






# Stage 1 (Year 1) – Learning From Home – Week 7 – Wellbeing Week



	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>Fitness</b> Follow fitness activity: <a href="https://youtu.be/I9sciRMnE1c">https://youtu.be/I9sciRMnE1c</a></p>  <p>OR</p> <p>Try to do each of these activities for <u>20 seconds without stopping</u>. Take a <u>10 second break</u>, then <u>repeat this twice more</u>.</p> <p><b>Activity 1: Hip Circles/Toes Touch and Reach</b> With your hands on your hips, circle your hips like you have a big hula hoop around your waist. Circle in one direction for 10 seconds, and back the other way for 10 seconds. Then,</p>	<p><b>Fitness</b> Fitness activity: <a href="https://youtu.be/23Eya6X_3rs">https://youtu.be/23Eya6X_3rs</a></p>  <p>OR</p> <p>Try to do each of these activities for <u>20 seconds without stopping</u>. Take a <u>10 second break</u>, then <u>repeat this twice more</u>.</p> <p><b>Activity 1: Hip Circles/Toes Touch and Reach</b> With your hands on your hips, circle your hips like you have a big hula hoop around your waist. Circle in one direction for 10 seconds, and back the other way for 10 seconds. Then, with straight legs, try to reach down and touch your</p>	<p><b>Fitness</b> Fitness activity: <a href="https://youtu.be/-awsIZBtwOs">https://youtu.be/-awsIZBtwOs</a></p>  <p>OR</p> <p>Try to do each of these activities for <u>20 seconds without stopping</u>. Take a <u>10 second break</u>, then <u>repeat this twice more</u>.</p> <p><b>Activity 1: Hip Circles/Toes Touch and Reach</b> With your hands on your hips, circle your hips like you have a big hula hoop around your waist. Circle in one direction for 10 seconds, and back the other way for 10 seconds. Then, with straight legs, try to reach down and touch your</p>	<p><b>Fitness</b> Fitness activity: <a href="https://youtu.be/xZV1J8VLcsQ">https://youtu.be/xZV1J8VLcsQ</a></p>  <p>OR</p> <p>Try to do each of these activities for <u>20 seconds without stopping</u>. Take a <u>10 second break</u>, then <u>repeat this twice more</u>.</p> <p><b>Activity 1: Hip Circles/Toes Touch and Reach</b> With your hands on your hips, circle your hips like you have a big hula hoop around your waist. Circle in one direction for 10 seconds, and back the other way for 10 seconds. Then, with straight legs, try to</p>	<p><b>Fitness</b> Fitness activity: <a href="https://youtu.be/ZypH3TwWDeW">https://youtu.be/ZypH3TwWDeW</a></p>  <p>OR</p> <p>Try to do each of these activities for <u>20 seconds without stopping</u>. Take a <u>10 second break</u>, then <u>repeat this twice more</u>.</p> <p><b>Activity 1: Hip Circles/Toes Touch and Reach</b> With your hands on your hips, circle your hips like you have a big hula hoop around your waist. Circle in one direction for 10 seconds, and back the other way for 10 seconds. Then, with straight legs, try to</p>

with straight legs, try to reach down and touch your toes, then reach up to the sky. Repeat.

**Activity 2: Sit and Reach**

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.

**Activity 3: Tree Swings**

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.

**English**

**Reading:** Record 1 minute of reading of a selected book

**Viewing:** View the following video. (Stops at page 14.)

<https://youtu.be/BRq7OPsA44g>

toes, then reach up to the sky. Repeat.

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**English**

**Reading:** Record 1 minute of reading of a selected book

**Viewing:** View the following video about 'How to Ask Open-ended Questions'



<https://bit.ly/3ir2TcL>

toes, then reach up to the sky. Repeat.

**Activity 2: Sit and Reach**

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**Reading:** Record 1 minute of reading of a selected book

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<https://youtu.be/4hbG1k3J9zM>

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**English**

**Reading:** Record 1 minute of reading of a selected book

**Speaking:** View the double page spread and use the microphone tool to ask one open-ended question about the book 'Are We There Yet?' - Seesaw Activity

**Grammar:** View the

reach down and touch your toes, then reach up to the sky. Repeat.

**Activity 2: Sit and Reach**

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**English**

**Reading:** Record 1 minute of reading of a selected book

**Writing:** Watch the following lesson demonstration and complete the writing task. Plan and compose a diary entry about what happened today. You may include your feelings and thoughts.



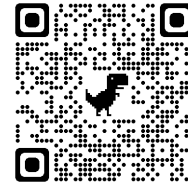
Complete the Author's Purpose sorting activity on Seesaw.

**Spelling:** Watch the spelling instructional video <https://youtu.be/MowhqSbiH6E>



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

Complete the Seesaw activity 'Sorting Open Ended and Close Ended Questions'



**Comprehension:**

Read the text '*The Perfect Present*'. In your workbooks, respond to the questions using full sentences.

following video about Past Tense.

<https://bit.ly/2U3XEWU>

Game sheet: Play "Time travelling verbs" with a family member.

**Handwriting:** Let's get creative.

**Focus:** 'tch' making the sound 'ch' as in watch. Watch the following video.

<https://youtu.be/41rarlnjzqo>

Go for a nature walk in your backyard and collect natural materials.

Select 5 words from your list to create words. See attached worksheet for some examples.

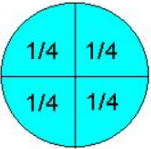
You might also want to try using shaving cream, sugar, rice or flour.





**Remember:** to post on seesaw.



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

Try your best to sound out unknown words.

Break	Break	Break	Break	Break	Break
<b>Middle</b>	<p align="center"><b>Mathematics</b></p> <p><b>TEN Activity: Card Game</b> (Try this card game with a parent or a sibling) <u>1 – 10 Playing Cards</u> Students will turn over playing cards one at a time and count. Playing cards will be in two piles. The first pile will range from Ace – 10 and the other pile will range from Ace – 6. Students will add them altogether.</p> <p><b>Number: Fraction/ Quarters</b> When a whole object is cut into four equal parts, these parts are called quarters. If four parts are created but are not equal, then the object has not been divided into quarters. On a piece of paper, draw a <b>whole pizza</b>, decorate it, make it look like a pizza and take a photo of your drawing. Then cut the whole pizza into quarters. Remember all parts need to be equal. Photograph your results and upload the pictures onto Seesaw.</p>	<p align="center"><b>Mathematics</b></p> <p><b>TEN Activity: Card Game</b> (Try this card game with a parent or a sibling) <u>Friends of Ten</u> Students will match playing cards into partners. Students will find their 'friends of ten'.</p> <p><b>Number: Fractions / Quarters</b> <b>Introducing the 1/4 symbol</b> Have you ever seen this symbol <b>1/4</b> before? What do you think it means? This symbol <b>1/4</b> refers to one part of an object that has been divided into 4 equal parts.</p> <p><b>Example:</b></p>  <p><b>Worksheet:</b> Complete Tuesday's worksheets</p> <p><b>Mangahigh: Login to</b></p>	<p align="center"><b>Mathematics</b></p> <p><b>TEN Activity: Card Game</b> (Try this card game with a parent or a sibling) <u>How many more to 20</u> Students will turn over two cards and add them together. They will record the cards they turned over and then find out how many more to get to 20.</p> <p><b>Number: Number: Fractions/ Quarters</b> <b>Quarters of a collection</b> When modelling quarter of a collection you need to understand that: four equal groups will result. Each group is a quarter of the whole collection. The number of objects in each quarter will depend on the size of the whole collection.</p> <p><b>Worksheet:</b> Complete Wednesday's worksheets</p> <p><b>Mangahigh: Login to</b> <a href="http://www.mangahigh.com">www.mangahigh.com</a> <b>Complete the assigned activity:</b> "Use pictures to add</p>	<p align="center"><b>Mathematics</b></p> <p><b>TEN Activity: Card Game</b> (Try this card game with a parent or a sibling) <u>Friends of 20</u> Students will group playing cards into combinations that add to 20. Students will record the combinations to 20 using a number sentence on a mini whiteboard.</p> <p><b>Measurement &amp; Geometry: Position</b></p> <p><b>All Around the Farm</b></p> <p><a href="https://www.youtube.com/watch?v=ykmFyHJq6FY">https://www.youtube.com/watch?v=ykmFyHJq6FY</a></p> <p><b>Simon Says</b> Incorporate positional language into everyday activities. For example, when going for a walk use words like 'right', 'left', 'over' and 'around'. Play 'Simon says': 'Simon says take two steps forward and stretch your hands up in the air'. Take a photo or video and</p>	<p align="center"><b>Mathematics</b></p> <p><b>TEN Activity: Card Game</b> (Try this card game with a parent or a sibling) <u>Friends of 20</u> Students will play in groups using playing cards to find the combinations of 20. Students will record the subtraction combinations (20 - 6 = 14) in a number sentence on a mini whiteboard.</p> <p><b>Measurement &amp; Geometry: Position</b></p> <p><b>In Front Of, Behind, Between</b></p> <p><a href="https://www.youtube.com/watch?v=xERTESWbqhU&amp;list=PLe5MVpQEpecaQgw70dq_JpRa3C2g3pZ6m">https://www.youtube.com/watch?v=xERTESWbqhU&amp;list=PLe5MVpQEpecaQgw70dq_JpRa3C2g3pZ6m</a></p> <p><b>Secret Place</b> Decide on a secret place in your house. Make a simple sketch of the room which includes your secret place. Write a series of simple directions leading from the door to your secret place. Ask someone</p>

	<p><b>Mangahigh: Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a></b>  <b>Complete the assigned activity:</b>          “Find one half, one quarter and three quarters of shapes and sets of objects”</p>	<p><a href="http://www.mangahigh.com">www.mangahigh.com</a>  <b>Complete the assigned activity:</b>          “Use halves, thirds and quarters”</p>	quarters”	upload it to Seesaw.	<p>in your house to try and find your secret place using your map.          Example:</p> <ul style="list-style-type: none"> <li>• start at...</li> <li>• turn right...</li> <li>• walk X steps...</li> <li>• turn left...</li> <li>• walk to the...</li> </ul> <p>Upload to Seesaw.</p>
<b>Break</b>	Break	Break	Break		
<b>Afternoon</b>	<p><b>Geography</b></p> <p>Investigating Australian Places</p> <p>Students use GoogleEarth (<a href="https://earth.google.com/web/">https://earth.google.com/web/</a>) to find where the states, suburbs and popular landmarks are in Australia. Use the streetview to explore what natural and man-made features are present in that place. Think about how people might travel to that place and discuss what problems could arise.</p>  <p>Complete the activity on Seesaw “Investigating Australia using GoogleEarth”</p>	<p><b>Science and Technology</b></p> <p><b>How do animals move?</b></p> <p> How Animals Move</p>  <p><a href="https://bit.ly/37ABnDs">https://bit.ly/37ABnDs</a></p>  <p>Complete the activity on Seesaw “How animals move”</p> <p>Record a video of yourself moving like different types of animals and post your video on Seesaw. You could pretend to be a fish,</p>	<p><b>Creative Arts</b></p> <p><b>Warm-up:</b>          Footsteps: Follow the instructor and dance to:</p> <p><a href="https://vimeo.com/575215297/a00e6b6f68">https://vimeo.com/575215297/a00e6b6f68</a></p> <p><b>Dance:</b>          Watch the Macarena <a href="https://bit.ly/2VyZLCu">https://bit.ly/2VyZLCu</a></p> <p>Practice the dance. Film your best performance and upload on Seesaw.</p> <p><b>Optional:</b>  <b>ZOOM Creative Arts Activity with Class teacher</b></p>	<p><b>PDHPE</b></p> <p>View the following poster about preventing the spread of germs.</p> <p><a href="https://bit.ly/2XiE5LS">https://bit.ly/2XiE5LS</a></p> <p>Create your own poster to inform others how to prevent the spread of germs.</p> <p>Ensure that your poster is/has:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> Pictures/icons</li> <li><input type="checkbox"/> Coloured</li> </ul>	<p><b>2PM- Stage Assembly</b></p> <p>Zoom link will be sent closer to the date.</p>

		turtle, elephant, sloth, or any other animal of your choosing. Pick at least <b>five</b> animals. Ask your family to guess which animal you are.	Materials required: <ul style="list-style-type: none"><li>• Colour pencils</li><li>• Listen &amp; Draw worksheet</li></ul> Listen & Draw: Living Things		
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# Year 1 Spelling Words - Week 7

- Complete one activity every day from Tuesday to Friday

Spelling Words - The trigraph /tch/ making the sound 'ch' as in watch (at the end of words)			
1. under	7. batch	13. switch	19. quarters
2. mother	8. watch	14. sketch	20. collection
3. this	9. fetch	15. butcher	
4. itch	10. whole	16. watchful	
5. catch	11. half	17. satchel	
6. match	12. fraction	18. halves	

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. <b>ch</b> <b>o</b> <b>p</b>	<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.	

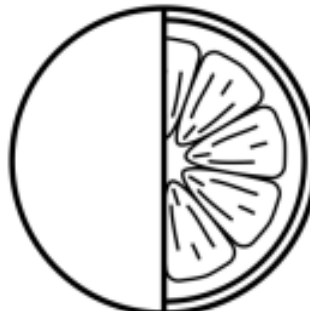


# Tuesday

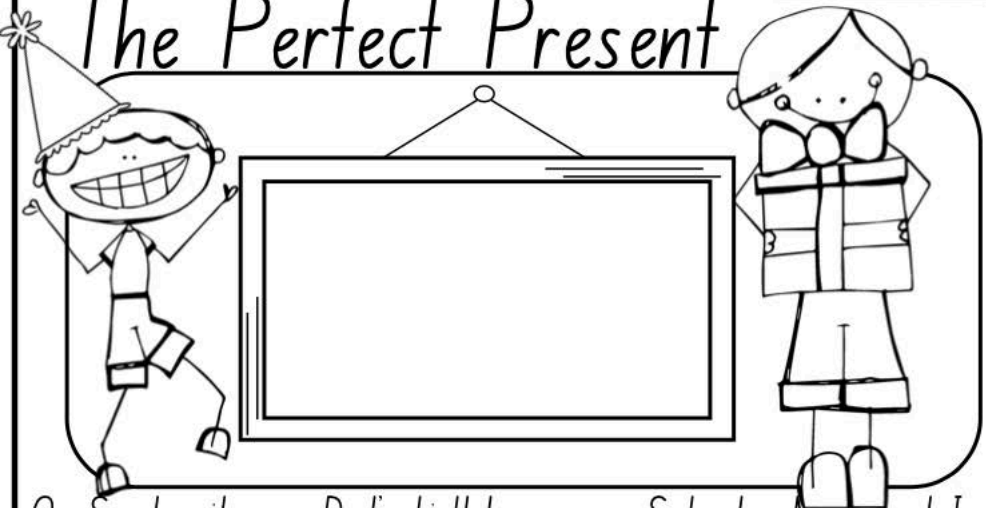
My Name: \_\_\_\_\_

## ONE HALF or ONE quarter

Write  $\frac{1}{2}$  or  $\frac{1}{4}$  for each shape.



# The Perfect Present



On Sunday it was Dad's birthday so, on Saturday Mum and I went shopping to buy him a present!

First, we went to the gardening shop. My dad loves to garden! We looked at plants and gardening tools, but my Dad already had all of these.

Next, we went to a kitchen shop. My dad loves to cook! We looked at pots and pans and things he could use for cooking, but my dad already had all of these.

I was starting to think we would never find a gift for my Dad, when we saw a photo shop!

Mum and I went inside. We picked our favourite photo on her phone and sent it to the lady. Then we picked a nice big frame for our photo to go in.

On Sunday, Dad unwrapped his present with a big smile. "This is the perfect present!" he said.

1. Whose birthday was it?

---

2. When was the birthday?

---

3. What stores did they look in?

---

4. What do you think Dad's hobbies are?

---

5. Why didn't they find anything in the first 2 shops?

---

6. What present did they buy?

---

7. Did Dad like the present? What words tell you so?

---

8. What would be the perfect present for your dad? (Or Mum). Why would they like this?

---

9. What would be the perfect present for you? Why?

---

In the picture, draw what you think the photo in the frame was!

Student answers comprehension questions based on

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

Inferring - Q: 4, 7

Connecting - Q: 8, 9

# LANGUAGE AND GRAMMAR

## The Perfect Present

1. Find a sentence in the story that ends with an !

---

2. Find the 2 days of the week that are in the story:

---

3. Find the contraction in the story that has been used instead of

Could not \_\_\_\_\_

4. Fill in these sentences from the story:

Finally \_\_\_\_\_ !

“ \_\_\_\_\_ ” he said.

5. Highlight the verbs:

shopping      Dad      present      photo  
 print      nice      picked  
 gold      chose      went      unwrapped

6. Put these verbs into the correct box:

shopping      shopped      shopping

buying      bought      buy

Future	Present	Past

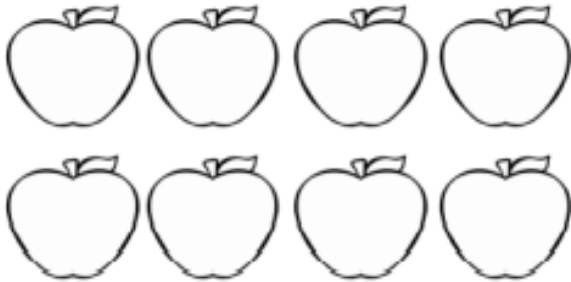
# Wednesday

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

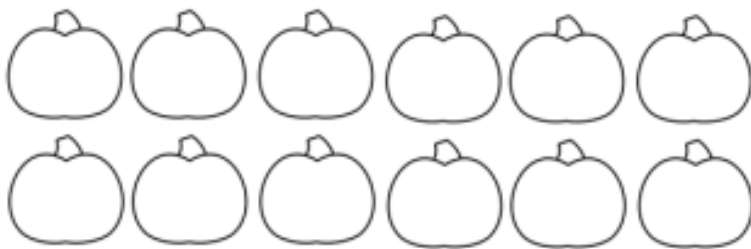


## quarters OF GROUPS

Colour a quarter of each group. (Hint: make 4 equal groups)



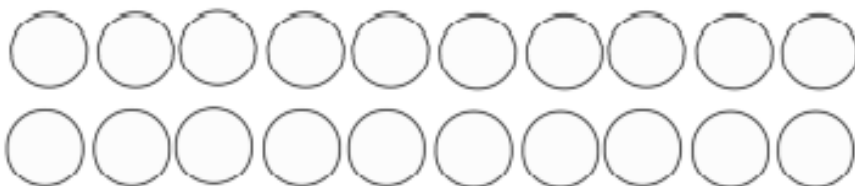
$\frac{1}{4}$  of 8 is \_\_\_\_\_



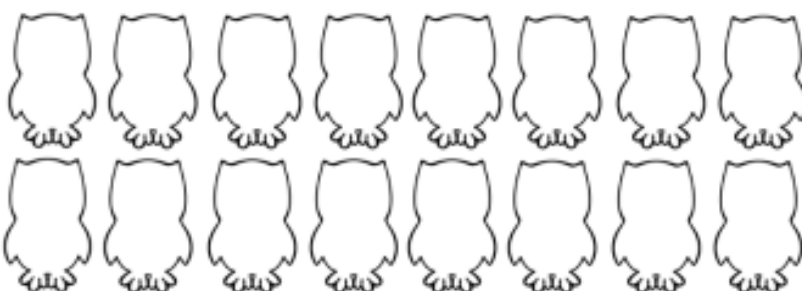
$\frac{1}{4}$  of 12 is \_\_\_\_\_



$\frac{1}{4}$  of 4 is \_\_\_\_\_



$\frac{1}{4}$  of 20 is \_\_\_\_\_



$\frac{1}{4}$  of 16 is \_\_\_\_\_

# Optional Task with Class Teacher on Zoom.

## Listen and Draw

A

B

C

D

E

F

Start

run

eat

sleep

play

look

spell

grow

turn

jump

# Time Travelling Verbs!

rain

ask

push

wash

kick

blink

talk

roll

scratch

smash

spill

chew

ride

Finish!

drink

bring

read

fly

drive

All the verbs on the board have been written in the present tense. Can you make them travel in time to be in the past tense?

Roll the dice to see how many spaces you can move. Read out the word you land on and then say the word in the past tense. If you get the answer wrong, move back to where you were before you rolled.  
Race to the finish and see how many words you can get right!

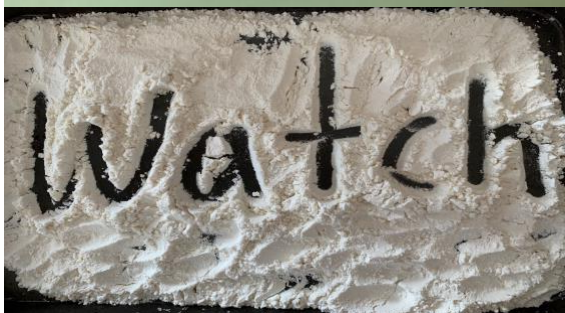


## Creative handwriting

Go for a nature walk in your backyard and collect natural items. Below are some examples you might try.



Here are a few examples of shaving cream, flour and sugar.



Let's get creative!