

Remote learning Grid - Week 7 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
Morning	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 7 Monday: Morning Routine). Offline – Complete the activity in your home package (Week 7 Monday: Morning Routine).</p> <p>Library: Book Week Shared Reading Watch the video on Seesaw of Ms Hoang reading a shortlisted book for Book Week.</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 7 Monday: Phonics) Offline – Complete the activity in your home package and revise your camera words (Week 7 Monday: Phonics)</p> <p>Guided Reading Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>Grammar & Punctuation Complete the assigned</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 7 Tuesday: Morning Routine). Offline – Complete the activity in your home package (Week 7 Tuesday: Morning Routine).</p> <p>Library: Book Review Complete the Seesaw activity (Week 7 Tuesday: Library Book Review). Offline – read a book of your choice and complete the book review activity. You may choose to review your WUSHKA book or watch the video on Seesaw of a shortlisted book (Week 7 Tuesday: Library Book Review)</p> <p>Practise your camera words by playing 'snap' or 'memory'. Make sure you practise reading AND writing them.</p> <p>Guided Reading Complete the assigned Seesaw activity (Week 7 Wednesday: Reading). Offline – Read a book and</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 7 Wednesday: Morning Routine). Offline – Complete the activity in your home package (Week 7 Wednesday: Morning Routine).</p> <p>Library: Book Week Shared Reading Watch the video on Seesaw of Ms Hoang reading a shortlisted book for Book Week.</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 7 Wednesday: Phonics) Offline – Complete the activity in your home package and revise your camera words (Week 7 Wednesday: Phonics)</p> <p>Writing - Planning Complete the assigned Seesaw activity (Week 7 Wednesday: Writing) Offline – Complete the activity in your home</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 7 Thursday: Morning Routine). Offline – Complete the activity in your home package (Week 7 Thursday: Morning Routine).</p> <p>Library: Book Week Shared Reading Watch the video on Seesaw of Ms Hoang reading a shortlisted book for Book Week.</p> <p>Guided Reading Read a guided reading book on WUSHKA and complete the activity that goes with your book.</p> <p>Writing – Composing Complete the assigned Seesaw activity (Week 7 Thursday: Writing) Offline – Complete the activity in your home package and use your plan to do a piece of writing. (Week 7 Thursday: Writing)</p> <p>Topic Talk (News)</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 7 Friday: Morning Routine). Offline – Complete the activity in your home package (Week 7 Friday: Morning Routine).</p> <p>Library: Book Week Shared Reading Complete the assigned Seesaw activity (Week 7 Friday: Library Response) Offline – Complete the activity in your home package and explain which book you think should win Book Week (Week 7 Friday: Library Response).</p> <p>Phonics/Spelling Complete the assigned Seesaw activity (Week 7 Friday: Phonics) Offline – Complete the activity in your home package and revise your camera words (Week 7 Friday: Phonics)</p> <p>Guided Reading Read a guided reading book on WUSHKA and</p>

	Seesaw activity (Week 7 Monday: Grammar & Punctuation) Offline – Complete the activity in your home package to learn about adverbs and edit some sentences (Week 7 Monday: Grammar & Punctuation)	WUSHKA and complete the activity in your home pack with someone at home. (Week 7 Wednesday: Reading). Design a new front cover for the book that you read on WUSHKA	package and use the template to plan your writing for tomorrow. (Week 7 Wednesday: Writing) Practise your typing on the Typing Club website: www.typingclub.com	Complete the Topic Talks Activity (Week 7 Thursday: Topic Talk) on Seesaw. Offline – Choose a topic from the Topic Talks grid in the home package and present your talk to someone at home. (Week 7 Thursday: Topic Talk).	complete the activity that goes with your book. Practise your typing on the Typing Club website: www.typingclub.com
Zoom Check-In		1G – 11.30 Share your favourite book	1H & 1DJ – 11.30 Share your favourite book	1G – 11.30 Book Week Parade	1H & 1DJ – 11.30 Book Week Parade
Break					
Middle	Mathletics Complete the assigned Mathletics Task ‘Add 3 Single Digit Numbers’ Addition Complete the assigned Seesaw activity (Week 7 Monday: Addition). Offline – Complete the activity in your home package and solve the secret code questions. (Week 7 Monday: Addition) Time yourself skip counting forwards and backwards by twos. What is your fastest time? Keep trying to see if you can improve.	Number Complete the assigned Seesaw activity (Week 7 Tuesday: Number). Offline – Complete the number of the day activity in your home package and practise counting by twos. (Week 7 Tuesday: Number) Addition & Subtraction Complete the assigned Seesaw activity (Week 7 Tuesday: Addition & Subtraction). Offline – Complete the activity in your home package and sort the maths keywords (Week 7 Tuesday: Addition & Subtraction).	Mathletics Complete the assigned Mathletics Task ‘Adding to 10 Word Problems’ Addition Complete the assigned Seesaw activity (Week 7 Wednesday: Addition). Offline – Complete the activity in your home package and answer the word problems (Week 7 Wednesday: Addition) Time yourself skip counting forwards and backwards by fives. What is your fastest time? Keep trying to see if you can improve.	Number Complete the assigned Seesaw activity (Week 7 Tuesday: Number). Offline – Complete the number of the day activity in your home package sort odd and even numbers (Week 7 Tuesday: Number) Subtraction Complete the assigned Seesaw activity (Week 7 Thursday: Subtraction). Offline – Complete the activity in your home package and answer the word problems (Week 7 Thursday: Subtraction)	Mathletics Complete the assigned Mathletics Task ‘Add and Subtract Word Problems’ Addition & Subtraction Complete the assigned Seesaw activity (Week 7 Friday: Addition & Subtraction). Offline – Complete the activity in your home package and answer the word problems (Week 7 Friday: Addition & Subtraction) Create your own word problems and see if someone at home can solve them.
Wellbeing break	Choose 1 activity from the Wellbeing Grid.				

Break

Afternoon

Art

Complete the assigned Seesaw activity (Week 7 Monday: Art).
Offline – Create an artwork based on the future as part of the 'Old World, New Worlds, Other Words' Book Week theme (Week 7 Monday: Art)

History

Complete the assigned Seesaw activity (Week 7 Tuesday: History)
Offline – Complete the activity in your home package compare past Sydney to present Sydney (Week 7 Tuesday: History)

PDH

Complete the assigned Seesaw activity (Week 7 Wednesday: PDH Fire Safety)
Offline – Complete the activity in your home package and make a fire safety plan (Week 7 Wednesday: PDH Fire Safety)

History

Complete the assigned Seesaw activity (Week 7 Thursday: History)
Offline – Complete the activity in your home package compare past and present breakfast and bathrooms (Week 7 Thursday: History)

Sport

Complete the assigned Seesaw activity (Week 7 Friday: Sport)
Offline – Follow the link below to complete the sport lesson then complete the soccer activity in your home package (Week 7 Friday: Sport)

<https://www.loom.com/share/f55bf73af8f840b5af10e11cc08d7abf>

Week 7 Wellbeing Grid

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

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

Camera Word List

Toolkit 2

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



Week 7 Monday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Today is

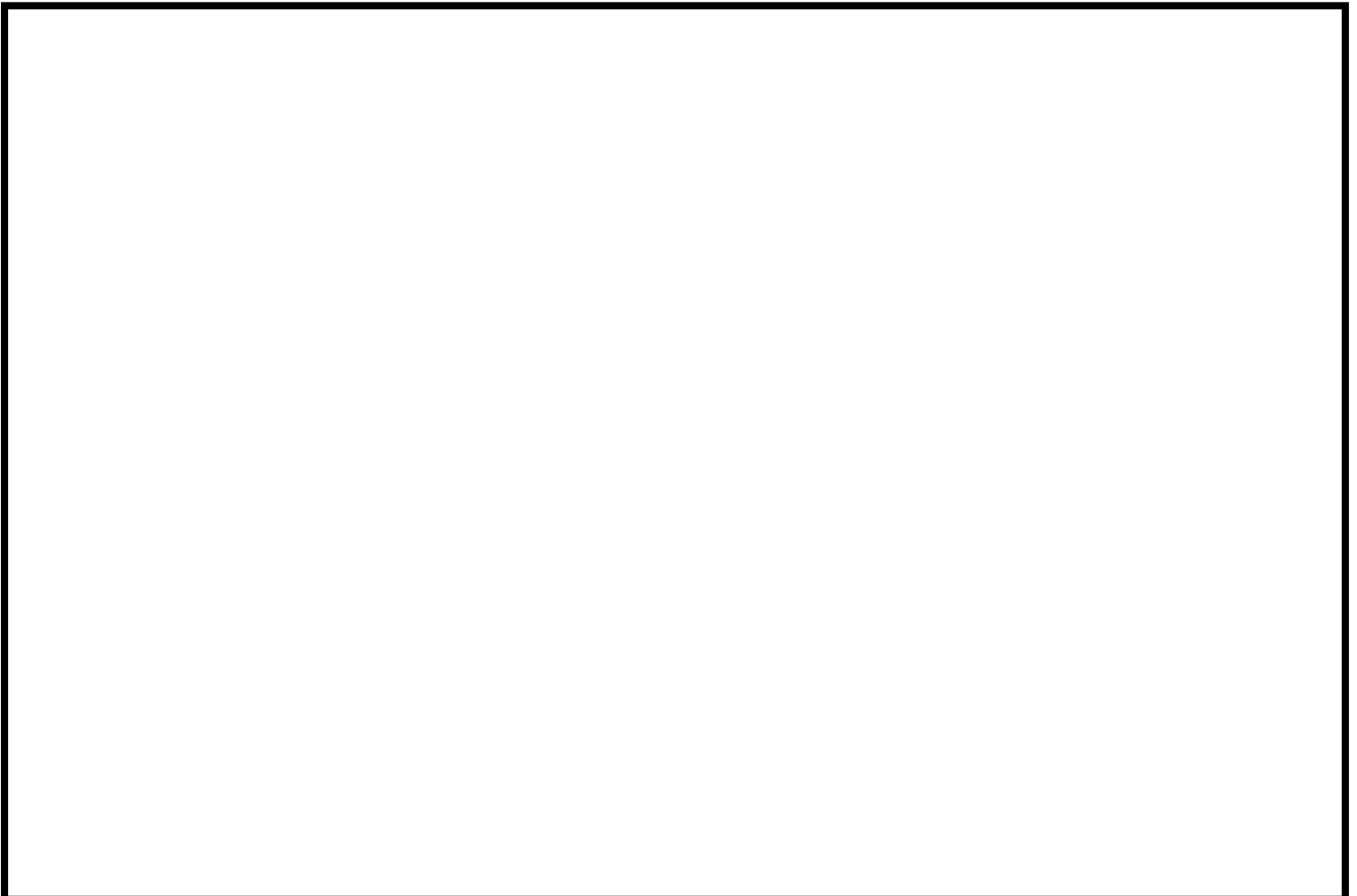
Yesterday was

Tomorrow is

The month is

The date is

What was your favourite thing that you did on the weekend?



Week 7 Monday: Phonics (Camera Word Revision)

We are learning to read and spell my camera words

- I can read each of my camera words correctly
- I can spell my camera words correctly

Instructions

This week we are revising the camera words we have focused on during Term 2 and Term 3. In the activities, when asked to choose a number of words, focus on those ones you are having the most trouble with.

Camera Word List

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

1. Read the camera words
2. Tick those you got correct on the first try
3. Choose 10 of the words and use paper squares to make a memory match game. You will need to write each of your ten words twice to play.
4. Choose 5 words to write out 5 times. These should be the words you weren't sure of or read a little slower. Make sure you cover the word each time so you don't copy it.

Words	Write the words out 4 more times			

Week 7 Monday: Grammar & Punctuation

We are learning about grammar and punctuation

- I can find the adverb in a sentence
- I can edit spelling and punctuation using a checklist
- I can add an adverb to a sentence

Instructions:



1. Read the information about adverbs.
2. **Adverb Find:** Highlight or circle the adverbs in each sentence.
3. **Editing:** Use the checklist to edit and rewrite the sentences. Try to add an adverb to the sentences.

An adverb is a word that describes more about a verb, adjective, or other adverbs.

Today we will look at two types of adverbs: Adverbs that can tell HOW OFTEN and adverbs that can tell HOW. Look at the examples below.

An adverb can tell HOW OFTEN an action takes place.



We **frequently** ride the bus.

adverb verb

An adverb can tell HOW an action takes place.

The cat purred **softly**.

verb adverb

Circle the adverbs that describe HOW OFTEN.

1. I always ride my bike.
2. We go to school everyday.
3. He visits the museum regularly.
4. She wakes up early sometimes.
5. We often play at the park.

Circle the adverbs that describe HOW.







1. He slept soundly in his bed.
2. She ran quickly across the street.
3. We yelled loudly at the game.
4. He quietly whispered to his friend.
5. He neatly wrote on his paper.

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

Challenge: can you add an adverb to these sentences?







Edit and rewrite the sentence

my cat sleaps on. my bed

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 walk to the park with my frend

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 7 Monday: Addition

We are learning to add numbers

- I can use the addition (+) symbol and subtraction (-) symbol correctly
- I can find the missing addend by counting up

Activity 1 Instructions:

Write either the addition symbol (+) or subtraction symbol (-) for each question below.

Handy Hint: If the answer is the biggest number in the problem then it is addition.

ADD OR SUBTRACT? WRITE THE CORRECT SYMBOL



$$6 \square 3 = 9$$

$$4 \square 2 = 6$$

$$20 \square 1 = 19$$

$$5 \square 5 = 10$$

$$9 \square 5 = 14$$

$$3 \square 8 = 11$$

$$8 \square 3 = 5$$

$$10 \square 8 = 18$$

$$7 \square 3 = 4$$

$$8 \square 4 = 12$$

$$16 \square 3 = 13$$

$$15 \square 3 = 18$$

Activity 2 Instructions:

1. Each animal has a number. Write the number above each animal on the line in each addition problem.
2. Count up from the animal number to the answer to find the missing number. You might use your fingers to help you keep track. The first question has been done for you as an example.

SECRET CODE ADDITION

Fill in the missing pieces and complete the addition sentences.



10



9



8



7



6



5



4



3

$$\begin{array}{r} 8 \\ \hline \end{array} + \begin{array}{r} 3 \\ \hline \end{array} = 11$$

EXAMPLE:
Count up from 8.
9 10 11

$$\begin{array}{r} \text{fox} \\ \hline \end{array} + \begin{array}{r} \text{ } \\ \hline \end{array} = 12$$

$$\begin{array}{r} \text{lion} \\ \hline \end{array} + \begin{array}{r} \text{ } \\ \hline \end{array} = 15$$

$$\begin{array}{r} \text{dog} \\ \hline \end{array} + \begin{array}{r} \text{ } \\ \hline \end{array} = 10$$

$$\begin{array}{r} \text{rabbit} \\ \hline \end{array} + \begin{array}{r} \text{ } \\ \hline \end{array} = 8$$

$$\begin{array}{r} \text{pig} \\ \hline \end{array} + \begin{array}{r} \text{ } \\ \hline \end{array} = 13$$

$$\begin{array}{r} \text{horse} \\ \hline \end{array} + \begin{array}{r} \text{ } \\ \hline \end{array} = 14$$

Week 7 Monday: Book Week Art

We are learning to make an artwork using different materials

- I can appreciate some different interpretations by a variety of artists about the same topic
- I can imagine a future world
- I can create my own artwork with my chosen media about a future world
- I can communicate my ideas about my artwork

Instructions:

1. Look at the 3 pictures provided below. Talk to someone at home about what you think the world will look like in the future.
2. Create an artwork based on what you think the future world will be like. You can use any medium that you like to create your artwork (pencils, textas, paints, collage etc)
3. Talk to an adult to explain about the future world you have created.
4. Talk to an adult about which of the artworks below you like the best and why.



Week 7 Tuesday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
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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 favourite author? Why?

Week 7 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** from your assigned levels.
2. Read the book.
3. Read at least 2 pages of your story to a family member.
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:

Draw and write three things that happened or 3 facts in your book.

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Week 7 Tuesday: Library

BOOK REVIEW

Book Title:	
Author:	

How many stars would you give this book?



What is the book about?

What do you think about this book?

Who would you recommend this book to?

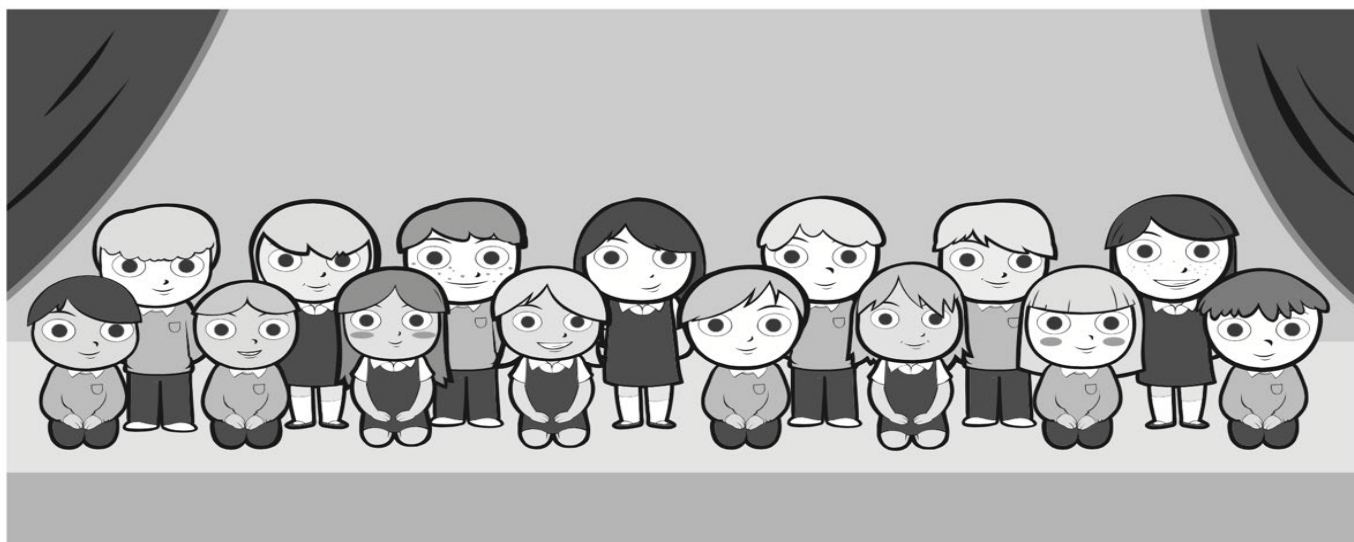
Counting by Twos

- 1 Fill in the missing numbers. Say them out loud as you write them.



1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	

- 2 Count by 2s to find how many eyes are looking at you.



_____ eyes are looking at me!

Complete the number patterns by filling in the missing numbers

			8	10				
--	--	--	---	----	--	--	--	--

								18	20
--	--	--	--	--	--	--	--	----	----

			14			20	22		
--	--	--	----	--	--	----	----	--	--

	12			18			24		
--	----	--	--	----	--	--	----	--	--

Week 7 Tuesday: Addition and Subtraction (Vocabulary)

We are learning to use addition and subtraction words

- I can read all the key maths words
- I can identify and sort which key words mean to add or subtract

Instructions

1. Read each label of the label of the keywords. Do they mean to add or subtract?
2. Colour the **addition key words blue**.
3. Colour the **subtraction key words orange**.
4. Write them under the correct heading using a lead pencil.

The worksheet features a central table with two columns: 'Addition' and 'Subtraction'. Surrounding the table are various math-related terms in red-bordered boxes, intended to be sorted into the appropriate column. The terms are: 'in all', 'minus', 'plus', 'subtract', 'how many more', 'less than', 'total', 'add', 'are left', 'take away', and 'altogether'.

Math Key Words	
Addition	Subtraction

in all

minus

plus

subtract

how many more

less than

total

add

are left

take away

altogether

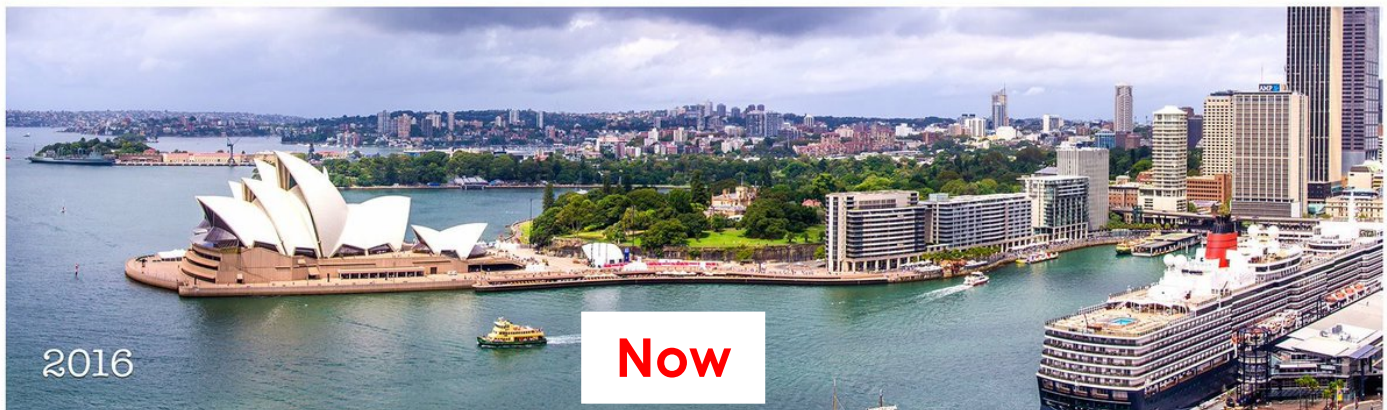
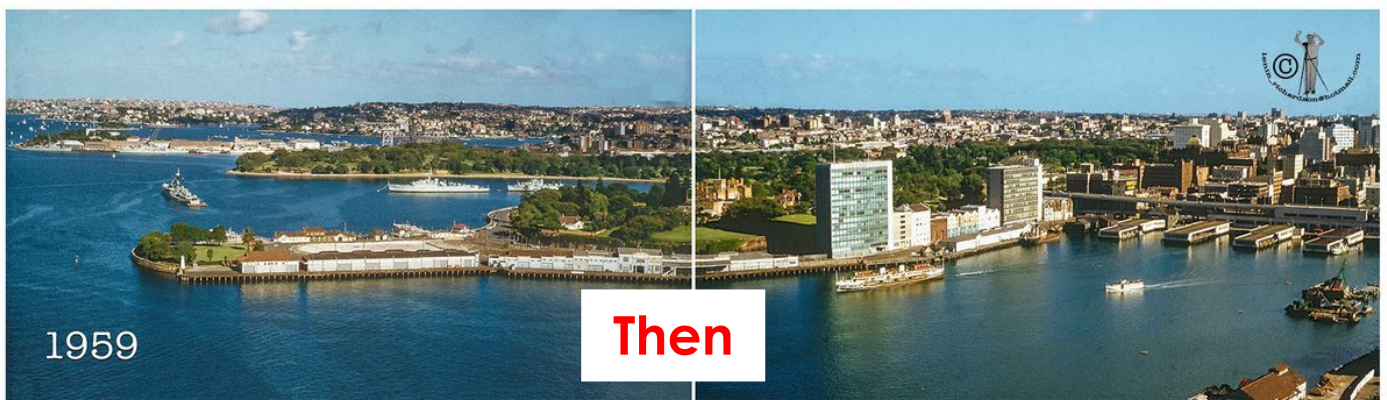
Week 7 Tuesday: History

We are learning about the present, past and the future

- I can observe differences in Sydney over time
- I can write 3 or more things that I noticed have changed over time

Instructions

1. **If you have access to a device**, watch the YouTube video 'The incredible images stitching together Sydney's past and present' to look at how our city of Sydney has changed over time: <https://www.youtube.com/watch?v=9X570rSj4Ms>
2. **If you do not have access to a device**, look at the pictures below of past and present Sydney.
3. Write 3 to 5 sentences about things in the city that you noticed were different in the past or have changed over time.



Week 7 Wednesday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Today is

Yesterday was

Tomorrow is

The month is

The date is

What book character would you like to meet in real life?
What questions would you ask them?

Week 7 Wednesday: Phonics (Camera Word Revision)

We are learning to read and spell my camera words

- I can read each of my camera words correctly
- I can spell my camera words correctly

Instructions

This week we are revising the camera words we have focused on during Term 2 and Term 3. In the activities, when asked to choose a number of words, focus on those ones you are having the most trouble with.

Camera Word List

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

1. Read the camera words above.
2. Tick those you got correct on the first try.
3. Play the roll and write activity using 6 of the camera words. Write six of your camera words across the top row under the dice. Each time you roll a number, practise writing the word without copying.

Week 7 Wednesday: 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. Look at the picture below to think about a story that will be called 'The Night Zoo Keeper'.
2. Using the prompt, plan who your story will be about and where it will take place.
3. Use pictures or words to plan your work. Remembering to use interesting adjectives.
REMEMBER- A plan isn't written in sentences. It is a collection of words and pictures only!
4. Re-read your work to make sure it makes sense



My Writing Plan- The Night Zoo Keeper

My Characters (Choose two characters to plan)

Remember to describe their appearance (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 7 Wednesday: Addition

We are learning to solve word problems

- I can find the important information in a word problem
- I can draw objects to find an answer
- I can use a number line to find an answer
- I can show my answer using a number bond
- I can record my answer and show my working out

Instructions

1. Highlight the important information in the word problem
2. Show how to work out the answer using a number line, drawing and number bond
3. If you worked out the answer another way (e.g. using number facts), show how you did it in the 'draw it' box
4. Record an addition sum for your word problem
5. Look at the example below for an example of how to complete today's activity.

Sasha used 14 lego blocks to build his tower. Then he put 9 more lego blocks on the tower. How many lego blocks did he use altogether?

Number Line

14 23

Draw it

14 9

14 + 9 = 23

Number Bond

23	
14	9

14 + 10 = 24
24 - 1 = 23 ← number facts

Luca had 12 toy trucks and he got 6 more for his birthday. How many toy trucks does he have altogether?

Number Line

Draw it

Addition Sentence

Number Bond

You picked 9 flowers and your friend picked 16 flowers. How many flowers do you have when you put them both in a bunch together?

Number Line



Draw it



Addition Sentence

Number Bond



Mia was baking cupcakes. On Monday she baked 13 cupcakes and on Tuesday she baked 21. How many cupcakes did she bake?

Number Line

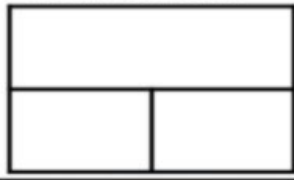


Draw it



Addition Sentence

Number Bond



Selkie planted 35 new trees on Saturday and 24 new trees on Sunday. How many trees did she plant altogether?

Number Line



Draw it



Addition Sentence

Number Bond



Week 7 Wednesday: PDH Fire Safety

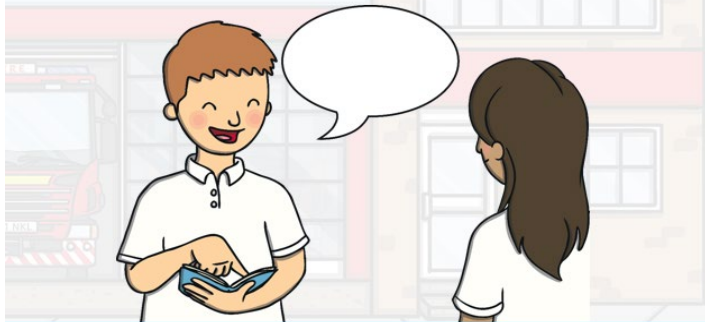
We are learning to be safe in a fire

- I can remember the rules of fire safety
- I know what to do in an emergency
- I can remember my full address and details if I need to call 000
- I can write a fire plan

Instructions

1. Look at the pictures below.
2. Plan with your parents 2 ways you could get out of your house if there was a fire.
3. Write a fire escape plan to show how you would get out of your house if there was a fire.

Do you know the rules of fire safety and what to do in an emergency?



Tell your partner one important rule you know about fire and what to do in case of a fire emergency.

Rule 1: Never Play With Fire or Matches



Children should never touch fire or matches. These are dangerous tools that should only be used by an adult.

Rule 2: Stop, Drop and Roll

If your clothing catches on fire, remember to:



Rule 3: Stay Low

During a fire, it is important to get as far away as possible. If it is a fire in a building or home, always remember to stay low on the floor to stay below the smoke. Get down on all fours and crawl to the nearest exit.



If you need to go through a door, check how hot the door is by feeling it with the back of your hand before you open it. If it is extra hot, then go to another door.

Rule 4: Get Out and Stay Out

It is important to get out of a burning building quickly and stay out. Never go back inside of a burning building for any reason.



Rule 5: Never Hide During a Fire



Do not hide during a fire. If you cannot escape the fire, always let the firefighters and adults see you by waving your arms and calling for help.

Rule 8: Know All the Information

It is important to know your address and phone number so you can give these to the Triple Zero (000) Emergency Call Person when you call.

Fire Emergency Calls: Important Information

In case of a fire, it is important to know the information to tell the Triple Zero (000) Emergency Call Person. Complete the questions below so that you can be prepared in an emergency.

My name is: _____

My address is: _____

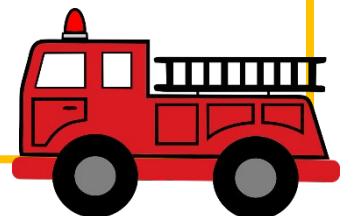
My phone number is: _____

My Fire Escape Plan

How would you get out of your house if there was a fire?

Write it

Draw it



Week 7 Thursday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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Today is

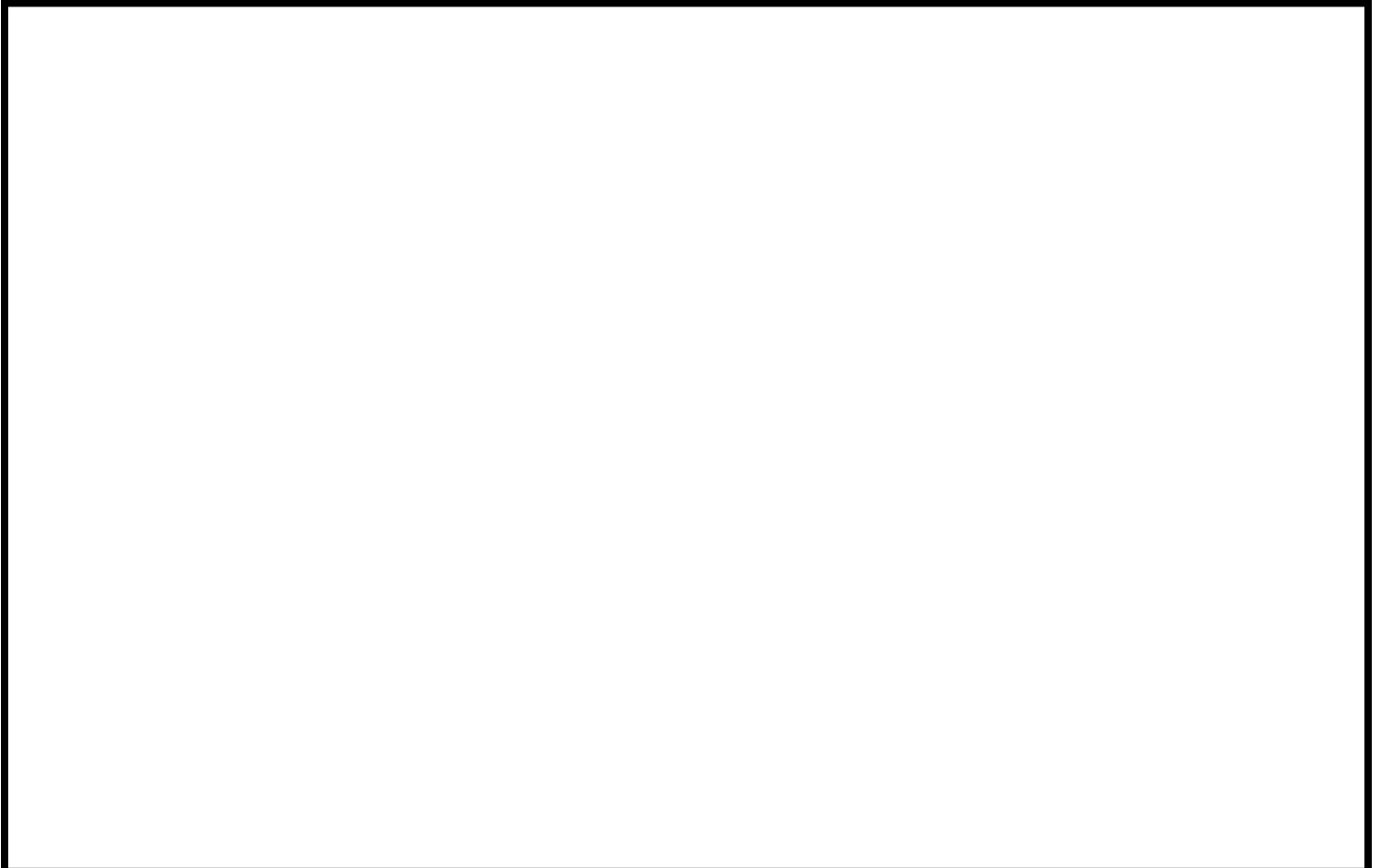
Yesterday was

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What is your favourite type of book to read?
E.g. funny, scary, happy, information



Week 7 Thursday: 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 **The Night Zoo Keeper** from yesterday's writing task
2. Use your character and setting plan to write the 1st 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:

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	



The **bright** light of the moon shone down on the **huge** monkey enclosure. The **cheeky** and **loud** monkeys began to appear from behind the **large green** trees. It was a **freezing cold** night and Benny the night zoo keeper was keeping warm inside his **tiny cosy** office.

Week 7 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.

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

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

Star 1: I like how you...

Star 2: I like how you...

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

Odd or Even?

Even numbers can be put into pairs. Odd numbers can't.



We say even numbers when we count by 2s.

1 Count the shoes and write the number. Write **e** if the number is even. Write **o** if the number is odd.

a		<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">e</div>	b		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div>
c		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div>	d		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div>

2 Colour every square with a ★ in blue. These are even numbers. Colour every square with a C in yellow. These are odd numbers. Can you continue the colouring pattern?

1	2	3	4	5	6	7	8	9	10
C	★	C	★	C	★	C	★	C	★
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Write a number riddle for an odd or even number. Look at the example on the left and then write your own.

EXAMPLE:	Write your own:
My number is between 50 and 67. It is greater than 57. There are five tens in my number. It is an odd number. What is my number?	

Week 7 Thursday: Subtraction

We are learning to solve word problems

- I can find the important information in a word problem
- I can draw objects to find an answer
- I can use a number line to find an answer
- I can record my answer using a subtraction sentence

Instructions

1. Look at the example as a guide to help you complete the activities.
2. Highlight or underline the important information in the word problem.
3. Show how you can work out the answer using a number line and by drawing it.
4. Record your answer as a subtraction sentence.
5. If you know a different way to work it out the answer, write it inside the 'I know another way to work out the answer' box.

Example

Cooper went to the a local dog park and saw 12 dogs. Later 7 dogs went home. How many dogs were left in the park?

Number Line

Draw it

Subtraction Sentence

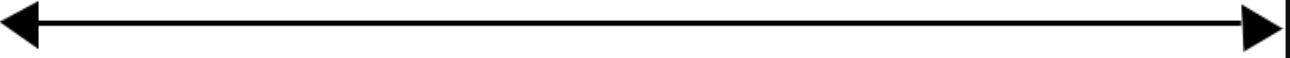
$$12 - 7 = 5$$

I know another way to work out the answer.

$$7 + 5 = 12$$
$$12 - 7 = 5$$

Gabby lived on a farm and had 20 sheep. One day, her dad sheared 7 of them.
How many more sheep were left for Gabby's dad to shear?

Number Line



Draw it

Subtraction Sentence

I know another way to work out the answer.

Inaaya made 15 chocolate cupcakes for her sister's birthday party. Her friends were so hungry and ate 9 of them. How many cupcakes were left?

Number Line



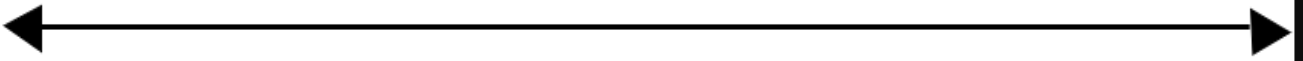
Draw it

Subtraction Sentence

I know another way to work out the answer.

Jarren had 24 new coloured pencils. He lost 10 of his new pencils at school.
How many pencils does Jaren have left?

Number Line



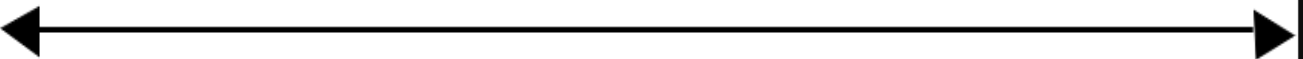
Draw it

Subtraction Sentence

I know another way to work out the answer.

Dylan planted 35 tomato seeds in his vegetable garden. After a few weeks, 21
tomatoes started to grow. How many tomatoes still need to grow?

Number Line



Draw it

Subtraction Sentence

I know another way to work out the answer.

Week 7 Thursday: History

We are learning to compare two different times in history

- I can watch historical videos and look for differences between times.
- I can discuss these differences with an adult.
- I can record these differences in my own words.

Activity 1 Instructions:

1. Look at the pictures below of breakfast in the past.



2. Compare breakfast from the past and what you have for breakfast in the present. Try to think of some differences between them.
3. Record your ideas and the differences in the table below.

Breakfast	
Then	Now

Activity 2 Instructions:

1. Look at the pictures below of bathrooms in the past.



Sink



Privy (outside toilet)



Newspaper instead of toilet paper



Families used the same bath water

1. Compare bathrooms from the past to bathrooms in the present. Try to think of some differences between them.
2. Record your ideas and the differences in the table below.

Bathrooms	
Then	Now

Week 7 Friday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Today is

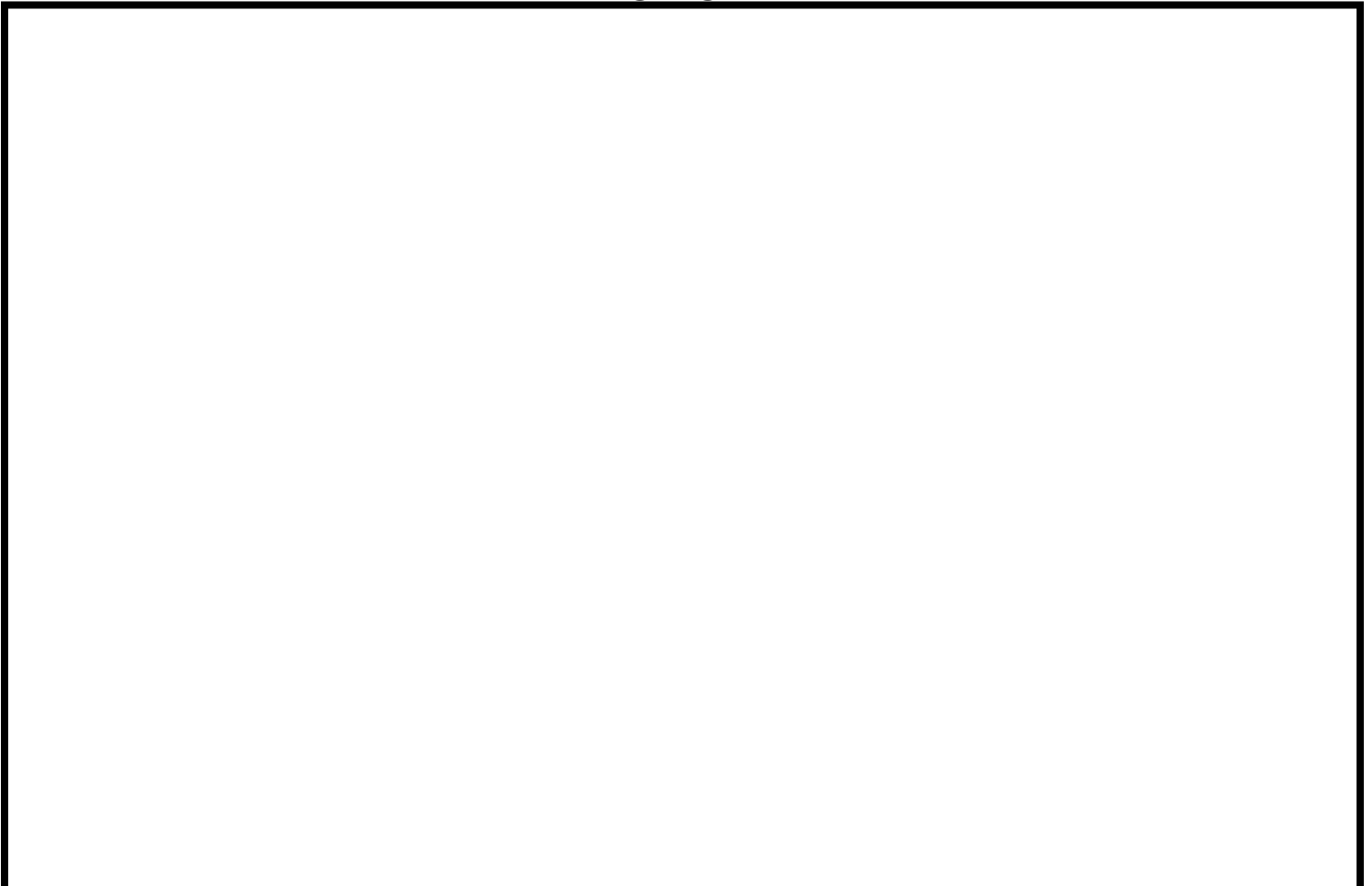
Yesterday was

Tomorrow is

The month is

The date is

What was the highlight of your week?



Week 7 Friday: Phonics (Camera Word Revision)

We are learning to read and spell my camera words

- I can read each of my camera words correctly
- I can spell my camera words correctly

Instructions

This week we are revising the camera words we have focused on during Term 2 and Term 3. In the activities, when asked to choose a number of words, focus on those ones you are having the most trouble with.

Camera Word List

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

1. Read the camera words
2. Tick those you got correct on the first try
3. Write three sentences that have TWO camera words in each sentence. Here is an example: My **brother** and his **friend** rode to the park on their bright red scooters.

Week 7 Friday: Addition and Subtraction

We are learning to solve word problems

- I can find and highlight which words mean to add or subtract
- I can draw objects to find an answer
- I can use a number line to find an answer
- I can show my answer using a number bond
- I can record my answer using an addition sentence
- I can record my answer using a subtraction sentence

Instructions

1. Look at the examples as a guide to help you complete each word problem.
2. Highlight or underline the important information in the word problem.
3. Show how you work out the answer using a number line and by drawing it.
4. Show your answer using a number bond.
5. Record your answer as an addition or subtraction sentence.

If you know a different way to work it out, write it inside the 'I know another way to work out the answer' box.

Mum put 9 shirts and 9 trousers in the washing machine.
How many clothes were in the washing machine altogether?

Number Line

Draw it

Number sentence

$$9 + 9 = 18$$

Number Bond

18
9 9

I know another way to show my answer.

$$18 - 9 = 9$$

Dad made pizza for dinner. She cut the pizza into 14 slices. Dad ate 6 slices.
How many slices were left?

Number Line

Draw it

Number sentence

$$14 - 6 = 8$$

Number Bond

14
8 6

I know another way to show my answer.

$$6 + 8 = 14$$

There are 19 students in line at the school canteen. Another 8 more join the line.
How many students are in the line altogether?

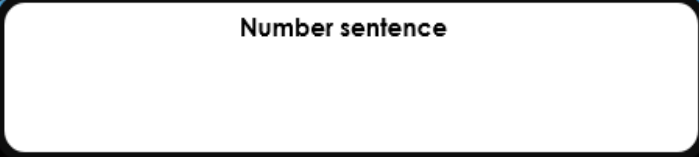
Number Line



Draw it



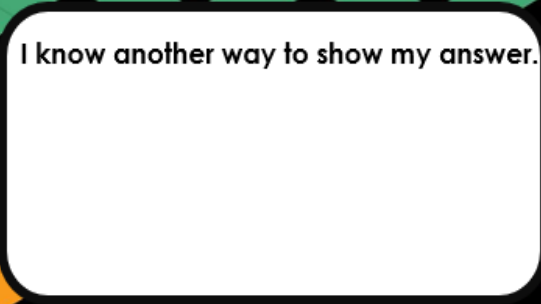
Number sentence



Number Bond



I know another way to show my answer.



Grandma saw 40 kittens at the pet store. The next day, she saw that there were only 23
kittens left in the pet store. How many kittens were bought?

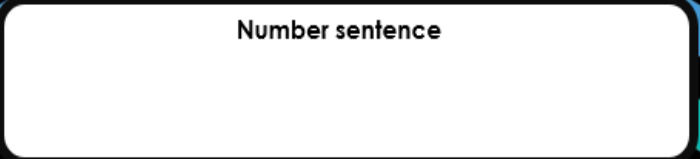
Number Line



Draw it



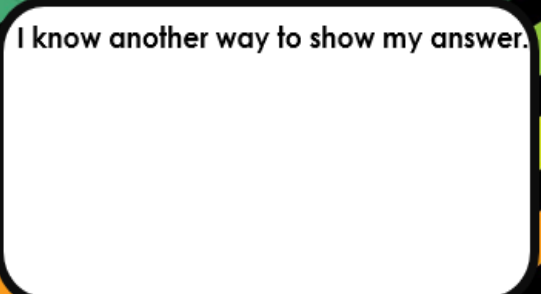
Number sentence



Number Bond

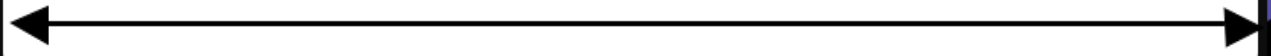


I know another way to show my answer.



A boy found 22 seashells at the beach. His sister found 10 more.
How many seashells did they both find at the beach?

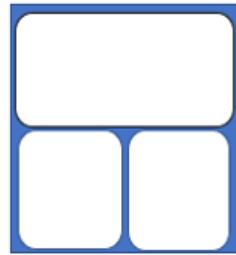
Number Line



Draw it

Number sentence

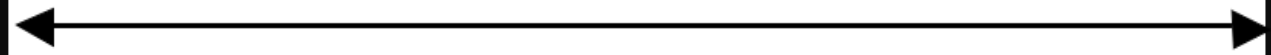
Number Bond



I know another way to show my answer.

A student bought two packets of lollies for her birthday party. One packet had 40 lollies.
The other packet had 23 lollies. What was the total number of lollies in both packets?

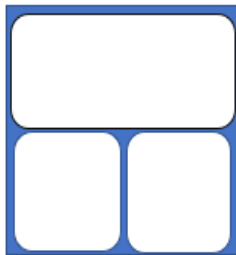
Number Line



Draw it

Number sentence

Number Bond



I know another way to show my answer.

Week 6 Friday: Sport

We are learning how to use fundamental movement skills in sport

- I know what fundamental movement skills are
- I understand how to use different fundamental movement skills in sports
- I can perform skills related to soccer

Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <https://www.loom.com/share/f55bf73af8f840b5af10e11cc08d7abf>
2. If you can't watch the video, complete the warm up exercises and soccer skills challenges below.

Soccer Warm Up Exercises

 <p>START</p> <p>HIGH KNEES FOR 30 SECONDS</p>	 <p>Swing and kick each leg forwards and backwards for 20 seconds</p>	 <p>Tuck Jumps for 15 seconds</p>
 <p>Reach for toes and hold for 20 seconds</p>	 <p>Kneel and push hips forward and hold for 20 seconds</p>	 <p>Hold ankle and stretch quadricep for 20 seconds</p>

Soccer Skill Challenges!

<p>Can you complete these soccer skills challenges? Record your personal best scores!</p>	<p>30 sec</p>	<p>45 sec</p>	<p>1 min</p>
<p>Dribbling through cones (or markers)</p>  <p>How many times can you go zig zag up and back from your start to end markers?</p>			
<p>Dribbling in a different direction</p>  <p>How many times can you dribble around in a circle from your start to end markers?</p>			
<p>Dribbling in another direction</p>  <p>How many times can you dribble forwards and backwards from a marker?</p>			
<p>Footwork: Toe Taps</p>  <p>How many toe taps can you do?</p>			