

Remote learning Grid - Week 3 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><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 3 Monday: Morning Routine). Offline – Complete the activity in your home package (Week 3 Monday: Morning Routine).</p> <p><u>Phonics/Spelling</u> Complete the assigned Seesaw activity (Week 3 Monday: Phonics). Offline – Complete the trash or treasure activity in your home package (Week 3 Monday: Phonics)</p> <p>• Practise saying and writing your camera words. Play 'snap' using some of these words.</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• 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</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 3 Tuesday: Morning Routine). Offline – Complete the activity in your home package (Week 3 Tuesday: Morning Routine).</p> <p><u>Phonics/Spelling</u> Complete the assigned Seesaw activity (Week 3 Tuesday: Phonics). Offline – Complete the 'long a' rhyming activity in your home package (Week 3 Tuesday: Phonics)</p> <p>• Go on a 'long a' hunt around your home and write down all of the things you can find that have the 'long a' sound in their name.</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Find as many 'long a' words in your book as you can and write them down</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 3 Wednesday: Morning Routine). Offline – Complete the activity in your home package (Week 3 Wednesday: Morning Routine).</p> <p><u>Phonics/Spelling</u> Complete the assigned Seesaw activity (Week 3 Wednesday: Phonics). Offline – Complete the 'long a' spelling activity in your home package (Week 3 Wednesday: Phonics)</p> <p>• Practise saying and writing your camera words. Play 'snap' using some of these words.</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Find as many 'long a' words in your book as you can and write them down</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 3 Thursday: Morning Routine). Offline – Complete the activity in your home package (Week 3 Thursday: Morning Routine).</p> <p><u>Phonics/Spelling</u> Complete the assigned Seesaw activity (Week 3 Thursday: Phonics). Offline – Complete the camera word activity in your home package (Week 3 Thursday: Phonics)</p> <p>• Challenge yourself - How many 'long a' words can you correctly write in 30 seconds?</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Find as many 'long a' words in your book as you can and write them down on paper or a whiteboard.</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 3 Friday: Morning Routine). Offline – Complete the activity in your home package (Week 3 Friday: Morning Routine).</p> <p><u>Phonics/Spelling</u> Complete the assigned Seesaw activity (Week 3 Friday: Phonics). Offline – Complete the camera word activity in your home package (Week 3 Friday: Phonics)</p> <p>• Practise saying and writing your camera words. Play 'snap' using some of these words.</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• 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</p>

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>'long a' letter combinations.</p> <p>Writing Complete the assigned Seesaw activity (Week 3 Monday: Writing). Offline – Complete the writing plan in the home package (Week 3 Monday: Writing)</p>	<p>on paper or a whiteboard. Sort the words by their 'long a' letter combinations.</p> <p>Writing Complete the assigned Seesaw activity (Week 3 Tuesday: Writing). Offline – Complete the writing task in the home package based on your plan from yesterday. (Week 3 Tuesday: Writing)</p>	<p>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 Seesaw (Week 3 Wednesday: Shared Reading). Offline – Complete the home package activity (Week 3 Wednesday: Shared Reading).</p>	<p>Sort the words by their 'long a' letter combinations.</p> <p>Topic Talk (News) Complete the Topic Talks Activity (Week 3 Thursday: Topic Talk) on Seesaw. Offline – Choose a topic from the Topic Talks grid in the home package and present your talk to someone at home. Choose a different topic to what you have done before. (Week 3 Thursday: Topic Talk).</p>	<p>'long a' letter combinations.</p> <p>Shared Reading Complete the assigned shared reading task on Seesaw (Week 3 Friday: Shared Reading). Offline – Complete the home package activity (Week 3 Friday: Shared Reading).</p>
Wellbeing break	Choose 1 activity from the Wellbeing Grid.				
Break					
Middle	<p>Number Complete the assigned Seesaw activity (Week 3 Monday: Number). Offline – complete the number of the day and partitioning activities in your home package (Week 3 Monday: Number).</p> <p>• Practise skip counting by twos, fives and tens. See if you can write down the numbers as you count. What is the highest number you can count to?</p> <p>Multiplication Complete the assigned Seesaw activity (Week 3 Monday: Multiplication).</p>	<p>Number Complete the assigned Seesaw activity (Week 3 Tuesday: Number). Offline – complete the number of the day and partitioning activities in your home package (Week 3 Tuesday: Number).</p> <p>• Practise skip counting by twos, fives and tens. See if you can write down the numbers as you count. What is the highest number you can count to?</p> <p>Multiplication Complete the assigned Seesaw activity (Week 3 Tuesday: Multiplication).</p>	<p>Money Complete the assigned Seesaw activity (Week 3 Wednesday: Money). Offline – complete the home package activity to order and identify the Australian money (Week 3 Wednesday: Money).</p> <p>• Practise skip counting by twos, fives and tens. See if you can write down the numbers as you count. What is the highest number you can count to?</p> <p>Division Complete the assigned Seesaw activity (Week 3 Wednesday: Division).</p>	<p>Money Complete the assigned Seesaw activity (Week 3 Thursday: Money). Offline – complete the home package activity to order and count how much money is in each piggy bank (Week 3 Thursday: Money).</p> <p>• Time yourself counting backwards from 50 or 100. What is your fastest time?</p> <p>Division Complete the assigned Seesaw activity (Week 3 Thursday: Division). Offline – complete the home package activity and</p>	<p>Money Complete the assigned Seesaw activity (Week 3 Friday: Money). Offline – complete the home package activity and draw the correct amount of money in each purse. (Week 3 Friday: Money).</p> <p>• Time yourself counting backwards from 50 or 100. Did you count faster than yesterday?</p> <p>Multiplication and Division Complete the assigned Seesaw activity (Week 3 Friday: Multiplication and Division).</p>

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Offline – complete the home package activity and use repeated addition to solve the problems (Week 3 Monday: Multiplication).</p> <p>Mathletics Log in to Mathletics and complete the assigned task 'Number Lines'.</p>	<p>Offline – complete the home package activity to match the picture to the sum (Week 3 Tuesday: Multiplication).</p> <p>Mathletics Log in to Mathletics and complete the assigned task 'Grouping in twos'.</p>	<p>Offline – complete the home package activity and share the carrots between the rabbits. (Week 3 Wednesday: Division)</p> <p>Mathletics Log in to Mathletics and complete the assigned task 'Dividing twos'.</p>	<p>share the objects in equal groups and rows. (Week 3 Thursday: Division)</p> <p>Mathletics Log in to Mathletics and complete the assigned task 'Grouping in fives'.</p>	<p>Offline – complete the home package activity (Week 3 Friday: Multiplication and Division)</p> <p>Mathletics Log in to Mathletics and complete the assigned task 'Dividing fives'.</p>
Wellbeing break	Choose 1 activity from the Wellbeing Grid.				
Break					
Afternoon	<p>Sport Complete the assigned Seesaw activity (Week 3 Monday: Sport).</p> <p>Offline – follow the link on the page to do a PE lesson with Mr Ellis then write about the things you have learnt. (Week 3 Monday: Sport)</p> <p>https://www.loom.com/share/e1fbb145125f4e21868a270d976e467c</p>	<p>History Complete the assigned Seesaw activity (Week 3 Tuesday: History).</p> <p>Offline – complete the home package activity to look at how roles have changed in families over time. (Week 3 Tuesday: History).</p>	<p>PDH: Road Safety Complete the assigned Seesaw activity (Week 3 Wednesday: Road Safety).</p> <p>Offline – complete the home package activity to learn about crossing the road (Week 3 Wednesday: Road Safety).</p>	<p>History Complete the assigned Seesaw activity (Week 3 Thursday: History).</p> <p>Offline – complete the home package activity and compare the past to the present. (Week 3 Thursday: History).</p>	<p>Sport Complete the assigned Seesaw activity (Week 3 Friday: Sport).</p> <p>Offline – Complete the activities in the home package and practise your underarm throw. (Week 3 Friday: Sport).</p>

Weekly wellbeing challenge for students

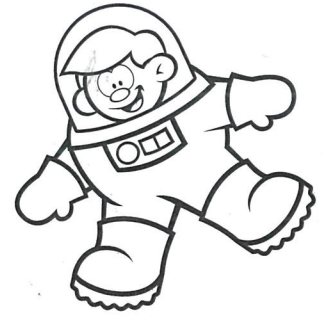
Choose a different activity to complete in each of your wellbeing breaks.

Physical Wellbeing	Emotional Wellbeing	Social Wellbeing	Cognitive Wellbeing	Spiritual Wellbeing
Count how many times you can throw and catch a ball without dropping it. Challenge yourself to beat your high score.	Lay on the ground and watch the clouds for 15 minutes. Can you see any pictures, shapes, or patterns? Try to draw a picture of the clouds.	Call, Skype, or FaceTime someone you haven't talked to in a while and ask them how they've been, what they've been doing and share a funny memory/joke.	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.
Verse your family in a game of silent ball. You can change the rules to make it interesting (e.g. you must stand on one leg, you can only catch with one hand).	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)	Try using your non-dominant hand to do some everyday activities (e.g. eating, drawing or writing). How does this feel?	Spend at least 30 minutes outside connecting with nature.
Play a game of tips with your mum, dad, or a sibling, but as an extra challenge, everyone must hop, not run.	Write a journal entry about your day and how you are feeling.	Try giving a compliment to someone in your family every day. Think about how it makes them feel and how it makes you feel.	Write a story. Look for ideas around your household (e.g. you might write about a family member, a pet, or an interesting object). Be creative.	Make a list of all the things you have achieved so far this year and think of a way to celebrate your progress. Set yourself a new goal.
Challenge a family member, or everyone in your household to an egg and spoon race.	Go on a 'senses walk' and think of all the things that you can see, hear, smell and feel.	Share some favourite jokes with your family members or watch a funny cartoon/movie together.	Choose an object to hide, or a prize and plan a treasure hunt for your family members. Don't make your clues too easy.	Plant some seeds and watch them grow every day. Make it your job to look after them. Make your own mini garden.
Go for a walk with your mum, dad, or a sibling.	Play your favourite music and do some colouring or drawing. You can find free printables online.	Have a talent show at home with your family members.	Keep a log of everything that you eat and drink this week. Challenge yourself to eat only healthy food for at least 1 day.	Look up inspirational quotes for children online. Choose one that you agree with and turn it into a poster.

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		
	hail	stay	shake	ei	ea
	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 3 Monday: Morning Routine

Put a heart in the calendar to show what day of the week 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

Yesterday was

Tomorrow is

The month is

The date is

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



Week 3 Monday: 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. Read the 'long a' words below
2. Cut and paste or write the words into the trash or treasure boxes
3. Choose 3 'long a' words and write them in a sentence

bane	stray	mail	lain	tale
fail	rafe	mait	cave	brake



Week 3 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

Activity Instructions

1. Read the information report on Echidna's
2. Colour in or highlight any adjectives you can find. Remember an adjective is a word that describes a noun.
3. Watch the following video on Echidna's:
 - Bindi & Robert Irwin feature - Echidnas (Three foot and Co) - Growing Up Wild. <https://www.youtube.com/watch?v=3Qm6O-HG02E>

If you don't have any device access please choose your own animal to write about.

4. Using the report you read and any videos you watched, 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 Echidna's here:

- Echidna | World's Weirdest
<https://www.youtube.com/watch?v=yHjdIXN9v2g>
- Animal tales with tim faulkner | episode five | echidna
<https://www.youtube.com/watch?v=bxh0Mca5y2w>

Echidnas

The Echidna is a insectivorous monotreme which means it eats insects and it has a pouch.

It has sharp claws, a long snout, prickley spines and yellowish-brownish fur on top and brown fur between its spines. It is about the size of a football.

Its snout is used for digging out ants and termites which it eats. If it is attacked it will roll into a spiny ball. If it's on soft sand it will sink in

like a sinking ship.

It is found all over Australia by ants and termites nests.

It will find a hollow log or make a burrow for it to live in.

It's relatives are the long-beaked echidna of Papua New Guinea.

It's full name is Tachyglossus aculeatus (tack-y-gloss-us-akew-lee artus!)

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 3 Monday: Number

We are learning to read, order and represent two-digit numbers

- I can represent (show) a two-digit number in many ways
- I can partition a number using place value (tens and ones)
- I can count objects by tens and then ones
- I can order numbers up to 100

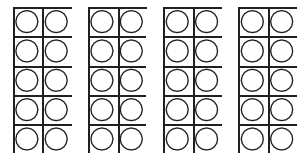
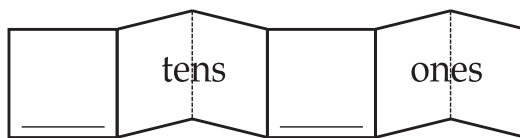
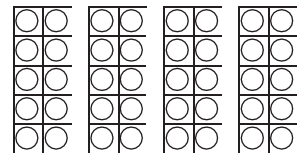
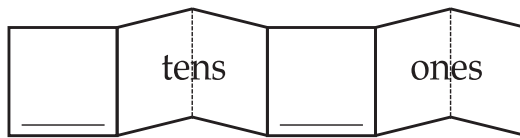
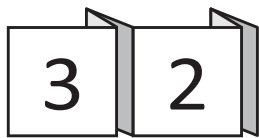
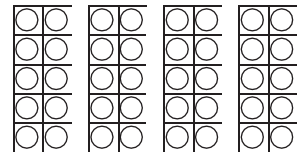
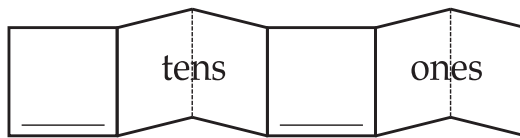
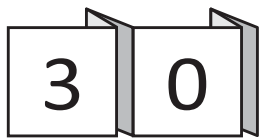
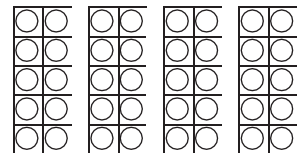
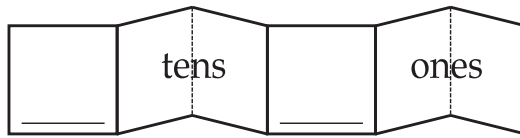
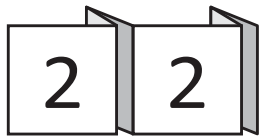
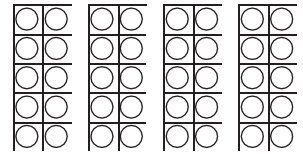
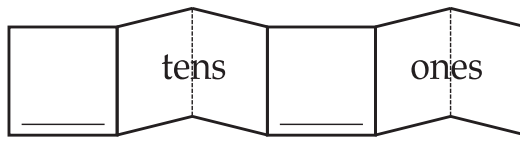
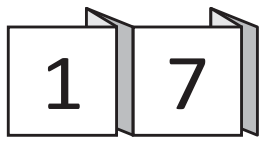
Activity Instructions

1. Complete the number of the day
2. Complete the partitioning number activity below
3. On the place value to 99 sheet, write the numbers shown in the pictures.

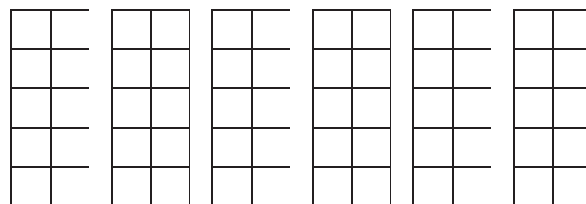
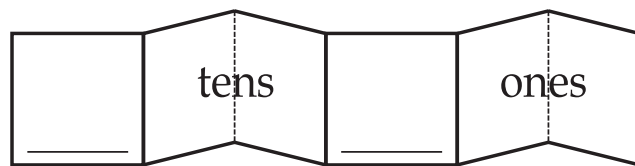
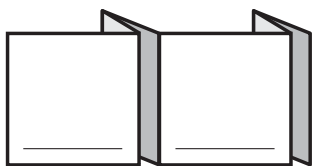
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One More	One Less																																	
Tens	Ones	+ that makes this number	- that makes this number																															

Partitioning Numbers

1 How many tens? How many ones? Write the answer and show the amounts in the tens frames.



2 A number has one 5 in it. Show what the number could be.



a How many **tens** in 50? _____

b How many **ones** in 46? _____

c How many **tens** in 23? _____

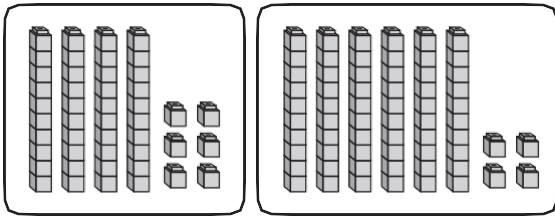
d How many **ones** in 65? _____

e Do we write twenty three like 23 or 32? _____

Place value to 99

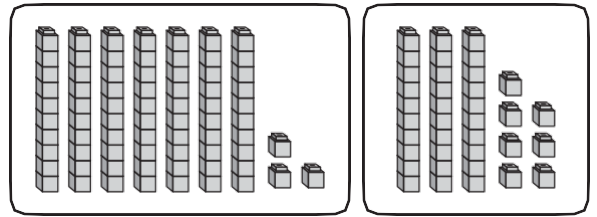
1 Write both numbers. Circle the bigger number.

a



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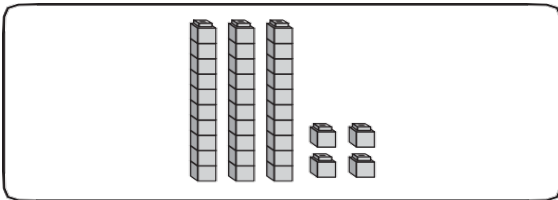
b



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2 Write the number to match the blocks. Then think of a bigger number and write it.

a

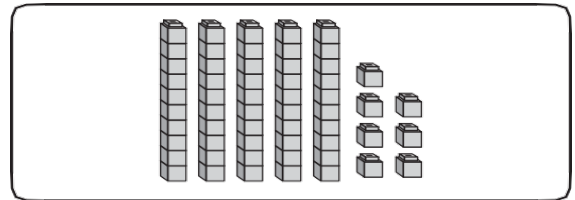


.....
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number

bigger number

b

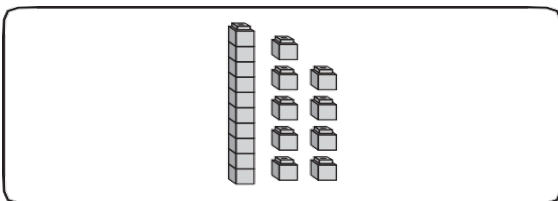


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number

bigger number

c

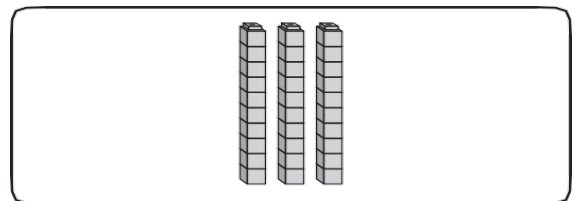


.....
.....

number

bigger number

d



.....
.....

number

bigger number

Week 3 Monday: Multiplication

We are learning to multiply numbers

- I can record how many groups
- I can record how many are in each group
- I can use repeated addition to find a total

Example

How many balls are there altogether?



$$2 + 2 + 2 = 6$$
$$3 \times 2 = 6$$

Activity 1:

1. Read the pink question.
2. In the space below draw 8 groups.
3. Draw two counters in each group.
4. Count by 2s to help you write a repeated addition sum.
5. Can you also write a sum using the 'X' symbol?

The octopus is holding 2 counters in each leg. How many counters are there altogether?

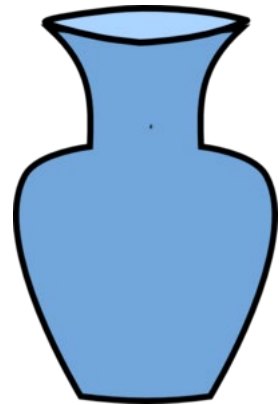
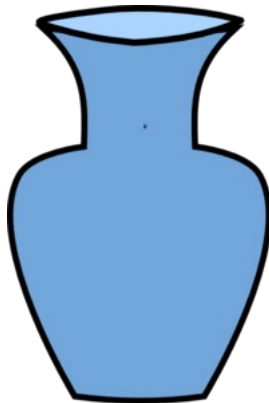
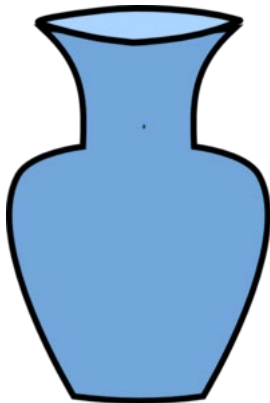


Week 3 Monday: Multiplication

Activity 2:

1. Read the orange question.
2. Draw 5 flowers in each pot.
3. Count by 5's to help you write a repeated addition sum.
4. Can you also write a sum using the 'X' symbol?

John has 3 pots in his backyard. He wants to put 5 flowers in each pot. How many flowers will he have altogether?



Week 3 Monday: Sport

We are learning to keep our hearts healthy

- I understand that exercise is important
- I can see how my heart is working by checking my heart rate

Instructions:

1. Watch the video with Mr Ellis to learn about Fun Fitness for healthy hearts.
<https://www.loom.com/share/e1fbb145125f4e21868a270d976e467c>
2. Answer the questions below about the activities from the video.

**What was your favourite activity from the sport lesson with Mr Ellis?
Write and draw about it.**

What are some things that you learnt about keeping your heart healthy?

Week 3 Tuesday: Morning Routine

Put a heart in the calendar to show what day of the week 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

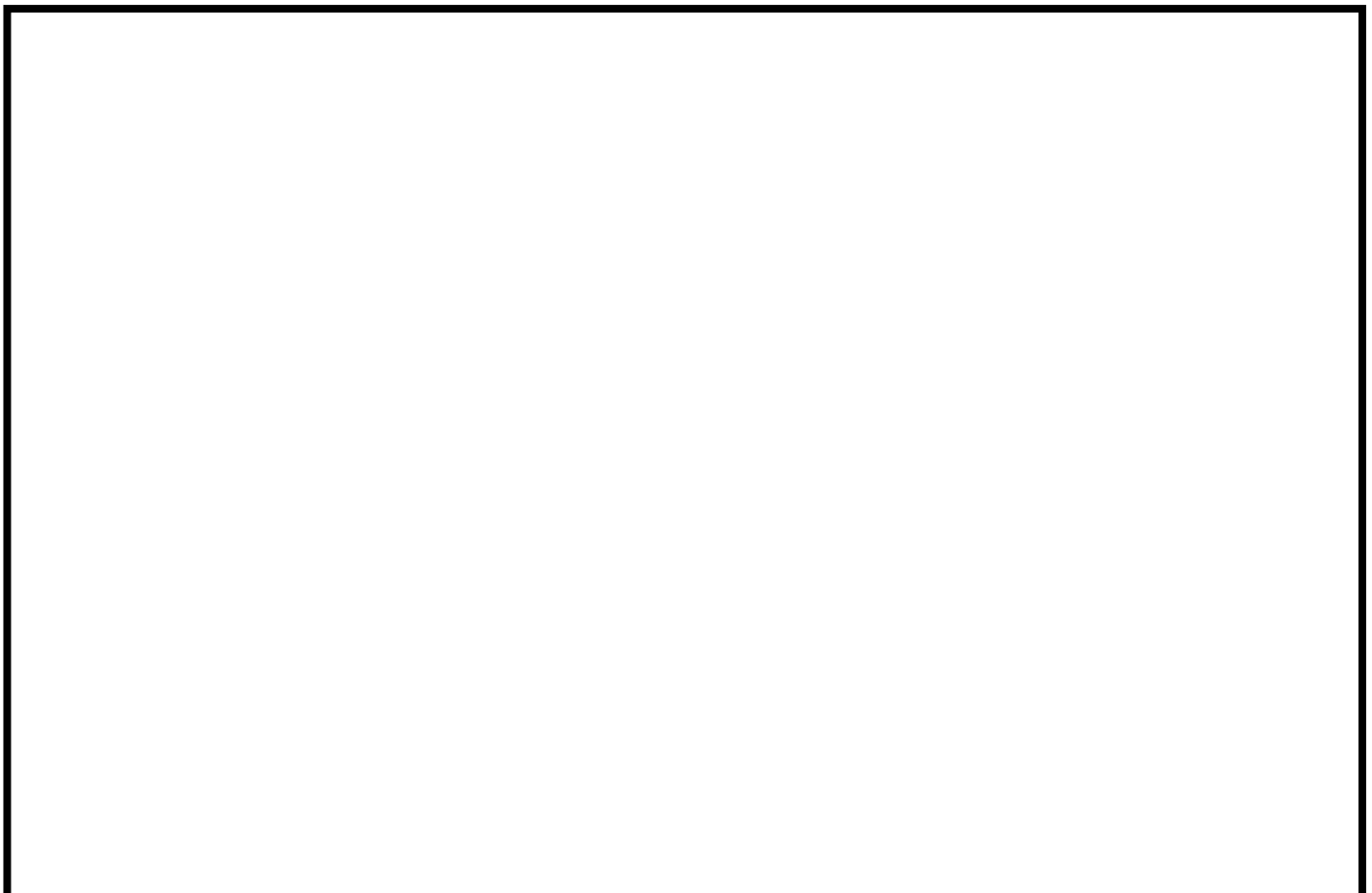
Yesterday was

Tomorrow is

The month is

The date is

What is your favourite place in your house? Draw and write about it.



Week 3 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

- Read the 'long a' words below
- Write a rhyming word for each of the words below
- Make a silly rhyming sentence

On Sunday I had to wait in the rain because I was late for my train.

'Long a' word	Rhyming word
rain	chain
say	
hay	
shake	
mate	
shade	
bait	
stay	
sale	
rake	

My Silly Sentence

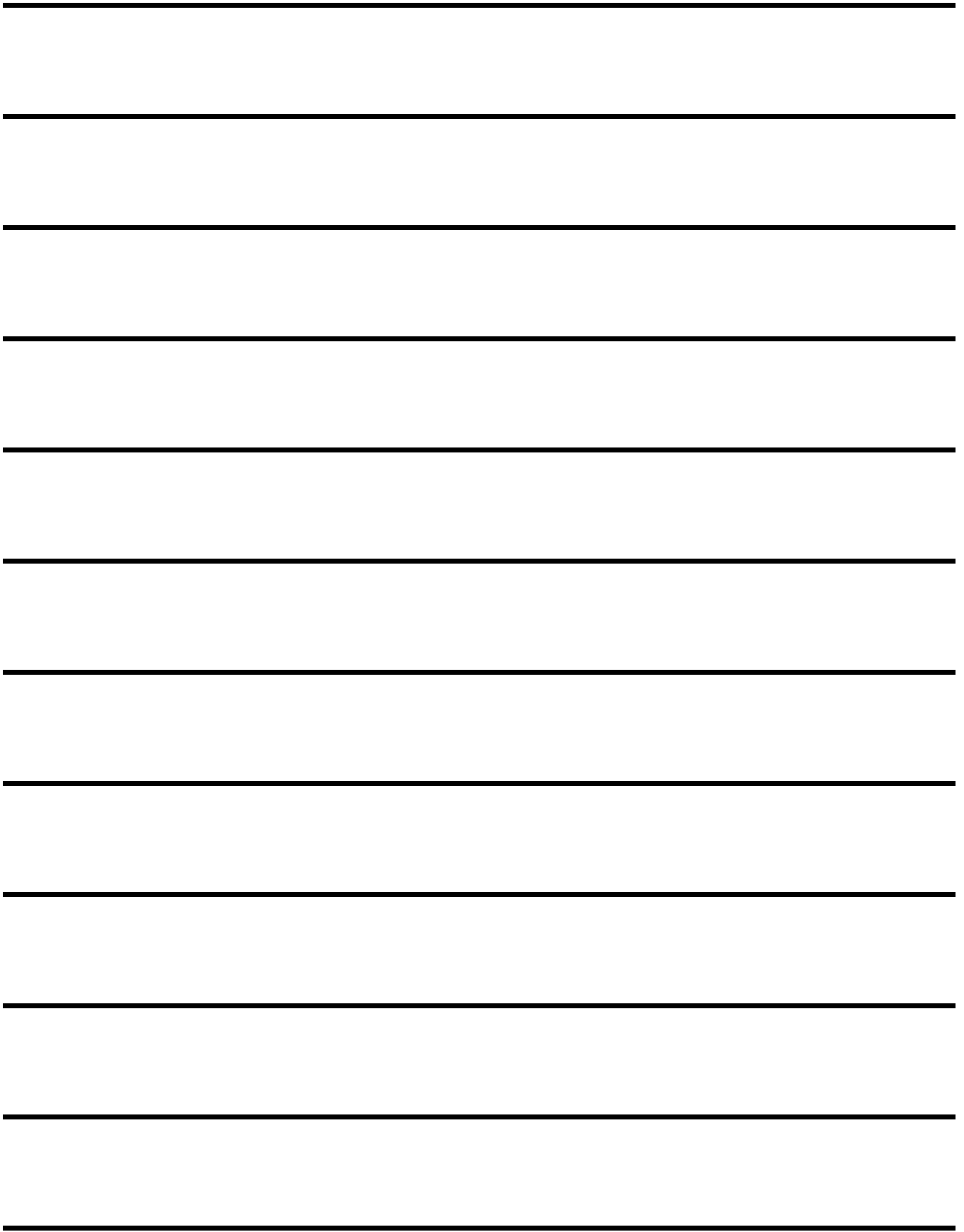
Week 3 Tuesday: Writing

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

Activity Instructions

1. Write your informative text using your plan from yesterday. Remember to write about each part of your plan.
2. Make sure you've included some adjectives (describing words) in your writing. **Colour/highlight** your adjectives.



Numbers to 50 – location and order

1 Use the 50 chart to fill in the missing numbers on the puzzle pieces.

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

a

11	12	
21		

b

21		

c

1		

d

28		

e

31		

f

	26	

2 What numbers could go on these puzzle pieces?

a

b

Numbers to 100 – location and order

- 1 Draw lines to join the number to the right step. It might help to write the missing numbers in.

58

67

75

77

81

85

93

96

50 51 52 53 54 55 56 57 58 59 60

70

80

90

100

fifty two

sixty three

seventy four

eighty six

eighty nine

ninety two

ninety nine

one hundred

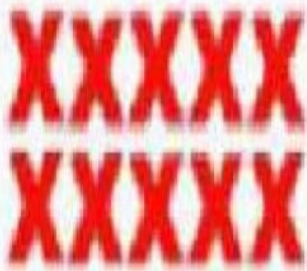
Week 3 Tuesday: Multiplication

We are learning to multiply numbers

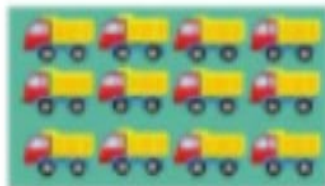
- I can count how many groups
- I can count how many are in each group
- I can use repeated addition to find a total
- I can skip count to find a total
- I can record my answers

Activity 1:

1. Look at the example to help you.
2. Skip count to find the total number of shapes in each box
3. Write a repeated addition sum in each box
4. Can you write the number sum using the 'x' symbol?



$$5 + 5 = 10$$



$$2 \times 5 = 10$$

Activity 2:

1. Look at the different coloured groups in this activity.
2. Skip count to find the total of each coloured group.
3. Write your answers inside every box.

1.  $2 + 2 + 2 = \square$ $3 \times 2 = \square$

2.  $4 + 4 = \square$ $2 \times 4 = \square$

3.  $3 + 3 = \square$ $2 \times 3 = \square$

4.  $3 + 3 + 3 = \square$ $3 \times 3 = \square$

5.  $1 + 1 + 1 + 1 = \square$ $4 \times 1 = \square$

Activity 3: (Optional) If you have a device at home, search the YouTube video below. Watch the multiplication video.

Multiplication (Groups of) for Grade 1

<https://www.youtube.com/watch?v=k5LBo2-5DPg>

Week 3 Tuesday: History

We are learning about families

- I can identify how men and women had different roles in the past
- I can draw and label who takes care of different jobs in my home

Instructions:

1. Look at the pictures below to learn about the household roles of men and women in the past
2. Use the template to draw different jobs around your home and who is responsible for doing them.



Introduction
When your grandparents were young, family roles were very different from now.

Now



Then

© Inquisitive Pty Ltd

3

Women's roles



In the past, most married women stopped working and became housewives.

© Inquisitive Pty Ltd

4



A housewife's day was busy.



© Inquisitive Pty Ltd

5



A woman's role was to stay home to look after her house and children.



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6



Children's roles

Children also had to help at home and were given chores.



© Inquisitive Pty Ltd

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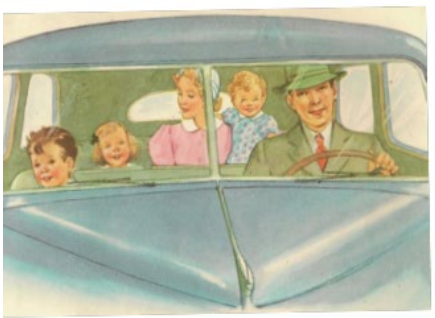


Men's roles

Men went to work to earn money.
They worked long days.

© Inquisitive Pty Ltd

8

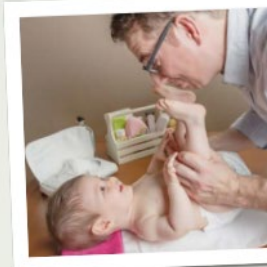
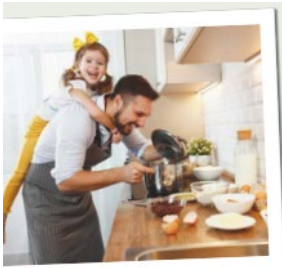


Men were seen as the
head of the house.

© Inquisitive Pty Ltd



9



Present day

In modern families, most
women work and men and
women usually share the
jobs around the house.

© Inquisitive Pty Ltd

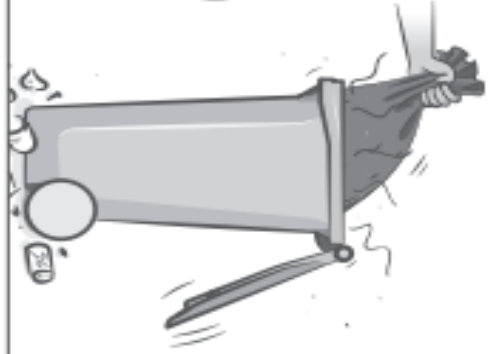


10

Week 3 Tuesday: History

6

Draw and label who does the different jobs in your home.



Who?

Blank drawing area for the first job.

Blank drawing area for the second job.

Blank drawing area for the third job.

Blank drawing area for the fourth job.

Blank drawing area for the fifth job.

Week 3 Wednesday: Morning Routine

Put a heart in the calendar to show what day of the week 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
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Today is

Yesterday was

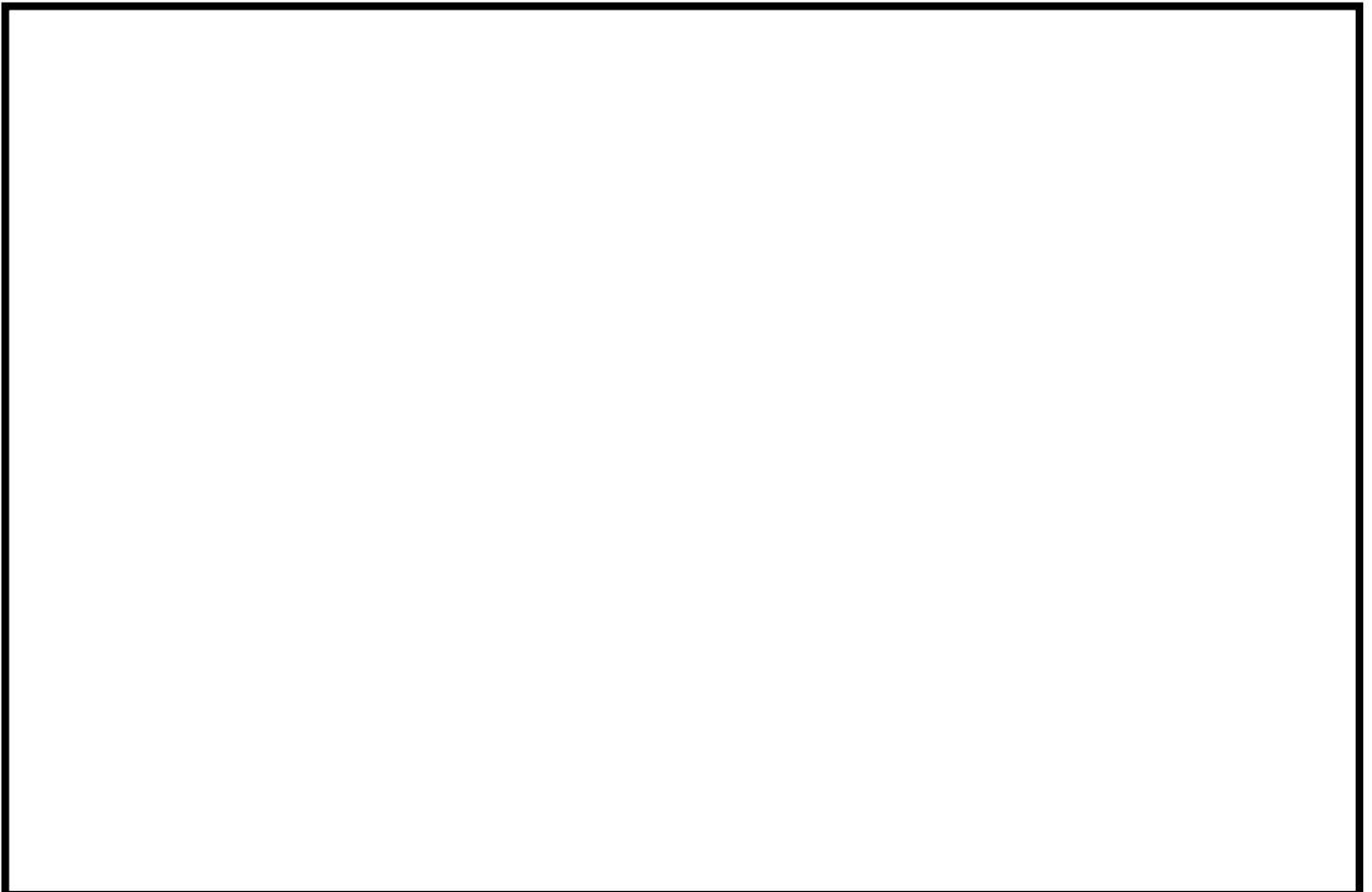
Tomorrow is

The month is

The date is

What is your favourite game to play at home?

Draw and write about it.



Week 3 Wednesday: 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


Activity 1 - Fill in the correct ai or ay sound on the sheet below


Activity 2 - Choose the correct ai or ay sound and circle it


INSTRUCTIONS


Fill in the correct representation to complete the words.


	ai
	ay
r _ _ n	


	ai
	ay
t _ r _ _	


	ai
	ay
s _ n _ _ l	


	ai
	ay
p _ r _ _	

	ai
	ay
p _ _ _	

	ai
	ay
ch _ _ n	


	a
	a_e
g _ r _ _ p _ _	


	ai
	a_e
t _ r _ _ n	


	ai
	ay
p _ _ l	


Week 3 Wednesday: Phonics


	a
r _ d i o	a_e

	ai
p l _ n _	a_e

	a
_ p r o n _	ai

	a
c _ k _	a_e

	ai
_ h _	ay

	a
b _ b y	ai

Circle the Word



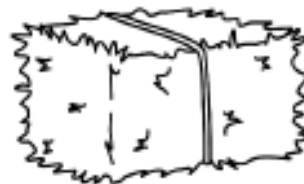
dai
day



wait
wayt



rain
rayn



hai
hay



nail
nayl



rai
ray

Week 3 Wednesday: Phonics



plai
play



paint
paynt



sail
sayl



lai
lay

Week 3 Wednesday: Shared Reading

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

- I can summarise what happened in the story
- I can put the main events in order
- I can identify the hidden message in the story

Instructions

1. Read a picture book of your choice. Choose a different story to the ones you read last week. Optional video: 'Henry Holton Takes the Ice' on YouTube
<https://www.youtube.com/watch?v=l31vI7152ew>
2. Draw or write about what happened in the start, middle and end of the story.
3. EXTENSION: What is the hidden message of the story?

Response to Reading

Start

Middle

End

Hidden Message

Week 3 Wednesday: Money

We are learning about Australian money

- I can recognise Australian coins and notes
- I can order coins and notes by their value
- I can count small collections of money
- I can create combinations of coins and notes to match a value

Activity 1 Instructions - Imagine you have \$100. What would you buy and why? Draw a picture and write your answer in the box below. You could also cut out what you would like to buy from a magazine and paste it in the box.

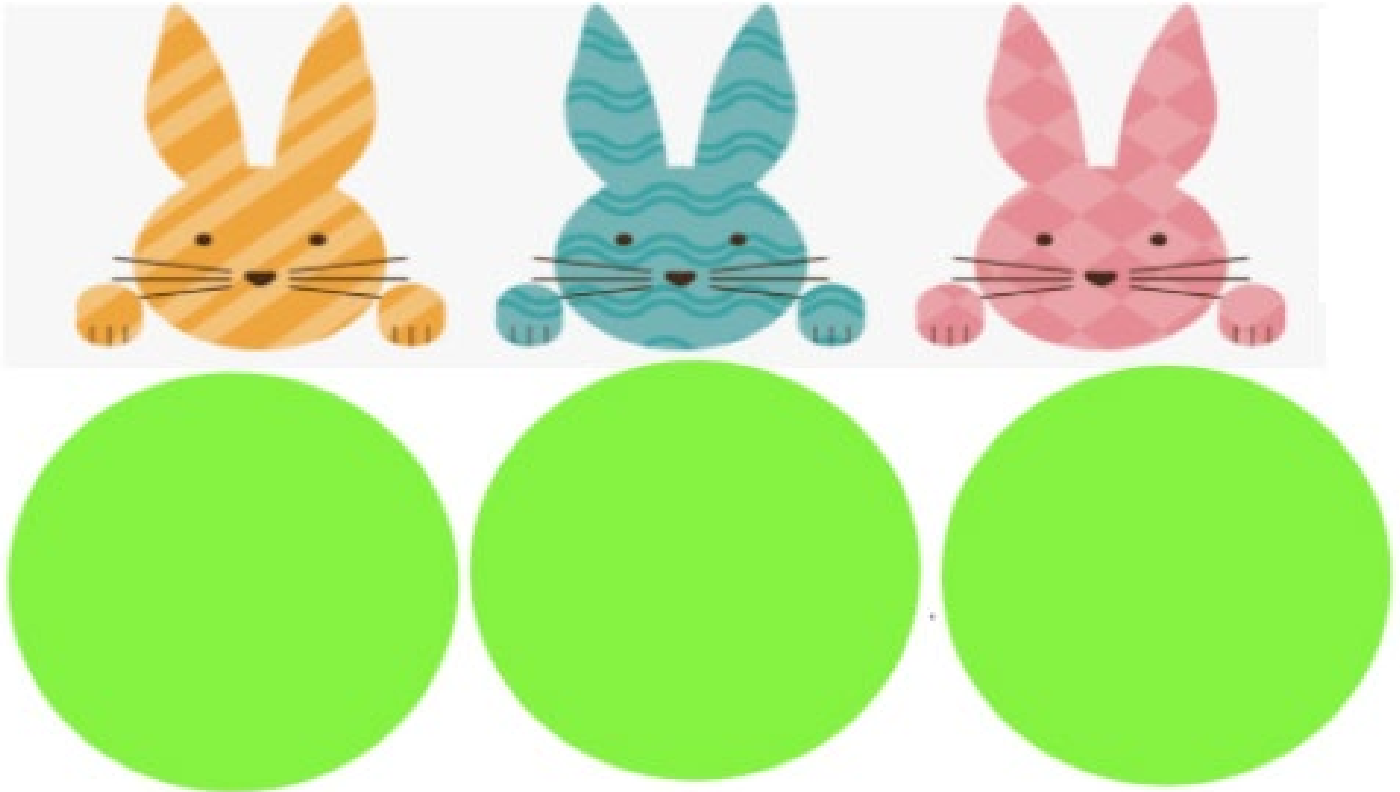
Week 3 Wednesday: Division

We are learning to divide numbers

- I can share objects into equal groups or rows
- I can skip count to find the total number of objects
- I can use the 'division' symbol in a number sum to show my answer

Activity 1:

Share 15 carrots between 3 rabbits. Draw the carrots in the green circles



<p>How many carrots does each rabbit have?</p>	<p>Can you write a sum using the division symbol?</p>
--	---

Activity 2: (Optional)

Search and watch the YouTube division video below.

Year 1 Lesson: Introduction to Division

<https://www.youtube.com/watch?v=tFM9hYTdFA>

Week 3 Wednesday: Road Safety

We are learning to keep safe crossing the road

- I remember my safety words STOP, THINK, LOOK and LISTEN
- I know I need to hold an adult's hand when crossing the road.

Instructions

1. If you have access to a device, then watch this YouTube video about safely crossing the road: RACQ Road Safety Lessons – Crossing The Road
<https://www.youtube.com/watch?v=WPe22XLMHZQ>
2. Talk about what you watched in the video with an adult.
3. Match the words below to the correct sentences. You can do this by colouring them in the same colour.
4. Draw a picture for each safety word, for example you might draw some eyes for look.

STOP	is this the safest place to cross
LOOK	on the grass or footpath
LISTEN	In case something is coming around the corner
THINK	for cars, trucks and bikes

Week 3 Thursday: Morning Routine

Put a heart in the calendar to show what day of the week 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

Yesterday was

Tomorrow is

The month is

The date is

Would you prefer to go to the beach or to the snow? Why?

Week 3 Thursday: Phonics

We are learning to read and spell our camera words

- I can read each of my camera words correctly
- I can spell my camera words correctly
- I can use my camera words in a sentence

Activity Instructions

1. Practise writing each of your camera words five times. Try to cover the word each time to make sure you aren't copying the word.
2. Use magazines, newspapers or any scrap old paper to cut out and make each of your camera words letter by letter.

Alternate Activity (if you don't have access to cut out letters)

Draw a small picture for each of your camera words. Label your picture with the camera word.

their	friend	your

were	could	four

Week 3 Thursday: Topic Talk (News)

We are learning to give a short presentation on a familiar topic

- I can plan my ideas using pictures or writing
- I can speak in a loud, clear voice
- I can make eye contact with my audience

Instructions

1. Choose a topic from the grid. Choose a different topic to the ones you spoke about in weeks 1 and 2.
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?</p> <p>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?</p> <p>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 or Computer?</p> <p>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?</p> <p>Do you play 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.</p> <p>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.</p> <p>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 3 Thursday: Money

We are learning about Australian money

- I can recognise Australian coins and notes
- I can order coins and notes by their value
- I can count small collections of money
- I can create combinations of coins and notes to match a value

Instructions:

Count how much money is in each piggy bank and write the total in the box below each piggy bank. Remember to use c for cents and \$ for dollars. E.g. 50c for 50 cents or \$3 for 3 dollars.



Week 3 Thursday: Money



Week 3 Thursday: Division

We are learning to divide numbers

- I can share objects into equal rows
- I can skip count to find a total
- I can record my answers
- I can record a division sentence

Activity 1:

1. Share 20 pencils equally into 4 groups.
2. Draw a picture to show what you did in the space below.

How many pencils are in each group?

Write a sum using the division sign.

Activity 2:

1. Find 10 leaves in your garden.
2. Share the leaves equally in 2 rows.
3. Draw a picture of your leaves shared in 2 rows.

How many leaves are in each row?

Write a sum using the division sign.

Activity 3: (optional)

Search and watch the division video below.

Year 1 Division by Sharing

<https://www.youtube.com/watch?v=UejjvxBKh7I>

Week 3 Thursday: History

I am learning about families from the past

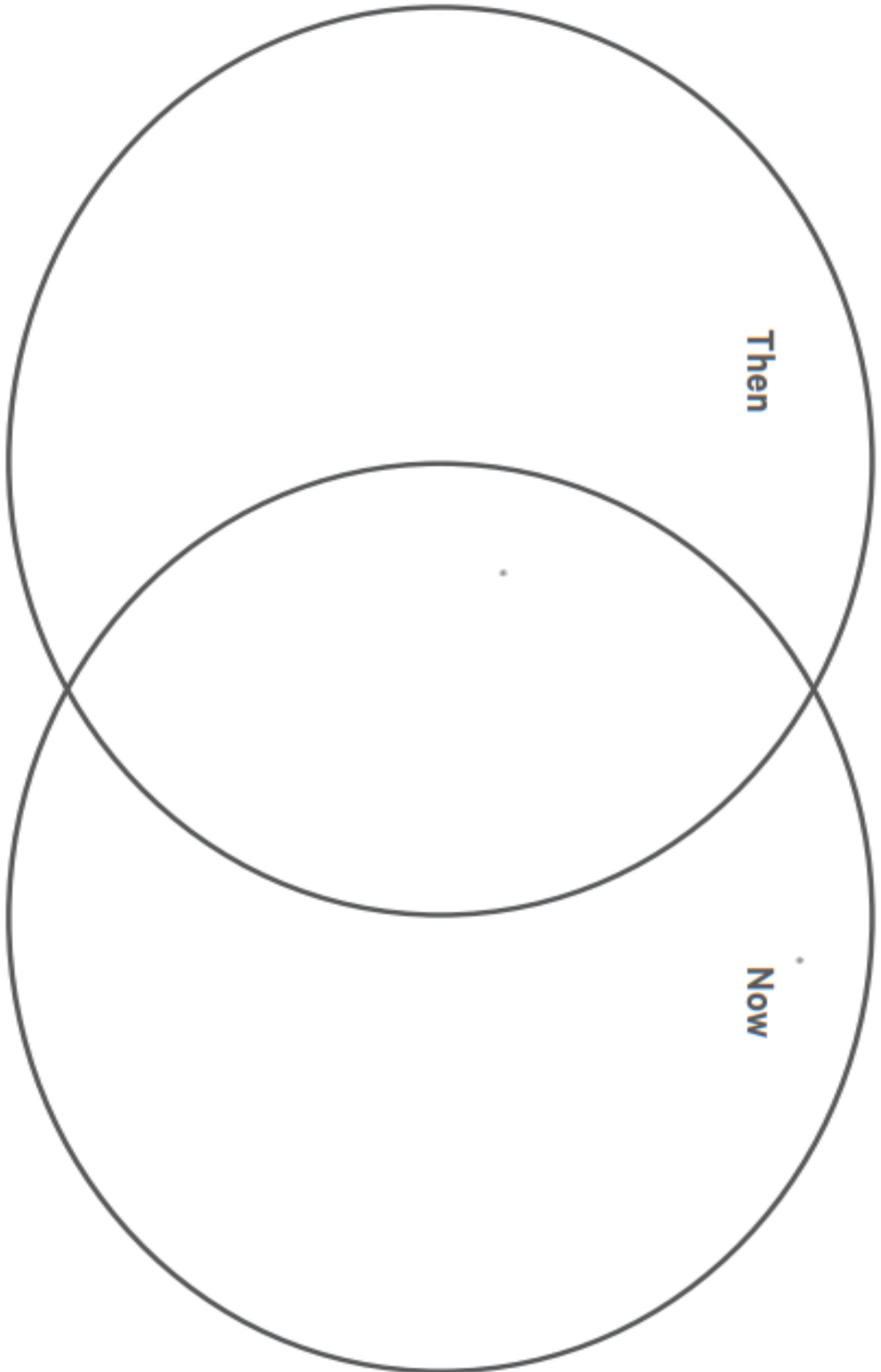
- I can write some things that were different in the 1950's
- I can write some things that we only have now
- I can think of some things that were the same in the 1950's and now

Instructions:

1. Watch the episode called '1950's' of the show 'Back In Time For Dinner: Education Shorts' on ABC iView. <https://iview.abc.net.au/show/back-in-time-for-dinner-education-shorts/series/0/video/CK1896H001S00>
2. Write about the things that you think were good in the past (then) and things that are good in the present (now).
3. In the circle venn diagram, write about some things that were only in the past (then) and things that are only in the present (now). The things that you think are the same for then and now go in the middle.

Then (Good things)	Now (Good Things)

Week 3 Thursday: History



Week 3 Friday: Morning Routine

Put a heart in the calendar to show what day of the week 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

Yesterday was

Tomorrow is

The month is

The date is

If you could have any superhero power, what would it be? Why?

Week 3 Friday: Phonics

We are learning to read and spell my camera words

- I can read each of my camera words correctly
- I can spell my camera words correctly
- I can use my camera words in a sentence

Activity Instructions

1. Complete the spelling activity below. You need to tick the correct spelling of each of the camera words
2. Create a short story using the six camera words. You can use more than one of the camera words in each sentence
3. Draw a picture to illustrate your story



INSTRUCTIONS

Put a tick next to the correct spelling. Write the correct word on the number 1 line. Then cover the words and write them again on the number 2 line without looking.

frend

friend

1.

2.

their

ther

1.

2.

yoar

your

1.

2.

Week 3 Friday: Phonics

coud ○

could ○

1.

2.

wer ○

were ○

1.

2.

four ○

foer ○

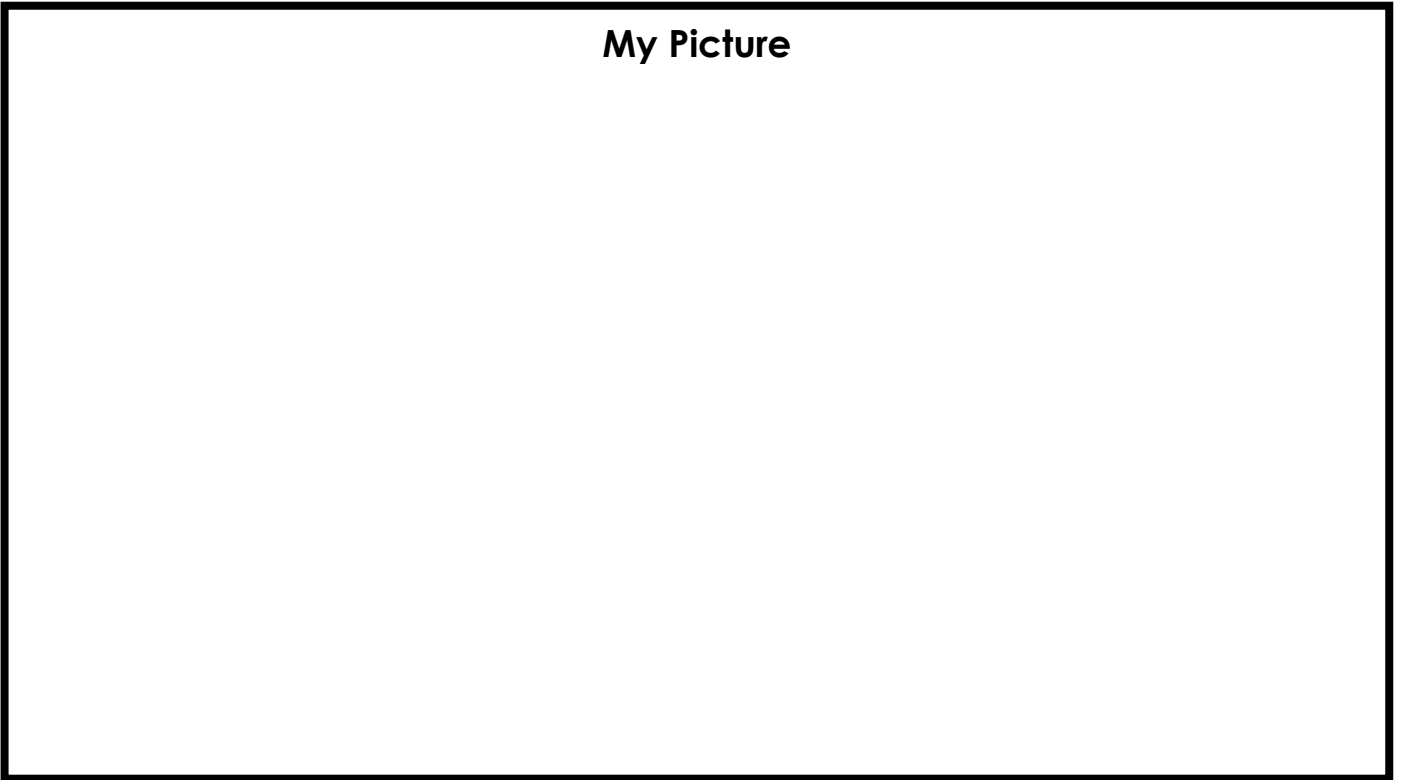
1.

2.

My Camera Words Story

their	friend	your
were	could	four

My Picture



Week 3 Friday: Shared Reading

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

- I can describe my favourite part of a story
- I can identify the hidden message in the story

Instructions

1. Read a picture book of your choice. Choose a different story to the one you read on Wednesday. Optional video: 'Lotus and Feather read by Michelle Yeoh' on YouTube <https://www.youtube.com/watch?v=8bpXikqUvXw>
2. Draw a picture of your favourite part of the story and write one or two sentences to describe what happens in this part of the story.
3. EXTENSION: What is the hidden message of the story?

Response to Reading

Favourite Part

Hidden Message

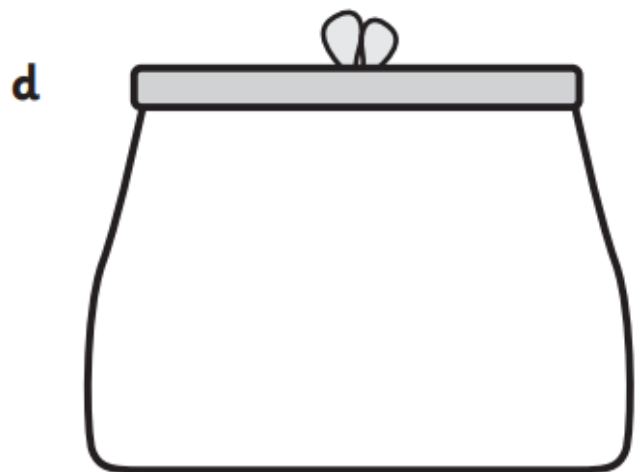
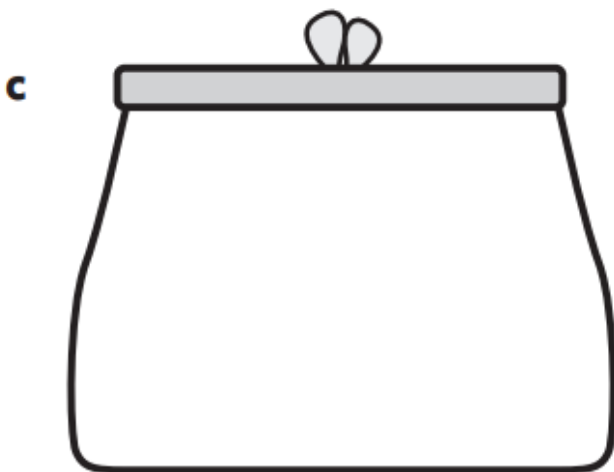
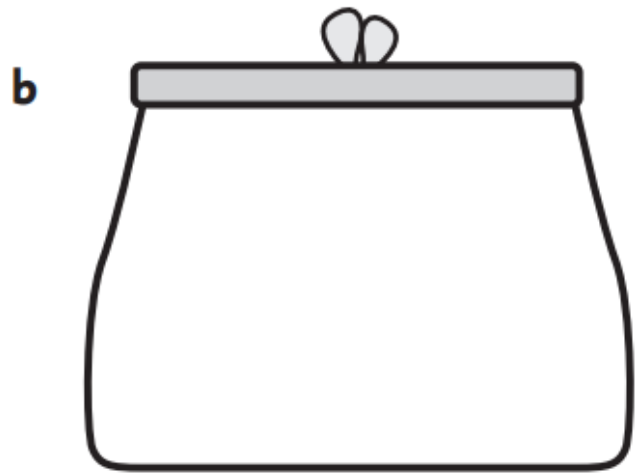
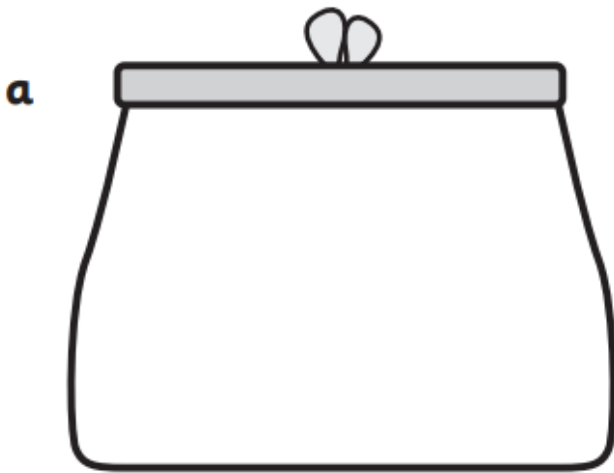
Week 3 Friday: Money

We are learning about Australian money

- I can recognise Australian coins and notes
- I can count small collections of money
- I can create combinations of coins and notes to match a value

Activity 1 Instructions:

What are some different ways that you can make \$2? Find 4 ways and draw the coins in the purses.



Week 3 Friday: Money

Activity 2 Instructions:

1. Read the amount of money needed for each purse.
2. Draw a line from the money to the purse to create the amount.



Add 70c to this purse



Add \$2.50 to this purse



Week 3 Friday: Money



Add \$5.80 to this purse



Add \$15.20 to this purse



Add \$150 to this purse



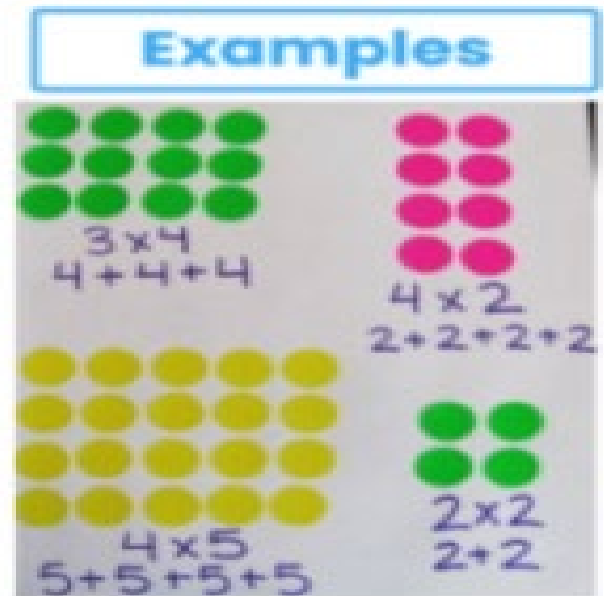
Week 3 Friday: Multiplication and Division

We are learning to multiply numbers

- I count how many are in each row
- I can use repeated addition
- I can record a multiplication sentence

Activity 1:

1. Find 14 books from home and put them into 7 rows. You can choose a different object if you do not have enough books.
2. Draw a picture of how you have arranged them.
3. Write a multiplication sum using 'x' and a repeated addition sum to show what you have done.
4. Challenge – can you arrange the books in a different way and record multiplication and repeated addition sums?



14 books in 2 rows

Challenge

Activity 2: (optional)

We are learning to divide numbers

- I can share objects into equal groups
- I can skip count to find a total

If you have a device at home, search the division game below.

Click and play the division game.

Listen to the instructions before you start the game.

Curious George . Fair Share PBS KIDS

<https://pbskids.org/curiousgeorge/busyday/dogs/>

Week 3 Friday: Sport

We are learning to underarm throw

- I can throw using the underarm technique
- I can complete different challenges while I underarm throw

Instructions:

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

Underarm Throw Challenges

Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

Mega Challenge

- Set varying distances from the target. Perform three body weight squats, then throw the ball at the target.
- Repeat this sequence using dominant/non-dominant hand.

Creative Challenge

- Move the body any way you can while throwing the ball at the target.

Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target.
- marking out a set distance for relay running in between throwing the ball at the target.
- trying combining different fitness infusion activities for example, performing a set number tuck jumps.



Equipment

Ball, soft toy, pair of rolled up socks.