

# Remote learning Grid - Week 6 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.**

	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 6 Monday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 6 Monday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 6 Monday: Phonics) <b>Offline</b> – Complete the activity in your home package and choose the correct phoneme for each word. (Week 6 Monday: Phonics)</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><b><u>Grammar &amp; Punctuation</u></b> Complete the assigned Seesaw activity (Week 6 Monday: Grammar &amp; Punctuation) <b>Offline</b> – Complete the activity in your home package to learn about</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 6 Tuesday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 6 Tuesday: Morning Routine).</p> <p><b><u>Guided Reading</u></b> Complete the assigned Seesaw activity (Week 5 Tuesday: Reading). <b>Offline</b> – Read a book and WUSHKA and complete the activity in your home pack with someone at home. (Week 5 Tuesday: Reading).</p> <p><b>• Write down all of the 'oo/ew/ue/u_e' words that you can find in your WUSHKA text.</b></p> <p><b><u>Writing</u></b> Complete the assigned Seesaw activity (Week 6 Tuesday: Writing) <b>Offline</b> – Complete the activity in your home package to help plan your writing. Make sure you use lots of adjectives to</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 6 Wednesday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 6 Wednesday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 6 Wednesday: Phonics) <b>Offline</b> – Complete the activity in your home package and practise your camera words (Week 6 Wednesday: Phonics)</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><b><u>Writing</u></b> Complete the assigned Seesaw activity (Week 6 Wednesday: Writing) <b>Offline</b> – Complete the activity in your home package and use your plan</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 6 Thursday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 6 Thursday: Morning Routine).</p> <p><b><u>Guided Reading</u></b> Complete the assigned Seesaw activity (Week 5 Thursday: Reading). <b>Offline</b> – Read a book and WUSHKA and complete the activity in your home pack with someone at home. (Week 5 Thursday: Reading).</p> <p><b>• Write down all of the 'oo/ew/ue/u_e' words that you can find in your WUSHKA text.</b></p> <p><b><u>Topic Talk (News)</u></b> Complete the Topic Talks Activity (Week 6 Thursday: Topic Talk) on Seesaw. <b>Offline</b> – Choose a topic from the Topic Talks grid in the home package and</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 6 Friday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 6 Friday: Morning Routine).</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned Seesaw activity (Week 6 Friday: Phonics) <b>Offline</b> – Complete the activity in your home package and brainstorm as many words as you can with the focus phoneme (Week 6 Friday: Phonics)</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><b><u>Shared Reading</u></b> Complete the assigned Seesaw activity (Week 6 Friday: Shared Writing) <b>Offline</b> – Complete the activity in your home package and sequence</p>

	verbs and do some editing (Week 6 Monday: Grammar and punctuation)  • Practise your typing on the Typing Club website: <a href="http://www.typingclub.com">www.typingclub.com</a>	describe the setting and characters (Week 6 Tuesday: Writing)	to write about your characters and setting (Week 6 Wednesday: Writing)	present your talk to someone at home. (Week 6 Thursday: Topic Talk).	the main events of a story (Week 6 Friday: Shared Reading).  • Practise your typing on the Typing Club website: <a href="http://www.typingclub.com">www.typingclub.com</a>
Zoom Check-In		1G – 11.30am	1H & 1DJ – 11.30am	1G – 11.30am	1H & 1DJ – 11.30am
Break					
Middle	<b>Mathletics</b> Log in to Mathletics and complete the assigned task ‘Addictive Addition’  <b>Addition</b> Complete the assigned Seesaw activity (Week 6 Monday: Addition). <b>Offline</b> – Complete the activity in your home package and solve the addition problems using a number line (Week 6 Monday: Addition)  • Practise skip counting forwards and backwards by 2, 5 and 10. Write the numbers as you count.	<b>Number</b> Complete the assigned Seesaw activity (Week 6 Tuesday: Number). <b>Offline</b> – Complete the number of the day and doubling activity in your home package (Week 6 Tuesday: Number).  <b>Addition</b> Complete the assigned Seesaw activity (Week 6 Tuesday: Addition). <b>Offline</b> – Complete the activity in your home package and solve the addition problems using a number line (Week 6 Tuesday: Addition)	<b>Mathletics</b> Log in to Mathletics and complete the assigned task ‘Number Bonds to 20’  <b>Addition/Subtraction</b> Complete the assigned Seesaw activity (Week 6 Wednesday: Addition & Subtraction). <b>Offline</b> – Complete the activity in your home package and create fact families for the number bonds (Week 6 Wednesday: Addition & Subtraction)  • Make some number riddles and share them with people in your home.	<b>Number</b> Complete the assigned Seesaw activity (Week 6 Thursday: Number). <b>Offline</b> – Complete the number of the day and counting by fives activity in your home package (Week 6 Thursday: Number).  <b>Subtraction</b> Complete the assigned Seesaw activity (Week 6 Thursday: Subtraction). <b>Offline</b> – Complete the activity in your home package and solve the subtraction problems using a number line (Week 6 Thursday: Subtraction)	<b>Mathletics</b> Log in to Mathletics and complete the assigned task ‘Model Subtraction’  <b>Subtraction</b> Complete the assigned Seesaw activity (Week 6 Friday: Subtraction). <b>Offline</b> – Complete the activity in your home package and solve the subtraction problems using a number line (Week 6 Friday: Subtraction)  • Time yourself counting forwards or backwards backwards from 50 or 100. What is your fastest time? Keep trying to see if you can improve.
Wellbeing break	Choose 1 activity from the Wellbeing Grid.				
Break					

Afternoon	<b>Art</b> Complete the assigned Seesaw activity (Week 6 Monday: Art). <b>Offline</b> – Create a sculpture from recycled materials. Draw and label your sculpture in your home package (Week 6 Monday: Art)	<b>History</b> Complete the assigned Seesaw activity (Week 6 Tuesday: History) <b>Offline</b> – Complete the activity in your home package and use a timeline to sequence events from your life (Week 6 Tuesday: History)	<b>PDH: Fire Safety</b> Complete the assigned Seesaw activity (Week 6 Wednesday: Fire Safety) <b>Offline</b> – Complete the activity in your home package and show what you know about fire safety in the home (Week 6 Wednesday: Fire Safety)	<b>History</b> Complete the assigned Seesaw activity (Week 6 Thursday: History) <b>Offline</b> – Complete the activity in your home package and predict what your life will be like in the future (Week 6 Thursday: History)	<b>Sport</b> Complete the assigned Seesaw activity (Week 6 Friday: Sport) <b>Offline</b> – Follow the link below to complete the sport lesson then complete the activity in your home package (Week 6 Friday: Sport)  <a href="https://www.loom.com/share/163fa7aba066407cb83bc32c03e1f726">https://www.loom.com/share/163fa7aba066407cb83bc32c03e1f726</a>
-----------	---	---	--	--	---

## Week 6 Wellbeing Grid

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

Challenge a family member, or everyone in your household to an 'egg and spoon race'.	Help a family member (e.g. cook a meal, tidy part of the house, wash the dishes, wash your pet).	Find as many insects as you can around your home or garden. Try and draw one of them,	Listen to some music and move your body to the music. Think about how it made you feel.
Go on a 'senses walk' and think about all the things that you can see, hear, smell and feel.	Play a 'game of tips' with any members of your family. As an extra challenge, everyone must hop, not run.	Play a boardgame, or complete a puzzle with your family members.	Play a game of 'Charades' with your family.
Make a musical instrument using recycled material from your home.	Do some yoga or meditation session. There are some available on YouTube, but you can create your own.	Make an interesting artwork using natural things such as leaves, flowers, grass, sticks, small rocks, fruit and vegetables.	Play 'throw and catch' with a member of your family while listening to your favourite song.

## 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
spooof		avenue	mule		would
		value	cube		
		continue	fume		
		argue	fumes		
		fuel			

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

Week 6 Monday: Morning Routine

Put a smiley 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 was your favourite thing that you did on the weekend?



# Week 6 Monday: Phonics





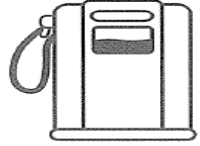
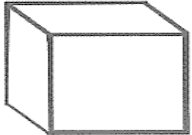


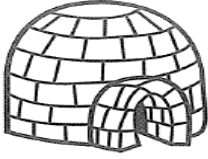
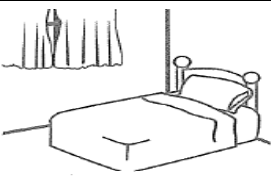
We are learning to use the 'oo/ew/ue/u\_e' phoneme

- 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. Choose the correct 'oo/ue/u\_e/ew' for each word and highlight/circle it
2. Write the word using the lines to help you
3. Choose 2 words and use them in **ONE** sentence. For example:

The tiny bird flew past my bedroom window.

oo	ue	 <u>chew</u>	oo	ue	 _____
u_e	ew		u_e	ew	
oo	ue	 _____	oo	ue	 _____
u_e	ew		u_e	ew	
oo	ue	 _____	oo	ue	 _____
u_e	ew		u_e	ew	
oo	ue	 _____	oo	ue	 _____
u_e	ew		u_e	ew	
oo	ue	 _____	oo	ue	 _____
u_e	ew		u_e	ew	

My Sentence:

# Week 6 Monday: Grammar & Punctuation

## We are learning about grammar and punctuation

- I can sort different types of verbs
- I can find the verb in a sentence
- I can edit spelling and punctuation using a checklist

### Instructions:

1. Read the information about action, saying and thinking verbs
2. **Verb Sort:** Sort the verbs into action, saying and thinking verbs
3. **Verb Find:** Highlight the verbs in each sentence
4. **Editing:** Use the checklist to edit and rewrite the sentences

### Action Verbs



jump



clap



sing



cry



laugh

Verbs can be action words. They can describe what someone is doing.

### Saying Verbs



Verbs can be saying words. They can describe the way someone speaks.

said      shouted      whispered

### Thinking Verbs



Verbs can be thinking words. They can describe the way we think.

imagined  
dreamed  
thought  
wondered



**Verb Sort:** Write each of the verbs in the correct column.

[illegible]







**Verb Find:** Highlight the verb in each of these sentences.

Edison rode his bike to school.
Annelie brushed her hair.
Indy laughed at the silly joke.
Sophie was eating some chocolate cake.
Lewis wondered what was for dinner.
Sebastian whispered to his best friend.

**Editing:** Read and edit these sentences. Rewrite the sentence with no errors using the checklist.

## EDIT AND REWRITE THE SENTENCE







cood you giv me for of yor lollies

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	



## EDIT AND REWRITE THE SENTENCE

i hav a dog called ted. we lyk to play  
cach together

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 6 Monday: Addition

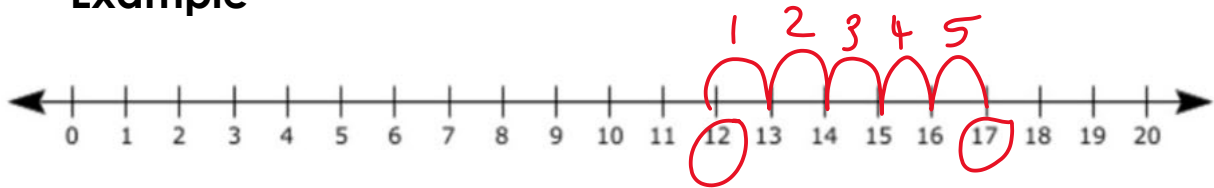
**We are learning to add numbers on a number line**

- I can find the larger number on the number line
- I can jump forward the smaller number and land on the correct answer
- I can use a blank number line to solve an addition problem
- I can jump then tens then the ones when adding 2-digit numbers

### Instructions:

Solve the following addition problems using the number lines. Look at the examples that have been done for you.

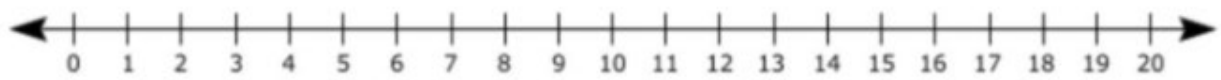
#### Example



$$12 + 5 = 17$$

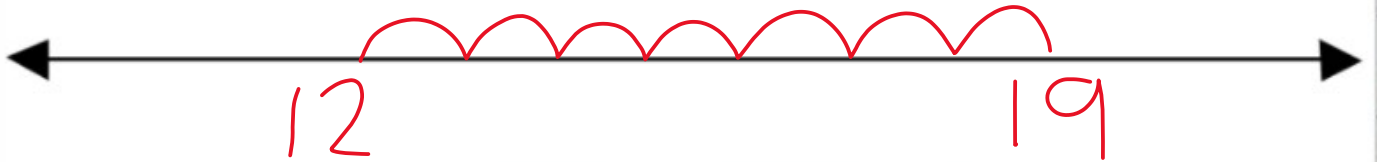


$$8 + 4 = \square$$



$$13 + 6 = \square$$

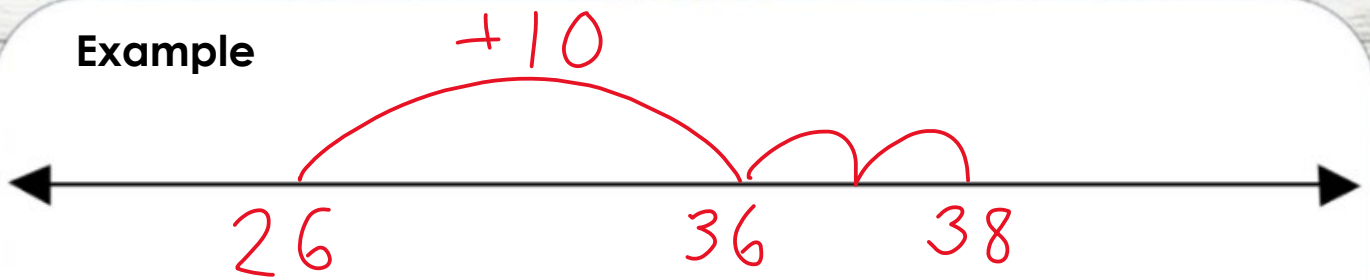
**Example**



$$12 + 7 = 19$$


$$9 + 8 = \square$$

Example



$$26 + 12 = 38$$



$$43 + 21 = \square$$

Tick one of the boxes to show how you feel about adding numbers using a number line

☐

Very confident  
I could teach  
someone else

☐

I need a little bit  
more practise

☐

I don't get it

## Week 6 Monday: Art

**I can create an artwork from recycled material**

- I can use my imagination.
- I can decorate my sculpture.
- I can describe what I have made.

### Instructions:

Ask an adult for some recycled materials to use (E.g. empty paper towel roll). Your task is to reuse the recycled materials and make a sculpture. Your sculpture doesn't need to have a purpose - it can just be something that you like to look at or you may choose to have your sculpture represent something real, like an animal.

## Here are some ideas for inspiration





## **Week 6 Monday: Art**

**Draw your sculpture and label the recycled material  
that you have used**

Week 6 Tuesday: Morning Routine

Put a smiley 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

Would you rather eat ice cream or cake? Why?

## **Week 6 Tuesday: Reading**

### **We are learning to read**

- I can use my camera words, phonemes, pictures and what makes sense to work out an unknown word
- I use the punctuation in a book (e.g. stop at a full stop)
- I can listen to my own reading and stop to correct myself if it doesn't make sense
- I can read with expression and make my reading sound like talking
- I can retell parts of a story

### **Instructions**

1. Choose a book to read on **WUSHKA**
2. Read the book
3. Read at least 2 pages of your story to an adult
4. Write down three things that happened in your book
5. Ask your adult to write a comment about how you read.

### **Parent Comment Box**

**My Book Title:**

**Three things that happened in my book (Draw and Write)**

--	--	--

## Week 6 Tuesday: Writing

### We are learning to write an imaginative text

- I can plan my writing using a planning sheet
- I can use words and pictures to plan my writing
- I can use correct punctuation (capital letters and full stops in the correct places)
- I can use adjectives when writing about my setting and characters
- I can reread my work to make sure it makes sense

### Instructions:

1. Watch the video ***For the birds- Pixar Animation***
2. If you are unable to watch the video use the picture prompt below
3. Using the prompt, plan who your story will be about and where it will take place.
4. Use **pictures** or **keywords** to plan your work. Remembering to use interesting **adjectives**. You will be using your plan tomorrow to write an imaginative text.
5. Re-read your work to make sure it makes sense



## **My Writing Plan- For the Birds**

### **My Characters (Choose two characters to plan)**

Remember to describe their appearance (what they look like) and their personality.

**Character 1**

**Character 2**

### **The Setting (Where is the story happening?)**

Think about... What does it look like? Feel like? Sound like?



# Week 6 Tuesday: Number

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

- I can represent (show) a two-digit number in many ways
- I can find my doubles to 20
- I can solve addition and subtraction problems using doubles
- I can describe combinations for numbers using words

## Instructions

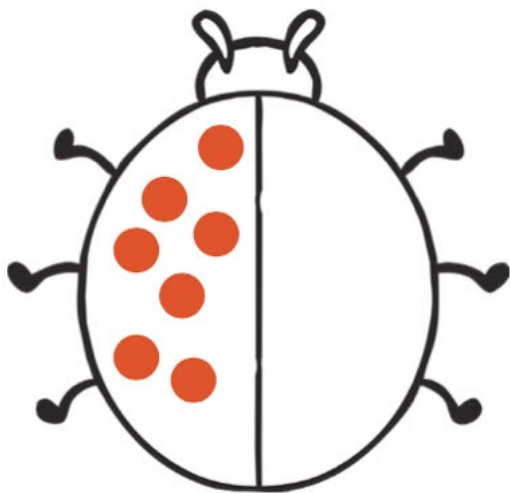
1. Complete the number of the day activity. Today's number is 25.
2. Complete the Doubles activity by drawing in the ladybirds' spots and counting the total.

addition facts	odd or even? <b>odd</b> <b>even</b>	subtraction facts
tally	10 less	1 more
	1 less	10 more
Number 25		
tens	ones	
write it in words		

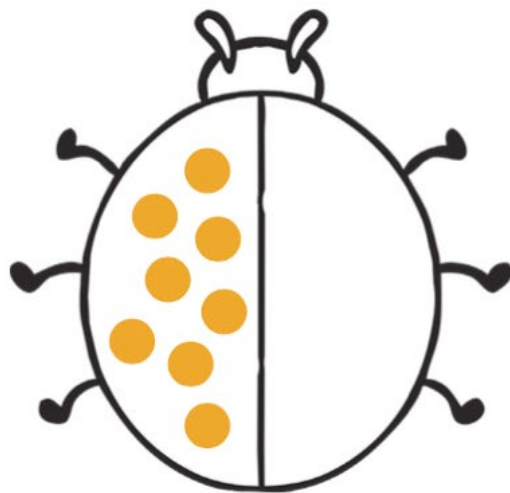
  

Ten Frames																					
<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>										
<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>										
<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>										

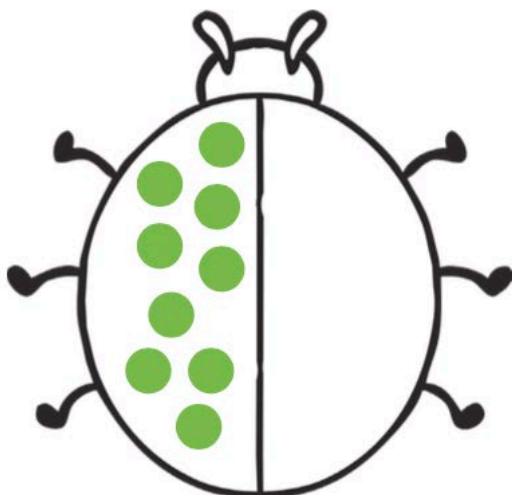
## Doubles



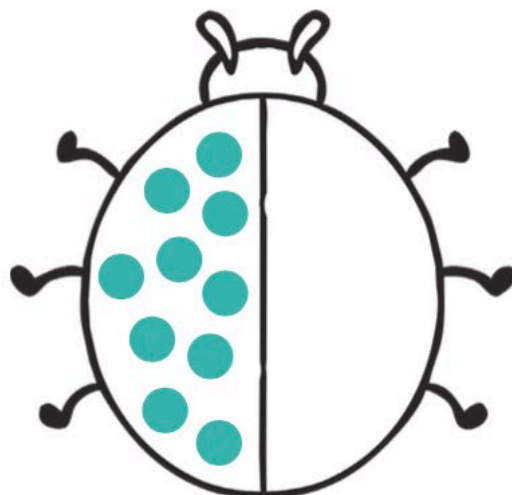
Double 7 is \_\_\_\_\_



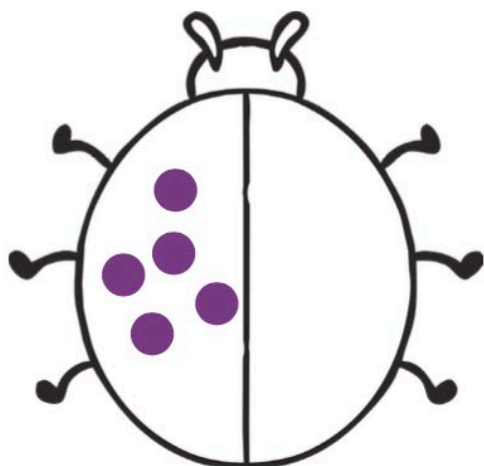
Double 8 is \_\_\_\_\_



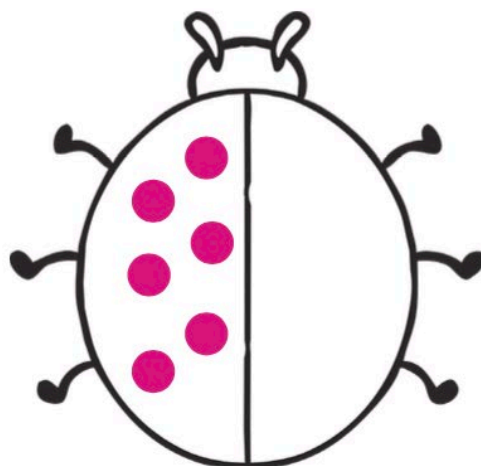
Double 9 is \_\_\_\_\_



Double 10 is \_\_\_\_\_



Double 5 is \_\_\_\_\_



Double 6 is \_\_\_\_\_

## Week 6 Tuesday: Addition

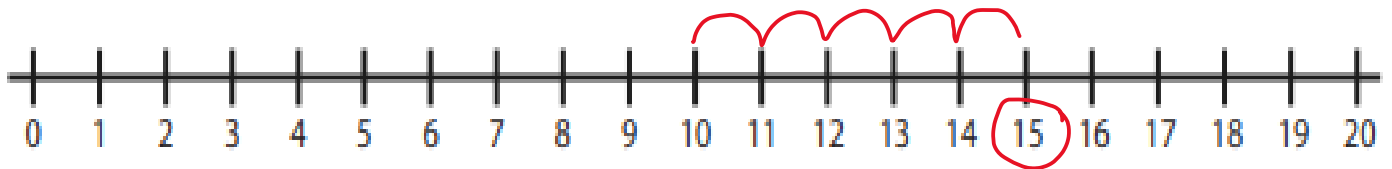
### We are learning to add numbers on a number line

- I can find the larger number on the number line
- I can jump forward the smaller number and land on the correct answer
- I can use a blank number line to solve an addition problem
- I can jump then tens then the ones when adding 2-digit numbers

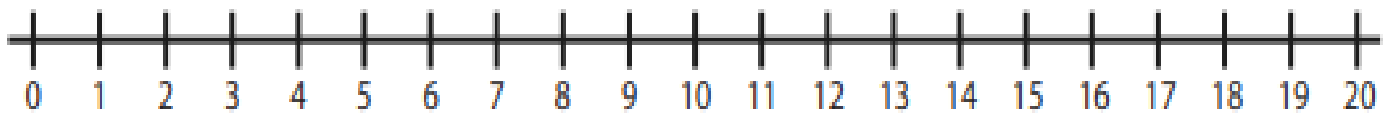
#### Instructions:

Solve the following addition problems using the number lines. Remember to start with the bigger number in the problem and then jump the smaller number. Look at the examples that have been done for you.

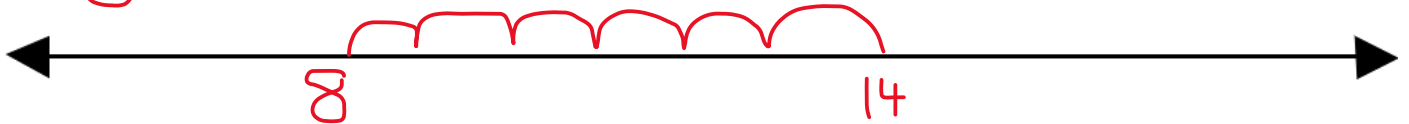
$$10 + 5 = 15$$



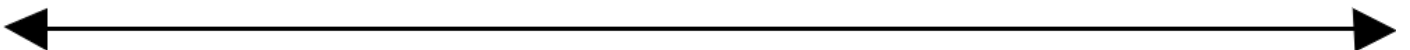
$$11 + 2 =$$



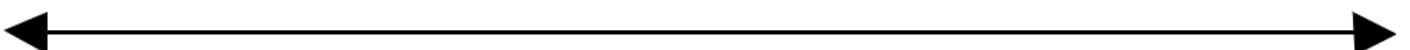
$$6 + 8 = 14$$



$$9 + 9 =$$

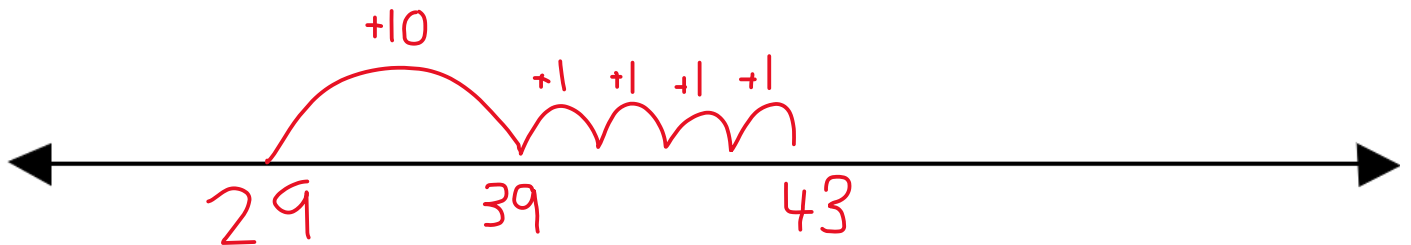


$$8 + 10 =$$

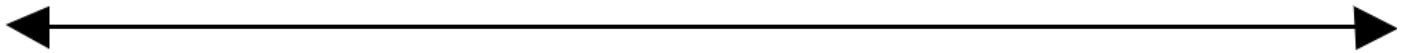


In these challenge questions, make sure you jump the tens and then the ones. Look at the example that has been done for you.

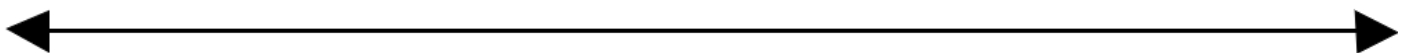
$$29 + 14 = 43$$



$$33 + 24 =$$



$$44 + 35 =$$



Tick one of the boxes to show how you feel about adding numbers using a number line

☐

Very confident  
I could teach  
someone else

☐

I need a little bit  
more practise

☐

I don't get it

## Week 6 Tuesday: History

### We are learning to read a timeline

- I can create a timeline of important events in my life until now.
- I can predict some important life events for my future.

### Activity 1 Instructions:

1. Read the poem below.
2. Draw a picture or write a sentence in the boxes to show the cool new things you were able to do at each age. Talk with someone at home about your answers.

### Poem

When I was young, I had just begun,  
When I was two, I was nearly new  
When I was three, I was hardly me,  
When I was four, I was not much more,  
When I was five, I was just alive  
Now I am six, I'm as clever as clever and  
I think I'll be six forever and ever

I am 1 year old	I am 2 years old
I am 3 years old	I am 4 years old
I am 5 years old	I am 6 years old

## Week 6 Tuesday: History

### Activity 2 Instructions:

Choose 4 special events in your life and draw/write them in order on the timeline below.  
Examples of different events might be your first day of school or losing your first tooth.

A vertical timeline is shown, consisting of a central vertical line with an arrow pointing downwards at the bottom. Four empty, rounded rectangular boxes are attached to the line, two on each side, for drawing or writing events. The boxes are arranged in a sequence from top to bottom, indicating the order of events in time.



## Week 6 Wednesday: Morning Routine

Put a smiley 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 animal and why?

## Week 6 Wednesday: Phonics (Camera Words)

**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. Choose the correct spelling for each of the camera words below
2. Cover the word and write a sentence using it.
3. Practise reading these new camera words

**Remember camera words we should be able to read quickly without segmenting or blending (sounding out).**

sor	Sentence
saw	

half	Sentence
hof	

would	Sentence
wud	

girl	Sentence
gurl	

phirst	Sentence
first	

gued	Sentence
good	

## Week 6 Wednesday: Writing

### We are learning to write an imaginative text

- I can use my plan to help me write
- I can use correct punctuation (capital letters and full stops in the correct places)
- I can use adjectives when writing about my setting and characters
- I can reread my work to make sure it makes sense







### Instructions

1. Find and read your plan **For the birds** from yesterday's writing task
2. Use your character and setting plan to write the 1<sup>st</sup> part of your story. In this part you need to describe the characters and the setting using the adjectives and words you thought of yesterday.
3. Reread your work to make sure you included everything in the checklist.
4. Find the adjectives in your work and circle/colour them.

### Here is an example:



One **sunny, bright** afternoon a flock of **blue** birds were flying across the town. It was a **hot summers** day and the bird's **fluffy** feathers were making them very hot and tired. They decided to sit on a **long** power line looking over the whole town and rest their **exhausted** wings.

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	

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Week 6 Wednesday: Addition & Subtraction

We are learning to add and subtract numbers

- I can make 2 addition sums using a number bond
- I can make 2 subtraction sums using a number bonds
- I can find the missing number in a number bond
- I can make my own number bond and fact family

### Activity Instructions

Look at the example below of creating a fact family using a number bond then create your own fact families.

The example shows a number bond with a total of 8 at the top, branching down to 6 and 2. To the right, four equations are listed in a box:


$$\begin{array}{l} 6 + 2 = 8 \\ 2 + 6 = 8 \\ 8 - 2 = 6 \\ 8 - 6 = 2 \end{array}$$

Two small green alien characters are at the bottom corners of the example block.

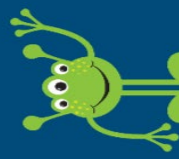
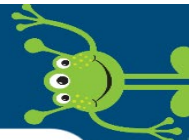
This block contains a blank template for creating a fact family. It features a number bond with a large circle at the top and two smaller circles below it, connected by lines. Below the number bond is a box with four equations, each with empty boxes for numbers and a symbol (+ or -) in the middle. At the bottom right, a small green alien character is visible.

This block contains a blank template for creating a fact family, identical to the one on the left. It features a number bond with a large circle at the top and two smaller circles below it, connected by lines. Below the number bond is a box with four equations, each with empty boxes for numbers and a symbol (+ or -) in the middle. At the bottom right, a small green alien character is visible.

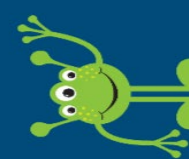
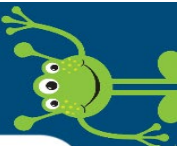




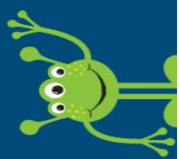
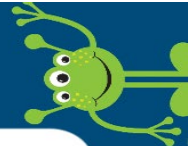
=	=	=	=
+	+	-	-

=	=	=	=
+	+	-	-





=	=	=	=
+	+	-	-

=	=	=	=
+	+	-	-

Make your own  
bond fact family



# Week 6 Wednesday: PDH Fire Safety

**We are learning to keep ourselves safe**

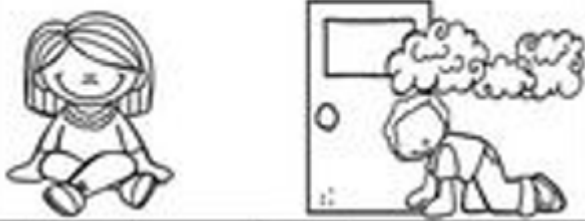
- I can identify safe and unsafe situations
- I can describe what to do in unsafe situations

## Activity 1 instructions:

**Optional:** Watch the 'Fireman Sam – Safety in the home!' video on Youtube - <https://www.youtube.com/watch?app=desktop&v=UGnW8yQBeNO>

**Draw a line to match the situations in the red boxes with the correct response in the blue boxes.**

If I see or smell smoke I should:



**Keep away and  
only cook with  
an adult**

If my clothes catch on fire  
I should:



**Get down low  
and go, go, go!**

When I see a hot stove I should:



**Drop and roll  
until the fire is  
out and yell for  
help as well.**

## Activity 2 instructions:

Write a sentence to describe what is unsafe about each of these situations.



## Activity 3 instructions:

Write some tips for keeping safe in the kitchen

## Week 6 Thursday: Morning Routine

Put a smiley 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

Would you rather go on a roller coaster or water slide? Why?

## **Week 6 Thursday: Reading**

### **We are learning to read**

- I can use my camera words, phonemes, pictures and what makes sense to work out an unknown word
- I use the punctuation in a book (e.g. stop at a full stop)
- I can listen to my own reading and stop to correct myself if it doesn't make sense
- I can read with expression and make my reading sound like talking
- I can retell parts of a story

### **Instructions**

1. Choose a book to read on **WUSHKA**
2. Read the book
3. Read at least 2 pages of your story to an adult
4. Write down three things that happened in your book
5. Ask your adult to write a comment about how you read.

### **Parent Comment Box**

**My Book Title:**

**Three things that happened in my book (Draw and Write)**

--	--	--

## Week 6 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 the past few weeks.
2. Think about your topic and write/draw your ideas to plan your topic talk.
3. Present your topic talk to a family member at home.

<b>Object from the past</b>  Talk about an object from the past. It might be a rotary phone, old toy etc. Think about some of the things that we talked about in class last term.  Describe your chosen object. What does it look like? What is it made of? How do we use it? How has it changed?	<b>Describe your perfect day.</b>  Where would you go? Who would you go with? What would you do?  Use these questions to help you plan your topic talk.	<b>Imagine you have won \$1000 in the lottery. what would you buy and why?</b>  Describe what you would buy for if you won \$1000 for yourself and your family. Discuss your reasons for buying those things?
<b>What tasks have you been helping with around your house?</b>  What is your favourite task to do at home and why? Which family members do you like to help? Which is your least favourite task to do and why?	<b>If you had a choice to play any musical instrument, which one would it be and why?</b>  What is the name of your instrument? What is it made from? How do you use or play that instrument?	<b>Talk about two of your favourite activities you like to do outdoors on weekends with your family.</b>  What are the two favourite activities you like to do with your family? Why do you like these family activities? Are these activities in your backyard or another outdoor place (name the place)?

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 6 Thursday: Number

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

- I can represent (show) a two-digit number in many ways
- I can count forwards by fives to 100
- I can solve word problems by skip counting by fives

### Instructions

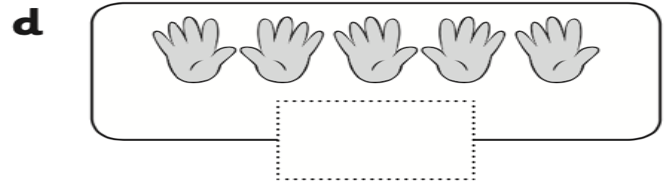
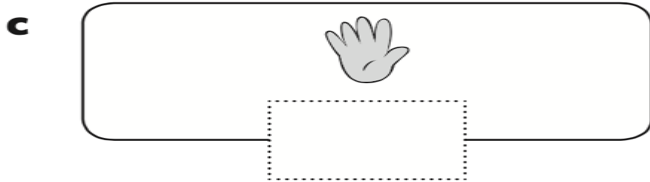
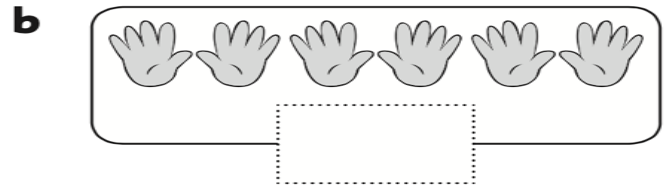
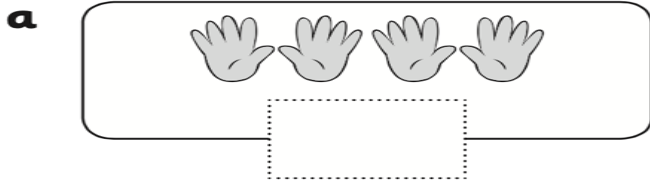
1. Complete the number of the day activity. Today's number is 32.
2. Complete the Counting by Fives activity by filling in the answers.
3. Optional video: 'The Counting by Fives Song' by Scratch Garden on YouTube  
<https://www.youtube.com/watch?v=EemjeA2Djjw>

tally	10 less	10 more	Number 32	1 less	1 more	addition facts	odd or even? <b>odd</b> <b>even</b>	subtraction facts
tens	ones	write it in words		Ten Frames				
				[Grid of 10 frames]				

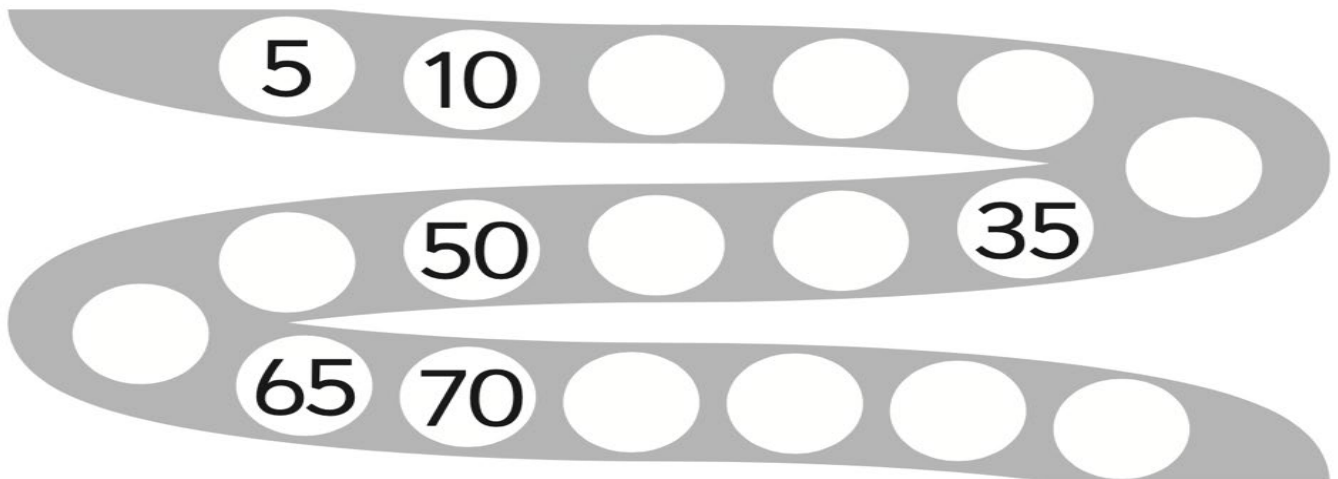


## Counting by Fives

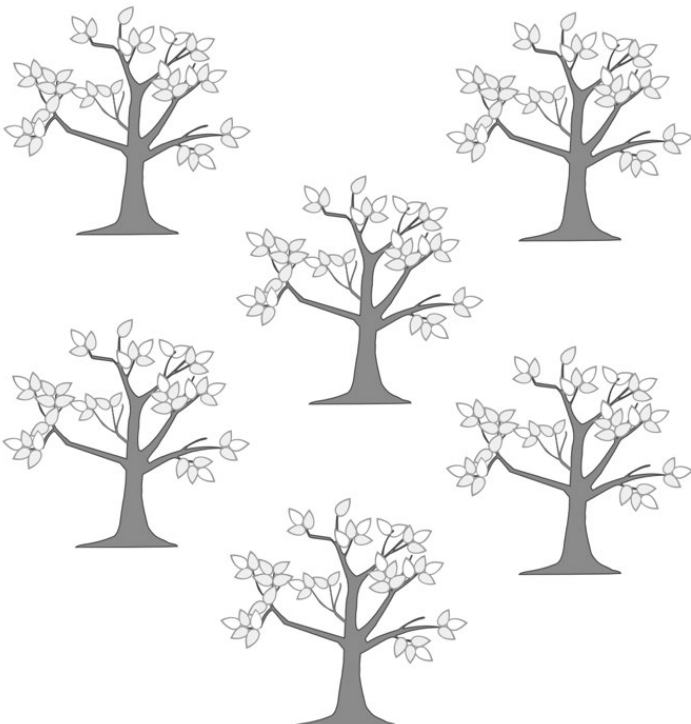
1 Count by 5s to find how many fingers and thumbs.



2 Continue the pattern.



Draw 5 delicious apples on each tree



1. How many apples are there altogether?

2. If the farmer picks all the apples from two trees, how many does he pick?

3. How many apples would be left on the trees?

## Week 6 Thursday: Subtraction

**We are learning to subtract numbers using a number line.**

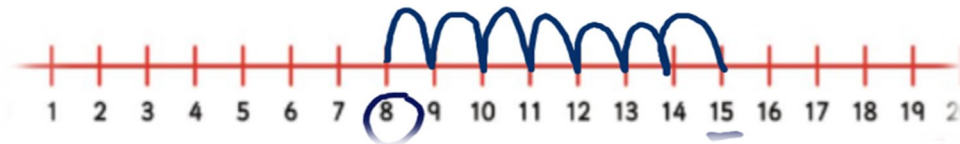
- I can find the larger number on the number line
- I can jump backwards from the larger number and land on the correct answer
- I can use a blank number line to solve a subtraction problem
- I can jump the tens then the ones when using a number line to subtract 2-digit numbers

### Activity 1 Instructions:

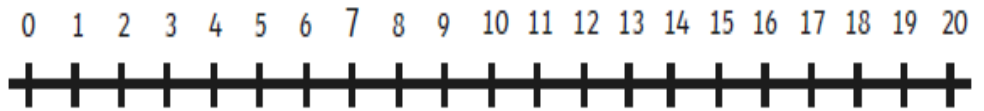
1. Look at the example below for how solve a subtraction problem using a number line.
2. Find the larger number in each subtraction sum.
3. Use the number line to count back from the largest number.
4. Write your answer next to each subtraction sum.

**Example**

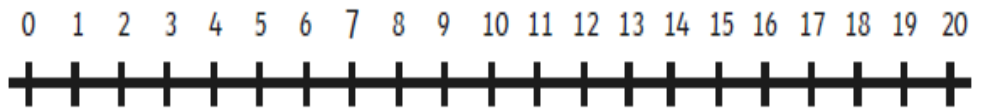
$$15 - 7 = 8$$



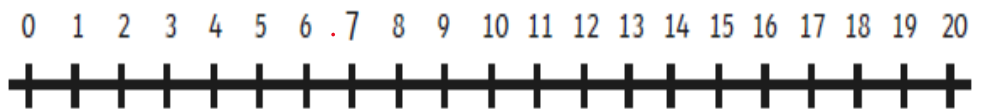
$$20 - 3 =$$



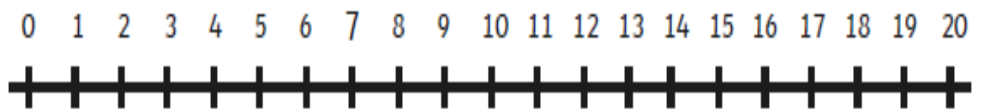
$$9 - 4 =$$



$$18 - 2 =$$



$$10 - 6 =$$

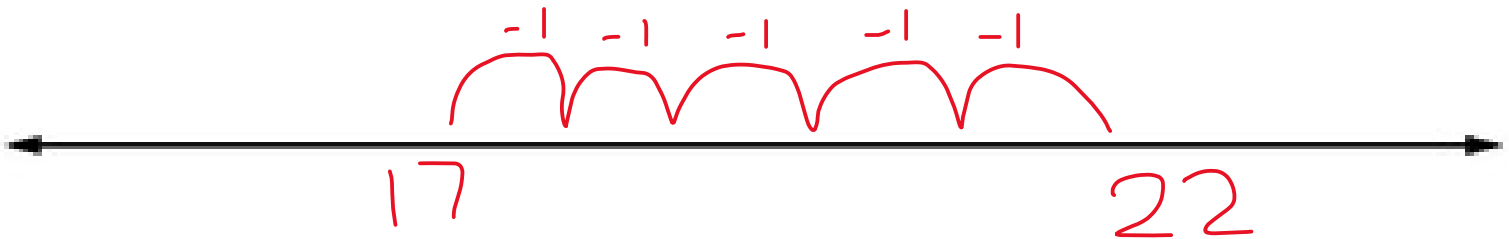


## Activity 2 Instructions:

1. Find the larger number in each subtraction sum.
2. Use the blank number line to count back from the largest number.
3. Write your answer next to each subtraction sum.
4. **Challenge:** Jump back the tens then the ones when using a number line to subtract 2-digit numbers

### Example

$$22 - 5 = 17$$



$$30 - 8 =$$



$$40 - 17 =$$



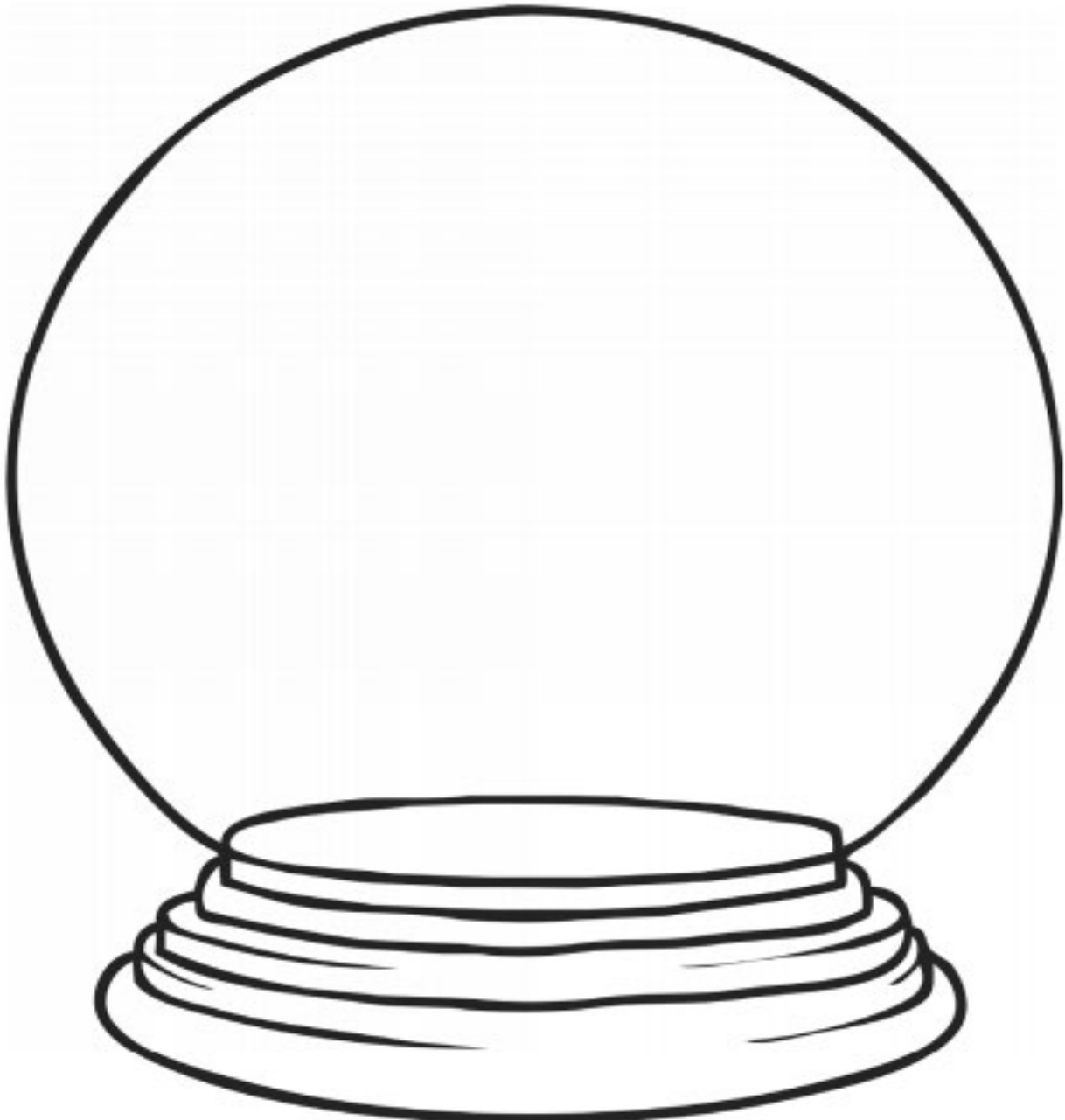
## Week 6 Thursday: History

### We are learning to read a timeline

- I can create a timeline of important events in my life until now
- I can predict some important life events for my future

### Instructions:

In the crystal ball, draw or write what you think your life will be like in the future.



## Week 6 Friday: Morning Routine

Put a smiley 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 one thing that you are grateful for this week?

## Week 6 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. Brainstorm 'oo/ue/u\_e/ew' words for each of the columns below. Use the words you have learnt over the last three weeks to help you.
2. Colour in or circle the 'oo/ue/u\_e/ew' phoneme
3. Choose 2 words and use them in **ONE** sentence. For example:

The tiny bird flew past my bedroom window.

oo	ew	ue	u_e

My Sentence:

## Week 6 Friday: 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 one you read last week. Optional video: 'The Empty Pot read by Rami Malek' on YouTube <https://www.youtube.com/watch?v=a9K-sAKdk2Y>
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 6 Friday: Subtraction

**We are learning to subtract numbers using a number line**

- I can find the larger number on the number line
- I can jump backwards from the larger number and land on the correct answer
- I can use a blank number line to solve a subtraction problem
- I can jump the tens then the ones when using a number line to subtract 2-digit numbers

### Activity 1 Instructions:

1. Solve the subtraction problems using the blank number lines.
2. Draw on the number line to show how many jumps you make to solve the problems.
3. Write the answers next to each subtraction sum.

$$13-7=$$



$$10-7=$$



$$12-8=$$



$$11-6=$$



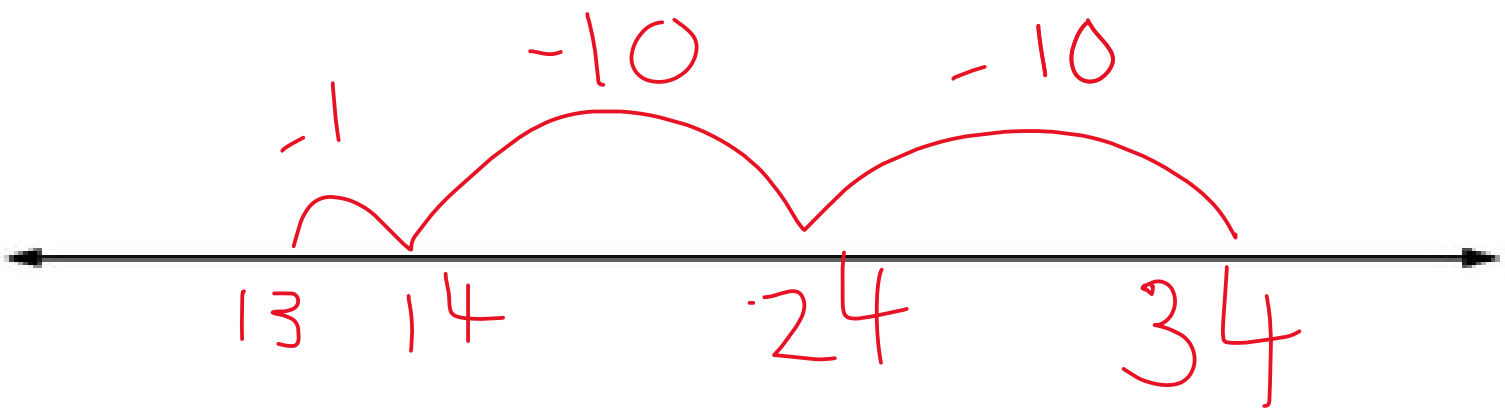


## Activity 2 Instructions:

### Challenge

1. Find the larger number in each tricky subtraction sum.
2. Use the blank number line to count back from the largest number.
3. Jump the tens then the ones when using a number line to subtract 2-digit numbers.
4. Write your answer next to each subtraction sum.

$$34 - 21 = 13$$



$$38 - 15 =$$

$$50 - 26 =$$

## Week 6 Friday: Sport

### We are learning fundamental movement skills

- I know what fundamental movement skills are
- I understand different ways that I can move and control my body
- I can match sports to their main fundamental movement skill

#### Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben:  
<https://www.loom.com/share/163fa7aba066407cb83bc32c03e1f726>
2. If you can't watch the video, complete some of the challenges from the fundamental movement skill table below.
3. Draw a line to match the sport to the fundamental movement skill that is used.

Fundamental Movement Skills				
Non-Locomotor Skills	Locomotor Skills	Object Control and Ball Skills	Balance Skills	Sequencing Skills
Do some stretches. You might watch a cosmic yoga video to give you some ideas.	Count how many times you can jump or hop in 1 minute.	Practise your throwing and catching with a ball. See if you can throw the ball at a target.	How long can you stand on one leg? Time yourself. Make it trickier by leaning forward and putting your arms out in front of you.	Create a short dance routine with at least 5 dance moves.

**Soccer**

**Gymnastics**

**Athletics**

**Tennis**

**Netball**

**Throwing**

**Sprinting**

**Kicking**

**Striking**

**Balance**