








# Stage 1 - Year 1 – Learning From Home - Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>Fitness</b> Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See <b>'Week 8 Fitness Activities'</b> page to complete today's tasks.</p> <p><b>English</b> <b>Reading:</b></p>  <p>Log in to Reading Eggs and play for 10-15mins.</p> <p><b>Viewing:</b> Watch the following reading.</p>  <p><a href="https://bit.ly/3xNRd8f">https://bit.ly/3xNRd8f</a></p> <p><b>Spelling:</b> Watch the spelling instructional video</p> <p><a href="https://youtu.be/Lek_rk97xnQ">https://youtu.be/Lek_rk97xnQ</a></p>	<p><b>Fitness</b> Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See <b>'Week 8 Fitness Activities'</b> page to complete today's tasks.</p> <p><b>English</b> <b>Reading:</b></p>  <p>Log in to Reading Eggs and play for 10-15mins.</p> <p><b>Spelling:</b> 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><b>Viewing:</b> Watch the following reading.</p>  <p><a href="https://bit.ly/3CPkSBG">https://bit.ly/3CPkSBG</a></p> <p><b>Speaking and Listening:</b> This week you will <i>interview</i> one member of</p>	<p><b>Fitness</b> Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See <b>'Week 8 Fitness Activities'</b> page to complete today's tasks.</p> <p><b>English</b> <b>Reading:</b></p>  <p>Log in to Reading Eggs and play for 10-15mins.</p> <p><b>Spelling:</b> 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><b>Comprehension:</b> Read the persuasive text 'Win A Trip To The Moon'. Complete the worksheet.</p>	<p><b>Fitness</b> Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See <b>'Week 8 Fitness Activities'</b> page to complete today's tasks.</p> <p><b>English</b> <b>Reading:</b></p>  <p>Log in to Reading Eggs and play for 10-15mins.</p> <p><b>Spelling:</b> 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><b>Grammar:</b> Watch the following recording on Modality Words.</p> <p><b>Link:</b> <a href="https://bit.ly/3jWNXm8">https://bit.ly/3jWNXm8</a> Complete the worksheet - Modality Words.</p>	<p><b>Fitness</b> Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See <b>'Week 8 Fitness Activities'</b> page to complete today's tasks.</p> <p><b>English</b> <b>Reading:</b></p>  <p>Log in to Reading Eggs and play for 10-15mins.</p> <p><b>Spelling:</b> 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><b>Optional:</b> Ask someone to test you.</p> <p><b>Writing (Composing):</b> Using your planning from yesterday, compose a letter to your grown ups trying to persuade them to</p>



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!**

your family about a place they have visited. You need to find out as much information as you can by asking open-ended questions. These questions cannot be answered in one word, like 'yes' or 'no'. Watch this video which shows how the Cheshire Cat got more information using open-ended questions.

<https://www.you-tube.com/watch?v=V-rlkN5bDw0>

Open-ended questions usually begin with either who, what, when, where, why or how.

You will begin your interview with these two open-ended questions then **you need to come up with two more questions**.

1. Where is the place you have visited?
2. How did you get there?
3. ....
4. ....

Write your questions out beforehand, interview your family member then write down their answers.

### **Writing (Planning):**

We are writing a letter to persuade our parents to take us on a holiday when the lockdown is over. Use that attached writing plan. View the video and follow along.

<https://youtu.be/h-tctGYza-8>



### **Handwriting:**

*Digraph focus: 'or' making the sound 'or' as in fork.*

Watch the following videos.

<https://youtu.be/SFDvKNwAWc4>

<https://youtu.be/7YuVE2EydIw>

<https://youtu.be/aplBQFXUivM>

Complete the handwriting worksheet.

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

take you on a holiday when lockdown is over.





**Remember to use your high modality words.**

**Watch the video for a demonstration!**

<https://youtu.be/x-5L-djuxDA>



Break	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b> <b>TEN: Card Piles</b> Use 2 piles of cards, 1 red and 1 black with numbers 1-5. Students take 1 card from each pile and use visuals on the card to determine how many altogether.</p> <p><b>Number: Fractions</b> <b>Half of a Collection</b> Remember that to find half of a collection of objects, we need to divide the collection into two equal parts. <b>Example:</b> To find half of a collection of 6 lollies, we need to split them into two equal groups. Each group contains the same number of lollies. Half of 6 is 3 In your workbook or a piece of paper write these sentences, draw the picture and colour one half of each collection. Then upload your work on Seesaw.</p> <p>Half of 8 flowers is _____. Half of 12 apples is _____. Half of 14 cars is _____. Half of 18 balls is _____.</p>	<p><b>Mathematics</b> <b>TEN: Card Piles</b> Use 2 piles of cards, 1 red and 1 black with numbers 1-10. Turn 1 card from each pile and write the number on top of the card using a whiteboard. Students try to visualise the pattern on the cards to add them together. Turn cards back to check the answer. Write the number sentence on the whiteboard.</p> <p><b>Number:</b> <b>Quarter of a Collection</b> Remember that one quarter is one group out of four equal groups. If the number in each of the four groups is the same, then the group has been divided into quarters. So to find a quarter of a collection of things we need to divide the collection into 4 equal groups. Example: To find a quarter of a collection of 8 apples, we need to split them into 4 equal groups. Each group contains the same number of apples.</p>	<p><b>Mathematics</b> <b>TEN:Card Piles</b> Use two piles of cards. 1 black and 1 red. Turn 2 cards over and identify the larger number and count on to find the answer. Partner checks and repeat. Write the sentence on the whiteboard.</p> <p><b>Maths Revision</b> Complete "Mathematics Revision" <b>independently</b>. Try to do all the questions yourself. If you do not know the answer to a question, skip it. You can only ask your parents to read the question to you.</p> <p><b>Worksheet:</b> Complete "Mathematics Revision"</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: "Little Rain"</p>	<p><b>Mathematics</b> <b>TEN:Card Piles</b> Use one deck of cards and counters. Play in pairs. Each student takes a card from the top of the pile and must double it. The partner with the highest double, gets a counter. Repeat and record the doubles. After 10 minutes, the partner with the most counters is the winner.</p> <p><b>Measurement &amp; Geometry</b></p> <p><b>Google Forms</b> Complete the Google Forms activity titled: Mathematics Year 1 - Week 8 <a href="https://forms.gle/1KPWapu_nz4it77tt9">https://forms.gle/1KPWapu_nz4it77tt9</a></p>	<p><b>Mathematics</b> <b>TEN:Card Piles</b> Use one deck of cards and split it into 2 piles. Students take a card from each pile and place it down on the table at the same time. They call out the answer as soon as they know. Student takes a counter and explains the strategy. The winner is the student with the most counters.</p> <p><b>Measurement and Geometry: Position</b></p> <p><b>Mystery Walk</b> Prepare signs with various directions on them. Place signs in your backyard or around the house. Ask a family member to follow a particular route by following the signs. Using boxes or blocks, make a model of their walk.</p> <p>Upload your model on Seesaw.</p>

	Half of 24 hearts is _____. <b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: "Use Fractions"	A quarter of 8 is 2. <b>Worksheet:</b> Complete Tuesday's worksheet. <b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: "Understand halves and quarters"			
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Geography</b> <b>Video: Monkey Mia</b> <a href="https://bit.ly/3CkFamx">https://bit.ly/3CkFamx</a></p>  <p><b>Read page from "Are We There Yet"</b></p>  <p>Using the image and video linked above, imagine that you are at Monkey Mia.</p> <p><b>Write a postcard</b> to someone (friend, family, teacher, school) about what you did at Monkey Mia and how you got there. Use the attached postcard template.</p>	<p><b>Science and Technology</b> <b>Learning intention:</b> We are learning to identify and understand how different animals survive in different environments.</p> <p><u>Vocabulary:</u> <b>habitat</b> - the natural home or environment of an animal, plant, or other organism. <b>mackerel</b> - a predatory marine fish with a greenish-blue back, important as a food fish. <b>stickleback</b> - a small fish with sharp spines along its back, able to live in both salt and freshwater and found in both Eurasia and North America. Watch: <a href="https://youtu.be/ZrSWYE37MJs">https://youtu.be/ZrSWYE37MJs</a> or scan QR code</p>	<p><b>Creative Arts</b> <b>Dance:</b> Watch Gangnam Style - PSY Just Dance Version <a href="https://www.youtube.com/watch?v=FRAJct27dpw">https://www.youtube.com/watch?v=FRAJct27dpw</a></p>  <p>Practice the dance as is or if you are feeling adventurous, change some of the moves into your own.</p> <p>Film your best performance and upload on Seesaw.</p> <p><b>Reflection</b> Film your best performance and explain the following questions:</p> <ol style="list-style-type: none"> <li>1. Explain how you felt with today's dance.</li> <li>2. The body parts you used for the dance?</li> <li>3. What levels did this</li> </ol>	<p><b>PDHPE</b> Watch the video:</p>  <p><a href="https://bit.ly/2VtTR5E">https://bit.ly/2VtTR5E</a></p> <p>Compose a written response to:</p> <ol style="list-style-type: none"> <li>1. How can we ask or talk about people's unique food choices respectfully?</li> <li>2. If you were in the story, what would you do if you saw other people treating Carla the way they did?</li> </ol>	<p><b>Catch up session for all incomplete tasks</b></p>

Remember to include a picture in your postcard and an address to who you're sending it to.



Read through the "**Animal Homes**" worksheet carefully and complete the science activity and investigation. Use your device to research your chosen habitat to complete the investigation successfully. Or click on this link here for more information: [click here!](#)

Sort the animals/plants correctly into their habitat in the "**Habitats**" worksheet.



Go to SeeSaw Activities and complete "*Plant and Animal Habitats and Needs*".

dance have?  
(Low/Middle/High)  
4. What speed was this dance? (Slow/Medium/Fast)

Upload onto Seesaw.

# WEEK 8 FITNESS ACTIVITIES

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

## Skill focus: 2-handed catch



Video demonstration:

<https://youtu.be/sO7ZAzhdxk>

### Instructions/Catching components:



1. Eyes focused on the object throughout the catch.
2. Feet move to place the body in line with the object.
3. Hands move to meet the object.
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-time closure).
6. Elbows bend to absorb the force of the object.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill for 5 minutes	<input type="checkbox"/> Practice skill for 5 minutes <input type="checkbox"/> <b>Challenge:</b> Jump to catch the ball.	<input type="checkbox"/> Practice skill for 5 minutes <input type="checkbox"/> <b>Challenge:</b> Balance on one leg to catch the ball.	<input type="checkbox"/> Practice skill for 5 minutes <input type="checkbox"/> <b>Challenge:</b> Throw a ball and catch it with your hands behind your back.	<input type="checkbox"/> <b>FILM and UPLOAD</b> to Seesaw a video of yourself demonstrating the 2-handed catch for 30 seconds to 1 minute. <input type="checkbox"/> Complete self-reflection sheet.

### Daily workout – digital:

Monday	Tuesday	Wednesday	Thursday	Friday
<a href="https://youtu.be/3_olssULEk0">https://youtu.be/3_olssULEk0</a> 	<a href="https://youtu.be/skSbg1IGup8">https://youtu.be/skSbg1IGup8</a> 	<a href="https://youtu.be/T8jI4RnHHf0">https://youtu.be/T8jI4RnHHf0</a> 	<a href="https://youtu.be/L-8wW40jTzc">https://youtu.be/L-8wW40jTzc</a> 	<a href="https://youtu.be/SK Sq6BDeBPw">https://youtu.be/SK Sq6BDeBPw</a> 

### 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.

<b>Activity 1: Side hops</b> Standing with your feet together, jump side to side like you are jumping over an imaginary line.	<b>Activity 2: Kickbacks with taps</b> Stand with your hands on your hips. Run on the spot and try to kick your bottom with your heels. While doing this, count four kickbacks then reach down and tap the floor. Repeat this.	<b>Activity 3: Tic Toks</b> Stand with your hands on your hips. Jump and kick one leg out to the side. When the leg comes back in, kick the other leg out to the side. Repeat this and see how fast you can go!		
<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday

# Year 1 Spelling Words - Week 8

- Complete one activity every day from Tuesday to Friday

Spelling Words - The digraph /or/ making the sound 'or' as in fork

1. can	7. corn	13. forty	19. picture
2. has	8. torch	14. support	20. information
3. children	9. north	15. ordered	
4. fork	10. data	16. northerly	
5. short	11. tally	17. coordinate	
6. torn	12. bar	18. graph	


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.	





1ST



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## Animal homes



### Background knowledge

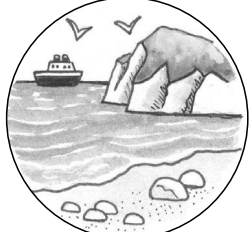
Animals can be found living in almost any place on Earth. The place where an animal normally lives is called its *habitat*. There are many different kinds of habitats, such as in grass, under the ground, in trees, in ponds or rivers, on the seashore, and in the ocean.

### Science activity

Where would these animals normally live? Draw a line between each animal and its habitat.



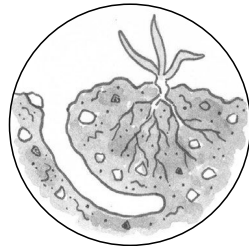
Pond



Ocean

Worm  
Water snail  
Stickleback  
Centipede

Crab  
Frog  
Rabbit  
Mackerel  
Millipede  
Butterfly  
Starfish  
Woodpecker



Soil



Woodland

### Science investigation

Create a poster about one type of habitat. Include the plants and animals that live in the habitat. What type of habitat is it? What is the source of food and shelter for the animals?



# Habitats

The place where an animal or plant lives is called its *habitat*.

Can you work out where each of the animals lives?

crab	seal	cactus	tadpole	seaweed
polar bear	lizard	mussel	walrus	camel
lily	starfish	husky dog	snake	jellyfish
reindeer	palm tree	duck	toad	

Seashore	Arctic	Desert	Pond



# WIN A TRIP TO THE MOON!

USING 25 WORDS OR LESS, TELL US, WHAT IS THE FIRST  
THING YOU WILL DO WHEN YOU LAND ON THE MOON?



## PRIZE INCLUDES:

a trip in a private rocket  
to the moon for two people\*  
moon buggy hire  
moon walking lessons  
freeze-dried meals.

\*Winners must pay for  
the rocket trip back to Earth.

**Fly to the moon in your very own rocket ship.  
Feel zero gravity.  
Bring home a moon rock.  
Plant your own flag on the moon's surface.**

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

Date: \_\_\_\_\_

# Win a Trip to the Moon

1. Fill in the blanks.

flag

rocket

zero

moon

- a) Fly to the moon in your very own \_\_\_\_\_ ship.
- b) Feel \_\_\_\_\_ gravity.
- c) Bring home a \_\_\_\_\_ rock.
- d) Plant your own \_\_\_\_\_ on the moon's surface.


2. What would you do first if you landed on the moon?

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3. Design a flag that you would plant on the moon.



# Answers

1. Fill in the blanks.

flag

rocket

zero

moon

- a) Fly to the moon in your very own **rocket** ship.
- b) Feel **zero** gravity.
- c) Bring home a **moon** rock.
- d) Plant your own **flag** on the moon's surface.

2. What would you do first if you landed on the moon?

**Answers will vary.**

3. Design a flag that you would plant on the moon.

**Answers will vary.**



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

Date: \_\_\_\_\_

## Modality Words

Modality words are used to indicate the degree to which something is likely to happen. High modality words are more persuasive.

1. Read the following sentences. Write (H) in the box for high modality words and (L) in the box for low modality words.

- a) I might go swimming on the weekend.
- b) Dad says he might take us to the beach one day.
- c) We must leave before it gets too dark.
- d) To improve your health, you must eat fruit and vegetables.
- e) You must remember to bring your homework home.

2. Change these sentences from low modality to high modality.

- a) I could go to football practice this afternoon.

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- b) I sometimes do my homework.

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- c) I might see you at school tomorrow.

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- d) It is possible that it may rain this afternoon.

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# Persuasive letter writing

Learning Intention: We are learning to persuade our audience

Success Criteria: We will be successful if we;

- Use high modality words
- Provide reasons to support our opinion

## High Modality Word Bank

must	will	absolutely
definitely	always	
certainly	has to	



Opinion

Reasons

1.

2.

3.

Explanations

1.

2.

3.

Opinion Restated

Trace over the letters then rewrite.

or or or or or

 or

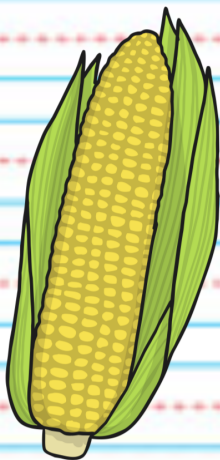
fork short torn corn



The smell of the corn  
makes me feel very hungry.














Draw a picture.





# Week 8 - Catching Self-Reflection

I can:	
• Keep my eyes focused on the ball	
• Move my feet to make sure my body is in line with the ball	
• Move my hands to meet the ball	
• Relax my hands and fingers and have it slightly cupped to catch the ball	
• Catch the ball with my hands only	
• Bend my elbows to catch the ball	
Challenge - I can:	
• Jump to catch the ball	
• Catch the ball in different ways	
• Balance on one leg to catch the ball	
I did my best.	
I can teach someone how to catch.	

Why is it important to learn how to catch?

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How can you improve your catching skills?

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What I enjoyed the most during fitness this week:

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