

Year 1 Learning

Week 8



Name: _____

Home Learning Week 8 – Year 1

Monday 30/8	Tuesday 31/8	Wednesday 1/9	Thursday 2/9	Friday 3/9
Spelling – Unit 25 'or, ore, a, aw, au' Write as many words as you can on the horse.	Spelling – Unit 25 'or, ore, a, aw, au' Write your list of words	Spelling – Unit 25 'or, ore, a, aw, au' Complete the first page of worksheet	Spelling – Unit 25 'or, ore, a, aw, au' Complete the second page of worksheet	Spelling – Unit 25 'or, ore, a, aw, au' Write two sentences with your spelling words
Grammar - word search	Grammar - A-Maze-ing Nouns	Grammar - Name these nouns	Grammar - Build the sentence	Grammar - Which makes sense
Reading – Decoable text (Ron in the tub)	Reading – Login in to Wushua	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – Decoable text (The wet track)
Writing – Weekend Recount	Writing – Banana writing	Writing – Home Poem	Writing - Adjective Poem	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 Time	Numeracy activities Time	Numeracy activities Time	Numeracy activities Time	Numeracy activities Time

Home Learning Week 8 – Year 1

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 outside with a family member.
PDHPE Staying Safe	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Warm and cool colours	STEM Complete the Hungr Caterpillar activity
PBL and Wellbeing Calm-a-llama	PBL and Wellbeing ZONES	PBL and Wellbeing ZONES	PBL and Wellbeing ZONES	PBL and Wellbeing ZONES

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 30th 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

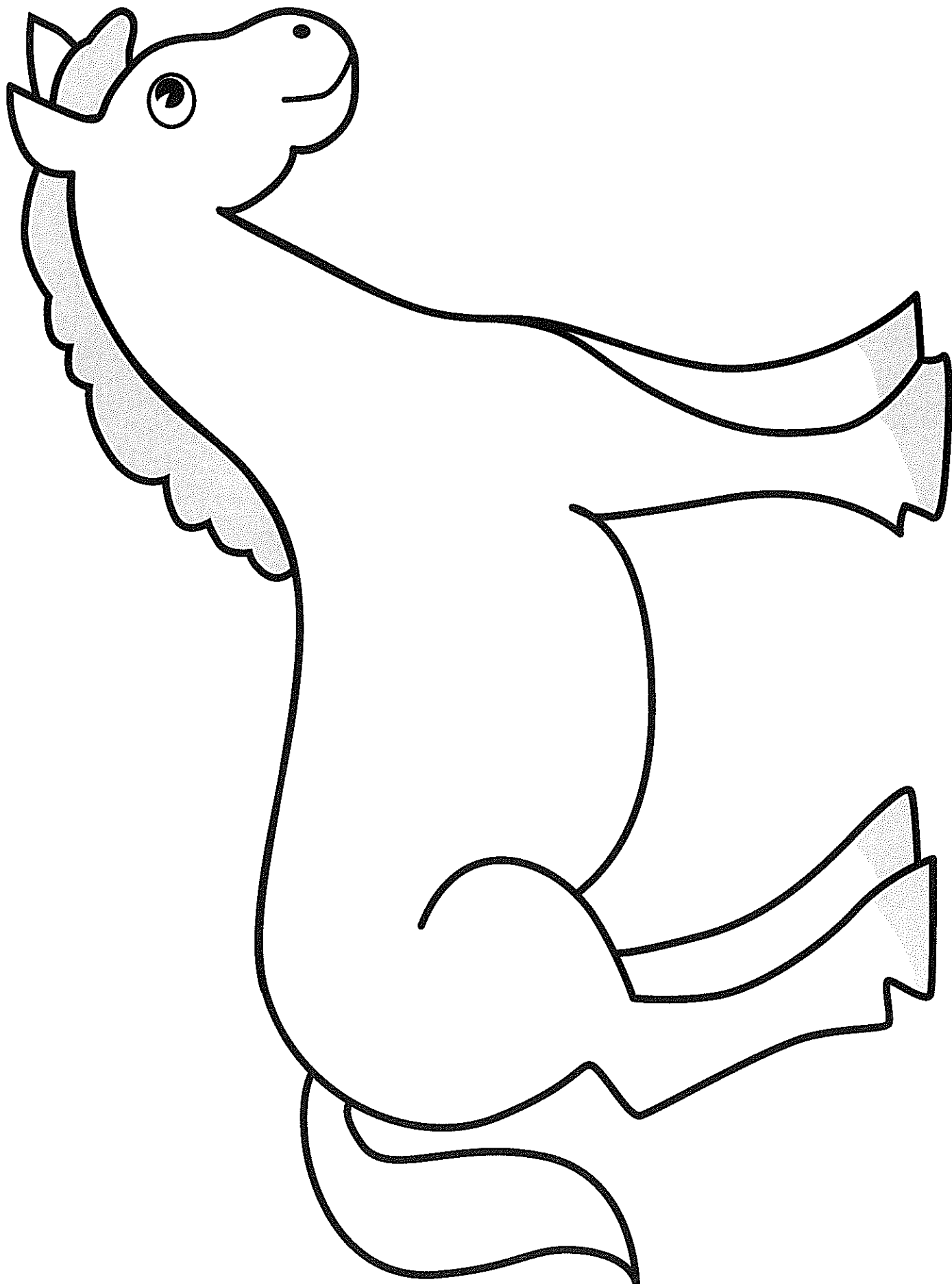
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

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

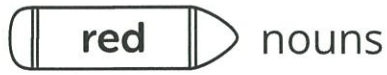


Name: _____

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.



nouns



verbs

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

walking

skipping

running

leaping

hat

shoes

shorts

socks

hopping

shirt

Name: _____

Ron in the Tub

Tricky words:

the is he has likes to

Ron is in the tub. He has a cloth.

It is soft. Ron likes
to splash in the
bath. The mat
is wet!



Ron is in the:

- tub
- tap
- tin

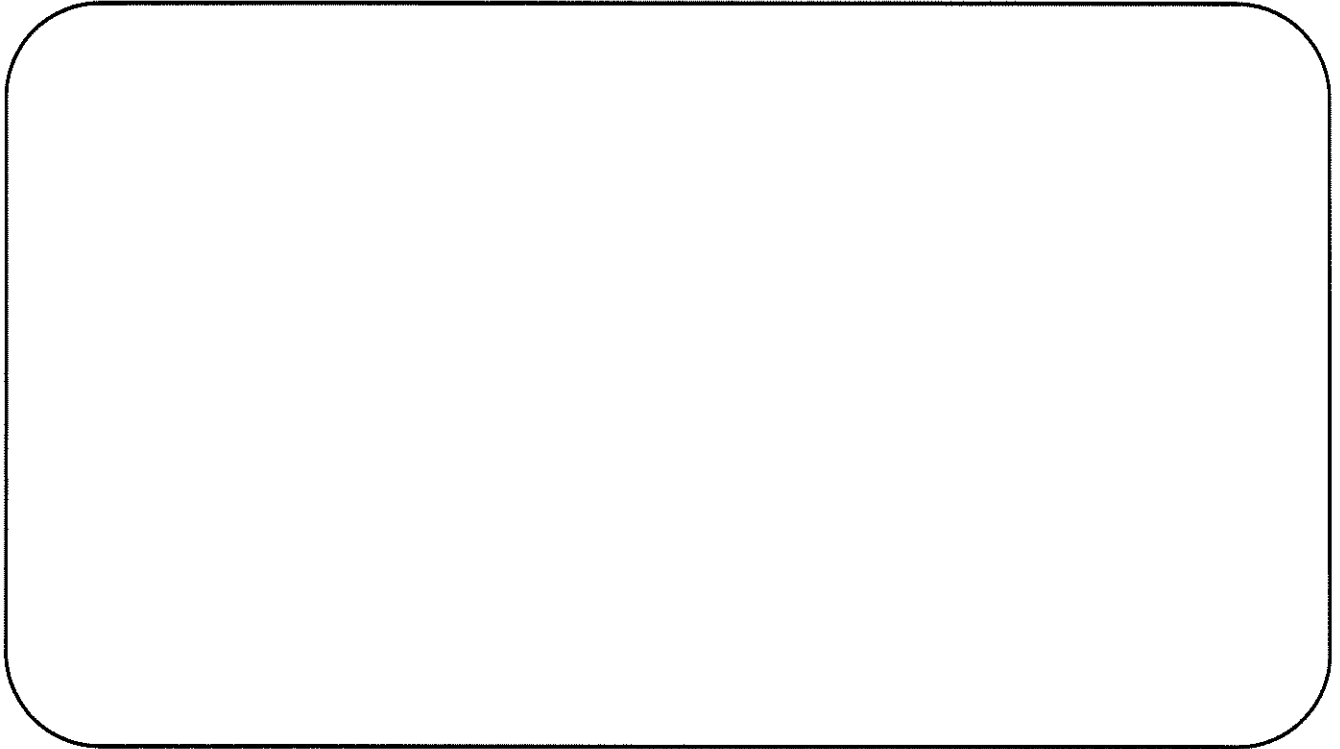
Write a word
that rhymes
with **tub**.

Self-reflection:



Name: _____

Weekend Recount

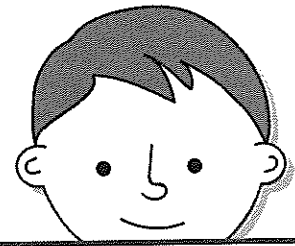


On the weekend _____

Name: _____

Date: _____

Number of the Day



Word Form:

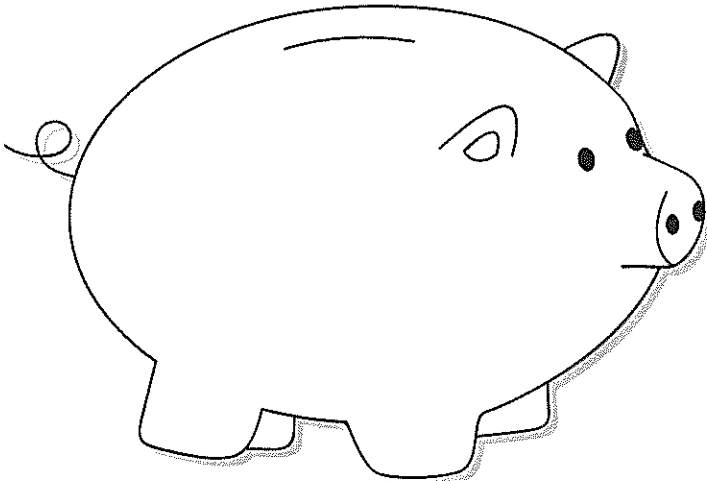
Numeral Form:

ODD
OR
EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



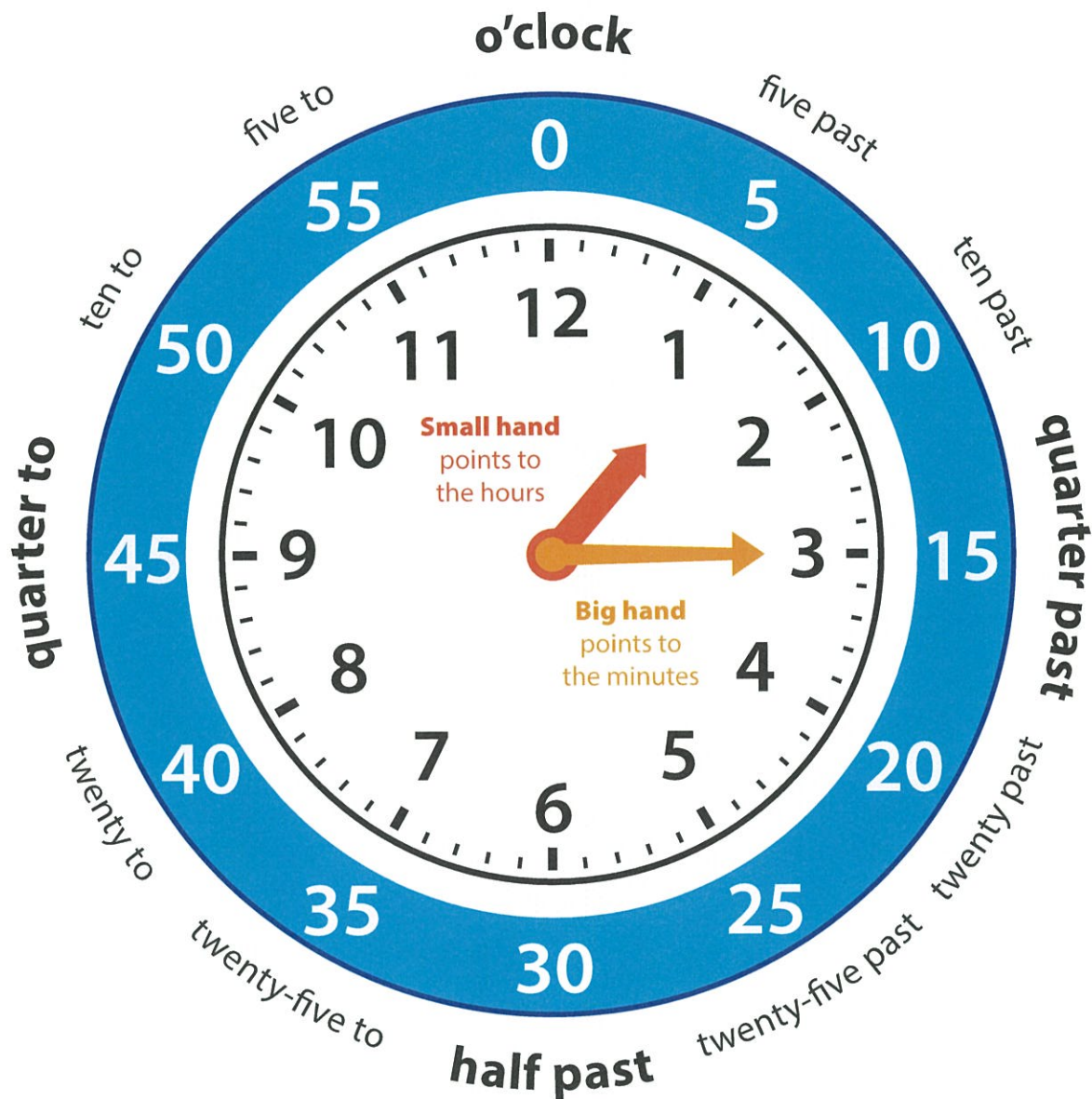
Greater than:

>

Less than:

<

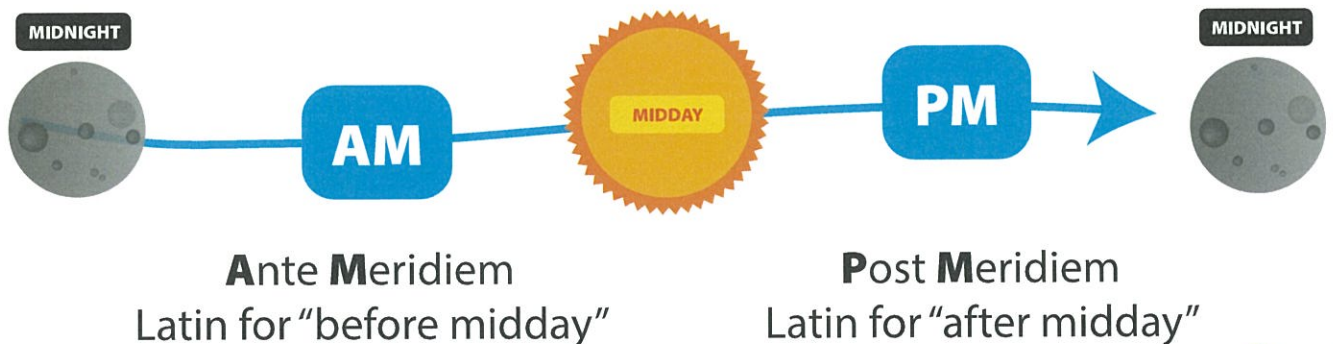
Telling The Time



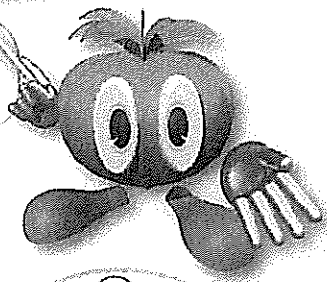
60 seconds = 1 minute

60 minutes = 1 hour

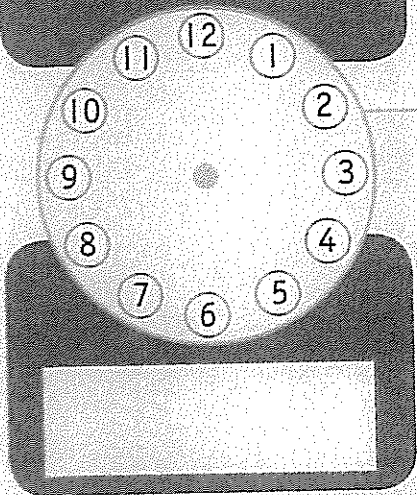
24 hours = 1 day



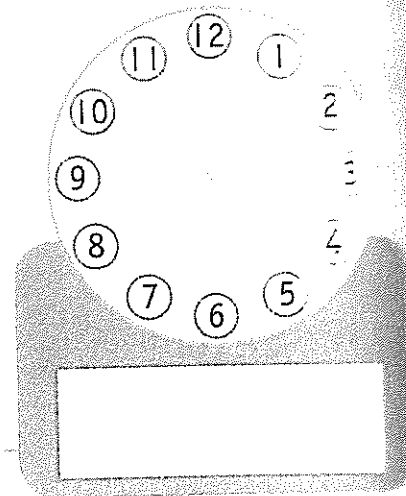
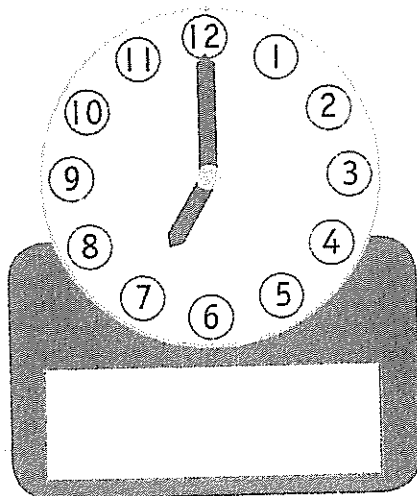
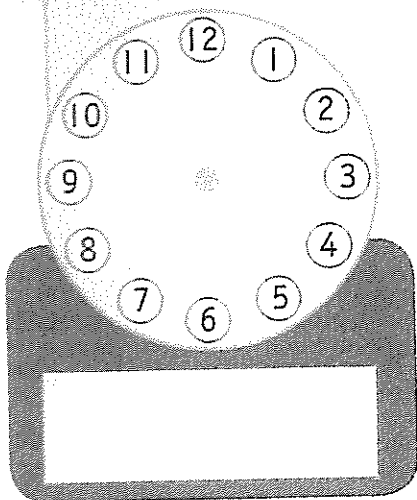
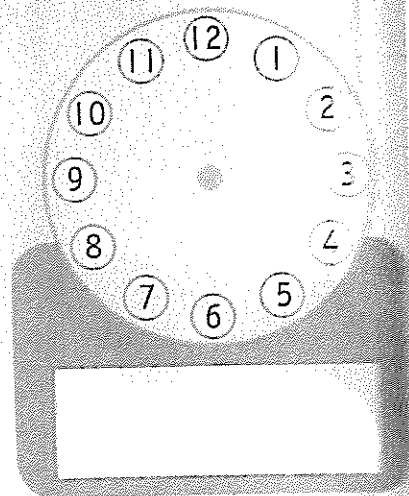
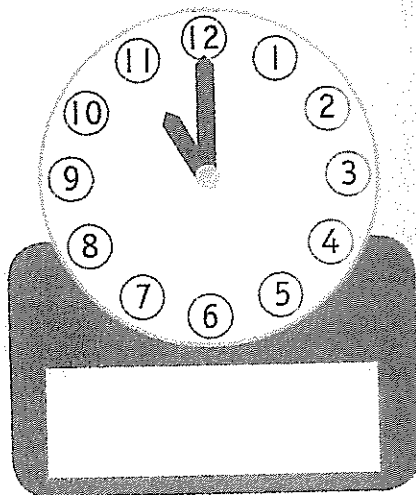
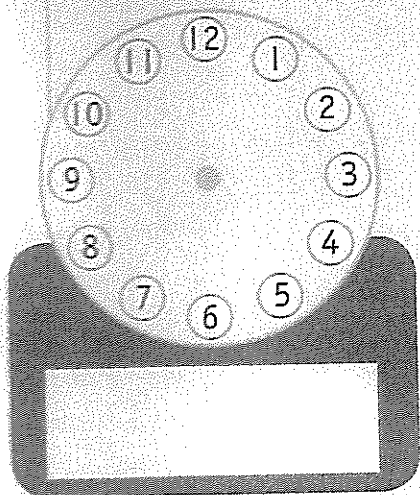
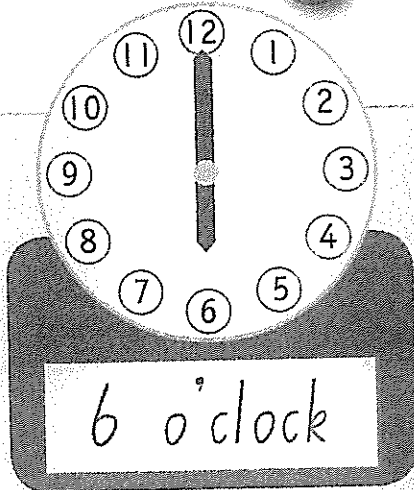
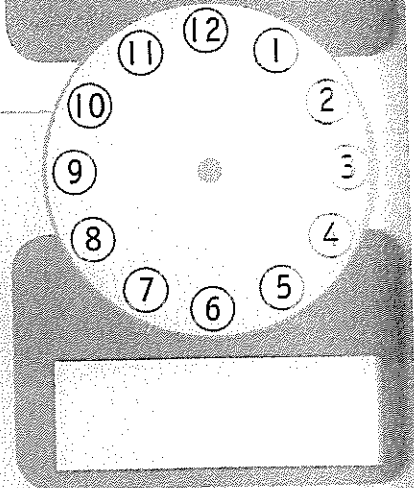
Draw and write each time.



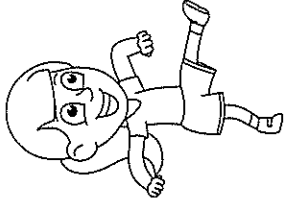
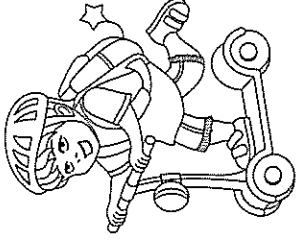
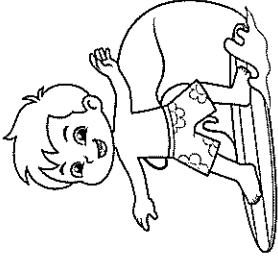
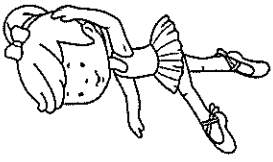
1 hour before



1 hour after



PDHIPE - Staying Safe - Week 8



It is really important to be safe and ready when we exercise. What exercise do you do that you really like?

Your job over the next 3 weeks is to PLAN, MAKE and SHARE a poster to teach someone about how to be safe and ready for whatever exercise you choose.

STEP 1: Choose the exercise.

STEP 2: Fill in the Mind Map boxes:

- How to get ready
- Things to keep us safe
- Things to keep us happy (Like not giving up, looking at nature or saying nice things to our team mates)
- Who can help if you need help?
- Why do I need to be safe?

Next week you will make a POSTER with your ideas.



How To Get Ready



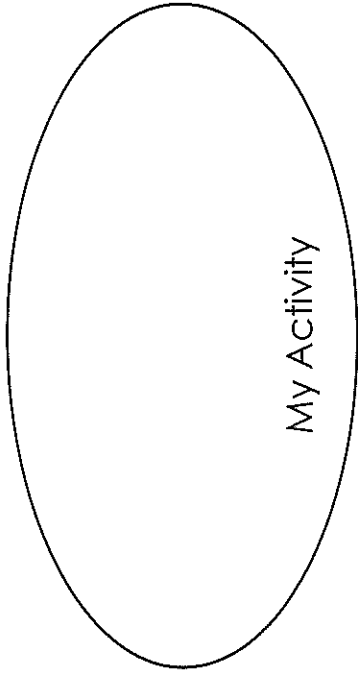
Things to Keep Us Happy



Things to Keep

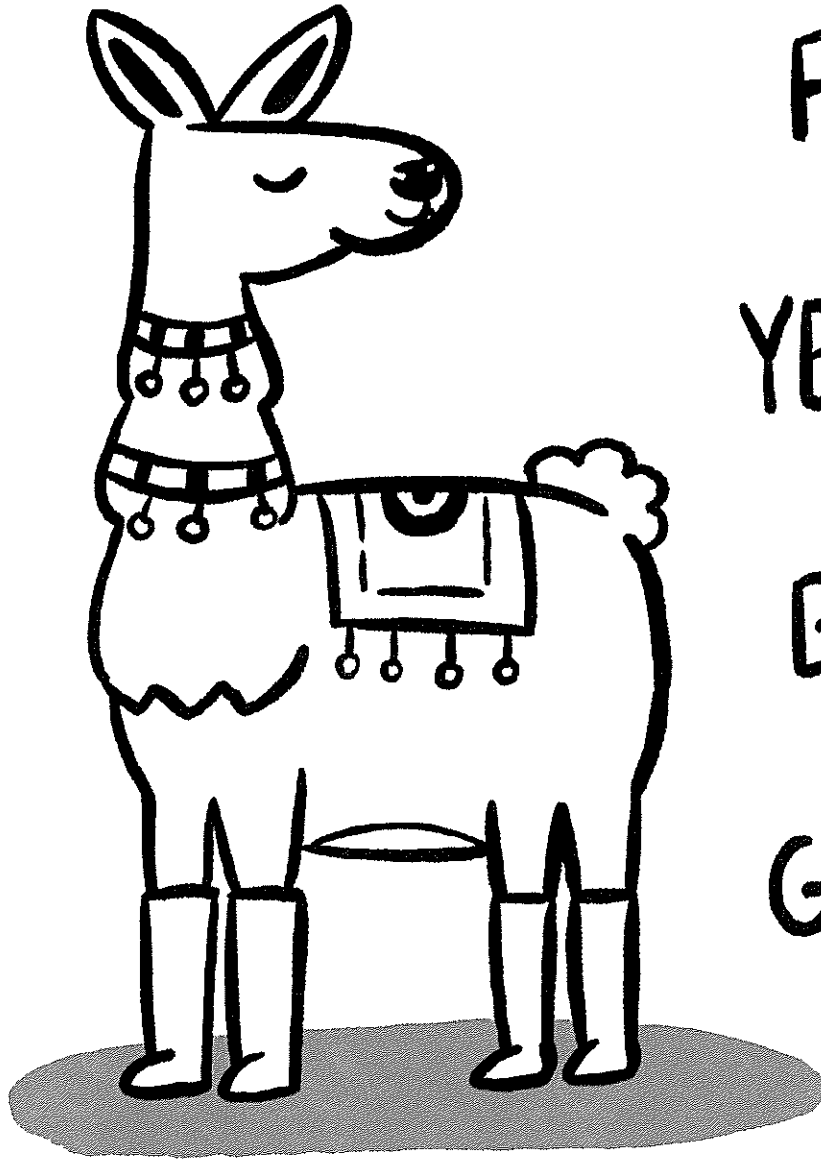


Why Do I Need To Be Safe?



Who Can He

Calm-a-llama



RED



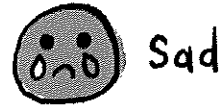
Mad

YELLOW



worried

BLUE



Sad

GREEN



Happy

Tuesday 31th August



Outcomes addressed

English:

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

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

Mathematics:

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MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Science:

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

all

ball

tall

call

or

for

fork

cork

corn

torn

horn

more

saw

your

four

because

Name: _____

Date: _____

A-Maze-ing Nouns

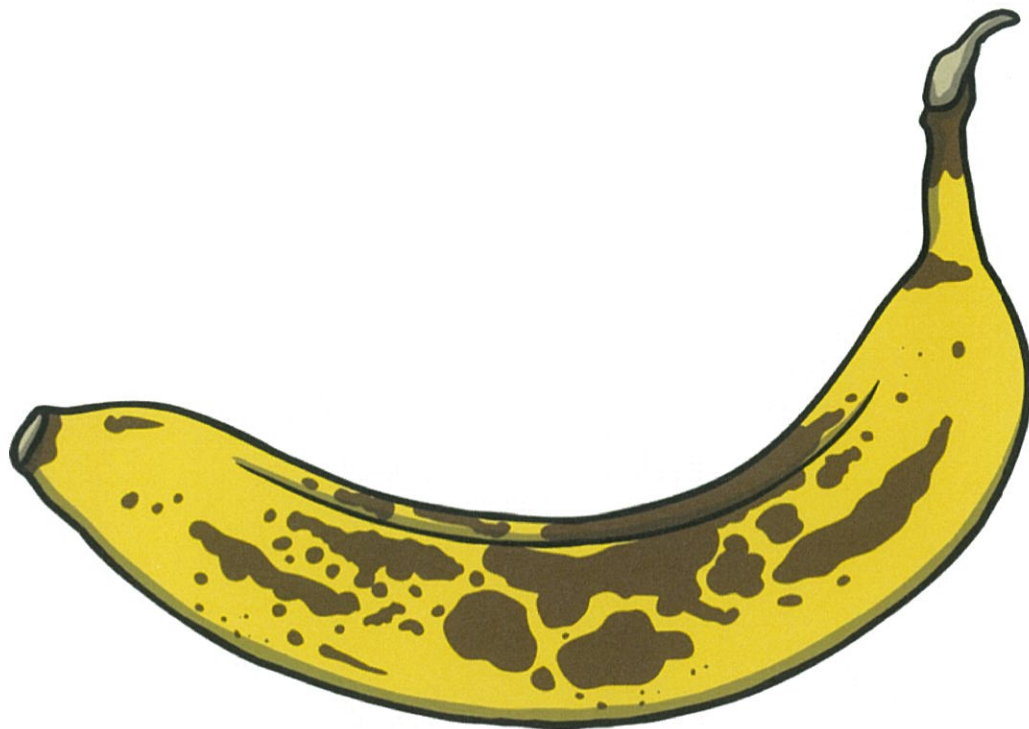
Some nouns have lost their letters in the maze.

1. Draw lines to connect the letters and spell the words.

A maze with letters p, c, d, e, a, o, n, t, g. A dog is on the left and a cat is on the right. A pen is on the right side of the maze.

2. Write the words below.

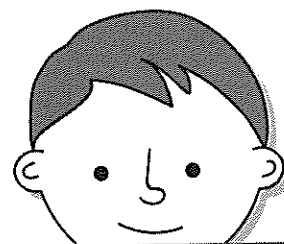
**How did this banana grow
so huge?**



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

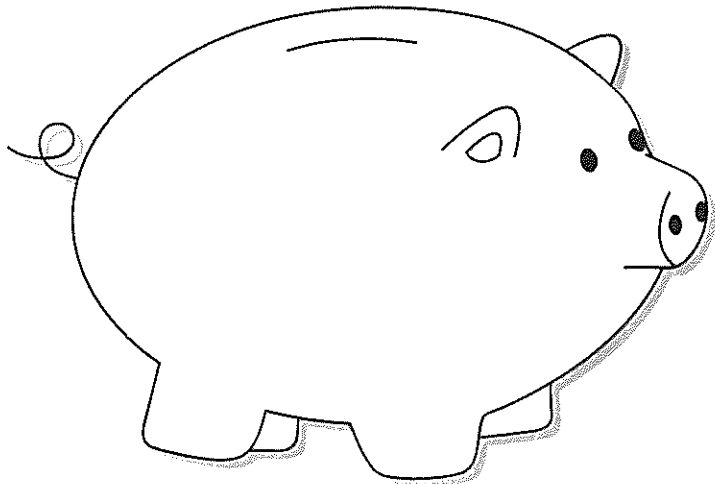
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:

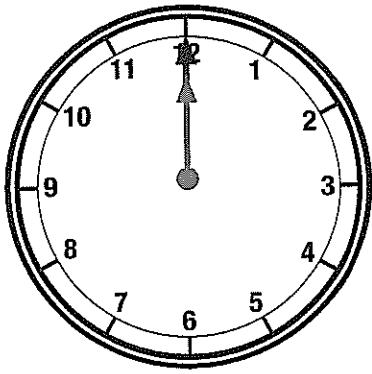


Greater than:



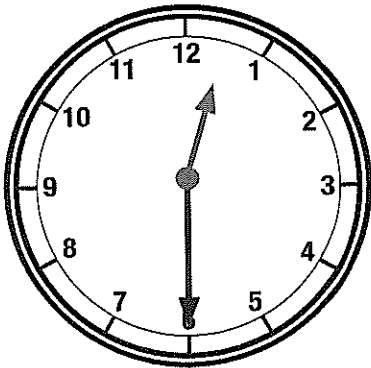
Less than:





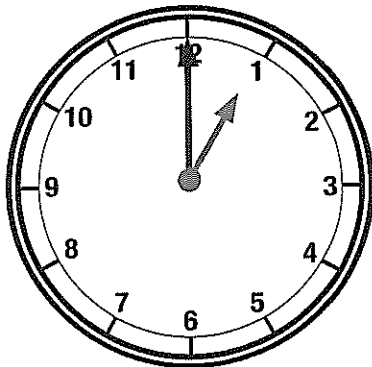
12:00

Teacher Resources



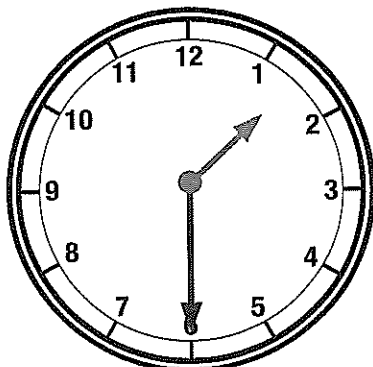
12:30

Teacher Resources



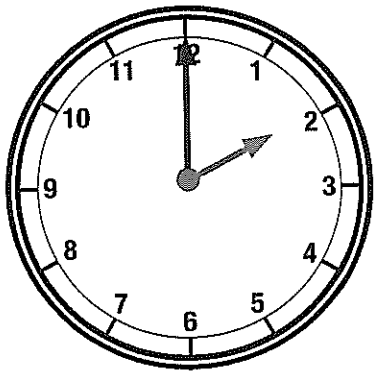
1:00

Teacher Resources



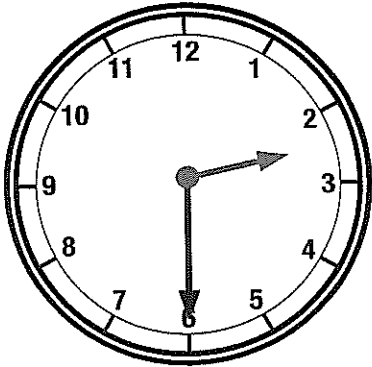
1:30

Teacher Resources



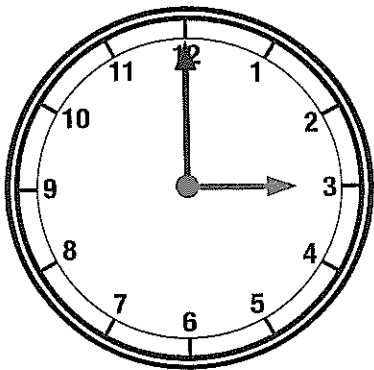
2:00

Teacher Resources



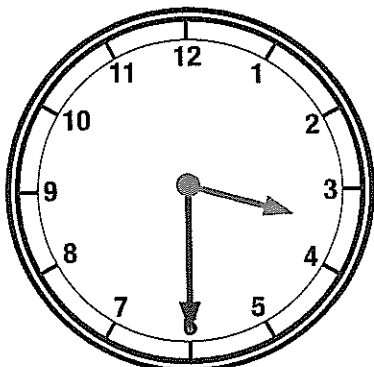
2:30

Teacher Resources



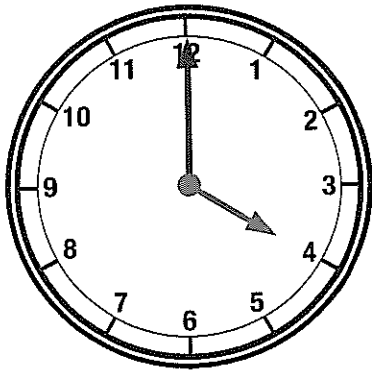
3:00

Teacher Resources



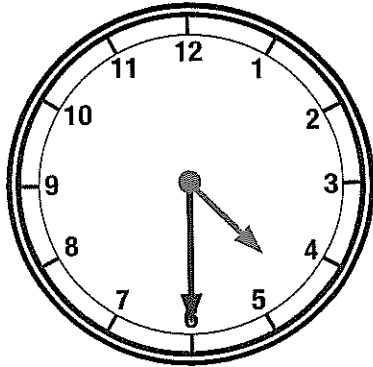
3:30

Teacher Resources



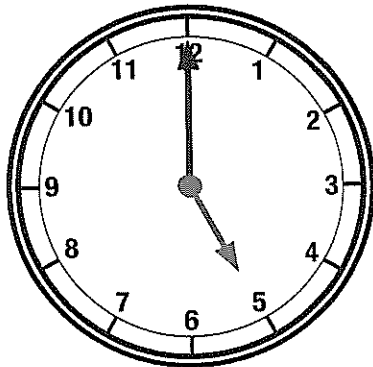
4:00

Teacher Resources



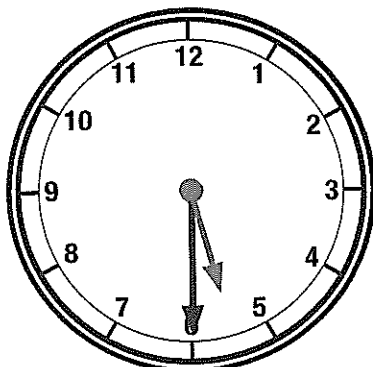
4:30

Teacher Resources



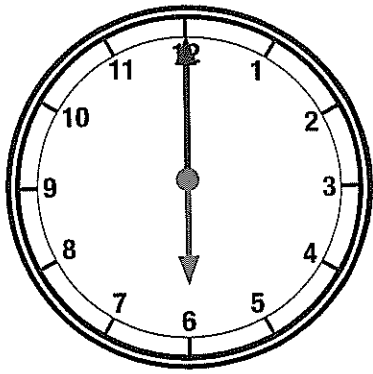
5:00

Teacher Resources



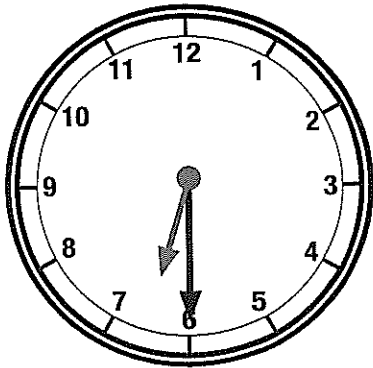
5:30

Teacher Resources



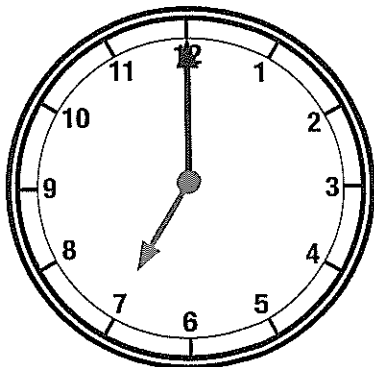
6:00

Teacher Resources



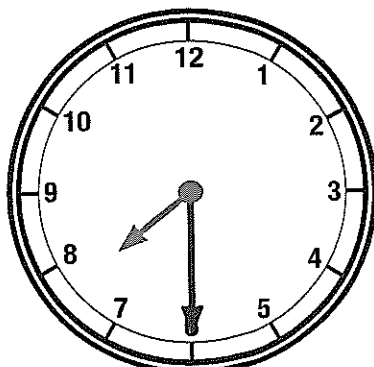
6:30

Teacher Resources



7:00

Teacher Resources

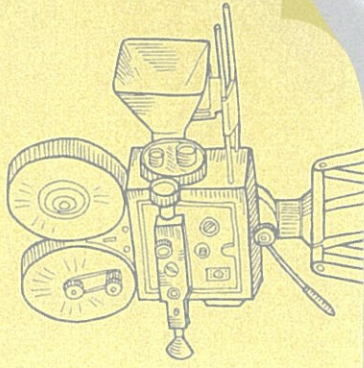


7:30

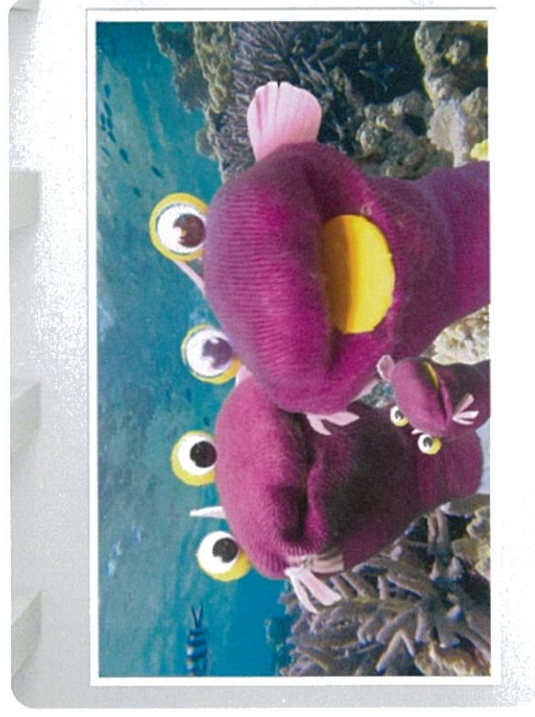
Teacher Resources

What types of families are there?

- 1** Watch the video
We are Family.



- 2** What do you see,
think and wonder
about the 'family'
portraits?



Families come in all shapes and sizes. The word family can mean different things to different people.

3 What can a family look like?

With a small group, have a **paper chat**. Draw or write your thoughts on a big piece of paper.



4

- Flick through the *Family Snapshots* photo album and have a **class chat**.



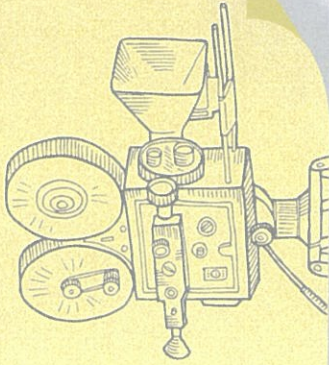
On each page, think about what type of family you see.



How are the families the same or different from yours?

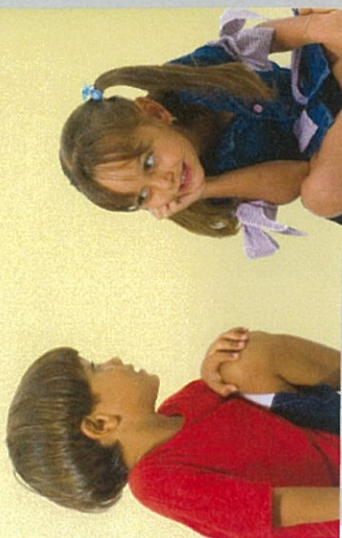
5

▶ Watch the video and meet Molly and Jeongwoon's families.



6

Turn and talk to a friend about the two types of families.

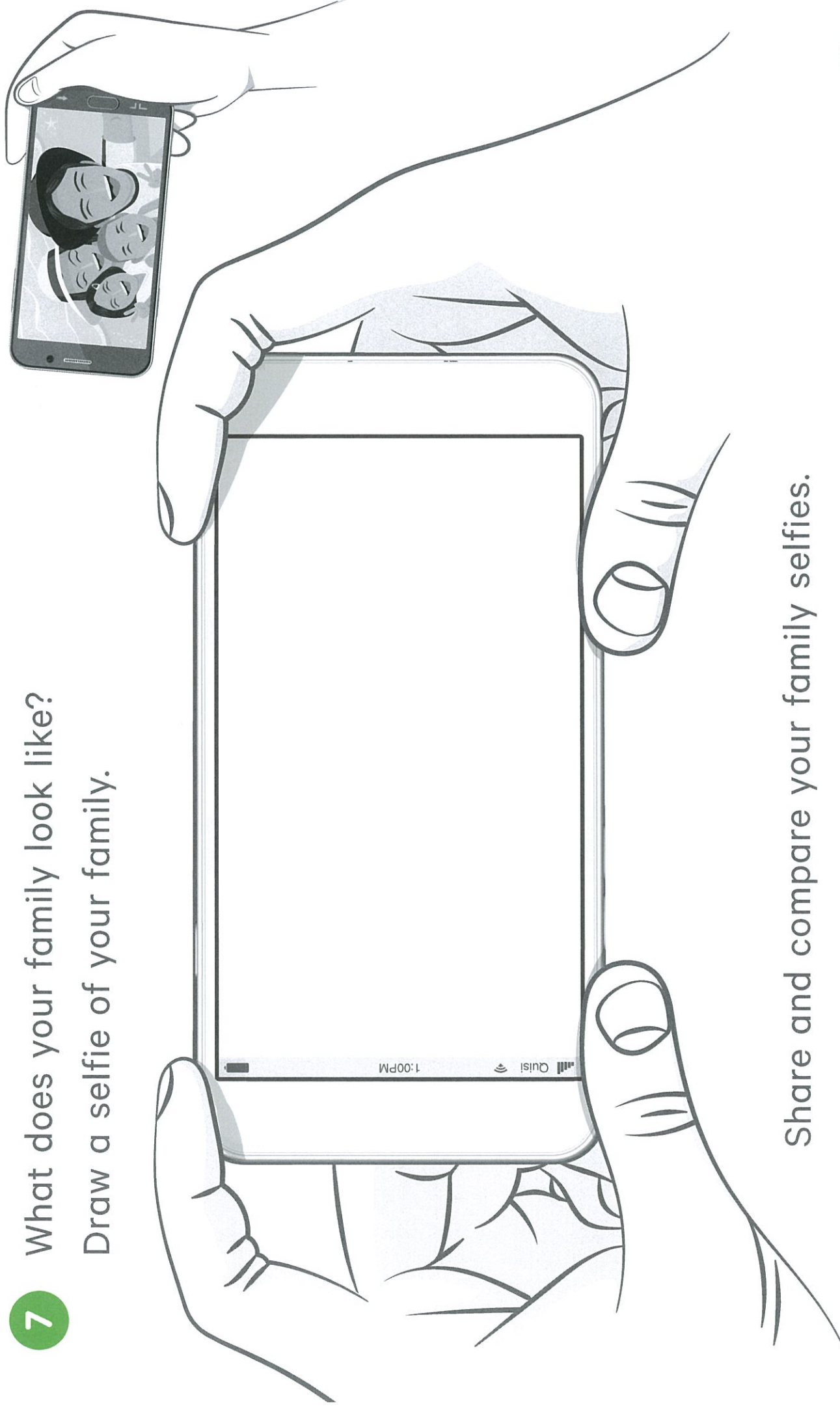


How is Jeongwoon's family the same as Molly's?

How is Jeongwoon's family different from Molly's?



- 7 What does your family look like?
Draw a selfie of your family.



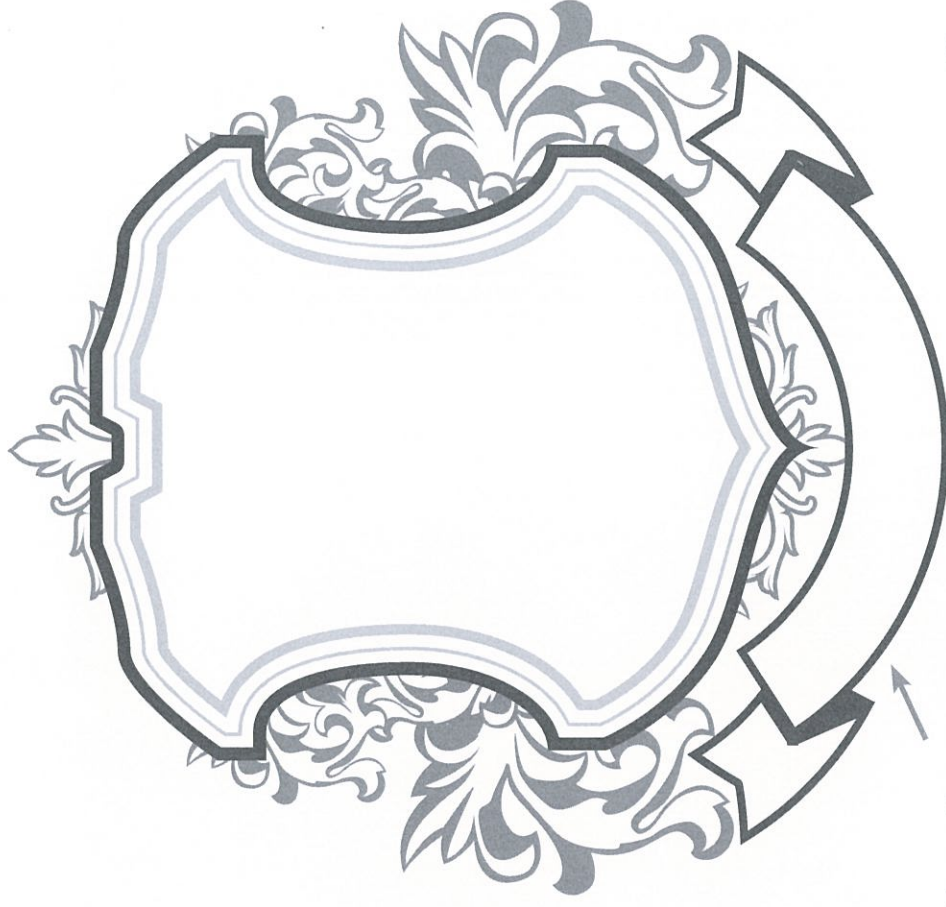
Share and compare your family selfies.



8

Write about your family.
Who belongs to your family?
What does your family like
to do together?

A family crest has pictures of
what is important to a family.
Choose four things to draw
on a crest for your family.



Family name



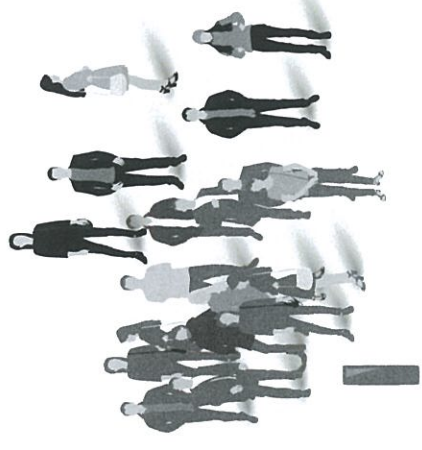
9

China has a very large population. For many years, parents were only allowed to have one child. What do you think? Complete a PMI chart about this.

P

M

Plus (good things)	Minus (bad things)	Interesting things





10

What is a Royal Family?

What do I think I know?



Visit the websites to find out more.

What do I know now?



_____ 's **Toolbox**

Tools I can use to get out of the **RED** zone

Wednesday 1st September



Outcomes addressed

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

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MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Geography:

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



or a



horse



ball



List Words

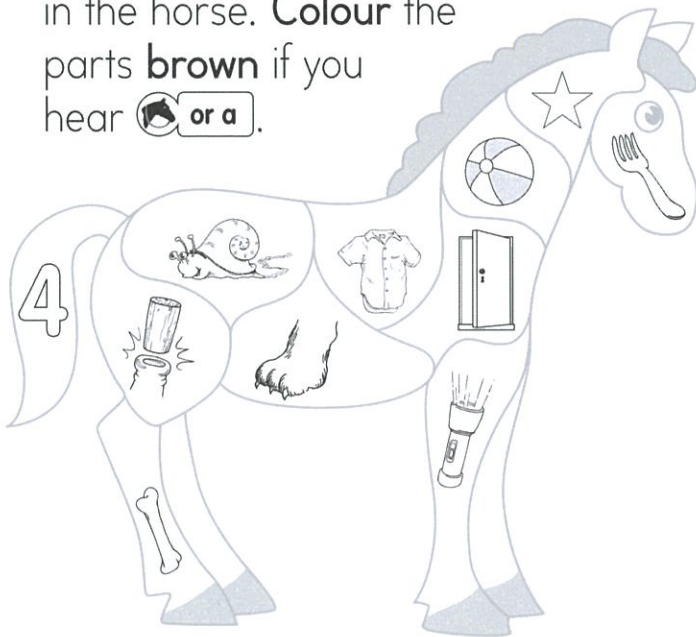
all	or	corn	saw
ball	for	torn	your
tall	fork	horn	four
call	cork	more	because

Letters

Words

1 **Underline** the letter or letters for or a 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 **Say** the name of each picture in the horse. **Colour** the parts **brown** if you hear or a.



3 **Write or** to finish the words. **Join** the pictures to the correct words.

★ We sometimes write **or** for or a, as in **horse** .

c _ _ n		h _ _ n
t _ _ n		b _ _ n
c _ _ k		p _ _ k
f _ _ k		w _ _ n

4 **Colour** the letter or letters for or a in the words in the box. **Finish** the sentences with these words.

for	ball
Four	saw

We went _____ a walk.

We _____ a duck with a _____.

_____ horses were eating corn.

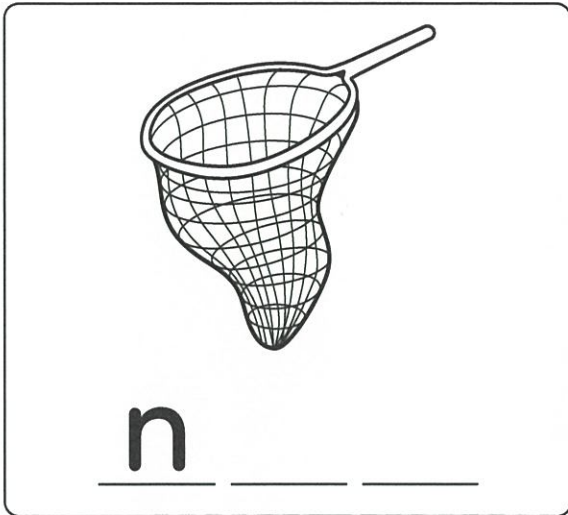
Name: _____

Date: _____

Name These Nouns

Fill in the missing letters to name each noun.

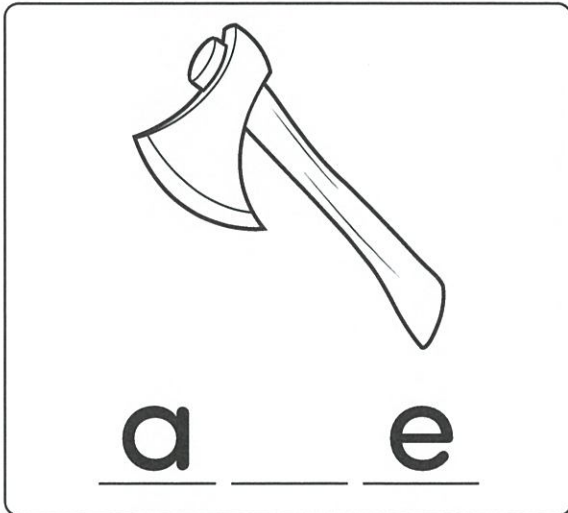
1.



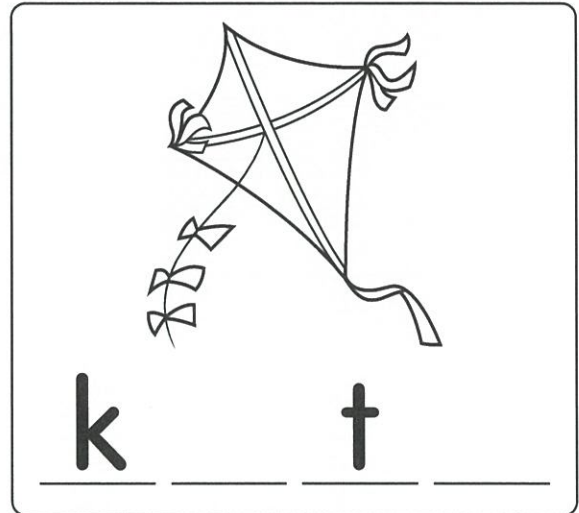
2.



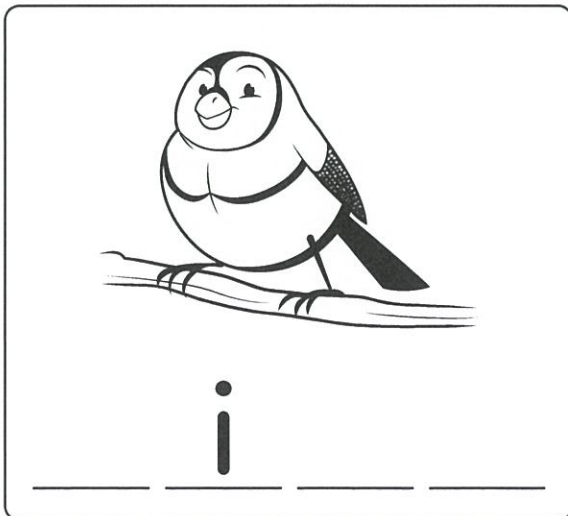
3.



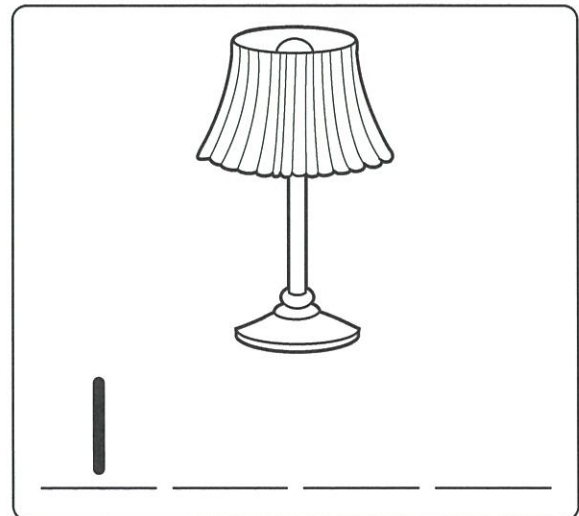
4.



5.



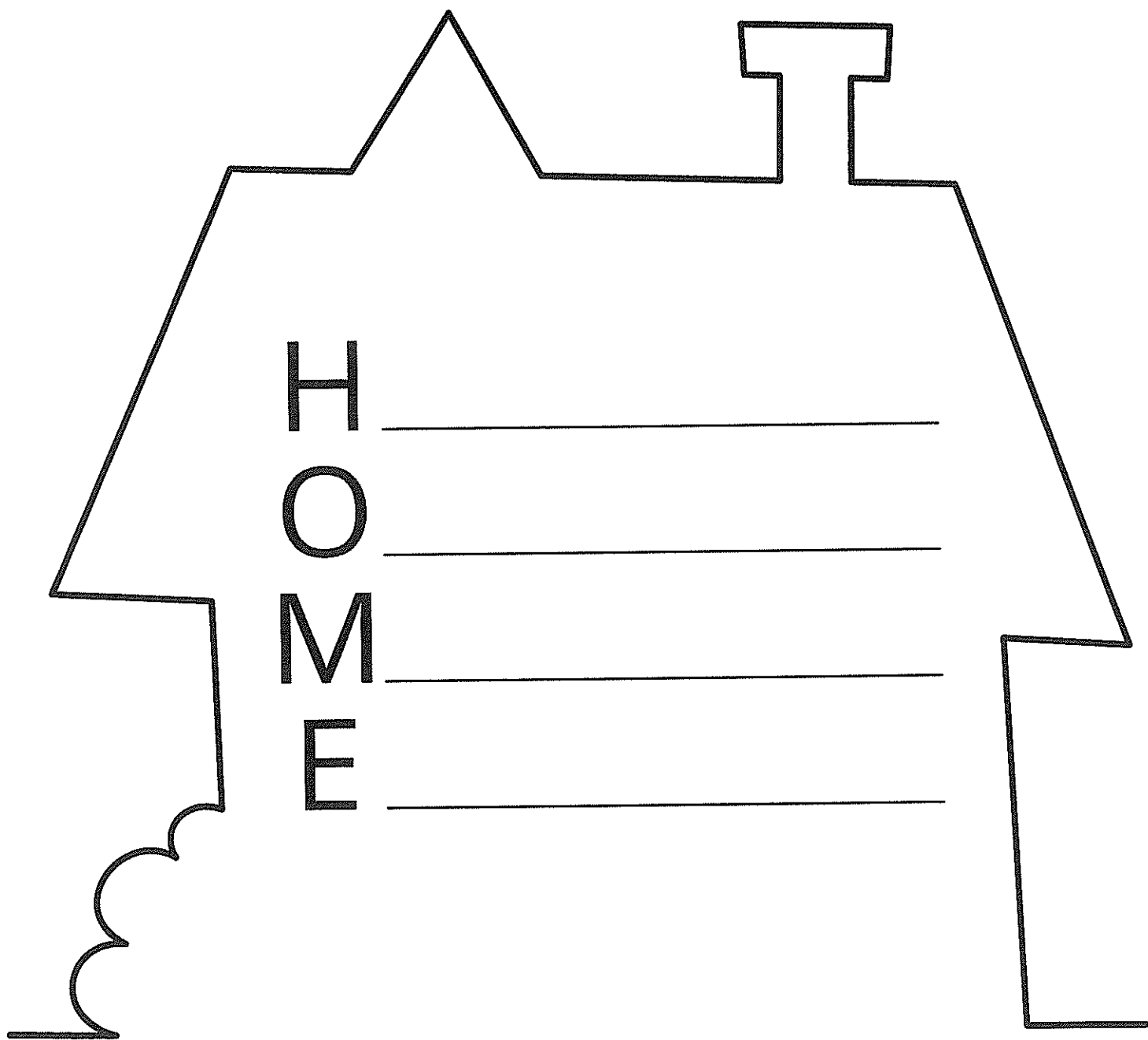
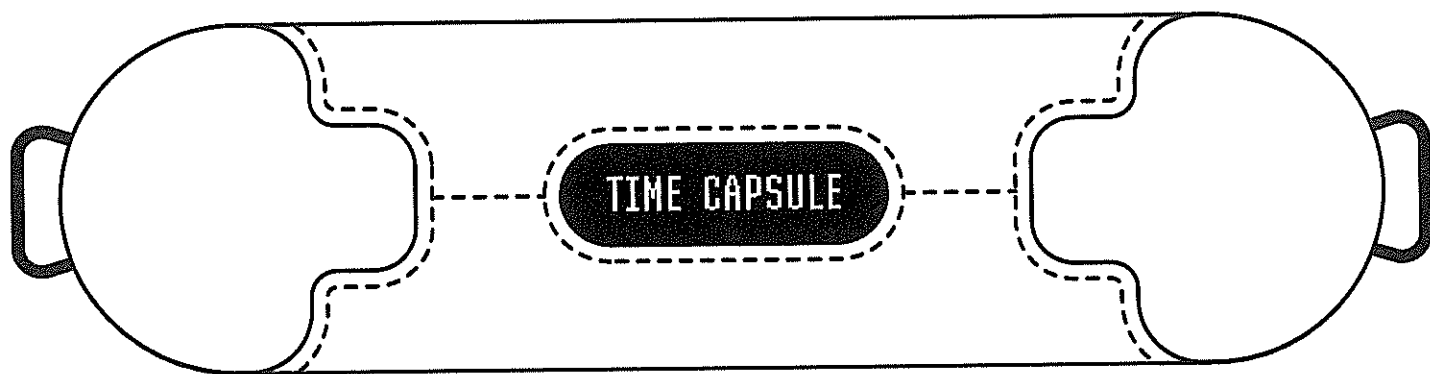
6.



Acrostic Poem Time Capsule - Template

Name: _____

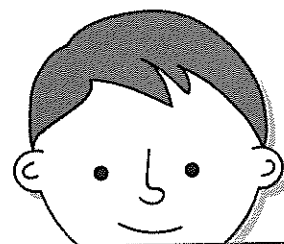
Date: _____



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

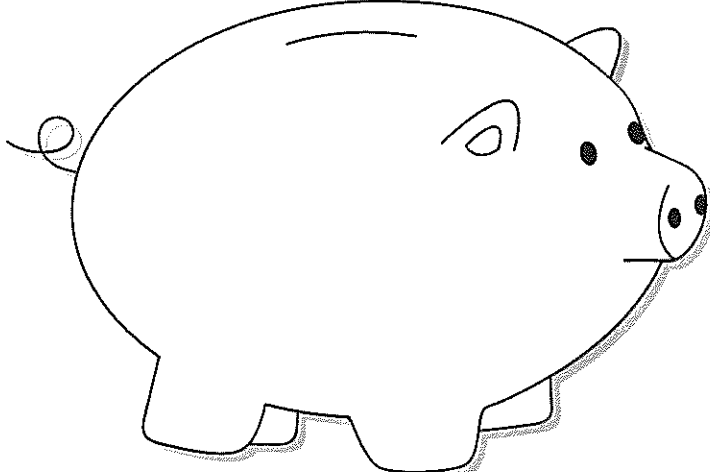
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



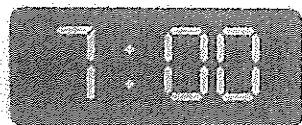
Less than:



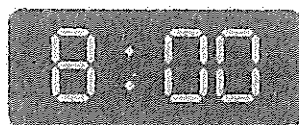
What time is it?



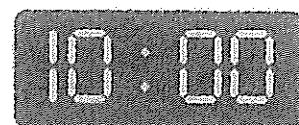
3 o'clock



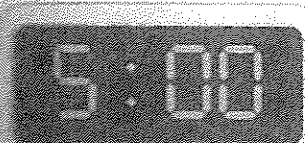
o'clock



o'clock



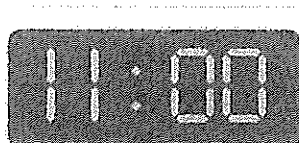
o'clock



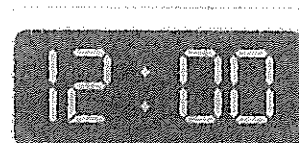
o'clock



o'clock

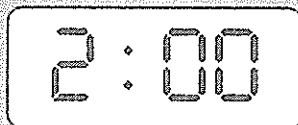
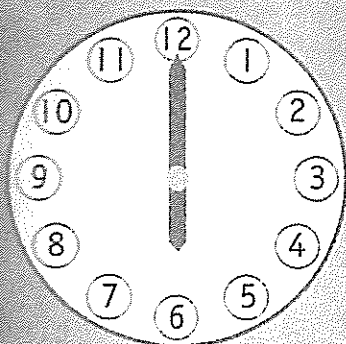


o'clock



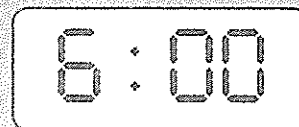
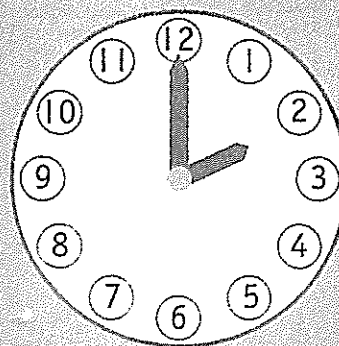
o'clock

Colour to match.

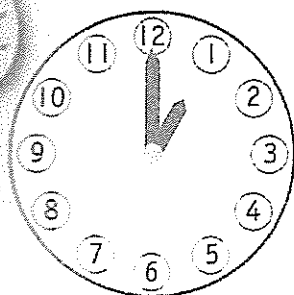


6 o'clock

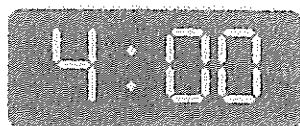
2 o'clock



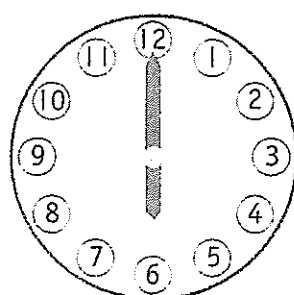
Challenge: What time is it 1 hour after?



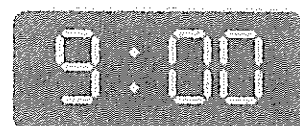
o'clock



o'clock



o'clock




o'clock



_____ 's **Toolbox**

Tools I can use to get out of the **Yellow** zone



Thursday 2nd 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)

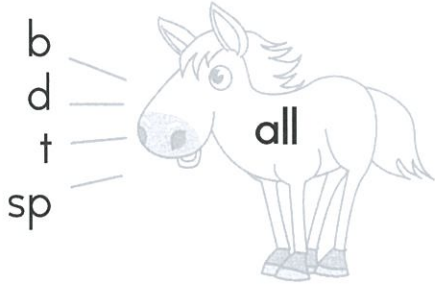
MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

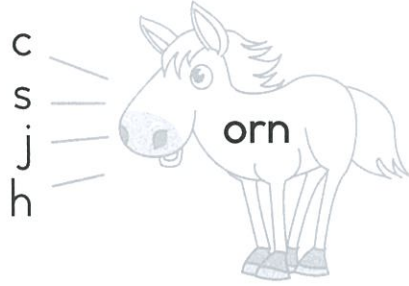
Creative Arts:

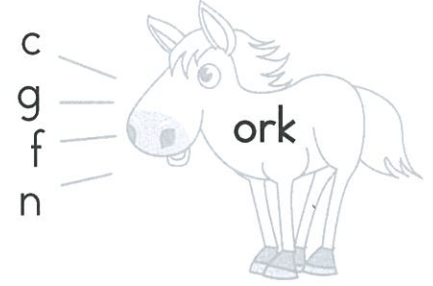
VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

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

5 Make real words with the letters in the horses.







6 Write letters for  to finish the words in the box.
Use **ore**, **our** or **au**. Finish the sentences with these words.



m_____

Is this _____ corn?

y_____

Do you want _____ balls?

bec_____se

His arm is sore _____ he

f_____

had a fall.

7 Circle the correct word for each clue.

the side of a room

– call wall tall

a number

– your four

part of your head

– saw paw jaw

you put this in a bottle

– cork fork pork

you eat this

– torn horn corn

Name: _____

Date: _____

Build the Sentence

These sentences are missing words. Cut out the word blocks that are at the bottom of the page and paste them in the blank spaces.

The	car			the	street.
-----	-----	--	--	-----	---------

We		at		park.
----	--	----	--	-------

I		to school	
---	--	-----------	--

A rat		on		
-------	--	----	--	--

Write each sentence in full.

1. _____
2. _____
3. _____
4. _____

nibbled	some	walked	cheese.
down	played	the	today. drove

Adjective Poem

Fill in the blanks to describe the noun and then draw a picture to match your poem

Dogs

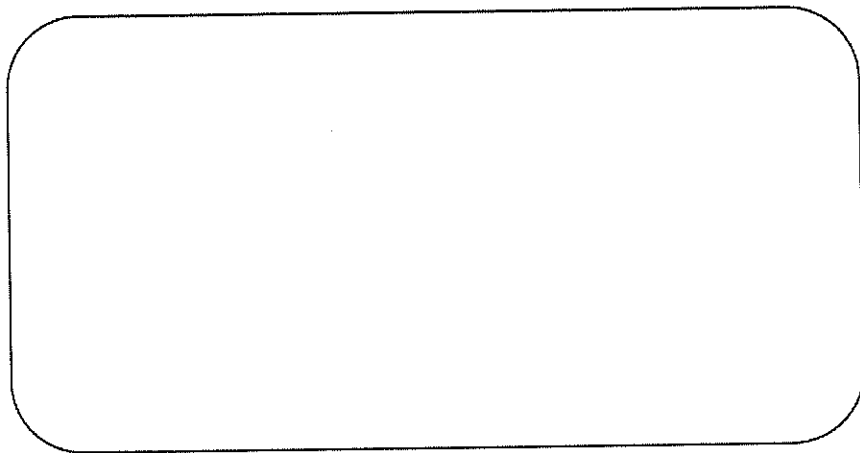
_____ dogs,

_____ dogs,

_____, _____

_____ dogs.

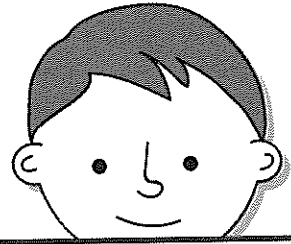
I like dogs.



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

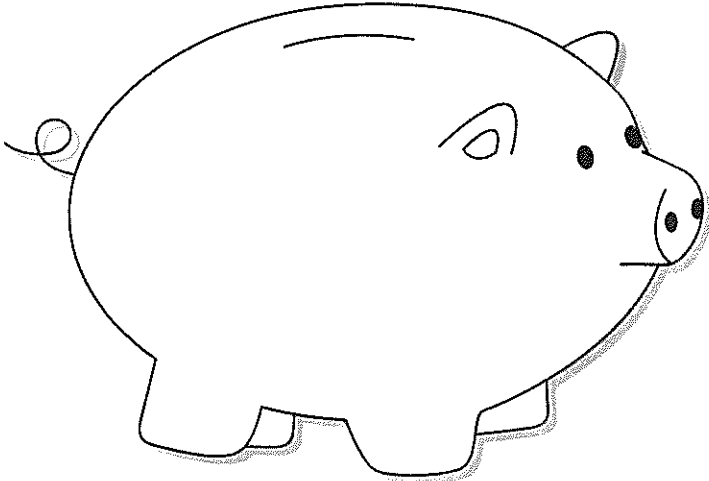
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



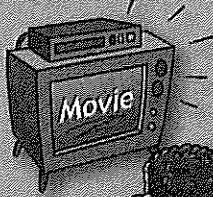
Hours, minutes and seconds

Telling time

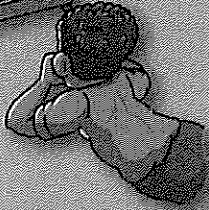
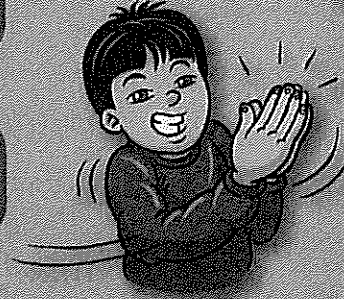
Match.



hours



minutes



seconds



How long does it take? Write hours, minutes and seconds.

travel to school

write your name

a birthday party

blink your eyes

go to the pool



Explore Warm and Cool Colours

TASK

Create an artwork using two environmental images: one that replicates warm colours and one that replicates cool colours.

MATERIALS

a lead pencil, white card, oil pastels or crayons

DIRECTIONS

1. Choose two contrasting environmental images e.g. the moon and the sun, the ocean and the sun's rays or the desert and the rainforest.
2. Decide if you want your environmental images to be separated (using a diagonal line) or if you want your artwork to be inclusive of both environmental aspects.
3. Using a lead pencil, sketch out the main outline of each environmental aspect. Include lines and patterns where appropriate.
4. Using oil pastels or crayons, add warm colours to your warm environmental aspect and cool colours to your cool environmental aspect.



Experimenting with Primary and Secondary Colours

TASK

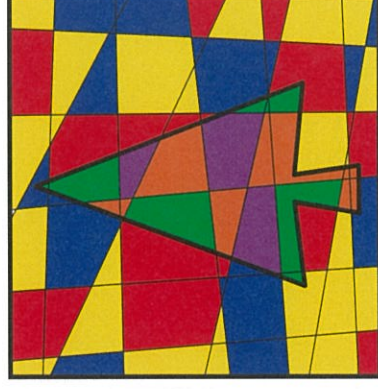
Using only primary colours (red, blue and yellow), create the secondary colours (green, orange, violet). Use all of these colours to create an abstract artwork of a tree.

MATERIALS

a lead pencil, white card, red, blue and yellow paint, a paintbrush

DIRECTIONS

1. Trace the shape of a tree in the middle of the white card.
2. Draw horizontal lines, vertical lines and diagonal lines across the page, creating different shapes both inside and outside the tree.
3. Paint the shapes you have created outside the tree with the primary colours.
4. Create the secondary colours and use them to paint the shapes you have created inside the tree.





_____ 's **Toolbox**

Tools I can use to get out of the **Blue zone**

Friday 3rd 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

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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)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Sport:

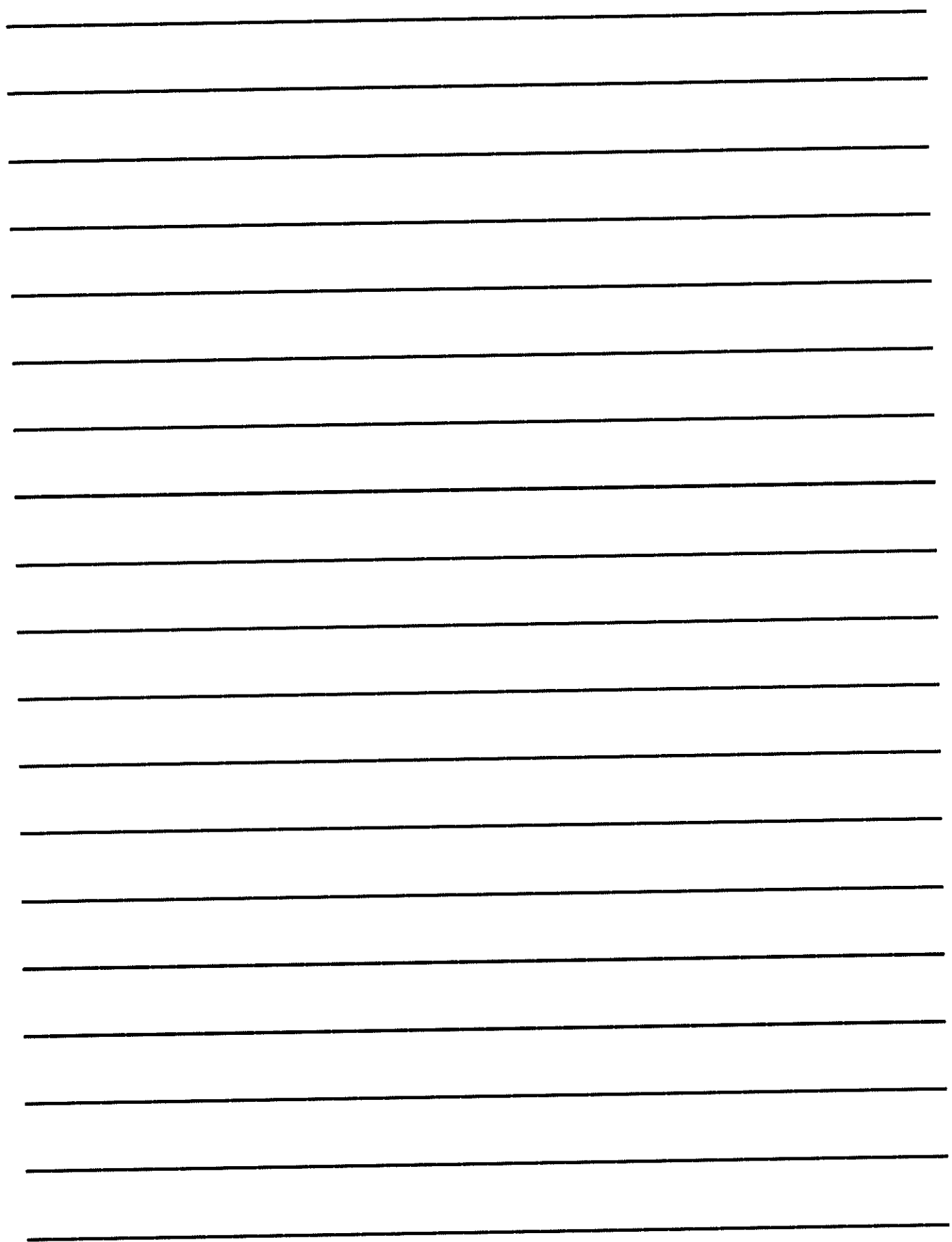
PD1-4 performs movement skills in a variety of sequences and situations

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: _____

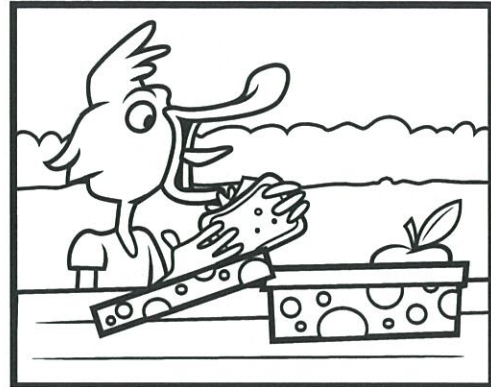
Date: _____

Which Makes Sense?

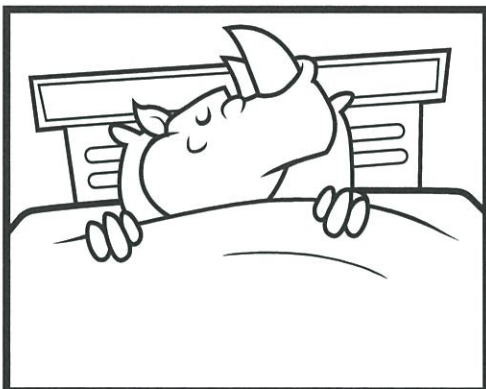
Colour the bubble next to the sentence that makes sense.



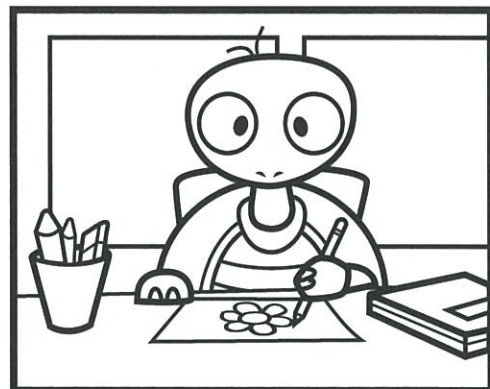
1. (a) Jack soccer at recess.
- (b) Jack played soccer at recess.
- (c) Jack soccer at played recess.



2. (a) Sam some ate lunch.
- (b) Sam lunch ate some.
- (c) Sam ate some lunch.



3. (a) Sleep went to Grace.
- (b) Grace went to sleep.
- (c) Grace sleep to went.



4. (a) Tim drew a picture.
- (b) Drew a picture did Tim.
- (c) Picture drew a Tim.

5. (a) We all had fun day doing the things we like.
- (b) We all had a fun day doing the things we like.

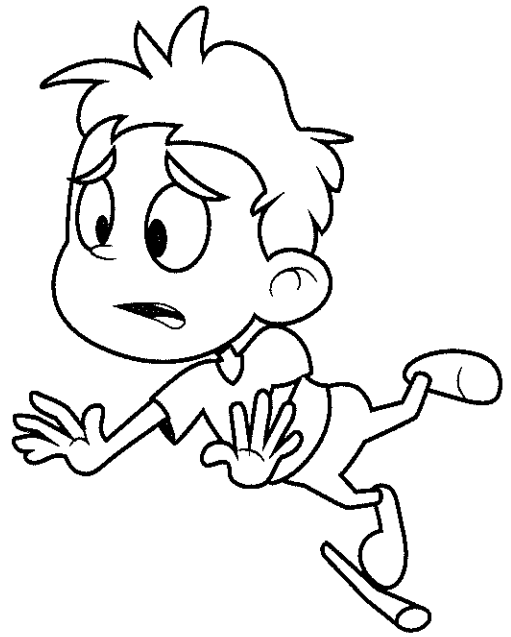
Name: _____

The Wet Track

Tricky words:

the is do you could

Stop! The track is wet. Do not run! You could slip. You could trip on a stick. You could get a gash!



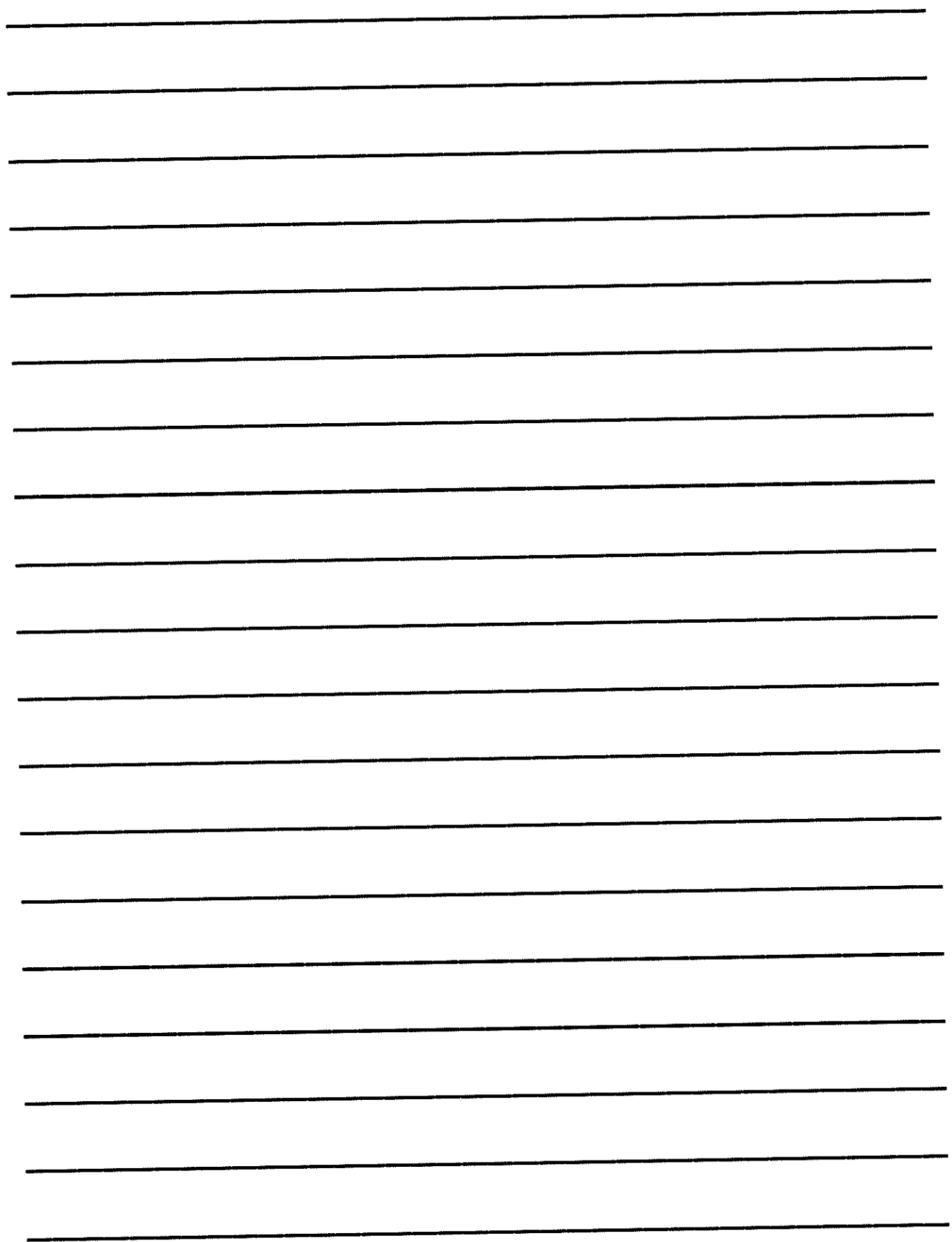
You could get a:

- rash
- gash
- wish

Write the word **stick**.

Self-reflection:

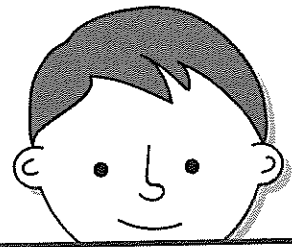




Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

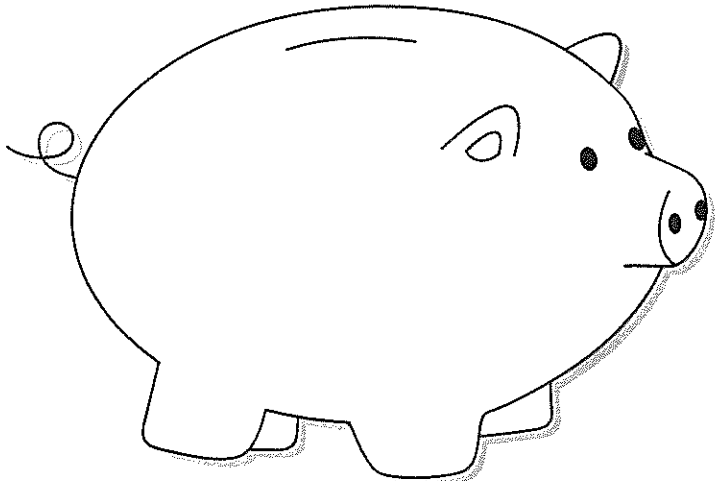
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:

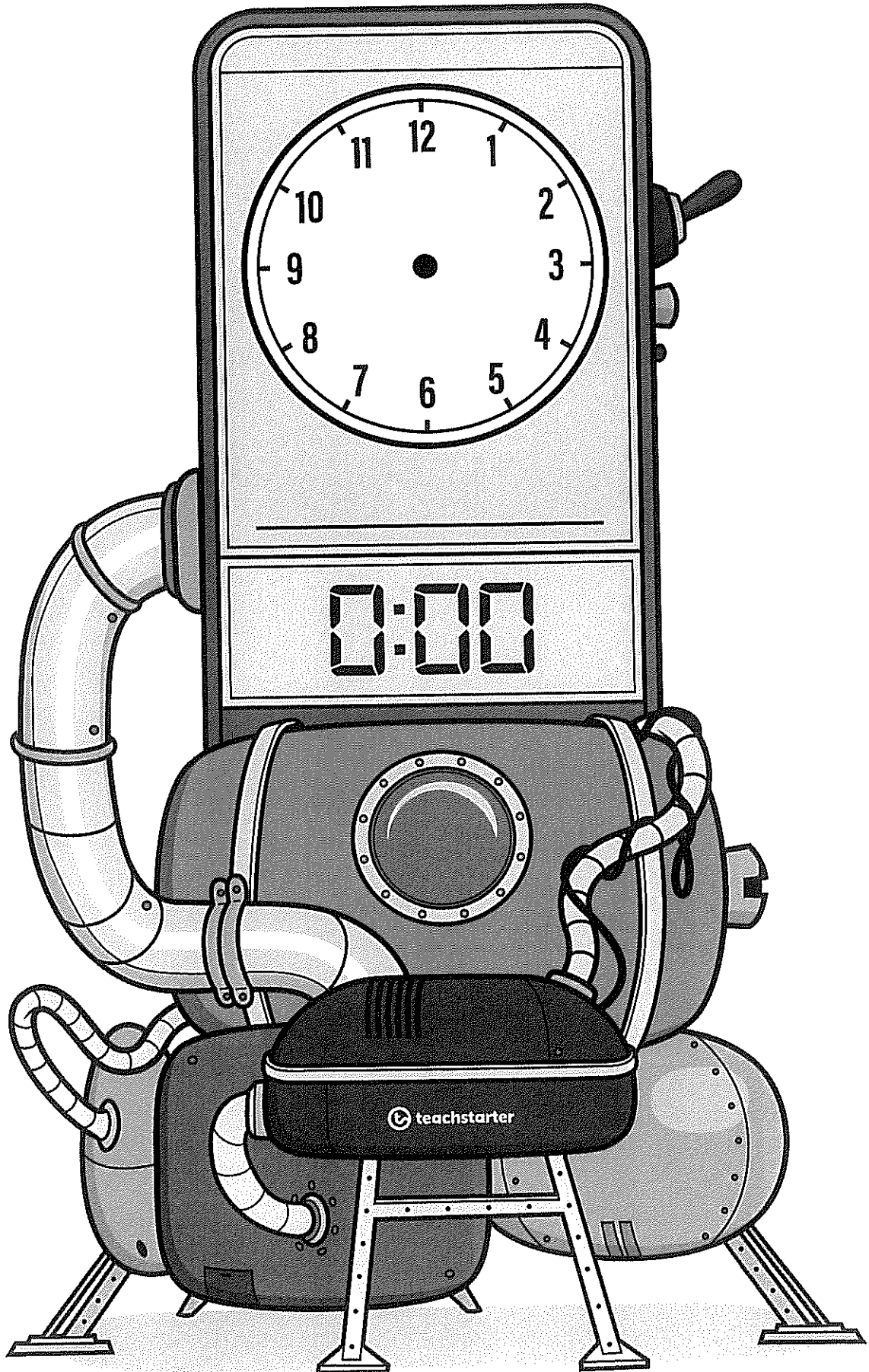


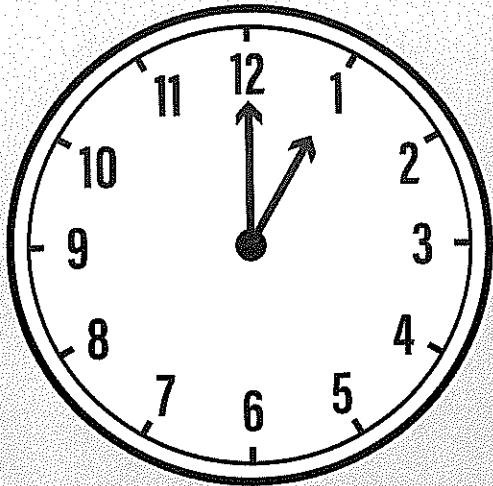
Less than:



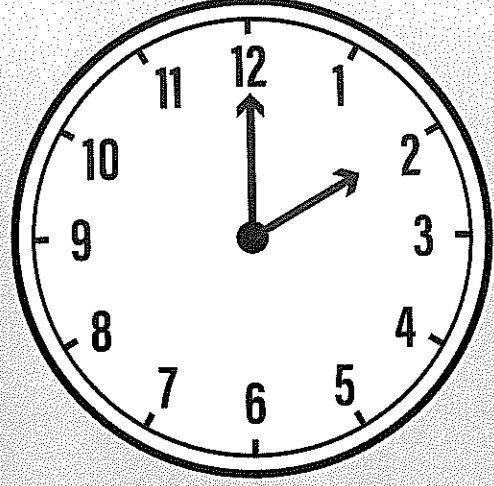
Time Machine

Match-Up





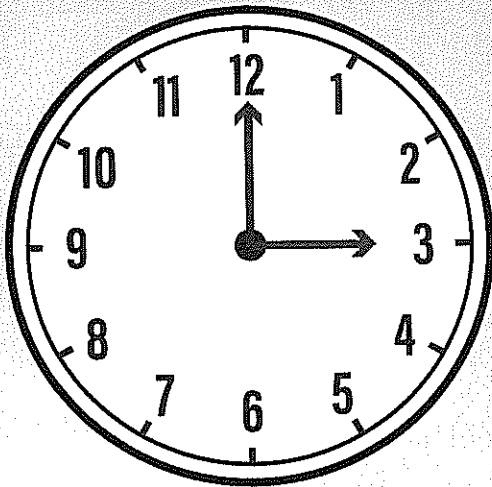
1 o'clock



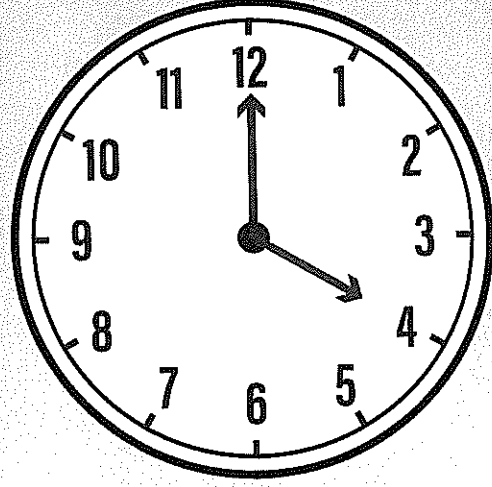
2 o'clock

1:00

2:00



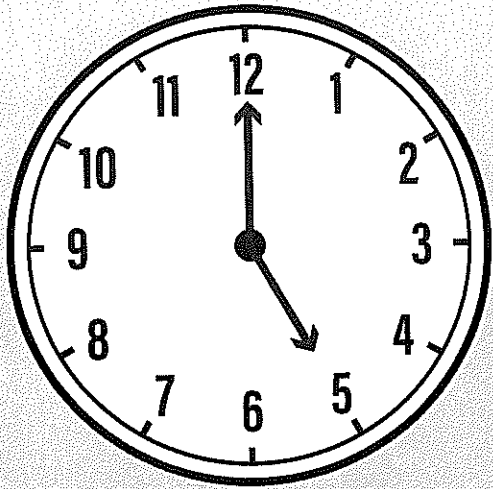
3 o'clock



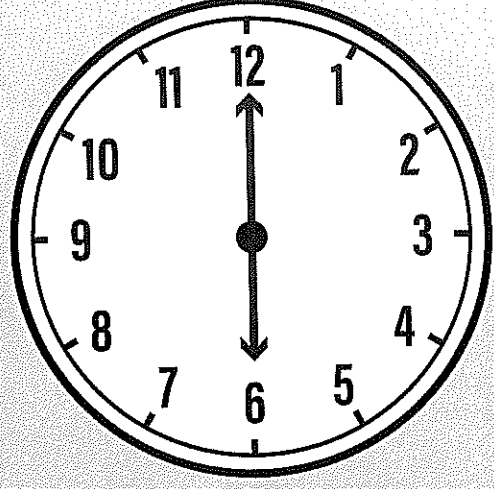
4 o'clock

3:00

4:00



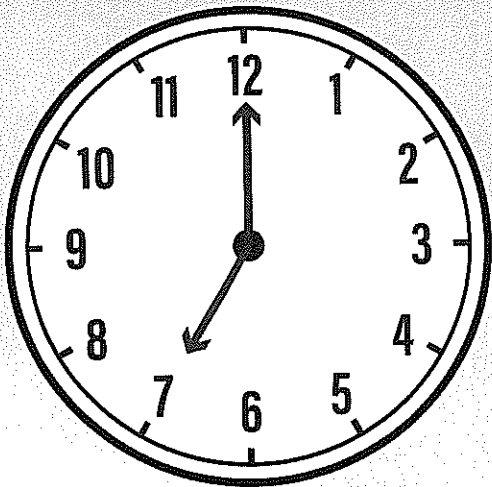
5 o'clock



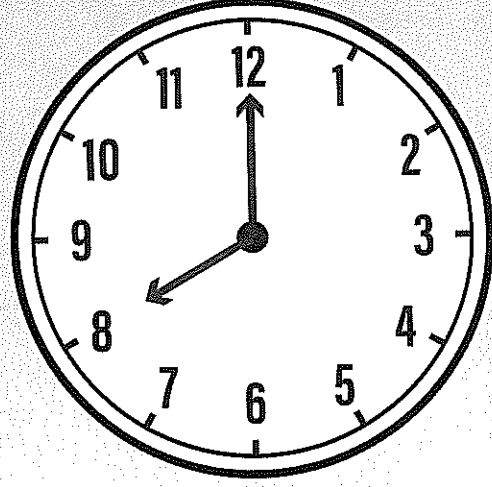
6 o'clock

5:00

6:00



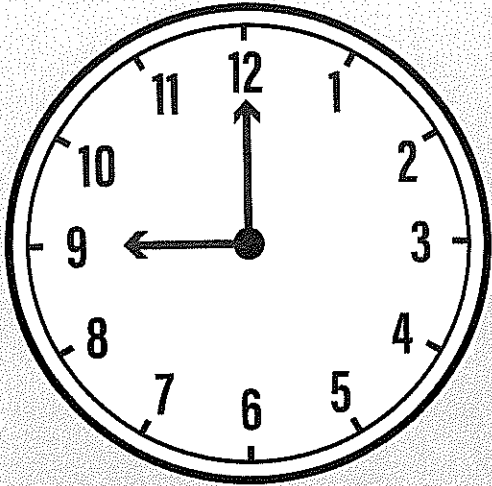
7 o'clock



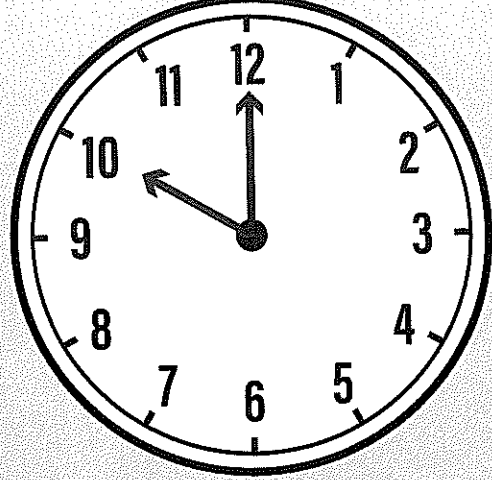
8 o'clock

7:00

8:00



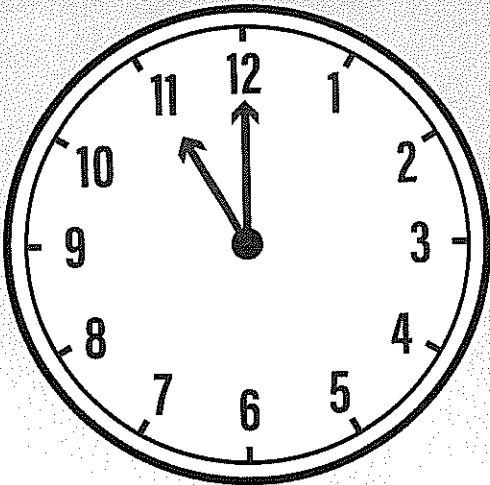
9 o'clock



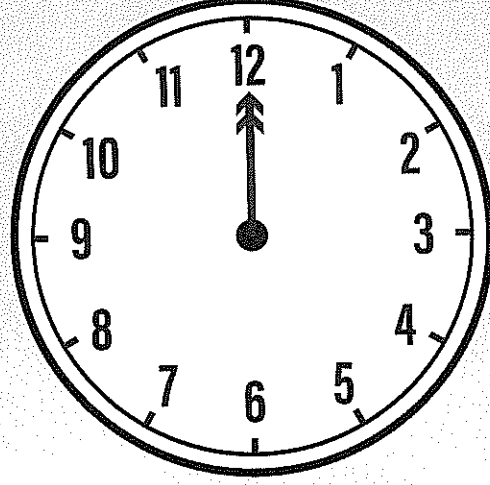
10 o'clock

9:00

10:00



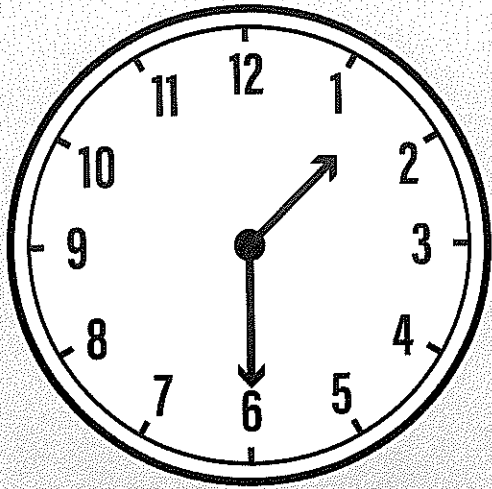
11 o'clock



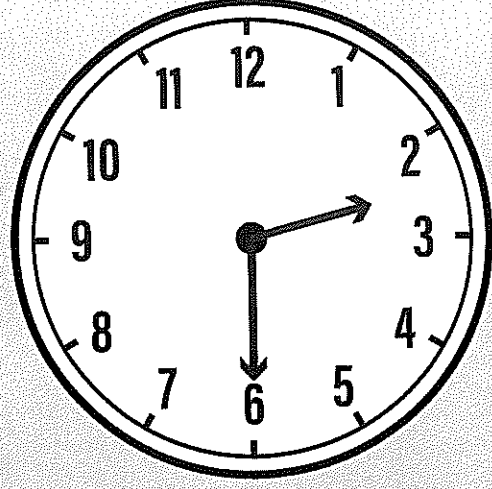
12 o'clock

11:00

12:00



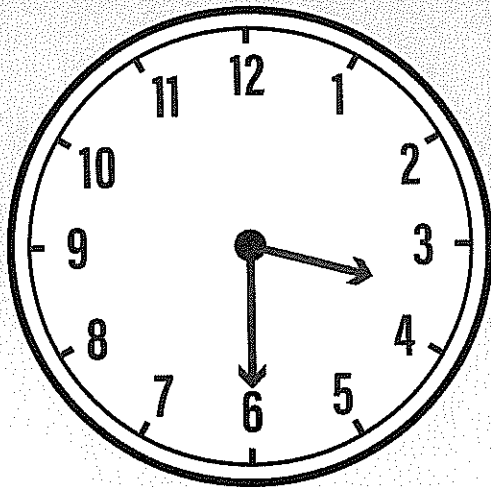
half past 1



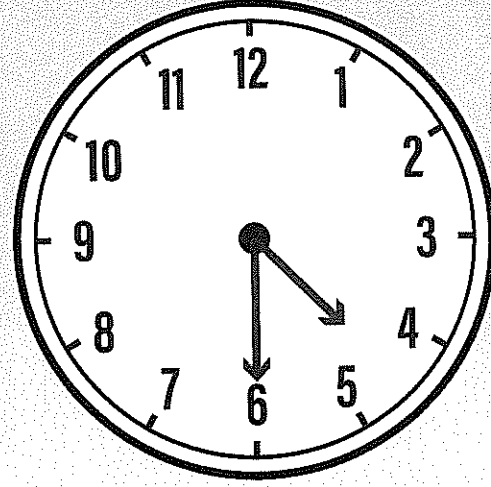
half past 2

1:30

2:30



half past 3



half past 4

3:30

4:30

The Very Hungry Caterpillar

By Eric Carle

What could you
design and build?

Could you build
something to protect
his cocoon?



Picture Book STEM



_____ 's **Toolbox**

Tools I can use to stay in the **Green** zone
