

Remote learning Grid - Week 1 Term 2- Stage 1 (1B, 1H, 1J)

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 work via the front office. **Optional activities are highlighted in green.**

| Wednesday | | Thursday | Friday |
|----------------|--|--|---|
| Morning | English <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise saying and writing your phonemes for this week. <i>Use the whiteboard and marker provided</i> • Complete the Shared Reading task (Activity 2) assigned on seesaw. <ul style="list-style-type: none"> - View or read Stella Luna - Draw your favourite part of the story and write 3 sentences about Stella's problems. • Read a guided reading book on WUSHKA. <i>Draw a picture of what happened at the beginning, middle and end of the story.</i> | English <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on seesaw (Activity 1). • Practise saying and writing camera words. <i>Use the whiteboard and marker provided.</i> • Complete the writing task assigned on seesaw (Activity 2). • Read a guided reading book on WUSHKA. <i>Write about your favourite part of the story.</i> | English <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on seesaw (Activity 1). • Practise saying and writing your phonemes for this week. <i>Use the whiteboard and marker provided</i> • Complete the Topic Talks Activity (Activity 2) on Seesaw by choosing one of the topics. • Read a guided reading book on WUSHKA. <i>Draw a picture of the main character in your story and label it with things you know about this character. E.g. Kind, thoughtful, sporty etc.</i> |
| Break | Break | Break | Break |
| Middle | Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Choose a 2 digit number and practise counting on from this number. E.g. 23, 24, 25, 26, 27 and so on. • Login into Mathletics and complete the assigned activity. • Using materials from the resource pack, play a number game with someone. | Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Choose a 2 digit number and practise counting back from this number. E.g. 43, 42, 41, 40, 39 and so on. • Login into Mathletics and complete the assigned activity. • Using materials from the resource pack, play a number game with someone. | Mathematics <ul style="list-style-type: none"> • Choose a 2 digit number and practise counting on and back from this number. • Login into Mathletics and complete the assigned activity. • Using materials from the resource pack, play a number game with someone. |

| Wednesday | | Thursday | Friday |
|--|---|---|--|
| Break | Break | Break | Break |
| Afternoon | Science <ul style="list-style-type: none"> • Complete the assigned Science activity on Seesaw (Activity 4). | History <ul style="list-style-type: none"> • Complete the assigned History activity on Seesaw (Activity 4). | Art <ul style="list-style-type: none"> • Complete the assigned Art Activity on Seesaw (Activity 4). Sport <ul style="list-style-type: none"> • Complete the assigned SISA activity on Seesaw. Offline alternative: <ul style="list-style-type: none"> - Ride your bike/scooter - Go for a walk or run - Play in your backyard - Follow a yoga or dance video. |
| Additional Activities for this week | | | |
| <ul style="list-style-type: none"> - Recorder (Seesaw) - Music (Seesaw) - Sport. Students should be participating in a daily sport/fitness activities. Some ideas are: <ul style="list-style-type: none"> - Go for a bike ride - Go for a walk - Play a game in your backyard - Throw and kick a ball - Follow a dance or yoga video - Choose one activity from the Wellbeing Grid (Additional Document) | | | |




Weekly wellbeing challenge for students

Your aim is to complete one activity per day

| Physical wellbeing | Emotional wellbeing | Social wellbeing | Cognitive wellbeing | Spiritual wellbeing |
|---|--|--|---|---|
| Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you* | Turn off all devices for at least 5 hours (after school!) | Call, Skype or FaceTime a friend and talk about anything BUT Covid-19 | Complete a mindfulness guided meditation. You can access these on Smiling Mind. | Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own. |
| Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out) | Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath. | Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet) | Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder | Spend at least 30 minutes outside connecting with nature |
| Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos. | Complete a journal activity for the day or compile a list of things you are grateful for | Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime | Complete a log book of your moods over the next week | Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding... |
| Take your pet, teddy bear or sibling for a walk | Watch your favourite show/movie; then write down how it made you feel | Play a board game with your family members | Read a book/listen to a podcast or listen to your favourite artist | Think about someone you admire - what values do you share? |
| Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball. | Tidy your room / desk | Write a thank you note to someone and post it/email it | Complete a jigsaw puzzle, Sudoku or crossword puzzle | Write a weekly list of affirmations(e.g. I am capable of making it through this storm) |

















CPPS Expected Behaviours Matrix

Who's responsible? We are!

| | Learning from home |
|--|---|
|  <p>We are safe</p> | <p>Use my device in the correct way</p> <p>Google classroom and Seesaw are for school work only</p> <p>We keep our personal information and passwords to ourselves</p> <p>We check with a teacher/parent before clicking on unknown links</p> <p>We only speak to people that we know</p> |
|  <p>We are learners</p> | <p>Complete my assigned tasks to the best of my ability</p> <p>Try each activity and keep trying when you are waiting for teacher feedback or help from home</p> <p>Submit my work on time</p> <p>We only use technology for their intended purpose</p> <p>Listen to your parent or carer</p> |
|  <p>We are respectful</p> | <p>Respect our google or seesaw classroom just like you would our physical classroom</p> <p>Remember that other people in your home are working too</p> <p>Quiet when someone is on the phone</p> <p>Focus on your own learning tasks</p> <p>We only write positive comments</p> |

Learning from Home Timetable (1B, 1J, 1H)

Term 2 Weeks 1-2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------|---------|---|---|---|
| Morning | SDD | SDD | Literacy Block Phonics & Spelling (Activity 1)  Shared Reading (Activity 2)  Guided Reading  | Literacy Block Phonics & Spelling (Activity 1)  Writing Task 2 (Activity 2)  Guided Reading  | Literacy Block Phonics & Spelling (Activity 1)  Topic Talk (Activity 2)  Guided Reading  |
| Break | | | | | |
| Middle | | | Maths (Activity 3)   | Maths (Activity 3)   | Sport (Activity 3) Choose a type of physical activity to do today. Some examples: Kick or throw a ball Ride your bike Go for a walk Play in your backyard Follow a dancing or yoga video |
| Break | | | | | |
| Afternoon | | | Science (Activity 4)  | History (Activity 4)  | Art (Activity 4)  |

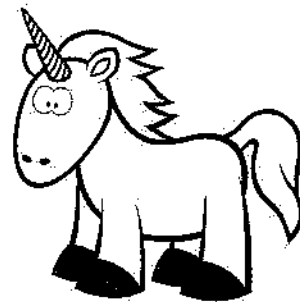
Synthetic Phonics

Week 1

Home Learning Tips for Parents

- Set a regular, uninterrupted home learning time each day and encourage your child to do his or her best
- Establish a quiet, well-lit study area
- Be aware of children's organisation and time management skills and provide encouragement if needed
- Encourage children to learn new things and problem solving skills and, not just get the tasks completed
- Remember you can always decide to do more with your child or to extend the activity provided by the teacher. After all, you know your child best!
- Be supportive when your child gets frustrated with challenging home learning
- Contact the teacher if your child has difficulty with home learning
- Keep in touch with the teacher to stay well informed about your child's learning
- Remember that your child will be at school for a long time. Learning to read is not a race!
- Read to your child every day. Research has shown that this is the number one way to improve your child's reading
- HAVE FUN!

Word List 1



VCC/CCVC/CVCC words

Easy Words

| | | | | |
|---|--|--|--|---|
| help stop pink end dress lost stuff snap bliss skunk swim clap gift | next soft cliff drum stuck stock bluff spot flag plug ant cross hand | drop bless crack cold black desk plum frog slug drip block fluff smell | elf lamp best grab elk twin stack quilt jump snip and stick belt | shift shelf pond just grip grub must glad quest ink ash |
|---|--|--|--|---|

More Complex Words

| | | | | | | |
|---|---|---|--|---|---|-------|
| drift shrink stomp grasp cramp crisp spend scamp thank tenth | think cloth throb thing pinch lunch chimp crunch punch tramp | sprig shrunk thrust cherub stump liquid bring blank plank drinks | blink whisk which when zig-zag cabin limit left drink bland | swing cling string singing spring strong quacks quilts exit exam | slush flash splash shift brush smash flesh blush shelf crash | shunt |
|---|---|---|--|---|---|-------|



Tuesday - Activity 1

Practise sounding out and blending the list words. You will find them on the next page.

Draw and label:

- an ant
- Milk
- A slug
- Swim
- Crash
- Gift

Write each word in a sentence. Remember to start with a capital and end with a full stop. Can you make your sentences funny?

Wednesday - Activity 1

Write a story and try to use as many of these list words as you can.

- Soft
- Jumps
- Bench
- Drum
- Best
- Lunch
- Pond
- Fish

Draw a picture to go with your story.

Thursday - Camera Words

Try this fast reading activity with an adult if you can.

Write 6 sentences using these camera words:

Has

Love

Some

Many

One

want

UNIT 1

Wed

Read

INSTRUCTIONS

Read all six camera words to an adult. Do it again, but this time a little faster. Colour a clock each time you get faster.

one

many

some

love

want

has

Fast Read!



Learning Camera Words

What are 'camera' words?

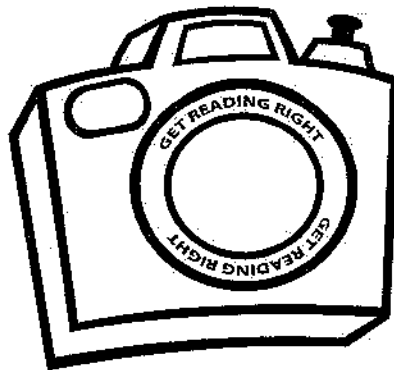
Your child is learning to read and spell using a synthetic phonics approach. This approach teaches children to read and spell using their knowledge of phonemes. Not all words that children will need at this stage in their learning can be decoded easily. This means that some irregular, high frequency words (sometimes called 'tricky' words) need to be learned a little differently at first. We call these camera words.

These camera words have been selected because they occur frequently in children's vocabulary but are not easily decoded at this stage in your child's reading development.

The best way to learn these words is by lots of exposure along with some explicit teaching. The teachers at your child's school will be explicitly teaching children to:

1. Look at the word.
2. Identify if there are any known phoneme-letter representations.
3. Look at the tricky (irregular) bit.
4. Take a mental photo to remember the word.

You can help your child at home by being supportive of the school phonics programme and knowing some fun ways to support your child's learning.



Learning Camera Words Cont.



At home

1. Write camera words onto any chalkboards or surfaces at home that can be seen.
2. Place magnetic letters (lower case only) on the fridge and spell out the camera words.
3. Put camera words on cupboard doors or the top of the bathroom mirror where they will be seen every day.



Games

1. If you have a deck of photo cards, you can play many childhood favourites like 'Go Fish' and 'Memory'. You can find some game rules at www.getreadingright.com.au.
2. Lay out the photo cards and play 'I Spy'.



In the bath

1. Any plastic bath toy can be used to teach camera words. Write the words on little rubber ducks, line them up along the bath and read them.
2. Write camera words on little plastic balls and ask your child to go bobbing for them in the bubbles.
3. Lather up an arm or leg with soap and write camera words onto the skin.



In the car

1. Keep a pack of photo cards in the car.
2. Ask your child to read them to you in funny voices.
3. Ask your child to use them in sentences.



Sticky, yucky and yummy!

1. Use mini-whiteboards to practise spelling words. These can be made to look 'yucky' by writing BIG, tiny, furry, or spiky letters. These boards make children more confident because mistakes are not seen as permanent as written on paper.
2. Put flour in a baking tray and practise writing the words. This also works well with soapy bubbles in a baking dish.
3. Make cookies that have the camera words etched in using a toothpick. You can also pipe words using chocolate icing onto cupcakes and cookies.
4. Fill a yoghurt pot with water. Give your child different sized paintbrushes and go outside and write 'water words' on the walls, driveway, playground or anywhere where the water will dry off easily.
5. Use face paint to write words onto arms, legs and face.

Read

INSTRUCTIONS

Read all six camera words to an adult. Do it again, but this time a little faster.
Colour a clock each time you get faster.

one**many****some****love****want****has****Fast Read!**

Friday - Activity 1

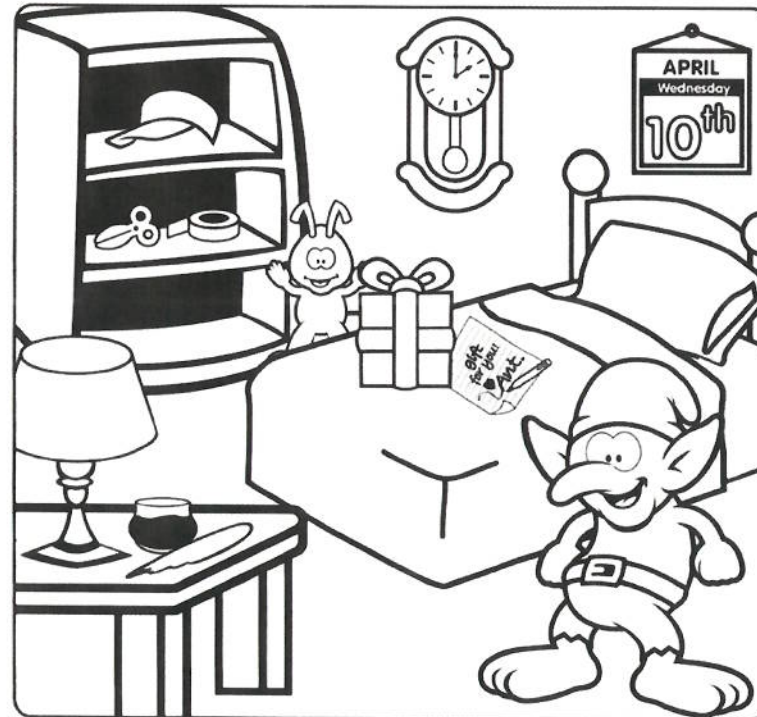
Colouring Activity

UNIT 1

Fri

INSTRUCTIONS

Read the words in the star box. Find the pictures that match the words and colour them in. Do not colour in a picture if there is no word to match.

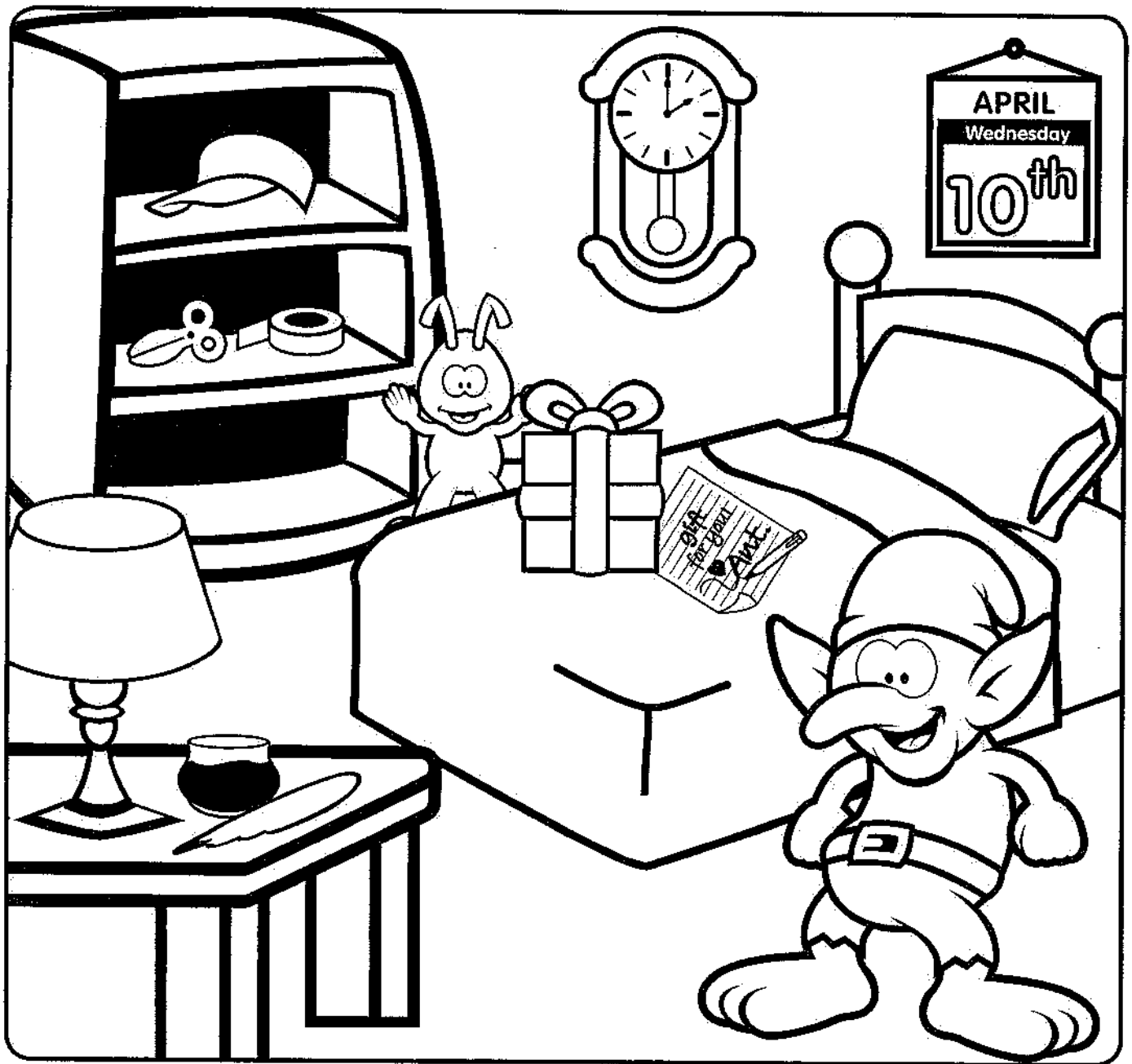


| | | | | |
|------|------|-------|-------|-------|
| ant | belt | soft | must | quilt |
| lamp | desk | hand | shelf | jump |
| elf | pond | next | just | tenth |
| ink | gift | quest | cold | pink |



INSTRUCTIONS

Read the words in the star box. Find the pictures that match the words and colour them in. Do not colour in a picture if there is no word to match.



| | | | | |
|------|------|-------|-------|-------|
| ant | belt | soft | must | quilt |
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Shared Reading Week 1

We are learning to share our ideas about stories we hear.

I can talk about the story.

I can write and draw about the story.

Tuesday - Activity 2

View 'Tiddalik the Frog' on you tube.

Write 1 sentence about the beginning of the story.

Write 1 sentence about the problem and 1 sentence about how the problem was solved.

Draw a picture about the story.

Wednesday - Activity 2

View 'Stella Luna' on you tube.

Draw your favourite part of the story and write 3 sentences about Stella's problems.

Week 1

Writing Task 1 (Activity 2)

Learning Intention: We are learning to write a procedure. Have a look at the example of a procedure provided in this pack.

Success Criteria:

I can

- Write a title
- Write what ingredients are needed
- Write the steps/instructions
- Use a verb at the beginning of each step/instruction.

For example: Stir the soup. Pour the mixture into the pot. * Draw a picture of my finished product! Look at the example attached. Think of something that YOU would like to make.

Now:

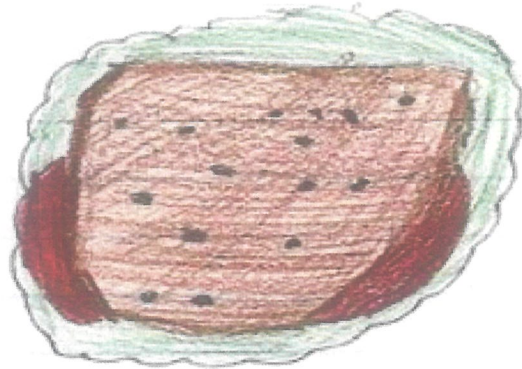
Write your very own procedure on the template provided for this lesson.

Seesaw Procedure Example

How to make a Sandwich

What you need:

- * Butter * Knife
- * lettuce * cheese
- * tomato * 2 Slices of bread
- * plate



what to do:

- 1 Put the plate on the bench. Then get 2 slices of bread and put them on the plate.
- 2 Get a Knife and the butter then put the butter on the bread with a knife.
- 3 Put the cheese on top of the butter. Then put lettuce on top of the cheese.
- 4 Put tomato on top of the lettuce. Then get your knife and cut it into triangles and enjoy.

Procedure

How to make _____

Ingredients

Method: Write as many step as you need to show how to make.

1.

2.

Speaking and Listening: News Topics

Friday Activity 2

Choose **1 topic each week** and present your news to your family!

| | | |
|---|--|---|
| If you had a choice to play any musical instrument, which one would it be and why? Describe what the instrument looks like and what it is made from. How do you use or play that instrument? | What tasks have you been helping with around your house? Which is your favourite task to do and why? Who have you been helping? Which is your least favourite task to do and why? | Which piece of technology do you think is better? iPad and Computer? Choose one and convince your family that your opinion is correct! For example: I believe that iPads are better technology because..... |
| What games do you most enjoy playing at home with your family? Any boardgames? Do you play any games in your backyard? Are they made up or real games? | Talk about a favourite memory you had in preschool, kindergarten or year 1. What happened in that memory? Who was with you? Where were you? How does it make you feel and why? | Talk about your favourite subject to learn at school and/or at home. Example: Maths. What are some things you learn about in that subject? What do you like about that subject? What are some tools or technology you use to learn this subject at home? |

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.....

Year 1 Maths - Home Learning

Week 1 Term 2

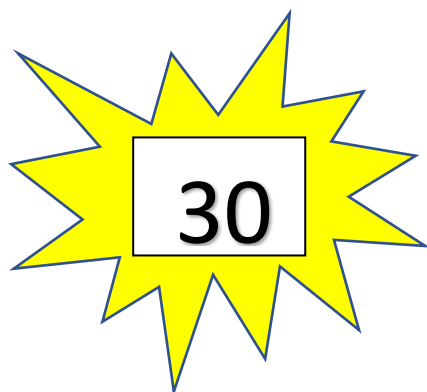
Tuesday

'Number Talk'

What can you tell me about the number **30**.

You can include drawings, words, sums, etc.

For example: Is it an even or odd number? Number before and after?
Addition and Subtraction sum to equal 30? Place Value - how many tens and ones in the number 30? Groups of 5s to make 30?



Whole Number

Task 1: Count forwards aloud by ones from **30**.

Count backwards aloud by ones from 30.

Task 2: Read and write these numbers from smallest to largest on the line below.

4, 12, 9, 3, 20, 17, 30

Tuesday

Time

We are learning to:

Record half past time on analog clocks.

Success Criteria:

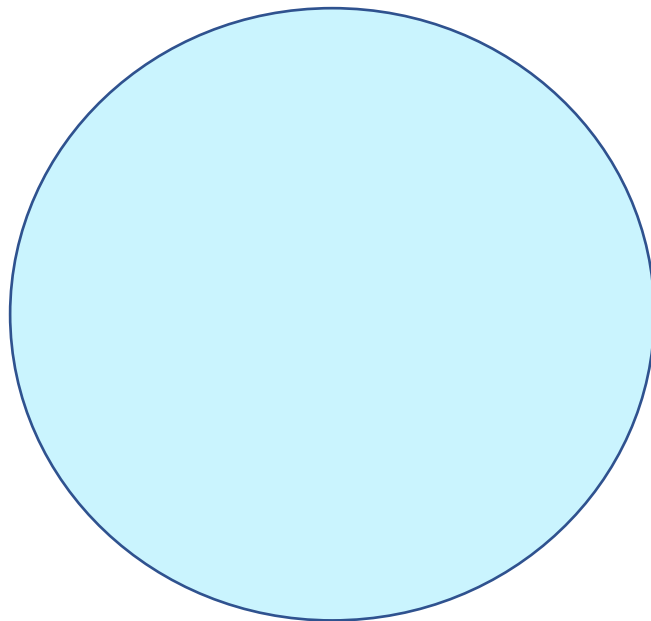
I can make an analog clock.

I can read and write half past times on an analog clock.

Half Past Time Activity

Find an analog clock or watch in your house.

Draw your analog clock or watch on the circle below and record a half past time.



Tuesday

Fractions

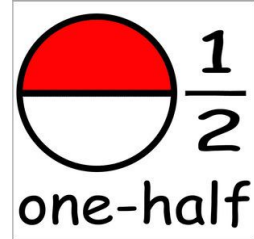
We are learning to:

Use different items to show one half of a whole object.

Success Criteria:

I can fold and cut pieces of paper in half.

I can write the 'half sign' to label all my half pieces.



Modelling One Half Activity

1. Fold a spare piece of paper and cut it in half. Paste and label all the pieces as half into your homework book.
2. Use another piece of paper. Fold and cut it in half another way.
3. Can you use one more piece of paper to fold and cut it in half another way?

Tuesday

Whole Number

Task 1:

Count forwards aloud by ones from 55 to 100.

Count backwards aloud by ones from 55 to 0.

Task 2:

Read and write these numbers in the correct order from lowest to highest on the line below.

55, 1, 22, 8, 14, 36, 7, 40

Wednesday

Time

We are learning to:

Read half past time on analog and digital clocks.

Success Criteria:

I can read half past time on an analog clock.

I can read half past times on a digital clock.

I can write and draw daily activities I do at different half past times.

Half Past Time Activity

Write three daily activities that you do at 9:30am, 12:30pm and 3:30pm on paper. Draw pictures on another spare paper.



At 9:30 _____



At 12:30 _____



At 3:30 _____

Wednesday

Fractions

We are learning to:

Use different objects to show half of a collection.

Success Criteria:

I can collect and make one bundle of items from home.

I can put my items in two bundles to show half of a collection.

Half of a Collection Activity

a) Find a bundle of objects from home (e.g. pencils, crayons, lego, marbles, apples, oranges or books etc...)

b) Can you show half of your collection of objects. c) Draw what you have done in your homework book.

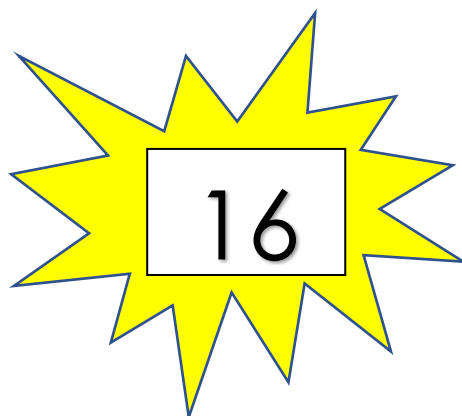
Wednesday

Number Talk (week, Term 2)

What can you tell me about the number **16**. Write and draw your answers in the space below.

For example: Is it an even or odd number? Number before and after?

Addition and Subtraction sum to equal 16? Place Value - how many tens and ones in the number 16? Groups of 2s to make 16?



Wednesday

Whole Number

- a) Count forward by 5s from 1 – 100.
- b) Count backwards by 5's from 100 – 0.
- c) Can you count forward by 5s starting at 45 up to 120? Write the numbers on the lines below as you count on from 45. Use the hundreds chart to help you.

Hundreds Chart

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| I | 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 |

45, _____

Thursday

Time

We are learning to:

Record half past time on digital clocks.

Success Criteria:

I can read analog and digital half hour times.

I can write half past digital times.

Analog and Digital O'Clock and Half Past Time Activity

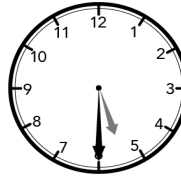
Write the digital half past times to match each analog clock.

Name _____

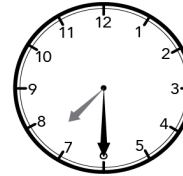
Date _____

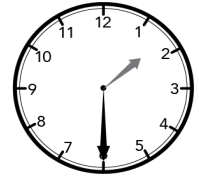
Telling Time — Half past

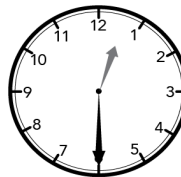
Write the time below each clock.

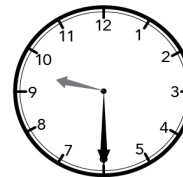


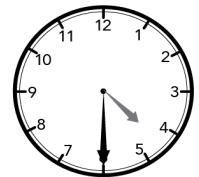
5:30

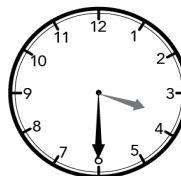


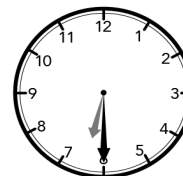


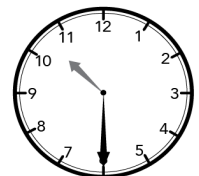












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Thursday

Whole Number

- Count forward by 10s from 1-100.
- Colour the numbers as you count forward by 10's on the number chart.
- Count backwards by 10s from 100-0.
- Write these numbers in order from lowest to highest on the line below:
90, 30, 10, 20, 50, 80, 60, 70, 100, 40,

Hundreds Chart

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| I | 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 |

Fractions

We are learning to:

Recognise one half of 2D shapes.

Success Criteria:

I can colour one half of different 2D shapes.

I know how to read the 'half sign'.

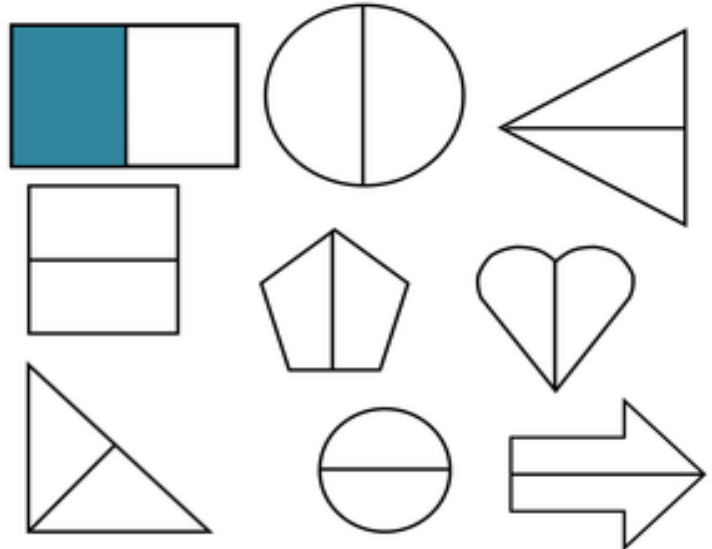
Colour Halves of Shapes Activity

Colour one half of each shape on the activity sheet.

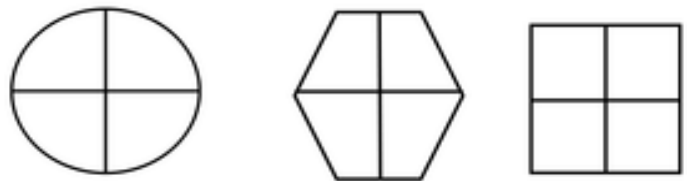
Name: _____ Date: _____

Halves of shapes

Can you colour in **one half** of the following shapes: $\frac{1}{2}$



Colour in $\frac{1}{2}$ of these shapes:



Week 1 – Wednesday– Activity 4 (Science)

We are learning to investigate sound.

I can identify different sounds in my house

I can describe the sounds I hear

I can explain how the sounds were made

Activity Steps

1. Watch the Youtube video:

https://www.youtube.com/watch?time_continue=220&v=UiJn5AqksfQ&feature=emb_logo

2. Find 5 sources of sound from your house

3. record these sounds (with a device or by drawing)

4. Write a sentence describing each of the sounds you found

| |
|--|
| <i>Sound Sources in my home</i> |
| <i>I can describe the sounds I hear</i> <i>I can explain how the sound was made</i> |
| 1. |
| |
| |
| 2. |
| |
| |
| 3. |
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| |
| 4. |
| |
| |
| 5. |
| |
| |

STAGE 1 Science Activity TERM 2 (Weeks 1–5)

What's That Sound?

Stage 1 Outcomes:

- ST1–2DP–T** uses materials, tools and equipment to develop solutions for a given task
- ST1–8PW–S** describes common forms of energy and explores some characteristics of sound energy
- ST1–7MW–T** describes how the properties of materials determine their use

| | I'm an expert | I've got it! | I'm still learning |
|---|--|---|---|
| I can explain how sound is made and explore volume and pitch (ST1–8PW–S) | I explained how my instrument made sound and talked about the pitch of my instrument. | I explained how my instrument made sound and how it can be loud or quiet. | I showed how my instrument made noise by playing it. |
| I can design and use materials to make a musical instrument that makes 1 or more sounds. ST1–2DP–T | I made an instrument that makes more than 1 sound. It can be loud and quiet and the pitch changes. | I made an instrument that makes a sound. I can make the sound loud and quiet. | I made an instrument that makes a sound. |
| I can decide what materials to use in my design and explain why I used them. (ST1–7MW–T) | I chose materials I knew would make a sound. I changed my materials to make my design more successful. | I chose materials I knew would make a sound. | I chose materials that I liked and I had at home. |
| I can reflect on my design and the choices I made ST1–2DP–T | I can talk and write about my design and make changes to it to make it better. | I can talk or write about my design and if it worked or not. | I can talk about and draw my design and what I like about it. |

ART – WEEK 1

Nature Insect Sculptures

1. Watch the video in the link below about creating striking insect sculptures.

<https://thekidshouldseethis.com/post/how-to-turn-garden-clippings-into-insect-illustrations-plants-raku-inoue?s=zfd1mvt7zwtqcytictyq>

YEAR 1 TASK INSTRUCTIONS –

2. You will need to collect nature items such as sticks, petals, pine cones, rocks, flowers, stones etc.

3. Create your own insect sculpture using your collected nature items.

4. Take a photo of your insect sculpture and upload it so I can see your amazing work.

5. Record yourself telling me about your sculpture. E.g. what nature materials you used to create it and how you felt about this art activity.

Can't wait to see and hear about your amazing creation!

YEAR 2 TASK INSTRUCTIONS

2. You will need to collect nature items such as sticks, petals, pine cones, rocks, flowers, stones etc.

3. Create your own insect sculpture using your collected nature items.

4. Take a photo of your insect sculpture and upload it so I can see your amazing work.

5. Label the parts of the insect's body.

6. Record yourself telling me about your sculpture. Labelled the body parts of your insect and what nature materials you used to make each part.

7. Then submit an image of your labelled work.

Can't wait to see and hear about your amazing creation.

Examples – These are here for inspiration. Please try to create your own unique sculpture.



HISTORY WEEK 1 – TECHNOLOGY & ARTEFACTS LEARNING TASK

An artefact is something that was made and used by people in the past.

It often tells us about the way people lived in the past lived.

Artefacts can tell us about times from tens, hundreds and even thousands of years ago

Lesson 3 **Step Back in Time**

Unit 3 Then and Now

Technology has changed the way we do many things. Devices like the smart phone are replacing objects we used in the past. We call these objects **artefacts**.

2 Look at the artefacts. Name them and then match them to the apps on the phone. Think about the questions in the box.

Are some artefacts still used? Why?

Your task for this week.

Year 1 / 2 History Past and Present Family Life

2

A central collage of various artefacts. At the top left is a black rotary telephone. Next to it is a vintage silver and black camera. To the right is a black record player with a pink record. Below the telephone is a vintage wooden television set. To the right of the TV is a wooden chess set on a checkered board. In the center is a modern smartphone held by a hand, displaying various app icons. To the left of the phone is a small globe on a stand. The entire collage is surrounded by text boxes and instructional elements.

HISTORY Week 1 – Technology & Artefacts

1. Label the picture by matching each artefact to an app on the phone.
2. Name each artefact in the table below. What is it? What was it used for? *Year 2 students need to present this information on Seesaw by recording themselves using the video camera option.*
3. Year 1 and year 2 must upload images of their work on Seesaw for teachers to mark.



Artefact name:

What was it used for?



Artefact name:

What was it used for?



Artefact name:

What was it used for?



Artefact name:

What was it used for?

Week 1 – Additional Activity– Music

Activity Instructions:

1. Today we are going to listen to some music and imagine chickens, a swan and a bumblebee.

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

2. Find a nice quiet place with your special grownup or brother or sister, and just listen.

3. I wonder which creature you will enjoy the most?

4. Let's find out. Draw a picture of your favourite creature.