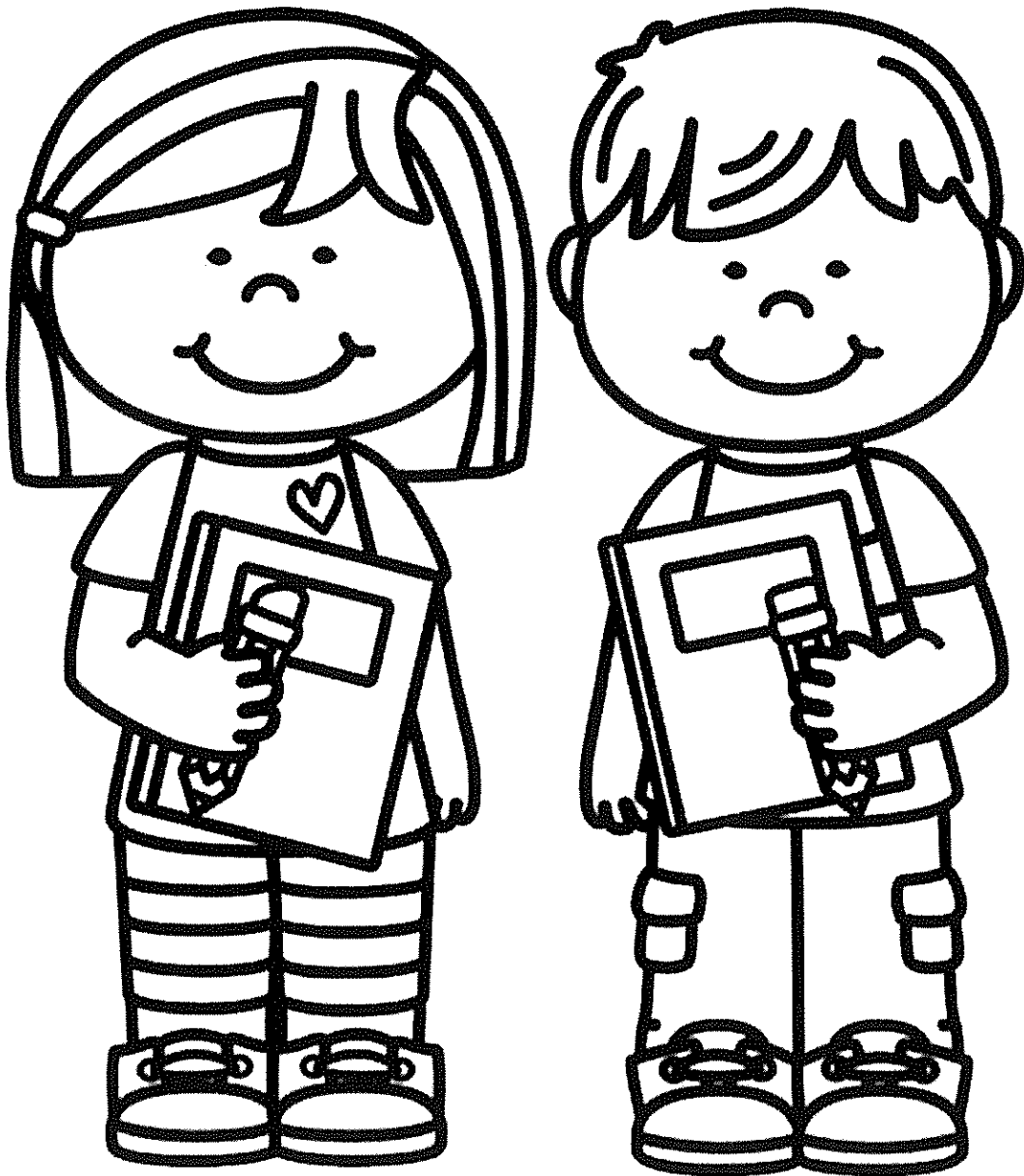


# Year 1 - Learning Week 3



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

# Home Learning Week 3 – Year 1

<b>Monday 26/7</b>	<b>Tuesday 27/7</b>	<b>Wednesday 28/7</b>	<b>Thursday 29/7</b>	<b>Friday 30/7</b>
Spelling – Unit 20 'p, pp' Write as many words as you can in the pig.	Spelling – Unit 20 'p, pp' Complete the first page of worksheet	Spelling – Unit 20 'r, rr' Write as many words as you can in the robot.	Spelling – Unit 20 'r, rr' Complete the second page of worksheet	Spelling – Unit 20 'p, pp, r, rr' Write two sentences with your spelling words from both list
Handwriting – complete letter sheets (k and l)	Handwriting – complete letter sheets (m and n)	Handwriting – complete letter sheets (o and p)	Handwriting – complete letter sheets (q and u)	Handwriting – complete letter sheets (r and s)
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	Writing – Procedural writing. Complete activity in booklet	Writing – Procedural writing. Complete activity in booklet	Literacy activities Verb activity worksheet	Literacy activities Verb sorting activity
Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech

# Home Learning Week 3 – Year 1

Number of the day Is 12. Complete activity in booklet Numeracy activities Domino Patterns	Number of the day Is 14. Complete activity in booklet Numeracy activities Repeating Patterns	Number of the day Is 22. Complete activity in booklet Numeracy activities Identifying Number Patterns	Number of the day Is 30. Complete activity in booklet Numeracy activities Skip Counting	Number of the day Is 48. Complete activity in booklet Numeracy activities Number Patterns
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- Body percussion activity	STEM Complete activity in the booklet
PBL and Wellbeing I am an amazing person activity	PBL and Wellbeing Being kind to yourself activity	PBL and Wellbeing Go for a walk with a family member	PBL and Wellbeing Mindfulness colouring sheet	PBL and Wellbeing Mindfulness colouring sheet

## Online links.

<https://storylineonline.net/>

[https://online.fireflyeducation.com.au/services/student\\_login/soundwaves](https://online.fireflyeducation.com.au/services/student_login/soundwaves)

# Home Learning Week 3 – Year 1

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

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

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

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

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



# Monday 26<sup>th</sup> 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

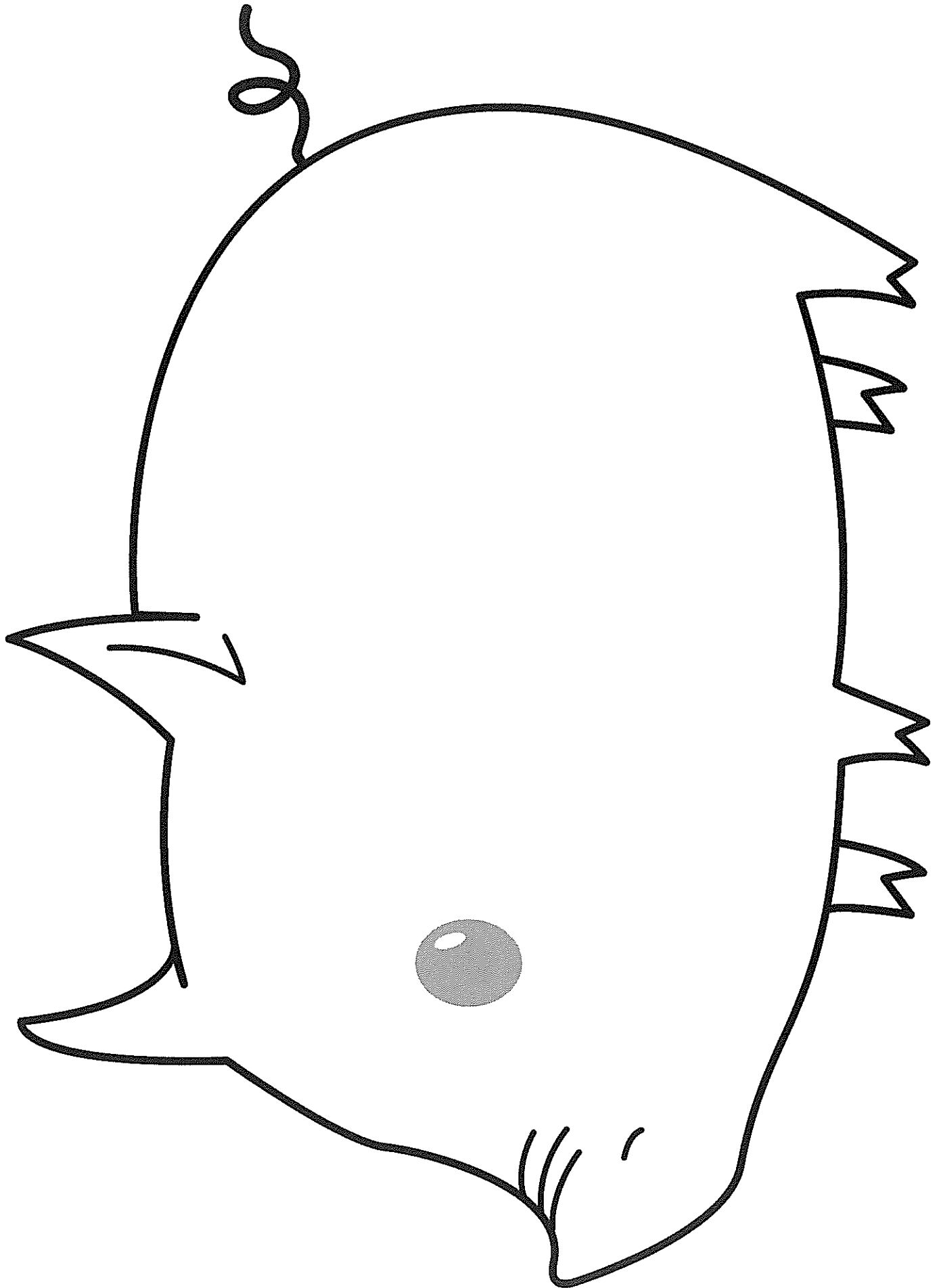
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

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

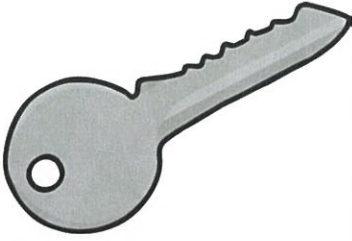
PDHPE:

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



Kk



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: k for key.

Now copy the letters and words into your handwriting book.

k k k

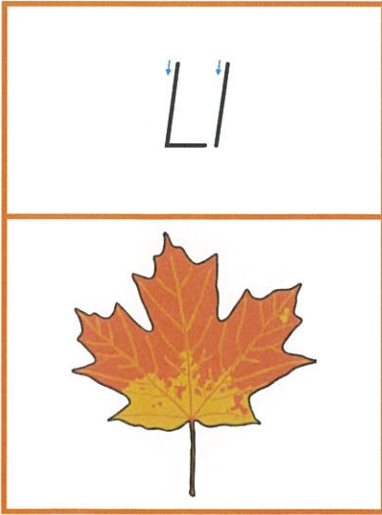
K K K

Kk Kk Kk

kite

kind

king

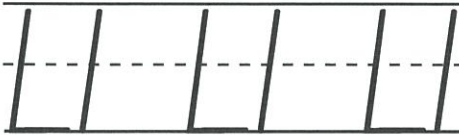
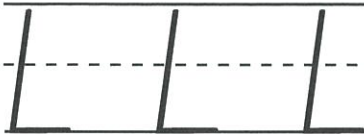
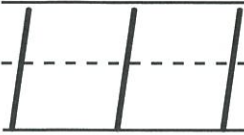


Notes to remember:

- 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: l for leaf.

Now copy the letters and words into your handwriting book.

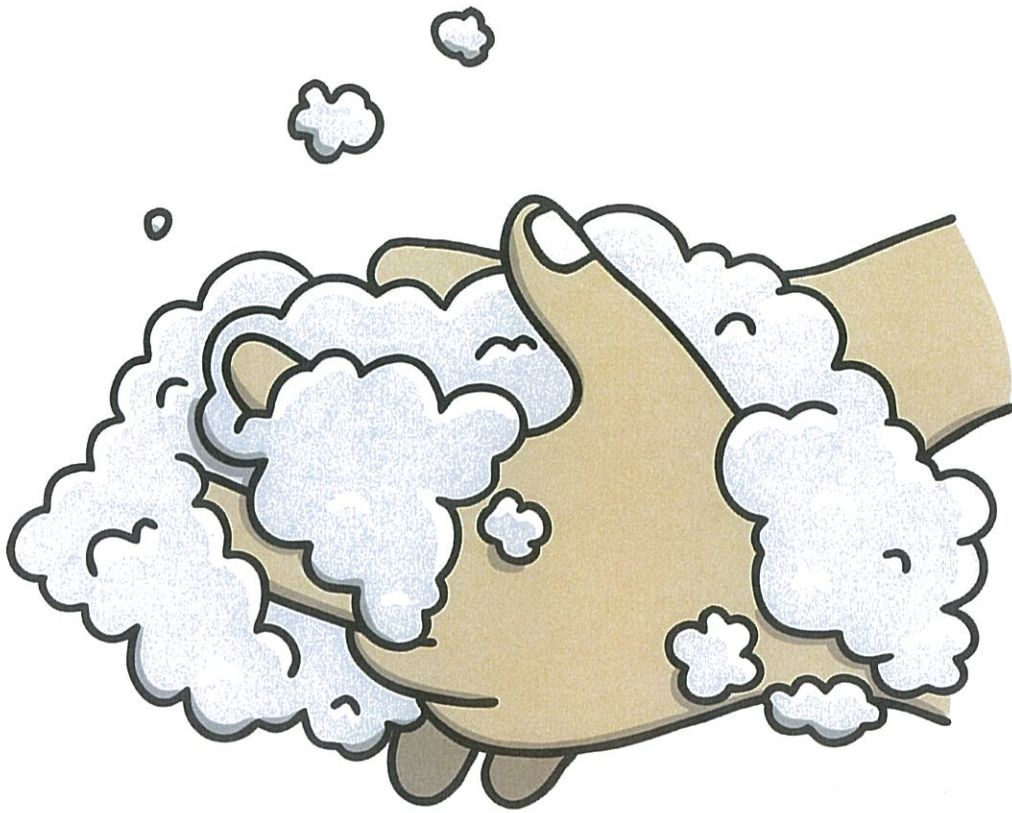


like

little

look

# How to Wash Your Hands Properly



**You will need:**

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# 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...

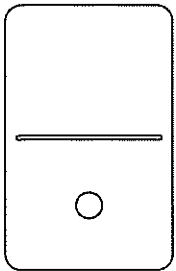
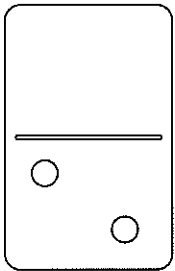
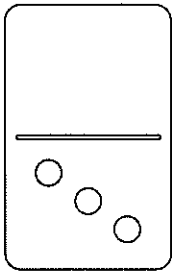
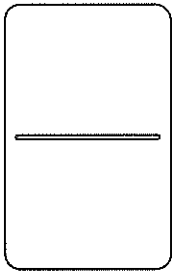
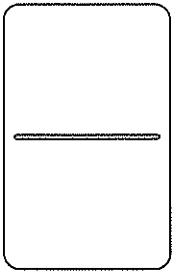
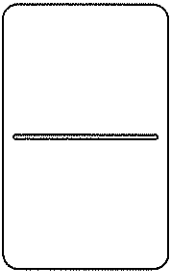
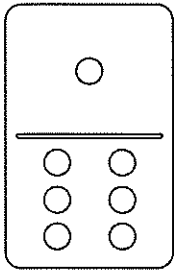
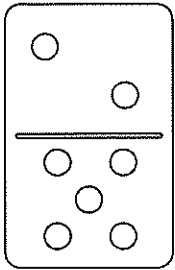
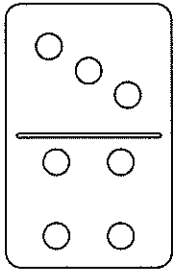
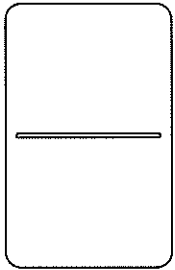
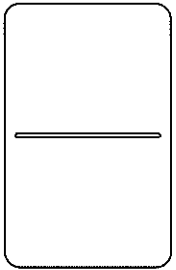
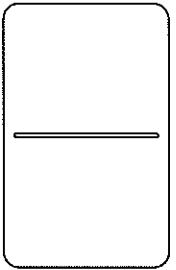
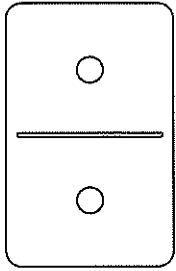
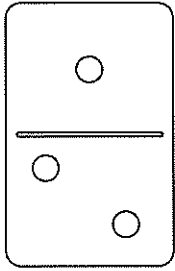
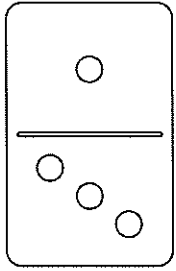
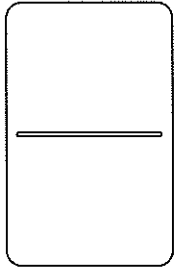
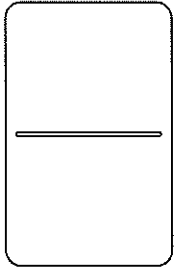
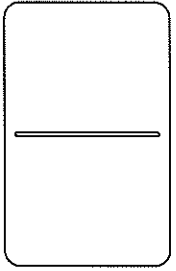
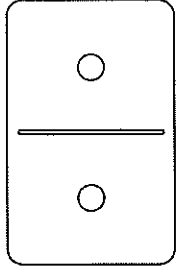
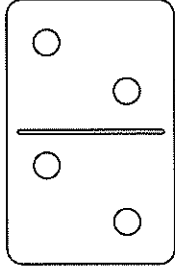
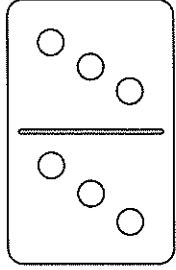
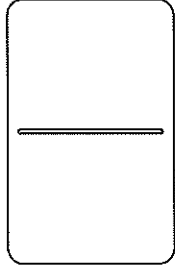
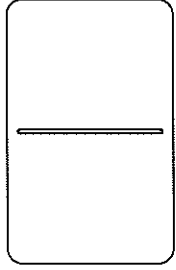
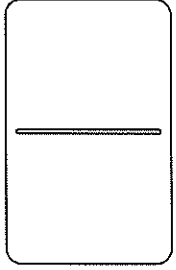
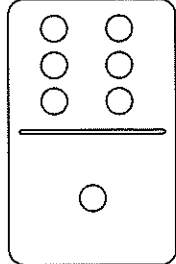
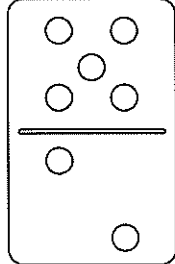
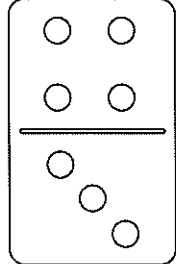
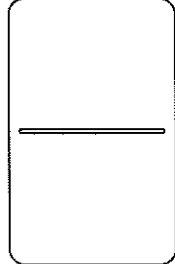
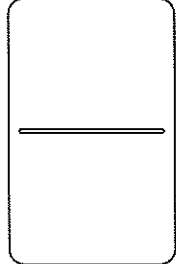
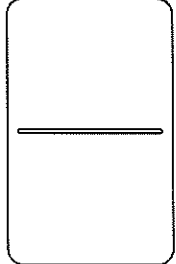
9

Make it in money

10

# Domino Patterns

Can you find the next dominoes in these patterns?



# Sun, Sea and Beach Safety

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



beach  
sun  
sea  
safety

lifeguard  
protect  
water  
hat

skin  
flags  
danger  
swim





# Beach Safety

between	lifesavers	water
creatures	sun safety	an arm
an adult	calm	trouble

1. Practice \_\_\_\_\_ – slip, slap, slop, seek and slide.
2. Drink plenty of \_\_\_\_\_.
3. Stay with \_\_\_\_\_ at all times.
4. Always swim \_\_\_\_\_ the flags.
5. Follow the safety signs and listen to the \_\_\_\_\_.
6. Shout for help and raise \_\_\_\_\_ in the water if you are in trouble. Stay \_\_\_\_\_.
7. Tell a lifesaver or an adult if you notice someone else in \_\_\_\_\_.
8. Do not touch sea \_\_\_\_\_, like jellyfish and blue-ringed octopuses.

# Design a Water Safety Poster

Using everything you know about water safety, design a poster telling people how to keep safe in the water. Your poster could be about general water safety or specific to a certain type of water, such as swimming pools or the beach. Decide whether your poster should be aimed at younger children, older children or adults.



# I Am an Amazing Person!

Read and finish the sentences in the balloons below.

I am a good friend because...

I am really good at...

I have worked hard to improve...

I am proud of myself when...

I am a good team member because...

I am thoughtful because I...

My special talent is...

I am a good family member because...

I am unique because...

I am a good citizen because...



# Tuesday 27<sup>th</sup> 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

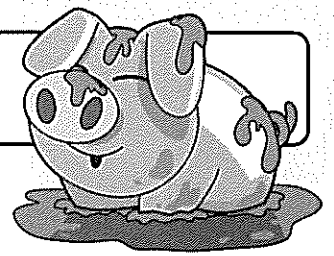


p

pp

pig

slipper




List Words

plant hope crept spring split  
place slept spray spread splash

Letters

Words


- 1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 Write spl or spr to finish the words. **Finish** the sentences with these words.



Paul \_\_\_\_\_ the log with an axe.

Peter \_\_\_\_\_ butter on the bread.

The season after winter is \_\_\_\_\_.

Leaves began to \_\_\_\_\_ from my plant.

Birds \_\_\_\_\_ in the \_\_\_\_\_ from a hose.

- 3 **Rewrite** these words adding ed and ing. **Finish** the sentences with the new words.

✦ When a word ends with e we usually just add d, for example *hope* – *hoped*. When a word ends with e, we usually take off the e before we add ing, for example *take* – *taking*.

hope \_\_\_\_\_

place \_\_\_\_\_

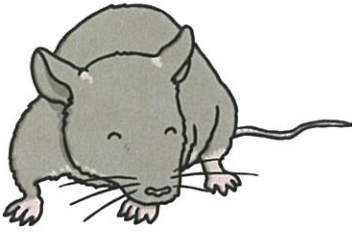
Everyone was \_\_\_\_\_ to win the prize. (hope)

Dad \_\_\_\_\_ the food on the table. (place)

We all \_\_\_\_\_ for a fine Sports Day. (hope)

I was \_\_\_\_\_ paint pots out for art. (place)

Mm



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: m for mouse.

Now copy the letters and words into your handwriting book.

m m m

M M M

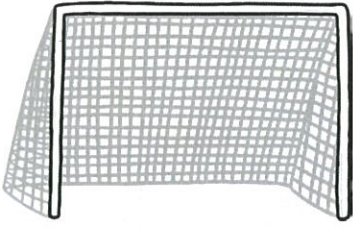
Mm Mm Mm

me

my

mum

Nn



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: n for net.

Now copy the letters and words into your handwriting book.

n n n

N N N

Nn Nn Nn

no

not

now



# How to Make a Sandwich



**You will need:**

---

---

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# 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?

10 less is... 8

hundreds	tens	units

100 more is... 9

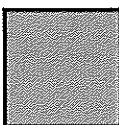
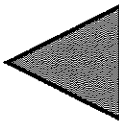
5 What is the number before?

Make it in money 10



# Repeating Patterns

Can you continue the patterns below?

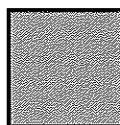
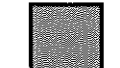
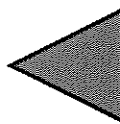
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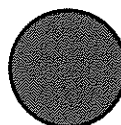

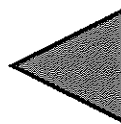
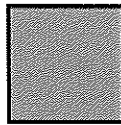
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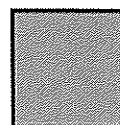

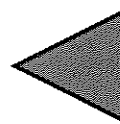

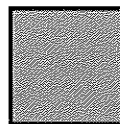
3. 

																			
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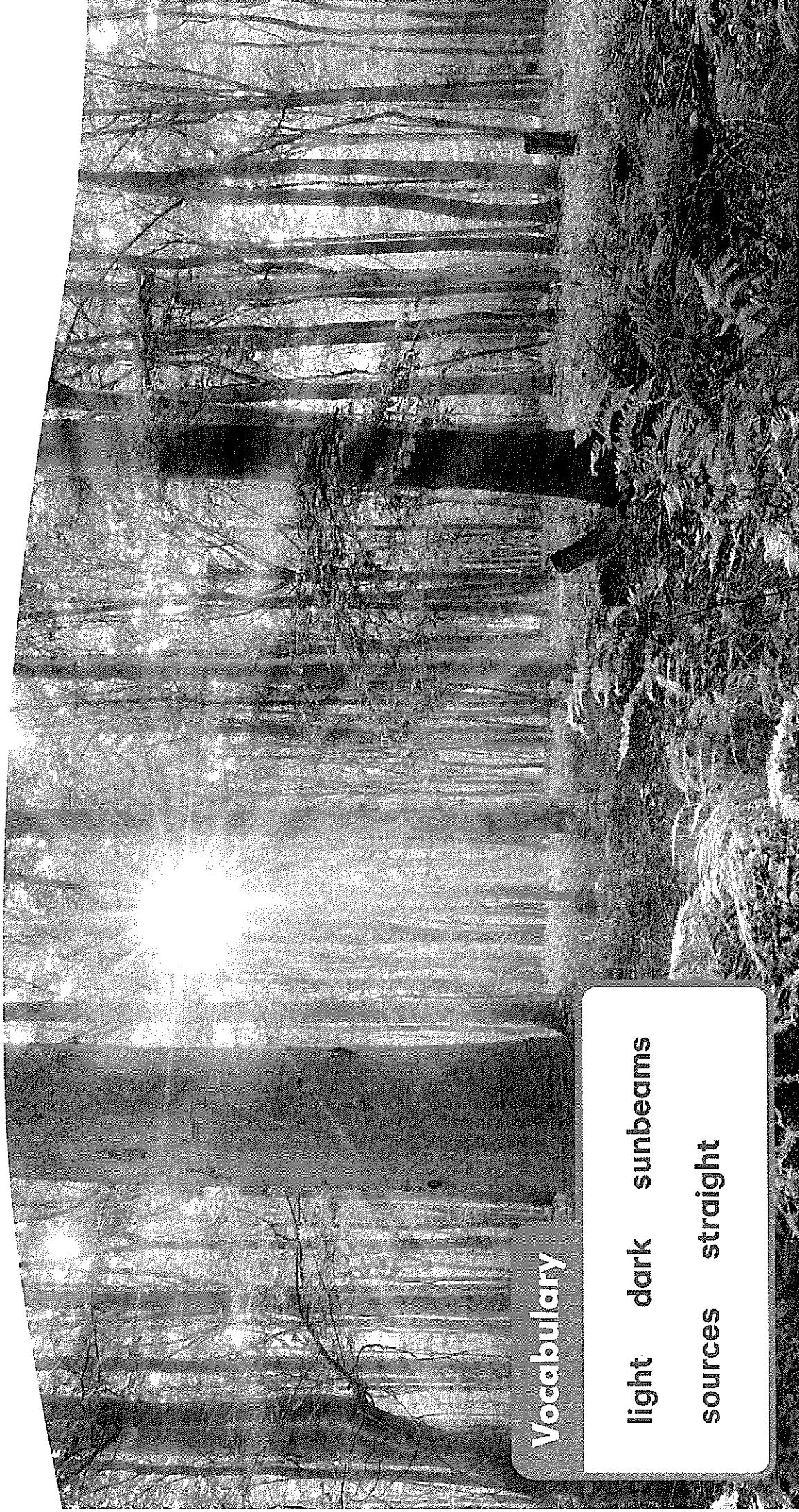
4. 

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

5. 

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

# Where does light come from?



## Vocabulary

**light**   **dark**   **sunbeams**

**sources**   **straight**

### Materials needed

#### INVESTIGATION QUESTION 4

What things can stop light?

Class, group or pairs

You will need:

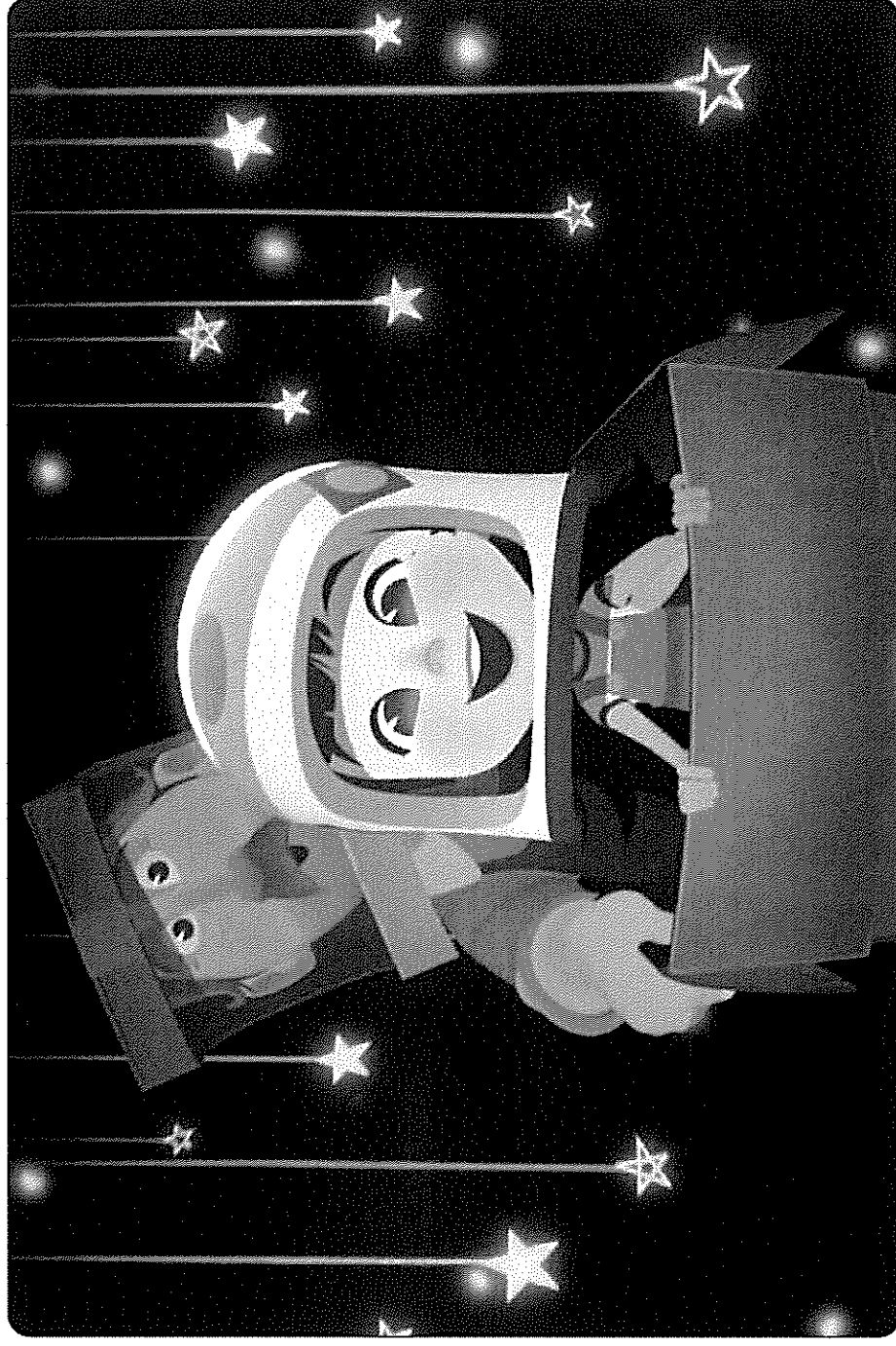
- torch
- book
- foil
- plastic
- cellophane or tissue paper
- a glass of water.



Most of the light on Earth comes from the sun. Light from the sun helps us to see in the day time. At night time, we need other light sources to help us see.

- 1  Watch the video  
*One Small Step.*

Think, pair and share all the different things you saw that gave off light.

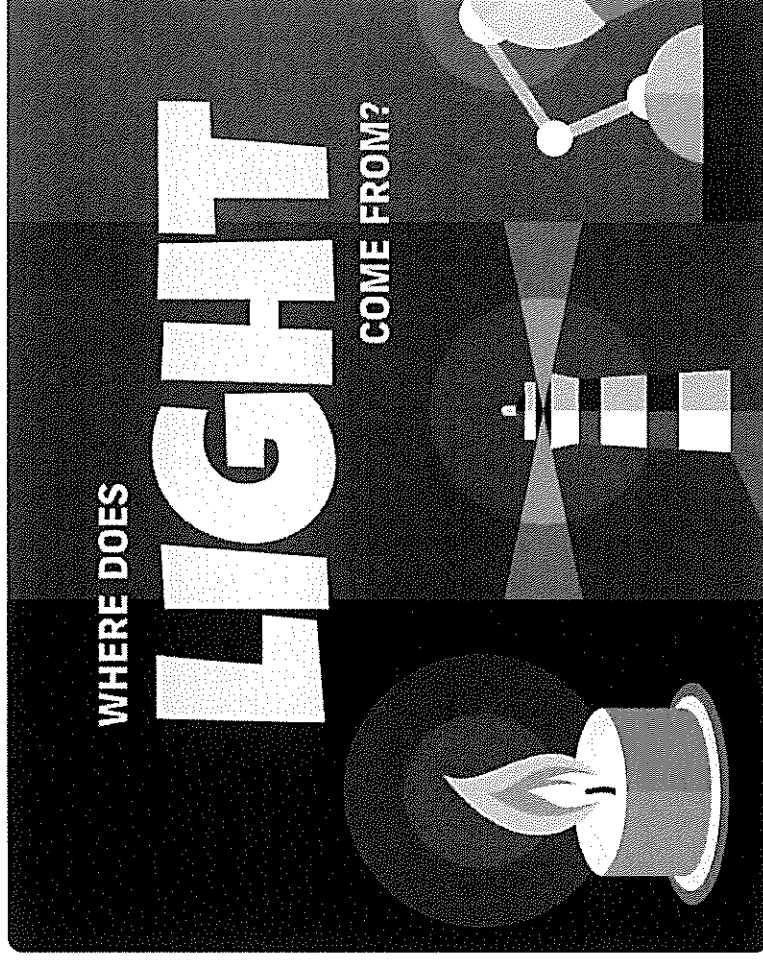




There are many different sources of light and they are all around us. Very rarely are we ever completely in the dark.

2 Read the eBook *Where Does Light Come From?*

With your class, do the parts, systems, people activity.



**Parts**

Name something that gives off light.

**Systems**

When would you use it?  
Where would you use it?  
How does it work?

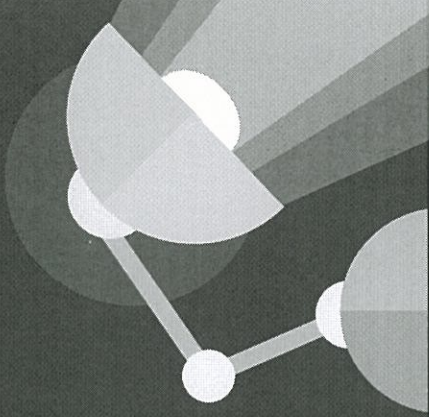
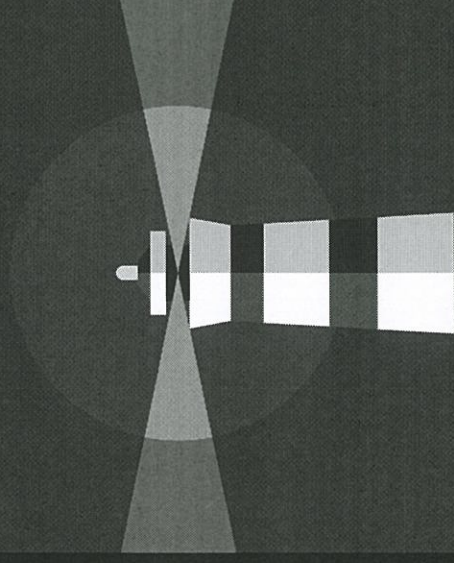
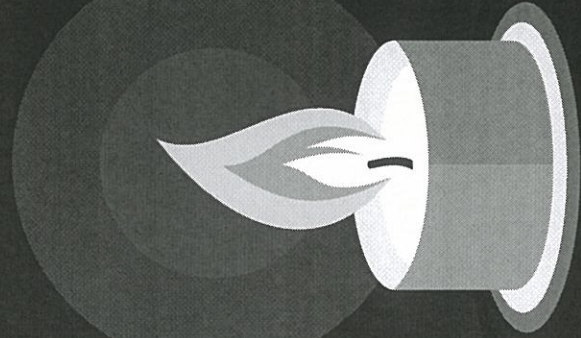
**People**

Why is it important to people?

WHERE DOES

# LIGHT

COME FROM?



inquisitive

e-Book

# Contents

Light and heat	3
The Sun	4
Lights at night	5
How light travels	6
Natural light sources	7
Human made light sources	8
Screens	9
Animals that make light	10
In the dark	11



Most light comes from heat. When something gets very hot, it usually gives off light.

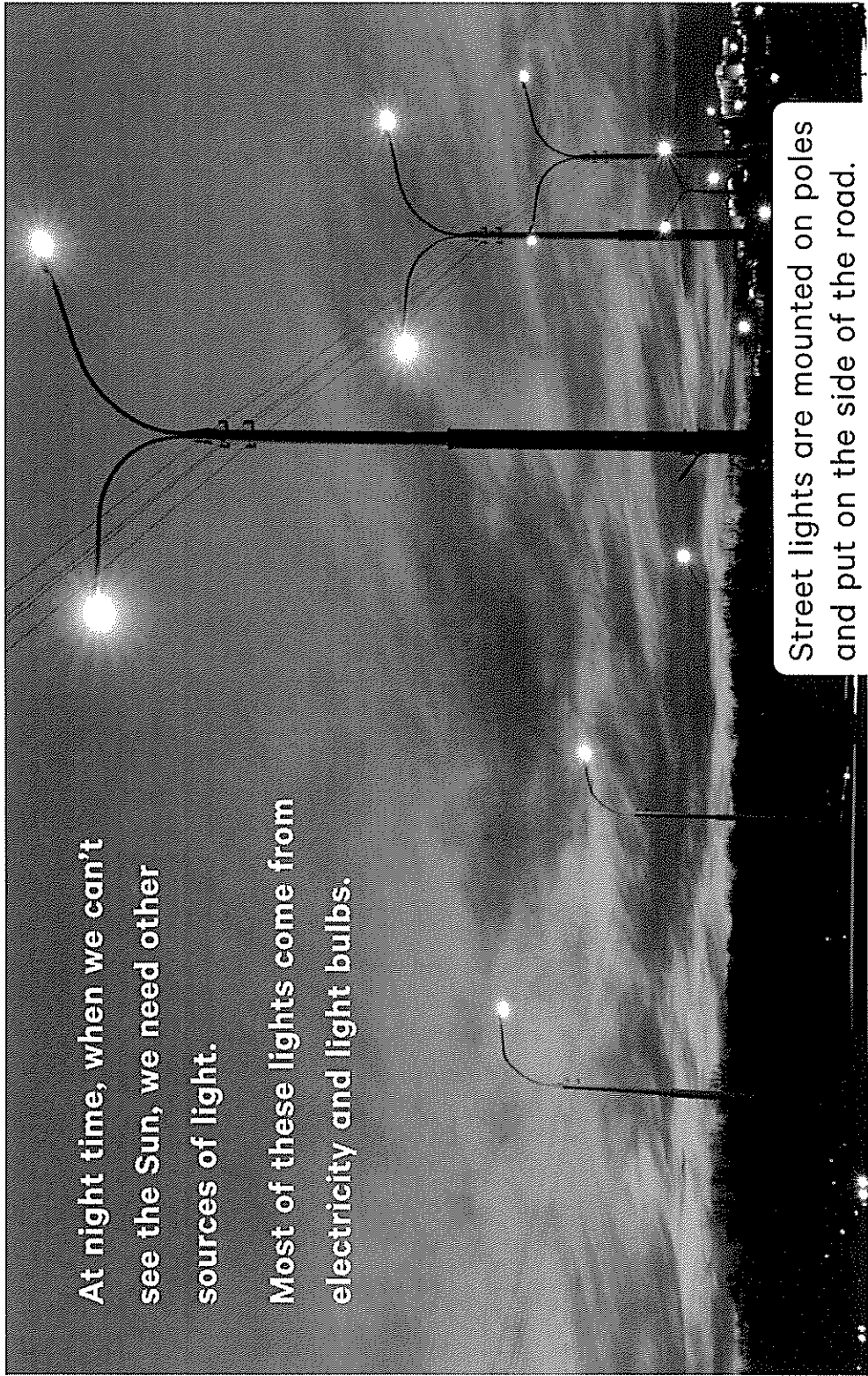
Lava going down the side of a volcano.

**The largest and most important source of light is the Sun. The Sun gives us daylight.**

**The Sun is a star in the centre of our solar system.**

At night time, when we can't see the Sun, we need other sources of light.

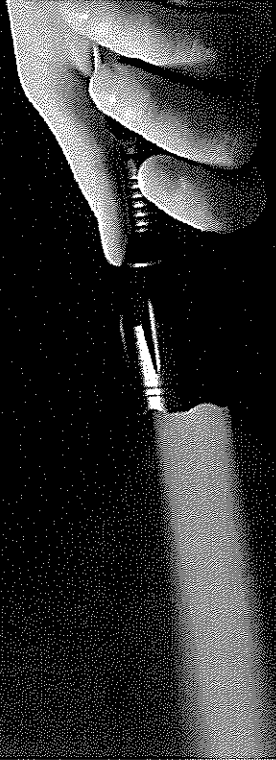
Most of these lights come from electricity and light bulbs.



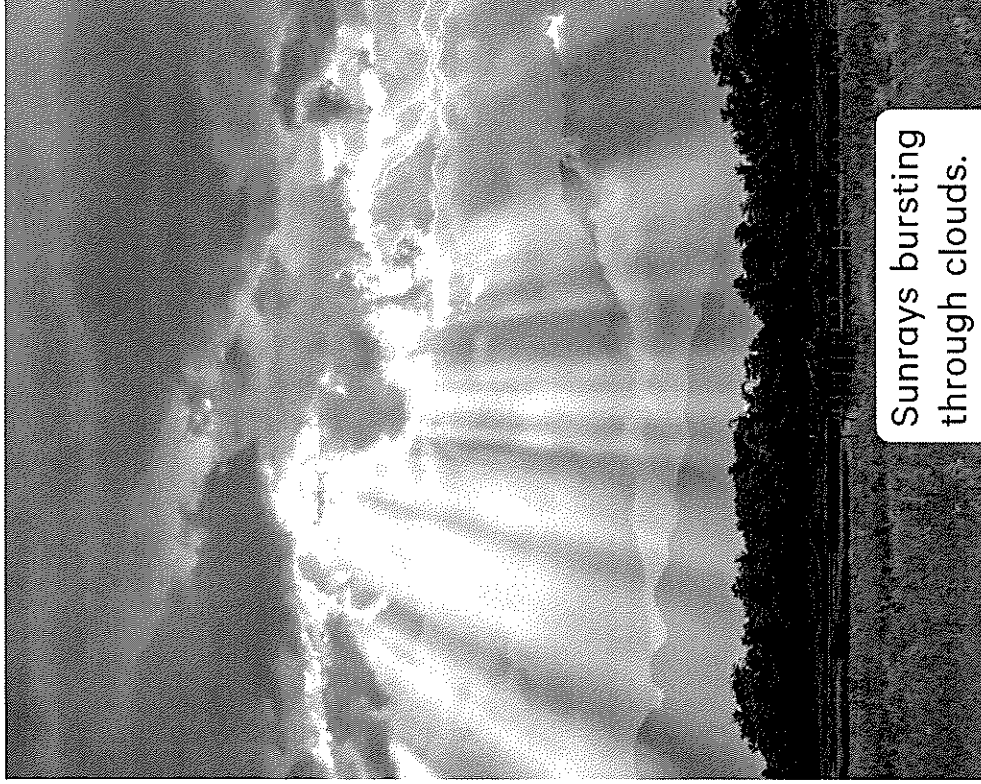
Street lights are mounted on poles and put on the side of the road.



**Light always travels  
in a straight line.**



**The torch's beam of light  
helps us to see at night.**



**Sunrays bursting  
through clouds.**

**Light can come from natural sources. These are made by nature.**

The Sun

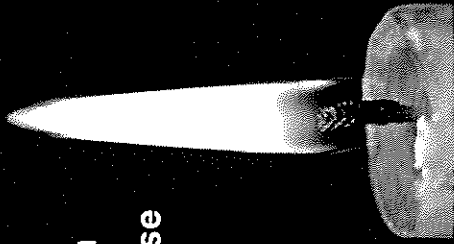
The moon and stars

Lightning during a storm

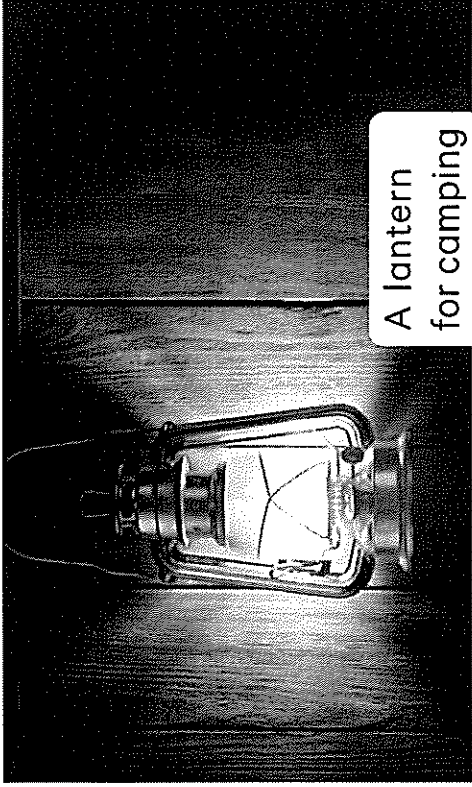
A bushfire

Light can come from human sources. These are made by people.

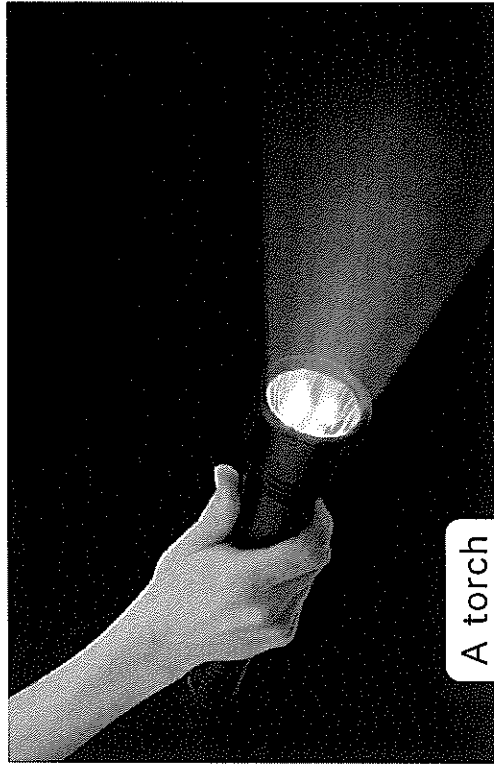
A candle



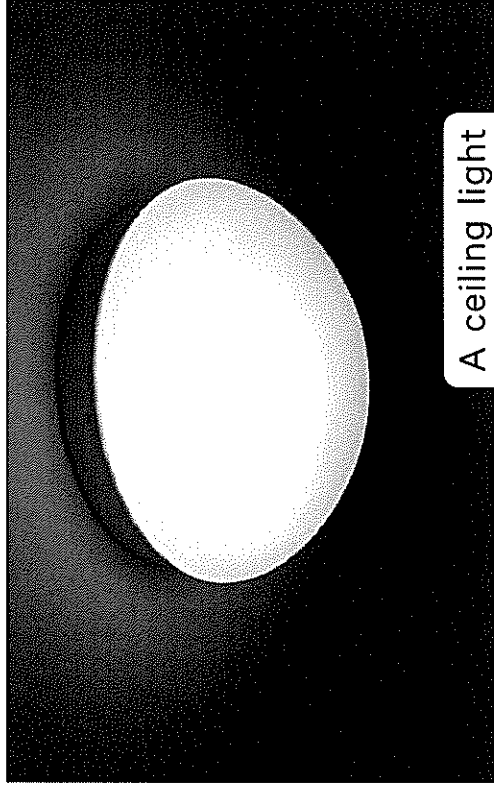
A lantern for camping



A torch



A ceiling light



Some screens  
produce light.

A phone

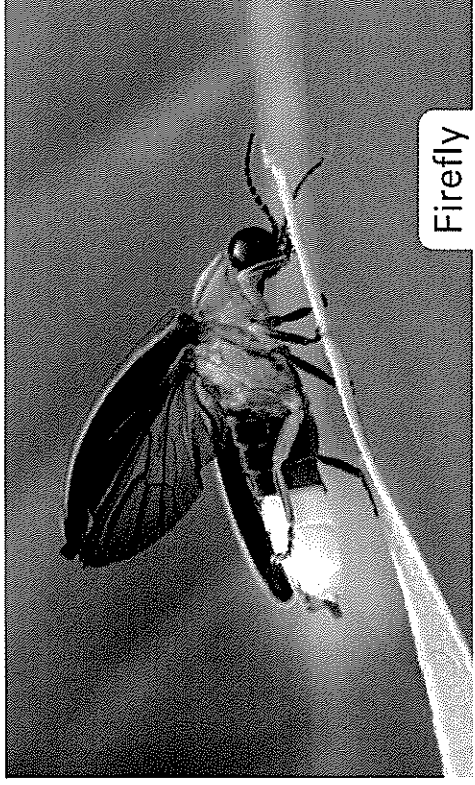
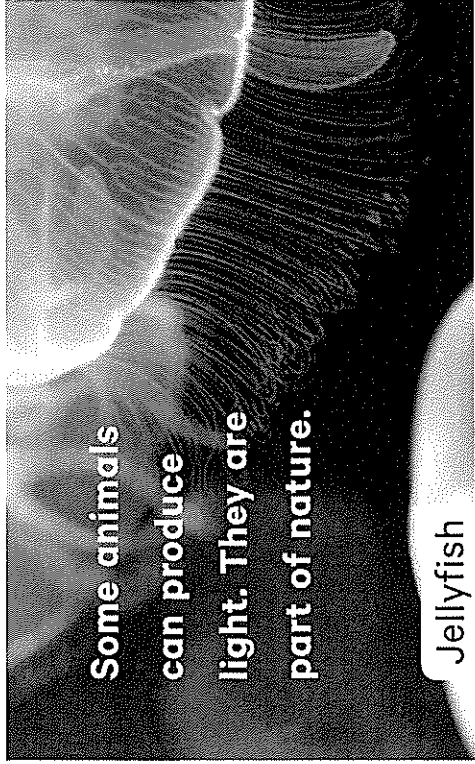
A computer

An iPad

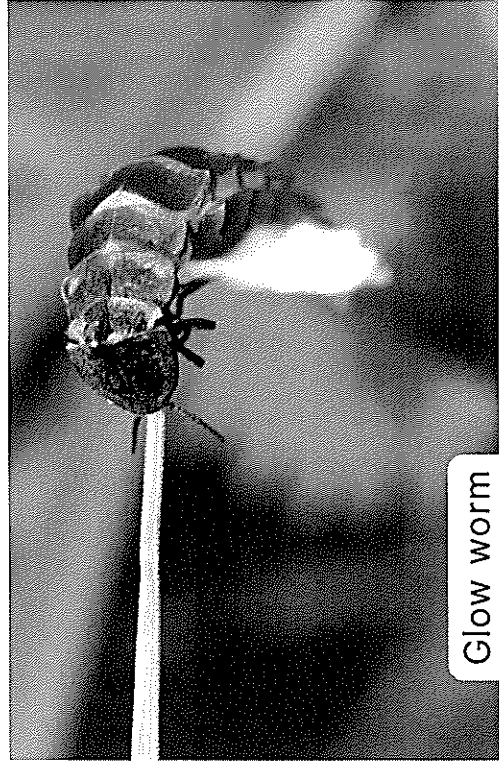
A movie screen

Some animals  
can produce  
light. They are  
part of nature.

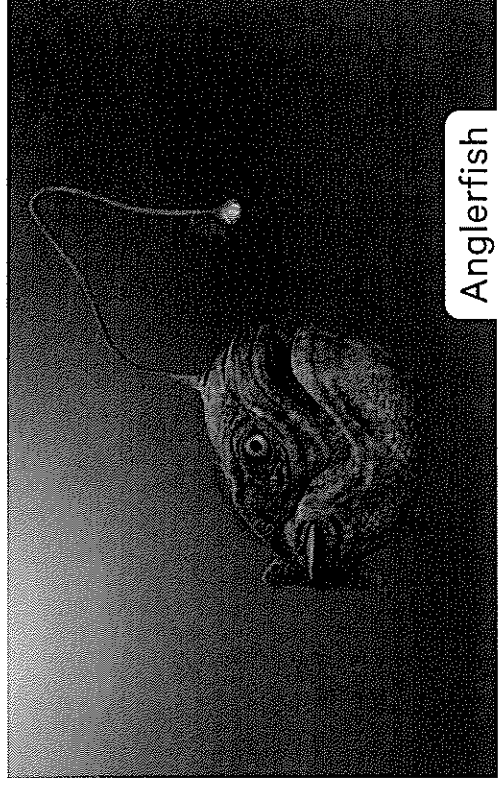
Jellyfish



Firefly



Glow worm



Anglerfish



Without light we cannot see.





**Not everyone  
likes the dark.**




Can someone please turn off the lights.

Not everyone likes the light!

Light comes from many sources. Some are natural and some are made by people.

- Sort the light sources in the interactive game.

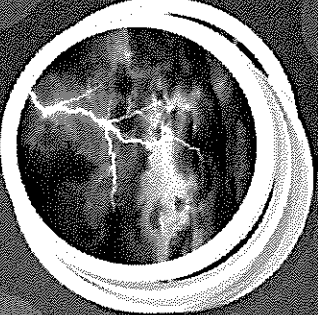


Reset

Light Source Sort

info

Made by nature



Made by people

inquisitive



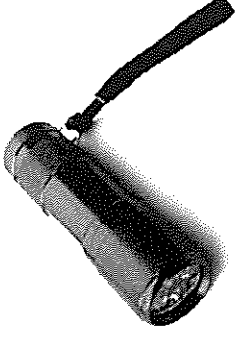
## 4






### Investigation

Light travels in a straight line until something stops it.

You are going to test what things can stop light.

Use a torch to shine at these things.



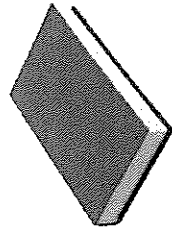
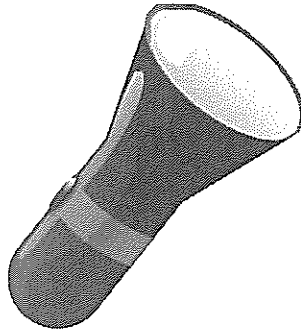
	<b>Predict</b> what I think will happen. Will it stop the light?	<b>Observe</b> what I saw. Did it stop the light?
	yes / no	yes / no
	yes / no	yes / no
	yes / no	yes / no
	yes / no	yes / no
	yes / no	yes / no



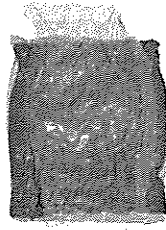


**5 Explain what**

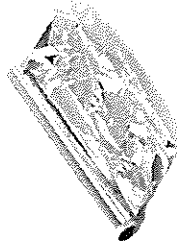
you saw.



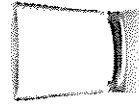
**Book**



**Cellophane or tissue**



**Foil**



**Glass of water**




**Plastic**



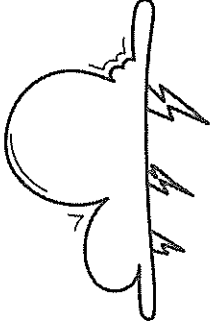
# 6 Choose a light source and explain how it works.

## Lightning

Lightning is made by nature.

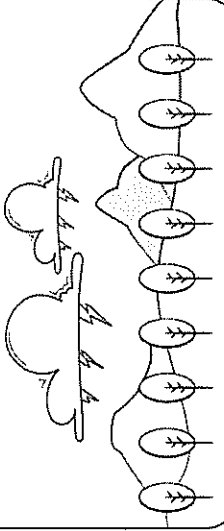


It is a bright flash during a thunderstorm.

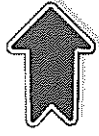
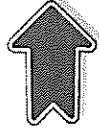


### Example

When lightning strikes, it lights up the sky.



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**7**

Sunlight helps us to see things. Write two other things that sunlight is used for.

<b>I think</b>	<b>Why I think that</b>
Sunlight is used ...	

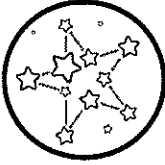

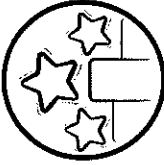
<b>I think</b>	<b>Why I think that</b>
Sunlight is used ...	



**8**

The moon is not a light source.

Answer the questions to help you explain why.

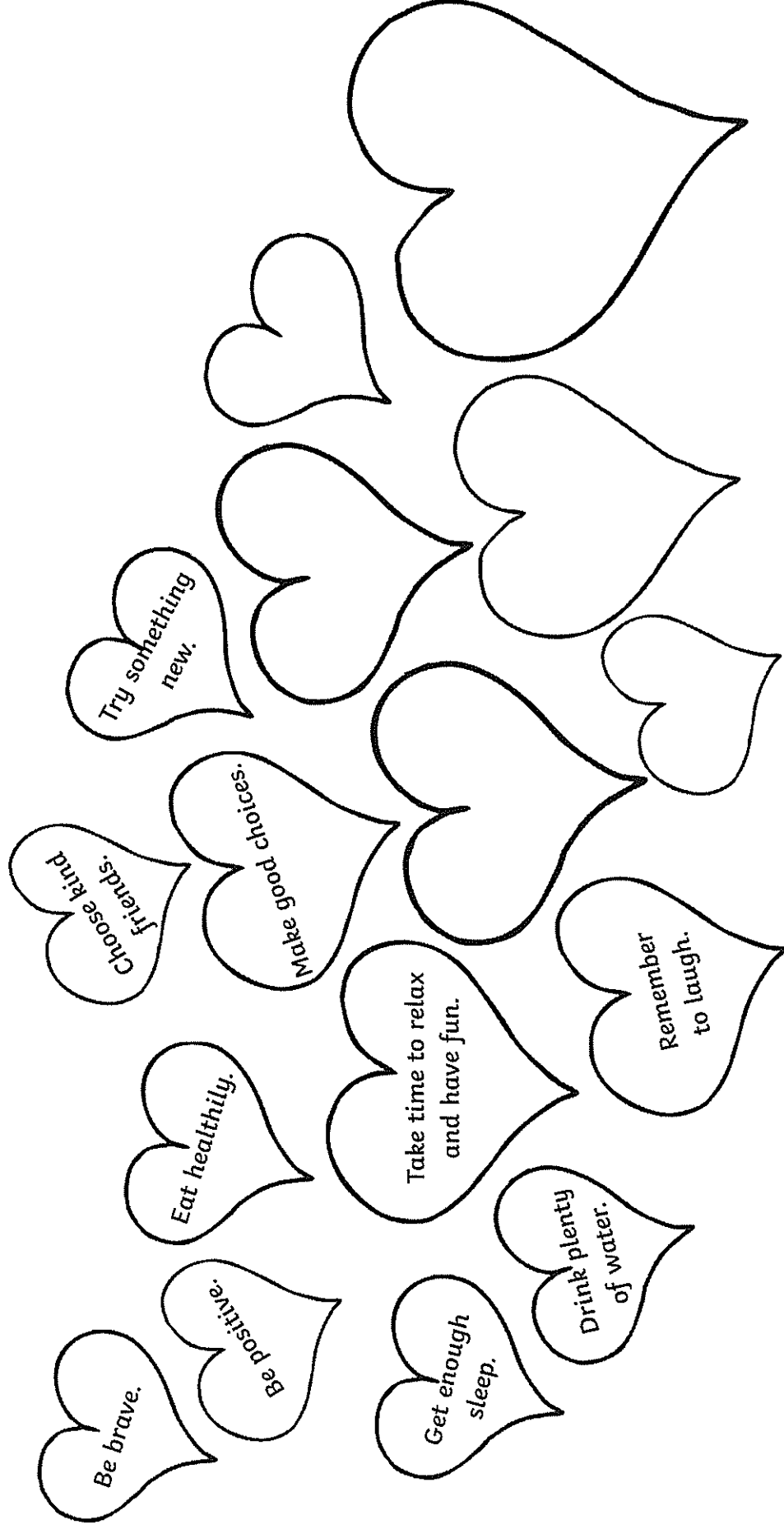
 <p><b>Connect</b></p>	<p>What do you already know about the moon?</p>
 <p><b>Extend</b></p>	<p>Light is a type of energy. Does the moon have energy?</p>
 <p><b>Challenge</b></p>	<p>How then does the moon shine?</p>

# How Can You Be Kind to Yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.

Have you ever thought about how you can be kind to **yourself**? Using the hearts below, write your own ideas about how you can be kind to yourself. Some ideas have been given to start you off.

Once you have recorded these ideas, start to think about how you can carry out these ideas to be kind to yourself.





# Wednesday 28<sup>st</sup> 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

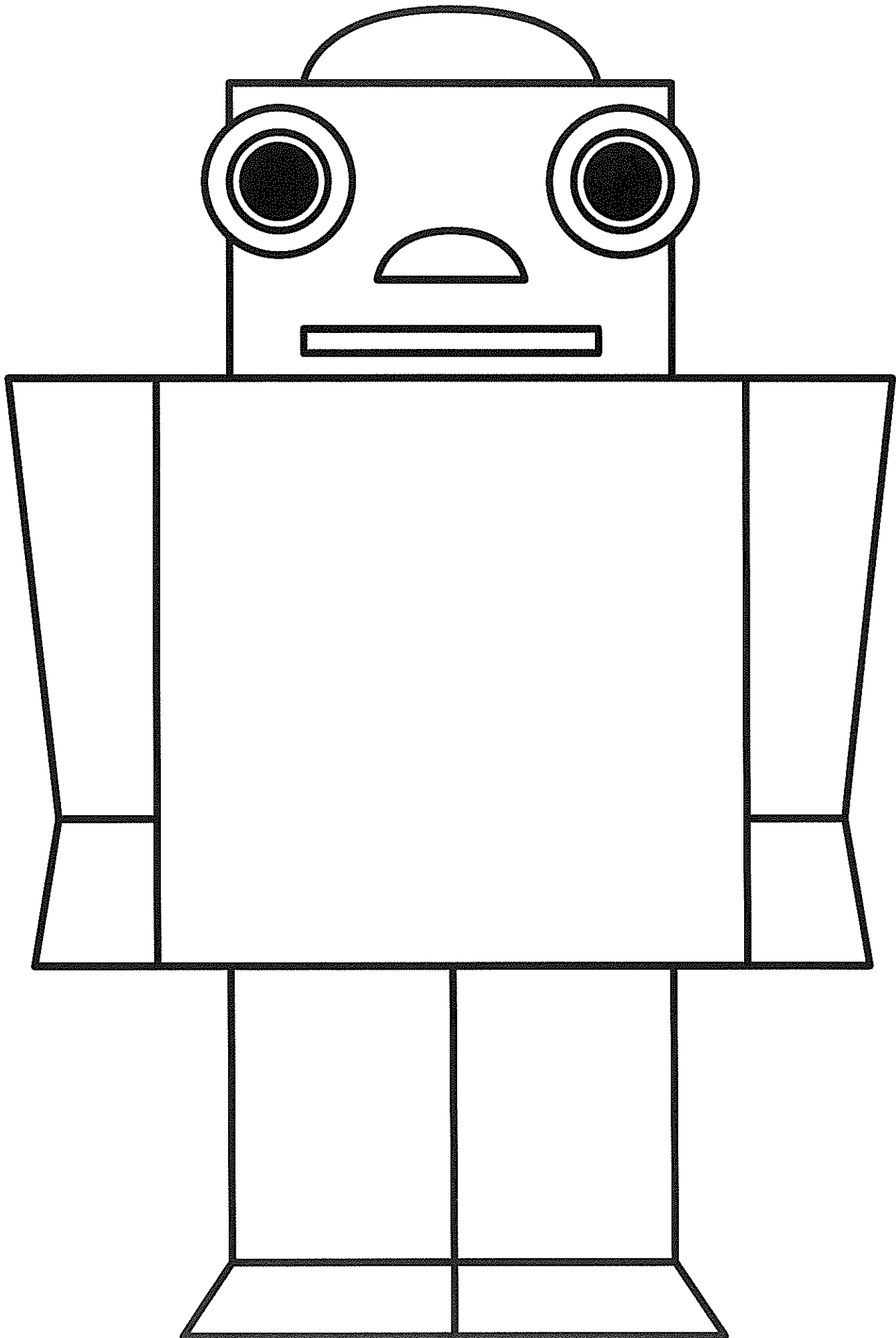
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

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

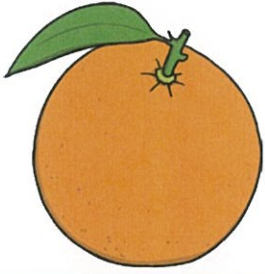
Geography:

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

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



Oo



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: o for orange.

Now copy the letters and words into your handwriting book.

o o o

O O O

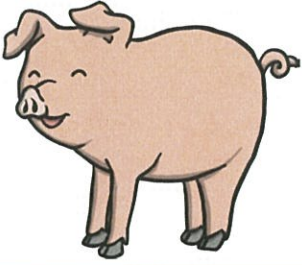
Oo Oo Oo

of

odd

ostrich

Pp



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: p for pig.

Now copy the letters and words into your handwriting book.

p p p

P P P

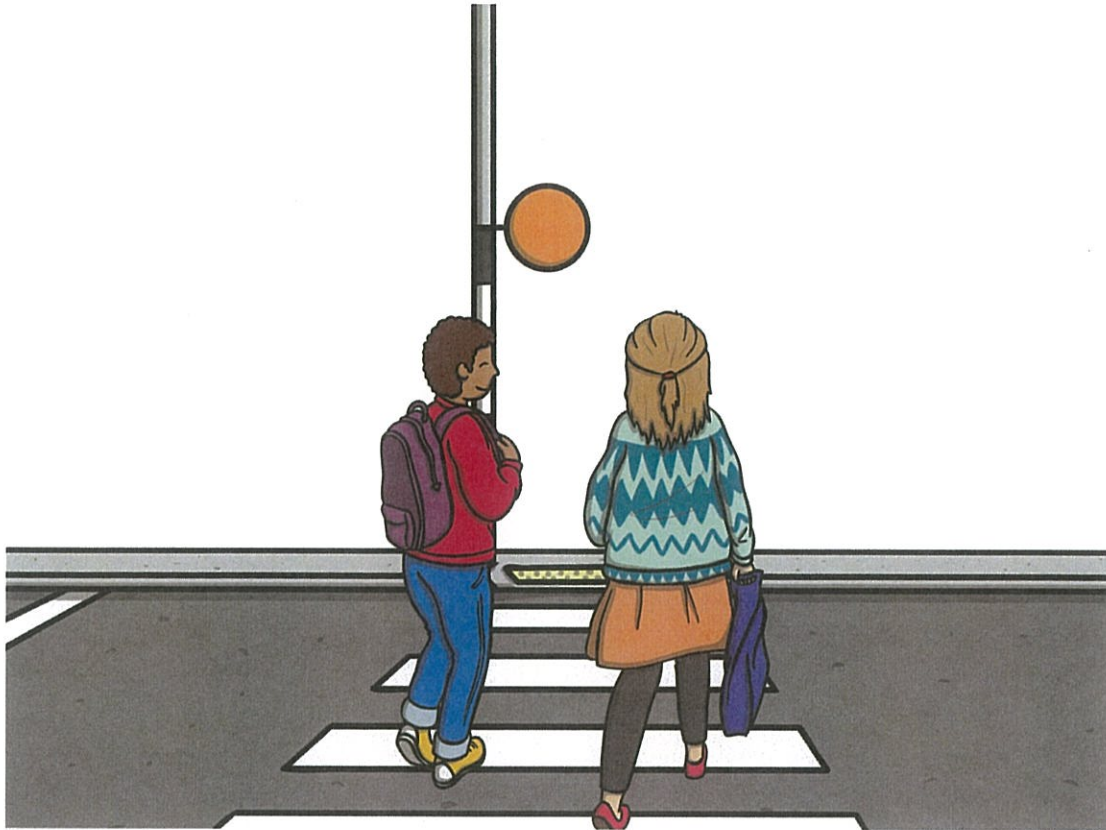
Pp Pp Pp

put

pull

pick

# How to be Safe Crossing the Road



**You will need:**

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# 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
<input type="text"/>	<input type="text"/>	<input type="text"/>

10 less is...

8

100 more is...

9

5

What is the number before?

Make it in money

10

# Identifying Number Pattern Rules Using a 100 Square

I can identify number pattern rules and complete the pattern. (ACMNA060)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you figure out what the rule is for the number pattern on the 100 square?

The rule is \_\_\_\_\_

Now that you know what the rule is, fill in the rest of the 100 square by colouring in the remaining numbers that follow the patterns rule.

# What are built features of places?

A built feature is something made by people.

A natural feature is something people did not make.

1

Read the eBook *Take a Closer*

Look. What do you see?



What do you see?



# Take a Closer Look

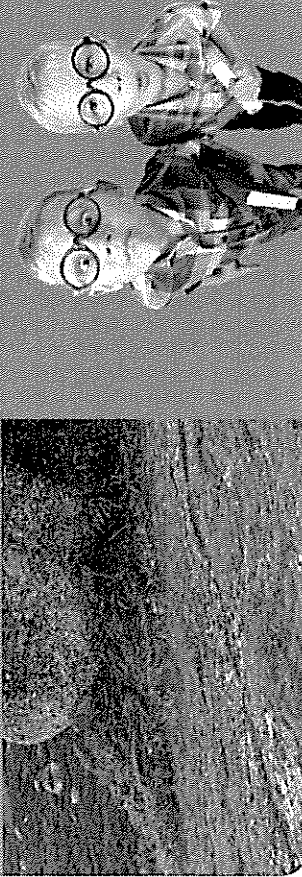
*e-Book*



**inquisitive**

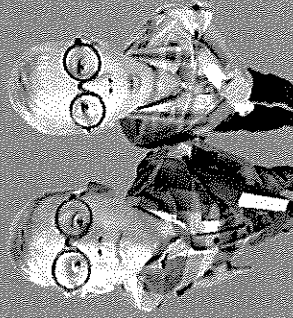


What do you see?

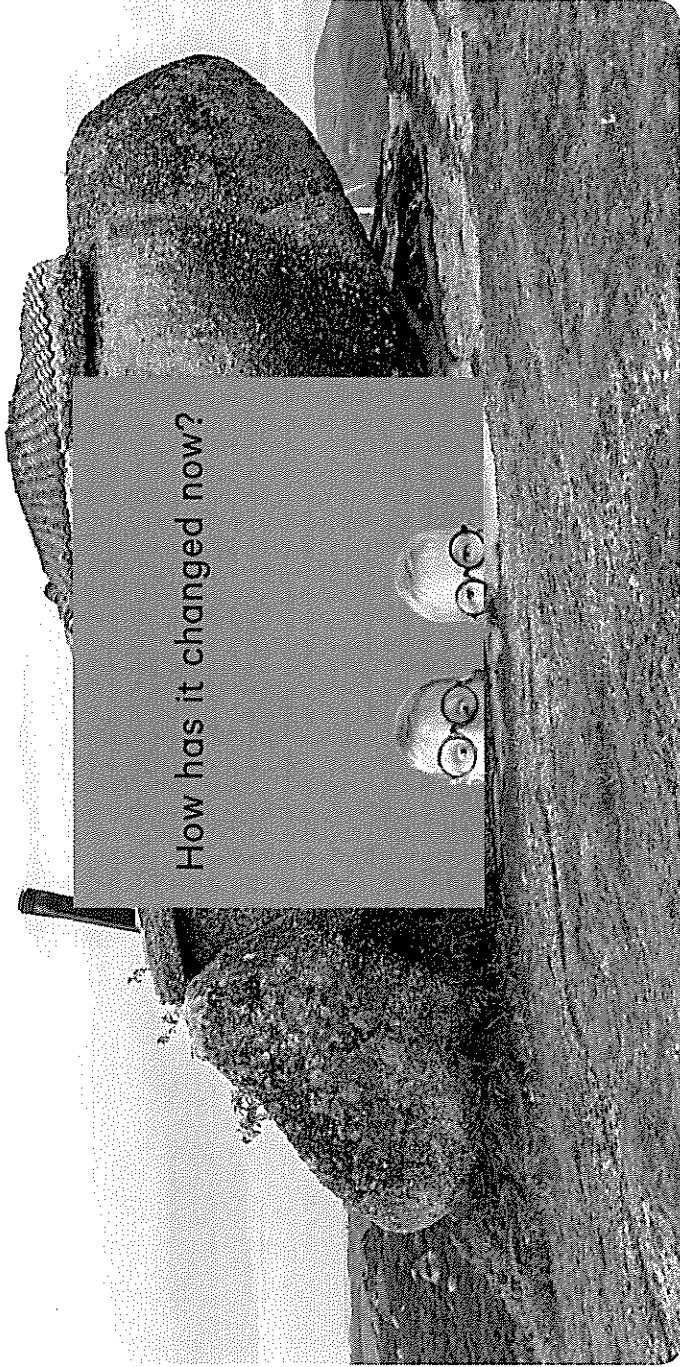




What do you think it is?



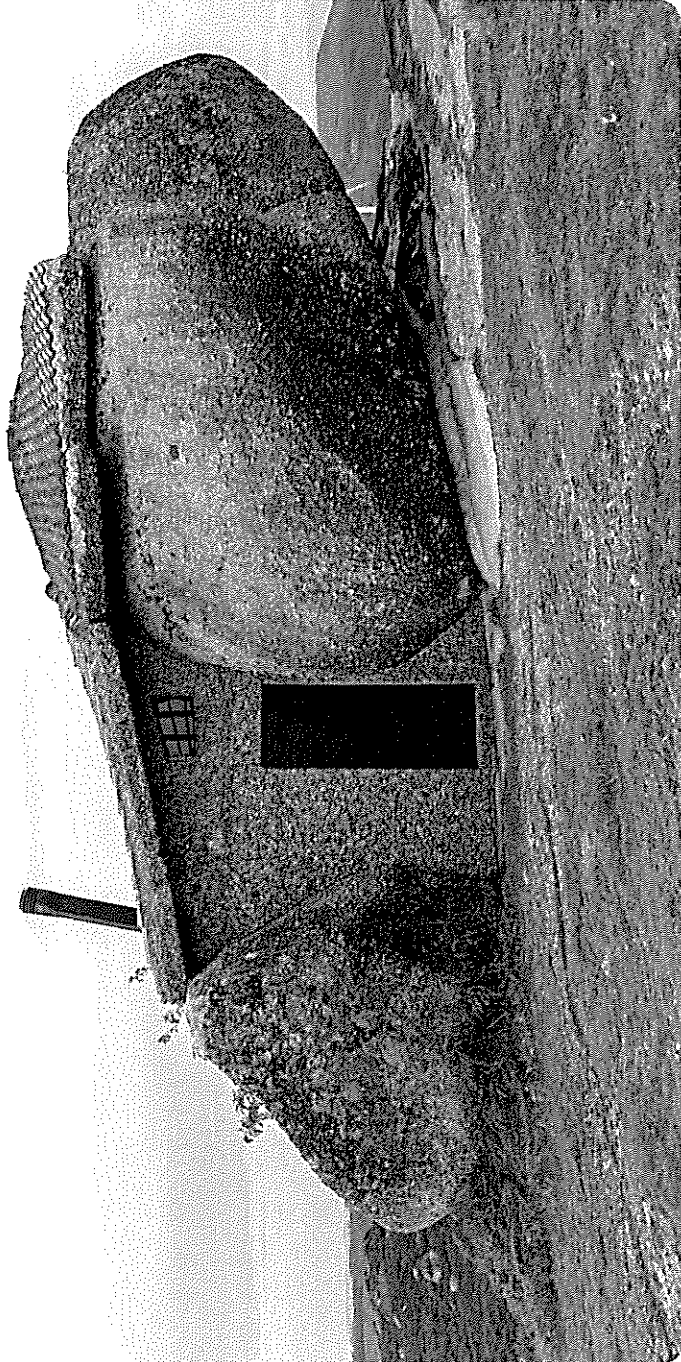








Who could live here?



Is it built or natural?



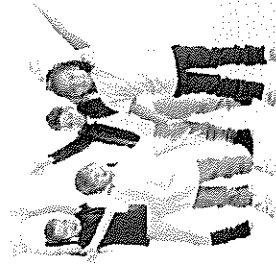


2 **Group chat.**

Talk about all the natural and built features that you know.

3 **Move it!**  Watch

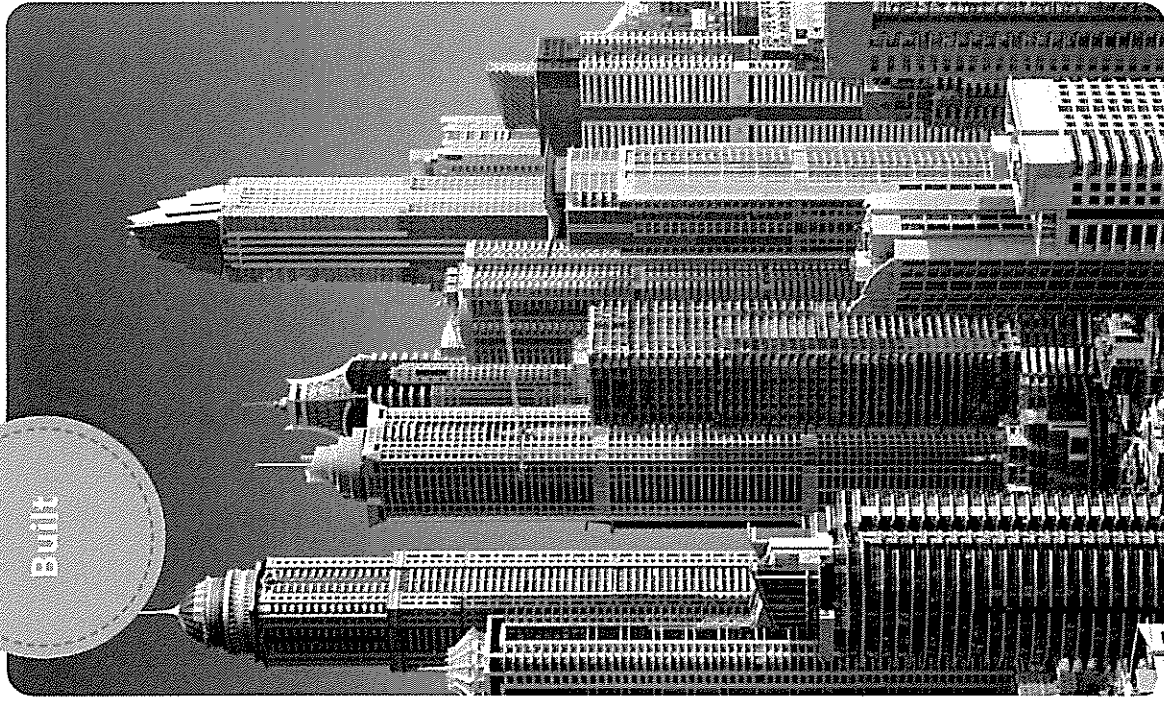
the game show video about natural and built features.



Natural



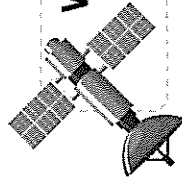
Built



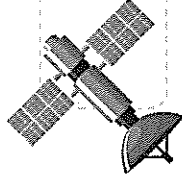
Google Earth shows a satellite image of a place and its natural and built features. This image is a school.

**Where is your school?**

- 4 Use the web link to Google Earth to see a satellite image of your school. Find the built and natural features.

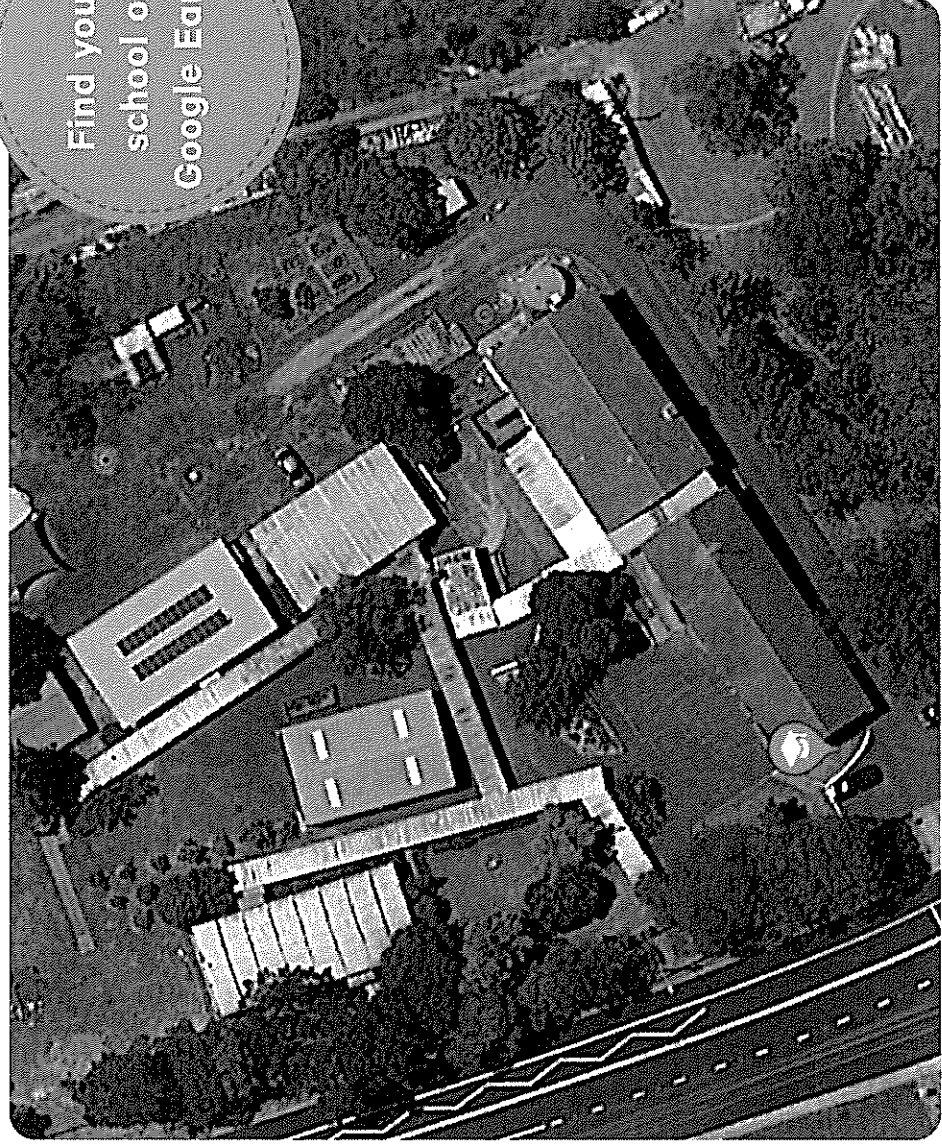


**What natural features can you see?**



**What built features can you see?**

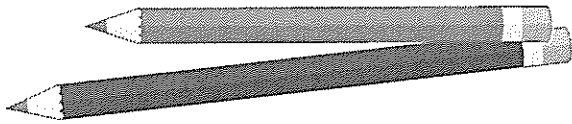
**Find your school on Google Earth.**





5

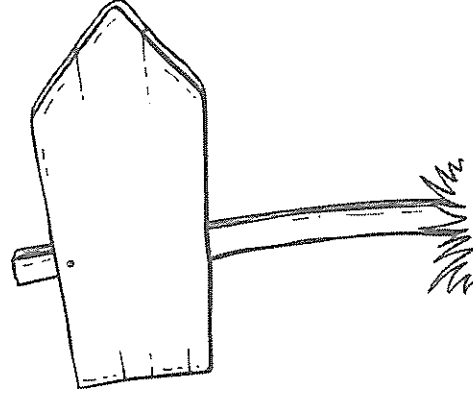
Draw some of the natural and built features of your school.

A large, empty rectangular box with rounded corners, intended for a student to draw the natural and built features of their school.

**6**

Draw some signs for the natural and built features of your school to help visitors find their way around. Start with the most important.

Colour the natural feature signs green and the built feature signs blue.





**7**

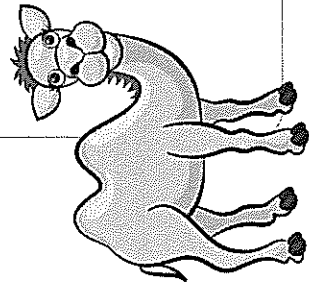
The Great Pyramid of Giza is a Wonder of the World. Is it a built or natural feature?



Use the website to research the Great Pyramid of Giza.

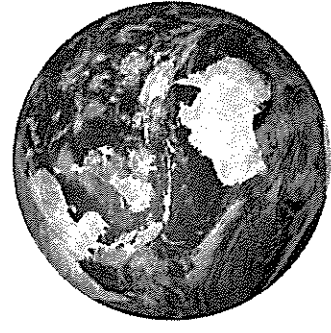
Draw a pyramid and write some facts around it.

A large, empty rectangular box with rounded corners, intended for a student to draw a pyramid and write facts around it.





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



# Thursday 29<sup>th</sup> 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

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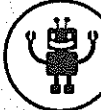
MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

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

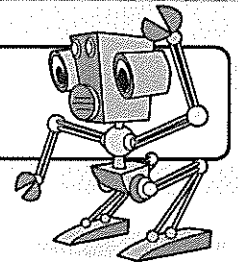


r rr wr

robot

carrot

wrist



List Words

Letters Words

ride carry right scrap writing  
room sorry write scrub brother


- Underline the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- Write scr to finish the words. Finish the sentences with these words.

\_\_\_ub    \_\_\_ap    \_\_\_eam    \_\_\_ew

There was a tiny \_\_\_\_\_ of paper on my shoe.  
 I used a \_\_\_\_\_ to hang the picture on the wall.  
 Ruby helped Dad to \_\_\_\_\_ the floor clean.  
 The loud noise made us all \_\_\_\_\_ with fright.

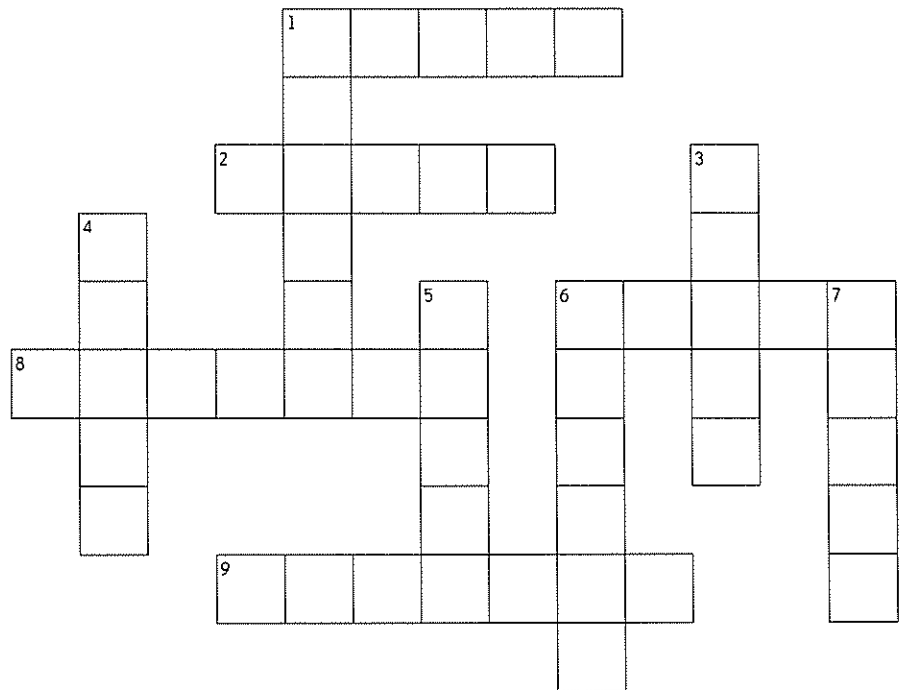
- Write and List Words to match the Crossword clues.

Across

- ends with pt
- This grows.
- tiny piece
- opposite of *sister*
- done with a pencil

Down

- contains *lash*
- rhymes with *marry*
- contains *pray*
- sneaked
- contains *ring*
- position



Qq



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: q for queen.

Now copy the letters and words into your handwriting book.

q q q

Q Q Q

Qq Qq Qq

queen

quick

quiet

Uu



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: u for umbrella.

Now copy the letters and words into your handwriting book.

u u u

U U U

Uu Uu Uu

up

under

umbrella

# Verbs

1. George jogged to school.
2. "Stop it!" yelled Beth.
3. Thomas nibbled the melting ice cream.
4. Freddie brushed his hair.
5. Tessa peered out the window.
6. I wondered about the answer.
7. I munched on the chocolate bar.

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



**said    thought    looked    ran    went    touched    cried    ate**

Choose **5** of the verbs and write as many synonyms as you can think of.  
For example: said - yelled or screamed


Now use your synonyms to write 5 interesting sentences.

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# 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



# Multiplication/skip counting

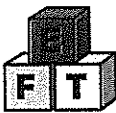
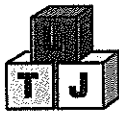
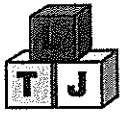



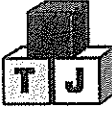
1 Find the total number of objects in each group. The first one has been started for you.

	<input type="text" value="3"/>		<input type="text" value="3"/>
	<input type="text" value="6"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text" value="4"/>		<input type="text"/>
	<input type="text"/>		<input type="text" value="5"/>
	<input type="text" value="2"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text" value="5"/>		<input type="text" value="4"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

2, 4, 6, 8, 10



2 Use skip counting to describe the groups.

						
<input type="text" value="3"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Body Percussion Rainstorm

This great body percussion activity is perfect for children of all ages and it really does sound like a rainstorm. It works best with a group of five or more people. The sounds start off very quietly and build up to a noisy storm. Then, as the storm passes, the volume goes back down from loud to quiet.



1. Rub hands together.

2. Click fingers.

3. Pat thighs softly.

4. Pat thighs louder.

5. Clap softly.

6. Clap louder.

7. During loud clapping, make thunder sounds vocally (booms, rumbles, etc.).



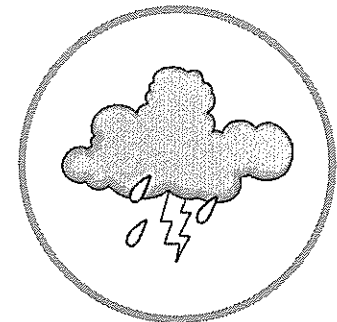
8. Clap softly.

9. Pat thighs loudly.

10. Pat thighs softer.

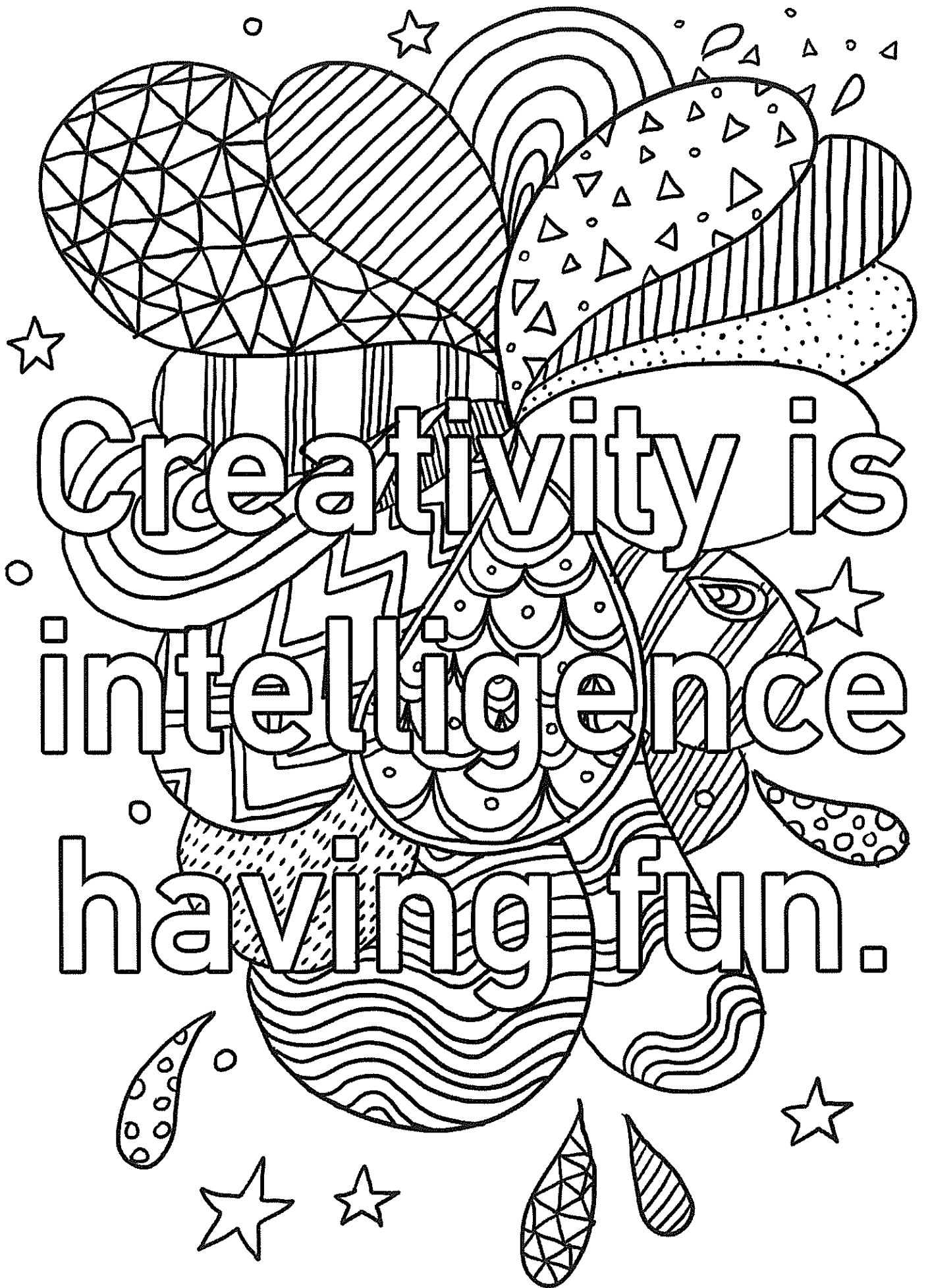
11. Click fingers.

12. Rub hands together.



There are no specific timings - just go with the flow of the activity. Give time for all the children to hear the changes in sounds as the storm gets louder or quieter.

It also works best when the leader moves to the next action but doesn't announce it. This allows for a smooth and slow transition to the next storm sound and sounds much more natural.



# Friday 30<sup>th</sup> 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:

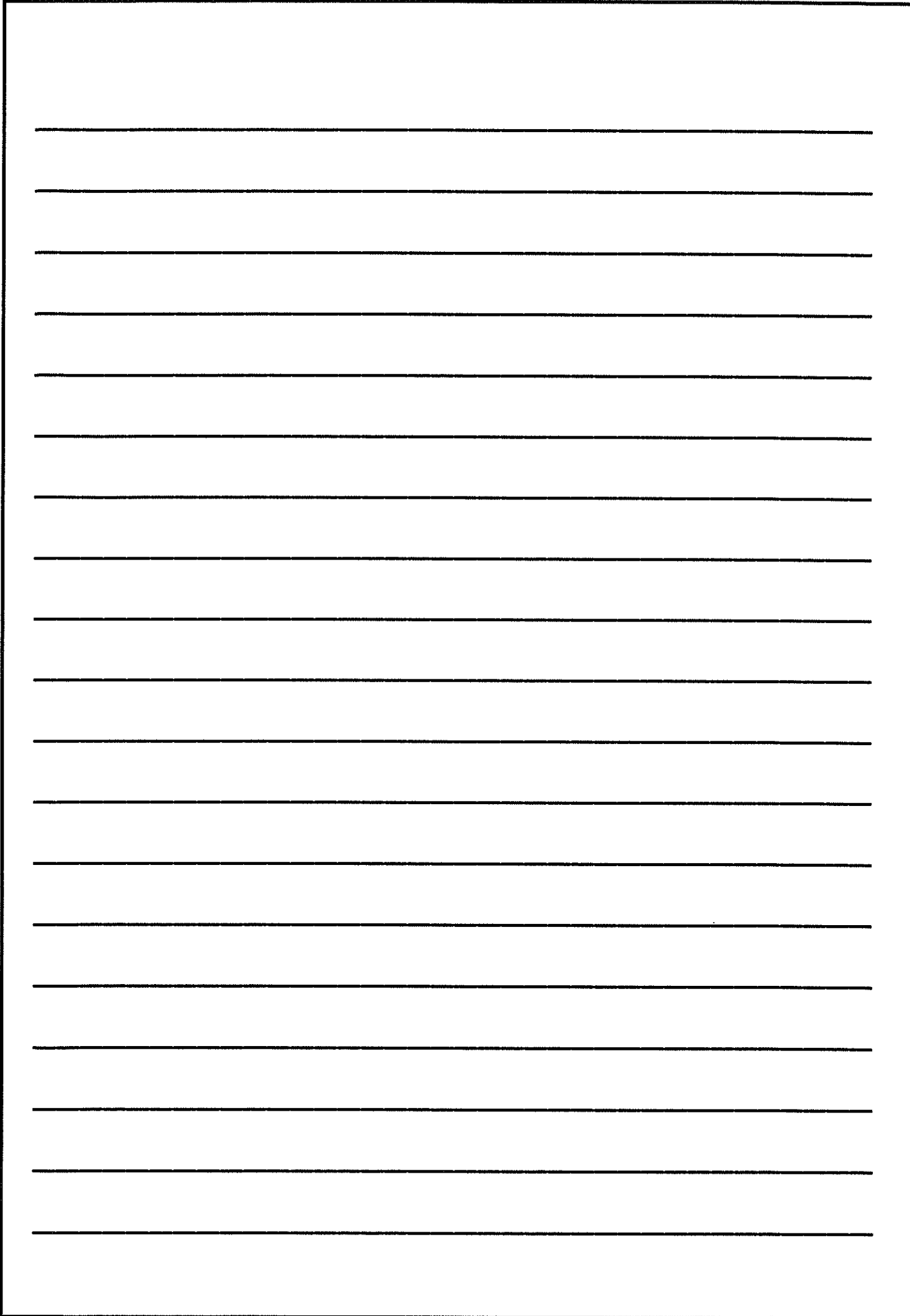
PD1-4performs movement skills in a variety of sequences and situations

STEM:

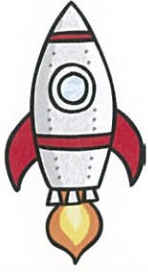
ST1-1WS-S observes, questions and collects data to communicate and compare ideas

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



Rr



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: r for rocket.

Now copy the letters and words into your handwriting book.

r r r

R R R

Rr Rr Rr

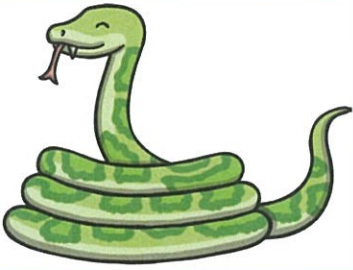
run

red

rain



Ss



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: s for snake.

Now copy the letters and words into your handwriting book.

s s s

S S S

Ss Ss Ss

so

sad

sun

Name:

# Verb Sorting

Doing Verbs	Saying Verbs	Thinking Verbs



**calculate**

**cried**

**whispered**

**imagine**

**remember**

**notice**

**decide**

**dream**

**exclaimed**

**blurted**

**laughed**

**exaggerated**

**begged**

**eat**

**dance**

**know**

**wonder**

**learn**

**jump**

**cook**

**wonder**



# 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...

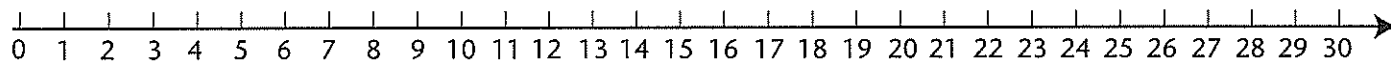
9

Make it in money

10



**3** Complete the number patterns. The number line may help you.



a 

0	2	4	6		
---	---	---	---	--	--

e 

10	12	14	16		
----	----	----	----	--	--

b 

0	3	6	9		
---	---	---	---	--	--

f 

16	18	20	22		
----	----	----	----	--	--

c 

0	5	10	15		
---	---	----	----	--	--

g 

6	9	12	15		
---	---	----	----	--	--

d 

10	11	12	13		
----	----	----	----	--	--

h 

10	13	16	19		
----	----	----	----	--	--

**4** Find the missing numbers in these patterns.

a 

12	14	16		20	22		26	28
----	----	----	--	----	----	--	----	----

b 

13		19	22	25		31		37
----	--	----	----	----	--	----	--	----

c 

10	15		25	30		40		50
----	----	--	----	----	--	----	--	----

d 

40		30	25		15	10		0
----	--	----	----	--	----	----	--	---

e 

58	56		52	50		46		42
----	----	--	----	----	--	----	--	----

f 

75	70		60		50		40	35
----	----	--	----	--	----	--	----	----

Discover the pattern before supplying the missing numbers.



**5** Write number patterns to match the rules.

a Forwards by twos.

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

c Forwards by tens.

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

b Forwards by fives.

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

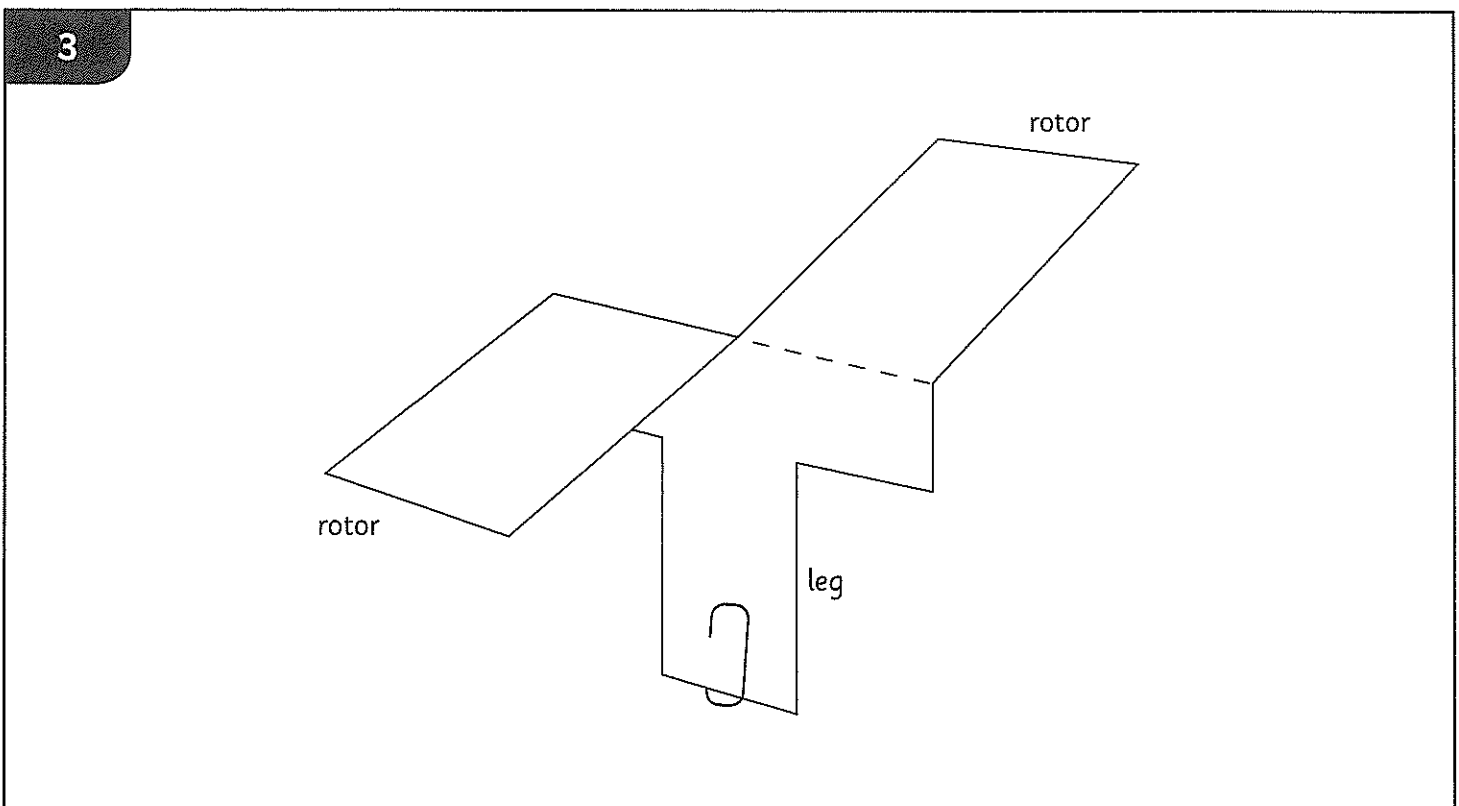
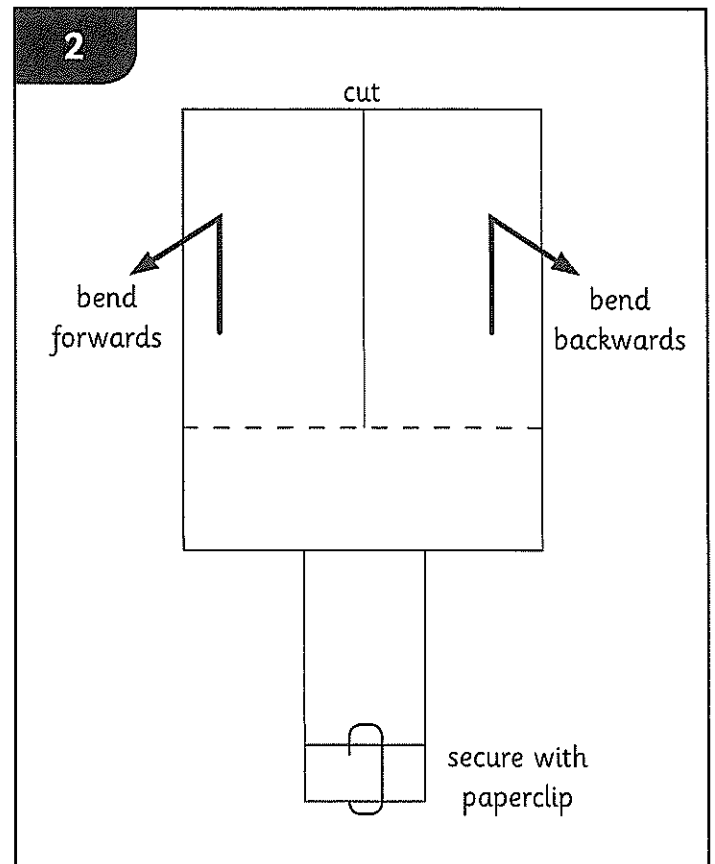
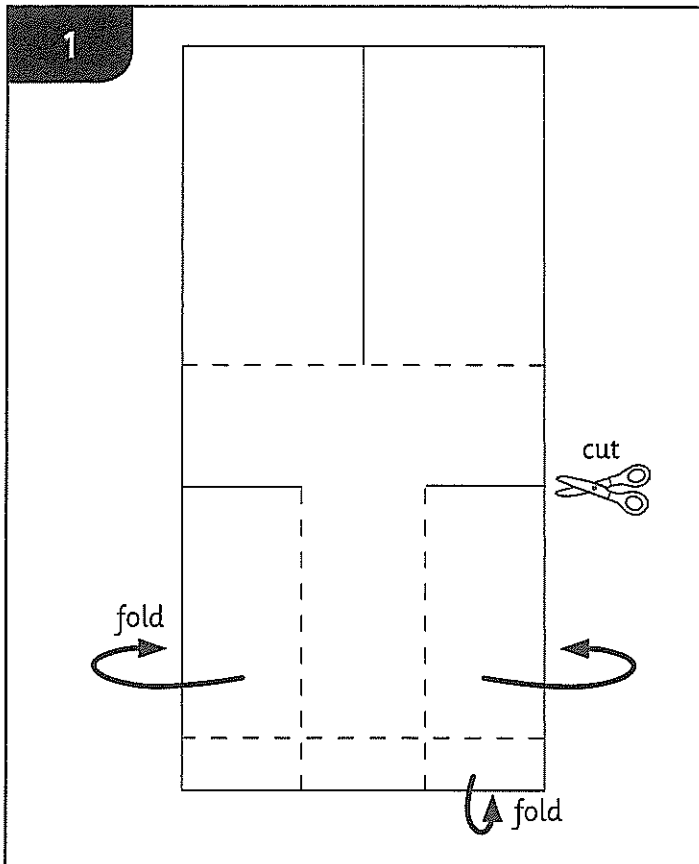
d Backwards by fives.

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

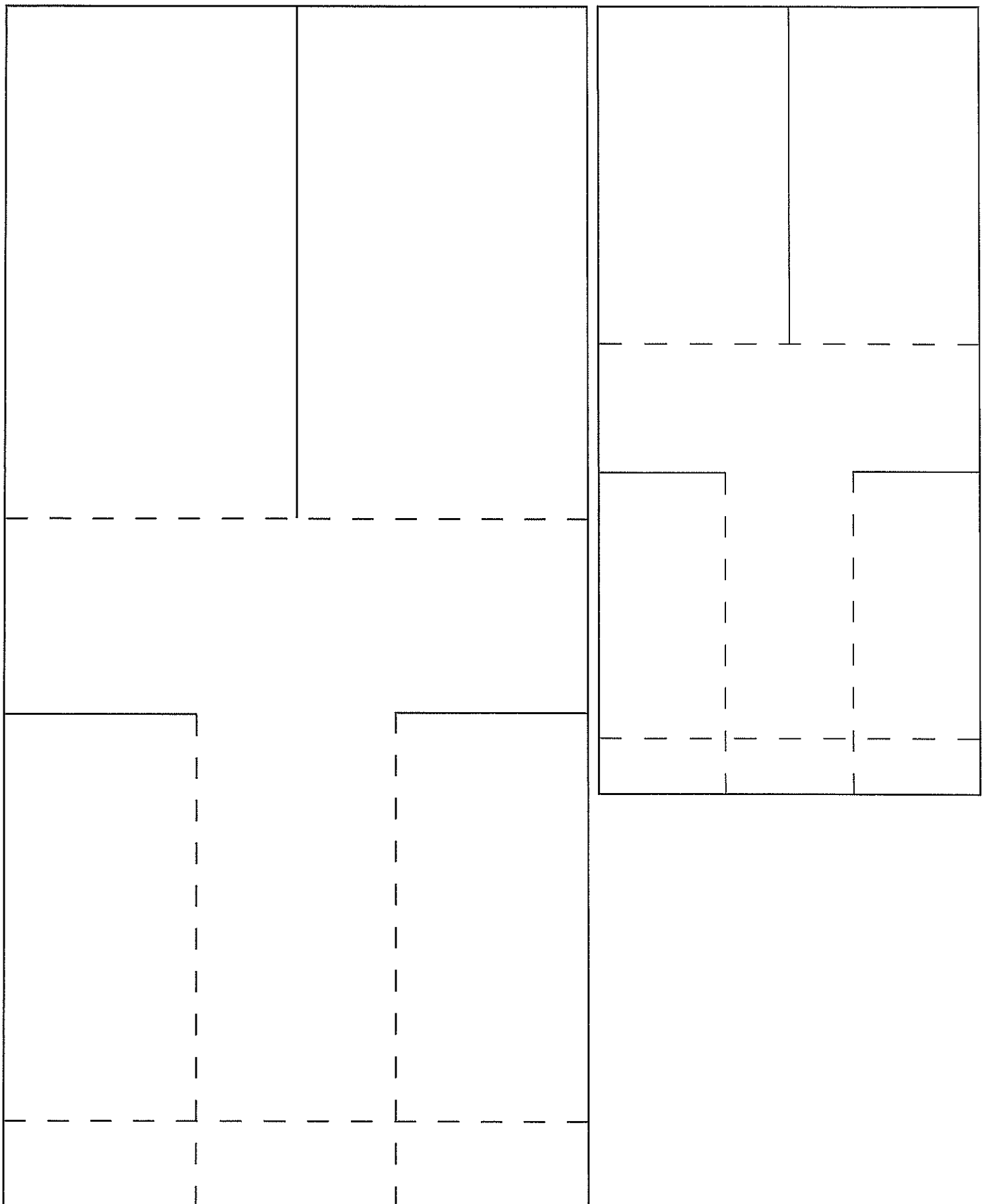


# Paper Helicopter Instructions

Cut along the solid lines and fold along the dashed lines.



# Paper Helicopter Template







It's no use to

go back to

yesterday

because I was

a different

person then.

Lewis Carroll



