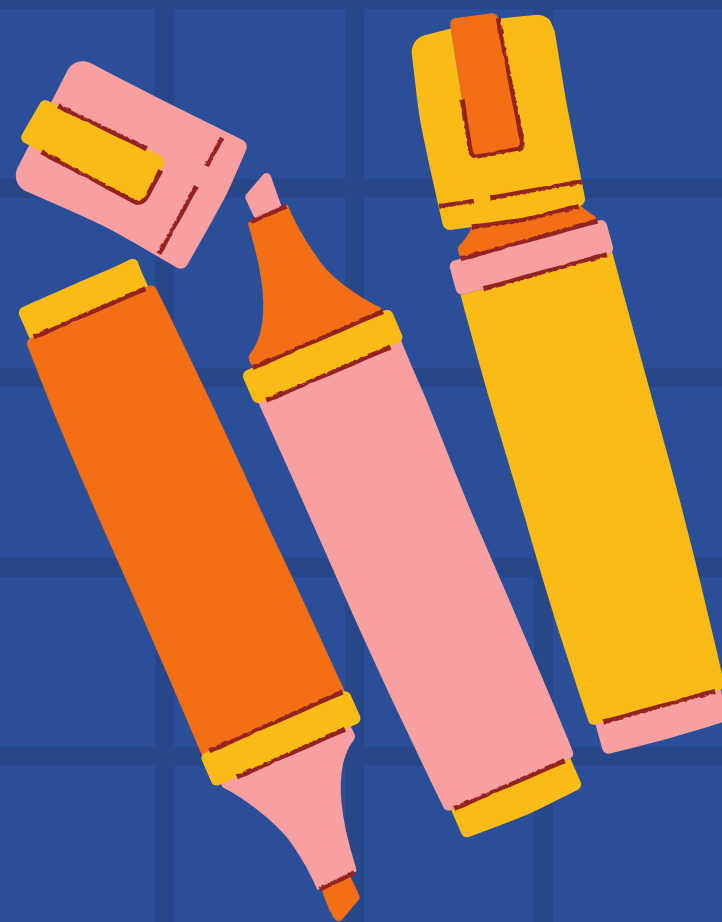
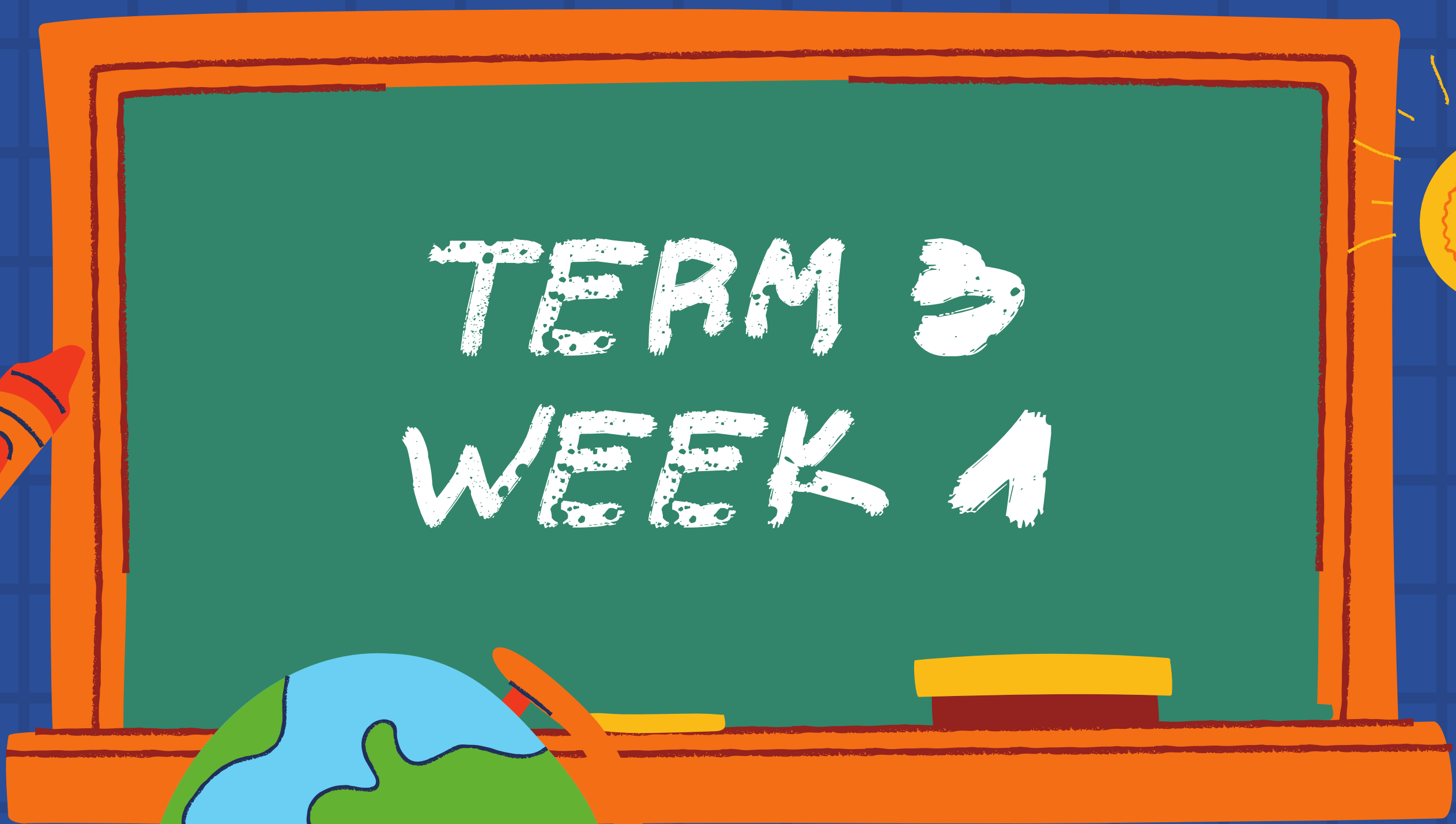


STAGE 1 HOME LEARNING



Term 3 Week 1 Learning from Home – Online (Stage 1)

Tuesday	Wednesday	Thursday	Friday
<p>P.E with Joe</p> <p>Complete a Kids Workouts to Do at Home playlist in the Youtube Channel: PE with Joe.</p> <p>https://tinyurl.com/2b7wr5wn</p>	<p>Throwing and Catching</p> <p>Practice your throwing and catching skills with a sibling or your parents.</p>	<p>Just Dance for Kids</p> <p>Search ‘just dance for kids’ on YouTube and practice your dancing skills.</p>	<p>Cosmic Kids Yoga</p> <p>Click the link below and choose a yoga session you would like to complete.</p> <p>https://www.youtube.com/user/CosmicKidsYoga</p>
<h3>English</h3>			
<p>Spelling</p> <p>Complete the SMART Spelling Grid using the following steps.</p> <ol style="list-style-type: none"> 1. Write the word 2. Say the word 3. Sound it out 4. Count the sounds 5. Write the letters, then write the tricky part again 	<p>Spelling</p> <p>Look, cover, write, check and rewrite your spelling words. Write any of the words you have trouble with on a piece of paper and attach it to the fridge. Whenever you walk past the fridge, try spelling these words. Now go for a spelling hunt in a book. Can you find some words with your spelling sound?</p>	<p>Spelling</p> <p>Brainstorm as many words as you can using sound of the week (at the top of your spelling sheet).</p> <p>Write a sentence for each of your spelling words.</p>	<p>Spelling</p> <p>Complete the weekly spelling test with your child.</p>

Writing

Write a recount of your school holidays.

First in your book, brainstorm what you saw, heard, tasted, smelt and felt during the school holidays. Choose the most interesting example for each sense.

Using the template, write a paragraph for each sense.

Draw a picture for each paragraph.

Complete the recount template.

Extension: Using the 5 paragraphs, create a complete holiday recount. Think about which paragraph would work well as a Sizzling Start and Ending with Impact.

Writing

Listen to the story 'Edwina the Emu'.

<https://www.youtube.com/watch?v=UrMWPIOSSy4>

In Term 2, we have been learning to write engaging character descriptions. The task is to write a character description on Edwina the Emu.

Begin by write adjectives and phrases to describe Edwina's appearance and personality.

Once you have completed the planning, write your describing words and phrases in sentences. Try to use an interesting beginning and ending. Refer to the example if you need further examples.

Writing

Use the Farm Setting image to write a description.

Try not to mention the word 'farm'. Give the reader clues about what you are describing using your senses (see, hear, feel, touch, smell and emotions) and adjectives/adverbs to give more information.

Plan your ideas first before you begin writing.



Writing

This week you have created three pieces of writing: a recount, character description and a description of a setting.

Make sure you have completed all the activities and checked your work for spelling and punctuation.

Publish ONE of your pieces of writing on a computer using Microsoft Word or Google Docs and print it out to share with your classmates next week. Make sure you also add in a picture.

<p>Reading</p> <p>Select a fictional book of your choice or choose one on Wushka. Look at the cover. What do you think this book might be about? Can you make a prediction about the book? Look through the pictures and talk about what is happening. Next, read your book. Was your prediction correct? Now retell the story in your own words.</p> <p>Finally, answer these questions:</p> <ol style="list-style-type: none">1. What did you like best about the story and why?2. What are 3 adjectives to describe the main character?3. How are you similar or different to the main character?	<p>Reading</p> <p>Select a fictional book of your choice or choose one on Wushka. Look at the cover. What do you think this book might be about? Can you make a prediction about the book? Look through the pictures and talk about what is happening. Next, read your book. Was your prediction correct? Now retell the story in your own words.</p> <p>Finally answer these questions:</p> <ol style="list-style-type: none">1. Where did the story take place?2. Do you think the main character could be trusted? Why? Why not?3. Have you read other books by this author?	<p>Reading</p> <p>Read a fiction book. See if you can make connections between your life and the book. What in the book is similar to your life? Do you know people like the characters in the book? How are they alike? Has anything similar ever happened to you before? Write down the connections you notice.</p>	<p>Reading</p> <p>Read a fictional book and draw and label your favourite character. Write a short description on the appearance and personality of the character. Explain why this is your favourite character.</p>
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Mathematics

Year 1 - Division (sharing)

Watch the YouTube link below to understand sharing of equal groups.

[How to Share Equally - Introduction to Division.](#)

Introduce the concept of sharing using any of these materials in your home, Lego, beads, cereal or pencils, etc. Use two pieces of paper as 'bags'.

Choose 6 of your chosen objects and ask the questions:

How can we share these equally?

What do you need to do?

How can we make the share equal?

Students can repeat this activity 3-4 more times with two other number activities, e.g. 8 Lego pieces shared between 4 bags, etc.

Extension:

Students create equal groups by drawing a variety of shapes and putting them into equal groups. They are to create 5 different grouping

Year 1 - Money

We are learning to order money according to its value. We are learning to use skip counting to count coins to make \$1.

We can put coins and notes together to make bigger amounts of money and to do this we need to be able to count the money.

\$1 is made up of 100 cents, therefore in order to make \$1 we must skip count the coins until we get to 100 cents. Can you make \$1 using 5c, 20c or 50c coins? Draw your answers.

Challenge question: If \$1 is made up of 100 cents then \$2 must be made up of 200 cents. Can you think of some ways to make \$2 using other coins?

Year 1 - Data

Create a table like the example below and tally the data collected. For example, the number of coloured pencils, the number of different coloured shoes in your home, Lego pieces or colour of cars that drive by within 1 hour.

Colour	Tally	Total
Red		8
Blue		9
Green		4

Optional: Go to the link below and play data games.

<https://www.topmarks.co.uk/maths-games/5-7-years/data-handling>

Year 1 - Additive Strategy Game

- Students flip over 2 cards
- Double the biggest number
- Subtract the small number
- For example: Flip 6 and 9
- Double 9 = 18
- $18 - 6 = 12$

Be sure to put the bigger number in your head and use the strategy of counting back.

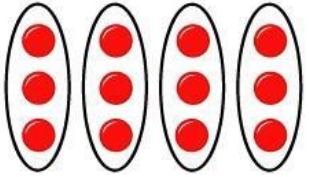
Please flip more cards or less cards if this is too easy or too hard.

Make this a game. Verse your child to see who can get the highest number. The highest number gets a point.

Extension:

Roll a two/three dice 5 times. Write down the numbers.

problems and record them on paper.
E.g.



Record: 12 shared into 4 equal groups = 3

Year 2 – Number

Watch the following videos.

Number blocks – Arrays Away!
<https://www.youtube.com/watch?v=IYkKJDU41o>

Multiplication by repeated addition
<https://www.youtube.com/watch?v=2bjnhxFEwC0>

1. Complete Worksheet: Multiplication as repeated addition and arrays
2. How many ways can you represent the number 26?

Year 2- Money

1. Ask your parents if you can borrow some coins.
2. Place your coins under a piece of paper and use a crayon or pencil to rub over the coin. (Tip: colour with the lead on its side.)
3. What pictures are on each coin? Make a list.
4. Put the coins in order from least valuable to most valuable.
5. Watch the videos 'Counting Australian Coins' and 'Australian Money'.

Year 2- Data

Create a table like the example below and tally the data collected. For example, the number of coloured pencils, the number of different coloured shoes in your home, Lego pieces or colour of cars that drive by within 1 hour.

Colour	Tally	Total
Red		8
Blue		9
Green		4

Answer the following questions about your data:

Rearrange the numbers from smallest to largest.

Next, add a 10 to each number, then add 100.

Then add the greatest and smallest number together.

Now take them away from each other.

What are your answers?

Year 2- Thinking Mathematically

View the video 'Introducing rekenreks'.
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/introducing-rekenreks>

Mum gave us some baby carrots for a snack. There were 8 in total. Some carrots were on my brother's plate and some carrots were on my plate.

e.g. array, groups, numbers that combine or subtract to equal, pictures etc

Extension:

How many ways can you represent the number 464?

<https://www.youtube.com/watch?v=R36lxOtKafg>

https://www.youtube.com/watch?v=nvi1_DK7hJw

6. How many ways can you make a dollar? Draw them.

7. How many ways can you make \$2? Draw them.

Extension:

Draw 5 different ways to make \$7.50. Inside each coin, write the value of the coin using the \$ or ¢ symbol.

e.g. \$5, \$2, 20¢, 20¢, 10¢

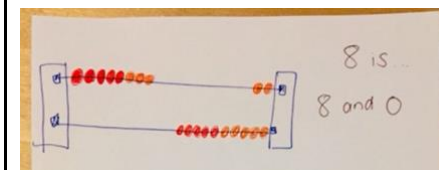
- What was the most common/popular colour?
- What was the least common/popular colour?
- What was the difference between the most common colour and the least common colour?
- What else can you tell us about your data?

Optional: Go to the link below and play data games.

<https://www.topmarks.co.uk/maths-games/5-7-years/data-handling>



Use a rekenrek to imagine your thinking then draw pictures to record your thinking; for example:



- How many carrots were on my plate?
- How many carrots were on my brother's plate?
- Show as many solutions as you can think of.

Complete the following, thinking of as many solutions as you can.

5 is ..., 10 is ..., 12 is ..., 16 is ...

Extension: 20 is ..., 45 is ..., 60 is ..., 100 is ..., 230 is ...

e.g., 12 is

- 12 and 0

			<ul style="list-style-type: none"> • 10 and 2 • 5 and 7 • Double 6 • 8 less than 20
<p>Mathletics Complete your assigned Mathletics activities.</p> <p>Everyday Maths Hub This website has further mathematics activities that you can complete with your child at home. https://education.nsw.gov.au/campaigns/mathematics/everyday-maths</p>	<p>Mathletics Complete your assigned Mathletics activities.</p> <p>Everyday Maths Hub This website has further mathematics activities that you can complete with your child at home. https://education.nsw.gov.au/campaigns/mathematics/everyday-maths</p>	<p>Mathletics Complete your assigned Mathletics activities.</p> <p>Everyday Maths Hub This website has further mathematics activities that you can complete with your child at home. https://education.nsw.gov.au/campaigns/mathematics/everyday-maths</p>	<p>Mathletics Complete your assigned Mathletics activities.</p> <p>Everyday Maths Hub This website has further mathematics activities that you can complete with your child at home. https://education.nsw.gov.au/campaigns/mathematics/everyday-maths</p>

Other Learning Activities

<p><u>Science</u></p> <p>Watch the video: 'What do living things need?' https://www.youtube.com/watch?v=NG-FaXNifU</p> <p>Find 5 living things around your house, backyard or on a walk. Write</p>	<p><u>PDH</u></p> <p>Watch the 'Healthy Habits' video. https://www.youtube.com/watch?v=dhpCdqQtuj0</p> <p>Create a poster to show your friends or siblings how they can live a healthy lifestyle.</p>	<p><u>Visual Arts</u></p> <p>Watch the following video of a directed drawing of a cartoon cow. https://www.artforkidshub.com/draw-cartoon-cow/</p> <p>Add colour and a background to your drawing.</p> <p>OR</p>	<p><u>Technology</u></p> <p>Practise your coding skills. Follow the link and select any of the free hour of code activities. https://code.org/hourofcode/overview</p>
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the name of each living thing, draw a picture and explain why you chose it.

Find 5 **non-living** things around your house, backyard or on a walk. Write the name of each living thing, draw a picture and explain why you chose it.

Living Things song:
<https://www.youtube.com/watch?v=tzN299RpJHA>



Next time you walk to the park (or go into your backyard), find some leaves, bark, sticks, or other materials. Can you make a pattern with these materials? If you have glue, you can stick them down. If not, make it 'ephemeral' art – take a photo, enjoy the beauty then send it back to nature!



Help your parents make lunch or dinner

Pick up 20 things lying around the house and put them away.

Help bring in the washing. Fold your clothes and put them away.

Set up the table for lunch or dinner and then at the end of the meal, help to clean the dishes.

Focus: The split digraph /a--e/ making the sound "A" as in tape

Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
Red Words				
became				
inhale				
debate				
escape				
locate				
state				
then				
there				

Year 1

Term 3 Week 1 SMART Spelling

Name: _____

Focus: The split digraph /a--e/ making the sound "A" as in tape

Orange Words

Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
interstate				
location				
degrade				
translate				
designate				
immigrate				
city				
friends				

Large empty space for additional work or notes.

Year 1

Term 3 Week 1 SMART Spelling

Name: _____

Focus: The split digraph /a--e/ making the sound "A" as in tape

Green Words

Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
immigration				
instigate				
devastate				
serenade				
membrane				
punctuate				
having				
coming				

Focus: **The trigraph /igh/ making the sound "i" as in light.**

Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
Red Words				
light				
sight				
might				
right				
fight				
high				
Orange Words				
flight				
fright				
bright				
mighty				
thigh				
highest				
Green Words				
frightful				
frightening				
oversight				
delight				
delightful				
fortnight				
BOB Words (My own words)				

The *SMART* Spelling Grid

Name: _____

Write, say, sound, count, write.

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

Write the word Say the word	How many sounds?	Write the letters: broken up into graphs, digraphs, trigraphs etc.									Tricky part?
weekend	6	w	ee	k	e	n	d				ee

SHOW, DON'T tell

SEE

Describe something you saw!

I saw an amazing sunset sparkling through the bright green trees. I saw the fire crackling from the fire pit. The flames were bright orange, shooting up at the night sky. I also saw pink flowers, Blue Bell, and purple/blue details on some small little flowers.

Dad said, "Isn't it amazing for god put that much detail into one small thing like a flower?"



HEAR

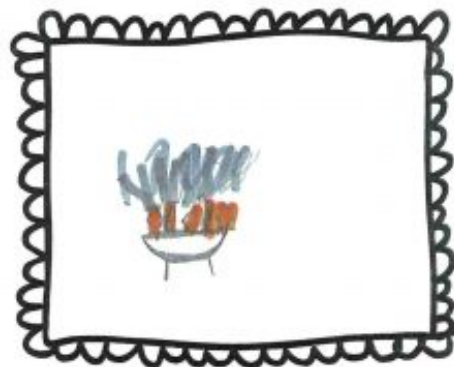
Describe something you heard!

I heard the sound of tapping as we bounced the p.j. to keep the tents down. I heard Harper laughing at her own joke into our tent, yelling. And then bouncing on our inflatable mattress. I heard Harper bounced a bit, laughing and bouncing together.

FEEL

Describe something you felt!

At night, I felt fluffy, soft, and comfortable! pillows touch my head. And warm fire warmed me up while roasting mini pink marshmallows. I felt the roughness of the stick as holding it over the warm ashes to roast my marshmallows.



SMELL

Describe something you smell!

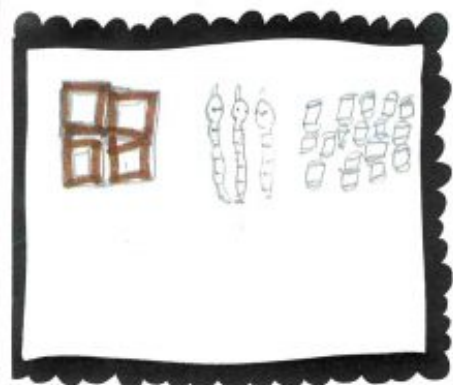
I smell the smoke rustling out of the fire. I smell sausages on the cooker. And in the morning, the smell of Bacon and Eggs filled the air. I smell lollies and marshmallows sailing around. It smells like I was in lolly land!



A Longmaid

out your adventures these holidays!

Your classmates will try to guess what you did based on your description!



TASTE

Describe something you tasted!

I tasted soft fluffy marshmallows stung in my mouth. I tasted cakes and chocolate, sherbet etc and Sherbet

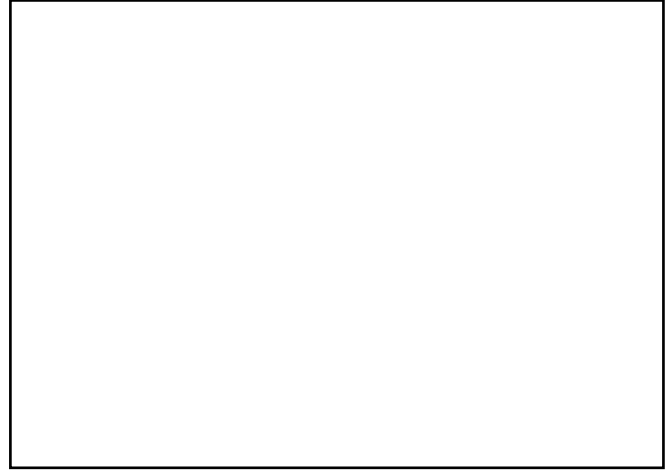
IT WAS THE BEST!

Show don't tell

Tell us about your adventures these holidays.

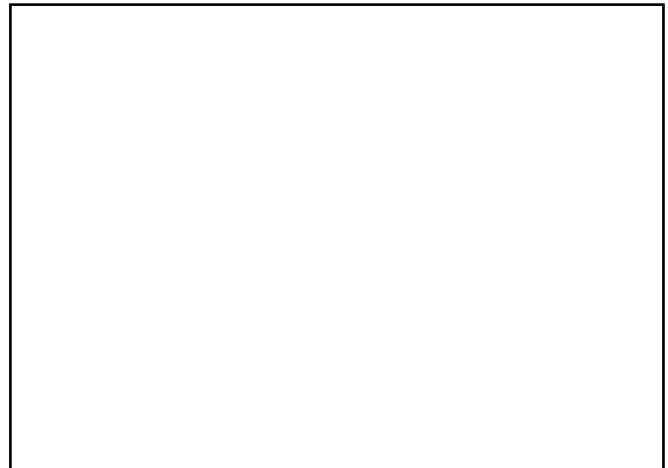
SEE

Describe something you saw!



HEAR

Describe something you heard!



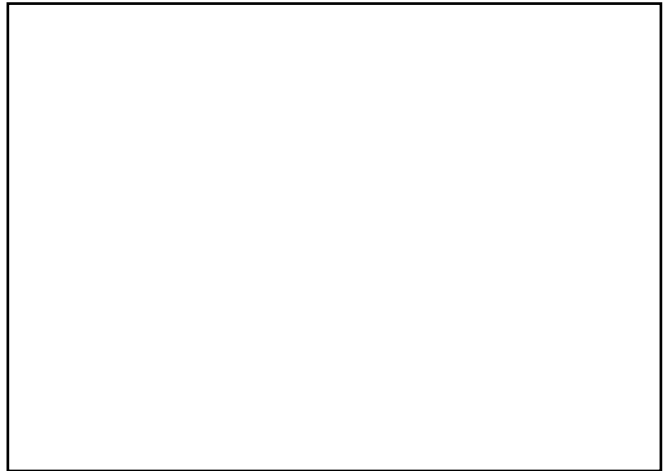
SMELL

Describe something you smelt!



FEEL

Describe something you felt






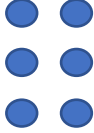



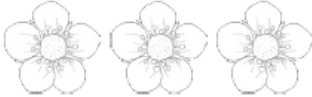




TASTE

Describe something you tasted



Extension activity: Using these 5 paragraphs, create a complete holiday recount. Think about which paragraph would work well as a Sizzling Start and Ending with Impact.

MULTIPLICATION AS REPEATED ADDITION AND ARRAYS

	Repeated Addition	Array
<p>1 ladybird has 2 spots.</p> 	2	
<p>How many spots do 3 ladybirds have?</p> 	2+2+2 =6	
<p>How many spots do 5 ladybirds have?</p> 		
<p>1 flower has 5 petals.</p> 		
<p>How many petals do 4 flowers have?</p> 		
<p>How many petals do 3 flowers have?</p> 		
<p>A clover has 3 leaves.</p> 		
<p>How many leaves do 2 clovers have?</p> 		
<p>How many leaves do 4 clovers have?</p> 		
<p>How many leaves do 5 clovers have?</p> 		

LIVING AND NON-LIVING THINGS

Everything in the world can be sorted into living and non-living things.

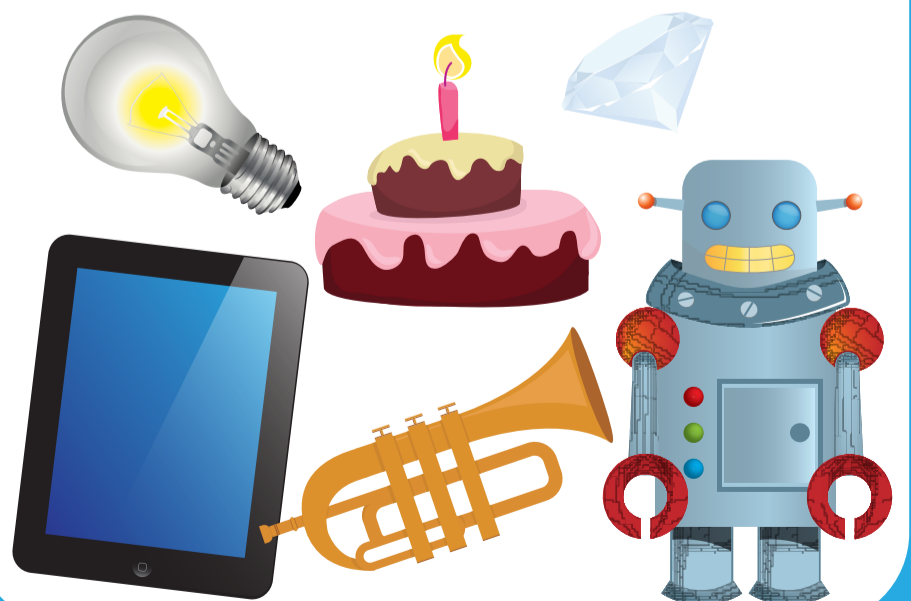
LIVING

- Grows and changes
- Moves on its own
- Reproduces (has babies)
- Needs water, food and air to stay alive



NON-LIVING

- Does not grow
- Can not move on its own
- Does not have babies
- Does not need food, air or water



SAMPLE

Edward The Emu

Always very active, loves being curious and is often playful! Edward is a type of large bird with a heavy, round body. He is covered in brown, black and grey feathers that are soft. On his head, Edward has red, beady eyes that are small in size and a pointy, strong beak for catching food. Also he has a long, thin neck. Attached to his body, his legs are very slim and bony. They are covered in thick, tough skin. Edward has wide feet with sharp claws for balance and to support him when he moves. He is able to run quickly on land but can't fly. Edward the emu is an interesting animal who discovers he is very unique and special!

Rule of 3 – Short phrases ('Seven Steps' strategy to engage the reader)

Description

End – Wrap up sentence

Learning Intention:

To plan effective adjectives before writing.

Edwina The Emu

Personality:



Learning Intention:

To plan effective adjectives before writing.

Edwina The Emu

Features:

eyes	
beak	
neck	
body	
feathers	
legs	
feet	

A large, empty rounded rectangular box with a black border, occupying the bottom half of the page. It is designed for drawing or free writing.

HEALTHY HABITS

For Healthy Kids

STAY FIT

- Get about eight hours of sleep each night.
- Do some form of exercise every day: run, walk, stretch, play.

STAY HEALTHY

- Practice good hygiene by keeping yourself clean and germ free.

STAY ENERGIZED

- Eat nutritious meals and snacks daily. Include foods from these groups: dairy, grains, protein, vegetables, and fruits.

STAY HAPPY

Make good choices every day for a happy, healthy YOU!

STAY SAFE

- Wear proper gear when playing sports, bicycling, or riding in a car.
- Obey safety rules.



Imaginative Writing Task (Thursday and Friday)

The Farm



Success Criteria:

Remember to:

- *Plan your ideas carefully before writing*
- *Show the reader, not just tell (so they can visualise what is happening and it feels like they are there with you)*
- *Choose interesting descriptive words to give the reader more information*
- *Edit your writing to make any changes needed*

Imaginative Writing Task (Thursday and Friday)

- Planning for Success Name:

Use the senses as a guide to help you build vocabulary to give the reader more detail.

Show the reader so they can visualise really being there. Don't just tell them.



See	
Feel/Touch	
Hear	
Smell	
Taste	
Emotions	
Problem Idea:	

