hear, stretch out (segment) and record is the second consonant in the blend.</i> <i>Practise stretching (segmenting) each sound you hear in these words-</i> <i>snap: s-n-a-p not sn-a-p</i> <i>blot, grub, pram, slip</i> <i>Segmenting each letter in a word you hear helps you to spell.</i> <i>Blending a word you see helps you to read it.</i></p>	<p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>Phonics: Add the second consonant sound to make real words. f_ip: turn over f_og: small creature t_am: street transport g_ab: take quickly s_in: turn round & round very quickly</p> <p>Reading and Viewing: <i>-We are learning to:</i> use our understanding of letter/sound relationship and sight words to decode and understand simple texts. <i>-Read the story Cheeky Cat (Level 6).</i> A copy is included in your pack. <i>Ask someone at home to record your reading and upload your work to Seesaw.</i> Speaking and Listening: <i>-We are learning to:</i> use full sentences to answer comprehension questions and demonstrate our</p>	<p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>Phonics: Add the second consonant sound to make real words. s_ip: fall backwards s_ip: exercise with a rope s_ip: small scissor cut s_ot: small mark or dot t_ig: very tiny branch</p> <p>Reading and Viewing: <i>-We are learning to:</i> Listen to and comprehend texts read by an adult. Listen to the story: <i>The Rabbit Listened</i> by Cori Doerrfeld https://www.youtube.com/watch?v=GseKePCGv-k</p> <p>Speaking and Listening: <i>-We are learning to:</i> use full sentences and adjectives to describe people, places and things. <i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-How do you think Taylor felt when the birds flew and knocked down his creation?</i></p>	<p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>Handwriting: <i>-We are learning to:</i> form letters in a consistent shape and size using NSW Foundation font. Complete the handwriting sheet in your pack using your neatest handwriting. <i>Make sure you are sitting up straight with both feet on the floor. Use lead pencil.</i></p> <p>Phonics: Add the second consonant sound to make real words. g_ad: feeling happy t_ot: how horses can move s_ot: a small space to put a coin in a machine s_ep: do with your feet p_us: an addition sign</p> <p>Reading and Viewing: <i>-We are learning to:</i> use our understanding of letter/sound relationship and sight words to decode and understand simple texts. <i>-Read the story Jeff's Big Day Out (Level 7).</i> A copy is included in your</p>	<p>How did you go? <i>Upload your results to Seesaw for your teacher to see!</i></p> <p>Phonics: Add the second consonant sound to make real words. p_am: transport for baby s_ug: feeling cozy s_ug: snail-like creature without a shell s_og: mix of smoke & fog f_op: slump over loosely</p> <p>These next activities will be delivered via zoom with your class today! <i>Make sure you check the time given by your teacher!</i> <u>If you can't make it to the zoom, that's okay, your teacher will post directions for what to do on Seesaw!</u></p> <p>Reading and Viewing: <i>-We are learning to:</i> Listen to and comprehend texts read by an adult. <i>-We will be doing a shared read on Zoom as a class!</i> <i>Make sure you check the time given by your teacher!</i></p>
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So, when trying to decode the word "snap" in reading, you would blend "sn" closely and then continue-you might even go-"ap"
But if you hear it and need to spell it, you should go:

s_n_a_p

See if you can add the second consonant sound to make real words.

s_ap: to hit

p_an: design something

d_ag: heavy to pull

f_at: even, not bumpy

s_am: shut the door hard

Reading and Viewing:

-We are learning to:

Listen to and comprehend texts read by an adult.

Listen to the story:

Swashby and the Sea by Beth Ferry and illustrated by Juana Martinez-Neal
<https://www.youtube.com/watch?v=ByVJAnS9zmM>

Speaking and Listening:

-We are learning to: use full sentences and adjectives to describe people, places and things.

-Answer the following questions about the text you

understanding of a text.

-Answer the following questions about the text you have read by speaking in full sentences:

-Why does the dog want the treats?

-How does the cat trick the dog?

-How would you describe the personality of the cat?

(Personality means the way a character acts)

What adjectives would you use to describe how the cat acts? Why do you use these words?

Writing and

Representing:

-We are learning to: write coherent sentences to describe people, places and things.

-Draw a detailed, coloured picture of the cat hiding the treats. Remember to draw an expression on the cat's face to show what sort of personality the cat has.

-Label your drawing with three adjectives describing the cat.

-Use your adjectives to write *two or more*

-Why didn't Taylor want to talk about what happened with the chicken?

-What did the Rabbit do to make Taylor feel better?

Writing and Representing:

-We are learning to:

write coherent sentences to describe people, places and things.

-Draw a detailed, coloured picture of Taylor and the rabbit.

-Can you think of three adjectives to describe them? Think about the way they look, how they feel or what kind of personality they have (how do they act?)

-Label your drawing with your words.

-Write *at least two* sentences describing Taylor and the rabbit.

Say your sentence out loud and hold your sentence in your head as you write. You might need to keep saying your sentence over and over to keep it in your mind.

Supported: You can use the sentence starters:

Taylor is...

The rabbit is...

pack.

Ask someone at home to record your reading and upload your work to Seesaw.

Speaking and Listening:

-We are learning to: use full sentences to answer comprehension questions and demonstrate our understanding of a text.

-Answer the following questions about the text you have read by speaking in full sentences:

-Where is Jeff going for his big day out?

-Where will they stop along the way?

-How is Jeff feeling about his big day out? How do you know?

Writing and Representing:

-We are learning to: write coherent sentences to describe people, places and things.

Imagine you are going on a big day out! Where will you go?

-Draw a detailed, coloured picture of you on your big day out.

Speaking and Listening:

-We are learning to: use full sentences and adjectives to describe people, places and things.

-Answer the following questions about the text you have read by speaking in full sentences:

-We will be answering questions and talking together as a class on Zoom today. *Make sure you check the time given by your teacher!*

Writing and Representing:

-We are learning to: write coherent sentences to describe people, places and things.

-You will have a writing activity to complete on Zoom today! *Make sure you check the time given by your teacher!*

*Keep a list of your sight words nearby so that you can include them in your writing this week.

Don't forget to have your **Butterfly Card handy for your sounds and sight words.*

have read by speaking in full sentences:
 -Where does Swashby make his home?
 -How does Swashby describe the neighbours when they first arrive?**(nosy, nuisance, annoying)** Do you think he likes them?
 -How does the sea help Swashby and his neighbours to become friends?
 -What words does Swashby use to describe the neighbours at the end of the story? **(fun, friends, family)** How does he feel about them now?
Writing and Representing:
 -We are learning to: write coherent sentences to describe people, places and things.
 -Draw a detailed, coloured picture of Swashy and his neighbours.
 -Can you think of three adjectives to describe them? *You can use words from the story or choose your own!*
 -Label your drawing.
 -Write *at least two* sentences describing Swashby and his neighbours.

sentences describing the cat. Remember to think about how the cat acts as well as how it looks.
Extension: Students write 3 to 4 sentences.
Supported: You can use the sentence starters:
The cat is...
He is also...

Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.
**Don't forget to have your Butterfly Card handy for your sounds and sight words.*

Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.
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-Label your drawing with three adjectives describing the place you have chosen. *Think about how the place looks, what you can smell, hear and see. What is the weather like at this place? How would you describe it?*
 -Use your three adjectives to write *at least two* sentences describing the place you have decided to go to for your big day out!

Extension: Students write 3 to 4 sentences.
Supported: You can use the sentence starters:
My big day out is...
It looks...

Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.
**Don't forget to have your Butterfly Card handy for your sounds and sight words.*

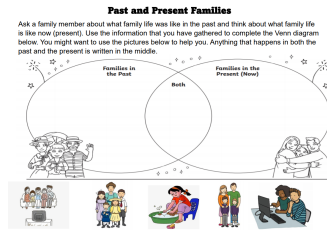
	<p><u>Say your sentence out loud and hold your sentence in your head as you write. You might need to keep saying your sentence over and over to keep it in your mind.</u></p> <p>Supported: You can use the sentence starters: Swashy is... His neighbours are... Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop. <i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>				
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 50. Use your toys to assist you in counting correctly. https://www.mathplayground.com/interactive_hundreds_chart.html) <i>-We are learning to:</i> partition whole numbers into small numbers to see how smaller numbers make bigger numbers. -Discuss with your</p>	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 50. Use your toys to assist you in counting correctly. https://www.mathplayground.com/interactive_hundreds_chart.html) <i>-We are learning to:</i> use an abacus to join groups together to add. -Discuss with a parent/carer what happens when you add two</p>	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 60. Use your toys to assist you in counting correctly. https://www.mathplayground.com/interactive_hundreds_chart.html) <i>-We are learning to:</i> compare the capacity of every container. Today we will be seeing whose hands can hold the most. -Discuss with your</p>	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 60. Use your toys to assist you in counting correctly. https://www.mathplayground.com/interactive_hundreds_chart.html) <i>-We are learning to:</i> use information (data) from a graph to answer questions. -Discuss with your parent/carer what you know about picture graphs.</p>	<p>Mathematics Roll the dice and practise counting forwards to 10, ten times. (Online dice: https://www.online-stopwatch.com/chance-games/roll-a-dice/) <i>-We are learning to:</i> count by 2s up to 30 independently. -Have a parent or carer record you counting by 2s up to 30 independently. Try counting <i>without</i> help.</p>

	<p>parent/carer what you know about partitioning. Partitioning is when you break a whole into smaller pieces. It will help us understand how to make and break different numbers which can assist in addition and subtraction. -Use LEGOs and create a tower using only 9 blocks. Break the tower at different parts and see what 2 numbers 9 breaks up into. -Record your answers for how many different ways we can break 8 into smaller numbers using the Decompose 8 worksheet. -After finding all the numbers that make 8, how can you check that the two numbers make 9? How do you know?</p>	<p>groups/numbers together. An abacus is used to add numbers together. Your teacher will model how to use the abacus to help you add numbers together. -Solve the following addition using the online abacus: (https://www.online-calculator.com/online-abacus/)</p> <p>4 + 3 = 7 + 3 = 5 + 5 = 3 + 9 = 2 + 5 = 9 + 4 = 5 + 8 = 6 + 8 = 9 + 5 =</p> <p>Log onto MangaHigh www.mangahigh.com and complete the assigned</p>	<p>parent/carer what you know about capacity. Capacity means how much a container can hold when it is full. You will need a clear cup and a marker or tape for this activity. -Discuss with your parent/carer whose hand can hold the most amount. -Using dry pasta, rice or water, fill your hand until it is full and will no longer hold anymore. -Pour what you have in your hand into the clear cup without spilling, use a marker or tape to mark how much your hand was able to hold. -Do the same thing with other family members in your household. See who was able to hold the most in their hand and who held the least. -Write a sentence about whose hand held the most and the least.</p>	<p>Picture graphs tell us information that has been collected on a certain topic. They tell us things we want to find out. -Read the information on Animals at the Zoo worksheet and share what you can read from the graph. Then use the information on the graph to answer the questions. -Gather your animal toys and create a picture graph. Make sure all rows are aligned, and each column is straight. -Then, use your information to fill in the Animal Toy Graph and answer the questions.</p>	<p>Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>
<p>Break Afternoon</p>	<p>, Break Science and technology <i>-We are learning to: understand what happens if a plant's needs are not met.</i> -What do plants need to survive? -Watch the time lapse video</p>	<p>Break History <i>We are learning to: Identify the differences between my family now compared to family life in the past.</i> -Family life was different in</p>	<p>Break Creative arts <i>-We are learning to: use our knowledge of the features of a plant and create a 3D sunflower artwork.</i> -Look at the picture of the sunflower. Discuss with an</p>	<p>Break PDHPE <i>-We are learning to identify where private parts are.</i> -Revisit what 'public' means. Public means everyone can see. What does 'private' mean?</p>	<p>Break Developmental Play <i>Play is the language of childhood. It teaches children about their world, how to collaborate, and that they can have impact. And it's fun.</i></p>

of a plant that didn't have their needs met:
<https://www.youtube.com/watch?v=5T9EclJMdCg>
 -What does the plant look like when it doesn't have its needs met? Does it get sick?
 -Write a sentence and draw a picture, or take a picture of your plant and label, or record a video on Seesaw about whether you think your plant had its needs met and why (how do you know and what can you see?)
 -Talk to a parent about who is responsible for taking care of the plants in the garden at home, at school and in the bushland?

the past compared to the present, but there are still many things that remain the same.
 -Talk to a member about what family life was like in the past and think about what family life is like now (in the present).

-Use the **'Past and Present Families worksheet'** to complete the Venn diagram.



adult what parts of a sunflower you can see in the picture above. *I can see yellow petals, green stem with green leaves and a brown flower pot.*



-Students construct a 3D artwork of a sunflower.
 There are some images and information about sunflowers at the following link:
<https://www.gardendesign.com/flowers/sunflowers.html>

Materials you can use:
 Yellow paper, or just use white paper and colour it in yellow. A paddle pop stick coloured in green, a pipe cleaner or even green playdough. A foam cup (or another container) painted or coloured in brown.
 -Discuss with a family member, does your 3D sunflower have the same features as the above picture?
 How is it similar or different?

'Private' means that only you can see.
 This lesson's focus is on just private parts of your body.
 Why do we call them 'private parts'?
 -Talk about this scenario to an adult: Sam went to the toilet, but instead did not go and wanted to show his friend his private parts.
 - Is it appropriate to show our private parts to our friends? What should the friend have done?

We do not share our private parts. Why is it important to not touch others' private parts? How would you feel if someone did touch your private parts? Who would you show your private parts to?
 Eg. Mum, Dad, Doctor
 -Draw an outline of a body and label where the private parts are and it is always covered by clothes.
 -Complete the activities on the PDHPE **Activities page** for 10 seconds without stopping and the Sit and Reach Challenge!

-This afternoon, you can play dress ups, use blocks or other material to create a special world or even use your fluffy toys and create a classroom or a tea party! It is all up to you and your imagination!

-See if you can get someone to join you, just like Bluey and Bingo do!
<https://iview.abc.net.au/show/bluey>





Decompose 8

Show some of the ways to make 8.

Name _____

--	--	--	--	--	--	--	--

___ and ___ is 8

--	--	--	--	--	--	--	--

___ and ___ is 8

--	--	--	--	--	--	--	--

___ and ___ is 8

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___ and ___ is 8

--	--	--	--	--	--	--	--

___ and ___ is 8

Cheeky Cat

The cat is sitting on the step. I can see the cat is resting.

Here comes the dog. The dog is running past the cat.

The dog can see the treats. He wants to eat it, too. The dog is coming back.

The cat can see the dog is coming.

Where is the cheeky cat going to hide the treats?

I can see the cat is moving his leg. His leg is now over the treats.

The dog can not see the treats. He is sniffing for it.

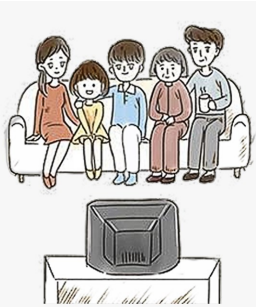
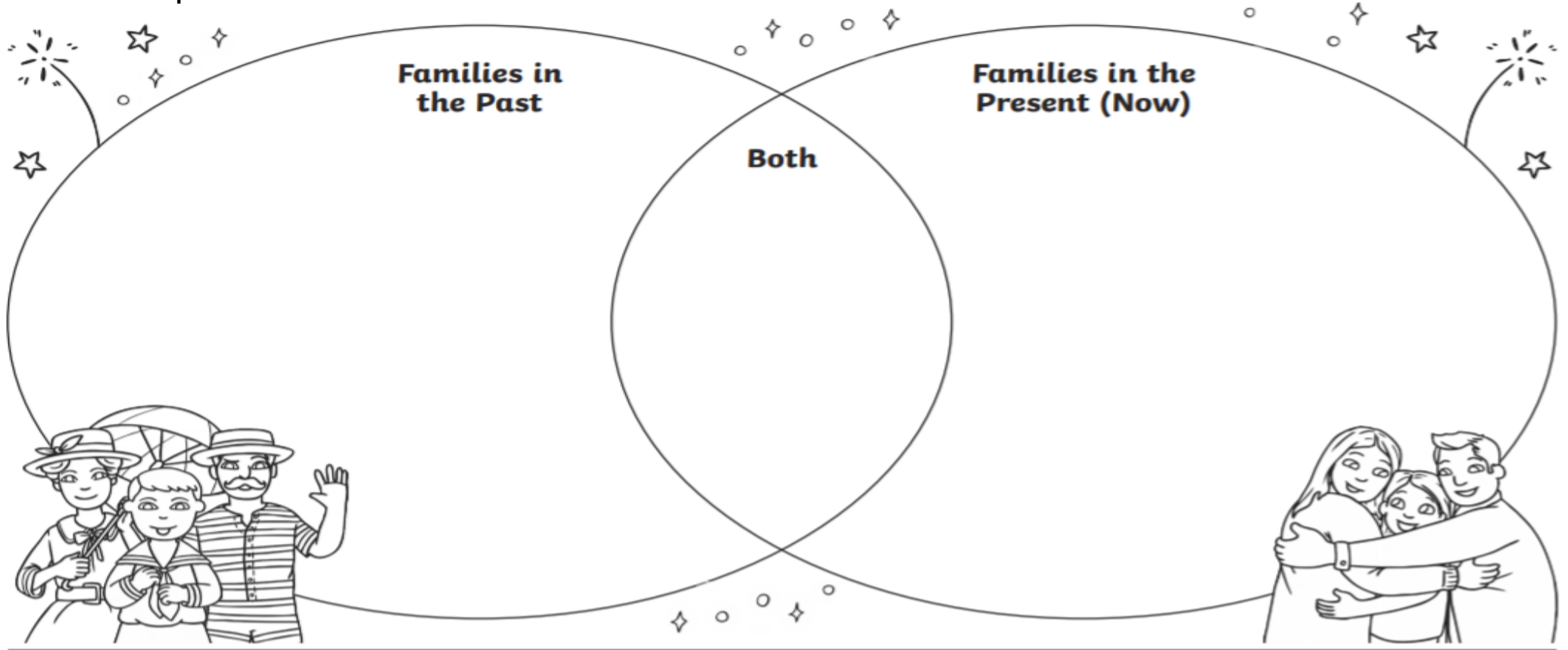
The cheeky cat puts two of his legs over the treats. He is hiding the treats.

What a cheeky cat he is!



Past and Present Families

Ask a family member about what family life was like in the past and think about what family life is like now (present). Use the information that you have gathered to complete the Venn diagram below. You might want to use the pictures below to help you. Anything that happens in both the past and the present is written in the middle.



t t t t t t t t t t t t t t t t t

T T T T T T T T T T T T

to the took ten tiger toy trip

The ten tigers took toys to the

train station to go on a trip.

Jeff's Big Day Out



Today Jeff is going to have a fun big day out. Jeff and Mum will be walking to Grandma's house.

Jeff called Grandma. "Hi, Grandma. When are you home today?" asked Jeff.

"Hello, Jeff! You can come over after lunch," said Grandma. "Yes, see you soon," said Jeff.

Jeff liked going to Grandma's house. He has not seen her in a long time. He is missing her.

"We can stop by the park too," said Mum.

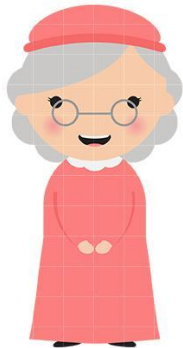
Jeff packed his bag. Jeff put in his hat, toys and water bottle in the bag.

Jeff and Mum walked to the park to play on the swings.

Jeff and mum sat on the bench to rest. "Time to go to Grandma's house now," said Mum.

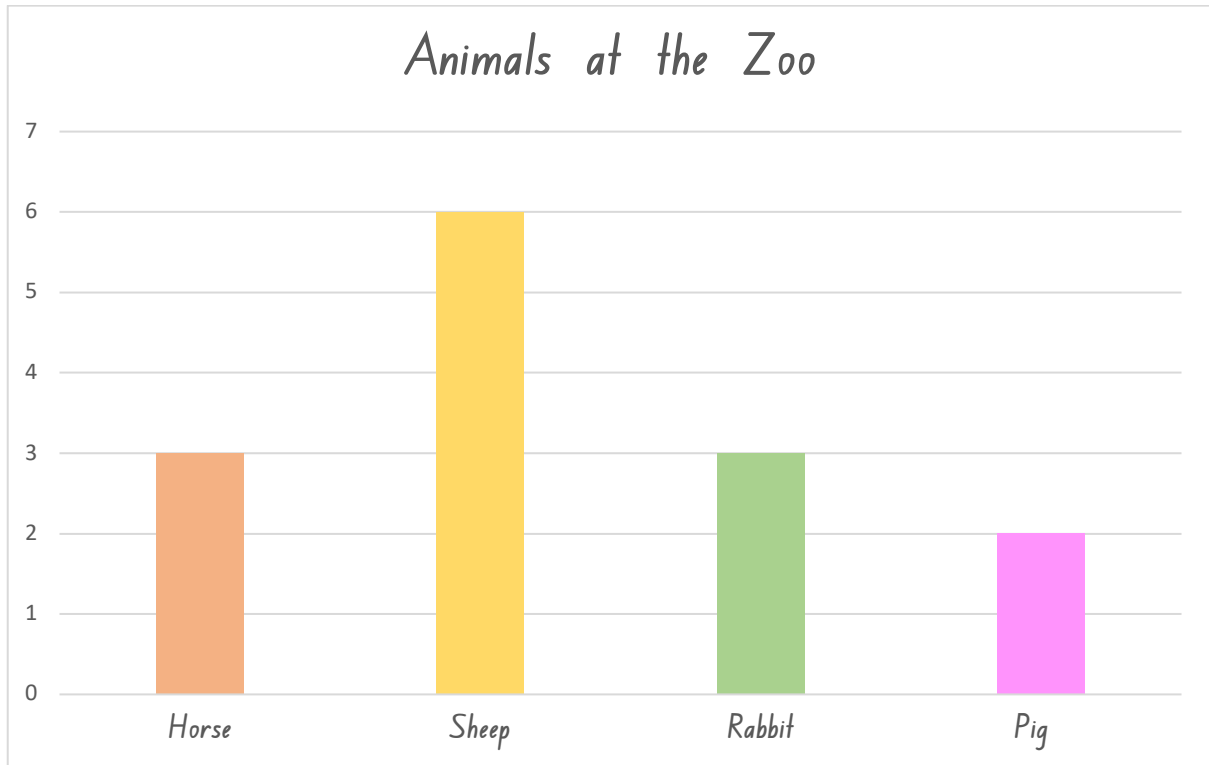
Jeff ran to Grandma's house. "There you are!" shouted Grandma. Grandma is smiling.

Jeff liked his big day out.



Animals at the Zoo

Use information on the graph to answer the questions.



How many bunnies are at the zoo? _____

Which animal does the zoo have the most of? _____

Are there more horse or pigs? _____

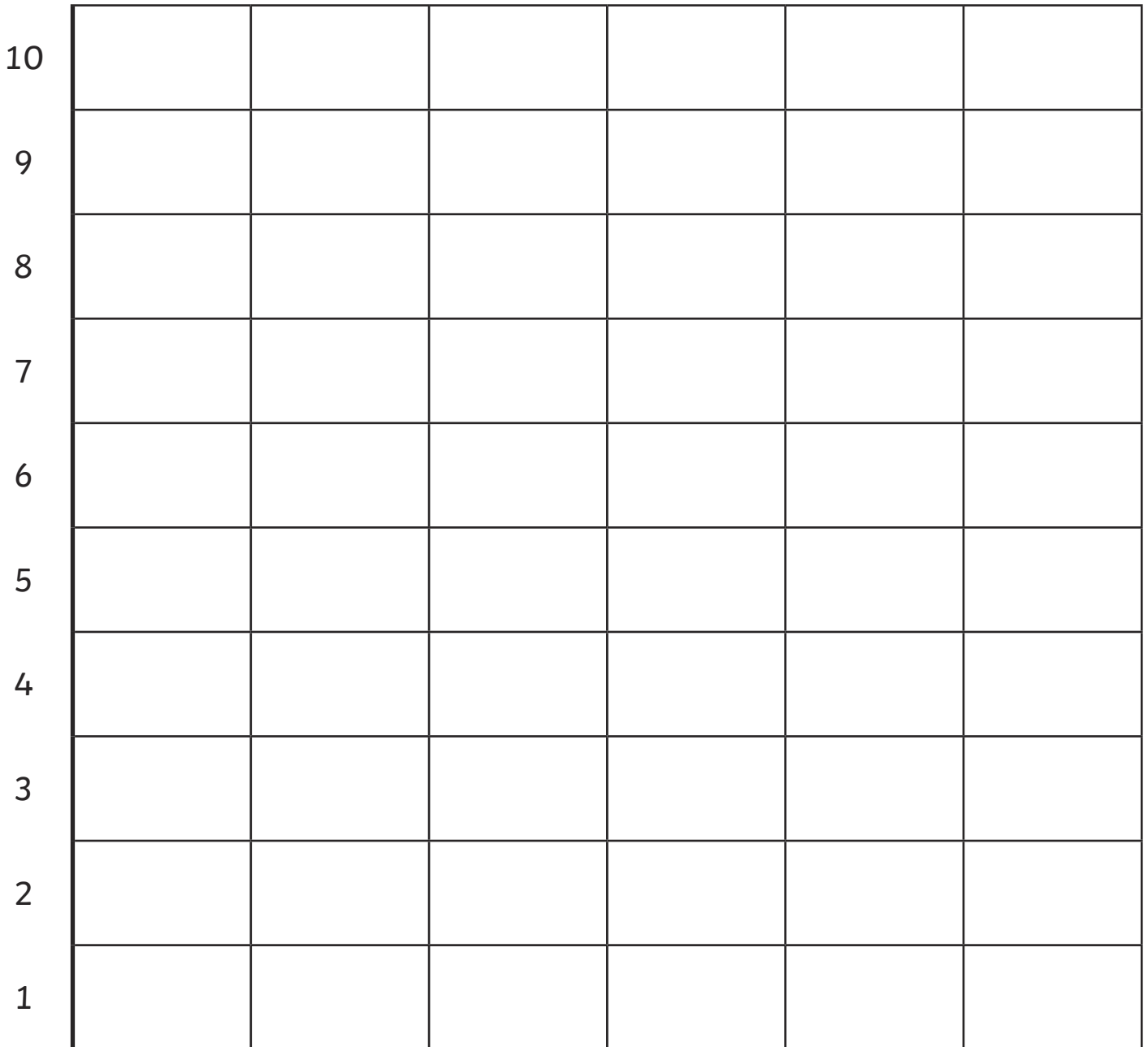
What animal does the zoo have the least of? _____

How many horses and sheep are there? _____

What two animals are there the same number of? _____

Animal Toys

Fill the column graph of all of the animal toys you have.
Remember to label each column of each animal.



Which animal toy is the most popular? _____

Which animal toy is the least popular? _____

PDHPE Activities

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

Don't forget to tick the box once you have completed the activity!

WEEKLY FOCUS: FLEXIBILITY



Activity One: Hip Circles/Touch Toes and Reach

What: With your hands on your hips, circle your hips like you have a big hula hoop around your waist. Circle in one direction for 5 seconds, and back the other way for 5 seconds. Then, with straight legs, try to reach down and touch your toes, then reach up to the sky. Repeat.

Challenge: Try to get closer to your toes each time you reach down.



Activity Two: Sit and Reach

What: Sit on your bottom with your legs touching and straight out in front of you. Start with your arms above your head, reaching for the roof. Next, touch your shoulders, knees, then toes. Repeat this.

Modified: If you can't reach your toes, go as far as you can instead.



Activity Three: Tree Swings

What: Stand with your legs apart and straight, and bend forward at the hips. Let your arms hang down towards your toes and gently swing your body side to side.

Modified: Keep your knees bent.



CHALLENGE OF THE WEEK

You might need an adult's help with this one! This week, we are going to try the sit and reach test to see how flexible you are.

SIT AND REACH TEST

For this test, you will need a wall to sit against, a sticky note or something similar (a small object that doesn't roll would be fine) and a measuring tape. Make sure you don't do any bouncing movements during this test.

Sit up tall with your back against the wall, holding the sticky note in your hand. Make sure your legs are straight out in front of you. Keep your legs as straight as possible and a little bit apart with your knees/toes facing the ceiling. Place one hand on top of the other and reach your arms out in front of your body. Reach as far as you can and place the sticky note on the floor between your legs. Measure the distance from the wall to the sticky note - this is your result. Write this down, and see if you can beat it each day after you do your stretches!

Day	1	2	3	4	5	6	7
Distance							