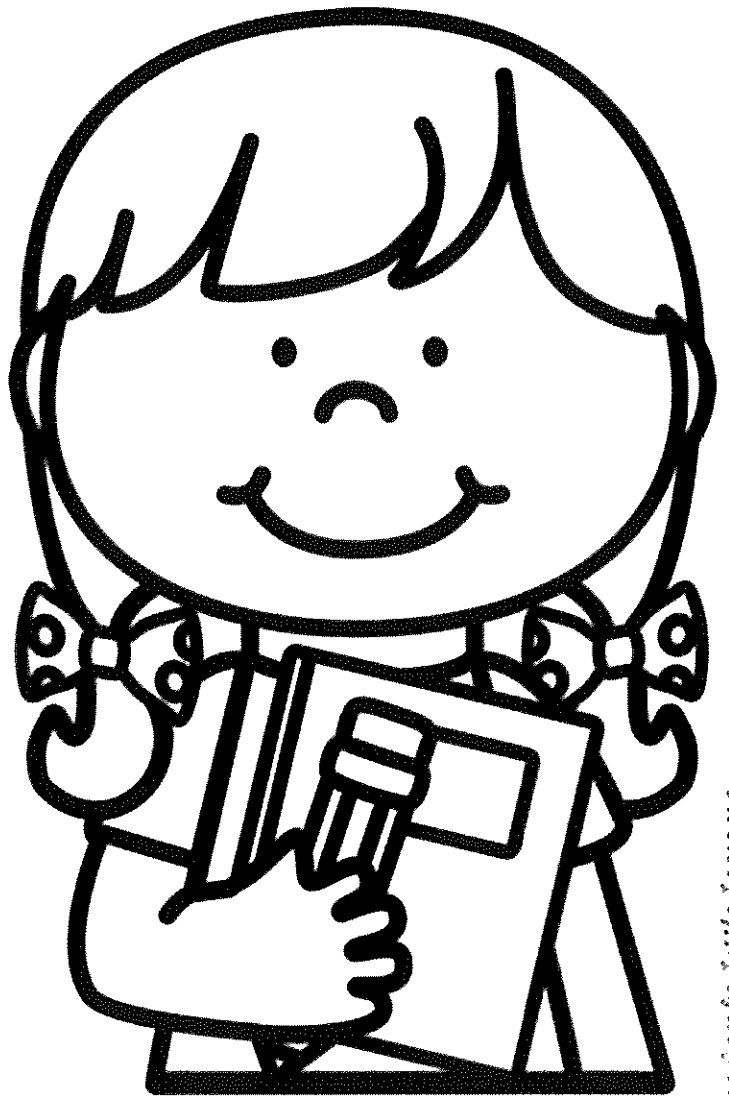
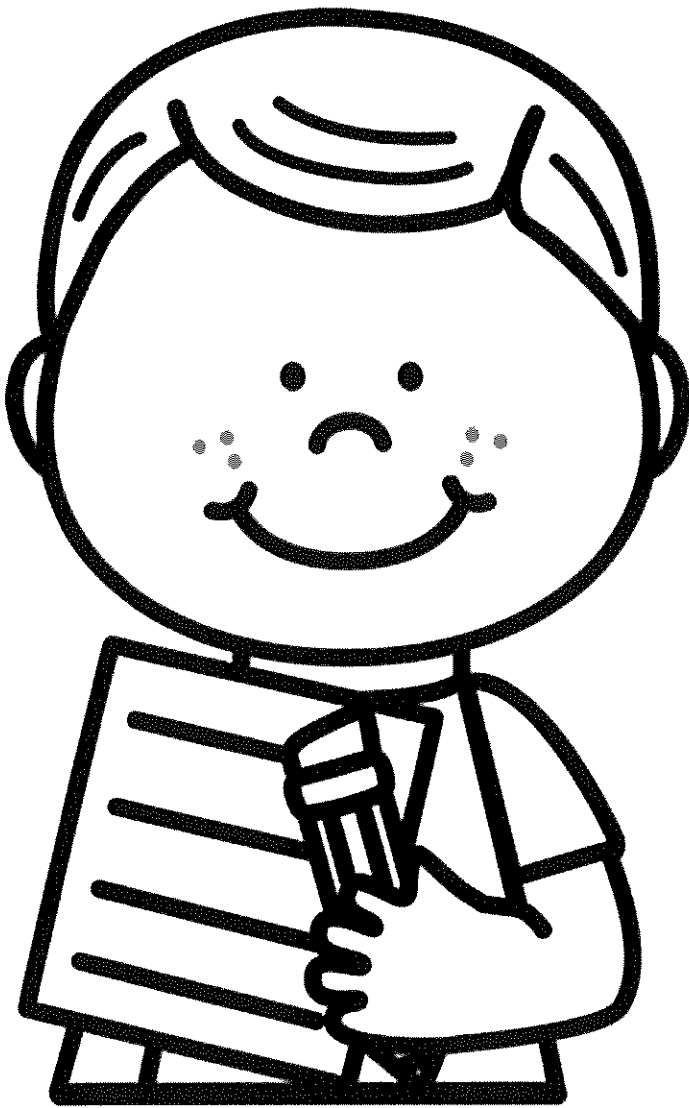


Year 1 Learning

Week 10



Name: _____

Home Learning Week 10 – Year 1

Monday 13/9	Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
Spelling – Unit 27 'oo' 'u' Write as many words as you can in the book	Spelling – Unit 27 'oo' 'u' Write your list of words	Spelling – Unit 27 'oo' 'u' Complete the first page of worksheet	Spelling – Unit 27 'oo' 'u' Complete the second page of worksheet	Spelling – Unit 27 'oo' 'u'nces with your spelling words
Grammar - Colour by speech	Grammar - Word search	Grammar - Alphabetical order	Grammar - colour by parts of speech	Grammar - The alphabetical maze
Reading – Decodable text (The big lunch)	Reading – Wuska	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – At the snow
Writing – Weekend Recount	Writing – What will hatch from the egg	Writing – Play Poem	Writing - Story starters	Writing - Free choice
Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet
Numeracy activities Twenty activity	Numeracy activities Addition	Numeracy activities Missing numbers	Numeracy activities Count backwards	Numeracy activities Ordinal numbers
Life skills Help around the house. Clean your room.	Life skills Help around the house. Fold the laundry.	Life skills Help around the house. Clean the dishes.	Life skills Help around the house. Vacuum your bedroom.	Life skills Move your body today! Play a game

Home Learning Week 10 – Year 1

					outside with a family member.
PDHPE Staying safe	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Line drawings	STEM Complete a Pobble activity from the grid	
PBL and Wellbeing Mindfulness	PBL and Wellbeing ZONES Practise calm breathing	PBL and Wellbeing Mindfulness	PBL and Wellbeing Find and colour scavenger hunt	PBL and Wellbeing Enjoy a sleep in	

Online links.

<https://storylineonline.net/>

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

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

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

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

Monday 13th September



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:

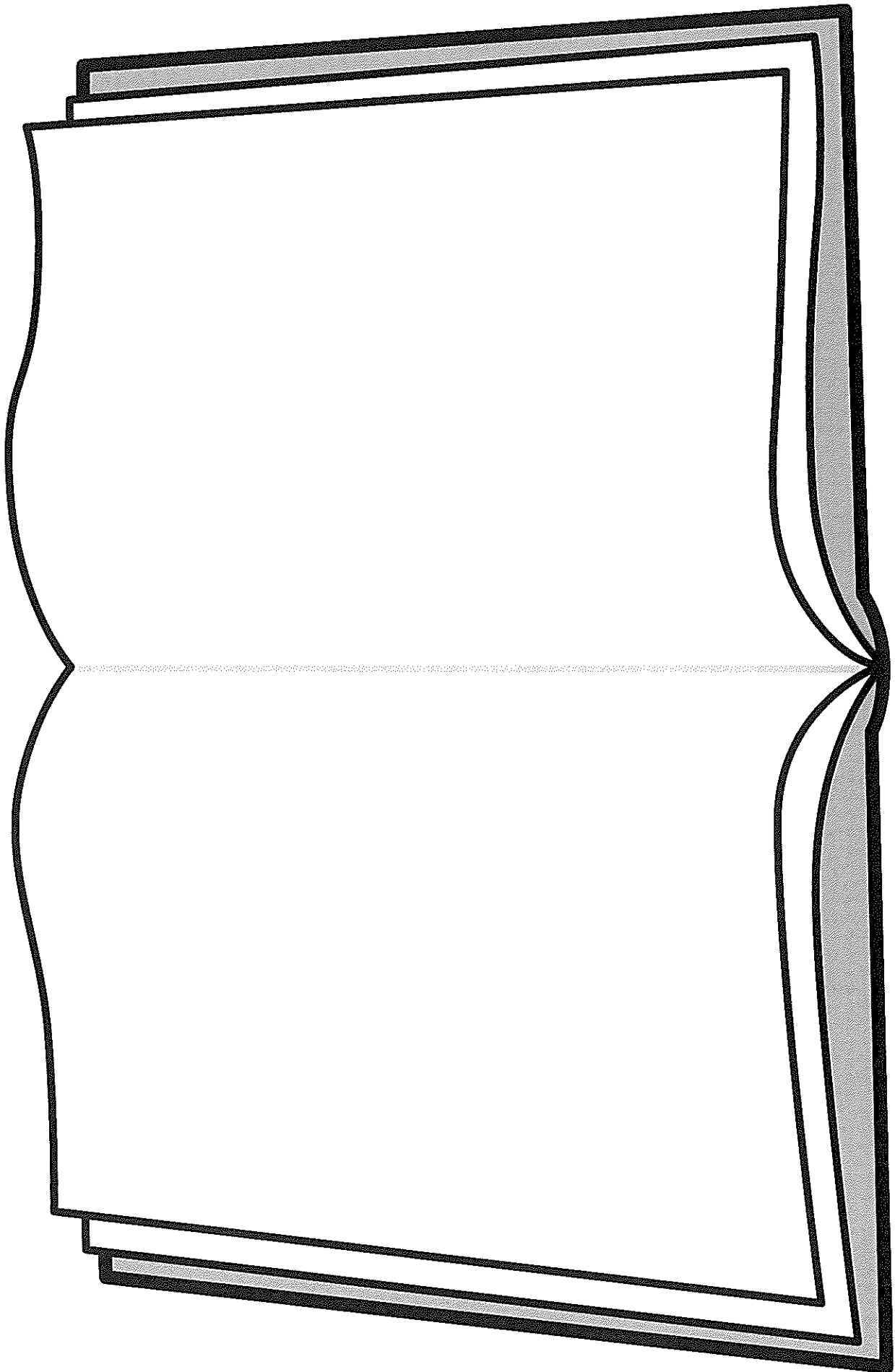
MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

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 action



Colour by Parts of Speech

Use the key below to help you colour the picture.

yellow verb

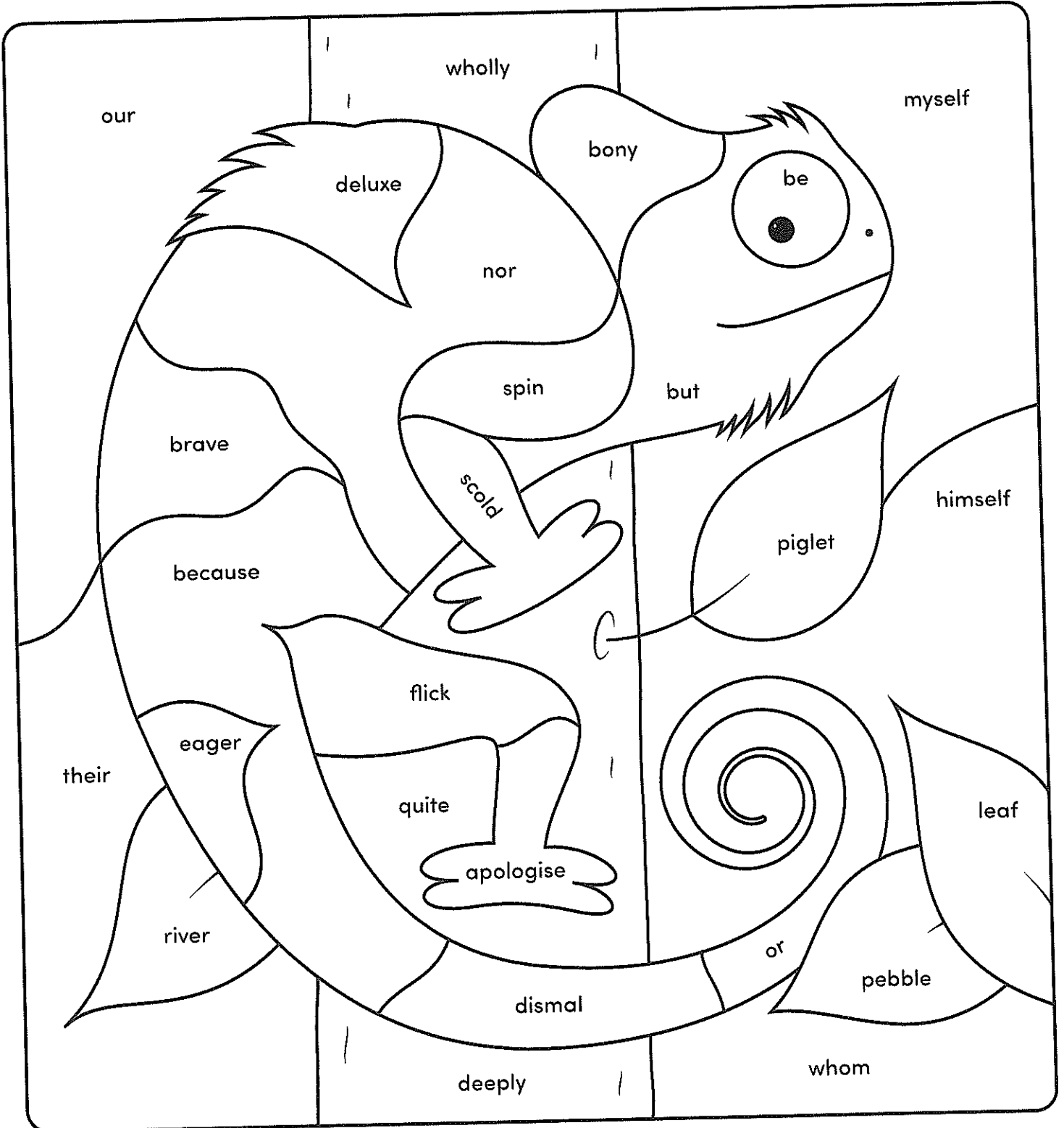
orange conjunction

blue pronoun

purple adjective

brown adverb

green noun



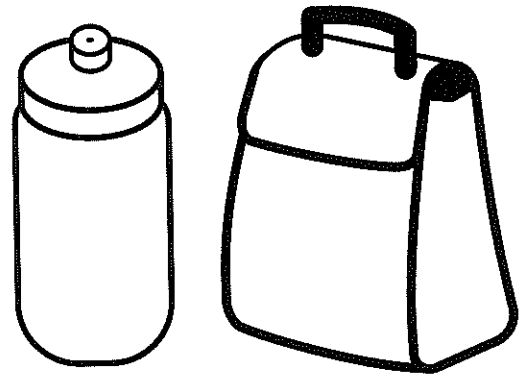
Name: _____

The Big Lunch

Tricky words:

the has his he some like

Ben has lunch in his back pack. He has a ham bun. He has a snack. He has some milk. I wish I had a big lunch like Ben!



Ben has a:

- sack
- snack
- shop

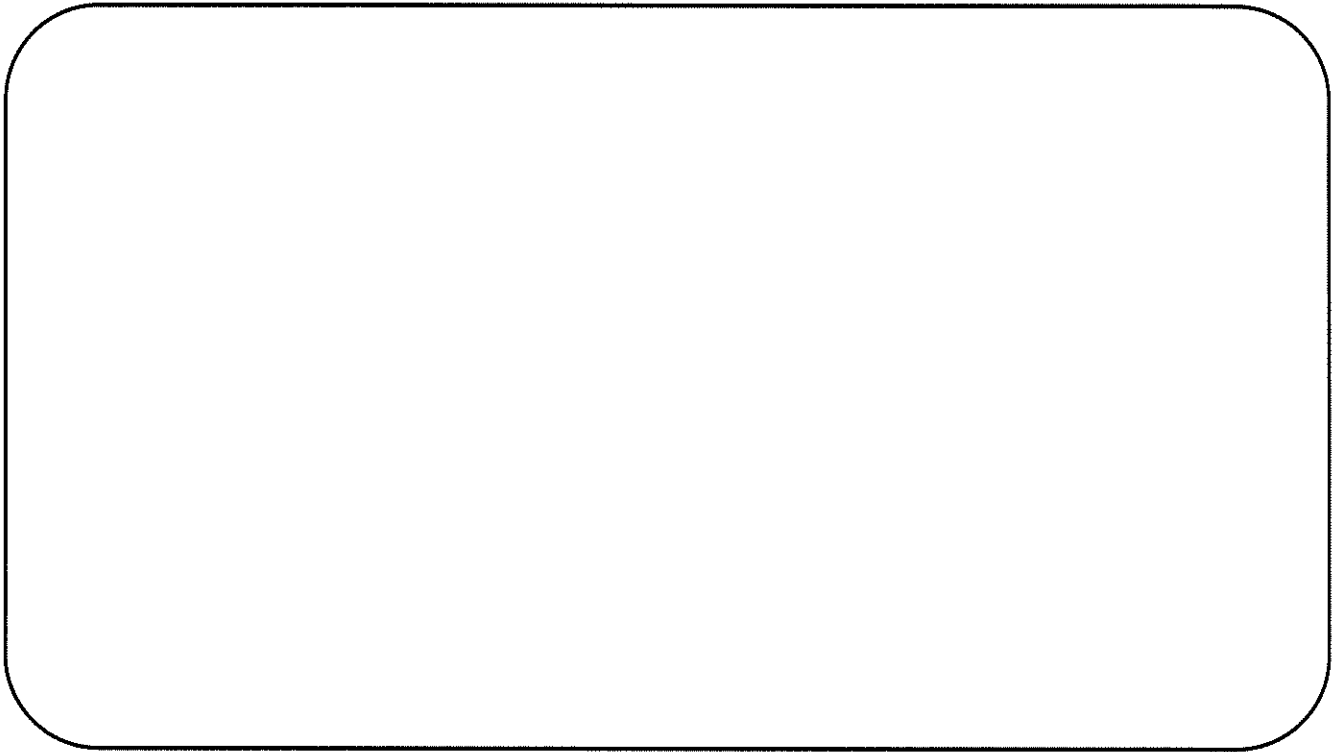
Draw a picture of Ben's lunch.

Self-reflection:



Name: _____

Weekend Recount

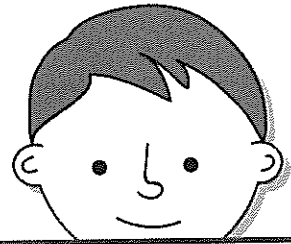


On the weekend _____

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

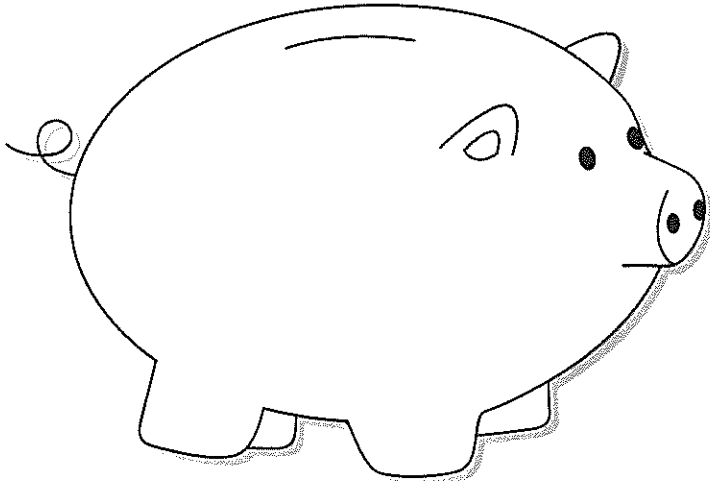
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



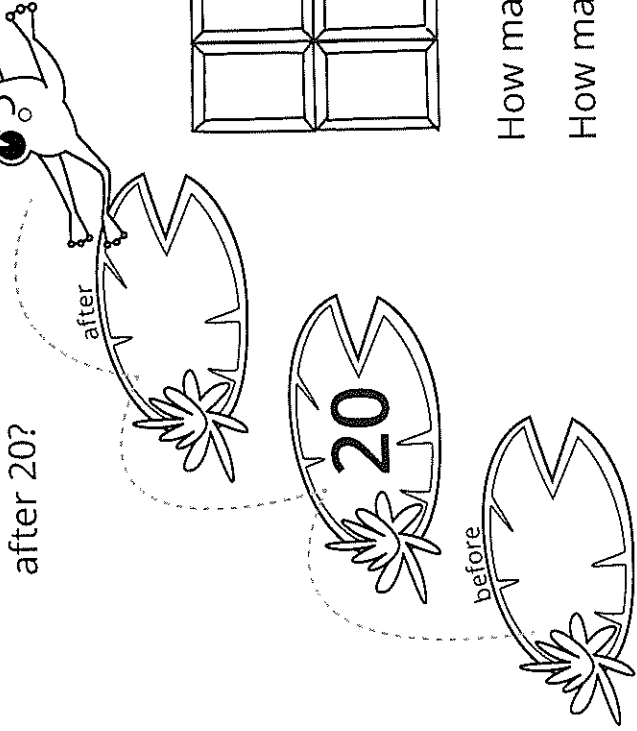
Less than:



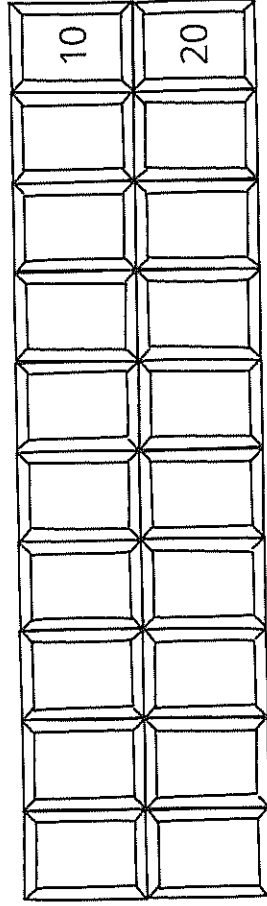
Name: _____ Date: _____

Handwriting practice lines for the number 20. The first row shows a dotted '20' for tracing. The second row shows a solid '20' for tracing. The third row consists of blank lines for independent writing.

What comes before and after 20?

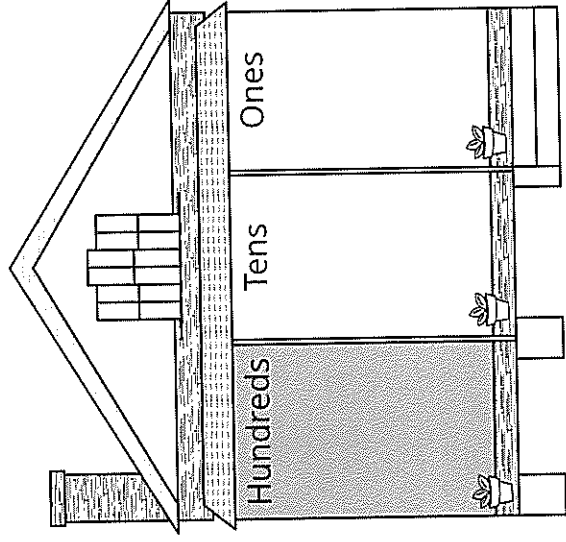


Colour in 20 pieces of this chocolate bar.

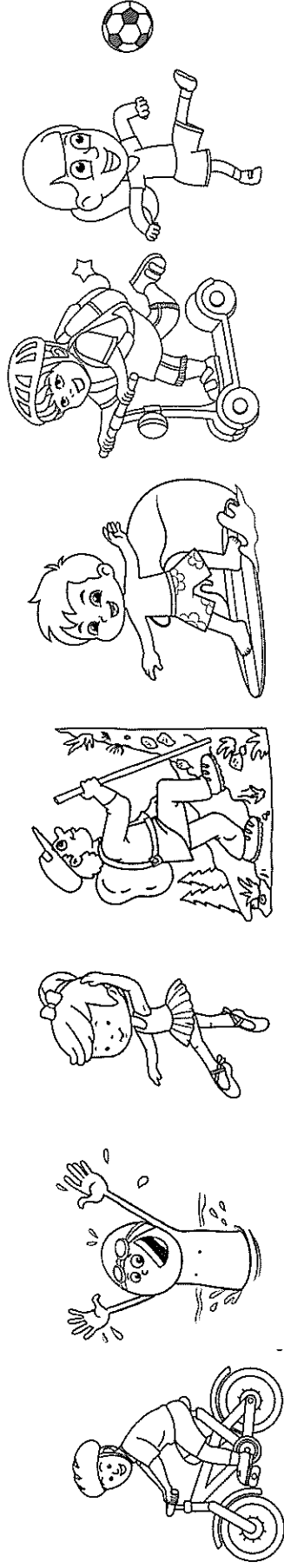


How many chocolate squares more than 10? _____
 How many chocolate squares less than 20? _____

Write 20 in the correct houses.



PDHPE - Staying Safe - Week 10



Last week you created a poster for your chosen exercise.

Today you need to TEACH someone about how to be safe by SHARING YOUR POSTER with all your ideas. You could choose your Mum or Dad; a brother or sister; a friend; or video call a grandparent.

Make sure you talk about:

- How to get ready
- Things to keep us safe
- Things to keep us happy
- Who can help?

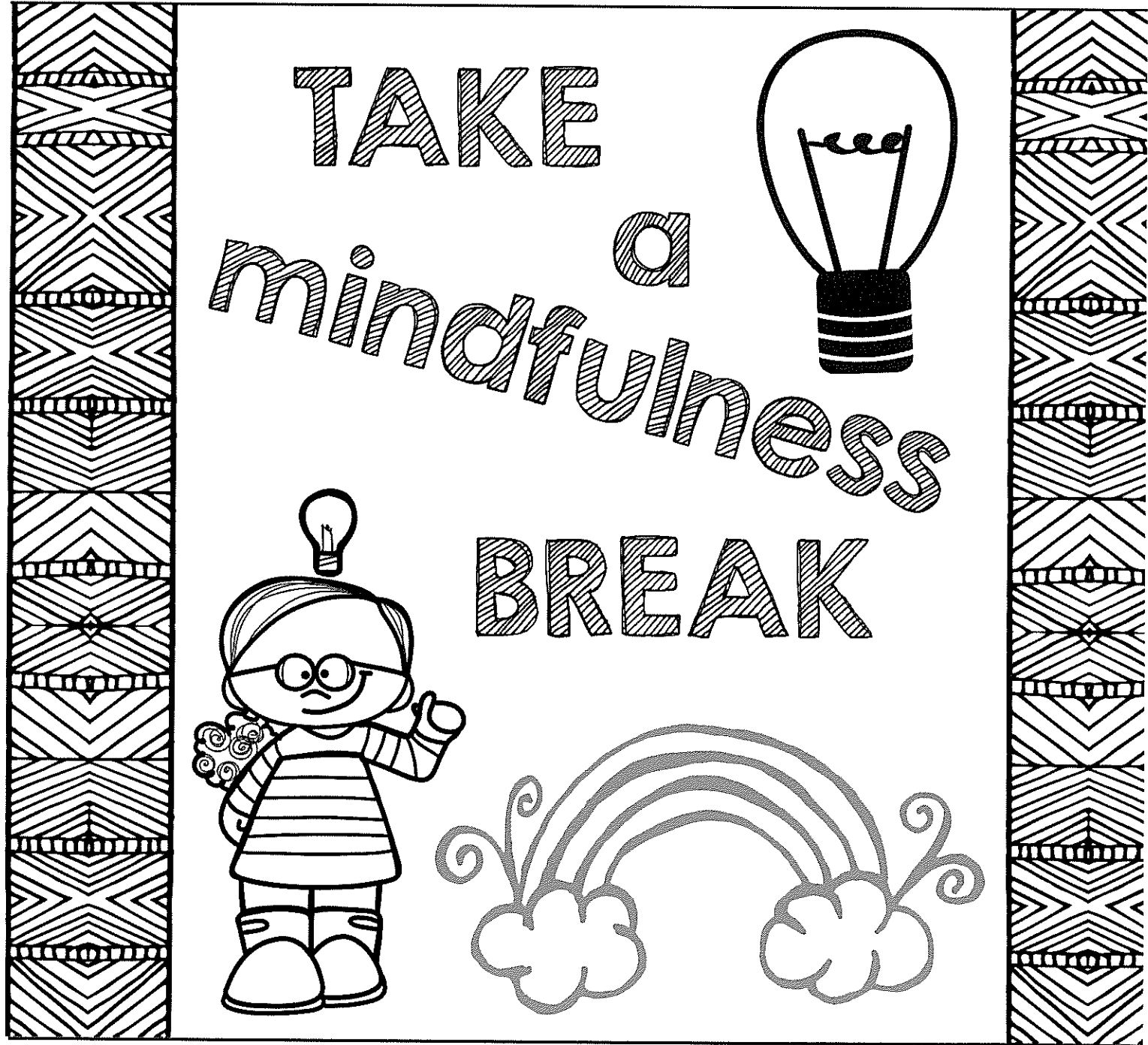
Name: _____

Date: _____

MINDFULNESS COLORING



Coloring is a great way to practice mindfulness. Just color below. Don't make any judgements about your coloring or artwork. Just let it happen. If you feel like you made a mistake, breathe and move on. It is part of the experience in practicing your mindfulness.



Tuesday 14th September



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 (recognise, describes and order Australian coins according to their

Science:

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

book

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

look

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

took

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

cook

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

good

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

wood

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

foot

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

stood

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

put

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

push

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

pull

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

bull

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

putting

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

pulling

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

would

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

could

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

Name: _____

Date: _____

Parts of Speech Word Search

In the grid, find the words that are listed below. Colour the squares in the correct colour according to the word type.



red

nouns



blue

verbs



green

adjectives



yellow

adverbs

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

slow

shiny

flower

hot

dance

happily

steam

apple

loudly

branch

stumble

slip

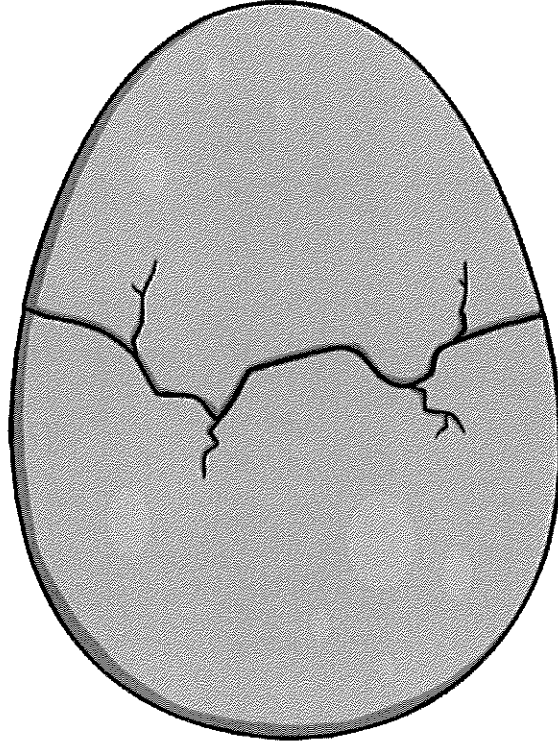
quickly

slide

gently



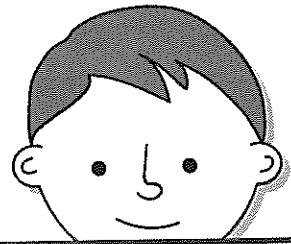
**What will hatch from this egg?
What will it do?**



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

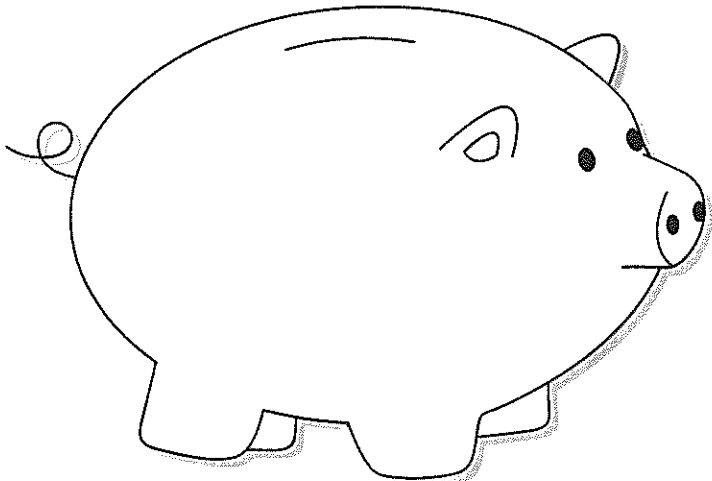
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:

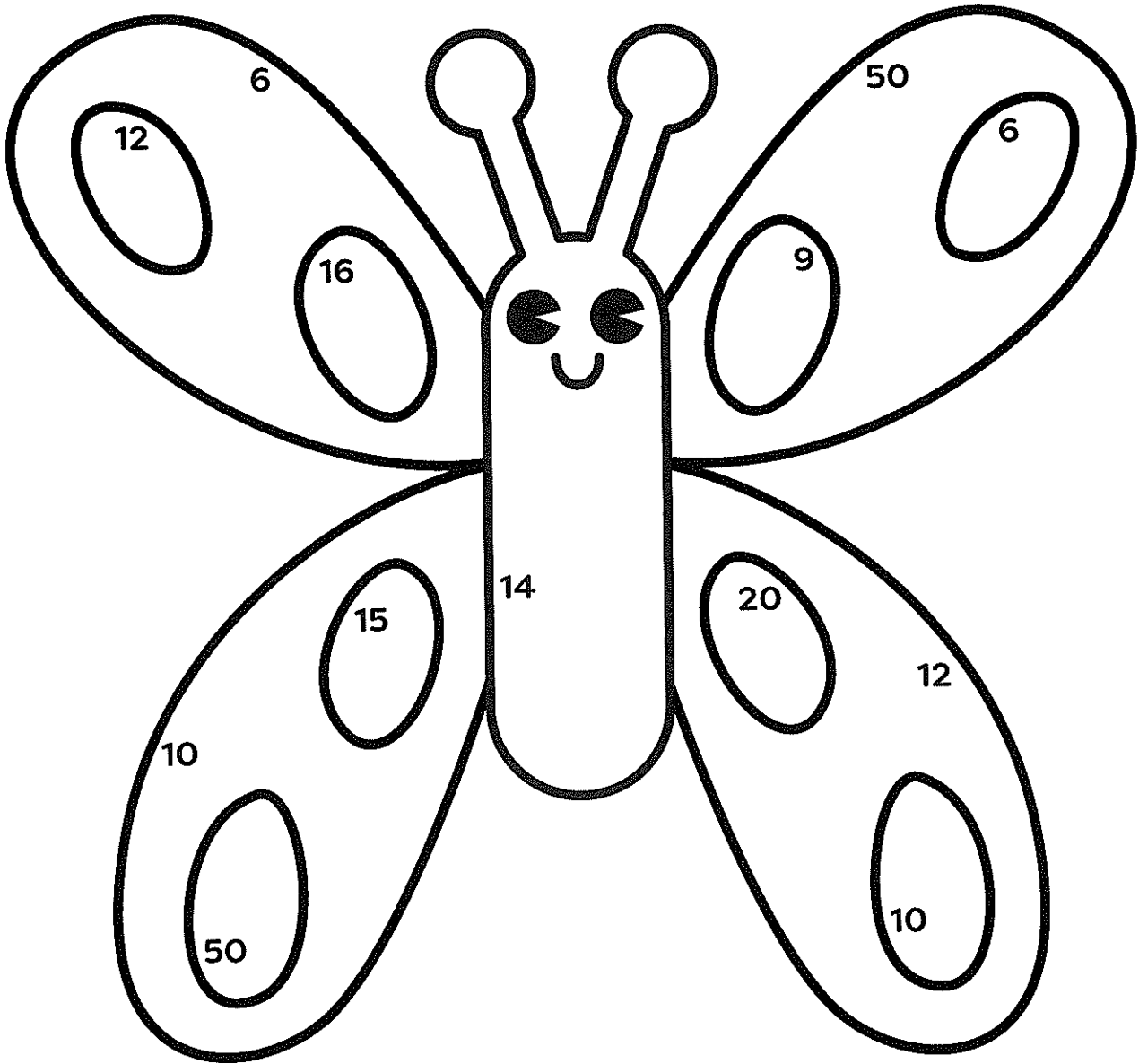


Name: _____

Date: _____

Colour by Number – Repeated Addition

Find the answer to the repeated addition number sentence and then colour that section the corresponding colour.



red $2 + 2 + 2$

light green $3 + 3 + 3 + 3$

orange $5 + 5 + 5 + 5$

purple $5 + 5$

pink $3 + 3 + 3$

yellow $10 + 10 + 10 + 10 + 10$

blue $2 + 2 + 2 + 2 + 2 + 2 + 2$

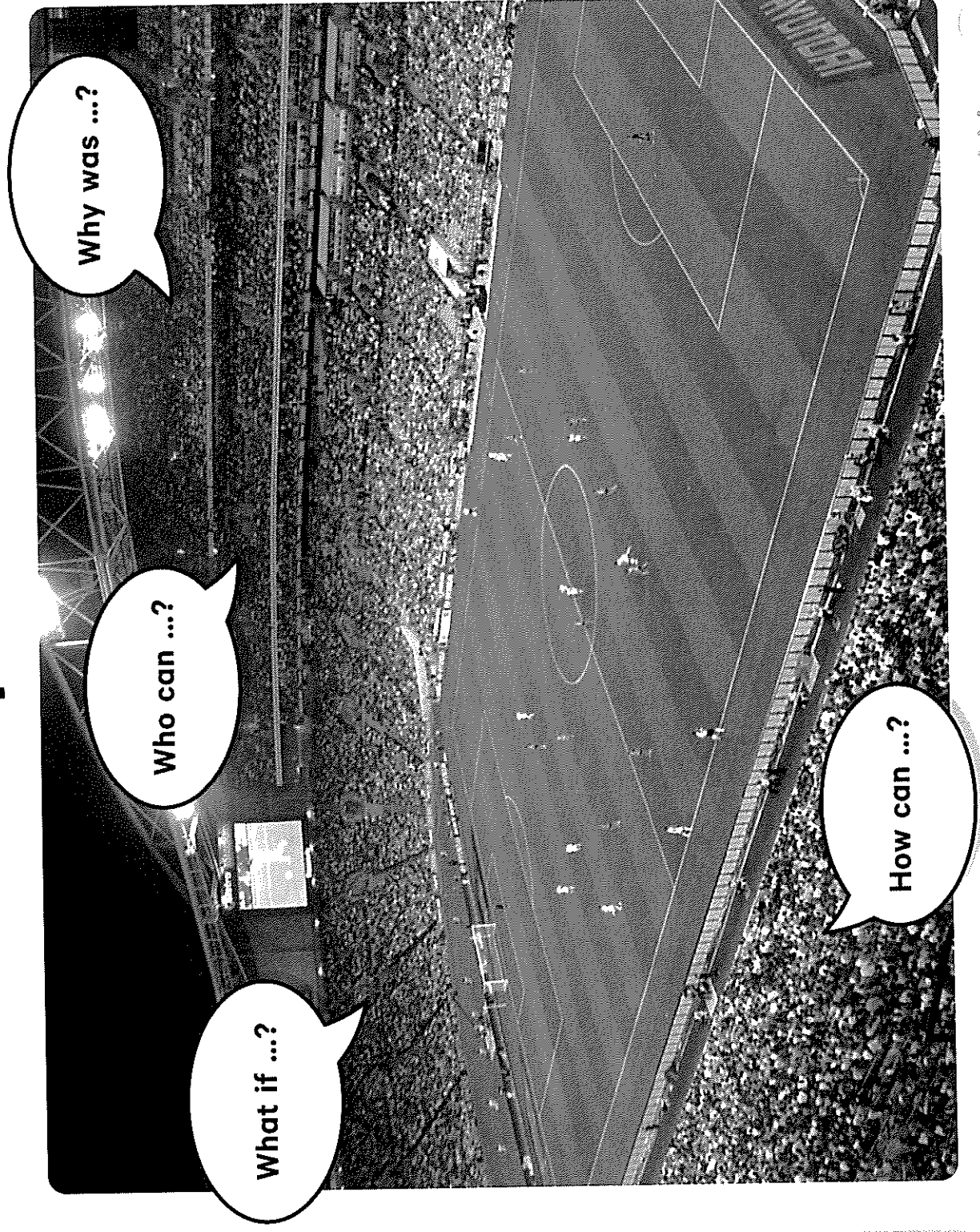
dark green $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$

dark blue $3 + 3 + 3 + 3 + 3$

How do we use spaces?

Some places, like schools, parks and sports fields, cost a lot of money to build. Sometimes, people change the spaces so that they can be used for other activities.

- 1 Watch the video to see how a stadium can be changed for different sports. Use the question prompts to help you think of some questions you could ask about how the space was changed.



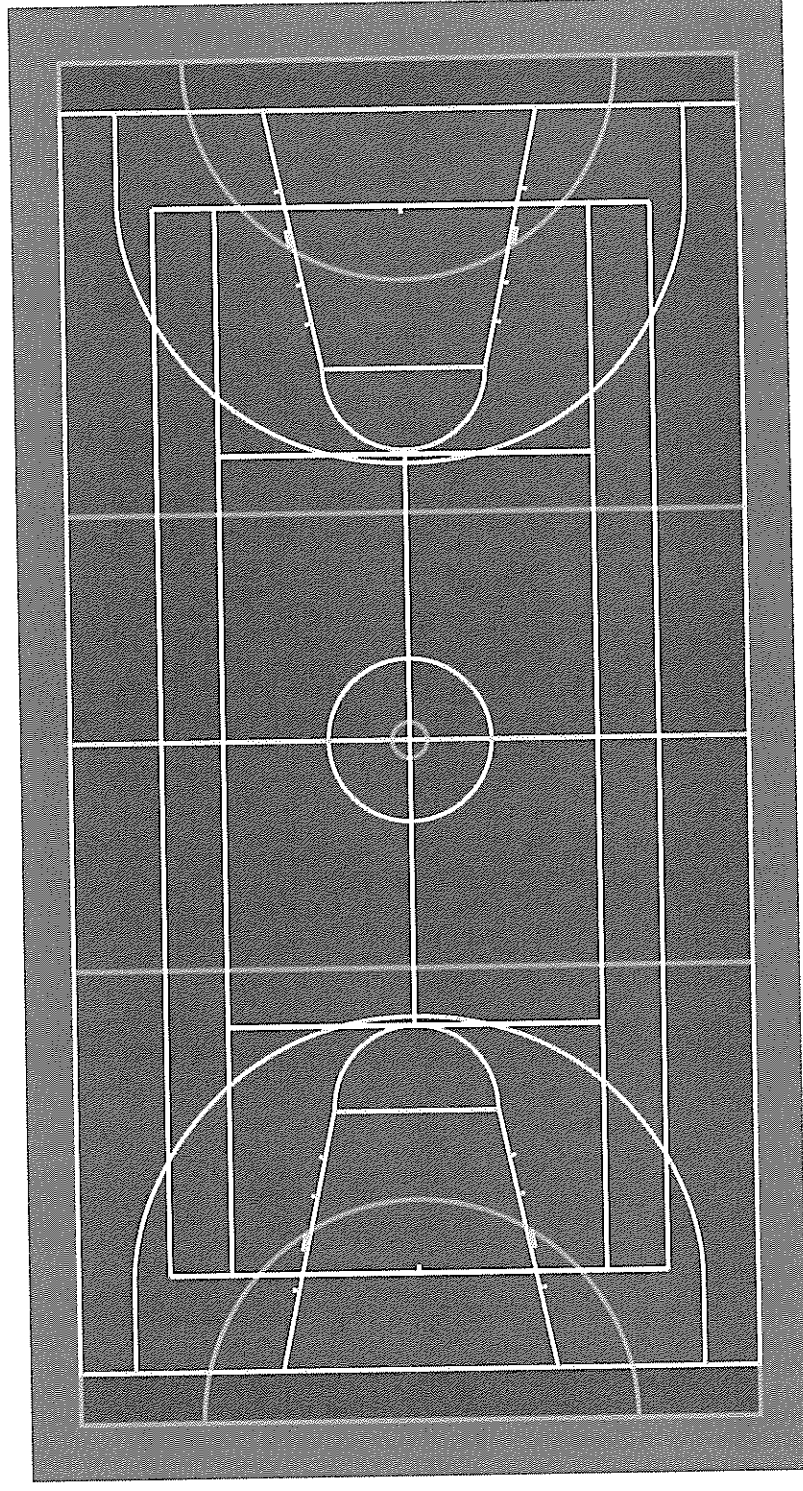
- 2** Take a close look at the image of the sports court.



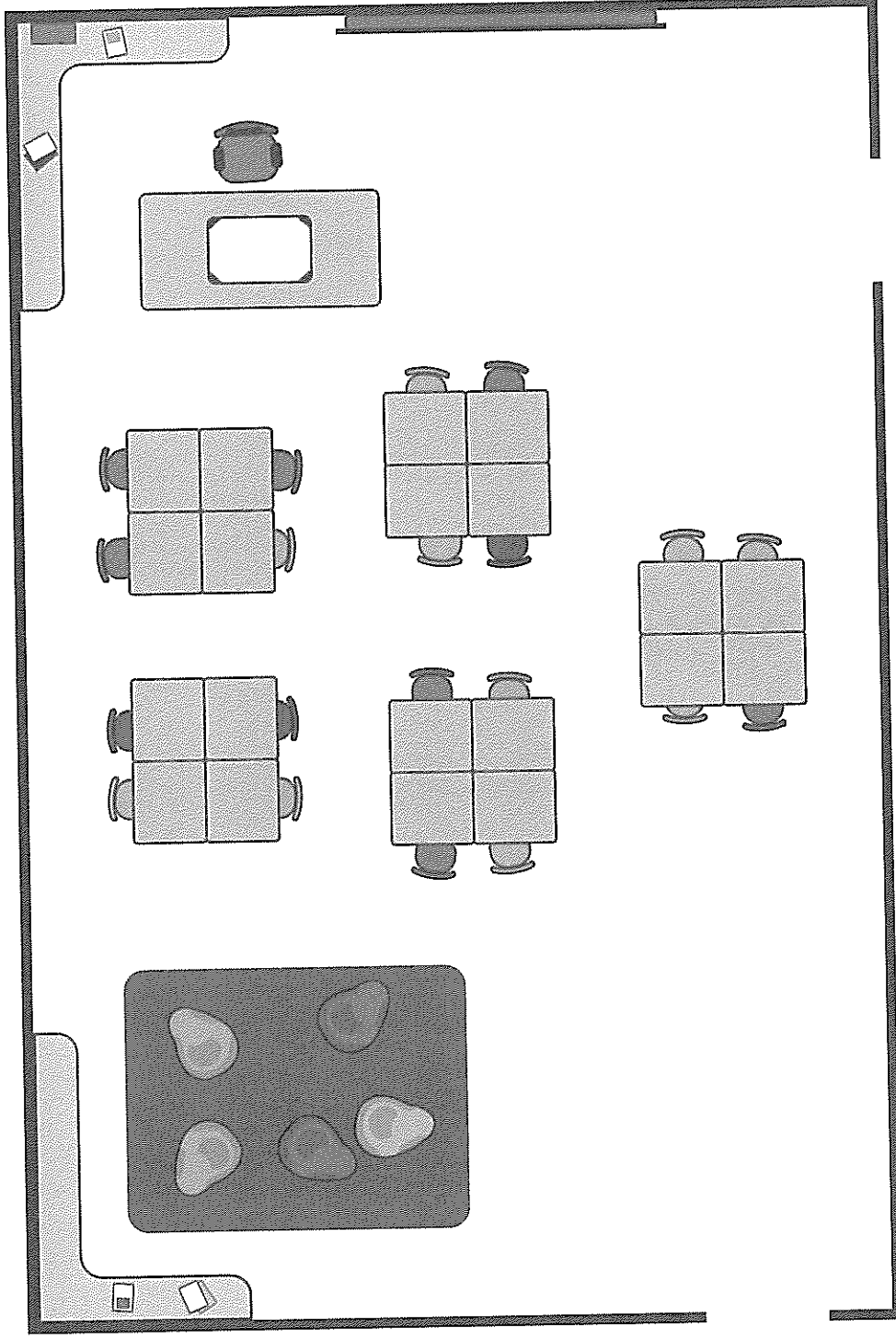
- 3** Make a list of all the games you think could be played on this court.

What about other games like Pacman?

Is skipping a game?

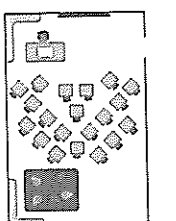
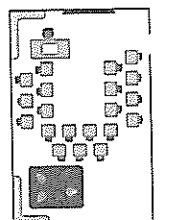
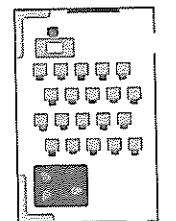
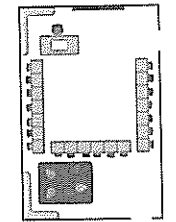
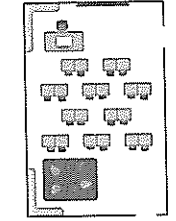
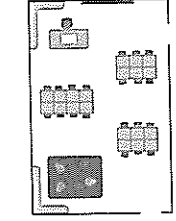
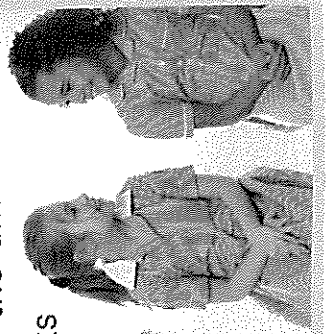


Just like outside places, inside places can be changed for different activities. Your classroom might look like this picture but you might change it around for other activities.



4 Watch the video about classroom

spaces and think, pair and share the different ways desks can be arranged!



5 **Class chat.**

Make a list of the activities your class does in the classroom.



Class Activity List

1.

2.

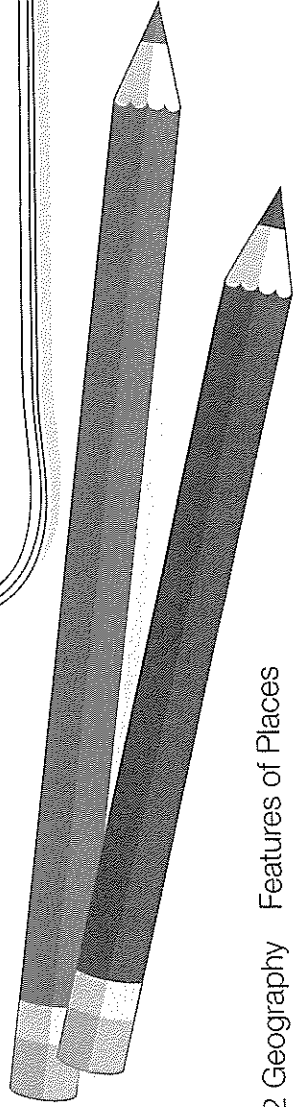
3.

4.

5.

6.

7.





6 Choose one of the activities and draw a map to show how you would like to arrange the room, for that activity.

A large, empty rounded rectangle with a thin black border, intended for the student to draw a map of a room arrangement.



7

Take a gallery walk and look at other people's maps for classroom activities. Make a class tally of people's favourite places in the classroom.

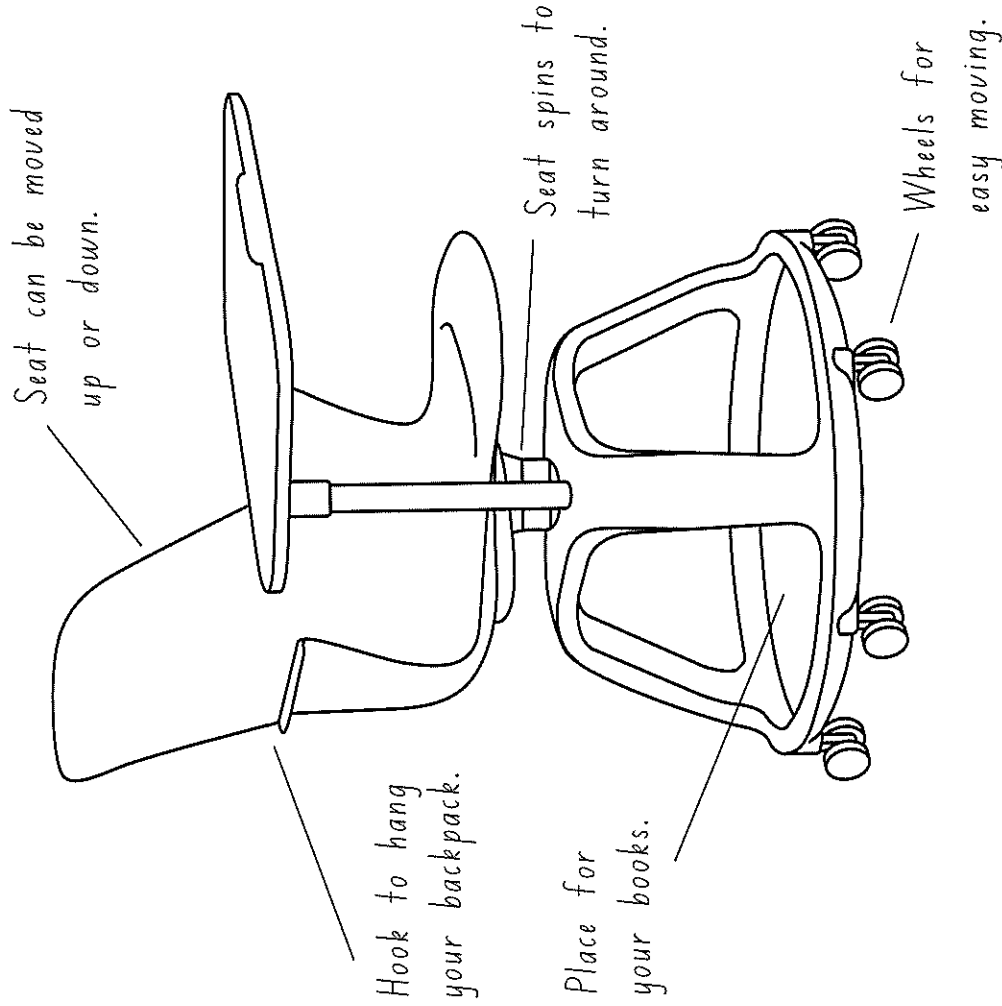
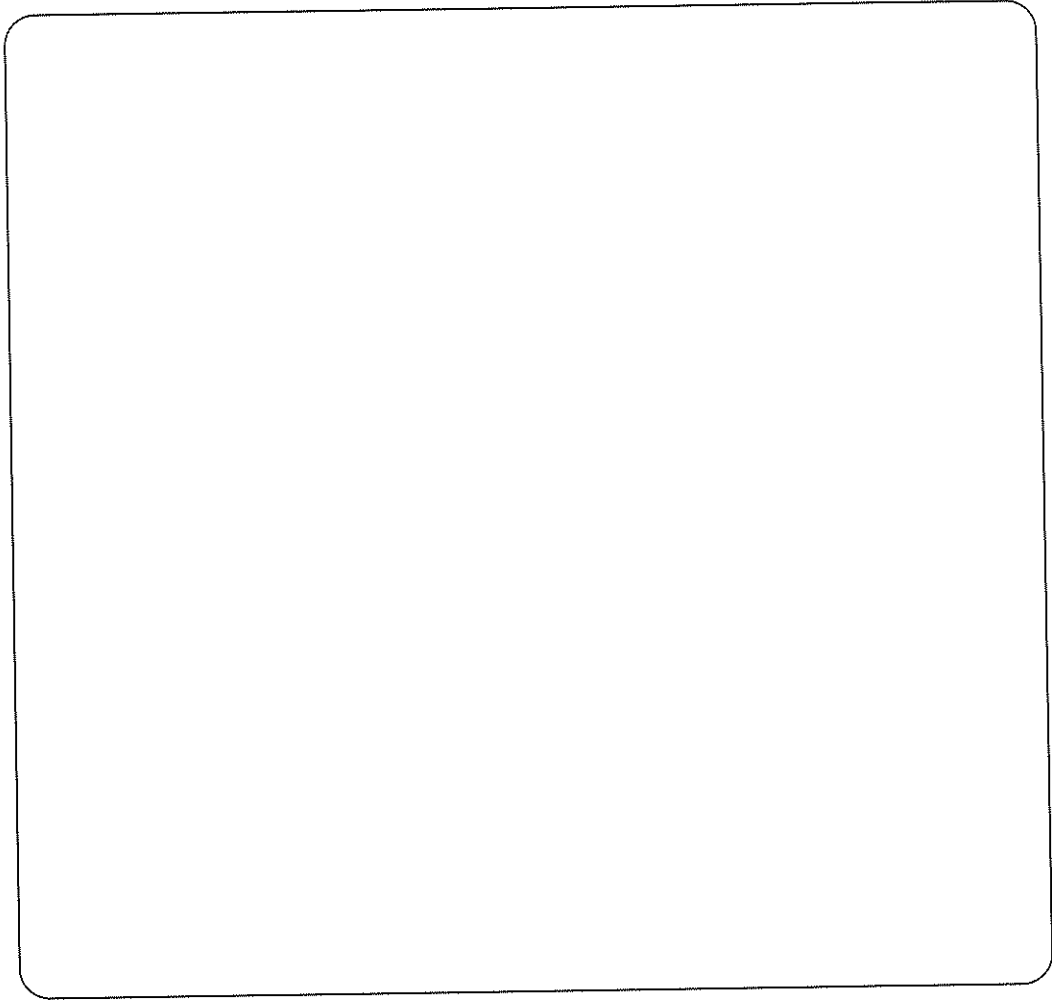
Places	Number of people



8

This is a new design for a classroom chair.

Design a classroom chair of your own and label its special features.





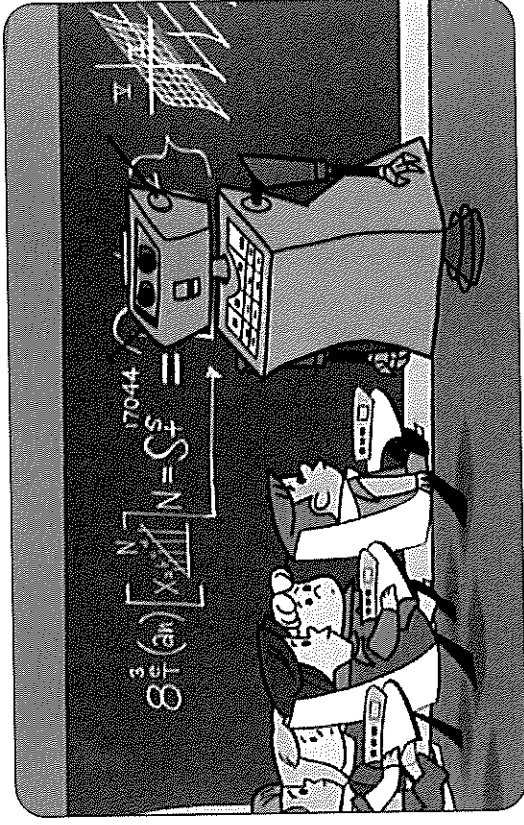
9

Look at the image of *The Jetsons*.

The Jetsons was a television show made many years ago about the future (2063).

Look at the image of the classroom.

Do you think a classroom in 2063 might look like this?



<p>I think ...</p>	<p>Why I think that ...</p>

Wednesday 15th September



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 (recognise, describes and order Australian coins according to their value)

Geography:

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



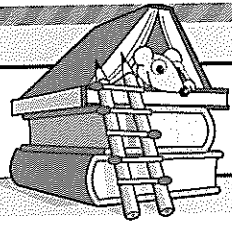
oo u



book



bush



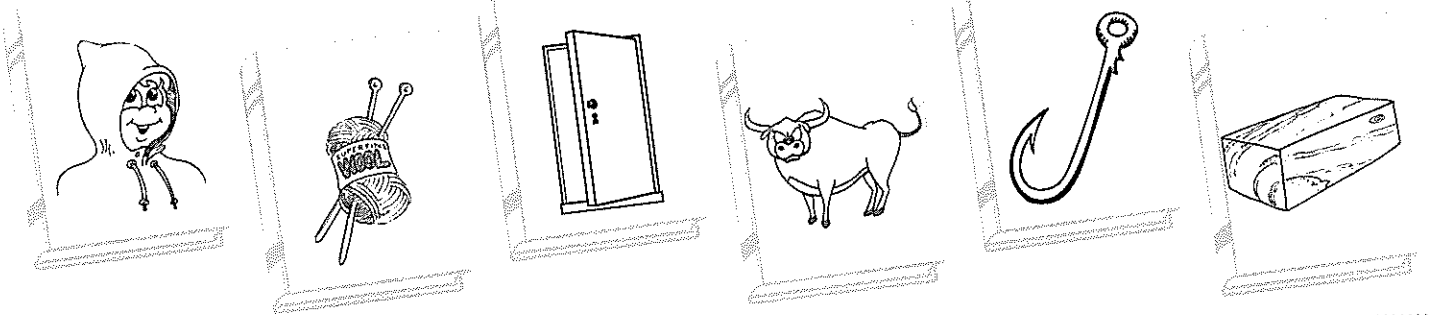
List Words

book	good	put	putting
look	wood	push	pulling
took	foot	pull	would
cook	stood	bull	could

Letters

Words

- 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.
- Colour the book if you hear in the picture name.



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

★ We sometimes write oo for , as in book .

b _ _ k



g _ _ d

t _ _ k



f _ _ t

c _ _ k



w _ _ d

l _ _ k



st _ _ d

- Put a cross on the picture and the word if you cannot hear the sound. The first one is done for you.



~~balloon~~



hood



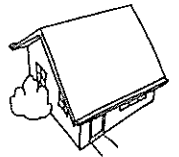
moon



hook



broom



roof

Name: _____ Date: _____

2. The following words all start with the same letter. Write them in alphabetical order according to their second letter.

mug
meet
most
mit
man



Alphabetical Order

3. Put the following animals in alphabetical order.

shark
duck
wombat
dog
fish
crow
fox

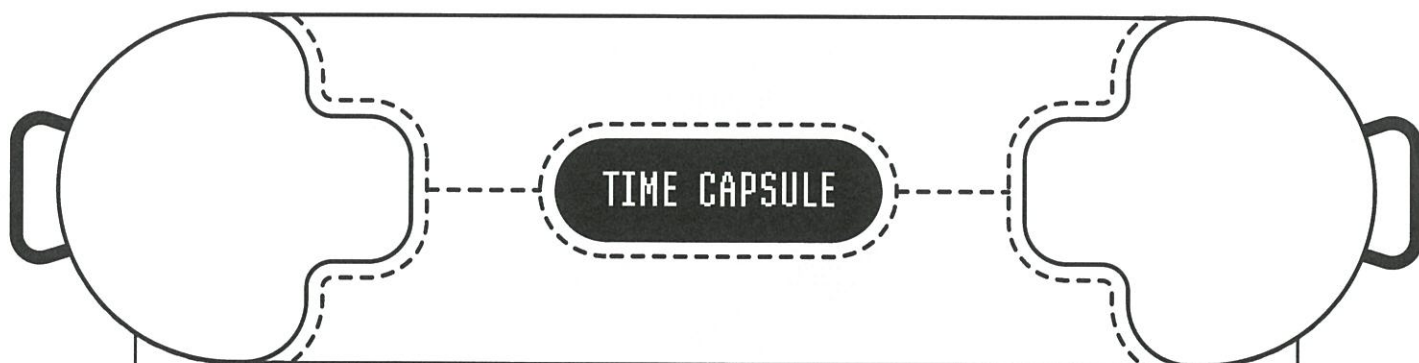


Alphabetical Order

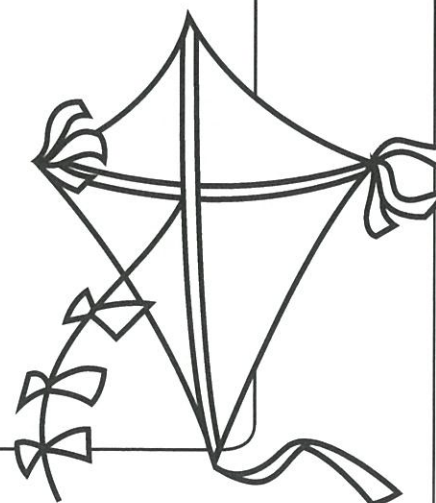
Acrostic Poem Time Capsule - Template

Name: _____

Date: _____



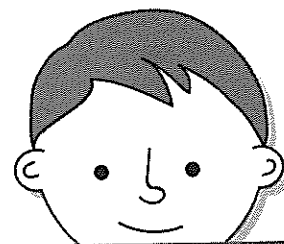
P _____
L _____
A _____
Y _____



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

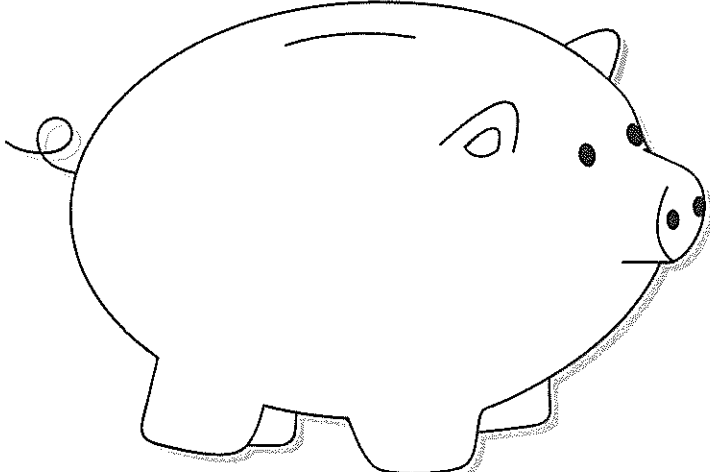
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Missing numbers

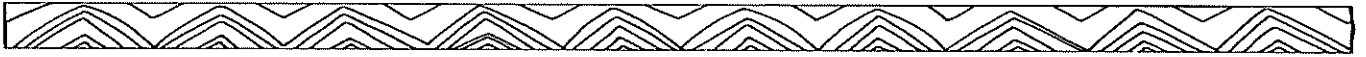
1	2		4	5	6	7	8	9	10
11	12				16	17	18		20
	22		24		26	27	28		
31	32	33	34			37		39	40
41			44		46	47	48		
51	52			55	56	57		59	60
61	62	63	64	65	66		68	69	70
71	72	73	74	75	76		78	79	80
81	82			85	86	87	88	89	90
	92	93	94	95		97	98	99	



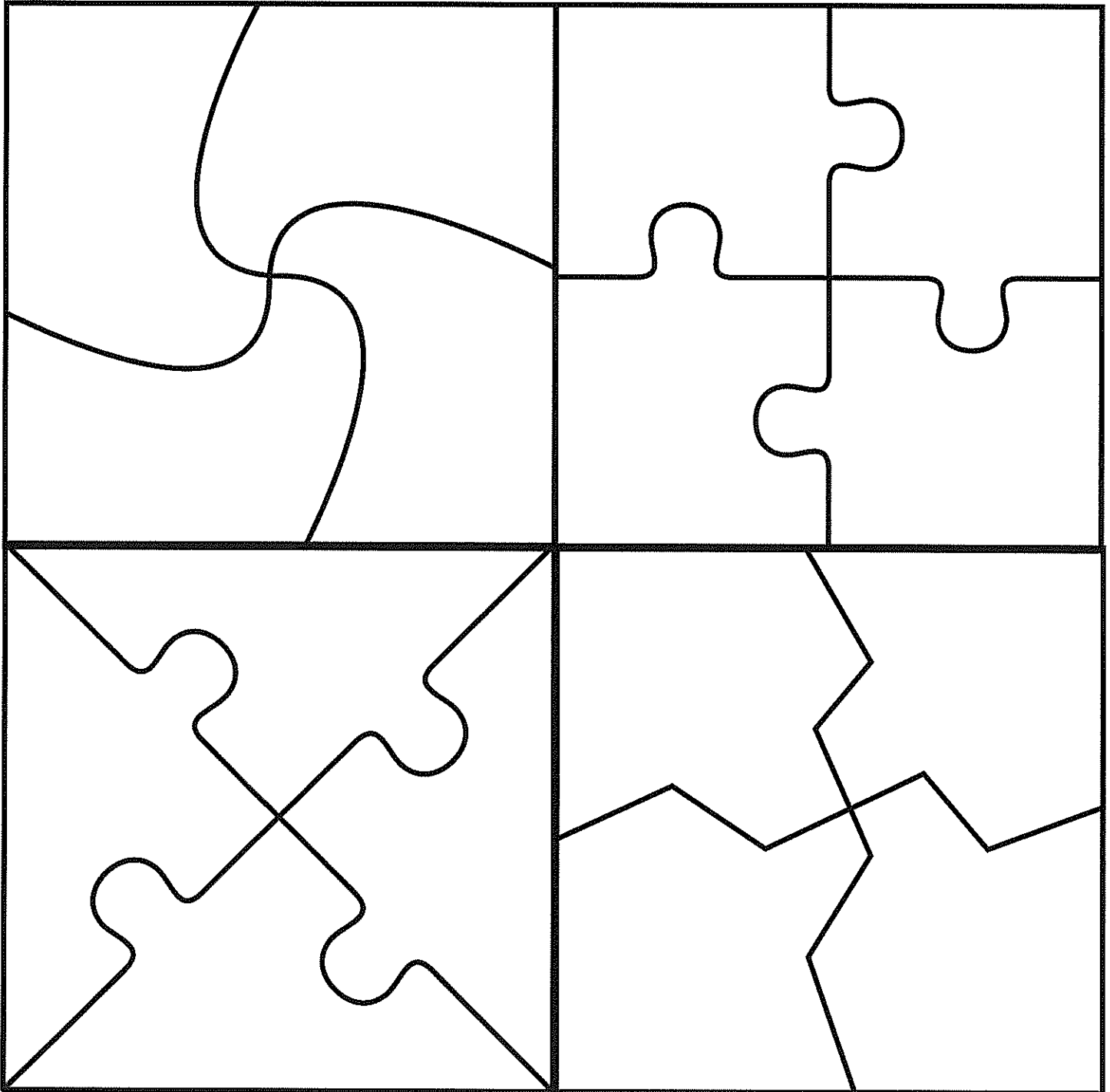
Name: _____

Date: _____

MINDFULNESS COLORING



Coloring is a great way to practice mindfulness. Just color below. Don't make any judgements about your coloring or artwork. Just let it happen. If you feel like you made a mistake, breathe and move on. It is part of the experience in practicing your mindfulness.



Thursday 16th September



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 (recognise, describes and order Australian coins according to their value)

Creative Arts:

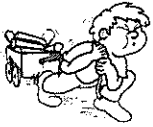
VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.2 Uses the forms to make artworks according to varying requirements

5 Write u to finish the words. Write one of your words for each picture.

★ We sometimes write u for **oo u**, as in bush .

f__ll p__sh p__t b__ll b__sh
 p__lling p__shing p__tting



6 Finish the sentences with words from the books.

Write **yes** or **no** to answer the questions.

Could _____ a bull read a _____?

Answer: _____

Would _____ a bull stand on one _____?

Answer: _____

7 Write oo or u to finish the words.

Colour oo parts **yellow**.

Colour u parts **red**.

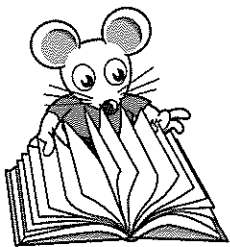
Who would wear this –

a chook,

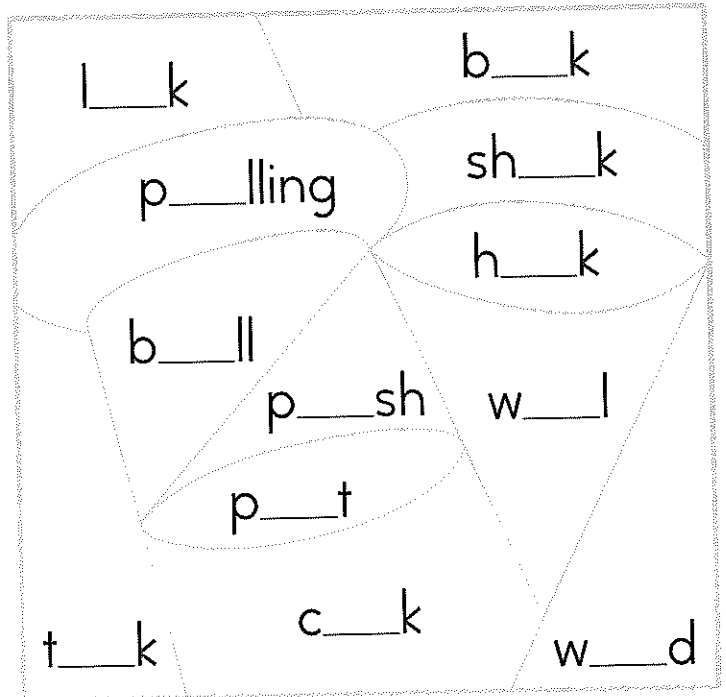
a cook

or

a crook?



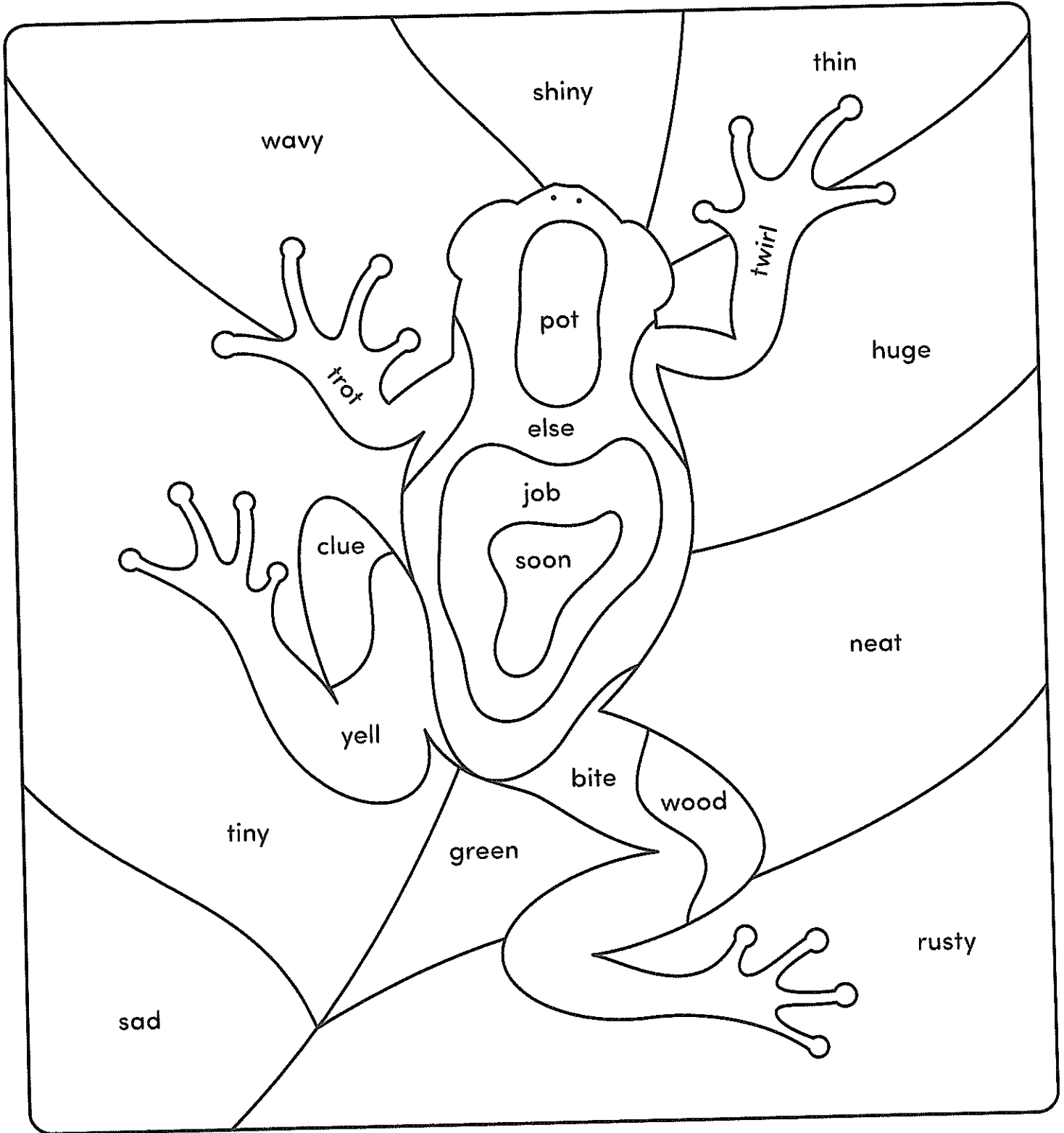
Answer: _____



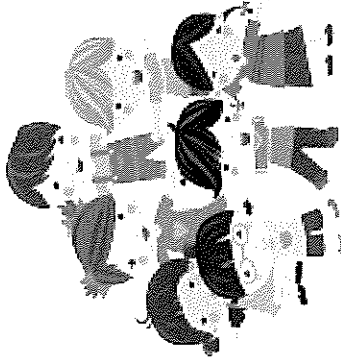
Colour by Parts of Speech

Use the key below to help you colour the picture.

- yellow noun
- orange adverb
- blue verb
- green adjective

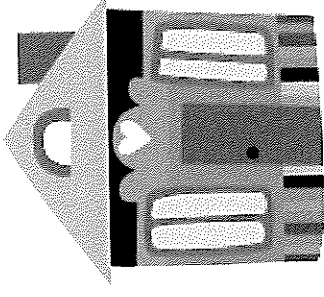


Story Starters



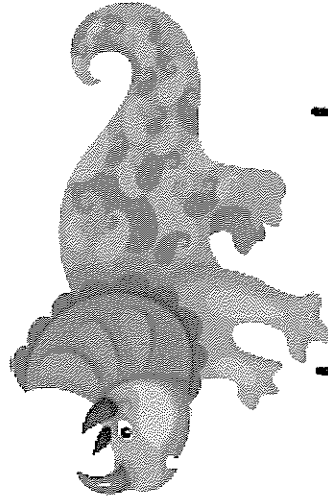
I got to school and all the teachers were gone.

Story Starters



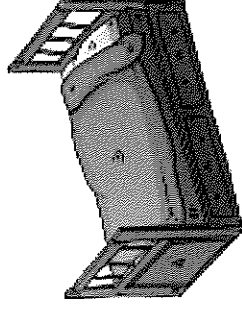
I heard a knocking at the door...

Story Starters

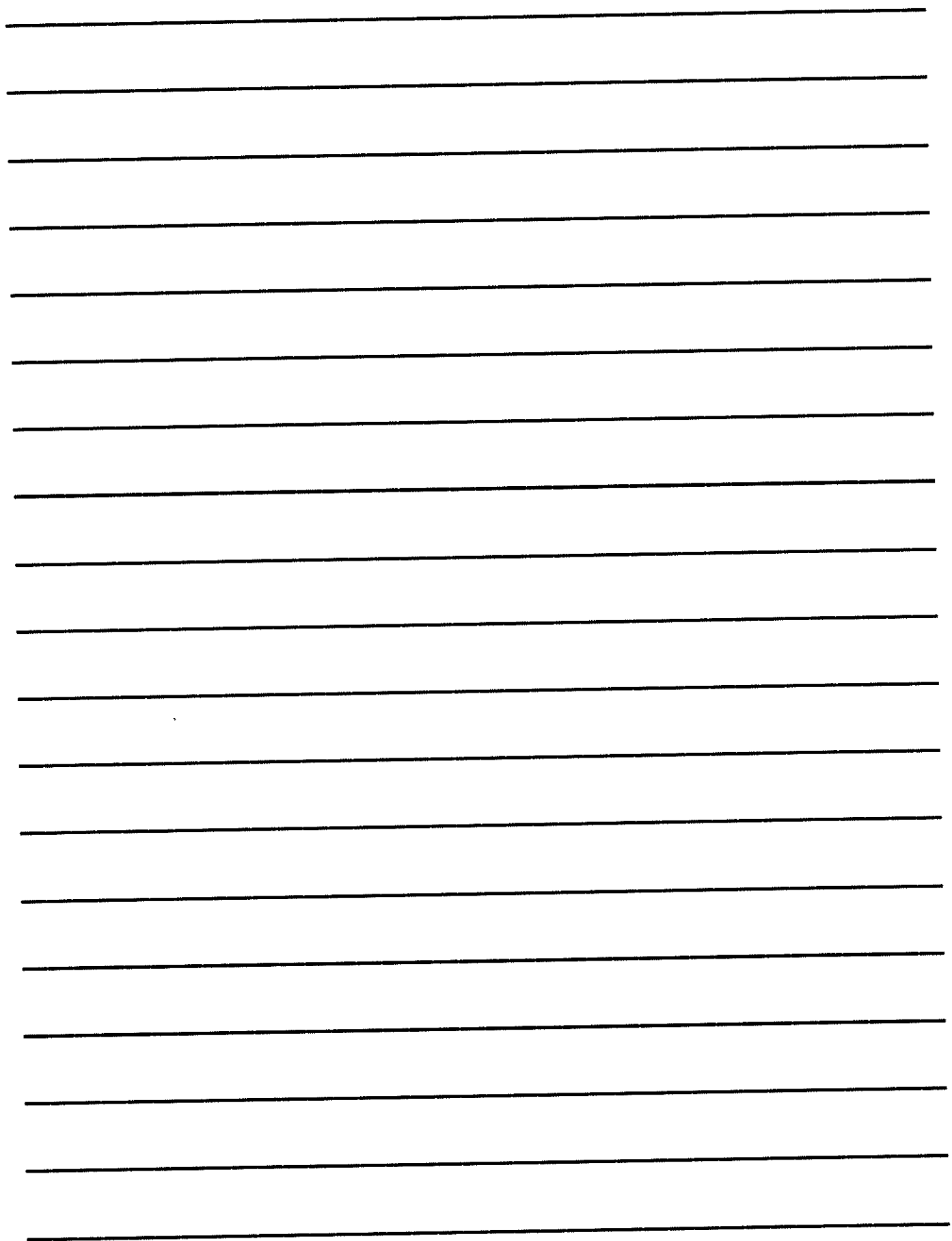


I turned around saw the dinosaur chasing me.

Story Starters



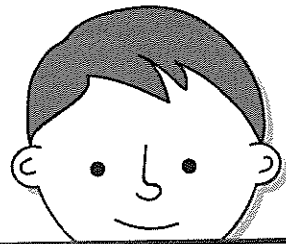
The storm was crazy outside and I hid under the covers.



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

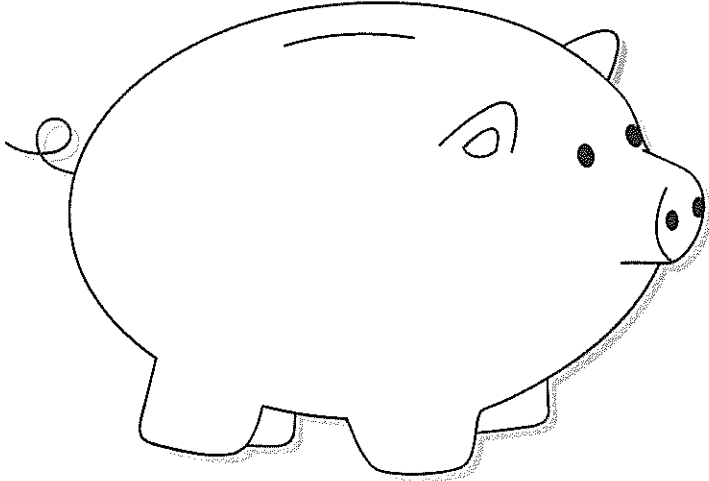
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Landscape Line Drawing

TASK

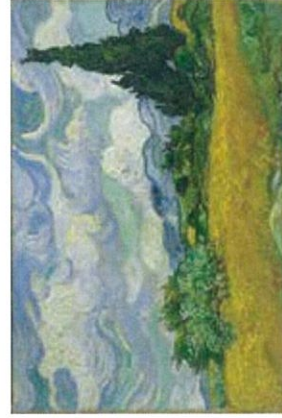
Re-create a landscape painting using different types of lines.

MATERIALS

a lead pencil, white card, a landscape image, a black marker, black card

DIRECTIONS

1. Analyse a landscape painting (selected by your teacher). Look at the main lines of the sun, the mountains, the rivers (and so on).
2. With a lead pencil, draw the main features of the landscape on the white card.
3. Using a variety of lines (wavy, straight, thin, thick, curvy, diagonal, spiral, horizontal and vertical), fill in each section of your artwork.
4. Once you are happy with your design, trace over the lines with a black marker.
5. Mount your artwork on a slightly larger piece of black card to provide a border.



The Longest Line Drawing

TASK

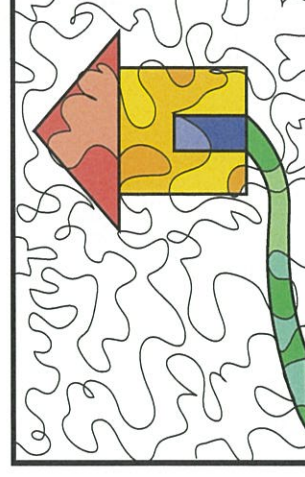
Create an abstract artwork by experimenting with basic shapes and curvy lines.

MATERIALS

a lead pencil, white card, a black marker, oil pastels or crayons

DIRECTIONS

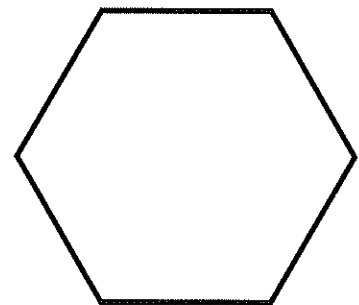
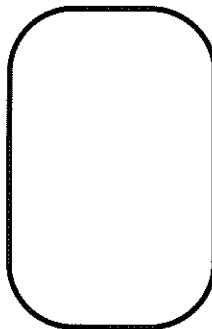
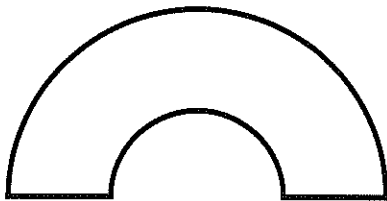
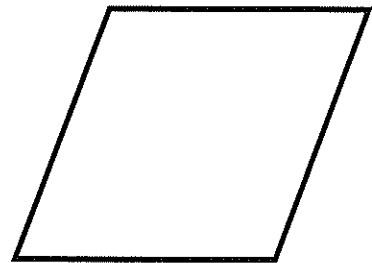
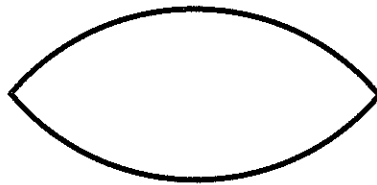
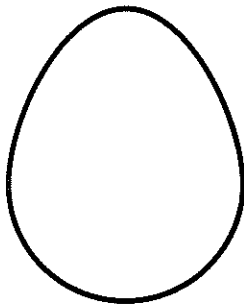
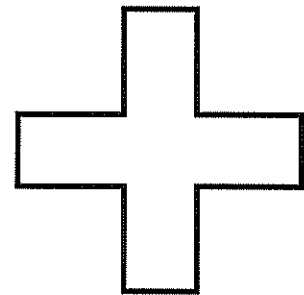
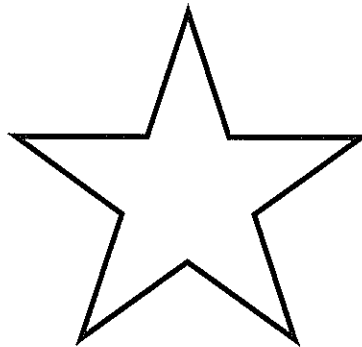
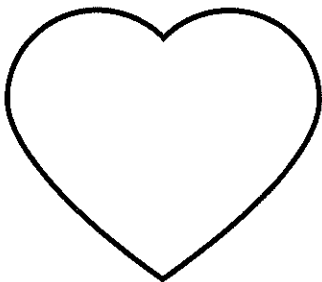
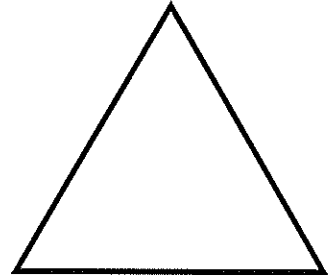
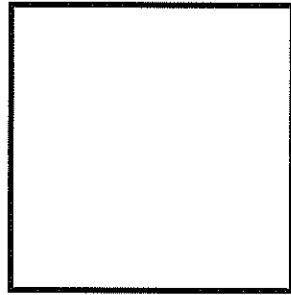
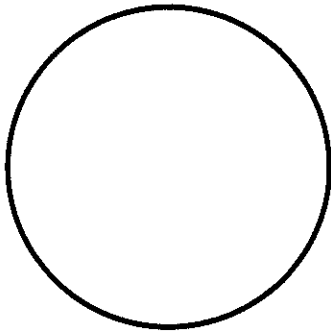
1. On the white card, draw a basic house with a roof, a door and a pathway leading from the door down to the bottom of the page.
2. Fill in each shape within the house with one long, curvy line (see image).
3. Cover the background around the house with one long, curvy line.
4. Trace over all the lines on your artwork with a black marker.
5. Colour each section of the house with a different coloured oil pastel or crayon.



Find and Colour

Scavenger Hunt

Look for these shapes around the room.
When you find a shape, colour it in. Can you find them all?



Friday 17th August



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:

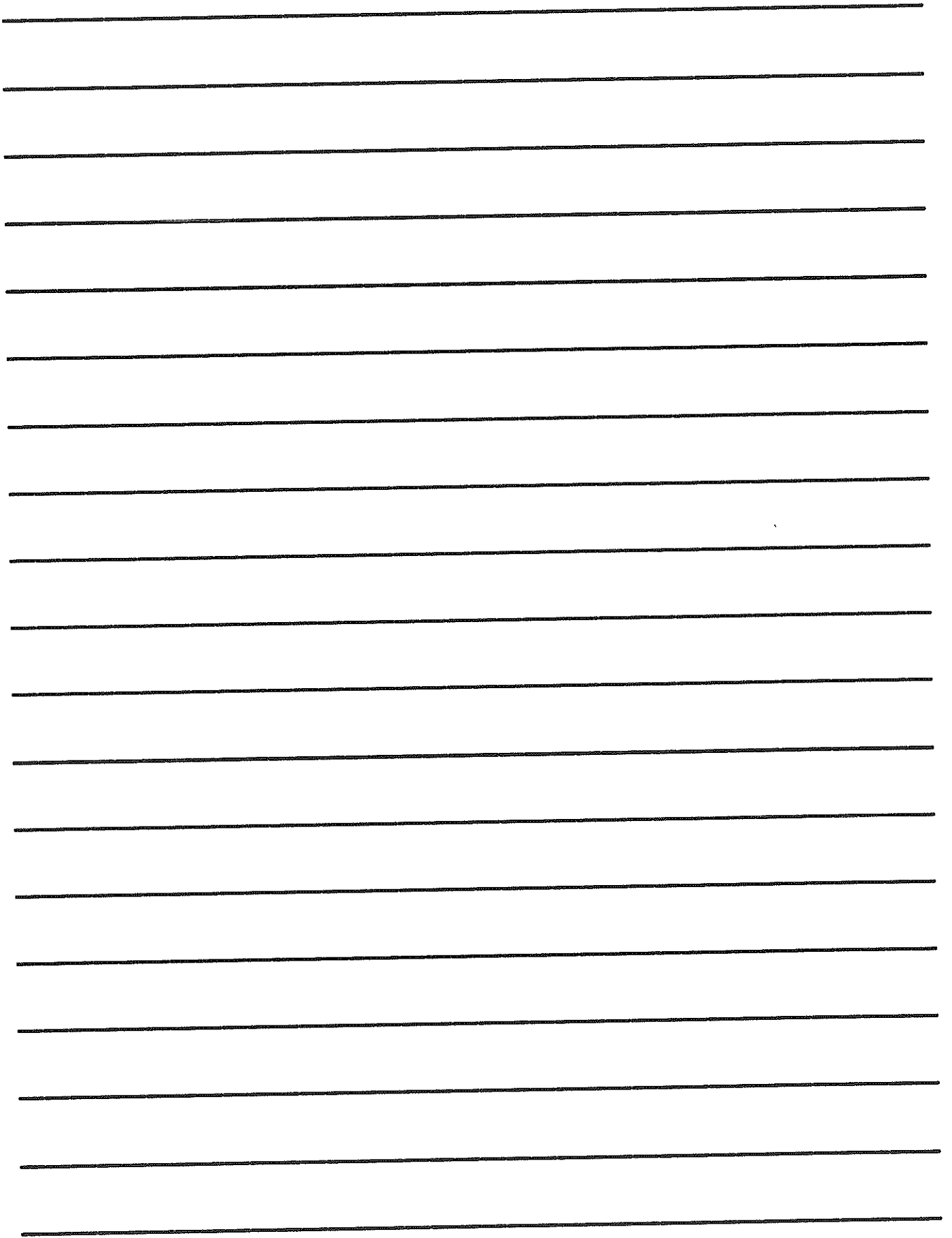
- MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
- MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

Sport:

- PD1-4 performs 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



Name: _____

Date: _____

The Alphabetical Maze

All the colours on the left need to be placed in alphabetical order.

1. Write the words in alphabetical order on the right side of the maze.
2. Use coloured pencils to make a path to join each colour.

Non-Alphabetical Order	Alphabetical Order
orange	
brown	
grey	
blue	
pink	
yellow	
red	
purple	
green	
black	

3. Which colour stayed in the same position? _____

4. Which colour changed the most positions? _____

Name: _____

Phoneme Spotter Story - Long 'o' Sound

Read the following story aloud. As you are reading, listen carefully for the long 'o' sound. Colour in all the words that include this sound.

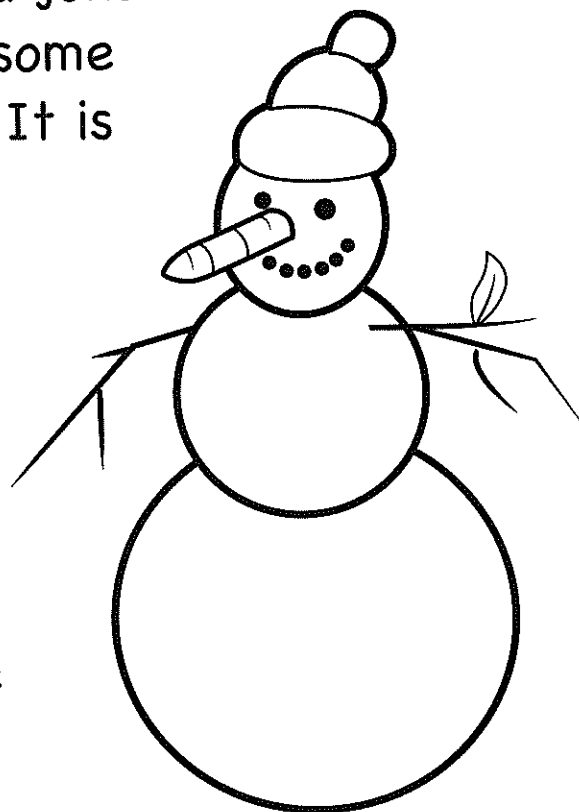
At the Snow

Joe and Rose are at the snow. The wind is blowing. Joe has a yellow coat. Rose has a yellow cloak.

Rose throws snow at Joe for a joke. It hits his elbow! Joe throws some snow at Rose. It hits her toe! It is fun to throw snow!

Joe and Rose make a snowman. They poke a nose in the snowman. They vote on a name. They name the snowman Otis.

It is time to go. Joe and Rose follow the road back home.



Challenge: Circle the letters, or combinations of letters, that make the long 'o' sound in the words below.

coat

snow

toe

joke

home

Answers

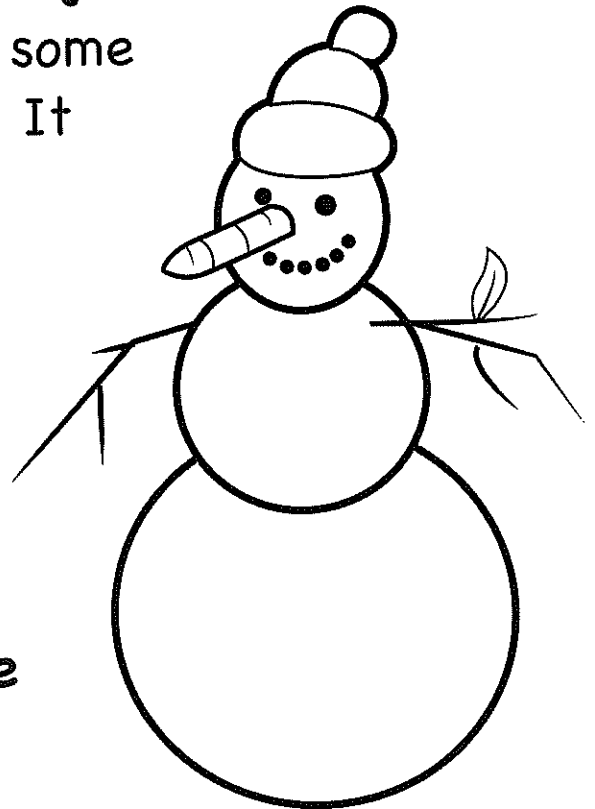
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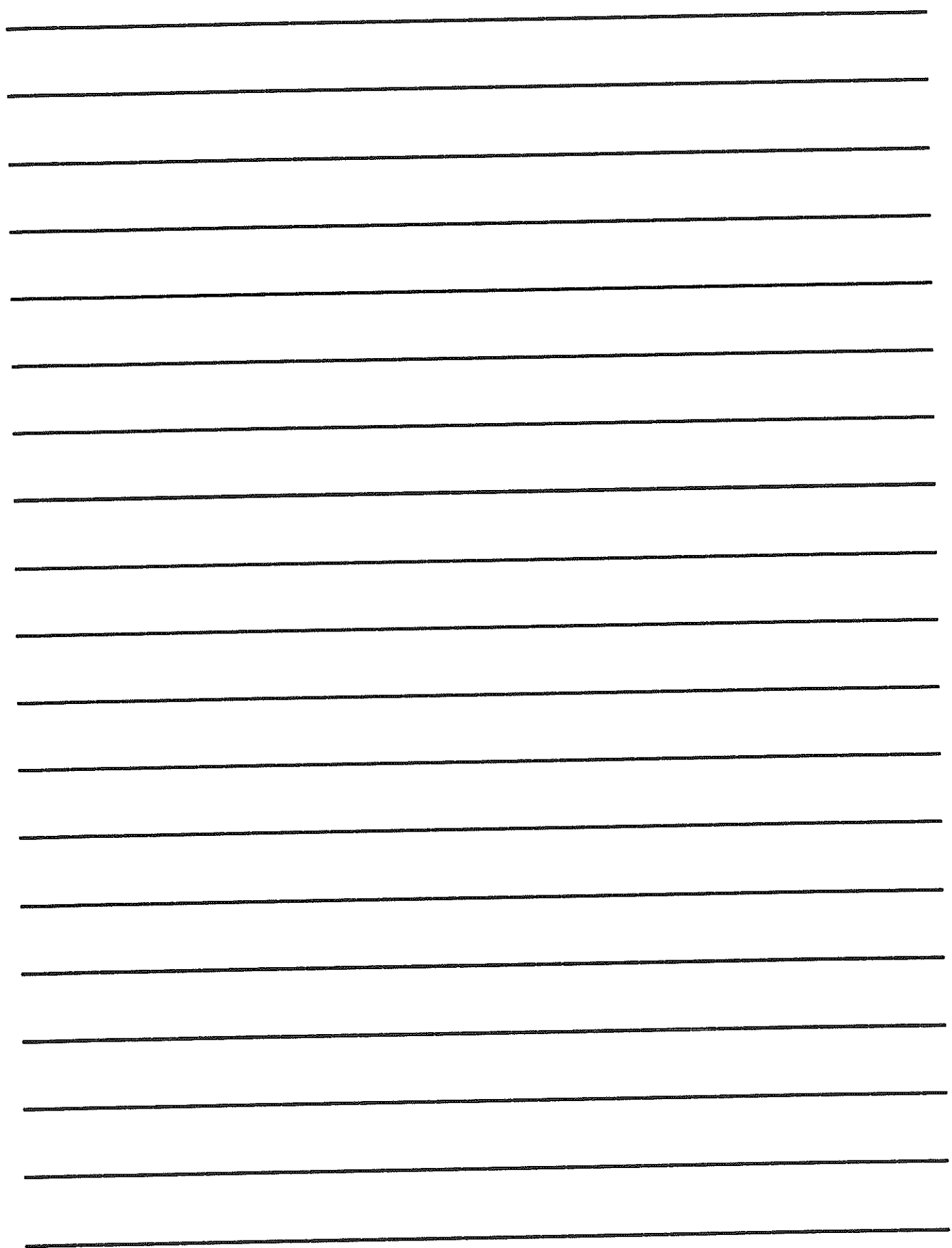
coat

snow

toe

joke

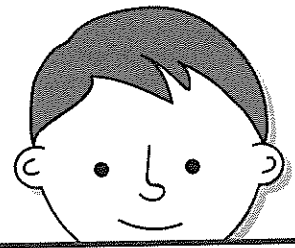
home



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

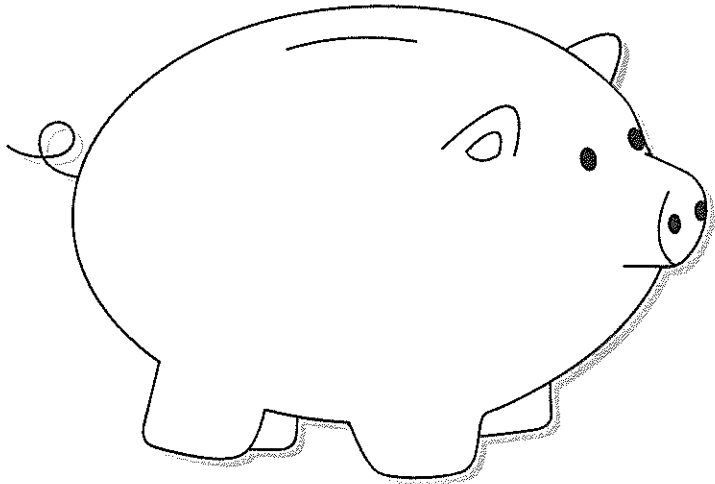
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Date _____

Name _____

Ordinal Numbers

1. Fill in the missing values:

a) 1st, 2nd, 3rd, _____, 5th, _____, _____, 10th

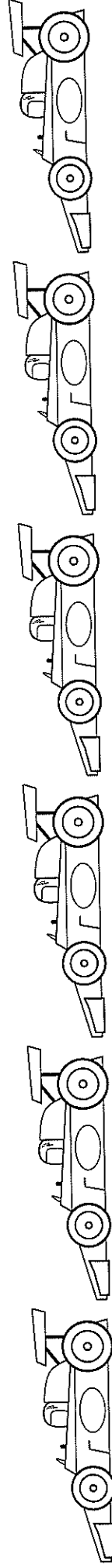
b) first, second, _____, _____, fifth, _____, _____, ninth, tenth

c) 11th, _____, 15th, _____, _____, 20th

d) eleventh, _____, _____, fourteenth, _____, _____, _____, twentieth

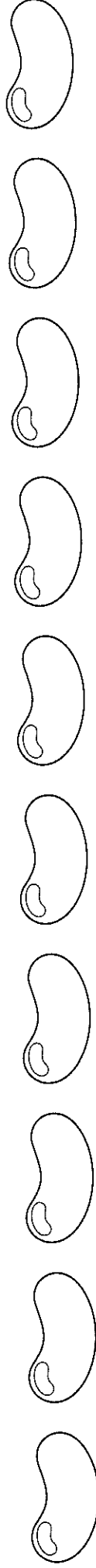
2. Colour in the 2nd and 5th car blue, the 3rd car green, the 1st and 4th car pink and the 6th car yellow.

Write the correct ordinal number in the oval on each car.



3. Colour 7th, 4th and 3rd jellybean green, the 1st, 5th and 8th jelly bean orange, the 10th and 2nd jellybean purple and the 6th and 9th jellybean red.

Write the correct ordinal number in each jelly bean.



Non-screen activities you can do at home

Pobble

25 ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.



1 How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!

'Learning from home is fun'

2 Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 Get building! You could build a Lego model, a tower of playing cards or something else!



4 Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

6 Hold a photo session. Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 Build a reading den. Find somewhere cosy, snuggle up and read your favourite book!

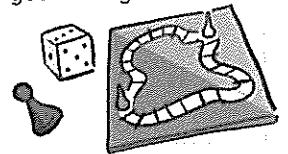


8 Use an old sock to create a puppet. Can you put on a puppet show for someone?

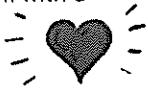


9 Make a list of all the electrical items in each room of your home. Can you come up with any ideas to use less electricity?

10 Design and make a homemade board game and play it with your family.

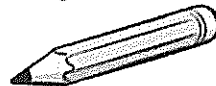


11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?



12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.



14 Design and make an obstacle course at home or in the garden. How fast can you complete it?



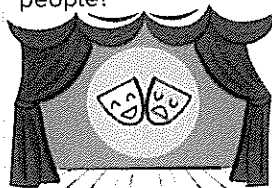
15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.



16 Keep moving! Make up a dance routine to your favourite song.



17 Write a play script. Can you act it out to other people?



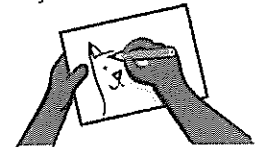
18 Read out loud to someone. Remember to read with expression.



19 Write a song or rap about your favourite subject.

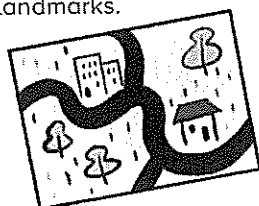


20 Get sketching! Find a photograph or picture of a person, place or object and sketch it.



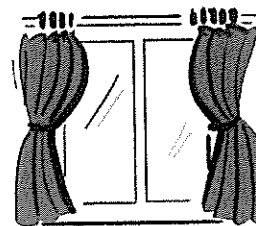
21 Junk modelling! Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 Draw a map of your local area and highlight interesting landmarks.



23 Write a postcard to your teacher. Can you tell them what you like most about their class?

24 Draw a view. Look out of your window and draw what you see.



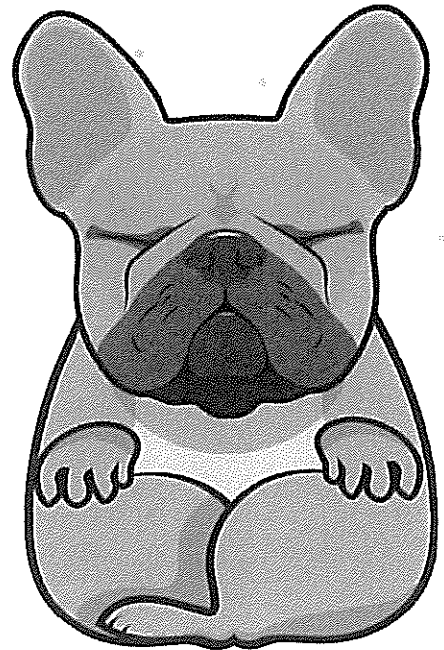
25 Get reading! What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?




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.



<p>What I could smell:</p> 	<p>What I could hear:</p> 	<p>What I could feel:</p> 
--	---	---