

Remote learning Grid - Week 2 Term 3 - Stage 1 - Year 1

This grid covers both online and offline options. Activities that are highlighted yellow will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. Optional activities are highlighted in green.

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Morning Routine Complete the Morning Routine Seesaw activity by 9.30am (Week 2 Monday: Morning Routine). Offline – Complete the activity in your home package (Week 2 Monday: Morning Routine).</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 2 Monday: Phonics). Offline – complete the worksheet in your home package and sort the 'long a' words. (Week 2 Monday: Phonics). <ul style="list-style-type: none"> Practise writing words from the spelling grid. Highlight the focus phoneme or write it in a different colour. </p> <p>Guided Reading Read a guided reading book on WUSHKA and complete the activity that goes with your book. <ul style="list-style-type: none"> Find as many 'long a' words in your book as you can and write them down on paper or a whiteboard. Sort the words by their 'long a' letter combinations. </p> <p>Writing Complete the assigned Seesaw activity (Week 2 Monday: Writing). Offline –</p>	<p>Morning Routine Complete the Morning Routine Seesaw activity by 9.30am (Week 2 Tuesday: Morning Routine). Offline – Complete the activity in your home package (Week 2 Tuesday: Morning Routine).</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 2 Tuesday: Phonics). Offline – complete the worksheet in your home package and fill in 'long a' words on the snail. (Week 2 Tuesday: Phonics). <ul style="list-style-type: none"> Practise writing words from the spelling grid. Write some interesting sentence using your words. </p> <p>Guided Reading Read a guided reading book on WUSHKA and complete the activity that goes with your book. <ul style="list-style-type: none"> Find as many 'long a' words in your book as you can and write them down on paper or a whiteboard. Sort the words by their 'long a' letter combinations. </p> <p>Writing Complete the assigned Seesaw activity (Week 2 Tuesday: Writing). Offline –</p>	<p>Morning Routine Complete the Morning Routine Seesaw activity by 9.30am (Week 2 Wednesday: Morning Routine). Offline – Complete the activity in your home package (Week 2 Wednesday: Morning Routine).</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 2 Wednesday: Phonics). Offline – complete the worksheet in your home package and segment the 'long a' words. (Week 2 Wednesday: Phonics). <ul style="list-style-type: none"> Practise saying and writing your camera words. Play 'snap' using some of these words. </p> <p>Guided Reading Read a guided reading book on WUSHKA and complete the activity that goes with your book. <ul style="list-style-type: none"> Find as many 'long a' words in your book as you can and write them down on paper or a whiteboard. Sort the words by their 'long a' letter combinations. </p> <p>Shared Reading Complete the assigned</p>	<p>Morning Routine Complete the Morning Routine Seesaw activity by 9.30am (Week 2 Thursday: Morning Routine). Offline – Complete the activity in your home package (Week 2 Thursday: Morning Routine).</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 2 Thursday: Phonics). Offline – complete the worksheet in your home package (Week 2 Thursday: Phonics). <ul style="list-style-type: none"> Practise writing your camera words. Write some interesting sentences that use camera words. </p> <p>Guided Reading Read a guided reading book on WUSHKA and complete the activity that goes with your book. <ul style="list-style-type: none"> Find as many 'long a' words in your book as you can and write them down on paper or a whiteboard. Sort the words by their 'long a' letter combinations. </p> <p>Topic Talk (News) Complete the Topic Talks Activity (Week 2 Thursday: Topic Talk) on Seesaw. Offline – Choose a topic from</p>	<p>Morning Routine Complete the Morning Routine Seesaw activity by 9.30am (Week 2 Friday: Morning Routine). Offline – Complete the activity in your home package (Week 2 Friday: Morning Routine).</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 2 Friday: Phonics). Offline – complete the word search and rainbow write activity in your home package (Week 2 Friday: Phonics). <ul style="list-style-type: none"> Practise writing your camera words. Write some interesting sentences that use camera words. </p> <p>Guided Reading Read a guided reading book on WUSHKA and complete the activity that goes with your book. <ul style="list-style-type: none"> Find as many 'long a' words in your book as you can and write them down on paper or a whiteboard. Sort the words by their 'long a' letter combinations. </p> <p>Shared Reading Complete the assigned shared reading task on</p>

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	complete the home package activity to plan your writing about an animal (Week 2 Monday: Writing).	complete the home package activity and use your plan from Monday to write about an animal (Week 2 Tuesday: Writing).	shared reading task on Seesaw (Week 2 Wednesday: Shared Reading). Offline – Complete the home package activity (Week 2 Wednesday: Shared Reading).	the Topic Talks grid in the home package and present your talk to someone at home. Choose a different topic to what you did in Week 1 (Week 2 Thursday: Topic Talk).	Seesaw (Week 2 Friday: Shared Reading). Offline – Complete the home package activity (Week 2 Friday: Shared Reading).
Wellbeing break	Choose 1 activity from the Wellbeing Grid.				
Break					
Middle	<p>Number Complete the assigned Seesaw activity (Week 2 Monday: Number). Offline – complete the home package activity to show number of the day and number combinations (Week 2 Monday: Number). • Choose a 2-digit number and practise counting forwards by ones or tens. E.g. 37, 38, 39.. Or 37, 47, 57. You can use the hundreds chart from your home package to help you.</p> <p>Length Complete the assigned Seesaw activity (Week 2 Monday: Length). Offline – complete the home package activity to measure the length of different objects (Week 2 Monday: Length).</p> <p>Mathletics Log in to Mathletics and complete the assigned task ‘Everyday Length’.</p>	<p>Number Complete the assigned Seesaw activity (Week 2 Tuesday: Number). Offline – complete the home package activity and fill in missing numbers (Week 2 Tuesday: Number). • Choose a 2-digit number and practise counting backwards by ones or tens. E.g. 37, 38, 39.. Or 37, 47, 57. You can use the hundreds chart from your home package to help you.</p> <p>Length Complete the assigned Seesaw activity (Week 2 Monday: Length). Offline – complete the home package activity to measure the length of different objects (Week 2 Monday: Length).</p> <p>Mathletics Log in to Mathletics and complete the assigned task ‘Compare Length’.</p>	<p>Number Complete the assigned Seesaw activity (Week 2 Wednesday: Number). Offline – complete the home package activity to show number of the day and number combinations (Week 2 Wednesday: Number). • Practise skip counting by twos. See if you can write down the numbers as you count. What is the highest number you can count to?</p> <p>Length Complete the assigned Seesaw activity (Week 2 Monday: Length). Offline – complete the home package activity to measure the length of different objects (Week 2 Monday: Length).</p> <p>Mathletics Log in to Mathletics and complete the assigned task ‘Count by twos’.</p>	<p>Number Complete the assigned Seesaw activity (Week 2 Thursday: Number). Offline – complete the home package activity (Week 2 Thursday: Number). • Practise skip counting by fives. See if you can write down the numbers as you count. What is the highest number you can count to?</p> <p>Patterns Complete the Seesaw activity (Week 2 Thursday: Patterns). Offline – Complete the activity in the home package to continue and create shape patterns (Week 2 Thursday: Patterns).</p> <p>Mathletics Log in to Mathletics and complete the assigned task ‘Counting by fives’.</p>	<p>Number Complete the assigned Seesaw activity (Week 2 Friday: Number). Offline – complete the home package activity to show number of the day and number combinations (Week 2 Friday: Number). • Practise skip counting by tens. See if you can write down the numbers as you count. What is the highest number you can count to?</p> <p>Patterns Complete the Seesaw activity (Week 2 Friday: Patterns). Offline – Complete the activity in the home package to continue and create and describe growing shape patterns (Week 2 Thursday: Patterns).</p> <p>Mathletics Log in to Mathletics and complete the assigned task ‘Pattern error’.</p>
Wellbeing	Choose 1 activity from the Wellbeing Grid.				

Week 2					
Monday	Tuesday	Wednesday	Thursday	Friday	
break					
Break					
Afternoon <u>Library</u> Complete the assigned Seesaw activity (Week 2 Monday: Library). Offline – complete the home package activity to record information about a story (Week 2 Monday: Library).	<u>History</u> Complete the assigned Seesaw activity (Week 2 Tuesday: History). Offline – Complete the home package activity and interview someone at home (Week 2 Tuesday: History).	<u>Sport</u> Complete the assigned Seesaw activity (Week 2 Wednesday: Sport). Offline – Complete the home package activity and practise your throwing and catching (Week 2 Wednesday: Sport).	<u>History</u> Complete the assigned Seesaw activity (Week 2 Tuesday: History). Offline – Complete the home package activity about big families (Week 2 Tuesday: History).	<u>PDH: Road Safety</u> Complete the Seesaw activity (Week 2 Friday: Road Safety). Offline – Complete the activity in the home package to explain how different objects might distract you near the road. (Week 2 Friday: Road Safety).	

Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical Wellbeing	Emotional Wellbeing	Social Wellbeing	Cognitive Wellbeing	Spiritual Wellbeing
Complete 20 minutes of skipping. Practice the skills you were taught last Term and try to improve.	Make a list of all the things that made you smile today (e.g. a cuddle from mum or dad, learning something new, getting a treat).	Call, Skype or FaceTime a friend and talk about something good that has happened this week.	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates, or meditation session. There are some available on YouTube, or you can create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out).	Participate in a self-care activity (e.g. going to bed early, painting, deep breathing, watching the sunset, or having a bath).	Help a family member (e.g. cook a meal, tidy part of the house, wash the dishes, wash your pet)	Create your own boardgame and ask your family to play with you.	Spend at least 30 minutes outside connecting with nature.
Count how many star jumps you can do in 1 minute. Repeat this activity and try to beat that number.	Write a journal entry about your day and how you are feeling.	Sit and have a chat with your mum, dad, or a sibling about the pros of learning from home/working from home.	Complete a jigsaw puzzle, Sudoku or crossword puzzle.	Make a list of all your positive qualities and strengths. Are there any qualities you want to work on, improve, or learn?
Challenge your mum, dad, or a sibling to an arm-wrestling contest. The best of 3, wins.	Listen to some calming music and move your body to the music.	Play a game of charades with your family members.	Read your favourite book to your mum, dad, or a sibling.	Go on a nature walk, plant some seeds, listen to some birdsongs, or do some weeding.
Go for a walk with your mum, dad, or a sibling.	Make your own stress ball, or playdoh. You can follow a YouTube tutorial, or you can be creative and make your own.	Think about all the things your mum or dad do for you. Write a thank you note to them.	Create a sculpture using recycled materials from around your house.	Draw a picture of someone you look up to. Show a family member and discuss the qualities which you admire about this person.

HUNDREDS CHART

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

Word List 5



a ai ay a_e

Target Representations				Extension Representations	
a	ai	ay	a_e	eigh	ey
baby	rain	hay	made	eight	obey
April	tail	day	shade	eighteen	grey
lady	laid	say	cave	eighty	they
hazy	bait	ray	sale	freight	prey
lazy	pail	Fay	safe	neigh	hey
apron	chain	May	brave	sleigh	obeying
pastry	aim	lay	tale	weigh	
crazy	main	bay	bake	weight	
radio	paid	pay	mate		
	drain	gay	base		
	sail	may	brake		
	pain	way	late		
	mail	play	case	ei	ea
	hail	stay	shake		
	maid	tray	date	rein	great
	wait	clay	rake	sheik	greatest
	fail	pray	plane	vein	greatness
	stain	slay	take	veil	break
	again	Sunday	fake		steak
	snail	stray	hate		
	train	fray	plate		
	afraid		blade		
	grain		grape		
	painting		blaze		
	faint		taste		
	brain		flame		
	waist		whale		

Please note: words in the shaded area are a little more difficult



Camera Word List

Toolkit 2

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
one	people	her	because	friend	half
some	live	out	two	their	first
want	brother	there	another	were	good
many	sister	about	more	your	girl
love	house	his	here	could	saw
has	where	down	our	four	would



Camera Word Snap/Pairs



friend



their



were



your



could



four



half



first



good



girl



saw



would

This sheet will need to be photocopied twice for *Pairs/Snap*.



Camera Word Snap/Pairs



friend



their



were



your



could



four



half



first



good



girl



saw



would

This sheet will need to be photocopied twice for *Pairs/Snap*.



Week 2 Monday: Morning Routine

Put a star on the calendar to show what day it is

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				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

Today is

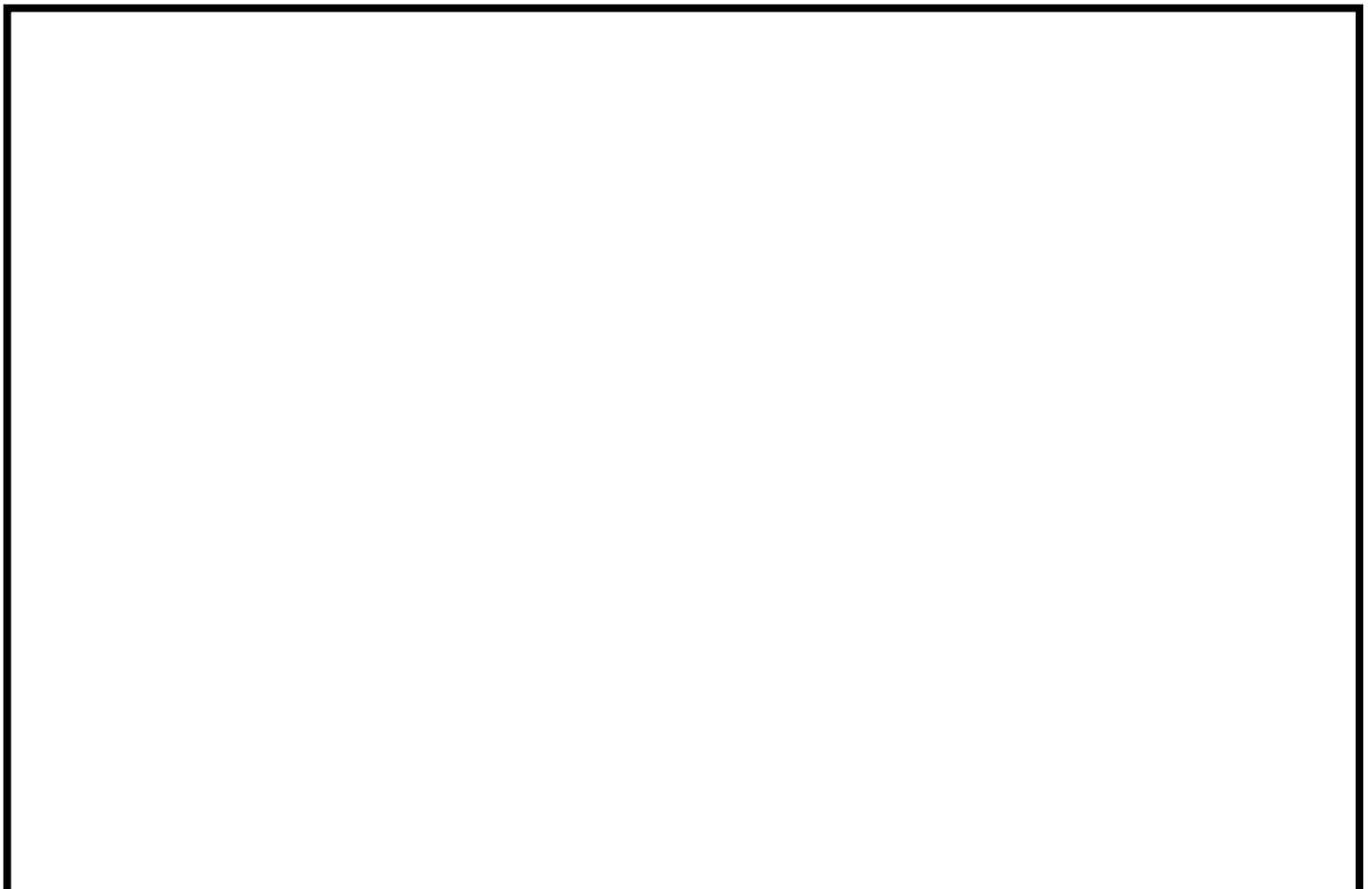
The month is

The year is

The season is

The date is

What was the highlight of your weekend? Draw and write about it.



Week 2 Monday: Phonics

We are learning to use the 'long a' phoneme

- I can identify where the 'long o' phoneme is in a word
- I can read words that use the 'long a' phoneme
- I can write words that use the 'long a' phoneme
- I can use words with the 'long a' phoneme in a sentence

Instructions

1. Practise reading the 'long a' words below. Remember when you see the **red letters** it will make the 'long a' sound
2. Write the 'long a' words in the box below in the correct column.
3. Try the second table without the 'long a' sounds found for you

baby safe pain main day bake April			
play lazy late rain made say lady pay tail			
a	ai	ay	a_e

Week 2 Monday: Phonics

We are learning to use the 'long a' phoneme

hazy mate chain mail way shake crazy

stay date hail plane hay tray wait

a

ai

ay

a_e

Week 2 Monday: Writing

We are learning to write an informative text

- I can use my planning sheet to write an informative text
- I can use capital letters and punctuation in the correct place
- I can use adjectives to make my writing more interesting
- I can read my own writing to check it makes sense
- I can write at least 4 sentences

Instructions

1. If you have access to a device watch this video:
Emu facts with Keeper Ally at Taronga Western Plains Zoo
<https://www.youtube.com/watch?v=ogjAZKB6FXw&list=PLxwyYgy4x03hs09zBVm2Y4KJV5nGKpj8Q&index=30>
If you don't have any device access please choose your own animal to write about.
2. Write your plan on the planning sheet
 - a. Appearance (What the animal looks like)
 - b. Diet (what does it eat)
 - c. Movement (how does it move- walk, swim, jump?)
 - d. Habitat (Where does the animal live)
 - e. Extension- Did you know? (Interesting facts about the animal)
 - f. Draw a picture of your animal

You can also watch more videos about Emu's including:

- <https://www.youtube.com/watch?v=wQ-OjDCtc00>
- <https://www.youtube.com/watch?v=L4I8LYR4e1o>

Week 2 Monday: Writing

My Writing Plan

My Animal:

Appearance (What does it look like?)	Diet (What does it eat?)
Movement (How does it move?)	Habitat (Where does it live?)
Did you know? (Interesting Facts)	My Picture

Week 2 Monday: Number

Activity 1:

We are learning to represent numbers.

- I can show my number by using a tally, on a number line and using ten frames
- I can count forwards and backwards from a given two-digit number
- I can partition my number into tens and ones

Instructions:

1. Complete the number of the day activity below. Today's number is 30.
2. Practise counting forwards and backwards from the number of the day.

The worksheet contains the following elements:

- Number Line:** A horizontal line with arrows at both ends and 11 tick marks.
- Tens and Ones Grid:** A large rectangle divided into four quadrants. The top-left quadrant is labeled 'Tens' and contains a vertical bar with 10 small squares. The top-right quadrant is labeled 'Ones' and contains a small square icon.
- One More / One Less Grid:** A rectangle divided into four quadrants. The top-left quadrant is labeled 'One More' and the top-right quadrant is labeled 'One Less'.
- Tally Marks:** A box containing the text 'Tally Marks' and a blue tally mark consisting of five vertical lines with a diagonal line crossing them.
- Tens frames:** Three 2x5 grids, each labeled 'Tens frames'.
- Star:** A yellow five-pointed star with the number '30' in the center.
- Instructional Boxes:** Two green boxes with black borders. The top one says '+ that makes this number' and the bottom one says '- that makes this number'.

Week 2 Monday: Number

Activity 2:

We are learning to record number combinations up to 20

- I can write addition sums for a given number
- I can recognise patterns in addition sums to make a particular number

Eg: 7	$7 + 0 = 7$ $6 + 1 = 7$ $3 + 4 = 7$ $4 + 3 = 7$ $1 + 6 = 7$ $0 + 7 = 7$
4	
10	
18	

Week 2 Monday: Length

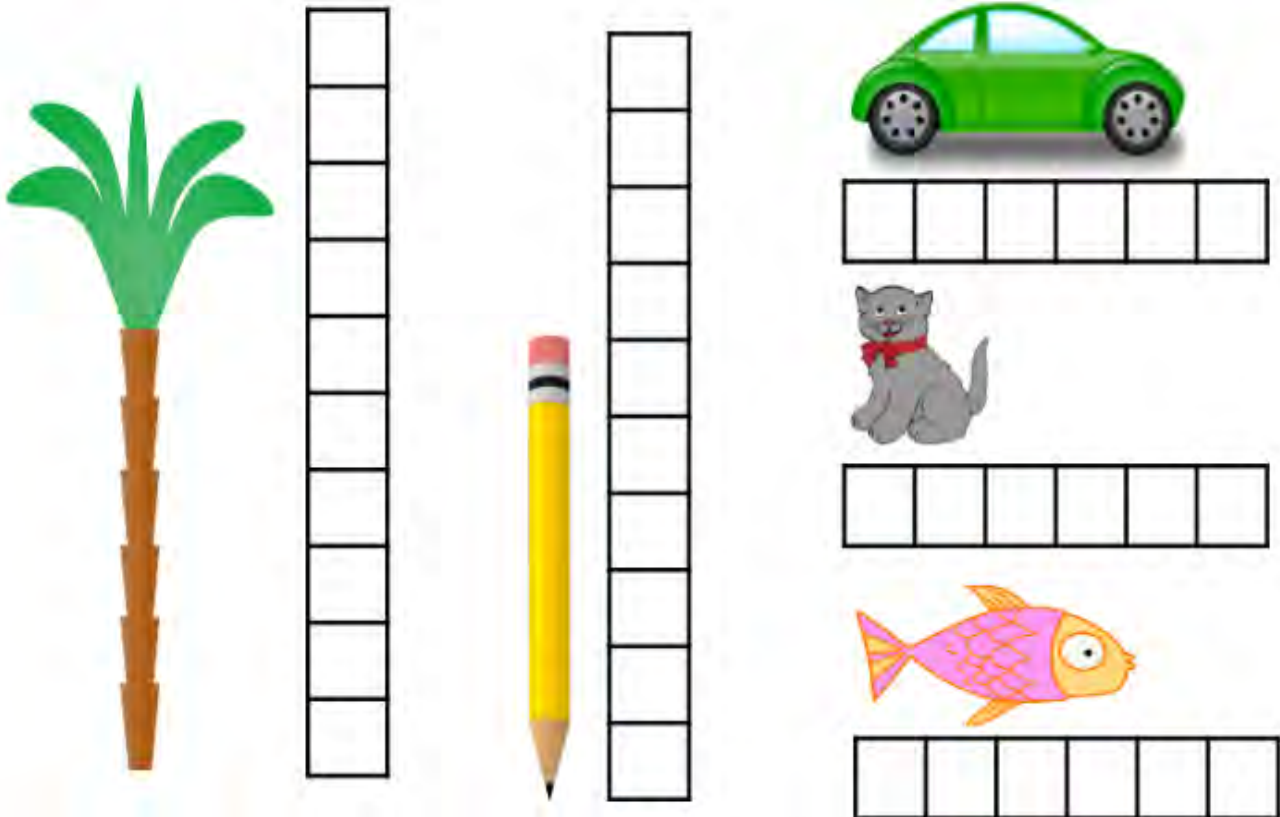
We are learning to measure, record and compare the length of different objects

- I can use an informal unit (paper clips, paddle pop sticks, pencils, blocks) to measure the length of an object
- I can choose an informal unit (paper clips, paddle pop sticks, pencils, blocks) to measure with
- I can compare two objects and explain what I found using language such as longer than, shorter than and equal length.
- I can record my answer in a sentence


Instructions:

1. Colour the squares to show the length of each object
2. Use the strips of squares (at the bottom of the next page) to measure the length of 5 objects in your house
3. Draw and label your objects
4. Circle the longest object in red
5. Circle the shortest object in blue

Color the squares to show the length of each object.



Week 2 Monday: Length

My Object	How long was it?	Draw your object
My book	8 squares	
	_____ squares	
	_____ squares	
	_____ squares	

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

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

Week 2 Monday: Library

What's the SCOOP? Retelling Template

Read a book from home or 'Storyline Online' and complete the SCOOP questions.



Setting: When and where did your story take place?

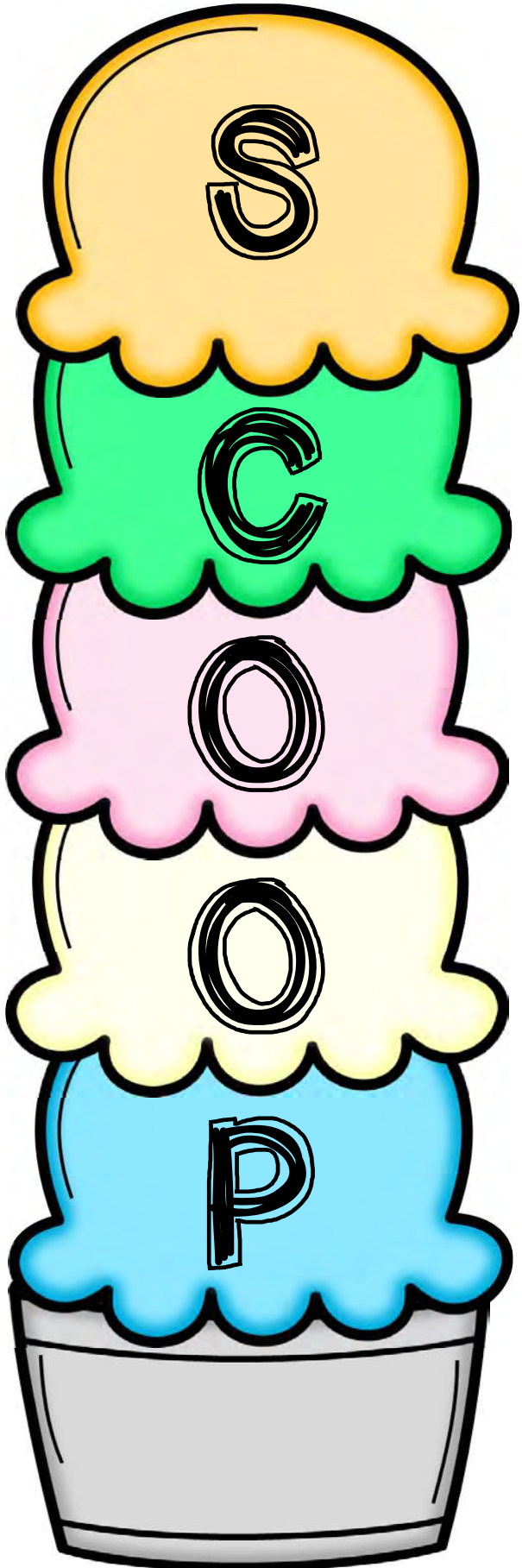
Characters: Name the characters in your story.

Oh No! (The problem): What is the **PROBLEM** in the story? Is the character/s faced with a challenge?

Order of events: Retell the story in order.

Problem solved: How is the problem solved or fixed?

What's the SCOOP?



1. Setting



Tells WHEN and WHERE

2. Characters



WHO is in the story?

3. Oh no! (the problem)



What is the PROBLEM in the story?

4. Order of Events

Tell the story IN ORDER.

1

2

3

5. Problem Solved



How is the problem solved or fixed?

I can...
retell a story!

Week 2 Tuesday: Morning Routine

Put a star on the calendar to show what day it is

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

Today is

The month is

The year is

The season is

The date is

What is your favourite book and why?

Week 2 Tuesday: Phonics

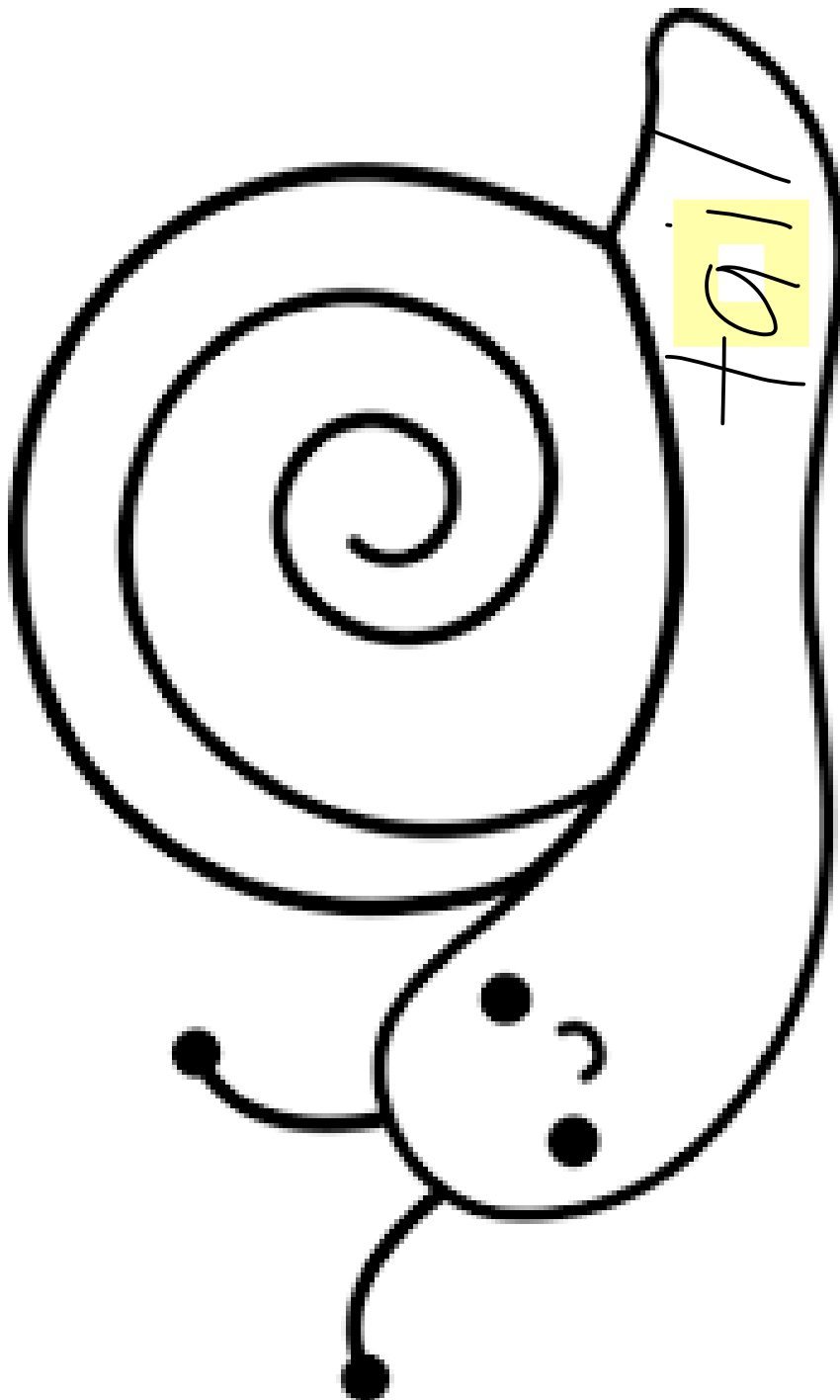
We are learning to use the 'long a' phoneme

- I can identify where the 'long a' phoneme is in a word
- I can read words that use the 'long a' phoneme
- I can write words that use the 'long a' phoneme
- I can use words with the 'long a' phoneme in a sentence

Instructions

1. Write as many 'long a' words as you can on the snail (at least 10)
2. Circle or colour in the 'long a' sound in your word

Remember we usually make the 'long a' sound with a, ai, ay or a_e
Did you find any other ways to make the 'long a' sound?



Week 2 Tuesday: Writing

We are learning to write an informative text

- I can use my planning sheet to write an informative text
- I can use capital letters and punctuation in the correct place
- I can use adjectives to make my writing more interesting
- I can read my own writing to check it makes sense
- I can write at least 4 sentences

Instructions

1. If you have access to a device watch this video:
<https://www.youtube.com/watch?v=vfpld9uY27c>
(If you don't have any device access please choose your own animal to write about (the same animal you wrote the plan about)).
2. Write your informative text using your plan from Monday. Remember to write about each part of your plan.

Week 2 Tuesday: Number

We are learning to complete number patterns up to 100

- I can count forwards and backwards by 1s to complete number patterns.
- I can write two-digit numbers correctly.

Instructions:

Fill in the missing numbers to complete the number patterns.

Name _____

MISSING NUMBERS

34, _____, 36, _____, 38

23, 24, _____, _____, 27

70, _____, 72, 73, _____

55, _____, 57, _____, 59

62, _____, 64, _____, 66

37, 38, _____, _____, 41

44, _____, 46, 47, _____

28, _____, 30, _____, 32

This was:
(Circle one)

Easy

Just Right

Hard

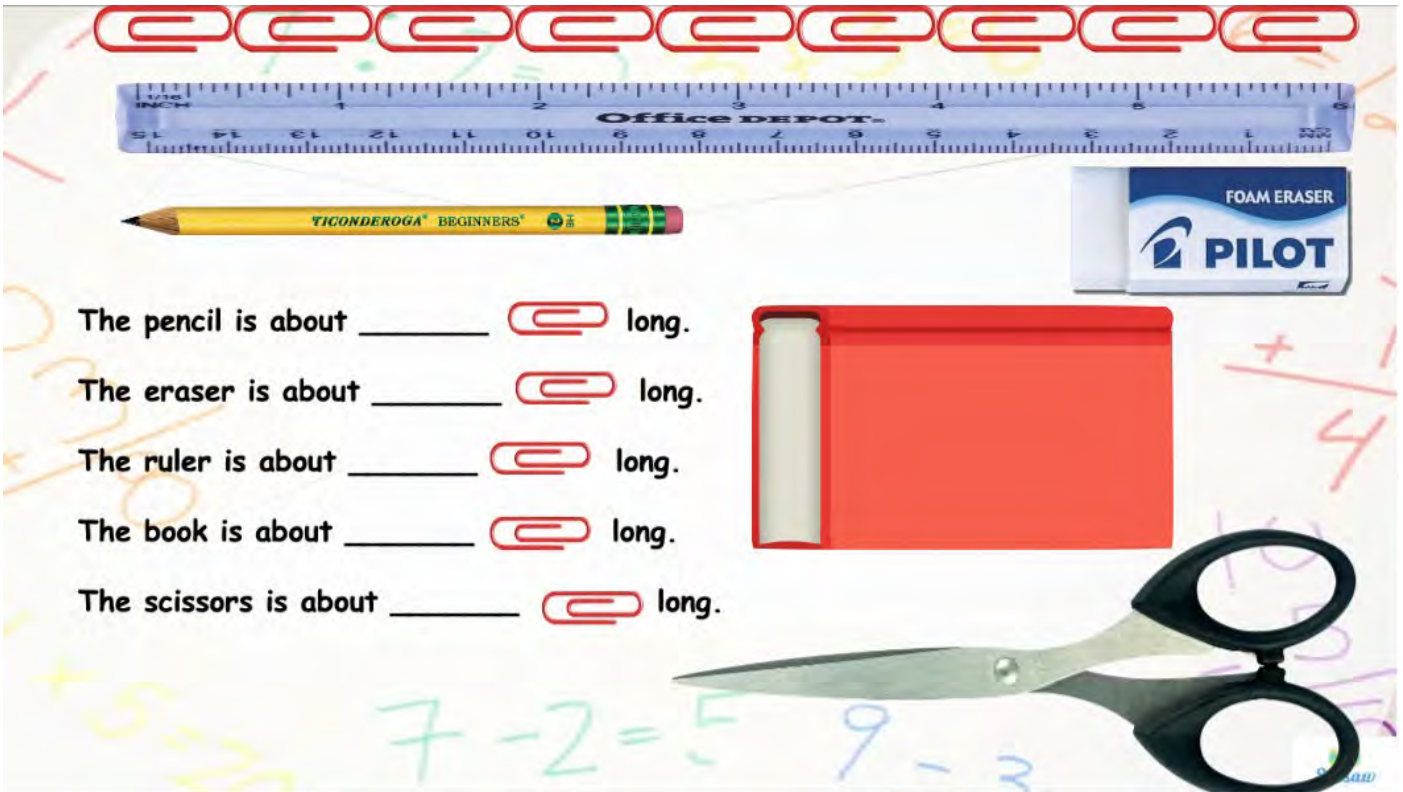
Week 2 Tuesday: Length

We are learning to measure, record and compare the length of different objects.

- I can use an informal unit (paper clips, paddle pop sticks, pencils, blocks) to measure the length of an object
- I can choose an informal unit (paper clips, paddle pop sticks, pencils, blocks) to measure with
- I can compare two objects and explain what I found using language such as longer than, shorter than and equal length.
- I can record my answer in a sentence

Instructions

1. Use the paper clips to measure the objects below.
2. Fill in the objects lengths on the sheets below
3. Choose 4 objects at home to measure and choose a new object to measure them with. It could be a pencil, a lego block or even a small rectangle)



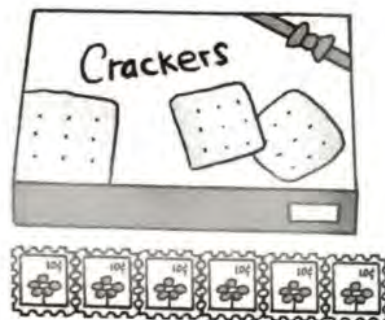
The pencil is about _____ paper clips long.

The eraser is about _____ paper clips long.

The ruler is about _____ paper clips long.


The book is about _____ paper clips long.

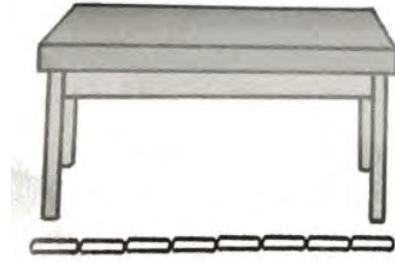
The scissors is about _____ paper clips long.





The box of crackers is about _____ stamps long.



The notebook is about _____  long.



The table is about _____  long.

My Object	How long was it?	Draw your object
My book	3 pencils	

Week 2 Tuesday: History

We are learning about life in the past

- I can choose an older person to interview
- I can think of some questions about the past
- I can record my questions and the answers from the person I interviews

Instructions:

1. Choose somebody older than you that you would like to interview. This may be a parent or grandparent.
2. Think of 2-5 questions about the past and write them in the question boxes. You can use the ideas below to help you.
3. Interview the person and record their responses in the answer boxes.

Draw the person that you are interviewing

Name: _____

Here are some question ideas:

What games did you play with your friends when you were little?

What was your school like?

What did you do at home to keep entertained?

What was your house like?

What did you pack in your lunch box?

Write your questions below. Write the answers that the person you are interviewing gives you.

Question 1	
Answer	

Question 2	
Answer	
Question 3	
Answer	
Question 4	
Answer	
Question 5	
Answer	

Week 2 Wednesday: Morning Routine

Put a star on the calendar to show what day it is

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Today is

The month is

The year is

The season is

The date is

What is the best thing about home learning?

Week 2 Wednesday: Phonics

We are learning to use the 'long a' phoneme

- I can identify where the 'long o' phoneme is in a word
- I can read words that use the 'long a' phoneme
- I can write words that use the 'long a' phoneme
- I can use words with the 'long a' phoneme in a sentence

Instructions

1. Read the 'long a' words
2. Segment the words into the table below
3. Complete the activity with the 3 phoneme words

- Don't forget that 1 phoneme (sound) = 1 box
The 'long a' phoneme should be in 1 box

2 Phoneme Words		
say	s	ay
bay		
lay		
day		
May		

Week 2 Wednesday: Phonics
We are learning to use the 'long a' phoneme

3 Phoneme Words			
tail	t	ai	l
paid			
bait			
sail			
play			
baby			
rain			
chain			
stay			

Week 2 Wednesday: Shared Reading

We are learning to use our comprehension strategies to respond to text

- I can identify who the story is about
- I can identify where the story took place
- I understand what the story is about
- I can identify the hidden message in the story

Instructions

1. Read a picture book of your choice.
2. Complete the 'response to reading' activity by drawing a picture or writing about **Who** is in the story, **Where** the story is set and **What** happened.
3. EXTENSION: What is the hidden message of the story?

Response to Reading	
Who?	Where?
What?	
Hidden Message	

Week 2 Wednesday: Number

Activity 1:

We are learning to represent numbers

- I can show my number by using a tally, on a number line and using ten frames
- I can count forwards and backwards from a given two-digit number
- I can partition my number into tens and ones

Instructions:

1. Complete the number of the day sheet (attached). Today's number is **18**.
2. Practise counting forwards and backwards from the number of the day.

The worksheet contains the following elements:

- Number Line:** A horizontal line with arrows at both ends and 11 tick marks.
- Star:** A yellow star with the number 18 in the center.
- Tens and Ones Grid:** A grid with two columns labeled 'Tens' and 'Ones'. The 'Tens' column has a vertical bar with a dot, and the 'Ones' column has a small square icon.
- One More / One Less Grid:** A grid with two columns labeled 'One More' and 'One Less'.
- Tally Marks:** A box containing the text 'Tally Marks' and a blue tally mark consisting of four vertical lines.
- Tens frames:** Three empty 2x5 grids labeled 'Tens frames'.
- Instructional Boxes:** Two green boxes with text: '+ that makes this number' and '- that makes this number'.

Week 2 Wednesday: Number

Activity 2

We are learning to skip count by 10s from a given number

- I can count forwards by 10s from any given number
- I can continue the number pattern

20, 30, 40, _____, _____, _____, _____, 90

60, 70, _____, 90, _____, 110, _____, 130

10, _____, _____, 40, 50, _____, 70, _____

15, 25, 35, 45, _____, _____, _____

28, 38, 48, 58, _____, _____, _____, _____

49, 59, 69, _____, _____, _____, _____

140, 150, 160, _____, _____, _____, _____

Week 2 Wednesday: Length

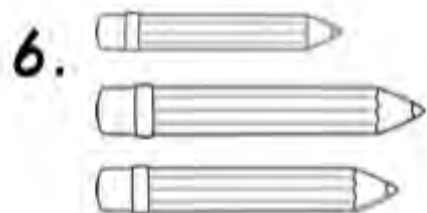
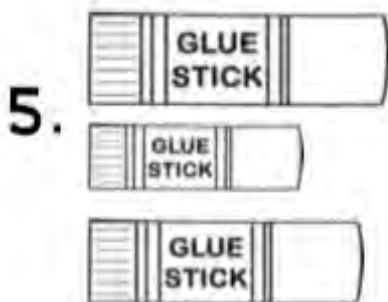
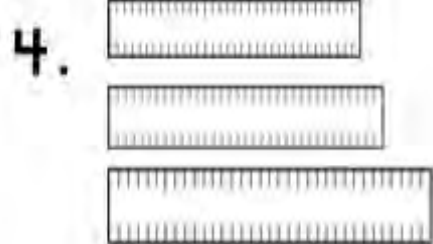
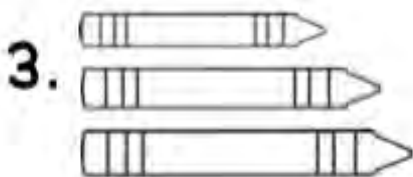
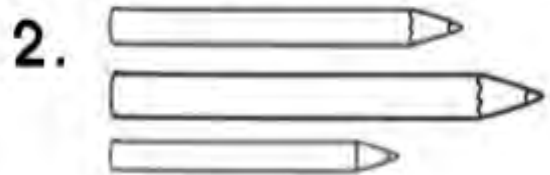
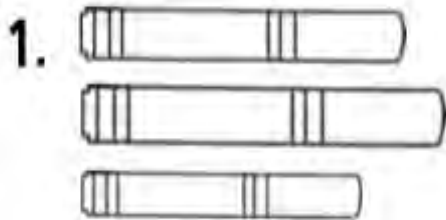
We are learning to measure, record and compare the length of different objects.

- I can use an informal unit (paper clips, paddle pop sticks, pencils, blocks) to measure the length of an object
- I can choose an informal unit (paper clips, paddle pop sticks, pencils, blocks) to measure with
- I can compare two objects and explain what I found using language such as longer than, shorter than and equal length.
- I can record my answer in a sentence

Instructions:

1. Colour the object that is the longest
2. Complete the Length- Compare and order lengths sheet
3. Finish the length sentences
4. Create your own longer than or shorter than sentence.

Directions: Color the object that is the longest.



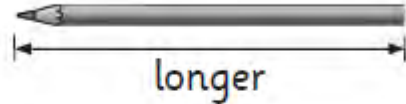
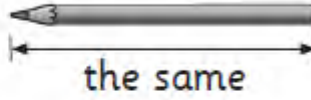
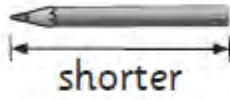
Week 2 Wednesday: Length

Length – compare and order lengths

We can compare lengths. Look at this lead pencil.



The others are:



You will need:



you



streamer or string



scissors

What to do:

Cut a piece of streamer. This is your measuring 'stick'. Find a home object that is:

shorter than it

the same as it

longer than it

What to do next:

Find 3 things in your room that are the **same** length as each other. Draw them here.

Week 2 Wednesday: Length

Length – compare and order lengths

1 Draw or write to make these statements true:

a My foot is **shorter** than

b My little finger is **longer** than

c My desk is **longer** than

d My lead pencil is about the **same** length as

e My nose is the **same** length as

My Longer than/Shorter than sentence

Use the sentences above to help you write about another object in your house.

Week 2 Wednesday: Sport

We are learning to throw and catch

- I can throw and catch a ball
- I can complete different challenges while I throw and catch

Instructions:

Read the challenges below and try to do some at home. Highlight or tick the challenges that you try.

Catching Challenges

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin and catch - throw the ball in the air and try to spin on the spot before catching the ball.
- Drop and catch - drop the ball from shoulder height and try to catch it before it hits the ground.

Mega Challenges

- Throw and catch while running on the spot.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



Equipment

Ball, soft toy, pair of rolled up socks.

Week 2 Thursday: Morning Routine

Put a star on the calendar to show what day it is

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				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

Today is

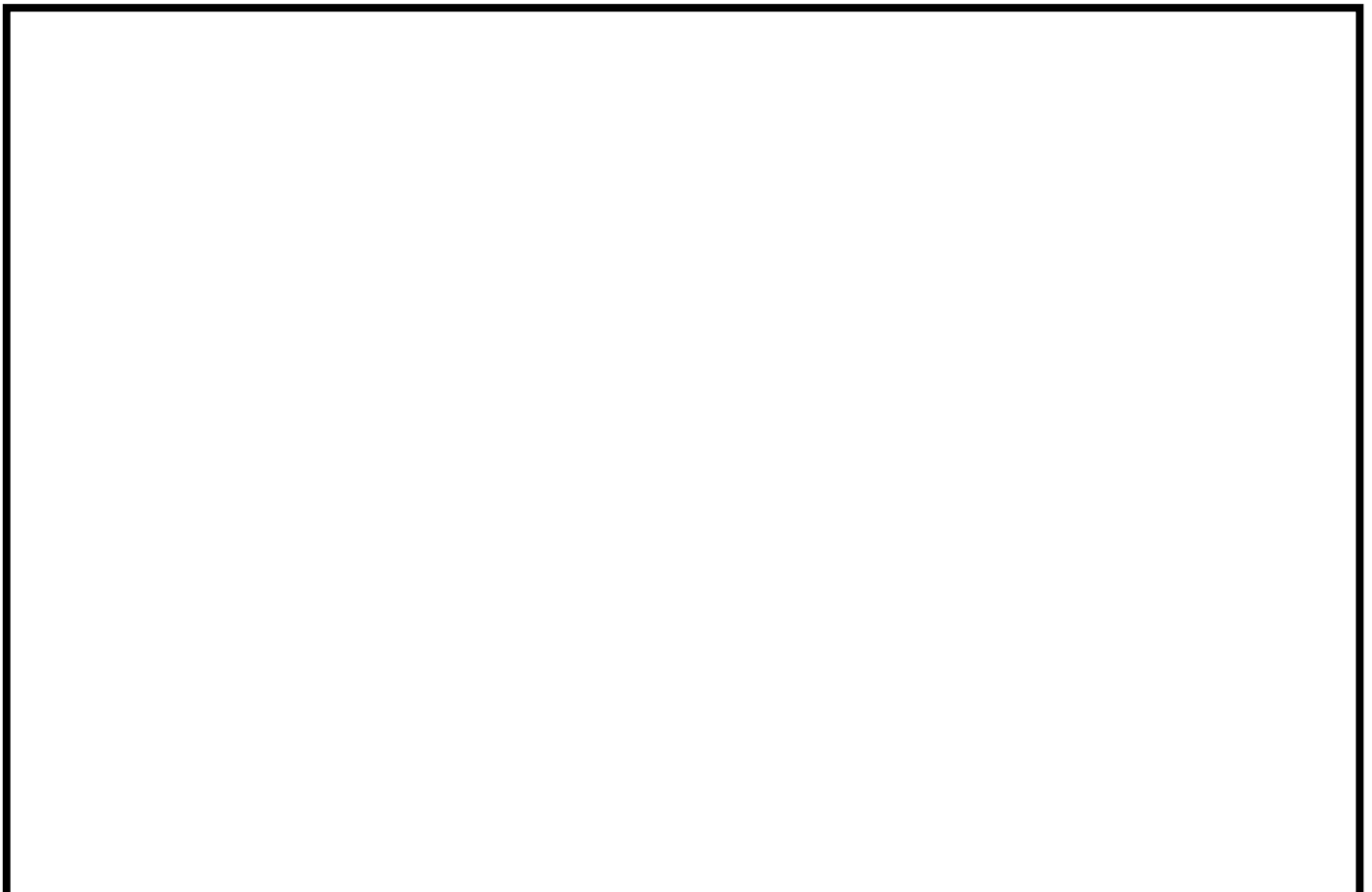
The month is

The year is

The season is

The date is

What types of exercise have you done during lockdown?



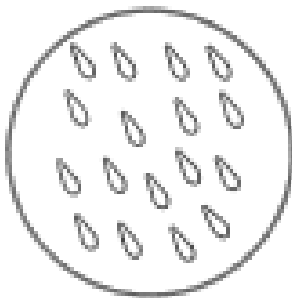
Week 2 Thursday: Phonics

We are learning to use the 'long a' phoneme

- I can identify where the 'long o' phoneme is in a word
- I can read words that use the 'long a' phoneme
- I can write words that use the 'long a' phoneme
- I can use words with the 'long a' phoneme in a sentence

Instructions

1. Write at least 5 sentences using the 'long a' picture words below
2. On the second sheet, Fill in this missing 'long a' words



1.

2.

3.

4.

5.

Week 2 Thursday: Phonics

Cut out the words at the bottom of the page. Read each sentence and choose the correct word to complete the sentence. Paste the correct words in place.

Fay will _____ the cake.

Tie that _____ on the safe.

That _____ lost her case.

April came to _____ at my house.

"Don't be _____ today!" said May.

That note came in the _____.

The _____ of light is bright.

It is smoggy and _____ outside.

The _____ takes off.

The _____ are hot.

lady

bake

play

chain

plane

late

ray

mail

hazy

flames

Week 2 Thursday: Topic Talk (News)

1. Choose a topic from the grid. Choose a different topic from what you spoke about in week 1.
2. Think about your topic and write/draw your ideas to plan your topic talk.
3. Present your topic talk to someone at home.

<p>If you had a choice to play any musical instrument, which one would it be and why? Describe what the instrument looks like and what it is made from. How do you use or play that instrument?</p>	<p>What tasks have you been helping with around your house? Which is your favourite task to do and why? Who have you been helping? Which is your least favourite task to do and why?</p>	<p>Which piece of technology do you think is better? iPad and Computer? Choose one and convince your family that your opinion is correct! For example: I believe that iPads are better technology because.....</p>
<p>What games do you most enjoy playing at home with your family? Any boardgames? Do you play any games in your backyard? Are they made up or real games?</p>	<p>Talk about a favourite memory you had in preschool, kindergarten or year 1. What happened in that memory? Who was with you? Where were you? How does it make you feel and why?</p>	<p>Talk about your favourite subject to learn at school and/or at home. Example: Maths. What are some things you learn about in that subject? What do you like about that subject? What are some tools or technology you use to learn this subject at home?</p>

4. At the end of your news, your family can give you 2 stars and 1 wish:

Star 1: I like how you...

Star 2: I like how you...

Wish: For next time, I wish that you could...

Week 2 Thursday: Number

We are learning to record number combinations and patterns for a given number up to 20

- I can write addition sums for a particular number
- I can recognise patterns in addition sums to make a particular number

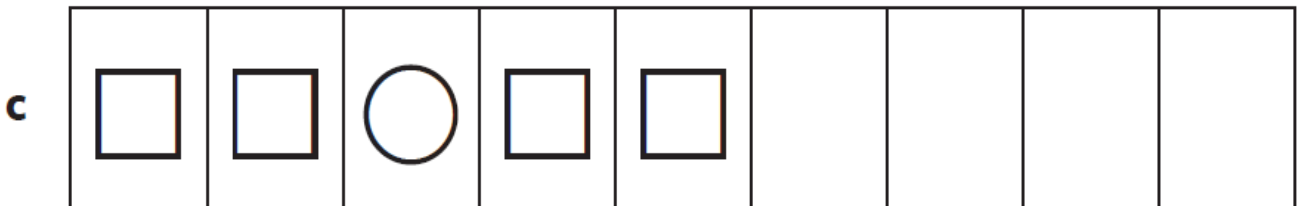
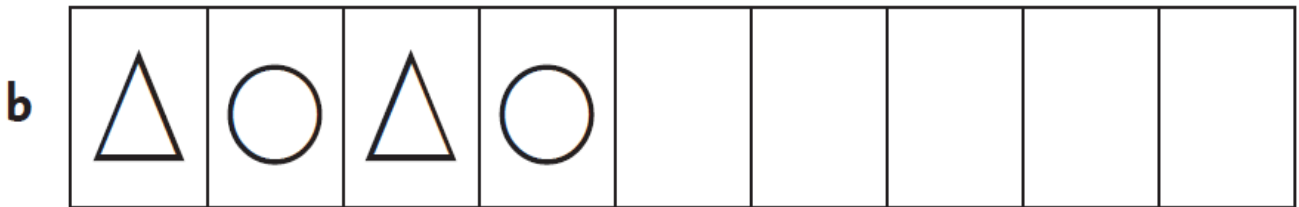
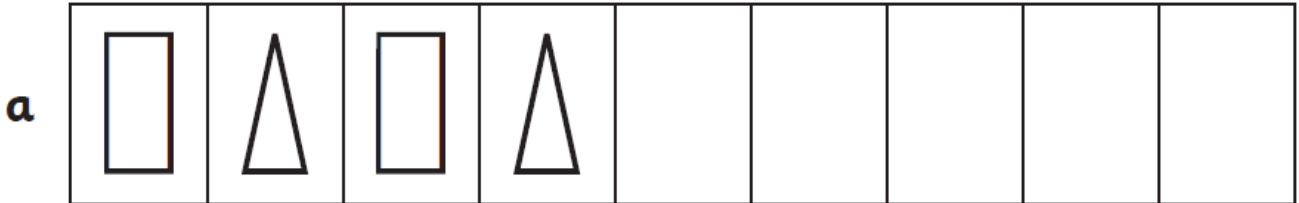
<i>For example:</i> 5	$5 + 0 = 5$ $4 + 1 = 5$ $3 + 2 = 5$ $2 + 3 = 5$ $1 + 4 = 5$ $0 + 5 = 5$
10	
8	
12	
6	
20	

Week 2 Thursday: Patterns

We are learning about patterns

- I can continue a pattern of objects
- I can describe a pattern of objects
- I can make my own pattern of objects

Continue each of these patterns by drawing the next shapes in the boxes.



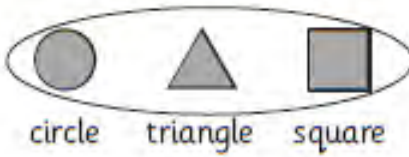
Make your own pattern and record it in the box below.

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

Patterns follow very strict rules. Say the shape pattern out loud.



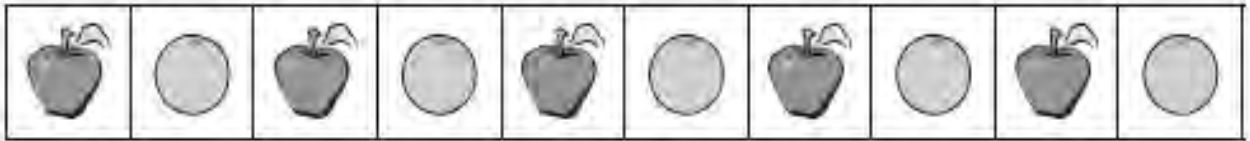
The rule is



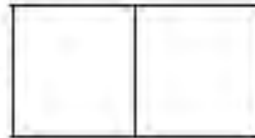
The pattern repeats
this rule over and over.

Say each of the below patterns out loud. Write the rule for each pattern.

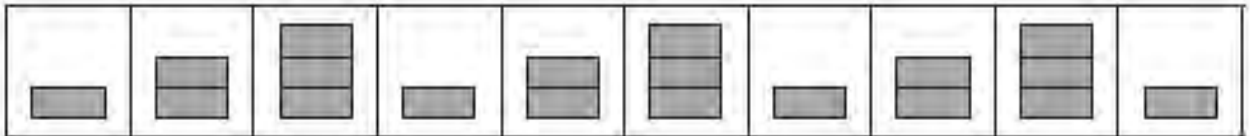
a



The rule is



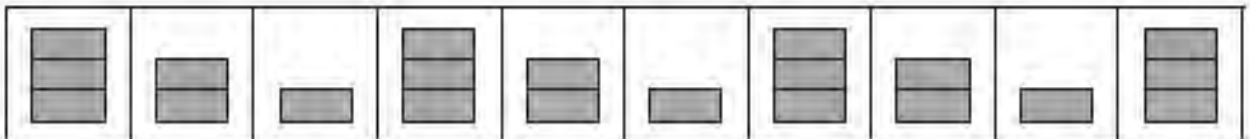
b



The rule is



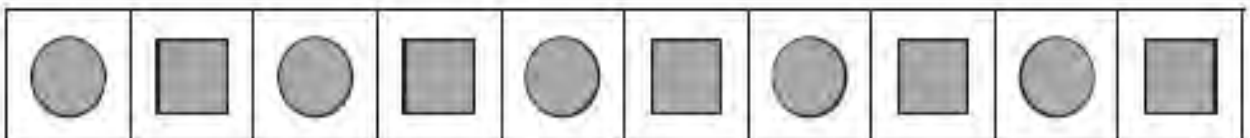
c



The rule is



d



The rule is



Week 2 Thursday: History

We are learning about families in the past

- I can think of some good things about having a big family
- I can think of some tricky things about having a big family

Instructions:

1. Think about some good things about having a big family. Write them in the 'good things' column of the table.
2. Think about some tricky things about having a big family. Write them in the 'tricky things' column of the table.

These are some family pictures from the past. Families in the past were often much larger than the present.



What would it be like to live in a big family with lots of brothers and sisters? Some of you do have lots of brothers and sisters and others don't. Think about the things that would be fun and the things that you think might be annoying.

Good Things	Tricky Things

Week 2 Friday: Morning Routine

Put a star on the calendar to show what day it is

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				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

Today is

The month is

The year is

The season is

The date is

What was the best part of your week?

Week 2 Friday: Phonics

We are learning to use the 'long a' phoneme

- I can identify where the 'long o' phoneme is in a word
- I can read words that use the 'long a' phoneme
- I can write words that use the 'long a' phoneme
- I can use words with the 'long a' phoneme in a sentence

Instructions

1. Complete the camera word find-a-word
2. Rainbow write each of you camera words out 5 times (use a different coloured pencil or texta for each)

their friend your were could four

Word Search

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

Week 2 Friday: Phonics

Write each of the camera words 5 times using different colours.

their	friend	your
were	could	four

Week 2 Friday: Shared Reading

We are learning to use our comprehension strategies to respond to text

- I can describe the setting of the story
- I can identify the hidden message in the story

Instructions

1. Read a picture book of your choice. Make sure it is different to the story you read on Tuesday.
2. Complete the 'response to reading' activity by drawing a picture of the story setting (where the story happens). Write words and adjectives around your picture that describe the setting (e.g. grassy, dark, cold).
3. EXTENSION: What is the hidden message of the story?

Response to Reading

Story Setting: _____

Hidden Message

Week 2 Friday: Number

Activity 1:

We are learning to represent numbers

- I can show my number by using a tally, on a number line and using ten frames
- I can count forwards and backwards from a given two-digit number
- I can partition my number into tens and ones

Instructions:

1. Complete the number of the day sheet (attached). Today's number is **20**.
2. Practise counting forwards and backwards from the number of the day.

The worksheet contains the following elements:

- Number Line:** A horizontal line with arrows at both ends and 20 tick marks.
- Star:** A yellow star with the number 20 in the center.
- Tens and Ones Grid:** A grid with two columns labeled 'Tens' and 'Ones'. The 'Tens' column has a vertical bar representing 10 units.
- One More One Less Grid:** A grid with two columns labeled 'One More' and 'One Less'.
- Tally Marks:** A box containing the text 'Tally Marks' and a blue tally mark representing 5 units.
- Tens Frames:** Three empty 2x5 grids labeled 'Tens frames'.
- Instructional Boxes:** Two green boxes with text: '+ that makes this number' and '- that makes this number'.

Week 2 Friday: Number

Activity 2:

We are learning to record number combinations and patterns for numbers up to 20

- I can recognise number patterns for the number 20
- I can use number patterns to write additions sums for the number 20

Use the number line to help you complete the activity.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



$$\square + 20 = 20$$

$$1 + 19 = \square$$

$$2 + \square = 20$$

$$\square + 17 = 20$$

$$\square + 16 = 20$$

$$5 + 15 = \square$$

$$6 + \square = 20$$

$$\square + 13 = 20$$

$$8 + 12 = \square$$

$$9 + \square = 20$$

$$\square + 10 = 20$$

$$20 + 0 = \square$$

$$19 + \square = 20$$

$$18 + \square = 20$$

$$17 + 3 = \square$$

$$\square + 4 = 20$$

$$15 + \square = 20$$

$$14 + 6 = \square$$

$$\square + 7 = 20$$

$$12 + \square = 20$$

$$11 + 9 = \square$$

$$10 + 10 = \square$$

Week 2 Friday: Patterns

We are learning about patterns

- I can continue a number pattern
- I can describe a number pattern
- I can make my own number pattern

Instructions:

1. Continue each of the growing patterns.
2. Write the rule for each growing pattern.
3. Create and describe your own growing pattern.

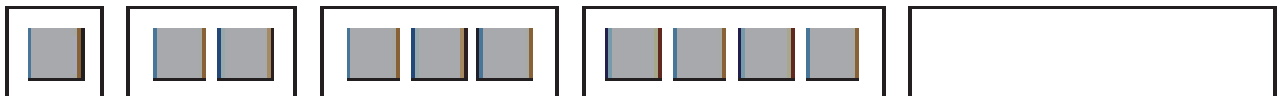
Patterns can grow. Look at this shape pattern.



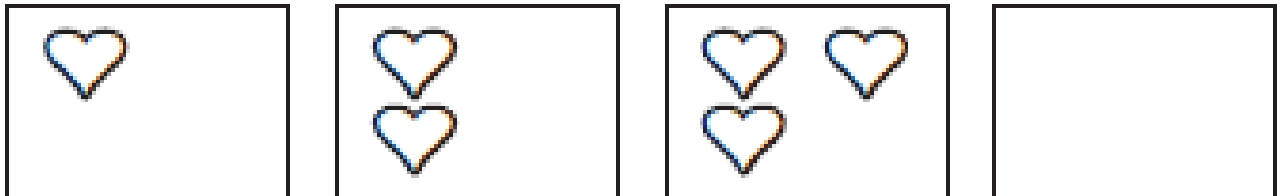
It is getting bigger 1 ● at a time.

1. Draw the next part of each growing pattern.

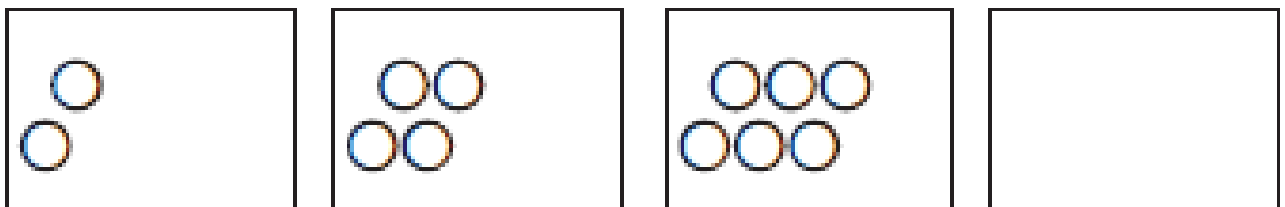
a



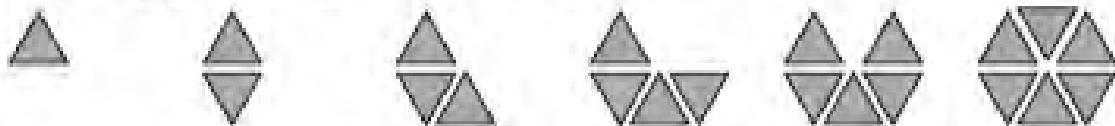
b



c



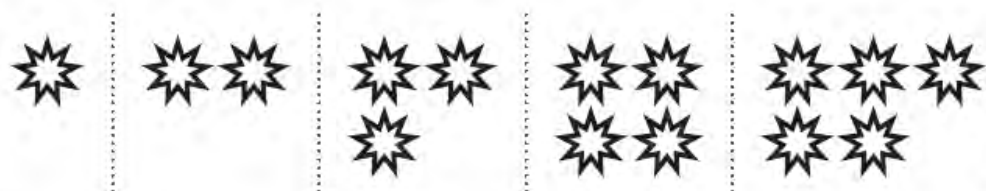
Growing patterns follow very strict rules.



The rule for this growing pattern is 'add 1 ▲'.


2. Write the rule for each growing pattern.

a



The rule is
add _____

b



The rule is
add _____

3. Create your own growing pattern using shapes in the box below and explain the rule.

The rule is:

Week 2 Friday: Road Safety

We are learning to keep safe near roads

- I can recognise how using different items can be unsafe near roads
- I can write about how different items may distract you near roads

Instructions

1. Look at the pictures in the table below and think about how they might distract you near a road.
2. Write about how each object might be unsafe when near or crossing the road.

If you have access to a device, you may want to watch this video to help you think of some ideas: https://www.youtube.com/watch?v=w82pwP35_BA

