## Remote learning Grid - Week 8 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	Morning RoutineComplete the MorningRoutine Seesaw activity by9.30am (Week 8 Monday:Morning Routine).Offline – Complete theactivity in your homepackage (Week 8 Monday:Morning Routine).Guided ReadingPook on WUSHKA andcomplete the quiz that goeswith your book.Phonics/SpellingComplete the assignedactivity on Seesaw (Week 8Monday: Phonics).Offline – Complete theactivity in your homepackage and segment the'long e' and 'long i' words(Week 8 Monday: Phonics).MritingComplete the assignedactivity on Seesaw (Week 8	Morning Routine Complete the Morning Routine Seesaw activity by 9.30am (Week 8 Tuesday: Morning Routine). Offline – Complete the activity in your home package (Week 8 Tuesday: Morning Routine). Guided Reading Complete the assigned Seesaw activity (Week 8 Tuesday: Reading). Offline – Read your assigned book on WUSHKA and complete the activity in your home pack. Upload a video of you reading to Seesaw or Class Dojo (Week 8 Tuesday: Reading). Writing Complete the assigned activity on Seesaw (Week 8 Tuesday: Writing). Offline – Complete the activity in your home	Morning Routine Complete the Morning Routine Seesaw activity by 9.30am (Week 8 Wednesday: Morning Routine). Offline – Complete the activity in your home package (Week 8 Wednesday: Morning Routine). Guided Reading Read a guided reading book on WUSHKA and complete the quiz that goes with your book. Phonics/Spelling Complete the assigned activity on Seesaw (Week 8 Wednesday: Phonics). Offline – Complete the activity in your home package and sort the 'long e' and 'long i' words (Week 8 Wednesday: Phonics).	ThursdayMorning RoutineComplete the MorningRoutine Seesaw activity by9.30am (Week 8 Thursday:Morning Routine).Offline – Complete theactivity in your homepackage (Week 8Thursday: MorningRoutine).Guided ReadingRead a guided readingbook on WUSHKA andcomplete the quiz that goeswith your book.Grammar & PunctuationComplete the assignedSeesaw activity (Week 8Thursday: Grammar &Punctuation)Offline – Complete theactivity in your homepackage to learn aboutadverbs and edit somesentences (Week 8Thursday: Grammar &Punctuation)	Morning RoutineComplete the MorningRoutine Seesaw activity by9.30am (Week 8 Friday:Morning Routine).Offline – Complete theactivity in your homepackage (Week 8 Friday:Morning Routine).Guided ReadingPackage (Week 8 Friday:Morning Routine).Guided Readingbook on WUSHKA andcomplete the quiz that goeswith your book.Phonics/SpellingComplete the assignedactivity on Seesaw (Week 8Friday: Phonics).Offline – Complete theactivity in your homepackage and find thecorrect spelling of the 'longe' and 'long i' words (Week8 Friday: Phonics).Shared ReadingComplete the assigned
	Monday: Writing). <b>Offline –</b> Complete the activity in your home package and plan your writing about 'Ruby the Rabbit' (Week 8 Monday:	package and use your plan to write about your character and setting (Week 8 Tuesday: Writing). Practise your camera	Complete the assigned activity on Seesaw (Week 8 Wednesday: Writing). Offline – Complete the activity in your home package and use your plan	Topic Talk (News) Complete the Topic Talks Activity (Week 8 Thursday: Topic Talk) on Seesaw. Offline – Plan and present	Seesaw activity (Week 8 Friday: Shared Reading) Offline – Complete the activity in your home package and sequence the events from your story

	Writing). Practise your typing on the Typing Club website: www.typingclub.com	words by playing 'snap' or 'memory'. Make sure you practise reading AND writing them.	to write about your problem and solution (Week 8 Wednesday: Writing).	a topic talk using a topic from the grid (Week 8 Thursday: Topic Talk).	<mark>(Week 8 Friday: Shared</mark> <mark>Reading)</mark> .		
Zoom Check-In		1G – 11.30	1H & 1DJ – 11.30	1G – 11.30	1H & 1DJ – 11.30		
	Break						
Middle	MathleticsComplete the assignedMathletics task 'Count by2s 5s and 10s'AreaComplete the assignedactivity on Seesaw (Week 8Monday: Area).Offline - Complete thenumber of the day activityin your home package tomeasure and compare thearea of 2 objects (Week 8Monday: Area).Time yourself counting to100. What is your fastesttime? Keep trying to see ifyou can improve.Challenge: Write thenumbers as you go!	Number Complete the assigned activity on Seesaw (Week 8 Tuesday: Number). Offline – Complete the number of the day activity in your home package and practise counting by tens (Week 8 Tuesday: Number). Area Complete the assigned activity on Seesaw (Week 8 Tuesday: Area). Offline – Complete the number of the day activity in your home package and compare the area of the shapes (Week 8 Tuesday: Area).	MathleticsComplete the assignedMathletics task 'Countingon a 100 GridPatterns & AlgebraComplete the assignedactivity on Seesaw (Week 8Wednesday: Patterns &Algebra).Offline - Complete theactivity in your homepackage and complete thenumber patterns (Week 8Wednesday: Patterns &Algebra).Time yourself countingbackwards from 100. Whatis your fastest time? Keeptrying to see if you canimprove. Challenge: Writethe numbers as you go!	Number Complete the assigned activity on Seesaw (Week 8 Thursday: Number). Offline – Complete the number of the day activity in your home package and write words for the numerals (Week 8 Thursday: Number). Area Complete the assigned activity on Seesaw (Week 8 Thursday: Area). Offline – Complete the number of the day activity in your home package and measure then compare the area of the animals (Week 8 Thursday: Area).	MathleticsComplete the assignedMathletics task 'SkipCounting'AreaComplete the assignedactivity on Seesaw (Week 8Friday: Area).Offline – Complete thenumber of the day activityin your home package andmeasure then compare thearea of names (Week 8Friday: Area).Find the area of differentobjects around your home.Share with someone athome what the objects withthe largest and smallestarea were that you found.		
Wellbeing break		Choose	e 1 activity from the Wellbeir	ng Grid.			
			Break				

Se M Or m ho pa	rt omplete the assigned eesaw activity (Week 8 londay: Art). ffline – Create a flying nachine and write about ow it works in your home ackage (Week 8 Monday: rt)	History Complete the assigned Seesaw activity (Week 8 Tuesday: History) Offline – Complete the activity in your home package and compare schools from the past and present (Week 8 Tuesday: History)	PDH: Feelings Complete the assigned activity on Seesaw (Week 8 Wednesday: PDH Feelings) Offline – Complete the activity in your home package and identify a feeling for each scenario (Week 8 Wednesday: PDH Feelings)	Sport Complete the assigned Seesaw activity (Week 8 Thursday: Sport) Offline – Complete the sport lesson then complete the soccer activity in your home package (Week 8 Thursday: Sport)	<b>Glowing and Growing</b> Complete the assigned task on Seesaw (Week 8 Friday: Glowing and Growing) <b>Offline –</b> Complete the activity in your home package and reflect on your learning from this week (Week 8 Friday: Growing & Glowing)
	Choose a time in the week	to make a card for a male in y	Fathers Day Activity our life who you appreciate. It	may be your dad, grandfathei	r, uncle, brother etc. In your

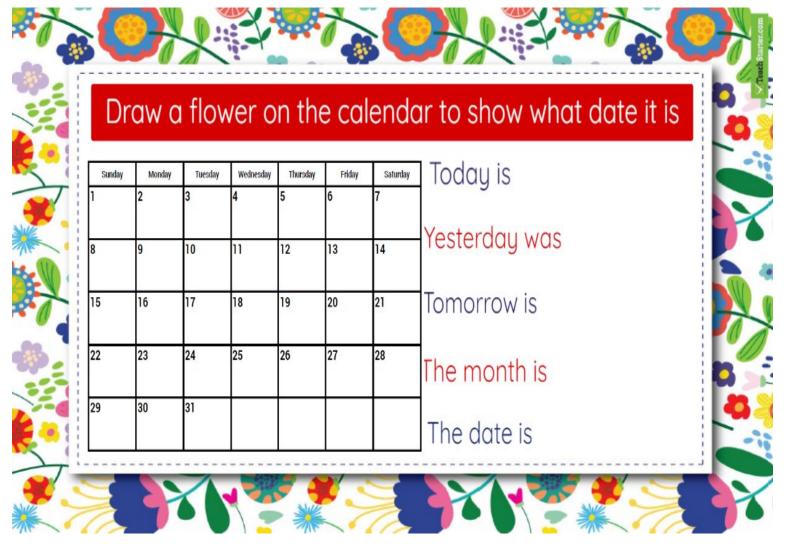
## Week 8 Wellbeing Grid

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

Write a letter to someone about how you are feeling. Ask someone at home to post it for you.	Help a family member (e.g. cook a meal, tidy part of the house, wash the dishes, wash your pet).	Call, Zoom or Facetime a friend or family member.	Make a dance routine to your favourite song. Show some people at home or teach them how to do it.
Go outside and look at the clouds. Think about what shapes and pictures you can see.	Do a 'random act of kindness' for someone at home.	Play a boardgame, or complete a puzzle with your family members.	Create a fort in your home out of blankets and pillows. Read a book in your fort.
Write a list of things that make you feel happy or grateful.	Do some yoga or meditation session. There are some available on YouTube, but you can create your own.	With a parent, learn how to bake or cook something. What delicious treat can you make?	Play 'throw and catch' with a member of your family while listening to your favourite song.

🕞 teachstarter

### Week 8 Monday: Morning Routine



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



### Week 8 Monday: Phonics

### We are learning to use long vowel phonemes

- I can identify where the long e & long i phoneme is in a word
- I can read words that use the long e & long i phoneme
- I can write words that use the long e & long i phoneme

#### Instructions:

- 1. Read the long e and the long i words
- 2. Segment them using the segmenting boxes (you may not need all the boxes)
- 3. Colour in the long e phonemes blue
- 4. Colour in the long i phonemes red
- 5. Think of your own long e or long i words to fill in the empty boxes



funny		
sky		
cheap		
nine		

## Week 8 Monday: Writing

#### We are learning to write an imaginative text

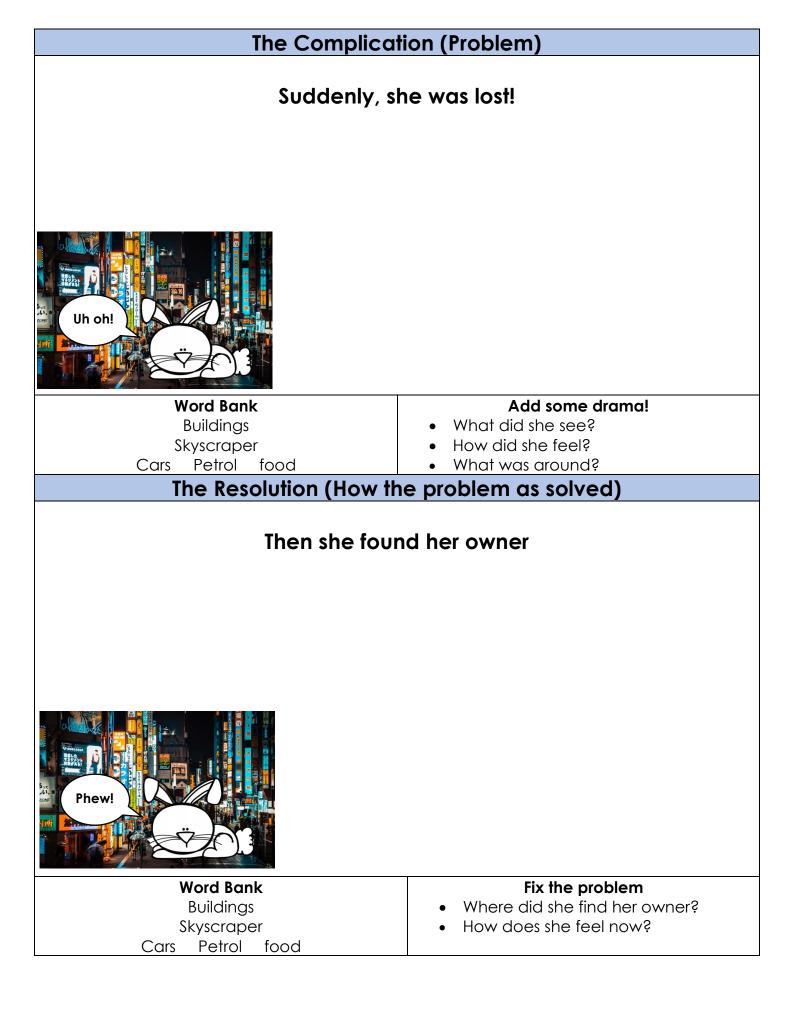
- I can plan my writing using a planning sheet
- I can use words and pictures to plan my writing
- I can use correct punctuation (capital letters and full stops in the correct places)
- I can use adjectives when writing about my setting and characters
- I can reread my work to make sure it makes sense

### Instructions

- 1. Look at the picture prompts below to plan your story.
- 2. First, plan the characters. Next, plan the setting. Then, plan the complication (this is the problem) and finally, plan the resolution (how the problem is solved).
- 3. Remember a plan is a collection of words and pictures, not sentences
- 4. Re-read your work to make sure it makes sense

# My Writing Plan **Ruby the Rabbit** Word Bank **Build your character** Fluffy What does she look like? ears Whiskers What is her personality? Nose What does she feel? floppy cute The Setting (Where is the story happening?) Was in a busy city

Word Bank	Build your setting
Buildings	<ul> <li>What can she see?</li> </ul>
Skyscraper	<ul> <li>What can she hear?</li> </ul>
Cars Petrol food	<ul> <li>What can she smell?</li> </ul>



### Week 8 Monday: Area

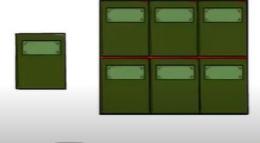
#### We are learning to measure the area of objects and shapes

- I can guess the larger of two areas
- I can measure the area of objects using different materials
- I can record the area of objects using drawings numerals and words
- I can compare the area of both objects using the words 'largest area' and 'smallest area'

#### How many books cover the desk?

#### Instructions

- Use books to cover and measure the top surface of two objects. Look at the example on the right to help you.
- 2. Draw and write how many books were used to cover the two objects.
- 3. Compare and write a sentence about the area of these objects using the words 'largest area' and 'smallest area'.



6 books cover the desk

Object	Drawing	How many books cover the object?
pillow		
table		
Write abou	ut the area of both objects using the words	'largest area' and 'smallest area'

### Week 8 Monday: Art

### I can create an artwork using my imagination

- I can draw, paint, or make a sculpture of an imaginary future flying machine
- I can explain how it works

#### Instructions:

- 1. If you have access to device, Watch the video 'Soar by Alice Tzue' on YouTube: <u>https://www.youtube.com/watch?v=eDkpVwrhYfo</u>
- 2. Use drawing or paint or recycled material to make your own flying machine.
- 3. You can upload a photo of your finished work to Dojo or Seesaw to show your teacher.
- 4. Explain how your flying machine works to someone at home or upload a video of you explaining it to your teacher. Instead, you could write about it below.



### Write about how your flying machine works

### Week 8 Tuesday: Morning Routine



Show your funniest face to someone at home. Draw the funny face you made.



### Week 8 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. Read the text that has been assigned to you on **WUSHKA**.
- 2. Read your book to someone at home. Upload a recording of you reading 2 pages on Seesaw, or ask a parent to send a video to your teacher.
- 3. Write down three things that happened in your book.
- 4. Ask your adult to write a comment about how you read.

### Parent Comment Box

My Book Title:		
Draw and write three	things that happened o	r 3 facts in your book.

### Week 8 Tuesday: 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

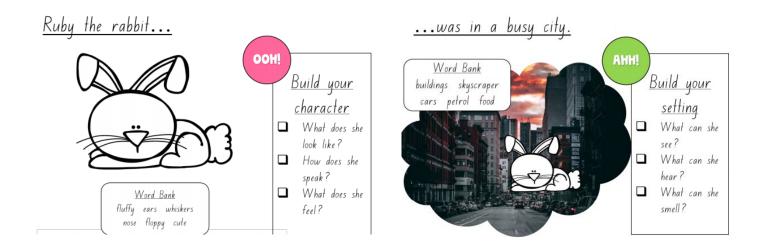
#### Instructions

- 1. Find and read your plan **Ruby the Rabbit** 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. Don't write about the problem yet, as you will do this tomorrow.
- 4. Reread your work to make sure you included everything in the checklist.
- 5. Find the adjectives in your work and circle/colour them.
- 6. Keep this piece of writing in a safe place as you are going to continue with this tomorrow.

	My Editing Checklist						
	l used capital letters in the right spots						
000 0000	I used punctuation marks						
said Sed	l spelt all my camera words correctly						
Ç) <sup>O</sup>	My sentences make sense						
A Contraction	l added interesting adjectives to my work						

### Here is an example:

Ruby the rabbit was a curious little rabbit who loved adventure and exploring as many places as she could. One day, Ruby travelled to a busy, crowded city. She looked up at the tall dark buildings and heard the roaring cars and noisy machines all around her. Her floppy ears and white fluffy tail stood out as she hopped past a crowd of people.



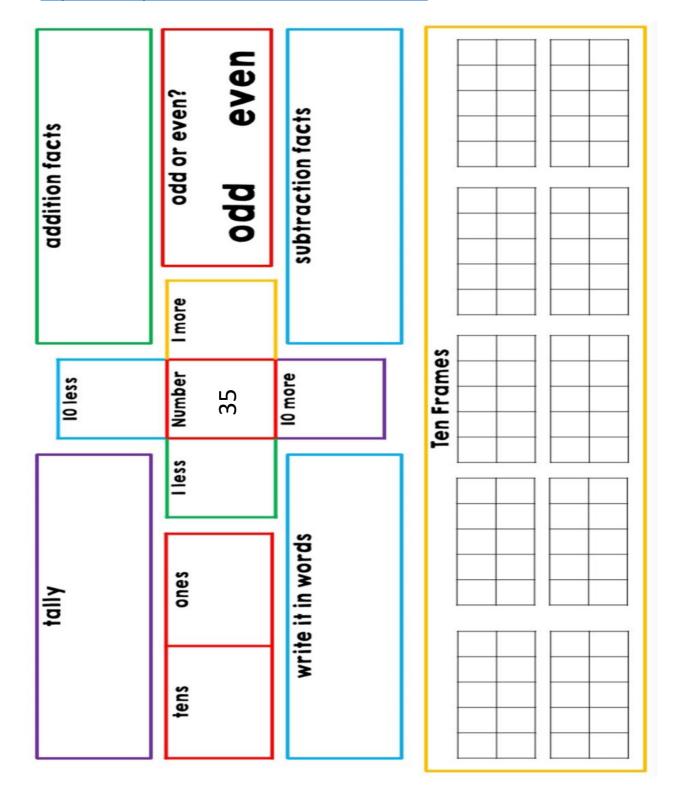
### Week 8 Tuesday: Number

#### 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 count forwards and backwards by tens from a given number
- I can continue a number pattern that goes up by tens

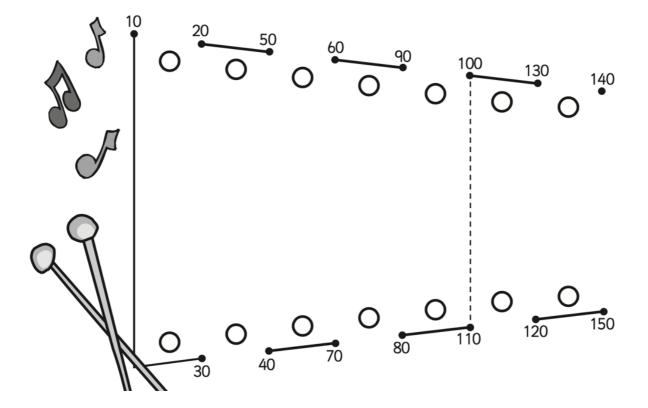
#### Instructions

- 1. Complete the number of the day activity. Today's number is 35.
- 2. Complete the Counting by Tens activity.
- 3. Optional video: 'Count By Tens Song' by Hopscotch on YouTube. https://www.youtube.com/watch?v=BokH3\_zaLiA



### Counting by Tens

2. Skip count by tens to complete this dot to dot.



2. Continue the tens patterns.

22	32		62			
18	28			68	88	
34		64	74			
27			67	77		

Challenge: Complete the tens pattern with three-digit numbers.

132 142	182
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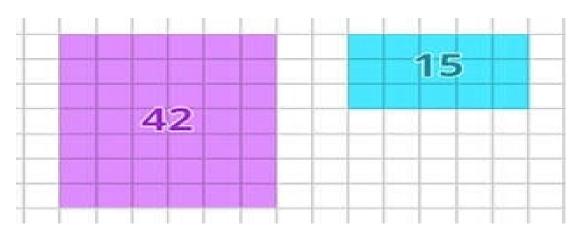
### Week 8 Tuesday: Area

### We are learning to measure the area of objects and shapes

- I can measure the area of objects and shapes using a square centimetre grid
- I can record the area of shapes and objects using drawings numerals and words
- I can compare the area of objects using the words 'largest area', 'smallest area'

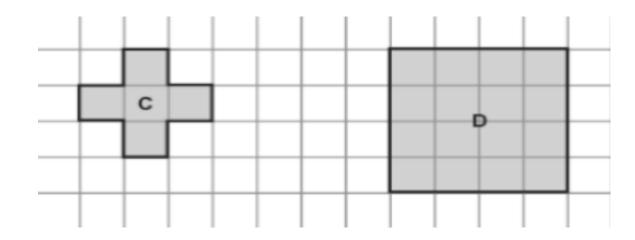
### Activity 1 Instructions:

- 1. Look at the shapes on each grid.
- 2. Compare the area of each shape by using the words 'largest area' and 'smallest area'.
- 3. Complete the sentences below.



The purple square has the \_\_\_\_\_ area.

The blue rectangle has the \_\_\_\_\_ area.



Shape 'C' has \_\_\_\_\_\_ squares.

Shape 'D' has \_\_\_\_\_\_ squares.

Shape 'C' has the \_\_\_\_\_ area.

Shape 'D' has the \_\_\_\_\_ area

### Activity 2 Instructions:

- 1. Draw and colour two interesting shapes in the grid below.
- 2. Find the area by adding the total numbers of squares inside each shape.
- 3. Write two sentences below to describe the area of your shapes. **Examples:**

'The area of my shape is 24 squares and it has the largest area.' 'The area of my shape is 7 squares and it has the smallest area.'

	 · · · · · · · · · · · · · · · · · · ·	 	· · · · · · · · · · · · · · · · · · ·

Write two sentences to describe the areas of your shapes.

### Week 8 Tuesday: History

### We are learning about schools from the early 1900's

- I can imagine that I am in a school room from long ago.
- I can compare rules, discipline, and other aspects of school of the past and now
- I can record the things that I notice are different in schools of the past to schools of today.

### Instructions:

- If you have access to a device, watch the video below about The Old Rouse Hill School House on YouTube called 'Back (in time) to School: Lessons from the Rouse Hill Schoolhouse': <u>https://www.youtube.com/watch?v=WstlHqhAB0Y</u>
- 2. Take part in the online lesson in the video. You will need paper and a pencil.
- 3. Write a list about the things you noticed were different about the early 1900's school.
- 4. Draw a picture of a 1900's school.

# If you do not have access to a device, then you can look at the pictures below to help you to do the activities.







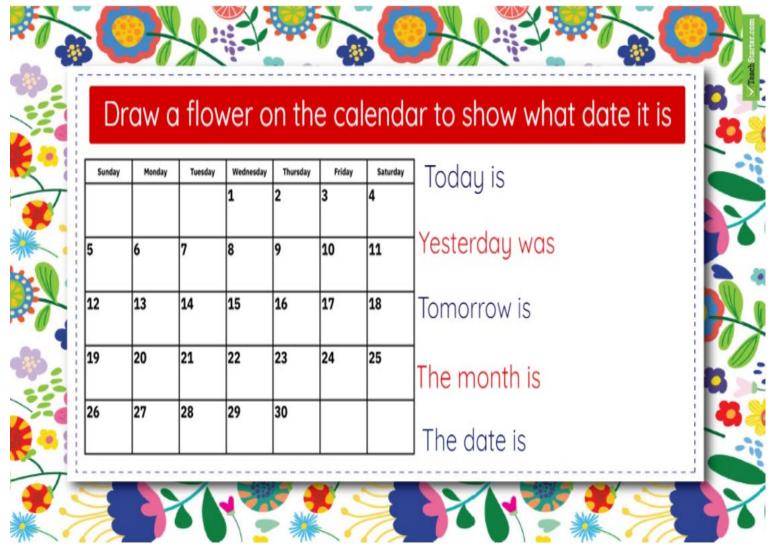


What are some things that you noticed are different between schools from the early 1900's and schools in the present?

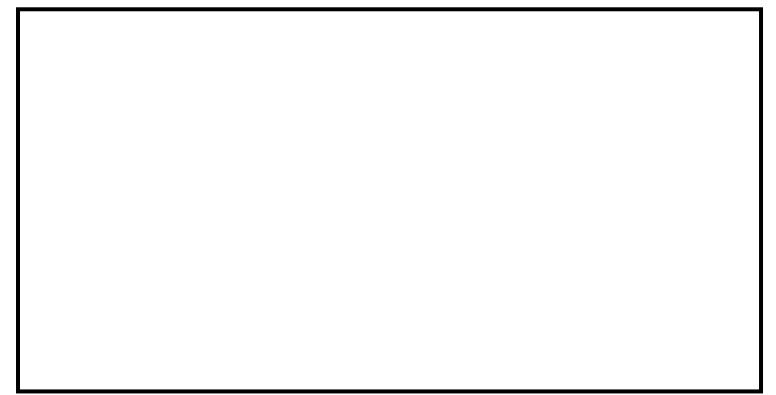
Things that I noticed

Draw and label a picture of what you think a school in the past would look like.

### Week 8 Wednesday: Morning Routine



### What jobs have you been doing to help out around your home?



### Week 8 Wednesday: Phonics

### We are learning to use long vowel phonemes

- I can identify where the long e & long i phoneme is in a word
- I can read words that use the long e & long i phoneme
- I can write words that use the long e & long i phoneme

#### Instructions

- 1. Read the words listed below
- 2. Find the long e words and colour them blue
- 3. Find the long i words and colour them yellow
- 4. Copy the long a and long i words into the correct box

me	very	right	my	dive	heat
sleep	pie	mind	lucky	night	blind
fly	time	speed	neat	by	she
(e,	Long e ee, ea,	y)	(I, ię	Long i gh, y, ie,	i_e)

### Week 8 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 problem and solution
- I can reread my work to make sure it makes sense

#### Instructions

- 1. Find and read your plan **Ruby the Rabbit** from Monday's writing task
- 2. Use your **complication (problem) and resolution (solving the problem)** plan to write the 2nd part of your story. In this part you need to write about the problem and how the problem is solved.
- 3. Make sure you re-read your work from yesterday (the characters and setting) and use your plan to help you.
- 4. Reread your work to make sure you included everything in the checklist.
- 5. Find the adjectives in your work and circle/colour them.

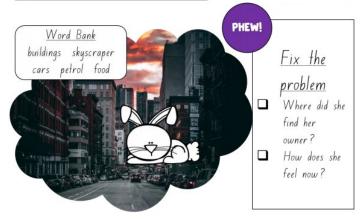
My Editing Checklist					
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said Sed	l spelt all my camera words correctly				
\$P	My sentences make sense				
10 Contraction	l added interesting adjectives to my work				

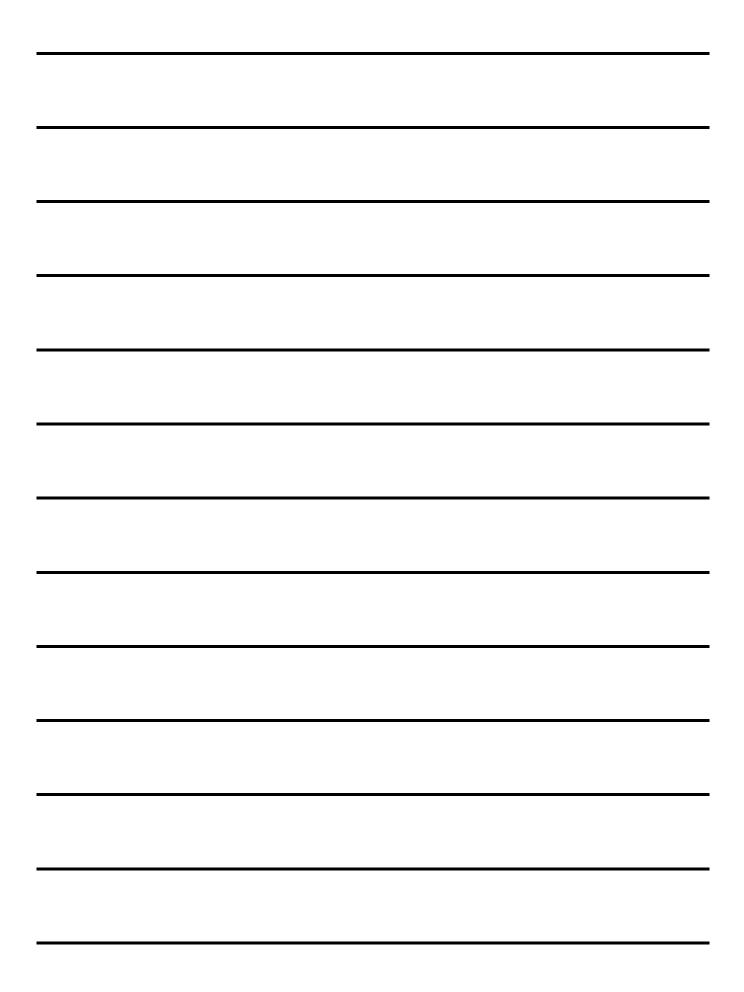
### Here is an example

Suddenly Ruby the rabbit looked around the big, scary city and realised she was lost! She could see crowds and crowds of people but her kind owner was nowhere to be seen. Ruby ran past a big, brown door and around the corner and saw her owner Sam. She was so excited and happy to be going home.



#### Then she found her owner.





### Week 8 Wednesday: Patterns and Algebra

### We are learning to record number patterns.

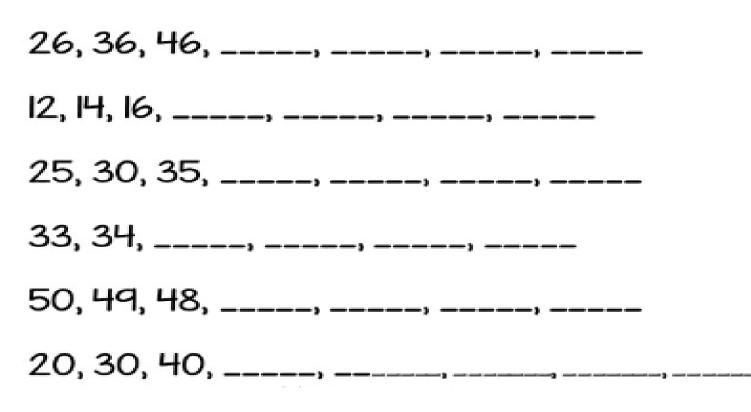
- I can write the missing number in a number pattern
- I can continue a number pattern
- I can describe a number pattern
- I can create my own number pattern and describe it (for example 'My number pattern goes up by 2s')

#### Instructions

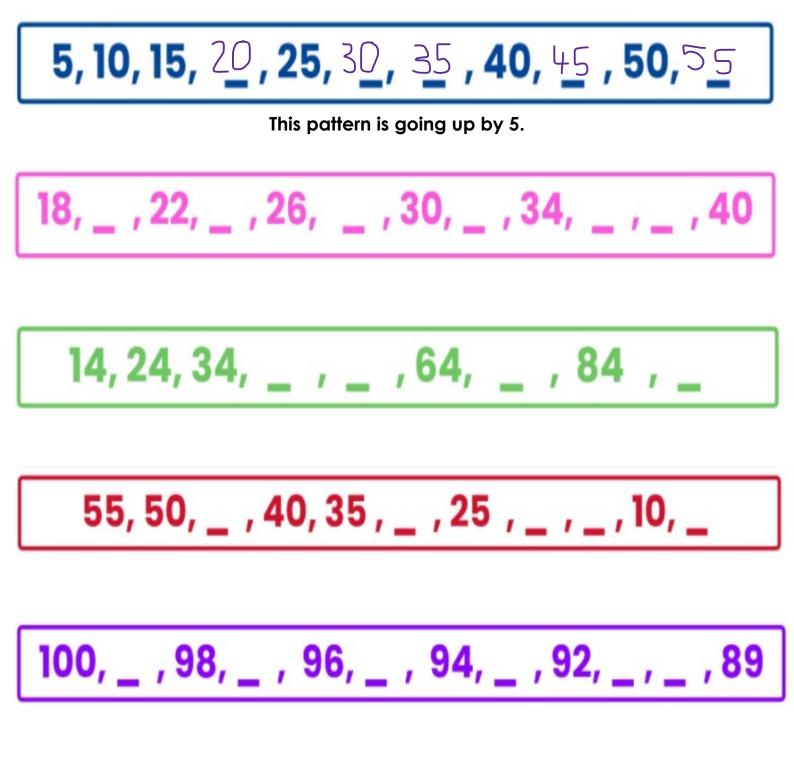
1. Create your own number pattern and describe it to mum or dad.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Activity 1: Write your answers in the blank spaces to complete each number pattern below. (You can use the hundreds chart above to help you.)



Activity 2 Instructions: Complete each number pattern and then describe it. The first one has been done for you.



Activity 3: Create and describe your own number pattern below.

### Week 8 Wednesday: PDH Feelings

### I can identify and explain feelings

- I can read about situations and imagine myself in that situation.
- I can talk with an adult about how that would make me feel.

#### Instructions:

- 1. Read the scenarios below
- 2. Talk about each one with someone at home.
- 3. Decide how you would feel in each situation.
- 4. Label each scenario with the feelings below.

happy	uncomfortable	excited
sad	angry	bored
calm	upset	scared
silly	worried	shy
confused	embarrassed	lonely
ashamed	confident	grumpy
comfortable	nervous	     

Amir has heard that his best friend might be moving to a new school.

- His tummy aches
- He keeps crying
- He wants to be left alone

Feeling:

Daisy is not allowed to go the party because she didn't tidy her room this week.

- Her body is hot and tense
- She wants to throw something
- She shouts at her sister

Feeling:





Mia's dad works in another country. Tonight she will get to video call her dad for the first time in ages.

- Her tummy is tingling
- She can't keep still and jumps around a lot
- Her voice is very loud

#### Feeling:

Jade's favourite song is playing on the radio

- She smiles
- Her body is relaxed and calm
- She laughs at her little brothers dancing

Feeling:

Ty accidentally calls his teacher 'mummy' and some children laugh at him.

- His face goes red
- His body gets hot
- He wants to run away

Feeling:

Mo sees an image on her screen that someone she doesn't know sent her.

- Her arms and legs are shaking
- She finds it hard to breathe
- Her body goes cold

Feeling:

Carlos gets his best score ever on this week's spelling test. He knows he is getting better and is pleased that he practised.

- He stands up tall
- His body is calm
- He smiles and laughs

Feeling:

Leo has started at a new club but he doesn't know anyone there and no one has spoken to him or played with him yet.

- He thinks he might be sick
- He doesn't smile
- He wants to be invisible

Feeling:







### Week 8 Thursday: Morning Routine



### Would you rather visit an amusement park or a zoo? Why?



### Week 8 Thursday: 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

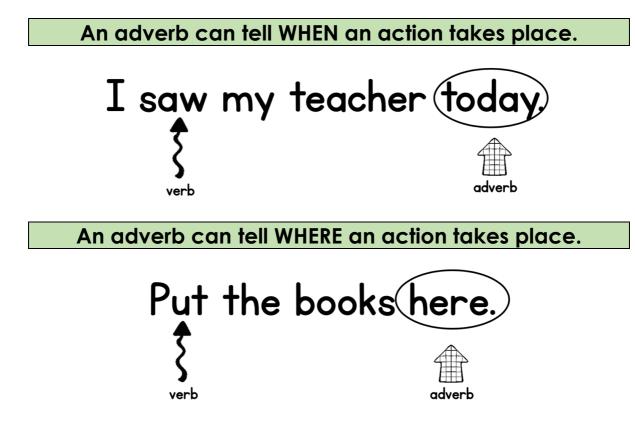
#### Instructions:

- 1. Optional Video: 'Adverbs: What is an adverb?' on YouTube https://www.youtube.com/watch?v=drbcKE1Pcsc
- 2. Read the information about adverbs.
- 3. Adverb Find: Highlight or circle the adverbs in each sentence.
- **4. 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.

Last week we looked at adverbs that tell HOW and adverbs that tell HOW OFTEN. Today we will look at two different types of adverbs- Adverbs that can tell WHEN and adverbs that can tell WHEN and adverbs that can tell WHERE.

#### Look at the examples below.



### Circle or highlight the adverbs that describe WHEN

- 1. We went to school early.
- 2. She went to the zoo yesterday.
- 3. I want to eat my sandwich now.
- 4. I will go to the beach today.
- 5. He wants his dinner later.
- 6. My soccer game is tomorrow.
- 7. I want dessert after dinner.

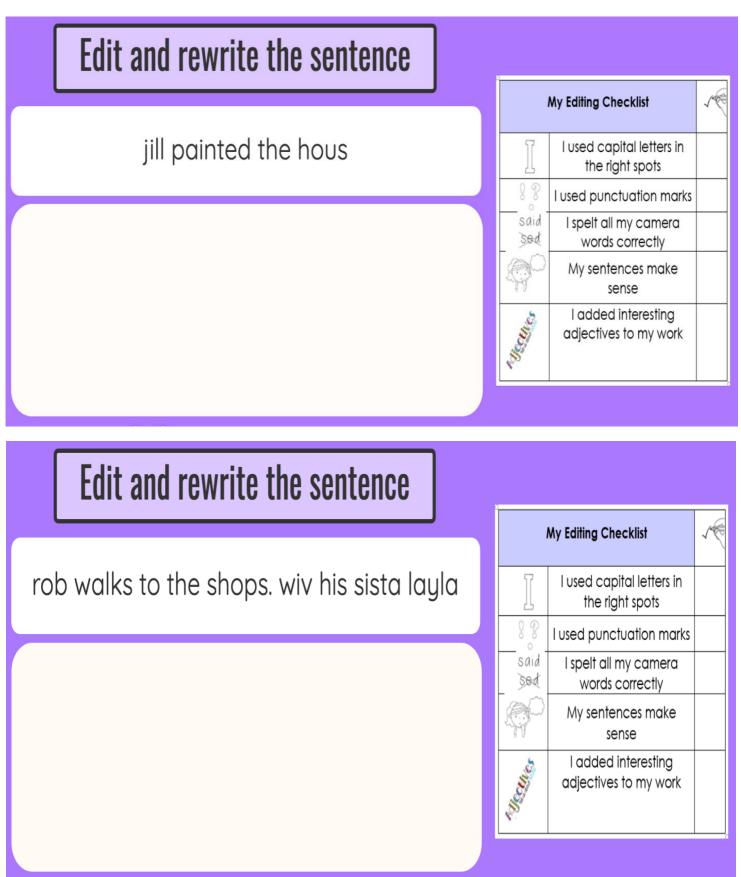
### Circle or highlight the adverbs that describe WHERE

- 8. He took the puppy outside.
- 9. I want to sit here.
- 10. We went inside when it rained.
- 11. They went to the park nearby.
- 12. What's that over there?
- 13. She lives near a river.
- 14. It's raining everywhere.

### Editing

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

Challenge: Can you add an adverb to these sentences?



### Week 8 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 have already spoken about.
- 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.

Object from the past 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?	Describe your perfect day Where would you go? Who would you go with? What would you do? Use these questions to help you plan your topic talk.	Imagine you have won \$1000 in the lottery. What would you buy and why? Describe what you would buy if you won \$1000 for yourself and your family. Discuss your reasons for buying those things.
What tasks have you been helping with around your house? 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?	which one would it be and why? What is the name of your instrument? What is it made from? How do you use or play that instrument?	Talk about two of your favourite activities that you like to do outdoors on weekends, with your family. 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...

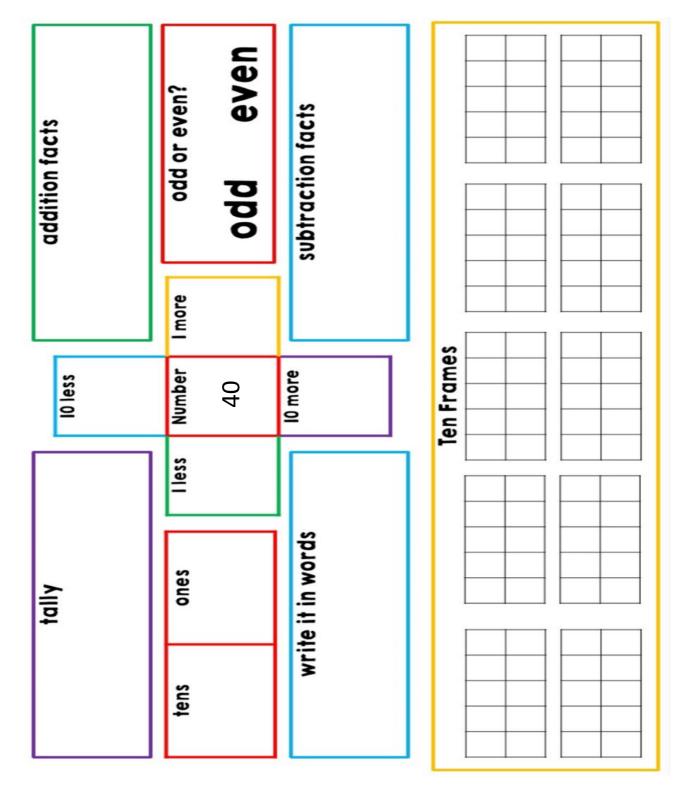
### Week 8 Thursday: Number

#### 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 identify the correct spelling of a two-digit number
- I can write two and three-digit numbers in words

#### Instructions

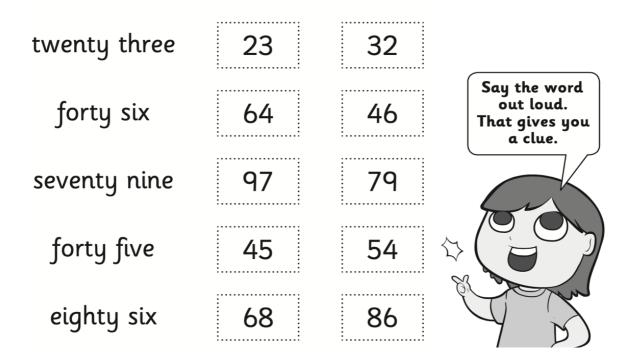
- 1. Complete the number of the day activity. Today's number is 40.
- 2. Complete the 'Writing Numbers in Words' activity.
- 3. Challenge: Try writing the three-digit numbers in words.



# Writing Numbers in Words

Numbers to 100 - numerals and words

**1** Which is the right number for the words? Colour the right one.



**2** Practise writing these number words.

	Look	Trace	Write
60	sixty	sixty	
70	seventy	seventy	
80	eighty	eighty	
90	ninety	ninety	

Challenge: Try to write the three-digit numbers in words.

134	
160	

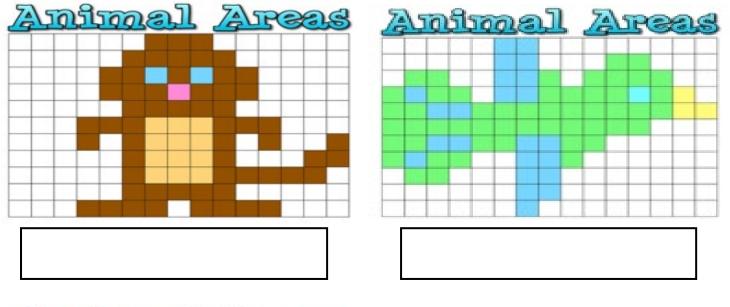
# Week 8 Thursday: Area

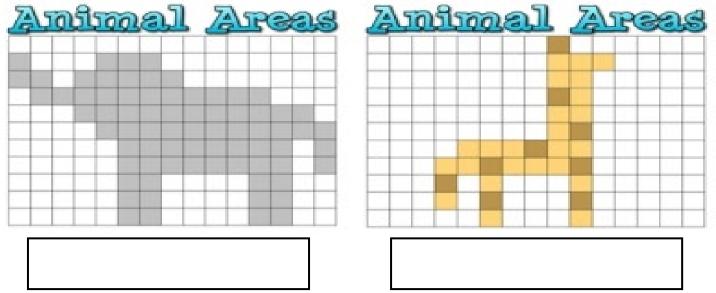
## We are learning to measure the area of objects and shapes

- I can measure the area of objects and shapes using a square centimetre grid
- I can record the area of shapes and objects using numerals and words
- I can compare the area of objects using the words 'largest area', 'smallest area'

## Activity 1 Instructions:

- 1. Find the area of each animal by adding number of squares.
- 2. Record the area of each animal in the boxes below.
- 3. Write a sentence to compare two animals that have the smallest and largest areas.





Write a sentence to describe 2 animals with the largest and smallest areas.

## Activity 2 instructions:

- 1. Draw and colour your favourite animal on the grid below. (Look at the example to help you complete this activity.)
- 2. Record the area of your animal by adding number of squares.
- 3. Write two sentences to describe the area of your animal.

Example:



Write a sentence to describe 2 animals with the largest and smallest areas.

# Week 8 Thursday: Sport

## We are learning skills related to different sports

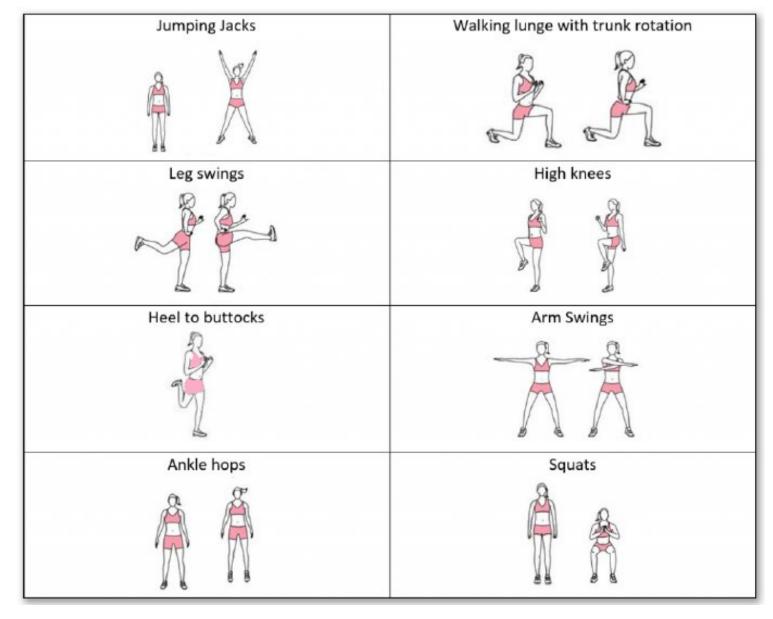
- I know what sports skills are involved in cricket
- I understand some of the rules related to cricket
- I can perform skills related to cricket

#### Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <u>https://www.loom.com/share/cba37524cfaf48539cb64358f980a82b</u>

If you can't watch the video, complete the warm up exercises and rugby league skills challenges below.

2. Optional: Play a game of cricket in your backyard or a park with your family members. You could use a bin or a bucket as your stumps.



## Warm Up Exercises

# Soccer Skill Challenges: Use a rolled up ball of socks if you don't have a tennis ball or a cricket ball

Can you complete these soccer skills challenges? Record your personal best scores!	30 sec	45 sec	1 min
Throwing and catching How many times can you throw and catch? Make sure to catch the ball like the picture			
Bowling			
SIDE-ON ACTION Side view COLLOW THROUGH COLLOW THROUGH Front view Front view			
times you do this activity)			
Fielding			

Bowling and Aim Use a soft object to use to throw at a to See how many times you can hit the ta targets: clothes line pole, a chalk draw rubbish bin (use tape to mark out wick	arget like the wickets. Irget. E.g. at home n spot on the ground, a		
	Throw and catch with 2 hands How many times can you throw and catch without dropping the ball		

# Week 8 Friday: Morning Routine



# What is your least favourite food?



# Week 8 Friday: Phonics

## We are learning to use long vowel phonemes

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

#### Instructions

- 1. Look at the picture and circle the correct spelling for each of the words
- 2. Choose 1 long e word and 1 long i word to use in ONE sentence

	-	Long e	worus		
	bee		leef		windee
$\sim$	bea		leaf		windy
	beach	puppy		beed	
	bech		puppe		bead
		Long i v	words		
	Kite		night		slide
* **	kight		niet		slied
	Ту		find		skigh
	tie	P C	fynd	2	sky

Long e words

Write your sentence below:

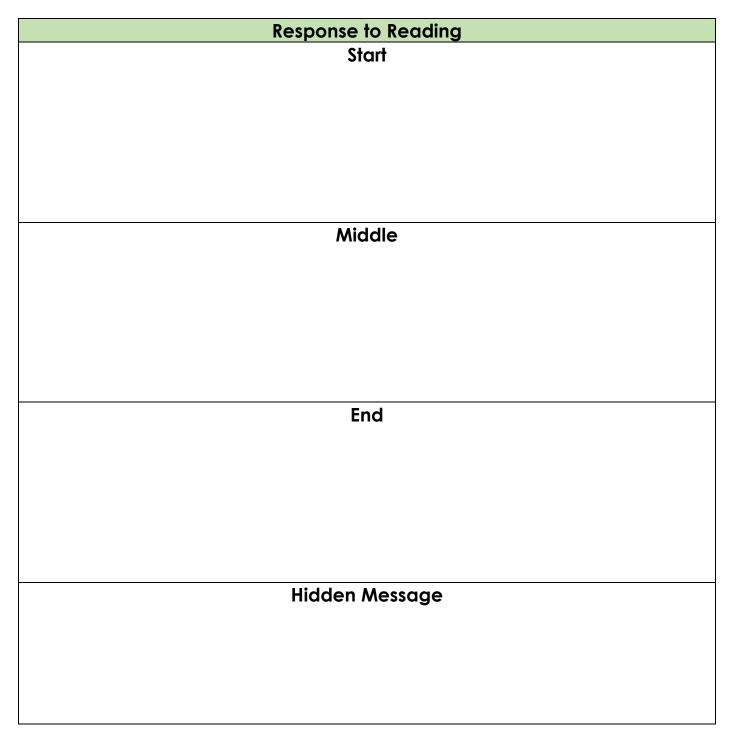
## Week 8 Friday: Shared Reading

### 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

- 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 <u>https://www.youtube.com/watch?v=a9K-sAKdk2Y</u>
- 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?



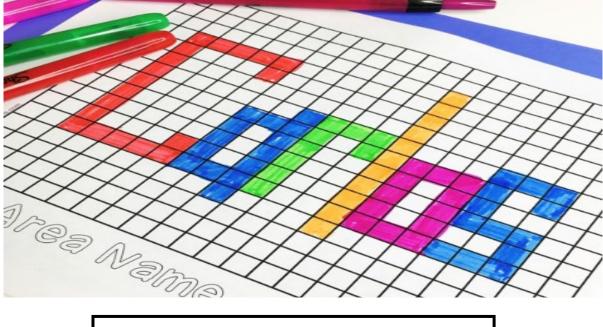
# Week 8 Friday: Area

### We are learning to measure the area of objects and shapes

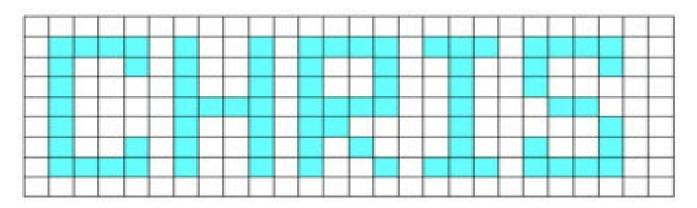
- I can measure the area of objects and shapes using a square centimetre grid
- I can record the area of shapes and objects using numerals and words
- I can compare the area of objects using the words 'largest area', 'smallest area'

## Activity 1 Instructions:

- 1. Find the area of the names below by adding the number of squares.
- 2. Record the area of each name in the boxes.
- 3. Circle the name with the **smallest area in green**.
- 4. Circle the name with the largest area in red.



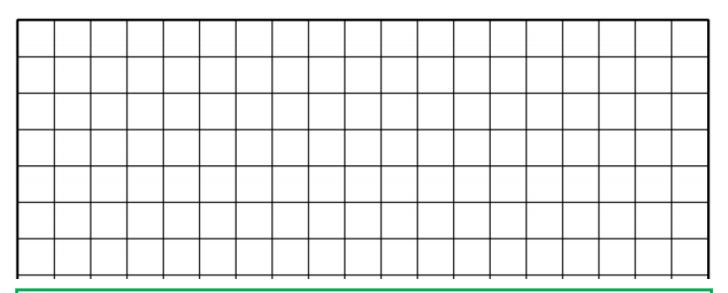




## Activity 2 Instructions:

- 1. Draw and colour your name on the grid below. (Look at the examples in Activity 1 to help you.)
- 2. Draw and colour the name of your best friend on the other grid.
- 3. Record the area of each name by adding number of squares.
- 4. Write a sentence to compare and describe the area of the two names.

# The area of my name is



The area of my friends name is

Write a sentence to compare the name areas

# Week 8 Friday: Growing and Glowing

#### We are learning to reflect on our own learning

- I can name one thing that I have done a great job of this week (Glowing)
- I can name one thing that I need to practise some more to get better at (Growing)
- I can be honest when I reflect on my learning

#### Instructions

- 1. Think about your learning through the week and reflect on how you feel you have done. You will write your responses in the templates below.
- 2. Think of something that this week that you are 'GLOWING' in. This means something that you feel you have done really well in or worked very hard at.
- 3. Think of something this week that you are 'GROWING' in. This means something that you think you need a bit more practise in or to work a little bit more on.

	What are you GLOWING in this week?
	What are you GROWING in this week?
Mary C.	

# Fathers Day Activity

## Instructions:

Create a card for a male in your life who you love and appreciate. It might be your dad, grandfather, uncle, brother etc.

- 1. Cut out your card template.
- 2. Decorate your lion's mane on your card by using coloured paper, ribbon, colouring in, or finger painting (See examples below).
- 3. Inside your card, write about why you appreciate and love them.





