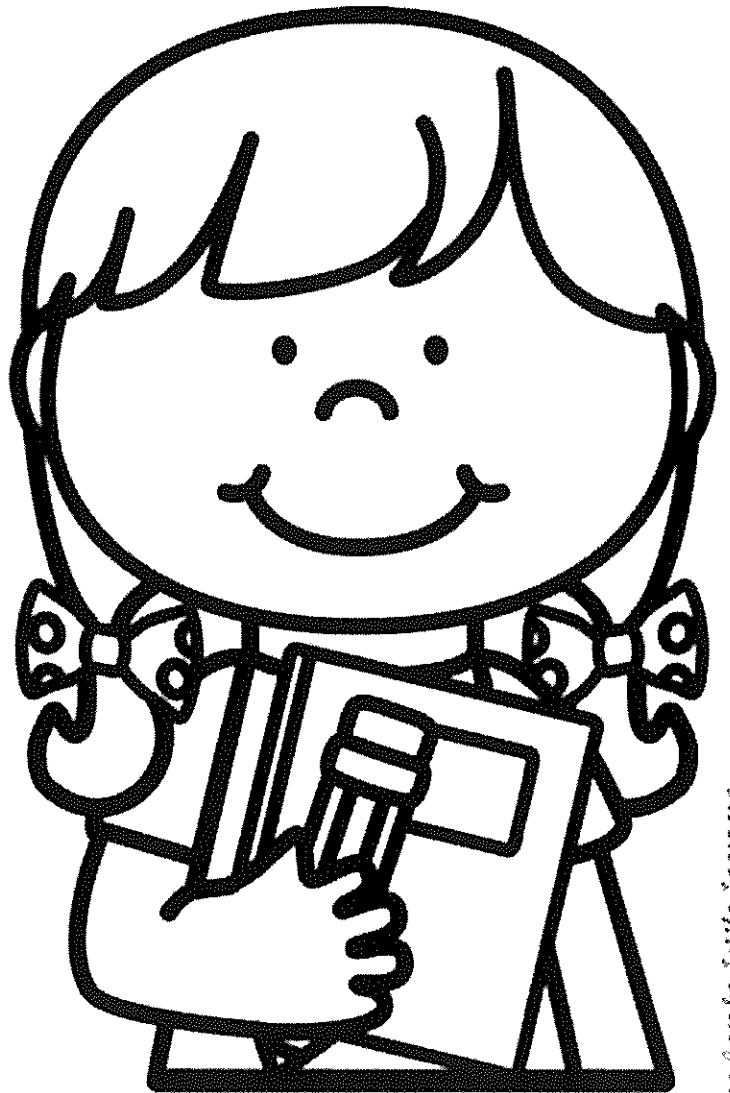


Year 1 – Learning Week 2



Name: _____

Home Learning Week 2 – Year 1

Monday 19/7	Tuesday 20/7	Wednesday 21/7	Thursday 22/7	Friday 23/7
Spelling – Unit 19 'oa, o_e, o' Write as many words as you can in the boat.	Spelling – Unit 19 'oa, o_e, o' Write your list of words on the list provided	Spelling – Unit 19 'oa, o_e, o' Complete the first page of worksheet	Spelling – Unit 19 'oa, o_e, o' Complete the second page of worksheet	Spelling – Unit 19 'oa, o_e, o' Write two sentences with your spelling words
Handwriting – complete letter sheets (a and b)	Handwriting – complete letter sheets (c and d)	Handwriting – complete letter sheets (e and f)	Handwriting – complete letter sheets (g and h)	Handwriting – complete letter sheets (i and j)
Reading – Read aloud a book of your choice to a family member	Reading – Log on to Storyline Online and choose a book to listen to	Reading – Read aloud a book of your choice to a family member	Reading – Log on to Storyline Online and choose a book to listen to	Reading – Read aloud a book of your choice to a family member
Writing – Procedural writing. Complete activity in booklet, how to make Fairy bread	Writing – Procedural writing. Complete activity in booklet on how to make a potion	Literacy activities Parts of speech colouring	Literacy activities Adjective picture activity	Literacy activities Finding adjectives activity

Home Learning Week 2 – Year 1

Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice
Number of the day Is 9. Complete activity in booklet	Number of the day Is 15. Complete activity in booklet	Number of the day Is 20. Complete activity in booklet	Number of the day Is 29. Complete activity in booklet	Number of the day Is 38. Complete activity in booklet
Numeracy activities Addition worksheets	Numeracy activities Addition worksheets	Numeracy activities Addition & Subtraction worksheets	Numeracy activities Subtraction worksheets	Numeracy activities Subtraction worksheets
Life skills Help around the house. Clean your room.	Life skills Help around the house. Help with some gardening.	Life skills Help around the house. Sweep the kitchen.	Life skills Help around the house. Vacuum your bedroom.	Life skills Move your body today! Play a game outside with a family member.
PDHPE Water Safety	Science Physical World – Look! Listen!	Geography Features of Places	Creative Arts Music	STEM Complete activity in booklet
PBL and Wellbeing Breathing activity	PBL and Wellbeing Coping with unpleasant emotions	PBL and Wellbeing Go for a walk with a family member	PBL and Wellbeing Write 5 things you love about yourself	PBL and Wellbeing Have a sleep in

Home Learning Week 2 – Year 1

Online links.

<https://storylineonline.net/>

https://online.fireflyeducation.com.au/services/student_login/soundwaves

<https://www.mathletics.com/au/>

<https://app.pmecollection.com.au/login>

<https://www.typing.com/>

<https://www.abcya.com/>

<https://scratch.mit.edu/>

Monday 19th July



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

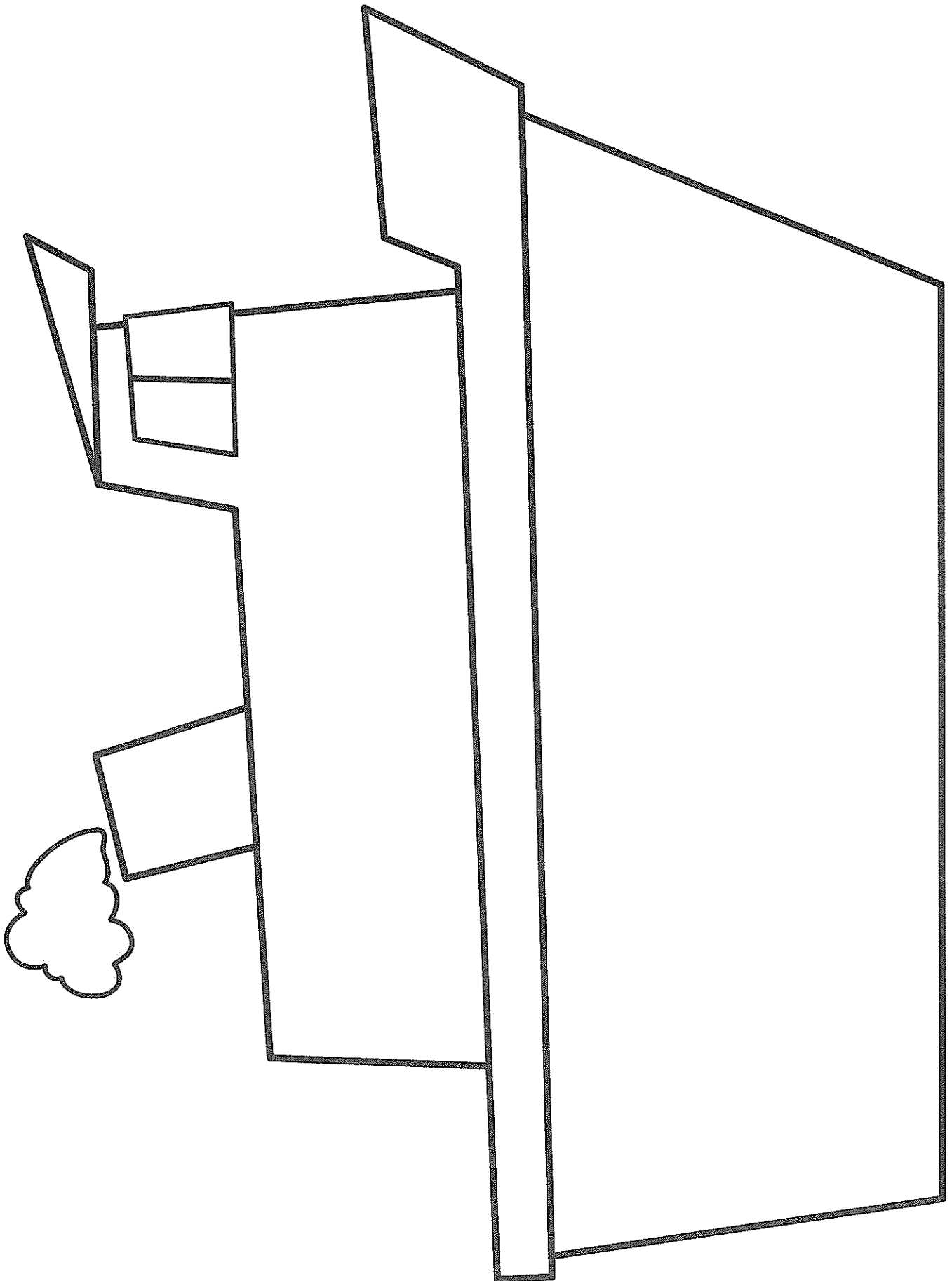
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

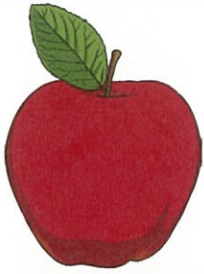
PDHPE:

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-9 demonstrates self-management skills in taking responsibility for their own actions



Aa



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: a for apple.

Now copy the letters and words into your handwriting book.

a a a

A A A

Aa Aa Aa

and

apple

axe

Bb



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

B B B

Bb Bb Bb

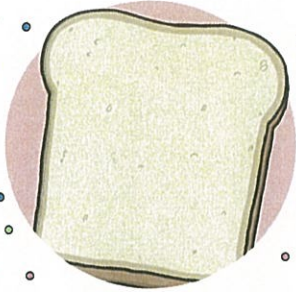
be

but

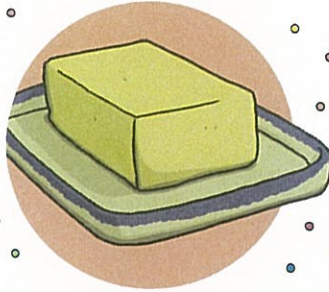
before

How to Make Fairy Bread

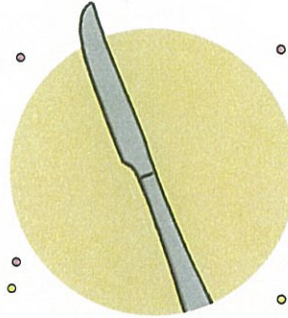
What you need:



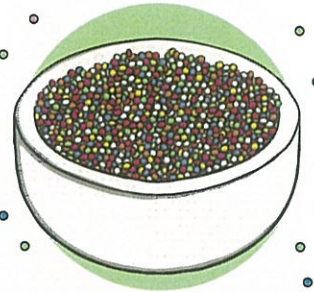
Bread



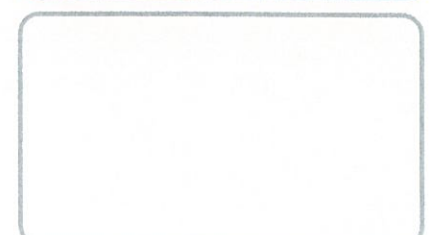
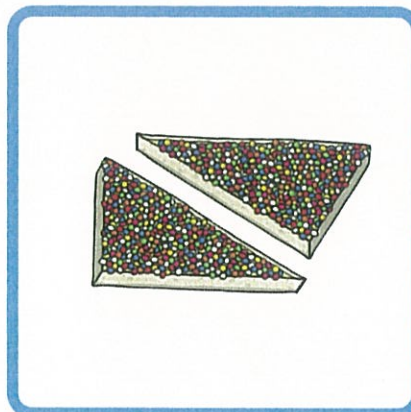
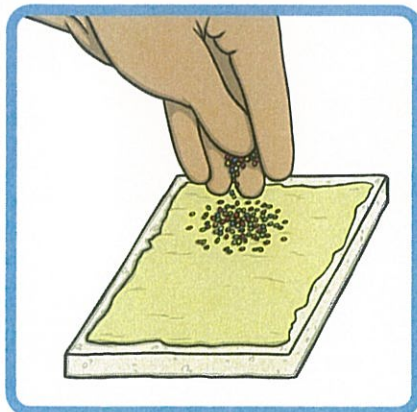
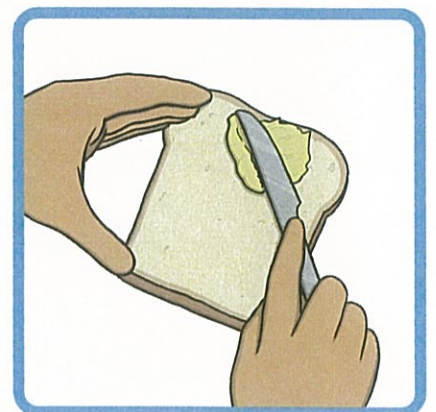
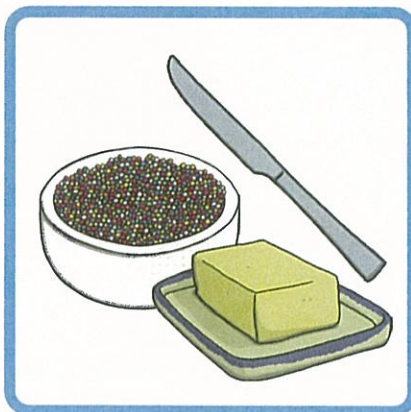
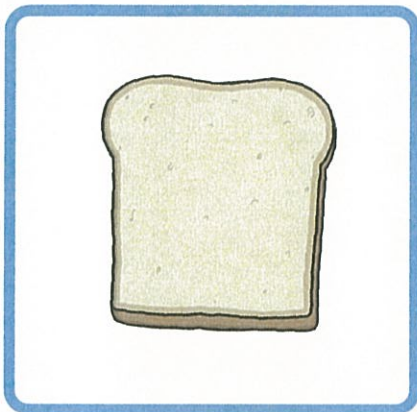
Butter



Knife



Sprinkles



Cut out each step and glue them next to the correct picture:

Get some sprinkles, some butter and a knife.

twinkl.com

Cut the bread into triangles.

twinkl.com

Sprinkle the sprinkles onto the bread.

twinkl.com

Eat your fairy bread.

twinkl.com

Get some bread.

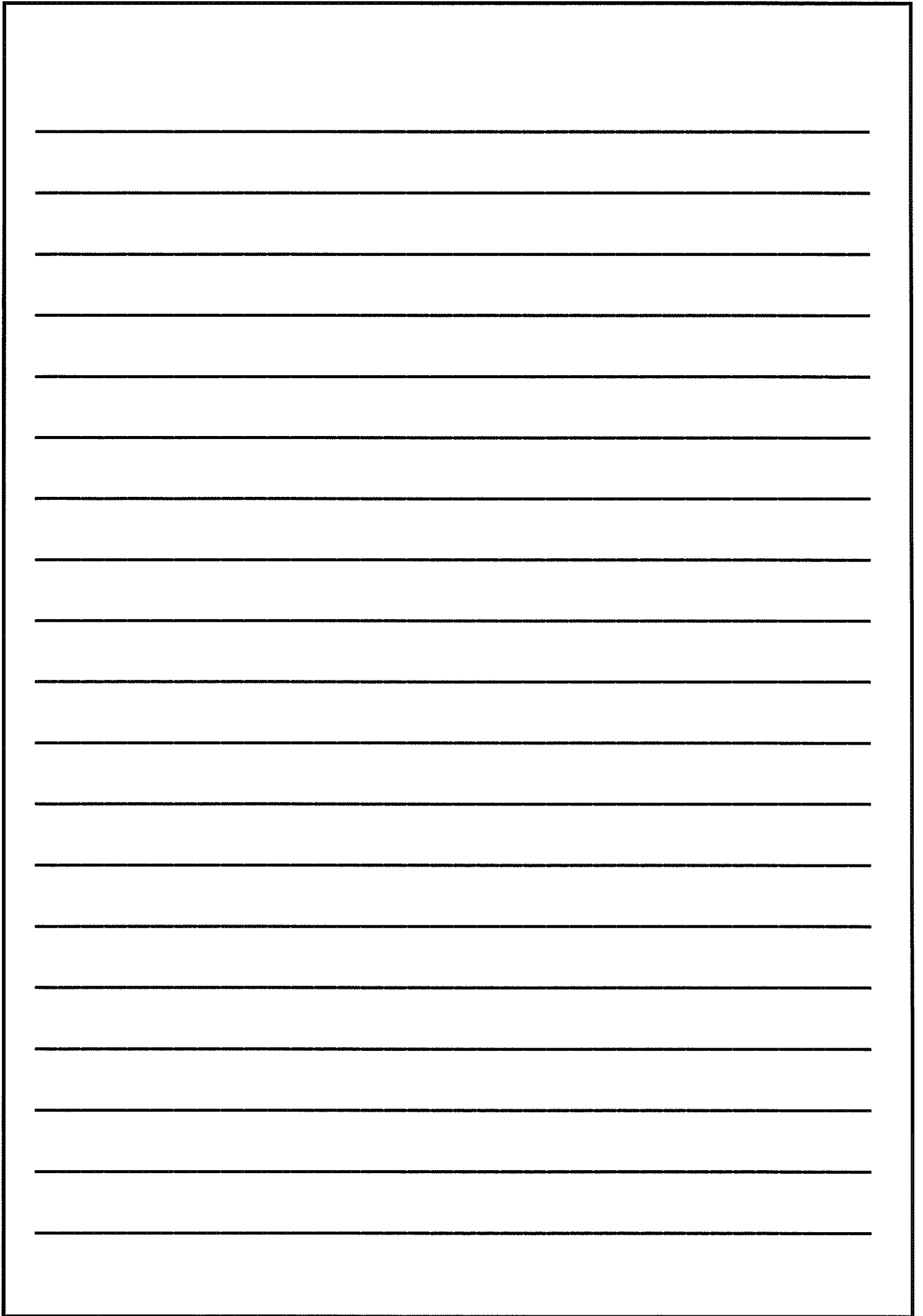
twinkl.com

Spread the butter onto the bread.

twinkl.com

Answer Key:

1. Get some bread.
2. Get some sprinkles, some butter and a knife.
3. Spread the butter onto the bread.
4. Sprinkle the sprinkles onto the bread.
5. Cut the bread into triangles.
6. Eat your fairy bread.



Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

5 What is the number before?

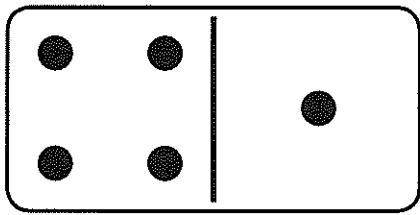
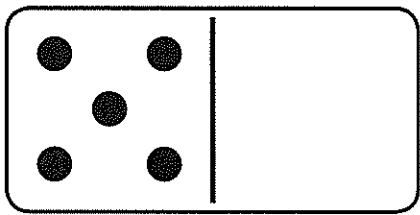
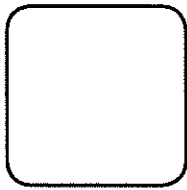
100 more is...

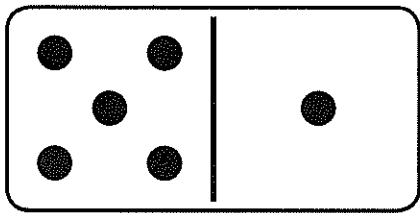
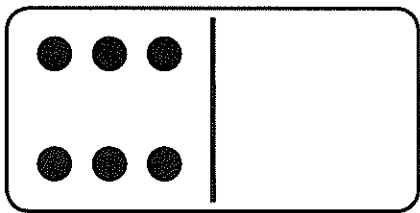
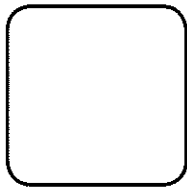
9

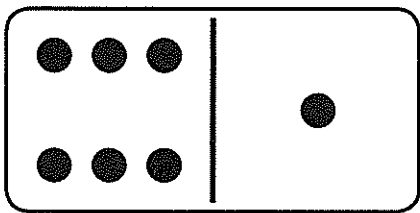
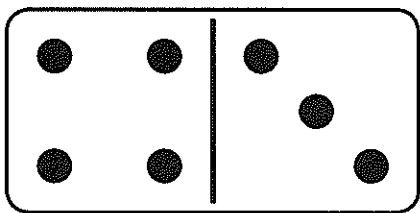
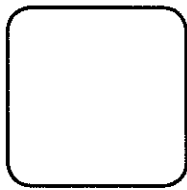
Make it in money

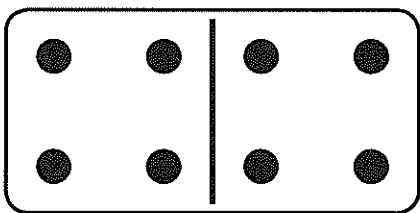
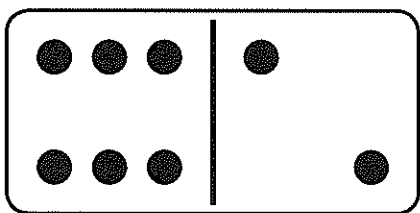
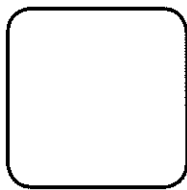
10

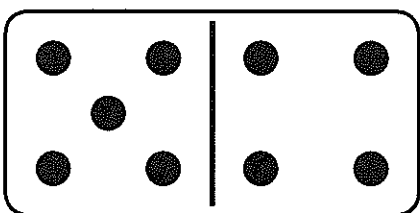
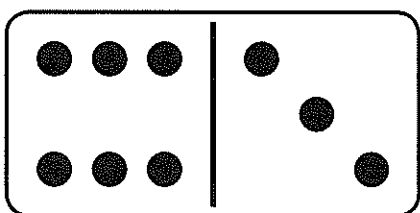
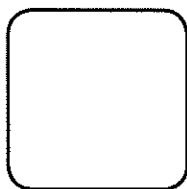
Domino Doubles Addition to 20

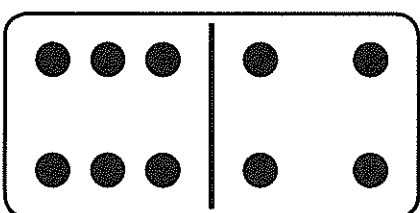
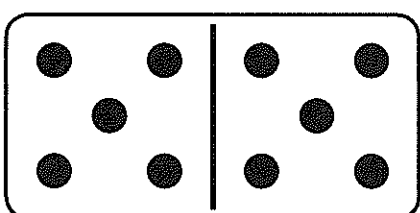
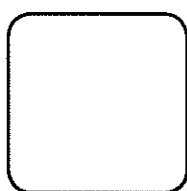
 +  = 

 +  = 

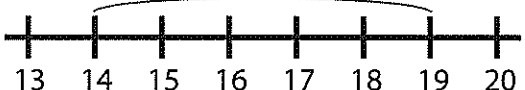
 +  = 

 +  = 

 +  = 

 +  = 

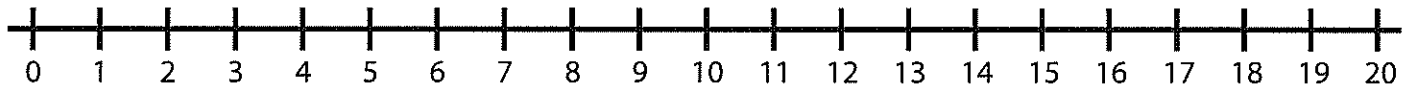
Addition to 20 with a number line

Example:	
$\underline{14} + 5 = 19$	

$10 + 7 =$



$10 + 5 =$



$11 + 2 =$



$6 + 8 =$



$9 + 9 =$



$8 + 10 =$



$5 + 12 =$



$17 + 3 =$



Pool Safety

a d s i t f w p s d f l
s w i m m i n g a i l e
h a o w p d i l f x o d
a p o o l r u l e s a a
l f e l k h d a t f t n
l e x o i n o t y e a g
o n u i o m e n g a t e
w c r k b l s e o y i r
i e c d e e p i x g o u
g f t h y j k t m t n s
n p l i f e g u a r d b
c h e m i c a l s l k n

swimming

floatation

gate

fence

lifeguard

shallow

deep

obey

pool rules

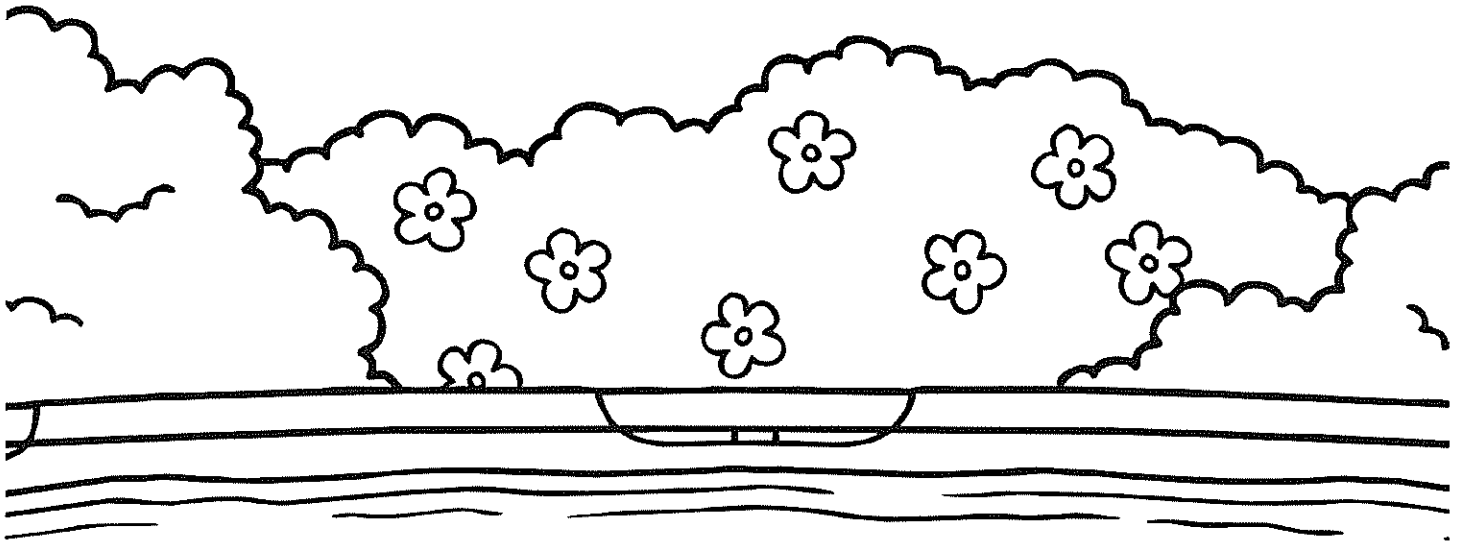
danger

chemicals

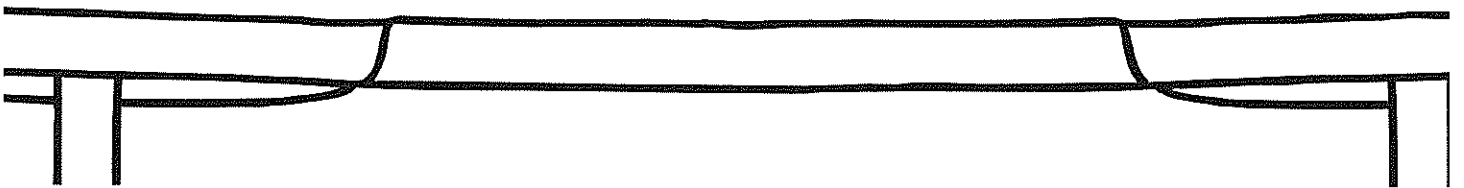
safety

Pool Safety

slowly	jump on	push
flotation	gate	shallow
lifeguard's	choke	adult



1. Never open the _____ or climb the pool fence.
2. Always have an _____ with you when you are in the pool.
3. Never jump into the _____ end of the pool.
4. Walk _____ around the edge of the pool.
5. Wear a _____ device if you are not confident.
6. Do not _____ people into the pool or _____ people in the pool.
7. Do not eat or chew gum in a pool as you could _____.
8. Always follow the pool rules and obey the _____ directions.

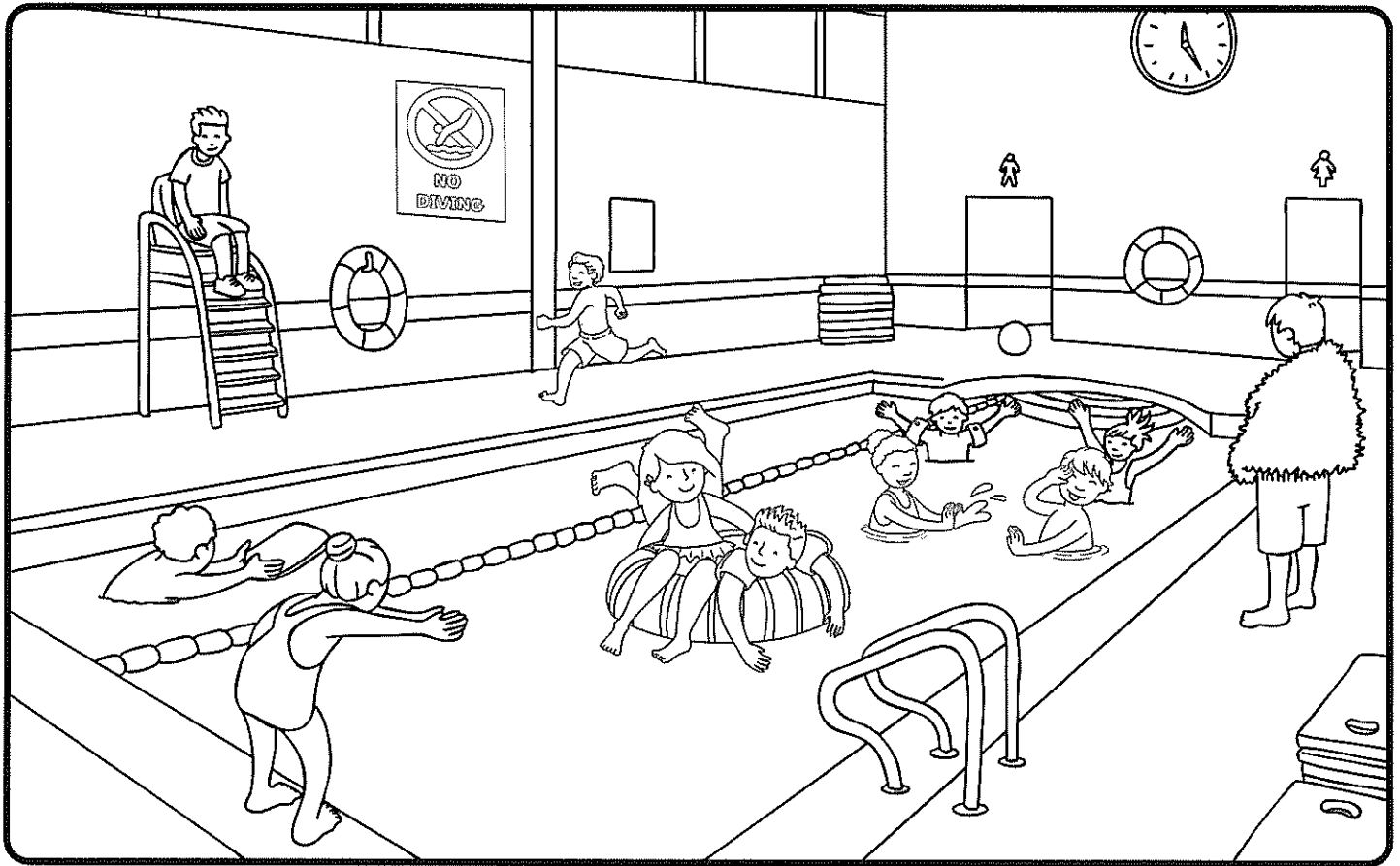


Taking a Risk in the Swimming Pool

Some of the people at this pool are taking a risk.

Can you match the statements to the picture?

Cut out the statements at the bottom and match them to the correct image.



visit [twinkl.com](https://www.twinkl.com)



This child is at risk of slipping on the puddles and falling into the water.

This child is diving into the pool beside a 'no diving' sign. They could cause themselves injury by diving where it is not allowed.

These children are fooling around on one rubber ring. They are at risk of falling out of the ring and drowning.

This child is splashing in the pool and could be at risk by getting into a panic if they choke on the water.




PRACTISING MINDFULNESS

Mindful Silence

Take these steps:

- 1 Gently close your eyes.
- 2 Take slow, deep breaths.
- 3 Notice what you can smell.
- 4 Notice what you can hear, e.g. the faraway hum of traffic.
- 5 Notice what you can feel, e.g. tingles in your toes.
- 6 After a few minutes, gently open your eyes and fill in the table below.



What I could smell: 	What I could hear: 	What I could feel: 

Tuesday 20th July



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

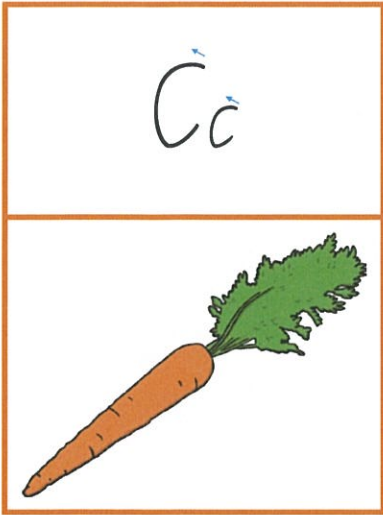
Science:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

ST1-9PW-ST investigates how forces and energy are used in product

go											
no											
so											
going											
old											
cold											
told											
hold											
home											
nose											
rode											
also											
road											
boat											
goes											
know											



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

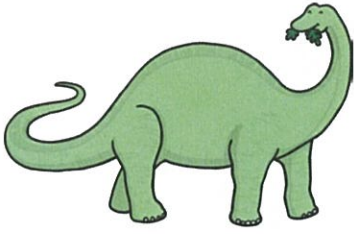
Cc Cc Cc

can

cat

come

Dd



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

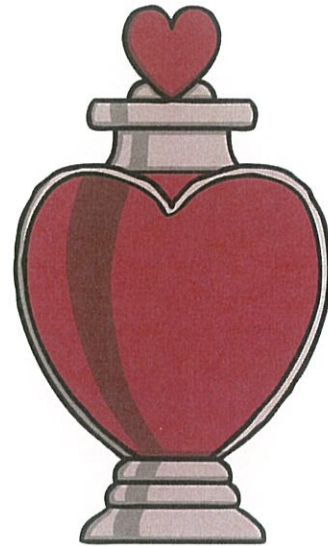
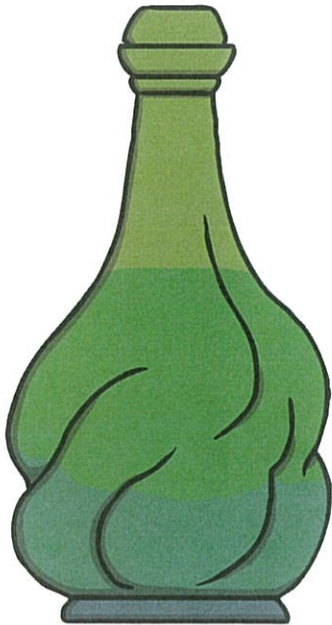
Dd Dd Dd

Dad

do

did

How to Make a Potion



You will need:

Number of the Day

Today's number is:

1

Write it in words

2

Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3

Write it in tally marks

10 more is...

7

4

What is the place value?

hundreds	tens	units

10 less is...

8

5

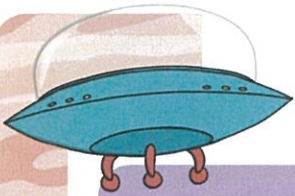
What is the number before?

100 more is...

9

Make it in money

10

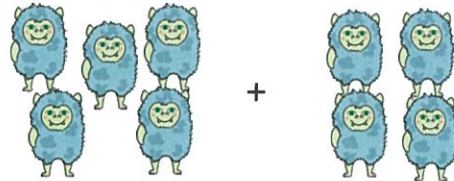
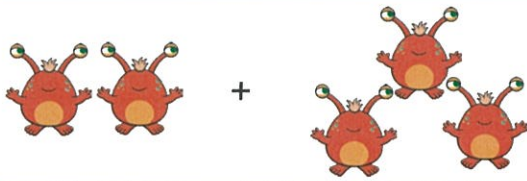


Single Digit Addition



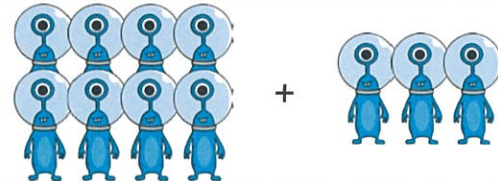
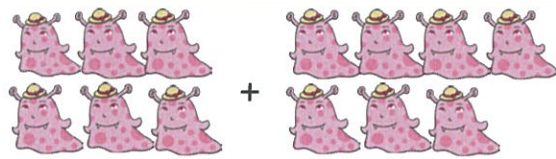
$2 + 3 =$

$5 + 4 =$



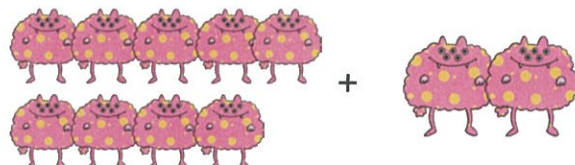
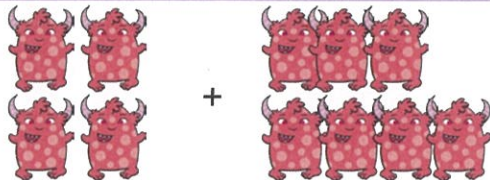
$6 + 7 =$

$8 + 3 =$



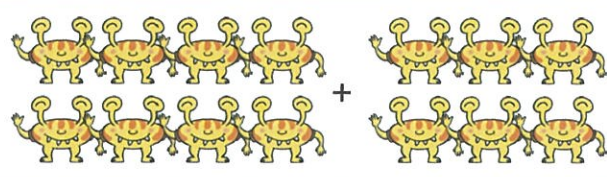
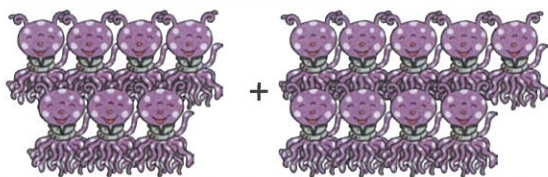
$4 + 7 =$

$9 + 2 =$



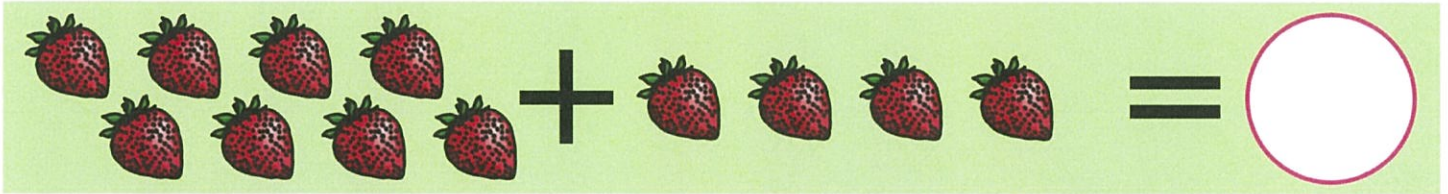
$7 + 9 =$

$8 + 6 =$



Fruit Salad

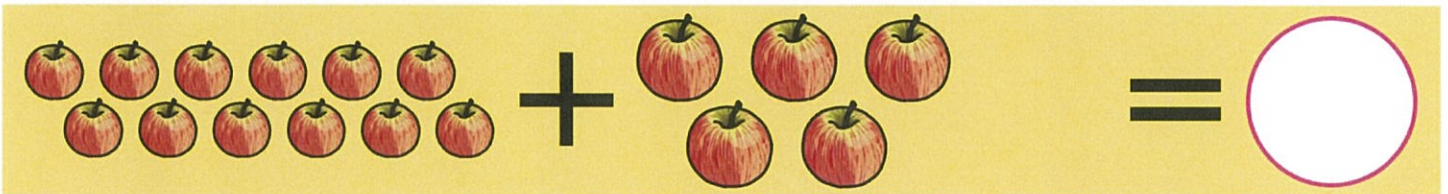
Write down the answers in the circles.



10 strawberries + 4 strawberries =



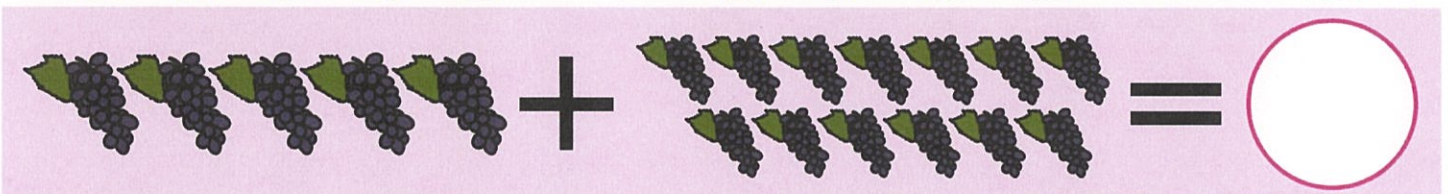
6 plums + 5 plums =



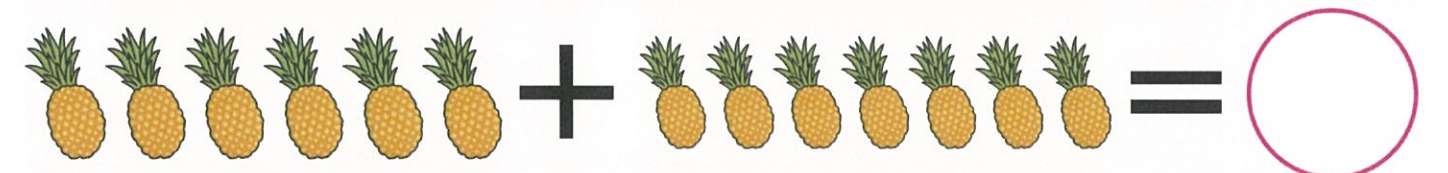
12 apples + 5 apples =



5 bananas + 8 bananas =



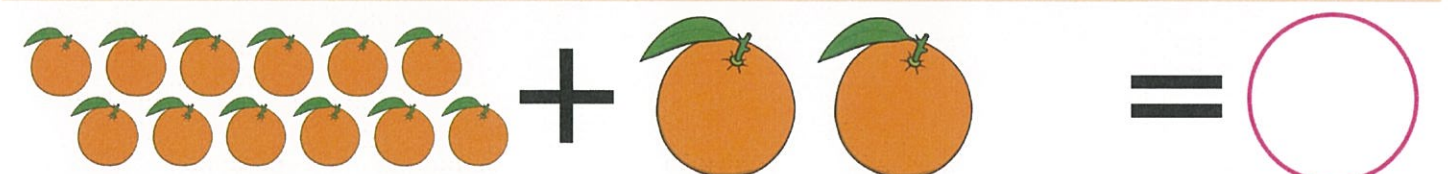
10 bunches of grapes + 10 bunches of grapes =



6 pineapples + 7 pineapples =



8 cans of fruit + 6 cans of fruit =



12 oranges + 2 oranges =



6 bowls of fruit salad + 3 bowls of fruit salad =

What can we learn with our senses?



Vocabulary

see hear feel taste smell

senses unpopped popcorn

popped popcorn kernel

observe predict explain

Materials needed**INVESTIGATION QUESTION 4**

What can we find out about popcorn by using our senses?

One per student:

- unpopped popcorn kernel
- popped popcorn kernel.

To share:

- hand lens or magnifying glass.

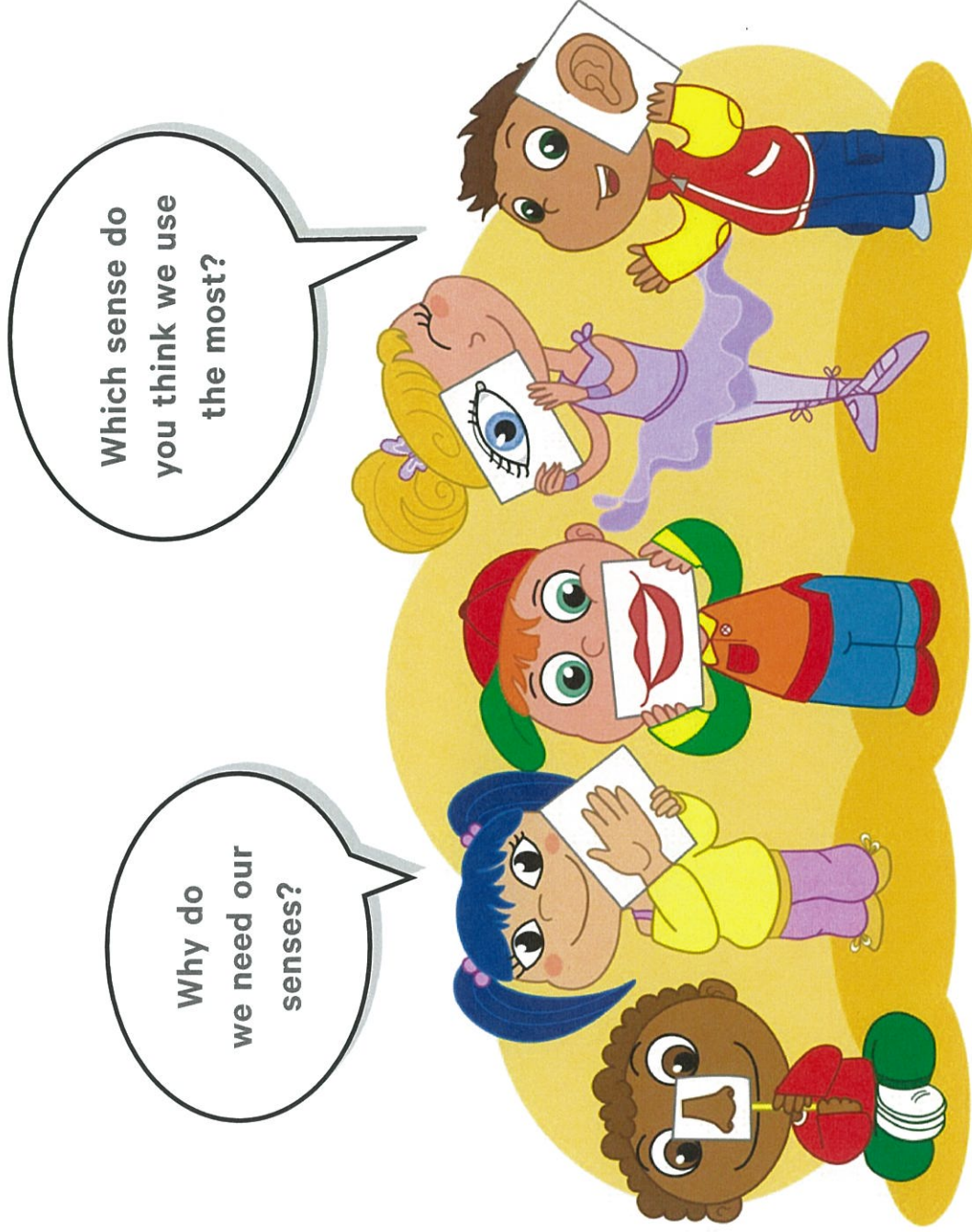


People have five senses. They can see, hear, feel, taste and smell.

- 1 Watch the video about our five senses then answer the questions.

Why do we need our senses?

Which sense do you think we use the most?



We can use our senses to get information.



2 Look at each picture and talk about:

- what each person is doing
- what sense is being used
- what information has been learnt.



We can use more than one of our senses at the same time.

3  Look at the video of popcorn popping.

Talk with a partner about what senses you used when you watched the video.








**4****Investigation: What can we find out about popcorn by using our senses?**

You need one **unpopped** popcorn kernel.



Use your senses and write or draw about your popcorn kernel.







	It looks		It sounds
	It feels		It tastes (just a lick, do not eat it)
	It smells		

Predict: How do you think your popcorn kernel will change when it is cooked?



Observe: You need one **popped** popcorn kernel.

Use your senses and write or draw about your popped popcorn kernel.

	It looks		It sounds
	It feels		It tastes
	It smells		



Explain: Draw and label your popcorn kernels.

Unpopped popcorn kernel

Popped popcorn kernel

Write or draw three things you have learnt about popcorn from using your senses.

1.

2.

3.

Write one question you have about popcorn.



5

Write or draw two ways our sense of smell can keep us safe.





6

Think of three new senses that would be helpful to people.

1

2

3

Coping with Unpleasant Emotions



Developing skills to help you cope with unpleasant emotions that will arise at different times of your life will be useful. Slowing down and focusing on your breathing will help, but there are many other ways to cope.

To manage unpleasant emotions, we could:



use positive self-talk

Thinking positive thoughts is much more helpful than thinking of all the things that worry you.



make a list

This could be a list of things that trigger the unpleasant emotions, or things you have to do that are making you feel worried.



focus on breathing

Sit quietly with your eyes closed and focus on your breathing. Do this until you feel calmer.



stay active

Exercise can help you feel happier and more relaxed.



learn how to relax

Doing something you enjoy that calms you down can help to take your focus away from the things you are worried about.



be mindful

Taking time to stop what you are doing to notice the things you can hear, see, smell and feel around you can help focus on the present rather than your worries.

List two things you do to cope with unpleasant emotions.

Two dashed-line boxes for writing answers, each with a star in the top corner.

Wednesday 21st July



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

Geography:

GE1-1 Describes features of places and the connections people have with places

GE1-3 Communicates geographical information and uses geographical tools for inquiry

Unit 19



oa o_e o



boat



rose



comb

List Words

go	old	home	road
no	cold	nose	boat
so	told	rode	goes
going	hold	also	know

Letters

Words

- Underline the letter or letters for oa o_e o in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- Colour the boat if you hear oa o_e o in the picture name. Count the sounds in each picture name. Write this number in the smoke.



- Colour the letter or letters for oa o_e o in the words in the box. Finish the sentences with these words.

go
goes
going

He will _____ on the road.

She _____ on the boat.

We are _____ home.



- Write o_e to finish the words. Join the pictures to the correct words.

★ We sometimes write o_e for oa o_e o, as in rose .

n__t__



r__s__

r__p__



n__s__

b__n__



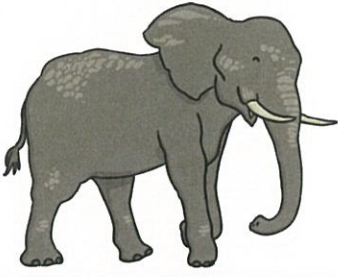
r__d__

h__m__



th__s__

Ee



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: e for elephant.

Now copy the letters and words into your handwriting book.

e e e

E E E

Ee Ee Ee

every

envelope

elephant

Ff



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: f for flower.

Now copy the letters and words into your handwriting book.

f f f

F F F

Ff Ff Ff

for

four

from

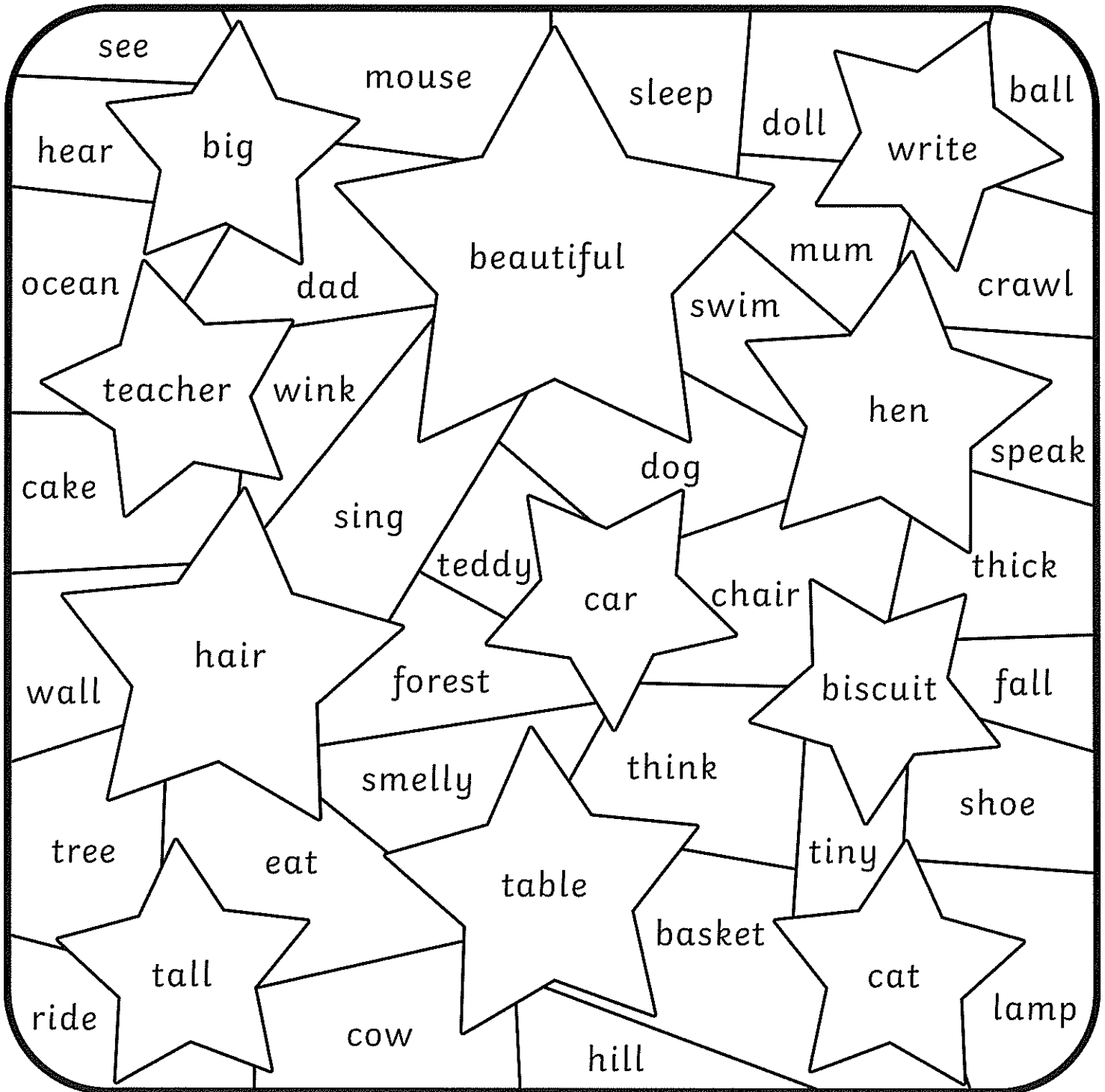
Parts of Speech

Colour picture using the key below...

Adjectives: red

Nouns: yellow

Verbs: green



Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

5 What is the number before?

100 more is...

9

Make it in money

10

Snake Subtraction from 20

Match the colours to the numbers.

1-3 = red

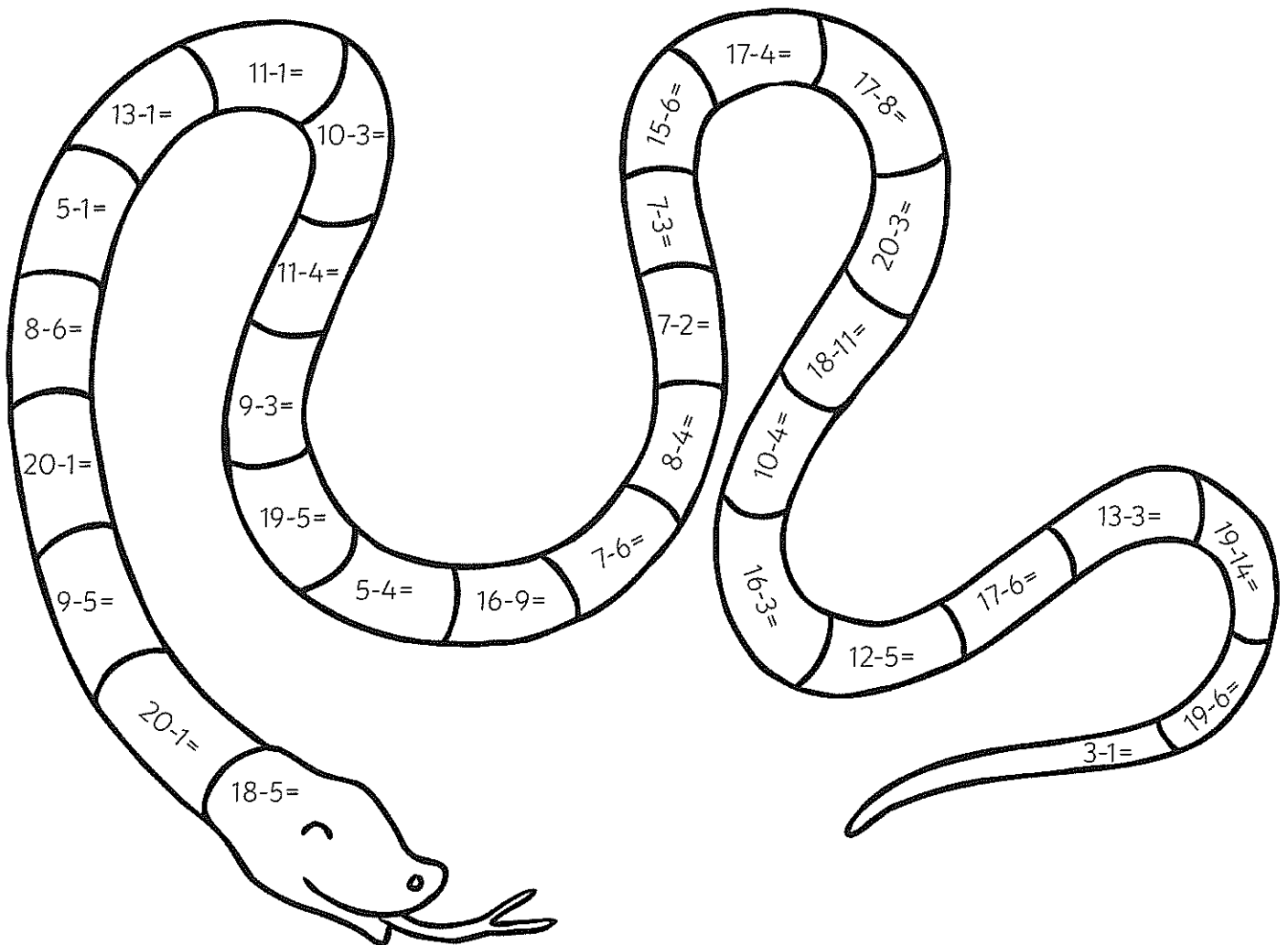
10-12 = blue

4-6 = orange

13-15 = green

7-9 = yellow

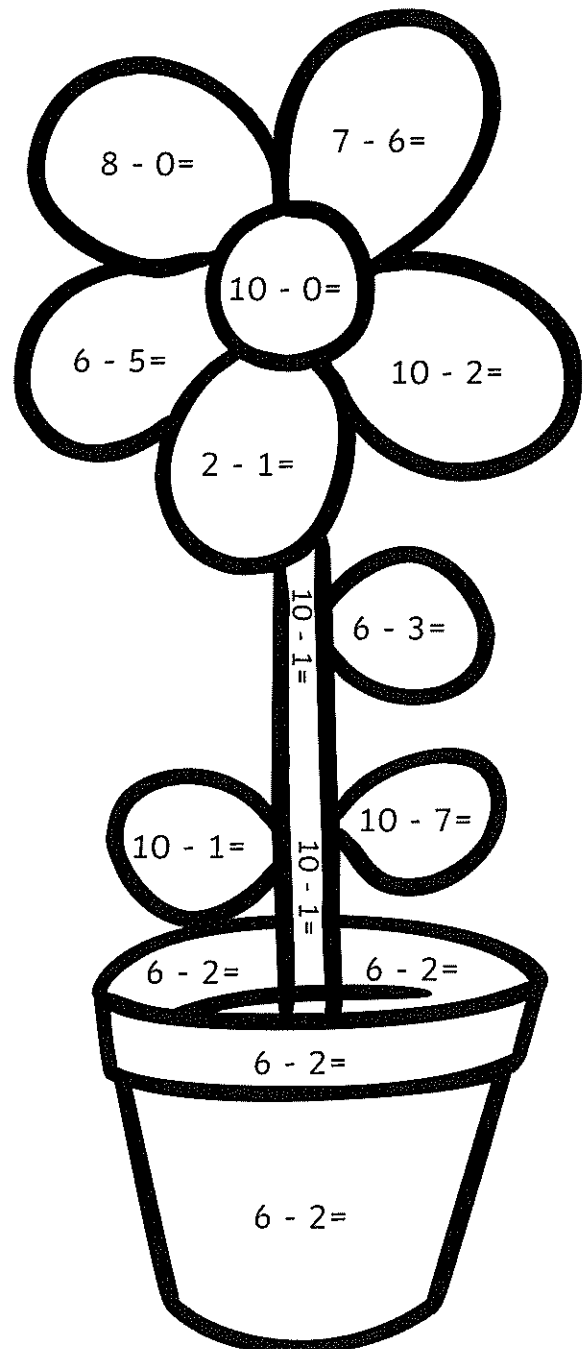
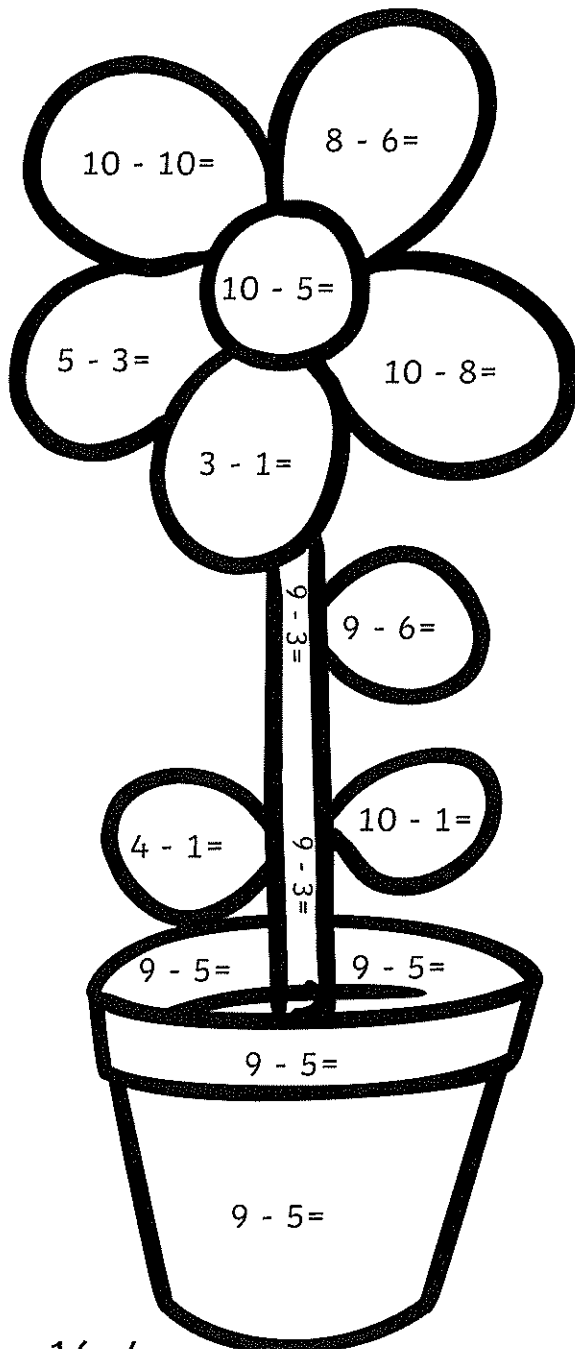
16-20 = purple



Plants Colour by Number

Subtraction up to 10

Solve the calculations in the picture to work out what colours they should be!



Brown - 16, 4

Green - 3, 6, 9, 12, 15, 18

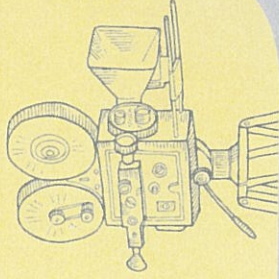
Orange - 5, 10

Red - 11, 14, 17, 20, 2

Yellow - 7, 19, 8, 0, 1

What are natural features of places?

- 1  Watch the video about the Dreamtime Story of Tiddalick the Frog.



Natural Features are things like mountains, rocks, rivers, creeks and waterholes. They are often used in the Dreamtime Stories of the Aboriginal and Torres Strait Islander Peoples. Dreamtime Stories can help us to learn the right way to behave.

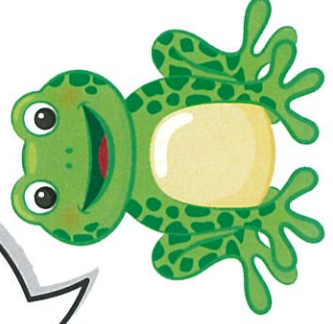
2 Think, pair and share to answer the questions about the story.



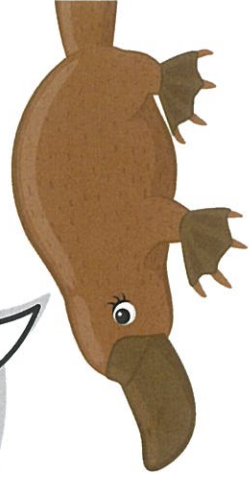
Why did the other animals try to make Tiddalick laugh?



Do you think Tiddalick was greedy?



What could this story teach us about sharing?



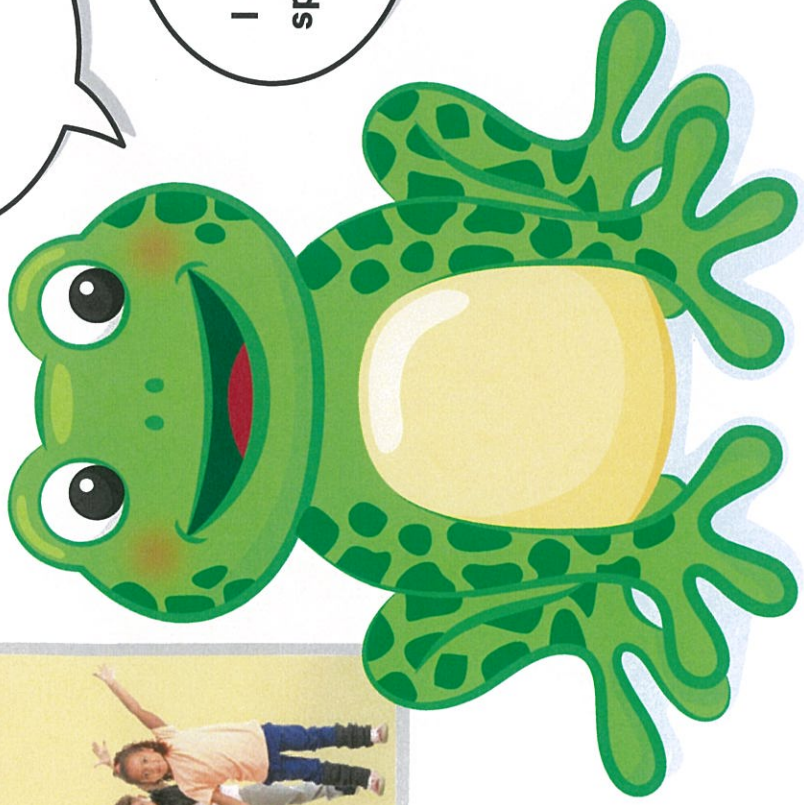
This rock is near the town called Wollombi and it inspired the story of Tiddalick the Frog. It is a Natural Feature.

3 **Move it!** With a partner, take turns to be Tiddalick or the eel.



Try to make me laugh.

I will with my special dance.

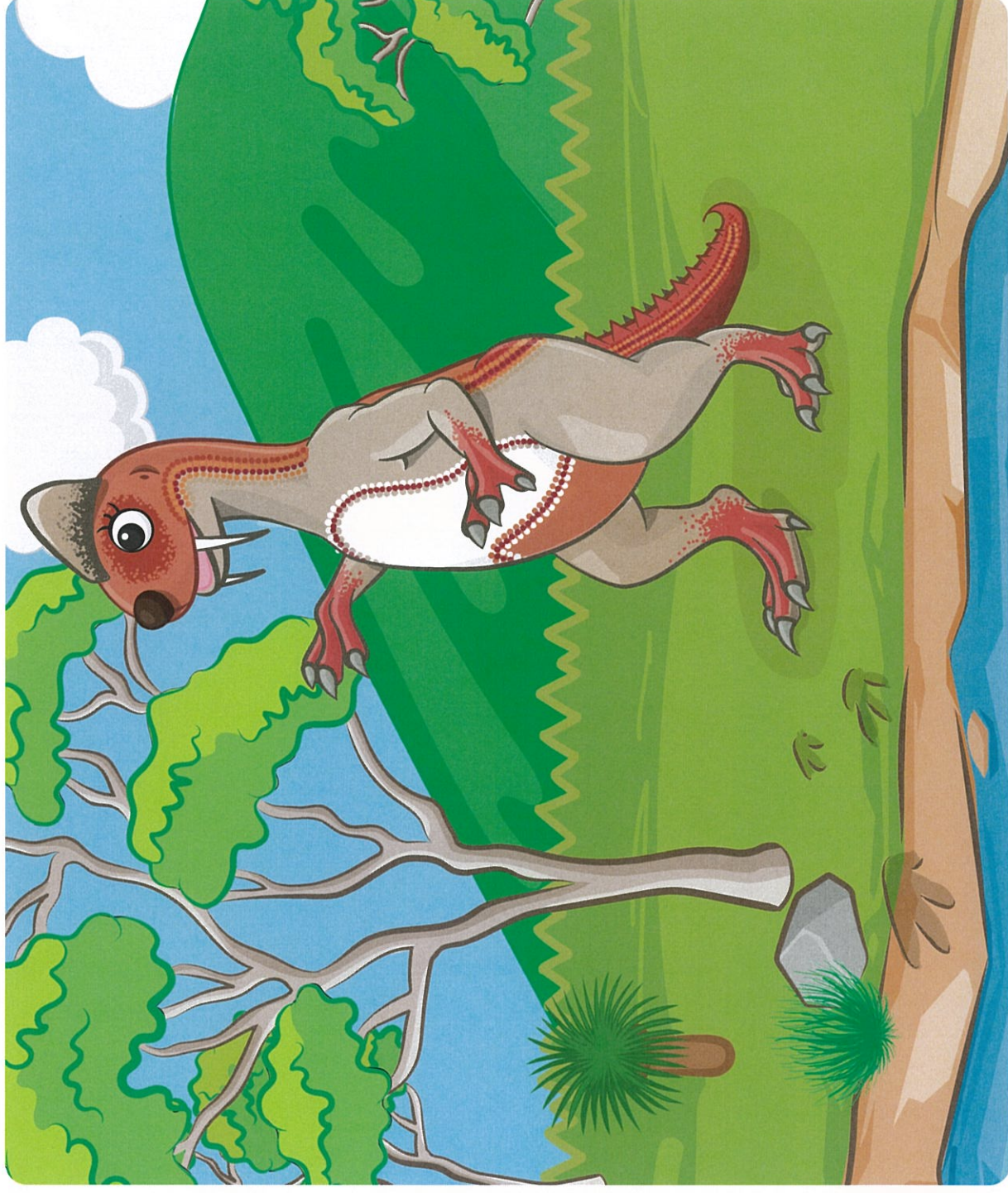


Another character from Aboriginal Legends is the Bunyip. A Bunyip is an imaginary creature and is said to live in swamps, billabongs, creeks, rivers and waterholes.

4

We're going on a Bunyip hunt!

Move it! Watch the video and follow the actions for the Bunyip hunt.



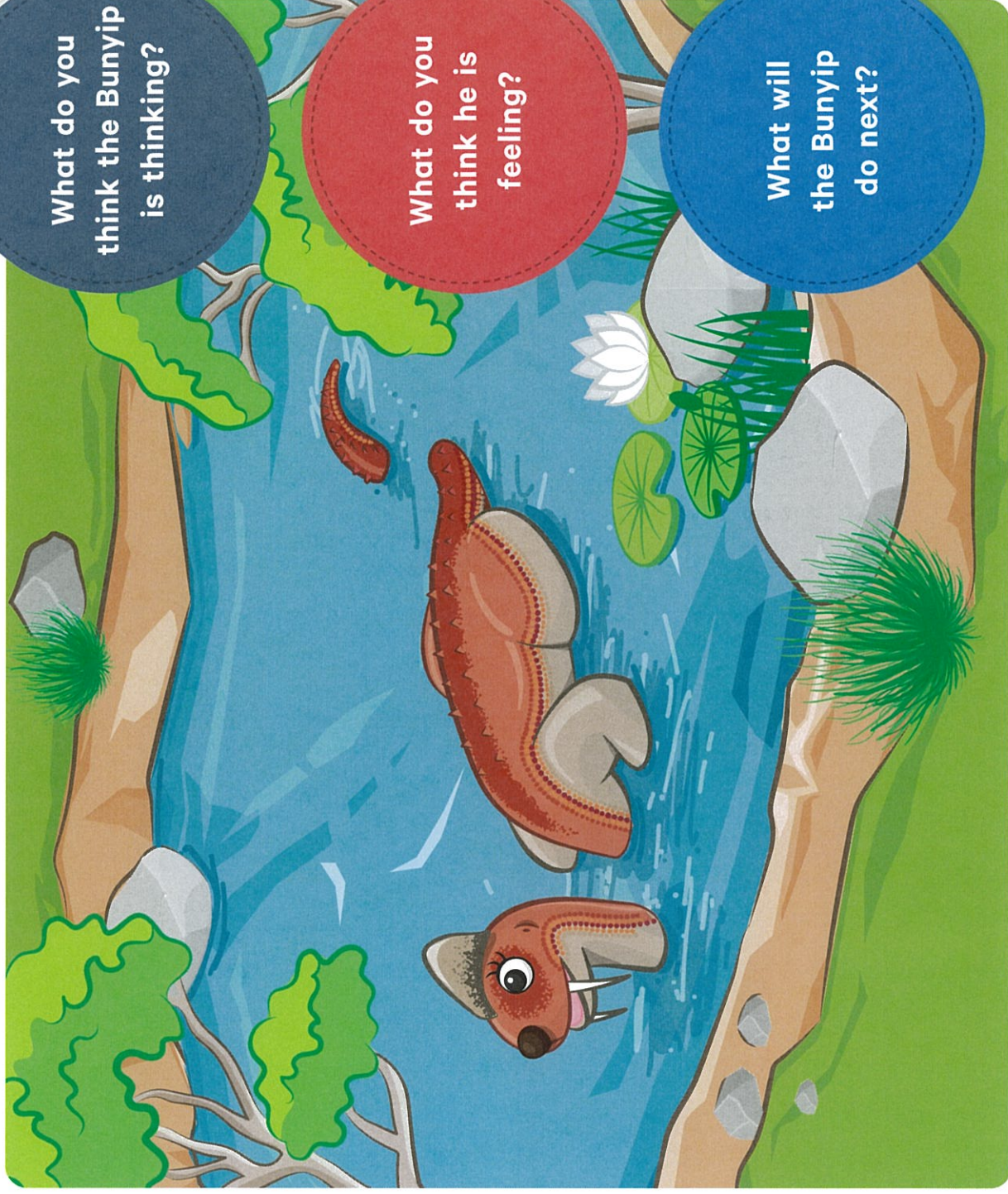
5 **Class Chat.**

What natural features did you pass by on the Bunyip hunt?



6

Step Inside. Imagine you are the Bunyip in the story. Step inside his character and answer the questions.



What do you think the Bunyip is thinking?

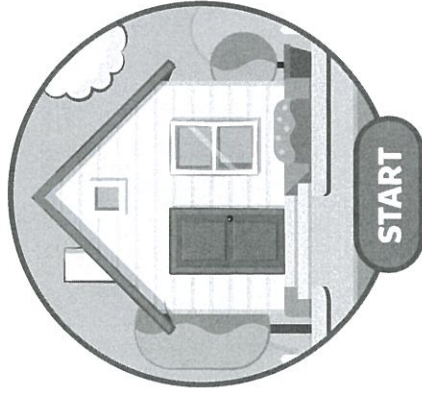
What do you think he is feeling?

What will the Bunyip do next?

**7**

Draw a map for the Bunyip hunt. Draw all the natural features you pass on the way to the Bunyip's waterhole.

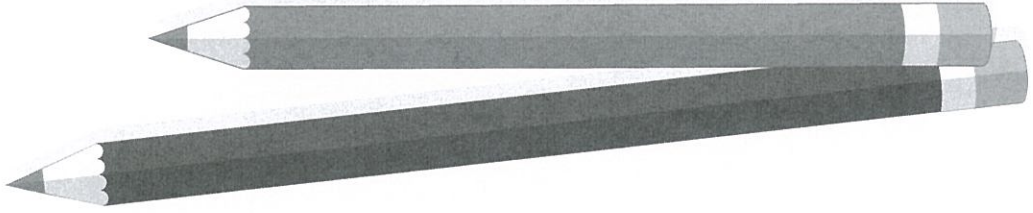
Draw a line showing where you walked.





8

Write or draw some other natural features.



**9**

Choose one natural feature and make up another verse for the Bunyip Hunt story.

Hold up, obstacle, something is in our way!

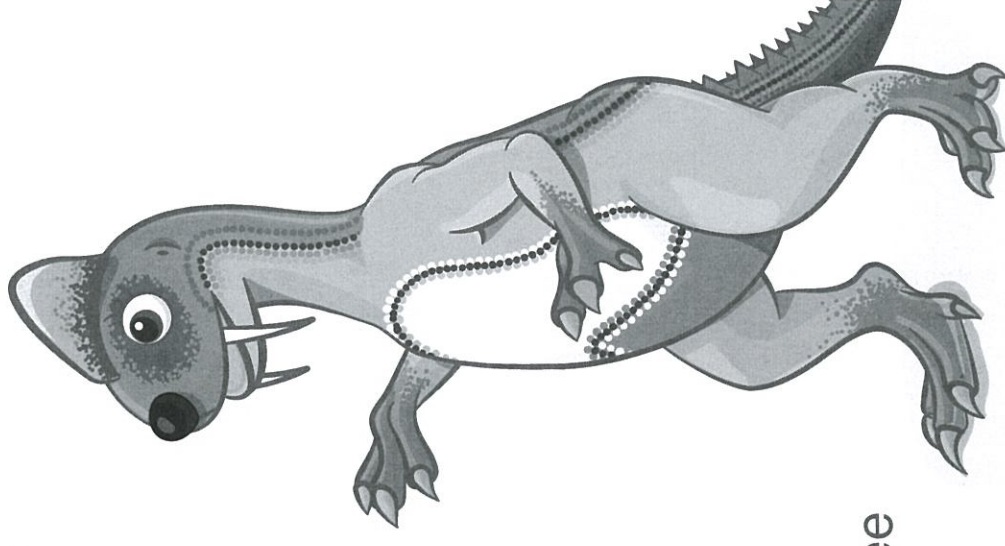
It's a _____

A _____ I can see

We'll have to go right through

The _____ I can see

First me, then you.



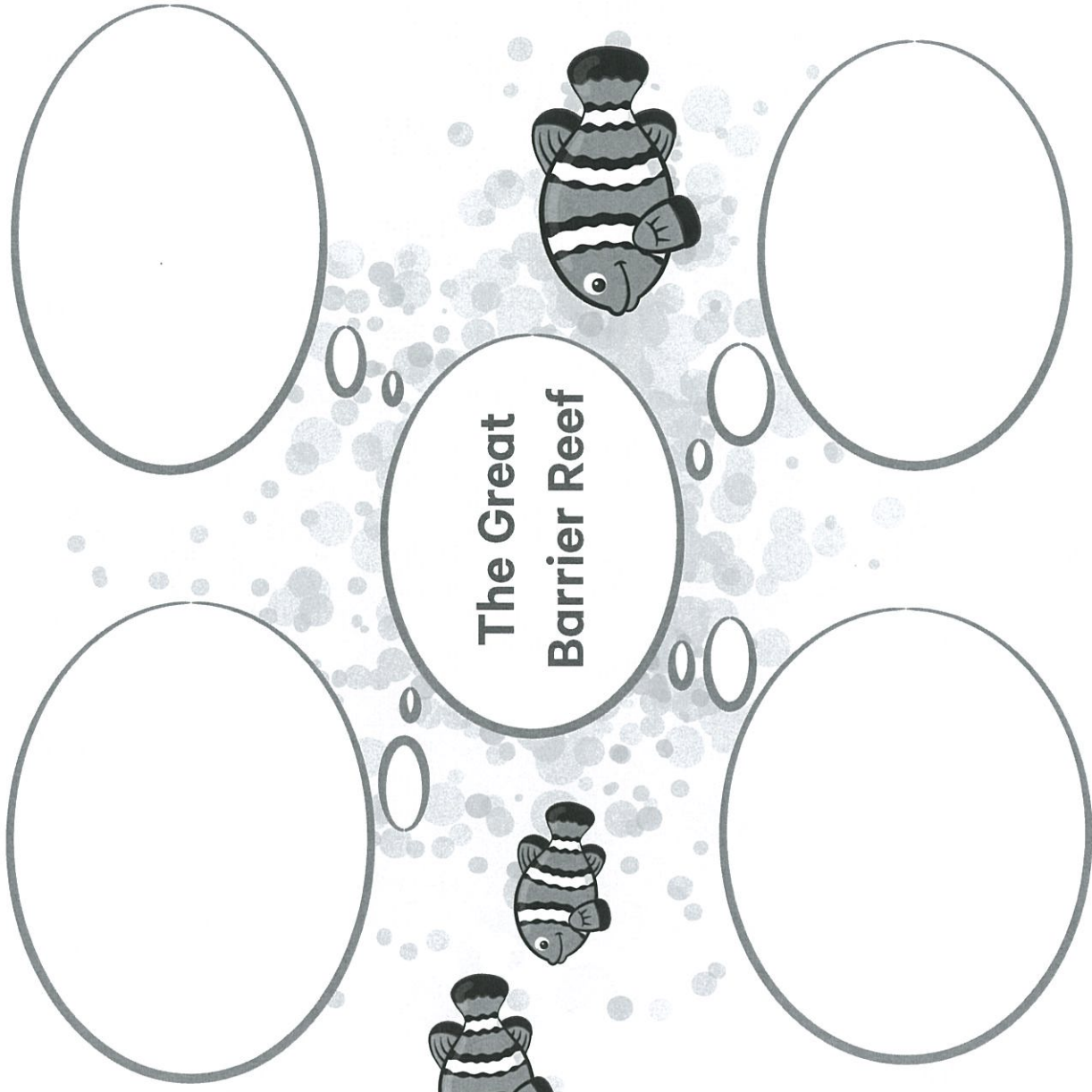
**10**

Some natural features are so amazing that they are called Wonders of the World. The Great Barrier Reef is a Natural Wonder of the World.

 Use the website to research the Great Barrier Reef.

Use the mind map to write some notes.

Explain to someone, in your own words, why it is called a Wonder of the World.



Thursday 22nd July



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

Creative Arts:

MUS1.1 - sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.

MUS1.2 explores, creates, selects and organises sound in simple structures.

MUS1.3 uses symbol systems to represent sounds

5 Make real words with the letters in the boats.



6 Finish the sentences with the words in the brackets.
Colour all the  **oa o_e o** words yellow.



I _____ there will be _____ rain today. [no know]

He _____ his bike on the _____. [rode road]

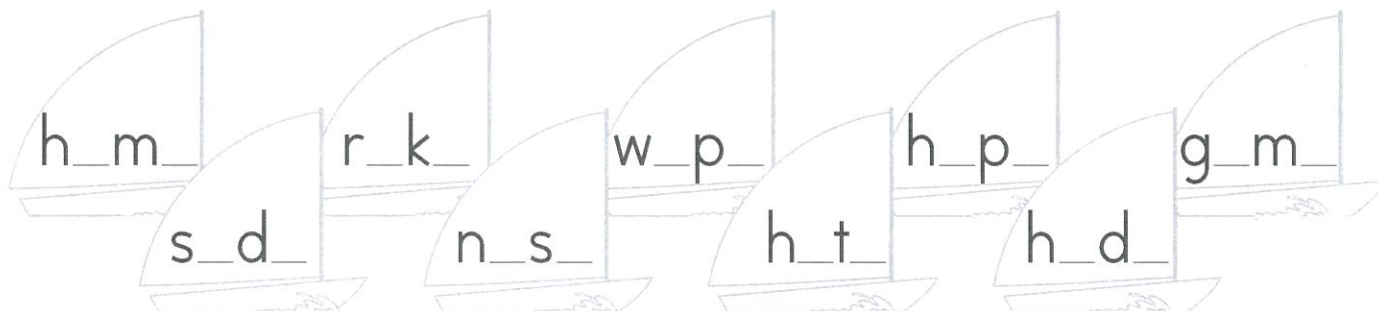
She _____ that her _____ is red. [knows nose]

7 Read the words. Cross out the ones that don't make sense.

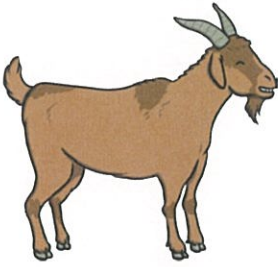
nose	vose	hose	rose	those	close
bone	sone	cone	pone	brone	stone
cold	hold	nold	fold	told	zold

8 Finish the words with **a_e**, **i_e** or **o_e**.

Colour **a_e** parts yellow, **i_e** parts red and **o_e** parts green.



Gg



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: g for goat.

Now copy the letters and words into your handwriting book.

g g g

G G G

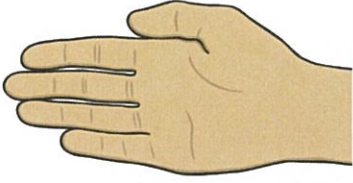
Gg Gg Gg

go

good

got

Hh



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: h for hand.

Now copy the letters and words into your handwriting book.

h h h

H H H

Hh Hh Hh

her

his

hello

Adjectives

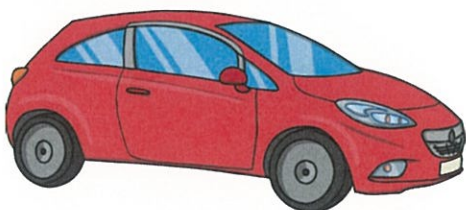
In the box next to the illustration, write as many adjectives as you can.

Remember, adjectives are used to describe nouns.

What adjectives could you use to describe these pictures?



A large, empty rectangular box with a purple border, intended for writing adjectives to describe the bear.

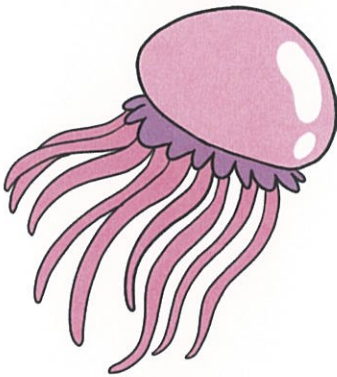


A large, empty rectangular box with a purple border, intended for writing adjectives to describe the car.

Adjectives



A large, empty rectangular box with rounded corners and a purple border, intended for writing adjectives describing the cake.



A large, empty rectangular box with rounded corners and a purple border, intended for writing adjectives describing the jellyfish.



A large, empty rectangular box with rounded corners and a purple border, intended for writing adjectives describing the crown.

Number of the Day

Today's number is:

1 Write it in words

1

2 Is it odd or even?
(Circle one)

2

odd even

3 Write it in tally marks

3

What is the number after?

6

10 more is...

7

10 less is...

8

4 What is the place value?

4

hundreds tens units

100 more is...

9

5 What is the number before?

5

Make it in money

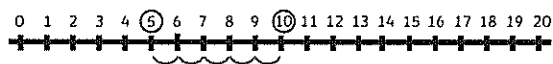
10



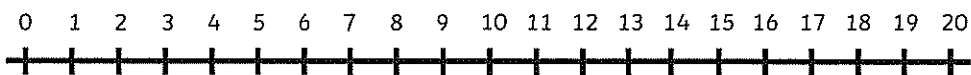
Number Line Subtraction

Example:

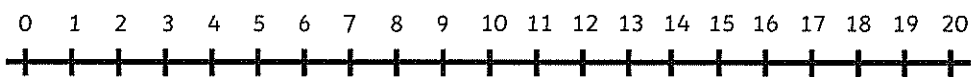
$$\underline{10} - 5 = \textcircled{5}$$



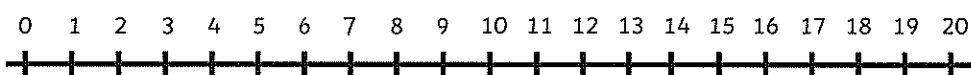
$20 - 3 =$



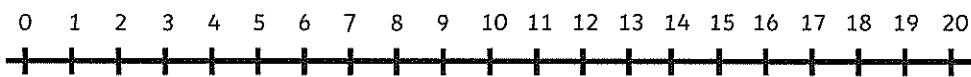
$9 - 4 =$



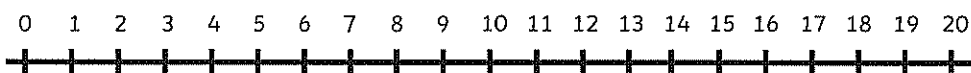
$18 - 2 =$



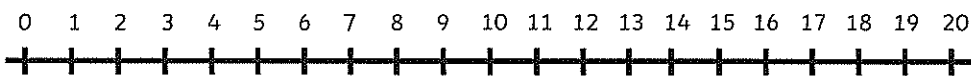
$10 - 6 =$



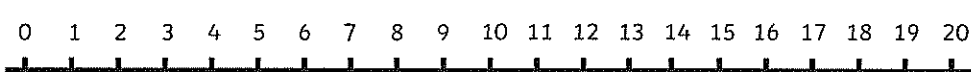
$7 - 3 =$



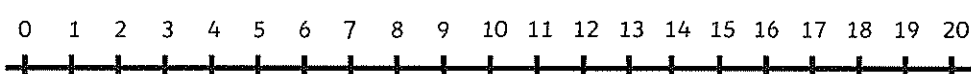
$2 - 2 =$



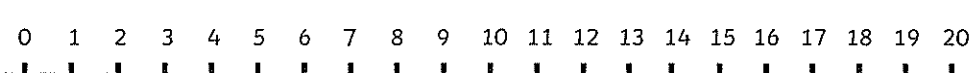
$3 - 1 =$



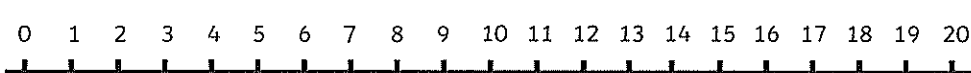
$11 - 8 =$



$15 - 3 =$

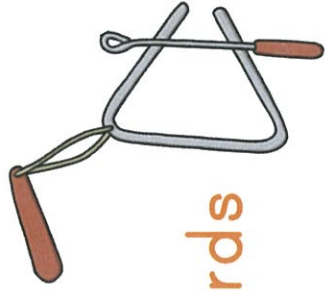


$6 - 1 =$





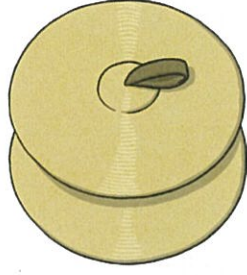
Music Challenge Cards



Music Challenge Cards

Sound Effects

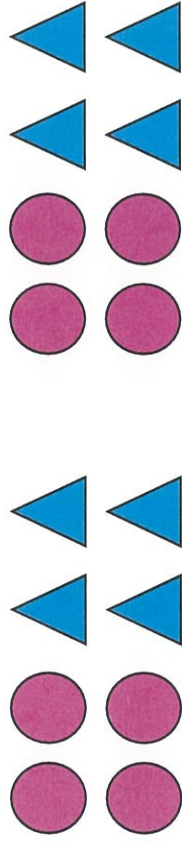
Choose your favorite story and ask a friend to read it aloud.
Add sound effects using as many instruments as you like!



Music Challenge Cards

Highs and Lows

Choose any instrument to play the pattern below, using the key to help you.



Key: High Low

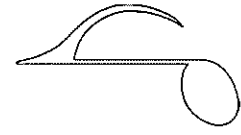
Music Challenge Cards

Highs and Lows

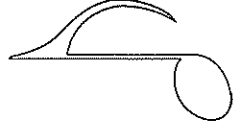
Choose any instrument to play the pattern below, using the key to help you.



Key: High Low



Compose a Piece of Music



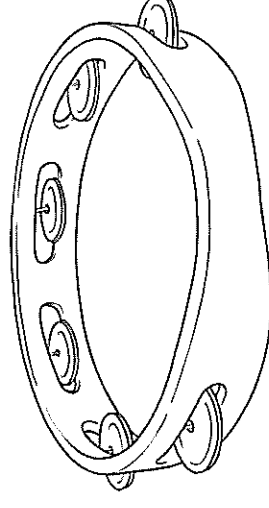
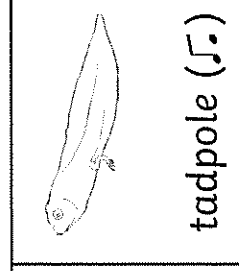
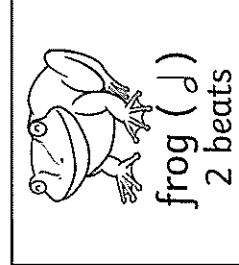
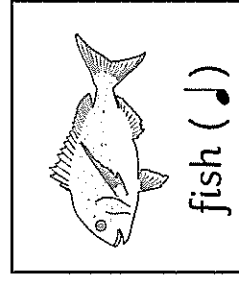
Can you create a piece of music? Use the grid to create a composition for one or more people.
The animal pictures below all have different rhythms that match with their name.

Fish = 1 clap (1 beat)

Frog = 1 clap (hold for two beats)

Tadpole = 2 claps (2 claps that last the same amount of time as the fish)

1. Draw or write the instrument(s) of your choice in the first box.
2. Use the animal pictures to choose your rhythms. The information on this page will help.
3. Place the animal cards in the grid.
4. Using your instrument, follow the grid and play.



Instrument

--

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

--

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

--

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

--

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

Instrument

--

--

--

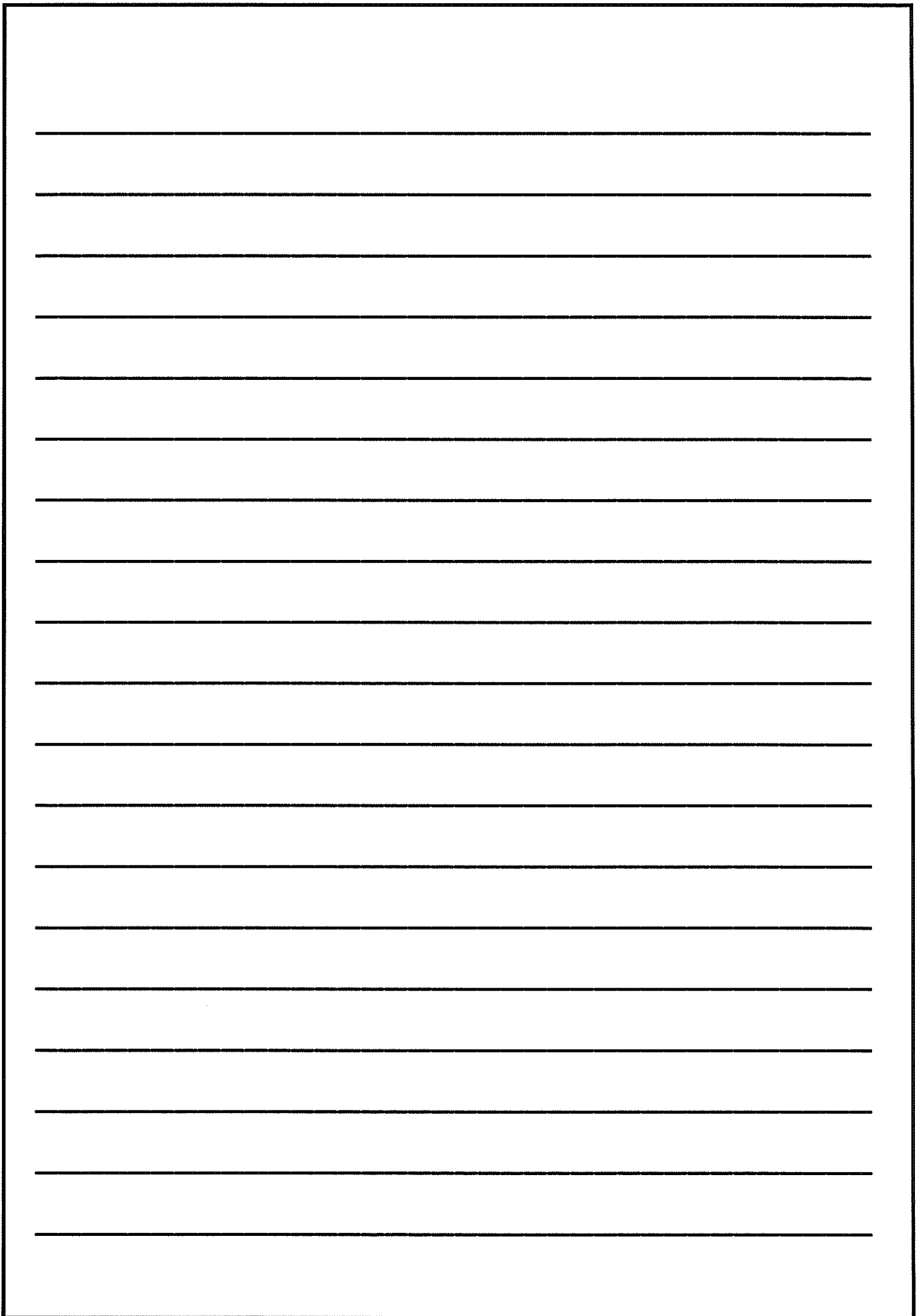
Instrument

--

--

Instrument

--



Friday 23rd July



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

Sport:

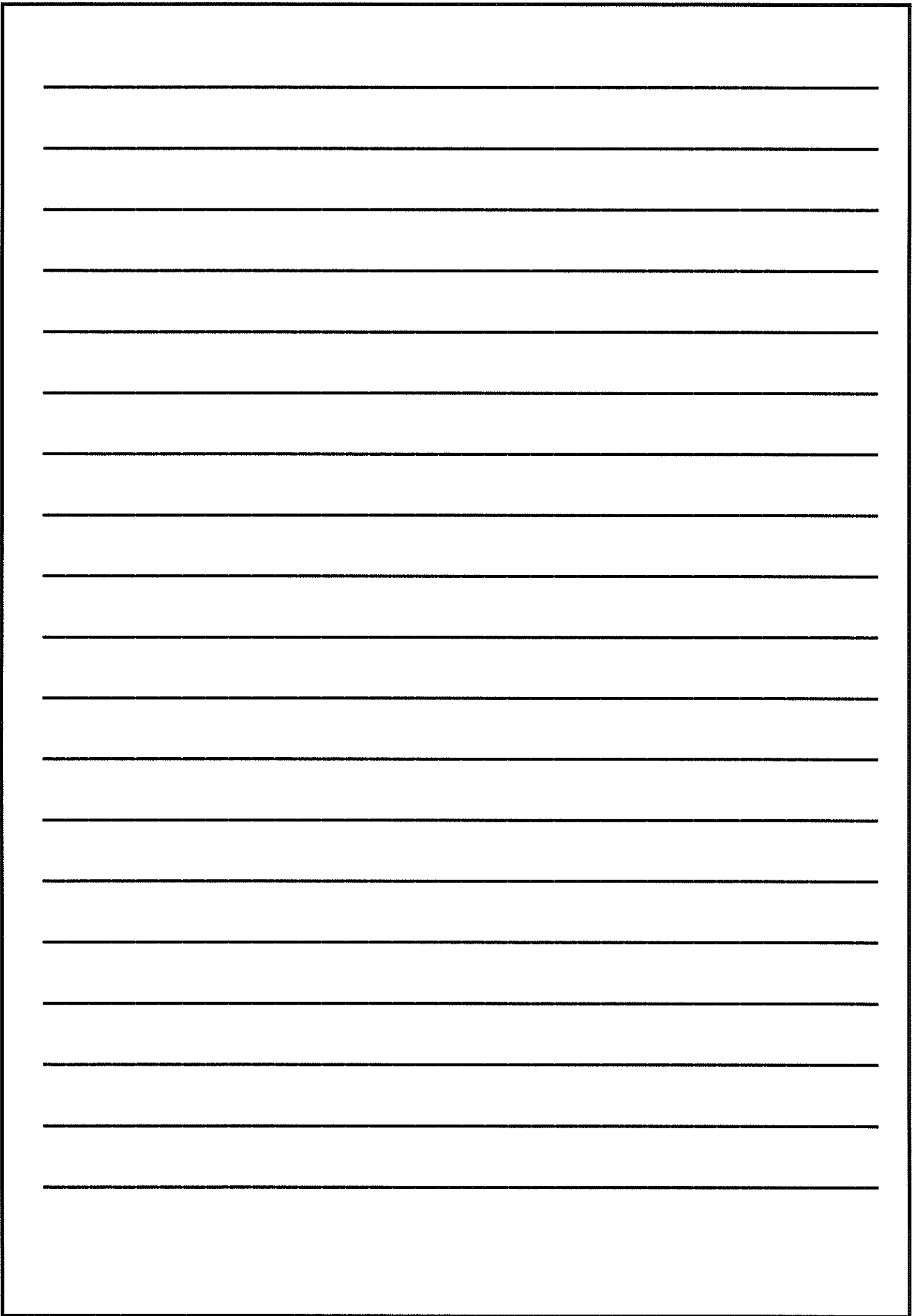
PD1-4performs movement skills in a variety of sequences and situations

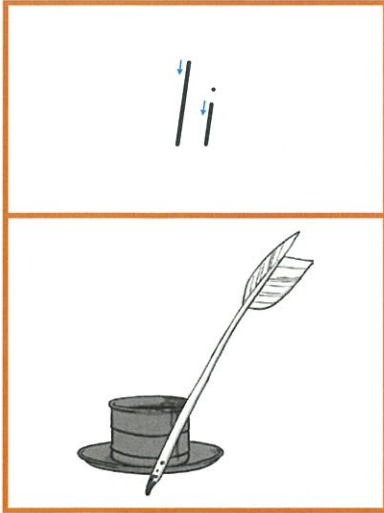
STEM:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations





Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: i for ink.

Now copy the letters and words into your handwriting book.

i i i

I I I

li li li

it

is

if




Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: j for jelly.

Now copy the letters and words into your handwriting book.

j j j

J J J

Jj Jj Jj

just

joke

jump

Finding Adjectives

1. The cat is pretty.
2. I have long legs.
3. She found a shiny shell.
4. The happy penguin looked up.
5. The big elephant drank water.
6. The dog had fluffy fur.

Read the sentences and circle the adjective in each of them.



Now, choose three of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

Example: The cat is beautiful.

Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

5 What is the number before?

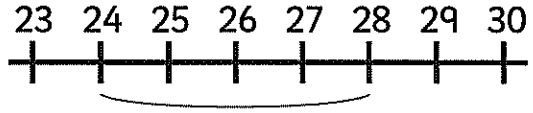
100 more is...

9

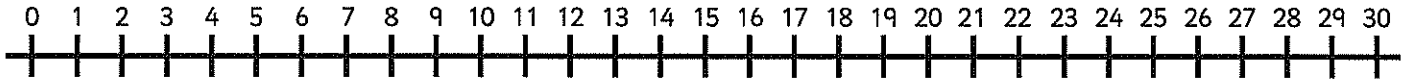
Make it in money

10

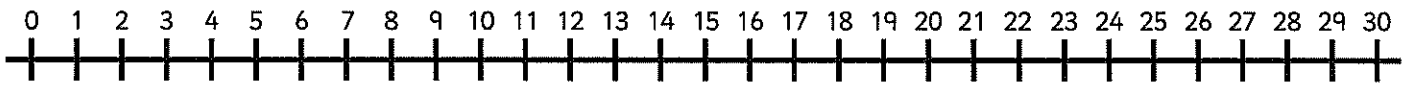
Subtraction from 30 with a Number line

Example:	
$\underline{28} - 4 = 24$	

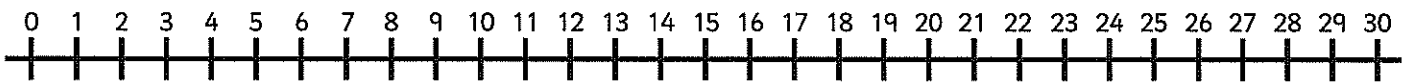
$30 - 4 =$



$20 - 4 =$



$25 - 4 =$



$15 - 4 =$



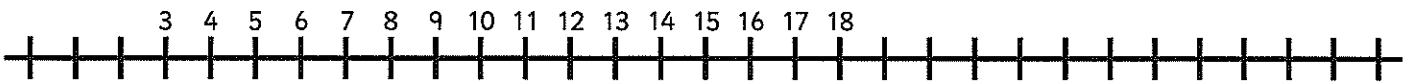
$29 - 1 =$



$23 - 3 =$



$27 - 5 =$



$20 - 11 =$



STEM Challenge:

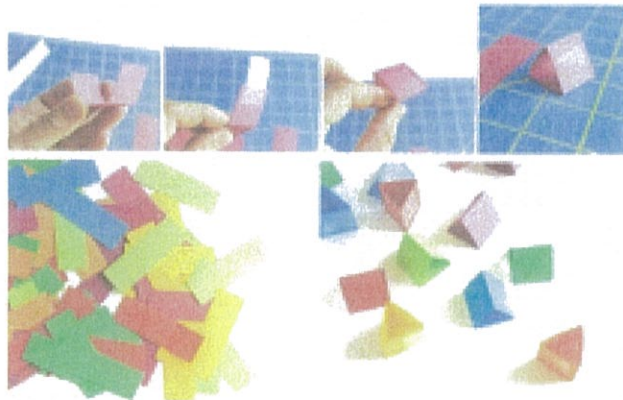
Materials

- o Thick coloured paper
- o Scissors
- o Tape



Instructions:

- o **Step One** Select your first piece of paper and cut it into long strips around 4cm thick.
- o **Step Two** Repeat the scoring and trimming process with each colour of paper.
- o **Step Three** Cut each strip into smaller lengths.
- o **Step Four** . Fold your strips into thirds.
- o **Step Five** Tape the open edges together to form a triangle
- o **Step Six** . Repeat folding and cutting until you have a bunch of blocks assembled



You're done! Now it's time to build!

Start positioning the triangles in a row alternating between triangles that are right side up and upside down. Add a plank or two on top of each layer. When you have a few layers you can test how strong your paper structure is by balancing objects on top of it!



