

# Remote learning Grid - Week 4 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
<b>Morning</b>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 4 Monday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 4 Monday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 4 Monday: Phonics). <b>Offline</b> – Complete the home package activity and sort the ‘oo/ew/ue/u_e’ words. (Week 4 Monday: Phonics).</p> <p>• Practise writing words from the spelling grid. Highlight the focus phoneme or write it in a different colour.</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Design a new front cover for your book. Think about the characters and the</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 4 Tuesday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 4 Tuesday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 4 Tuesday: Phonics). <b>Offline</b> – Complete the home package activity and complete the find-a-word. (Week 4 Tuesday: Phonics).</p> <p>• Go on a ‘oo/ew/ue/u_e’ 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><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Find as many ‘oo/ew/ue/u_e’ words in</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 4 Wednesday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 4 Wednesday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 4 Wednesday: Phonics). <b>Offline</b> – Complete the home package activity and practise your camera words. (Week 4 Wednesday: Phonics).</p> <p>• Practise saying and writing your camera words. Play ‘snap’ using some of these words.</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Find a word from your book that you do not know</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 4 Thursday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 4 Thursday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 4 Thursday: Phonics). <b>Offline</b> – Complete the home package activity and complete the sentences using ‘oo/ew/ue/u_e’ words. (Week 4 Thursday: Phonics).</p> <p>• Challenge yourself - How many ‘oo/ew/ue/u_e’ words can you correctly write in 30 seconds?</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Write down all of the adjectives that you can find</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 4 Friday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 4 Friday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 4 Friday: Phonics). <b>Offline</b> – Complete the home package activity and brainstorm ‘oo/ew/ue/u_e’ words. (Week 4 Friday: Phonics).</p> <p>• Practise writing words from the spelling grid. Write some interesting sentence using your words.</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>• Write down some questions that you would like to ask the main character of your book.</p>

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>setting.</p> <p><b>Writing: Nouns</b> Complete the assigned Seesaw activity (Week 4 Monday: Writing) <b>Offline</b> – Complete the activity in your home package to sort and brainstorm nouns (Week 4 Monday: Writing).</p>	<p>your book as you can and write them down on paper or a whiteboard.</p> <p><b>Writing: Adjectives</b> Complete the assigned Seesaw activity (Week 4 Tuesday: Writing) <b>Offline</b> – Complete the activity in your home package to find and use adjectives (Week 4 Tuesday: Writing).</p>	<p>the meaning of. Ask someone at help to help you find the meaning in an online dictionary.</p> <p><b>Writing: Editing</b> Complete the assigned Seesaw activity (Week 4 Wednesday: Writing) <b>Offline</b> – Complete the activity in your home and edit the incorrect sentences. (Week 4 Wednesday: Writing).</p>	<p>in your book. Try to use some of them in your own sentences.</p> <p><b>Topic Talk (News)</b> Complete the Topic Talks Activity (Week 4 Thursday: Topic Talk) on Seesaw. <b>Offline</b> – Choose a topic from the Topic Talks grid in the home package and present your talk to someone at home. (Week 4 Thursday: Topic Talk).</p>	<p><b>Shared Reading</b> Complete the assigned Seesaw activity (Week 4 Friday: Shared Writing) <b>Offline</b> – Complete the activity in your home and describe the main character. (Week 4 Friday: Writing).</p>
<b>Zoom Check-in</b>		1G – 11.30am	1DJ & 1H – 11.30am	1G – 11.30am	1DJ & 1H – 11.30am
<b>Wellbeing break</b>	Choose 1 activity from the Wellbeing Grid.				
<b>Break</b>					
<b>Middle</b>	<p><b>Number</b> Complete the assigned Seesaw activity (Week 4 Monday: Number). <b>Offline</b> – complete the number of the day and counting activity in your home package (Week 4 Monday: Number).</p> <p>• Practise skip counting by 2, 5 and 10.</p> <p><b>Multiplication &amp; Division</b> Complete the assigned Seesaw activity (Week 4 Monday: Multiplication) <b>Offline</b> – Complete the</p>	<p><b>Fractions</b> Complete the assigned Seesaw activity (Week 4 Tuesday: Fractions) <b>Offline</b> – Complete the activity in your home package and show half of each shape (Week 4 Tuesday: Fractions).</p> <p>• Practise skip counting backwards by 2, 5 and 10.</p> <p><b>Multiplication &amp; Division</b> Complete the assigned Seesaw activity (Week 4 Tuesday: Writing) <b>Offline</b> – Complete the</p>	<p><b>Fractions</b> Complete the assigned Seesaw activity (Week 4 Wednesday: Fractions) <b>Offline</b> – Complete the activity in your home package and sort the fractions (Week 4 Wednesday: Fractions).</p> <p>• Practise counting on from a 2-digit number.</p> <p><b>Chance</b> Complete the assigned Seesaw activity (Week 4 Wednesday: Chance) <b>Offline</b> – Complete the</p>	<p><b>Fractions</b> Complete the assigned Seesaw activity (Week 4 Thursday: Fractions) <b>Offline</b> – Complete the activity in your home package and show half of each collection (Week 4 Thursday: Fractions).</p> <p>• Practise counting back from a 2-digit number.</p> <p><b>Chance</b> Complete the assigned Seesaw activity (Week 4 Thursday: Chance) <b>Offline</b> – Complete the</p>	<p><b>Number</b> Complete the assigned Seesaw activity (Week 4 Friday: Number). <b>Offline</b> – complete the number of the day and number riddles activity in your home package (Week 4 Friday: Number).</p> <p>• Make some number riddles and share them with people in your home.</p> <p><b>Chance</b> Complete the assigned Seesaw activity (Week 4 Friday: Chance)</p>

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>activity in your home package and complete the problems using repeated addition (Week 4 Monday: Multiplication).</p> <p><b>Mathletics</b> Log in to Mathletics and complete the assigned task 'Nearest Ten'.</p>	<p>activity in your home package and complete multiplication and division problems (Week 4 Tuesday: Multiplication and Division).</p> <p><b>Mathletics</b> Log in to Mathletics and complete the assigned task 'Halves'.</p>	<p>activity in your home package and use the chance words (Week 4 Wednesday: Chance).</p> <p><b>Mathletics</b> Log in to Mathletics and complete the assigned task 'Is it Half?'.</p>	<p>activity in your home package and use the chance words (Week 4 Thursday: Chance).</p> <p><b>Mathletics</b> Log in to Mathletics and complete the assigned task 'Will it happen?'.</p>	<p><b>Offline</b> – Complete the activity in your home package and think of some chance events (Week 4 Friday: Chance).</p> <p><b>Mathletics</b> Log in to Mathletics and complete the assigned task 'Most Likely and Least Likely'.</p>
<b>Wellbeing break</b>	<b>Choose 1 activity from the Wellbeing Grid.</b>				
<b>Break</b>					
<b>Afternoon</b>	<p><b>Music</b> Complete the assigned Seesaw activity (Week 4 Monday: Music). <b>Offline</b> – Complete the home package activity and play move and freeze. (Week 4 Monday: Music).</p>	<p><b>History - Olympics</b> Complete the assigned Seesaw activity (Week 4 Tuesday: History). <b>Offline</b> – complete the home package activity to learn about the history of the Olympics. (Week 4 Tuesday: History).</p>	<p><b>PDH: Road Safety</b> Complete the assigned Seesaw activity (Week 4 Wednesday: Road Safety). <b>Offline</b> – complete the home package activity to learn a road safety rap (Week 4 Wednesday: Road Safety).</p>	<p><b>History - Olympics</b> Complete the assigned Seesaw activity (Week 4 Thursday: History). <b>Offline</b> – complete the home package activity to learn about Cathy Freeman. (Week 4 Thursday: History).</p>	<p><b>Sport</b> Complete the assigned Seesaw activity (Week 4 Friday: Sport). <b>Offline</b> – follow the link on the page to do a PE lesson with Mr Ellis then draw some food from each group (Week 4 Friday: Sport) <a href="https://www.loom.com/share/c400809cdf734138bde627624859793c">https://www.loom.com/share/c400809cdf734138bde627624859793c</a></p>

## Week 4 Wellbeing Grid

Complete one of these activities in each of your wellbeing breaks.  
You may complete each activity more than once.

<p>Create your own Olympic triathlon at home. Think of three activities or events. Compete against your family members.</p>	<p>Help a family member (e.g. cook a meal, tidy part of the house, wash the dishes, wash your pet).</p>	<p>Use recycled materials at home and make your own Olympic torch, or a gold medal.</p>	<p>Participate in a self-care activity (e.g. painting, deep breathing, watching the sunset, or having a bath).</p>
<p>Go for a walk with your mum, dad, or a sibling.</p>	<p>Design a new flag for the Olympics. Show it to a family member. Talk about what it represents and why you picked that design.</p>	<p>Run a lap around your local park. Race against your family members to see who gets Gold, Silver and Bronze.</p>	<p>Create your own Olympic sport. Make sure you think of some rules for your sport. Ask your family to play it with you.</p>
<p>Choose an Olympic athlete you admire. Make a list of their positive qualities and circle any that you have in common.</p>	<p>Watch an Olympic event with your family members. Pretend to be judges and critique the athletes' performances.</p>	<p>Participate in the Cosmic Kids Yoga Olympic special on YouTube, called 'Frank the Frog'.</p>	<p>Spend at least 30 minutes outside connecting with nature.</p>

## Phonics Word List

### Focus Phoneme Representations: oo ew ue u\_e

target representations				extension representations	
oo	ew	ue	u_e	ui	ou
zoo	slew	blue	rude	suit	soup
moo	crew	true	lute	cruise	croup
soon	blew	flue	June	fruit	
moon	flew	glue	flute	bruise	
room	chew	clue	prune	juicy	
noon	stew	cue		grapefruit	
root	grew	Sue		fruity	
hoot	Andrew	chop suey			
tool	drew	untrue			
fool	brew	clueless			
roof	threw				
doom	screw				
zoom	aircrew				
loom	cashew				
spoon					
shoot	<b>ew (yu)</b>	<b>ue (yu)</b>	<b>u_e (yu)</b>	<b>u (yu)</b>	<b>camera words</b>
brood					
broom	few	hue	use	tulip	half
gloom	new	duel	tube	unit	first
tooth	dew	cue	tune		good
igloo	mildew	due	mute		girl
proof	sinew	statue	cute		saw
spooF		avenue	mule		would
		value	cube		
		continue	fume		
		argue	fumes		
		fuel			

**Please Note: The words in the shaded area are a little more difficult.**

## Week 4 Monday: Morning Routine

Put a heart 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

Yesterday was

Tomorrow is

The month is

The date is

**What were 2 things that you did on the weekend?  
Draw and write about them.**



# Week 4 Monday: Phonics

We are learning to use the 'oo/ew/ue/u\_e' phoneme

- I can identify where the 'oo/ew/ue/u\_e' phoneme is in a word
- I can read words that use the 'oo/ew/ue/u\_e' phoneme
- I can write words that use the 'oo/ew/ue/u\_e' phoneme
- I can use words with the 'oo/ew/ue/u\_e' phoneme in a sentence

## Instructions

1. Read the 'oo/ew/ue/u\_e' words below
2. Circle, colour or highlight the 'oo/ew/ue/u\_e' sound
3. Cut out the words and paste them into the correct column.

oo	ew	ue	u_e

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room	blew	moon	blue	June
zoo	glue	flew	chew	rude

# Week 4 Monday: Writing (Nouns)

We are learning to write interesting sentences


- I can find the noun
- I can write a sentence using a given noun
- I can use a variety of nouns
- I can re-read my work to check it makes sense

## Instructions

1. **Noun Sort:** Sort the types of nouns by writing them into the columns
2. **Find the Noun:** Write your own nouns for each of the places given
3. Circle the nouns in the sentences. Write them on the lines given
4. **Brainstorming Nouns:** Brainstorm some nouns that you would find at the beach, in the bedroom and at the park.

Person	Place	Thing

**Noun Sort**  
Sort the nouns into the correct columns.



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mom

bedroom

monkey

hospital

oven

man

carnival

teacher

school

chair


dentist

grapes



# Find the Noun

Circle the nouns in each sentence and write them on the lines.

A noun is a:  
person   
place   
thing 



We put a letter in the mailbox.

\_\_\_\_\_



Max cooked a yummy pizza.

\_\_\_\_\_



We saw a shark in the ocean.

\_\_\_\_\_



Mom wore a sparkly necklace.

\_\_\_\_\_



The fireman put out a fire.

\_\_\_\_\_

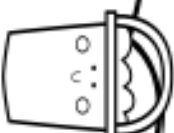


I saw a clown at the circus.

\_\_\_\_\_

# Brainstorming Nouns

Write down some nouns that you may find at these places.



Beach



Bedroom



Park

# Week 4 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 count forwards and backwards from a given two-digit number
- I can order numbers up to 100

## Activity Instructions

1. Complete the number of the day activity.
2. Complete the number line activity by filling in the missing numbers.

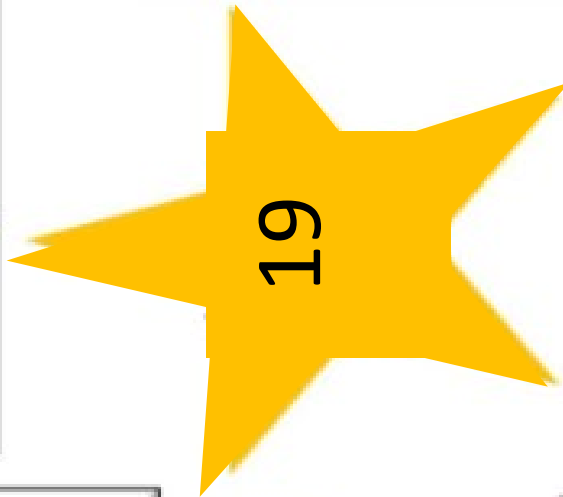
Tally Marks



Tens frames



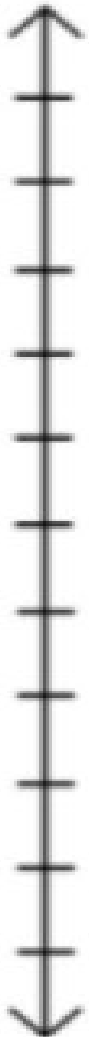

One More	
One Less	



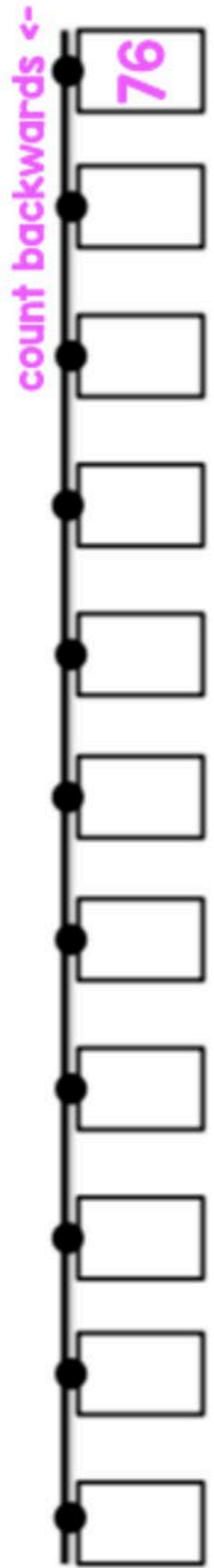
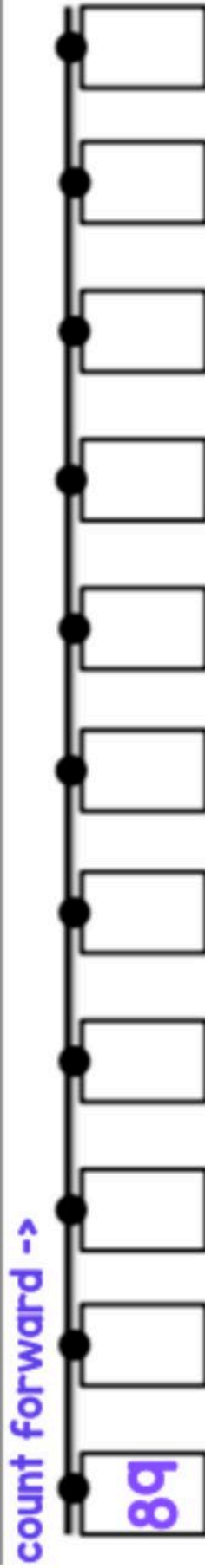
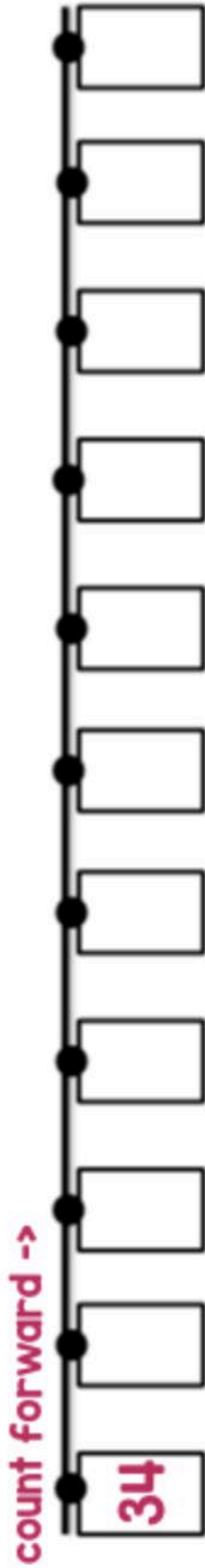
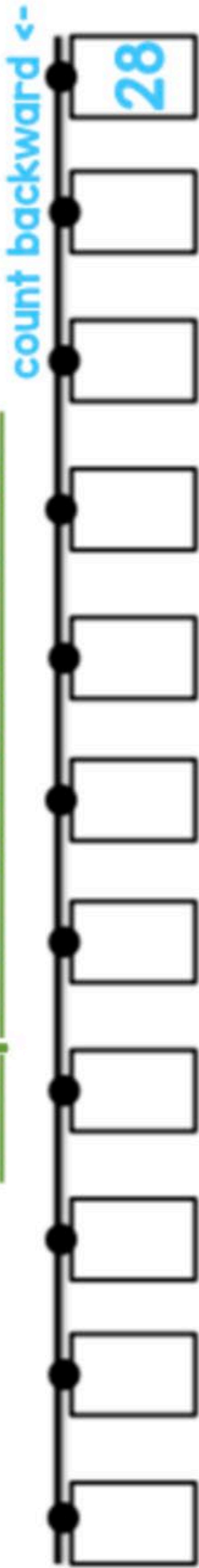
Tens	
Ones	

+ that makes this number

- that makes this number



Complete the number line



# Week 4 Monday: Multiplication

## We are learning to multiply numbers

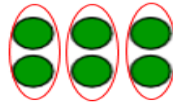
- I can count how many are in each group
- I can use repeated addition
- I can record a multiplication sentence

### Activity 1 Instructions:

1. Skip count to find the total of each group.
2. Write your answer next to the repeated addition sum.
3. Write your answer next to multiplication number sentence.

### Multiplication is Repeated Addition

Arrays can be used to show that multiplication is repeated addition.



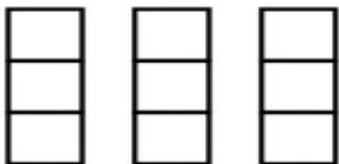
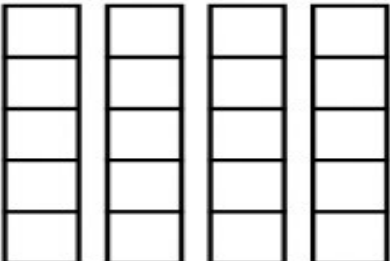
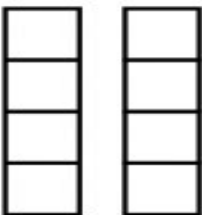

#### Addition:

$$2 + 2 + 2 = 6$$

#### Multiplication:

3 groups of 2 is 6  
3 times 2 equals 6  
 $3 \times 2 = 6$

## Add and Multiply

	$3+3+3=$	$3 \times 3=$
	$5+5+5+5=$	$5 \times 4=$
	$4+4=$	$4 \times 2=$
	$2+2+2+2=$	$2 \times 4=$

# Week 4 Monday: Multiplication

## Activity 2 Instructions:

1. Look at each picture below.
2. Use the example as a guide.
3. Use repeated addition to find the total.
4. Write a multiplication sentence using the 'x' symbol.



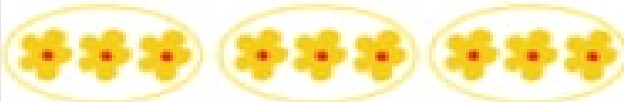
$$2 + 2 + 2$$

$$2 \times 3 = 6$$



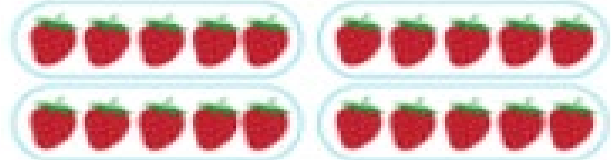
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## Activity 3: (optional)

If you have a device at home, search the following YouTube multiplication video: **Equal Groups Multiplication Song | Repeated Addition Using Arrays**

# Week 4 Monday: Music

## We are learning to appreciate music

- I can move to music and imagine I am something else
- I can stop moving when the music stops
- I can create an artwork inspired by what I hear

### Instructions:

**If you have access to a device, go to the following website and follow the instructions:**

<https://www.bushfirepress.com.au/kidslisten/s01e01/>

**If you do not have a device, follow these instructions:**

1. Choose a piece of music to listen to
2. Ask someone at home to start and stop the music randomly
3. Play freeze and move – freeze when the music stops and move to the music when it is playing
4. When you have had enough action, choose a piece of music with no words (classical or contemporary)
5. Draw a picture or paint while you listen to your music – It can be an abstract picture (perhaps just lines). See how the music inspires you.

### Example Artworks:



## Week 4 Tuesday: Morning Routine

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

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29	30	31				

Today is

Yesterday was

Tomorrow is

The month is

The date is

**If you could have one wish, what would it be and why?**

# Week 4 Tuesday: Phonics

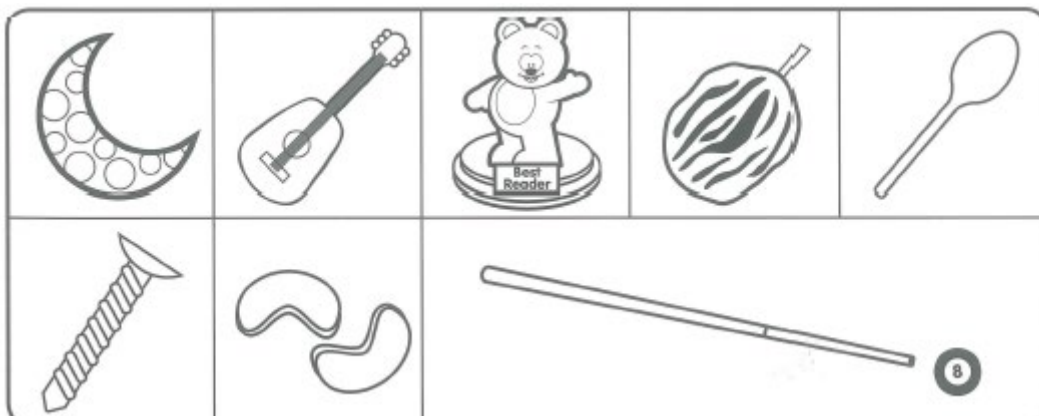
We are learning to use the 'oo/ew/ue/u\_e' phoneme

- I can identify where the 'oo/ew/ue/u\_e' phoneme is in a word
- I can read words that use the 'oo/ew/ue/u\_e' phoneme
- I can write words that use the 'oo/ew/ue/u\_e' phoneme
- I can use words with the 'oo/ew/ue/u\_e' phoneme in a sentence

## Instructions

1. Find the 'oo/ew/ue/u\_e' in the find-a-word
2. Use the pictures at the bottom for clues to the words
3. Choose two of the 'oo/ew/ue/u\_e' words and write them in a sentence.

m	oo	n	th	p	s	c	r	ew	ee	m
a	s	g	ai	s	r	u	d	e	t	u
c	t	b	c	ue	oo	ea	h	t	r	ue
a	a	p	l	u	b	n	d	e	r	zz
sh	t	ss	p	t	l	u	t	e	ff	o
ew	ue	d	r	ay	ue	i	e	qu	n	th
ch	u	j	u	s	wh	t	a	r	g	e
ll	d	f	n	p	r	d	u	m	s	k
p	r	ue	e	oo	t	oo	ee	a	l	w
u	ew	l	g	n	qu	m	b	d	ew	ll





# Week 4 Tuesday: Phonics

## My Sentences

**Remember** to start with a capital letter and end with a full stop.

Make your sentences more interesting by using and/but and using some adjectives.

Sentence 1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sentence 2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

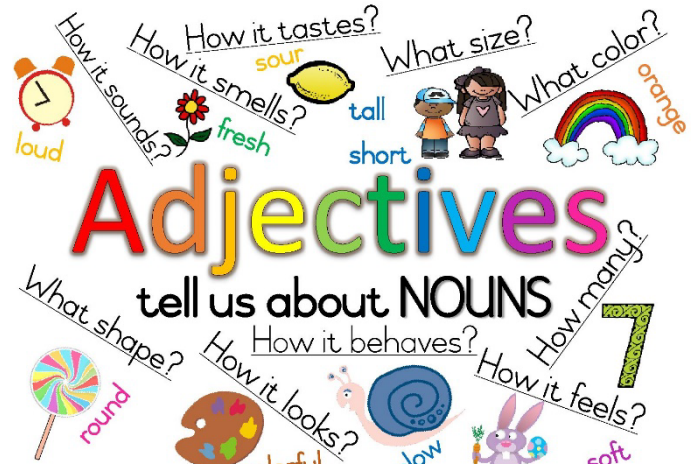
# Week 4 Tuesday: Writing (Adjectives)

We are learning to use adjectives in our writing

- I can find the adjective in a sentence
- I can add an adjective into a sentence
- I can use a variety of adjectives
- I can re-read my work to check it makes sense

## Instructions

1. **Find the adjectives:** circle the adjectives in the sentences
2. **Adding Adjectives:** Add in an adjective into the sentence
3. **My Sentences:** Create your own sentences using the pictures. Colour in your adjective. Challenge yourself to add more than 1 adjective.



## Find the Adjectives

Circle the adjectives in the sentences. Color the pictures when you have finished.

The brown dog was hungry.



The little girl was crying.



My mom has a spotty bag.



I saw a big jet flying.



I love my soft pillow.



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## Find the Adjectives

Circle the adjectives in the sentences. Color the pictures when you have finished.

The large chair was comfortable.



The boat was very quick.



My bow was pink and yellow.



The pink butterfly looked pretty.



I ate the yummy cupcake.



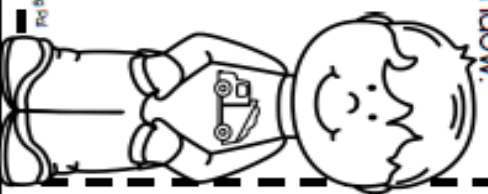
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# Adding Adjectives

Fill in the missing adjectives.

sick      broken      heavy  
eight      sweet      tall

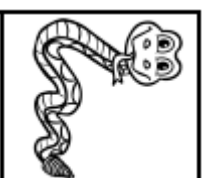
1. The spider crawled with its \_\_\_\_\_ legs.
2. The \_\_\_\_\_ tree reached up to the sky.
3. The \_\_\_\_\_ boy visited the doctor.
4. Dad tried to fix the \_\_\_\_\_ window.
5. We ate a \_\_\_\_\_ dessert after dinner.
6. The big box was too \_\_\_\_\_ to carry.



## My Sentences

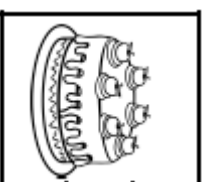
Remember to include at least 1 adjective per sentence and colour it in.

Challenge: Add more than one adjective to each sentence



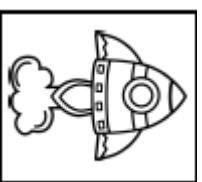
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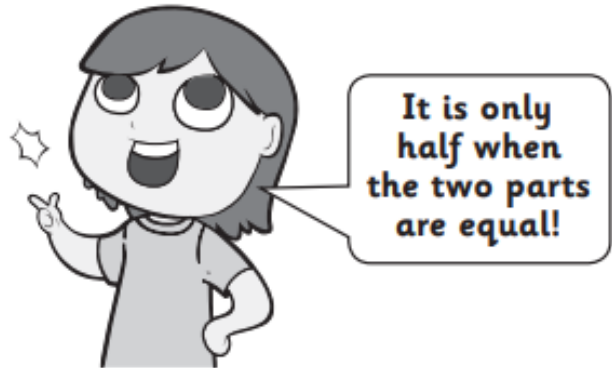
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# Week 4 Tuesday: Fractions

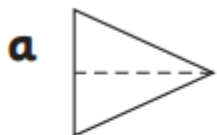
## We are learning about fractions

- I can show half of a shape
- I can identify whether a shape shows half

1 All of these shapes have been cut into 2 parts but only some of them have been cut into 2 equal parts. Tick ✓ the shapes that are cut in half.



Colour one half of each shape.



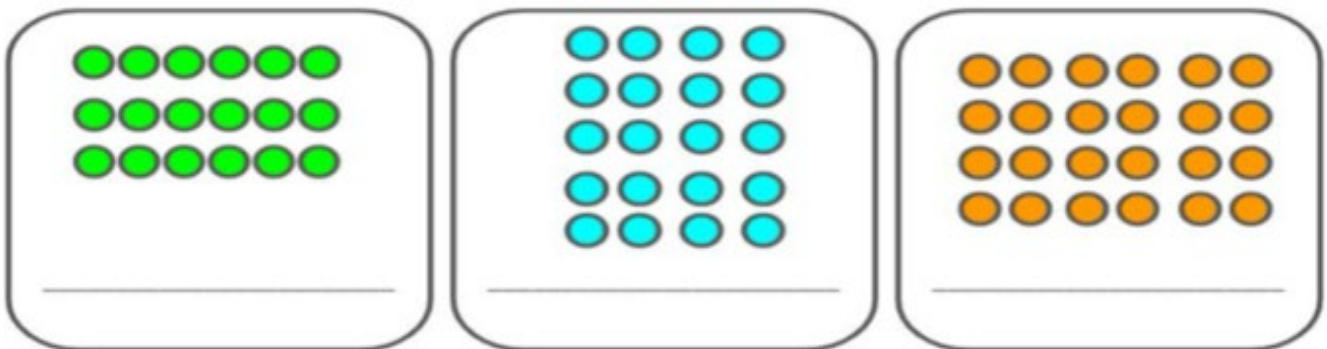
# Week 4 Tuesday: Multiplication and Division

We are learning to multiply and divide numbers.


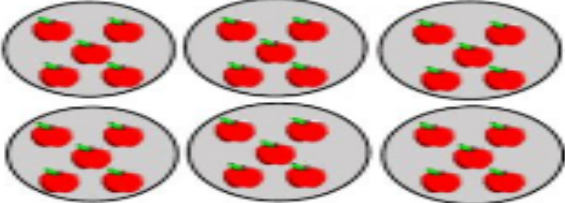


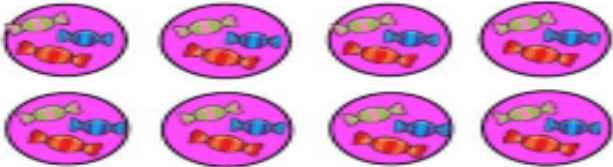
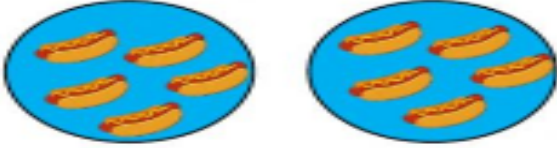
- I can skip count to find the total number in groups and arrays
- I can use repeated addition to show my total
- I can record a multiplication sentence using the 'x' symbol
- I can share objects equally into groups.
- I can record a division sentence using the 'division' symbol

## Activity 1 Instructions:

1. Skip count to find the total in arrays (rows).
2. Write repeated addition sums to match the coloured rows.



**Activity 2 Instructions:** Fill in the boxes to describe the equal groups.

<p style="text-align: center;">example</p>  <p><u>3</u> groups of <u>3</u> <u>3</u> x <u>3</u> = <u>9</u></p>	 <p><input type="text"/> groups of <input type="text"/> <input type="text"/> x <input type="text"/> = <input type="text"/></p>
 <p><input type="text"/> groups of <input type="text"/> <input type="text"/> x <input type="text"/> = <input type="text"/></p>	 <p><input type="text"/> groups of <input type="text"/> <input type="text"/> x <input type="text"/> = <input type="text"/></p>
 <p><input type="text"/> groups of <input type="text"/> <input type="text"/> x <input type="text"/> = <input type="text"/></p>	 <p><input type="text"/> groups of <input type="text"/> <input type="text"/> x <input type="text"/> = <input type="text"/></p>

## Week 4 Tuesday: Multiplication and Division

### Activity 3 Instructions:

1. Draw Adrian's 30 leaves equally shared into 3 containers.
2. Can you write a division sum using the 'division' symbol?
3. Explain your drawings below and how you solved the answer to a parent.

**Adrian collected 30 different leaves from his garden.  
He shared his leaves into 3 containers to show his mum.  
How many leaves were in each container?**

**Division Sum:**

### Activity 4: (optional)

If you have a device at home, click on the link to watch the video.

**Introduction to Divisions**

<https://www.youtube.com/watch?v=-uwr-efjLo>

# Week 4 Tuesday: History

## We are learning about the history of the Olympics

- I know where the Olympics began
- I know why we have the Olympic games
- I know what the Olympic rings represent
- I know the history of the Olympic flame

### Activity 1 Instructions:

Write 3 things that you know about the Olympics.

If you have access to a device, you may want to watch this video:

[https://www.youtube.com/watch?v=xBsRx4wN\\_v4](https://www.youtube.com/watch?v=xBsRx4wN_v4)

1	
2	
3	

### Activity 2 Instructions:

Draw a line to match the Olympic facts.

Why do we have the Olympics?

Where did the Olympics begin?

How long does the Olympic flame stay alight?

What do the Olympic rings represent?

The Olympic ring represent the 5 continents

We have the Olympics today to bring nations together and foster peace in the world.

The Olympic games started 3000 years ago in 776BC.

The Olympic flame is lit in Olympia Greece and is kept alight for the duration of the games.

## Week 4 Wednesday: Morning Routine

Put a heart 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

Yesterday was

Tomorrow is

The month is

The date is

Who is your best friend and why?



# Week 4 Wednesday: 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

### Instructions

1. Practise reading your camera words without any errors
2. Write each of your camera words 5 times using the sheet below. Try to cover your work each time so you don't copy.
3. Choose 2 of your camera words and make them using something from home. For e.g. playdough, blocks, cards.

<b>their</b>	<b>friend</b>	<b>your</b>
<b>were</b>	<b>could</b>	<b>four</b>

# Week 4 Wednesday: Editing

## We are learning to edit and improve our writing

- I can use capital letters and full stops correctly
- I can use adjectives to make my sentences more interesting
- I can spell camera words correctly
- I can edit my work to fix errors I can see

### Instructions







1. Read the sentences below
2. Use the editing checklist to check the sentence
3. Change any mistakes that you found
4. Re-write the sentence with NO errors

#### Sentence 1

Last week my best friend ~~friend~~ had ~~a~~ birthday party .

**Fixed Sentence:**

Last week my best friend had a birthday party.

My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
	I spelt all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	

#### Sentence 2

There were foer children Playing

**Fixed sentence:**







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My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
	I spelt all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	

### Sentence 3







our Dog loves hes bone.

**Fixed sentence:**

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My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
	I spelt all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	

### Sentence 4







There were foer children Playing

**Fixed sentence:**

---

---

---

My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
	I spelt all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	

# Week 4 Wednesday: Fractions

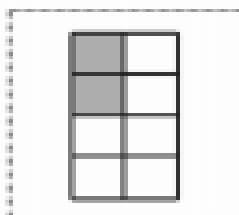
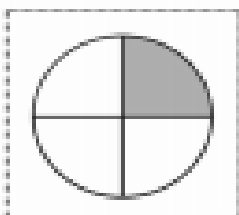
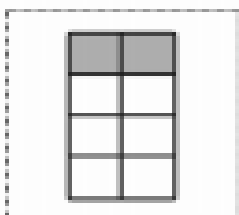
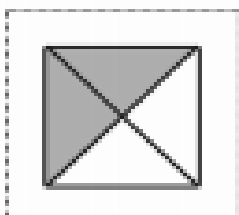
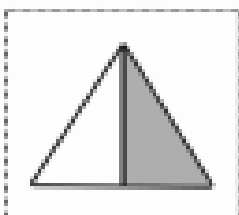
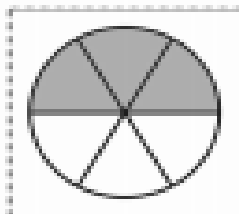
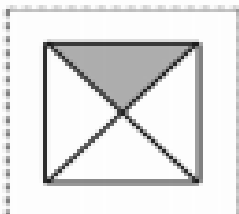
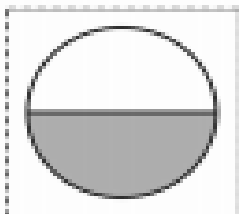
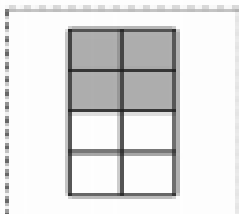
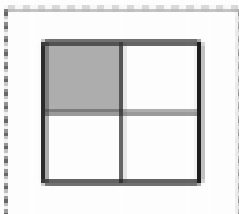
## We are learning about fractions

- I can sort shapes into halves and quarters
- I can show half of a collection of items

### Instructions

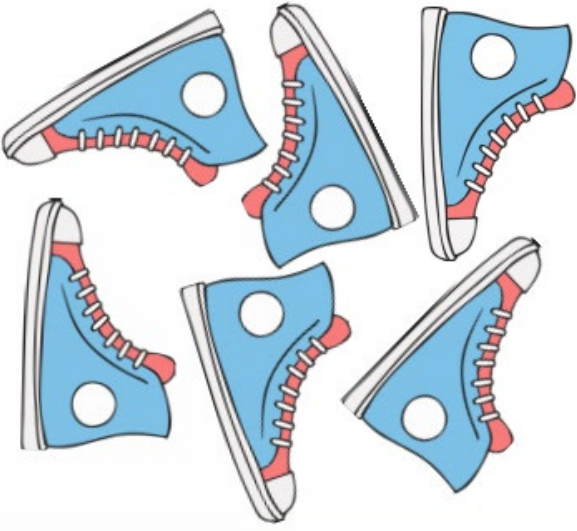
1. Cut out the fractions below and sort them into halves and quarters.
2. Look at the pictures in the second activity and read the fraction. Circle the correct amount of objects.

Halves	Quarters

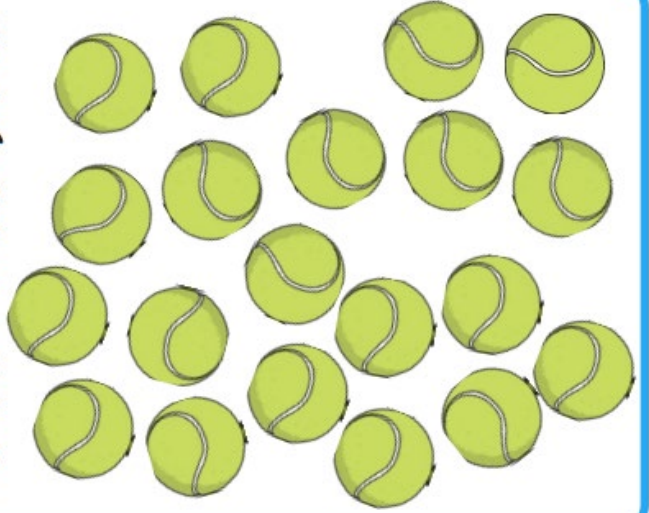


# Week 4 Wednesday: Fractions

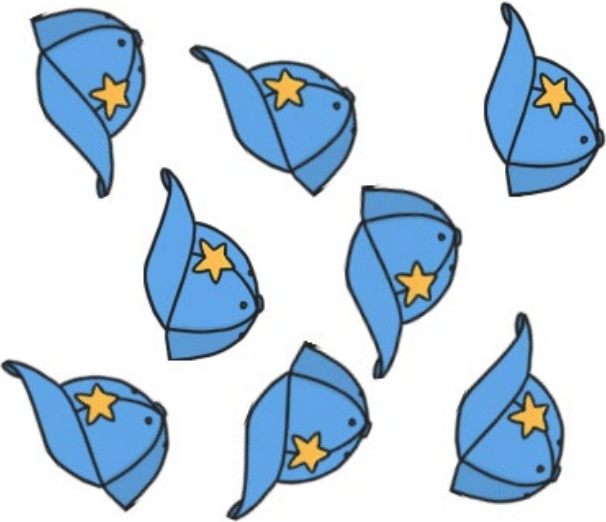
Circle  $\frac{1}{2}$  of the shoes.



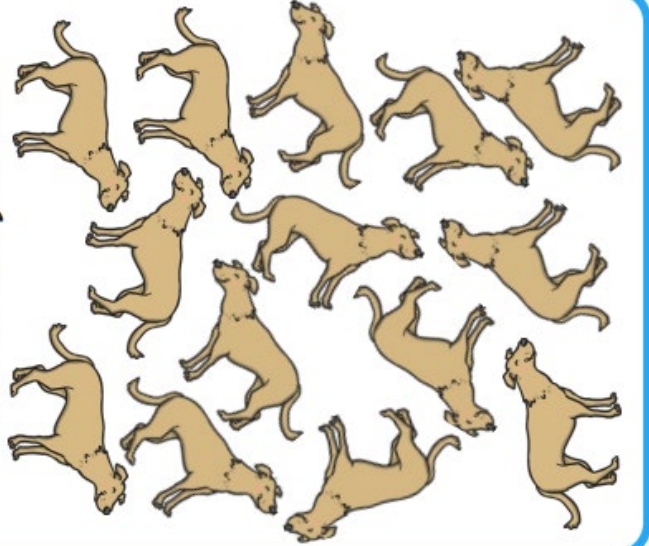
Circle  $\frac{1}{2}$  of the tennis balls.



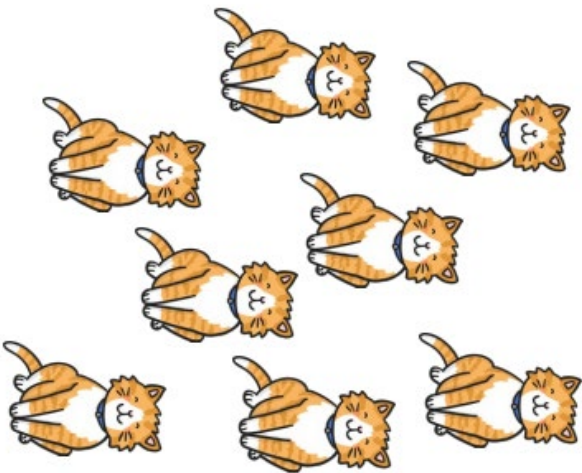
Circle  $\frac{1}{4}$  of the caps.



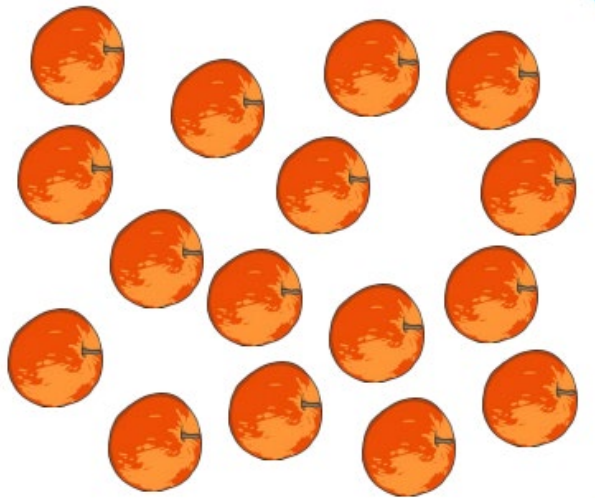
Circle  $\frac{1}{2}$  of the dogs.



Circle  $\frac{1}{4}$  of the cats.



Circle  $\frac{1}{4}$  of the apples.



# Week 4 Wednesday: Chance

## We are learning to use the language of chance

- I can use the words 'likely', 'unlikely', 'certain' and 'impossible' to describe everyday events
- I can identify 'likely', 'unlikely', 'certain' and 'impossible' everyday events

### Instructions:

1. Read each sentence in the table carefully.
2. Write the correct chance word for next to each sentence to show the likelihood of each event happening.

### Chance Words

likely

unlikely

certain

impossible

Event	Chance
You will grow wings	
The sun will set today	
You will read a book today	
It will rain all week	
Tuesday will come after Monday	
You will be one year younger on your next birthday	
You will visit the rainforest today	
Your teacher will turn into a fish	
I will get an odd number if I roll a dice	
Y will have ice cream for dessert tonight	

**Optional Video:** If you have a device at home, search the following YouTube Chance video: Chance- Stage 1 Mathematics <https://www.youtube.com/watch?v=TedbpetzBE>

# Week 4 Wednesday: Road Safety

## We are learning to safely cross the road

- I can sequence the steps to cross the road
- I can use the words STOP, LOOK, LISTEN, THINK when crossing the road
- I can make a rap to explain the steps for crossing the road

### Activity 1 Instructions:

1. Read the Super Cat rap below.
2. Practise your own version of the rap or make one up of your own.

### Super Cat's Safety Rap

Super Cat's here so say 'meow'!  
Want to cross roads, safely? I'll tell you how!  
First, you **stop** and **look** from side-to-side.  
Then you **listen** and **think**; that's the Super Cat guide!

**stop**



**look**



**listen**



**think**



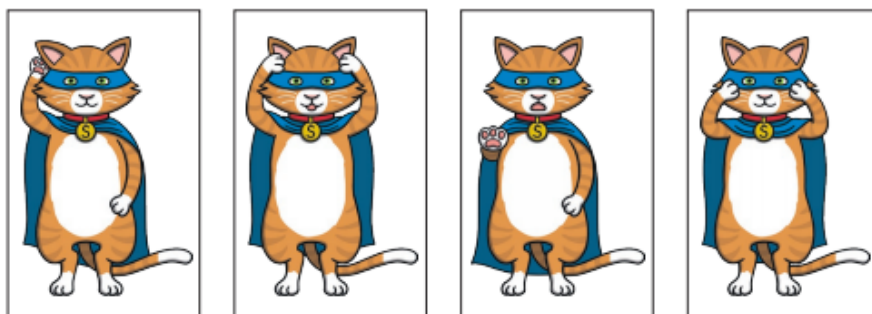
twinkl visit twinkl.com

### Activity 2 Instructions:

Cut and paste the pictures of Super Cat to match them to the correct road safety word.

<b>stop</b>	<b>look</b>	<b>listen</b>	<b>think</b>
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## Week 4 Thursday: Morning Routine

Put a heart 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

Yesterday was

Tomorrow is

The month is

The date is

What is your favourite joke?



## Week 4 Thursday: Phonics

We are learning to use the 'oo/ew/ue/u\_e' phoneme

- I can identify where the 'oo/ew/ue/u\_e' phoneme is in a word
- I can read words that use the 'oo/ew/ue/u\_e' phoneme
- I can write words that use the 'oo/ew/ue/u\_e' phoneme
- I can use words with the 'oo/ew/ue/u\_e' phoneme in a sentence

### Instructions

1. Fill in the missing words in the sentences using the words in the box.
2. Choose 2 of the sentences and improve the sentences by adding adjectives.  
One has been done for you.



Sue	grew	tooth	chew	roots
flute	June	screw	gloomy	true

I lost **one** .

**Do** not  **your** food loudly.

**There are** clouds in **the**  sky.

**The** cashew tree .

**Our** holiday **is** in .

**The** story **is** .

That **girl's** name **is** .

Tree  are strong.

Can **you**  **the** bolt in?

June **is** good at playing **the** .

### Adding Adjectives

1. Choose a sentence from the last activity
2. Re-write the sentence with at least 1 adjective (describing word)

1. The story is true.

The **interesting** story is true.

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## Week 4 Thursday: Topic Talk (News)

**We are learning to give a short presentation on a 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. This week our theme is the Olympics.
2. Think about your topic and write/draw your ideas to plan your topic talk. You may need to do a little research about your topic.
3. Present your topic talk to someone at home.

<p><b>Talk about your favourite Olympic athlete.</b></p> <p>What is their name, age and birthday? Have they won any medals to date? What sport do they play? How many years have they been playing this sport?</p>	<p><b>Talk about your favourite Olympic sport.</b></p> <p>Why do you love it? Do you play this sport? What are the rules? Do you have a favourite player or athlete you look up to?</p>	<p><b>Talk about the history of the Olympics.</b></p> <p>When was the Olympic flag created and what does it represent? When did the Olympics start? Which country started the Olympics? How many countries have hosted the Olympics?</p>
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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 4 Thursday: Chance

## We are learning to use the language of chance

- I can use the words 'certain' and 'impossible'
- I can identify if an event is 'certain' and will happen or 'impossible' and will not happen

### Activity 1 Instructions:

1. Look at the activity below.
2. Read each sentence carefully.
3. Colour the events that **will happen ('certain')** in **green**.
4. Colour the events that **will not happen ('impossible')** in **red**.

**Certain**

---

A chicken will fly a plane

The sun will rise tomorrow

An elephant will walk in the room

A crocodile will ride a scooter

Tuesday will come after Monday

You will grow wings

You will eat food today

**Impossible**

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## Week 4 Thursday: Chance

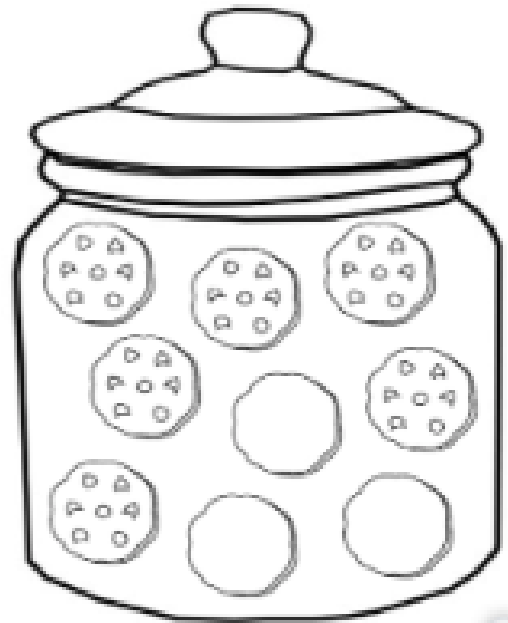
### Activity 2 Instructions:

1. Read each of the questions below very carefully
2. Use the picture of the cookie jar to help you decide whether each event is likely, unlikely, certain or impossible.
3. Highlight or circle the correct chance word

### Cookie Jar

I have 9 cookies in my cookie jar. There are 6 chocolate chip cookies and 3 peanut butter cookies.

Circle the best answer to each question.



1. What is the probability of picking a peanut butter cookie?  
**likely**      **unlikely**      **certain**      **impossible**
2. What is the probability of picking an oatmeal cookie?  
**likely**      **unlikely**      **certain**      **impossible**
3. What is the probability of picking a chocolate chip cookie?  
**likely**      **unlikely**      **certain**      **impossible**
4. What cookie are you least likely to pick?  
**chocolate chip**      **peanut butter**
5. What jellybean are you most likely to pick?  
**chocolate chip**      **peanut butter**

# Week 4 Thursday: Fractions

We are learning about fractions

- I can halve a group
- I can describe whether a group shows half or a quarter

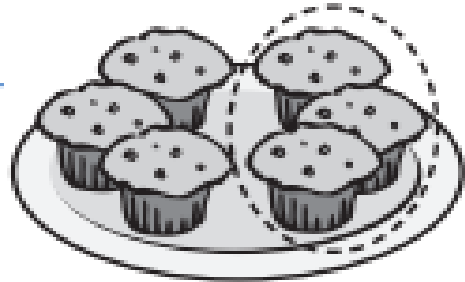
## Activity 1:

Circle and write what half of each group.

We can also have halves of groups.

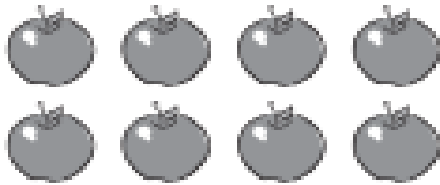
There are 6 cakes on the plate.

Half of this is 3 cakes.



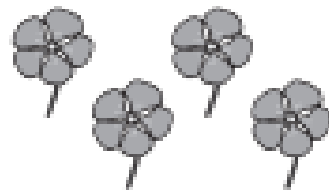
1 Find and circle half of each group.

a



One half of 8 is \_\_\_\_\_.

b



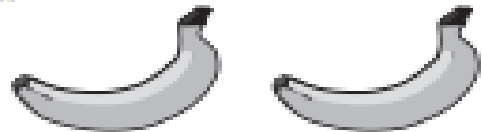
One half of 4 is \_\_\_\_\_.

c



One half of 10 is \_\_\_\_\_.

d



One half of 2 is \_\_\_\_\_.

e



One half of 12 is \_\_\_\_\_.

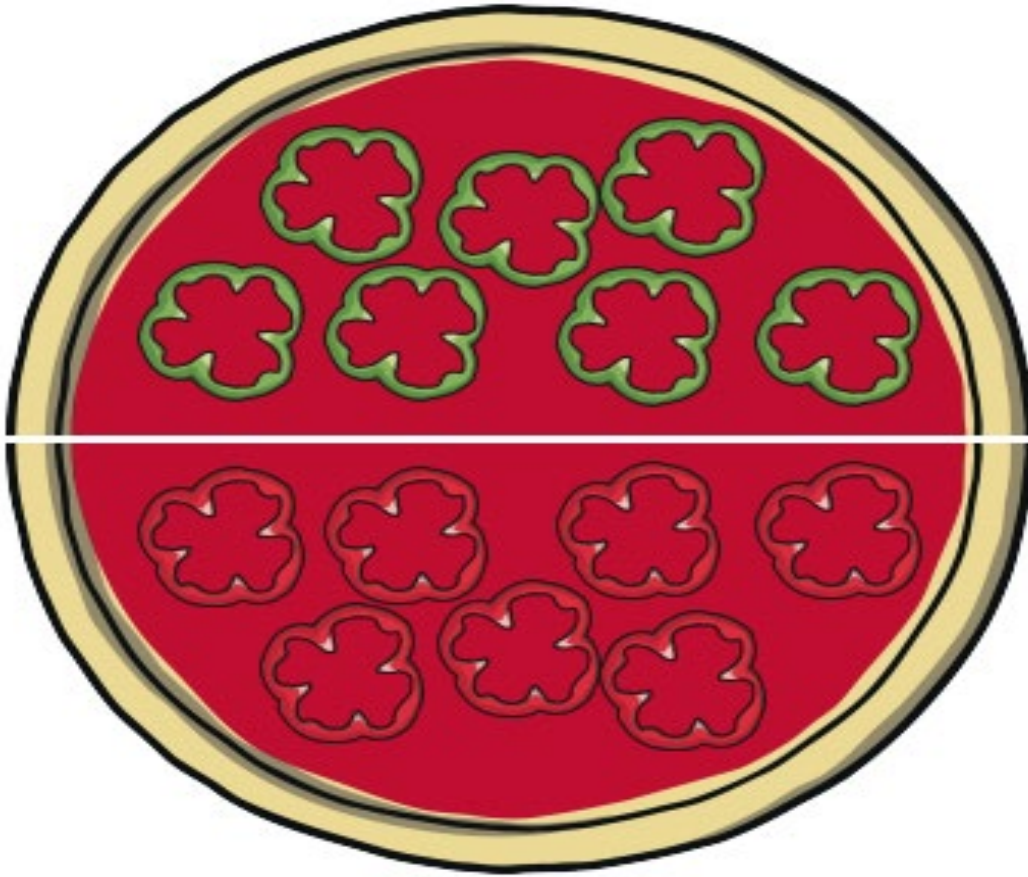
f



One half of 16 is \_\_\_\_\_.

## Activity 2:

Write half ( $1/2$ ) or quarter ( $1/4$ ) to show the fraction of the pizza toppings.



My pizza is:

\_\_\_\_\_ red peppers

\_\_\_\_\_ green peppers



My pizza is:

\_\_\_\_\_ cheese and tomato

\_\_\_\_\_ pepperoni

\_\_\_\_\_ mushroom

## Week 4 Thursday: History

### We are learning about the history of the Olympics

- I can research an Australian Olympian
- I can ask questions about my athlete
- I can write 3-5 sentences about my athlete

#### Activity 1 Instructions:

1. Read the information below about Cathy Freeman
2. Write 3-5 informative sentences about Cathy Freeman
3. Read your writing and check that you have a capital letter, full stop and that it makes sense.

#### Cathy Freeman

Catherine Astrid Salome Freeman was born in 1973 in Mackay, Queensland. When she was a child she dreamed of winning an Olympic gold medal. She raced for the first time when she was eight years old, running the 80m sprint at her primary school and winning easily.



Freeman was the first Australian Aboriginal person to win a gold medal at the Commonwealth Games in 1990 when she was 16. She won even more medals in 1994, 1996 and 1997.

Cathy Freeman became really famous after the 2000 Sydney Olympics. Firstly, she lit the flame at the opening ceremony. Ten days later in a packed stadium she won a gold medal in the 400m running race. She was wearing a full body suit and carried the Australian and Aboriginal flags on her victory lap.

Since she retired, Freeman helps a lot in her community and runs a charity. In 2007, Cathy Freeman started the Cathy Freeman Foundation that helps Indigenous students with their learning.

Cathy Freeman has received lots of awards like the Australian Sports Medal, The Centenary Medal and the Medal of the Order of Australia. She was also named Australian of the Year in 1998 and has been inducted into the Queensland and Sport Australia Halls of Fame.

#### Olympic Games and Medals

##### 1996 Atlanta Games

-1 silver - 400m

##### 2000 Sydney Games

-1 gold - 400m



# Cathy Freeman

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## Week 4 Friday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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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 were a teacher for a day, what would you teach your class?

# Week 4 Friday: Phonics

## We are learning to use the 'oo/ew/ue/u\_e' phoneme

- I can identify where the 'oo/ew/ue/u\_e' phoneme is in a word
- I can read words that use the 'oo/ew/ue/u\_e' phoneme
- I can write words that use the 'oo/ew/ue/u\_e' phoneme
- I can use words with the 'oo/ew/ue/u\_e' phoneme in a sentence

### Instructions

1. Read the 'oo/ew/ue/u\_e' phoneme words
2. Colour in the 'oo/ew/ue/u\_e' phoneme in each word
3. Brainstorm more 'oo/ew/ue/u\_e' phoneme words for each column
4. Choose 3 of your 'oo/ew/ue/u\_e' phoneme words to write in a sentence

oo	ew	ue	u_e
roof	grew	true	flute
spoon	screw	clue	prune
tooth	crew	blue	rude

### My Sentences

*Remember to make your sentence interesting by adding adjectives*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Week 4 Friday: Shared Reading

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

- I can draw and write adjectives to describe the main character
- I can identify the hidden message in the story
- I can write interesting sentences about my favourite sport

### Instructions

1. **If you have access to a device**, follow the link below to listen to the story '*Flying High- The Story of Gymnastics Champion Simone Biles*'. **If you do not have access to a device**, then you can read a story of your choice from home.
2. Draw and label the main character of the story using adjectives.
3. Write the hidden message of the story.

**YouTube link to story:** Search for '*Gymnastics Superstar Olympian Gold – Story of Simone Biles Picture Book Read Aloud*' or follow this link:

<https://www.youtube.com/watch?app=desktop&v=17orXX4niKw>

### Response to Reading

**Draw the main character of the story.  
Write some adjectives to describe the character.**

**Hidden Message**

# Week 4 Friday: 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 choose appropriate strategies to solve number problems
- I can use mathematical language to describe a number

## Activity Instructions


1. Complete the number of the day activity.
2. Complete the number riddles. Hint: You may use the hundreds chart in your pack to help you.
3. Create your own number riddle.

Tally Marks	
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One More	One Less

23

Tens	Ones 

+ that makes this number

- that makes this number



## Number Riddles

I am greater than 71 and less than 74. I am not 72. What number am I?	I am 10 more than 42. What number am I?	I am greater than 45 and less than 49. I have a 7 in my ones place. What number am I?
I am 10 less than 61. What number am I?	I am less than 43 and greater than 40. I am not 41. What number am I?	I am greater than 32 and less than 42. I have a 9 in my ones place. What number am I?
I am 10 more than 8. What number am I?	I am 10 less than 91. What number am I?	I am greater than 20 and less than 30. I have a 5 in my ones place. What number am I?

**Now create your own number riddle! Write it in the space below.**

# Week 4 Friday: Chance

## We are learning to use the language of chance

- I can use the words '*certain*', '*possible*', or '*impossible*' to describe everyday events
- I can identify everyday events as '*certain*', '*possible*', or '*impossible*'

### Instructions:

1. Draw your own events in each box below to match the chance word.
2. Write a short sentence about your event in each box.

**Impossible**

**Possible**

**Certain**

# Week 4 Friday: Sport

## We are learning to make healthy food choices

- I understand how healthy food helps me become stronger
- I know how to fuel my body
- I can name 3 muscles and how to make them stronger

### Instructions:

1. Watch the video with Mr Ellis to learn about Fun Fitness for healthy hearts.  
<https://www.loom.com/share/c400809cdf734138bde627624859793c>
2. Answer the questions below about the activities from the video.

**Draw an example of a type of food from the RED, YELLOW and GREEN food groups.**



**Write about how to keep your muscles strong**

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