

Remote learning Grid - Week 3 Term 2- Stage 1 (1B, 1H, 1J)











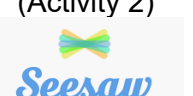










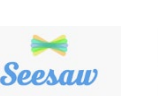

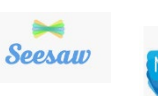











This grid covers both online and offline options. Activities that are highlighted yellow, will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <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 (Long Vowel a) <i>Use the whiteboard and marker provided</i> • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p><i>Find as many long a sounds in your book as you can. Write them on your whiteboard.</i></p>	<p>English</p> <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 (Long Vowel a) <i>Use the whiteboard and marker provided</i> • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p><i>Find as many long a sounds in your book as you can. Write them on your whiteboard.</i></p>	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise writing 10 words from this week's spelling list. <i>Use the whiteboard and marker provided</i> • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <i>Find as many long a sounds in your book as you can. Write them on your whiteboard.</i> 	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise writing 10 words from this week's spelling list. <i>Use the whiteboard and marker provided</i> • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <i>Write down the problem that happened in your book. How did the characters solve the problem?</i> 	<p>English</p> <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 (Long a sound) <i>Use the whiteboard and marker provided</i> • Complete the Topic Talk task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. • Re-read your favourite book from this week
Take a Well-being /Fitness break					
	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>

Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Tea (Recess Break)									
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	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. • Practise using the terms Left and Right today. 	<ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25, 26, 27 and so on. • Login into Mathletics and complete the assigned activity. • Using the dice in your pack, practise subtracting a number from 10. E.g. roll a 6. $10-6=4$ (Practising instant recall of number facts) 	<ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25, 26, 27 and so on. • Login into Mathletics and complete the assigned activity. • Using the dice in your pack, practise adding numbers to make 10. E.g. roll a 4. $4+6=10$ (practising instant recall of friends of 10). If confident, move onto friends of 20. 	<ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25, 26, 27 and so on. • Login into Mathletics and complete the assigned activity. • Create your own addition facts and write down the matching subtraction fact. E.g. $10+2=12$, $12-2=10$. 	<ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Choose a 2-digit number and practise counting on and back from this number. • Login into Mathletics and complete the assigned activity. • Practise using the terms Left and Right today. 				
Lunch Break									
Afternoon	French	History	Science	Art	Library	Library	Library	Library	Library
	<ul style="list-style-type: none"> • Complete the assigned Seesaw activity. 	<ul style="list-style-type: none"> • Complete the assigned Seesaw activity. 	<ul style="list-style-type: none"> • Complete the assigned library activity on Seesaw. 	<ul style="list-style-type: none"> • Complete the activity assigned on Seesaw for History 	<ul style="list-style-type: none"> • Complete the assigned Art Activity on Seesaw. 	<ul style="list-style-type: none"> • Complete the assigned Art Activity on Seesaw. 	<ul style="list-style-type: none"> • Complete the assigned Art Activity on Seesaw. 	<ul style="list-style-type: none"> • Complete the assigned Art Activity on Seesaw. 	<ul style="list-style-type: none"> • Complete the assigned Art Activity on Seesaw.
Additional Activities for this week									
<ul style="list-style-type: none"> - Recorder (Seesaw) - Music (Seesaw) 									

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

Term 2 Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning	Literacy Block Phonics & Spelling (Activity 1)  Writing Task 1 (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Writing Task 2 (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Shared Reading (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Shared Reading (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Topic Talk (Activity 2)  Guided Reading 	
	Break					
	Middle	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  
Wellbeing/Physical Activity Break 		Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	
Break						
Afternoon	French (Activity 4) 	History (Activity 4) 	Science (Activity 4) 	Art (Activity 4) 	Library (Activity 4) 	

Week 3- Wellbeing & Fitness Activities (Choose 1 per day)

**Complete the Dance
Video**

[https://
www.youtube.com/
watch?
v=KhfkYzUwYFk](https://www.youtube.com/watch?v=KhfkYzUwYFk)



**Try some cosmic
yoga**

[https://
www.youtube.com/
watch?
v=YR1OxBk8BF4](https://www.youtube.com/watch?v=YR1OxBk8BF4)



Watch a drawing video

[https://
www.youtube.com/
watch?
v=UW6H5dAPuhY](https://www.youtube.com/watch?v=UW6H5dAPuhY)



Week 3- Wellbeing & Fitness Activities

**Complete a
jigsaw puzzle**

**Read your
favourite book or
comic**

**Take a walk with
someone**

**Call a family
member**

**Play a
non-technology
game with
someone**

**Ride your bike or
scooter**

Week 3- Wellbeing & Fitness Activities

**Complete a
mindfulness
colouring**



**Complete a
painting activity**






**Learn to cook
something
yummy**

**Play with your
favourite toys**

**Video call a
friend**

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>

Synthetic Phonics

week 3

We are learning:
To read words containing the long i sound

i _ e

<https://www.youtube.com/watch?v=xSgtGPfI40>

I am successful when:
I can remember that the silent e makes /i/ say its name.

Eg bit becomes bite

Word List

<i>bite</i>	<i>kite</i>	<i>nine</i>
<i>five</i>	<i>mine</i>	<i>kite</i>
<i>pipe</i>	<i>pile</i>	<i>dive</i>
<i>life</i>	<i>file</i>	<i>time</i>
<i>wife</i>	<i>hive</i>	<i>tile</i>
<i>wine</i>	<i>ride</i>	<i>hide</i>
<i>hike</i>	<i>bike</i>	<i>mice</i>
<i>fire</i>	<i>wire</i>	<i>knife</i>
<i>alive</i>	<i>while</i>	<i>bride</i>
<i>drive</i>	<i>crime</i>	<i>survive</i>

Monday

Read the words with an adult.

Draw or paint a picture that has:

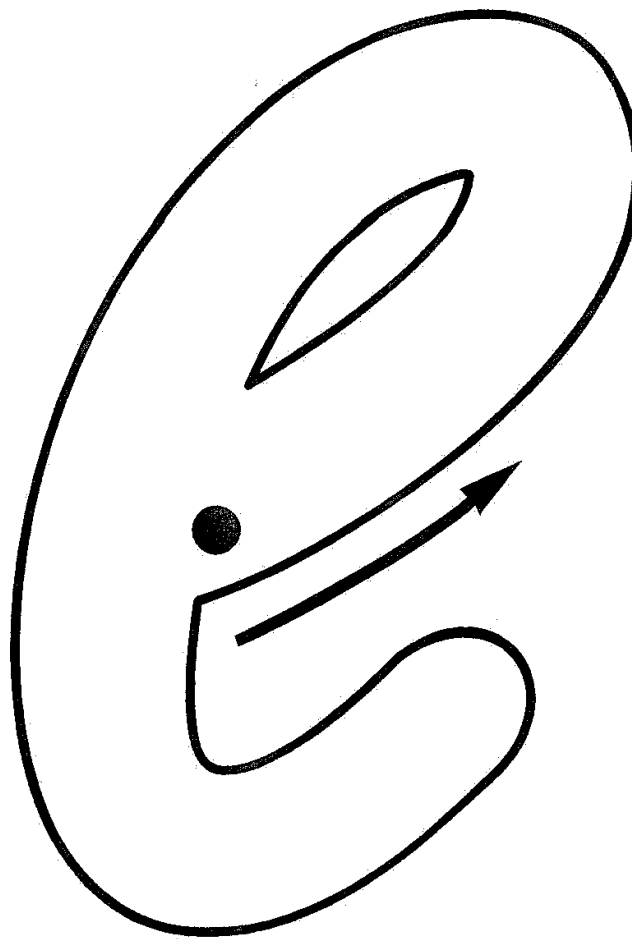
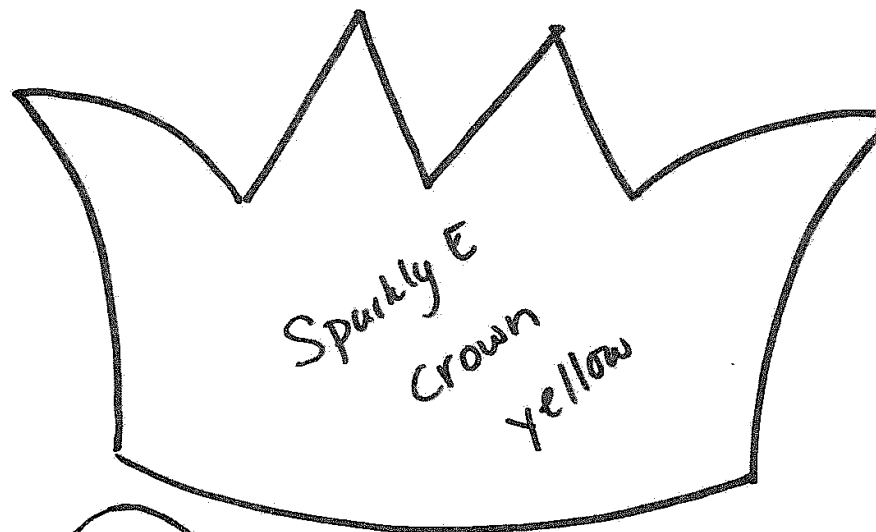
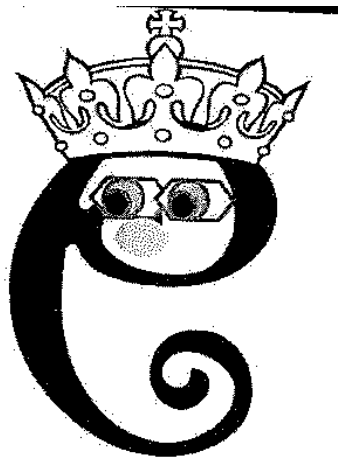
- A bike
- A kite
- Five
- Mice.

Label your picture.

Can you add any more long /i/ words to your picture?

Tuesday

Make the
Sparkly
Princess
/e/.



Wednesday

Complete the word search. Colour the words as you find them.

a	c	a	l	i	v	e	x	p	w
k	i	t	e	s	i	d	e	c	m
v	b	l	i	n	e	c	z	e	w
n	i	n	e	p	o	p	f	j	p
b	e	t	b	i	t	e	j	k	l
f	a	d	t	i	m	e	n	a	l
m	i	n	e	s	t	r	i	v	e
s	u	r	v	i	v	e	g	o	t
m	e	t	k	n	i	f	e	a	m
l	i	f	e	d	r	i	v	e	y

Colour the words as you find them.

nine

mine

life

alive

bite

drive

kite

line

side

time

survive

strive

knife

Thursday

Choose 6 words and write interesting sentences. Can you make your sentences funny?

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

Stretch your sentences out with adjectives (describing words).

I ride my bike.

Stretch to: I ride my big, blue bike in my grassy backyard.

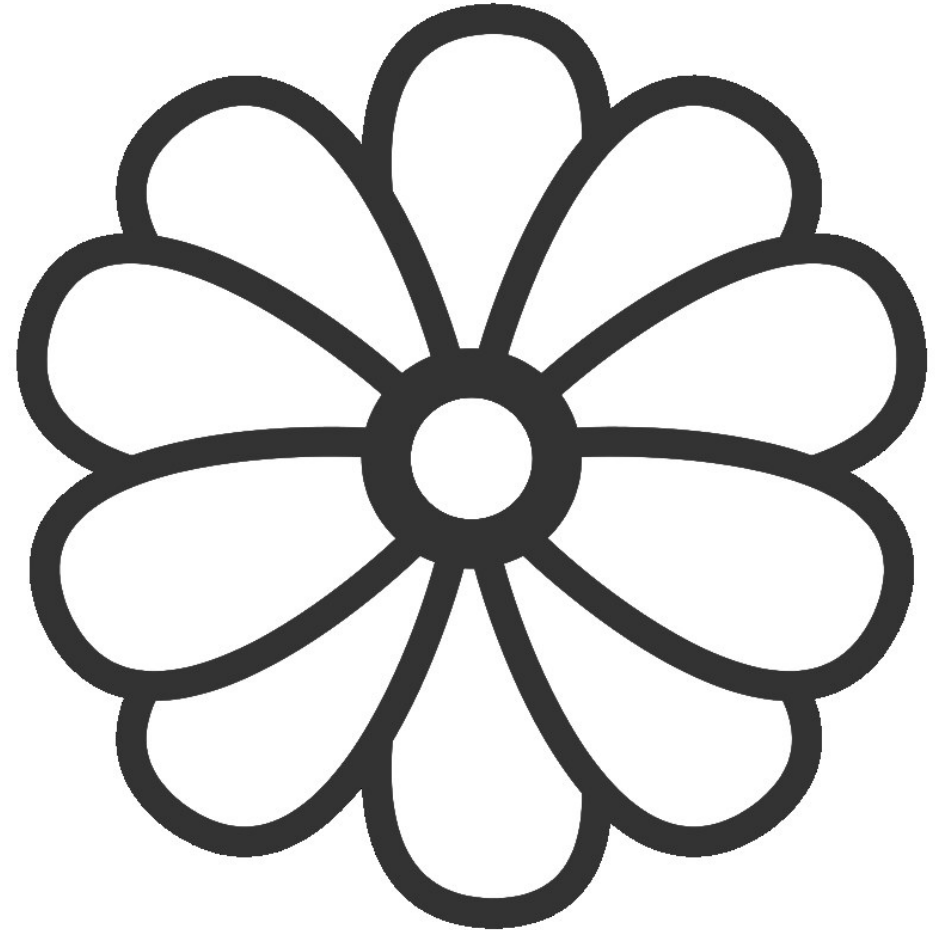
Draw a picture for each sentence.

Friday

Paint or draw a large flower.

Make petals for your flower.

Write a long i -e word on each petal and put your flower together.



Shared Reading Week 3

This week we will look at two different stories.

Each of these stories have a message or main idea the author would like us to think about.

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.

I can write about the main idea in the story.

Shared Reading Wednesday Week 3- Activity 2

View 'No place like home' on you tube by following this link.

https://www.youtube.com/watch?v=tOmAa__y_Ak

Think about these questions:

- What makes George's home so special?
- What makes your home special?

Write about the main idea in this book. Don't forget to check our I can statements

Shared Reading Thursday - Activity 2

View "The Hueys in the new sweater" on YouTube by following this link.

<https://www.youtube.com/watch?v=hkOxC6L9pKM>

This story is about the Hueys, who are all exactly the same.

What do you think the author is trying to tell us?

What is the main idea in this book?

Write about the story. Don't forget to look at the I can statements to help you.

Writing Task 2 (Activity 2)

Monday

Learning Intention:

We are learning to compose a piece of writing independently.

Success criteria:

1. I can reread my writing to check my sentences make sense.
2. I can use capital letters and full stops correctly.
3. I can sound out words I don't know how to spell.

Look at the ideas attached and choose **ONE** new topic to write about.

Free Writing Ideas!

What is your favourite thing to do when you play outside?

What is your favourite thing to do when you play inside?

Write about what you would like to do for your next birthday.

If you could go on a vacation anywhere in the world, where would you go? Why? What would you do there?

Make a list of groceries that you think mum or dad should buy for you from the shops. Why should mum or dad buy these groceries?

Write about an animal you would like to have for a pet.

What would you do if there was a dragon stuck under your bed?

What kind of pet do you think your teacher should get for your classroom?

What is the best movie you have ever seen? Try to convince me that it is the best movie!

Write about your favourite restaurant. Why is it your favourite? What food can you eat there?

Which season do you like the most?? Why??

Which season do you like the least, why????

What would happen to you if you never went back to school?

Week 3 Tuesday Activity Writing Task 1 (Activity 2)

Imaginative Text

Learning intention:

We are learning to write an imaginative text.

Success criteria:

I can write sentences using capital letters and full stops

I can use adjectives to make my writing more interesting

Use only one conjunction in each sentence. For example: and, so, but etc.

Activity Instructions:

- Imagine you could go outside and play anywhere you'd like!
- Where would you go and what would you play?
- Use example attached to help brainstorm your ideas first and then begin your writing.
- Complete your writing in your writing book or on a piece of paper.
- When you publish, make sure your writing is neat!

Brainstorm!

Where would you like to go?



What would you play?



If I Could Play Outside!

Speaking and Listening: News Topics

Friday Activity 2

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

<p>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?</p>	<p>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?</p>	<p>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.....</p>
<p>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?</p>	<p>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?</p>	<p>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?</p>

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.....

Maths Monday Week 3- Activity 3

Learning Intention:

We are learning to describe the position of objects.

Success Criteria:

I can read the words 'left' and 'right'.



I can use the words 'left' and 'right' to show the position of objects.

Online Activity 1:

1. Click on link below to see the online game.
<http://www.snappymaths.com/other/shapeandspace/position/interactive/lefterrightimm/lefterrightimm.htm>
2. Click on 10 minutes up the top of the screen (to give you enough time to answer the questions).
3. Answer each question by clicking on the directions 'left' or 'right'.
4. Click on the word 'Go' to check your answer.


Activity 2:

1. Complete the number of the day- 20
2. Drag the objects onto the Left or Right hand (See attached sheet)
3. Place an object on your right side and on your left side. Draw a picture or take a photo of you and your two objects.
4. Write a sentence about where your objects are (use the words left and right)

Tens 	Ones 

One More	One Less

Tally Marks



Tens frames

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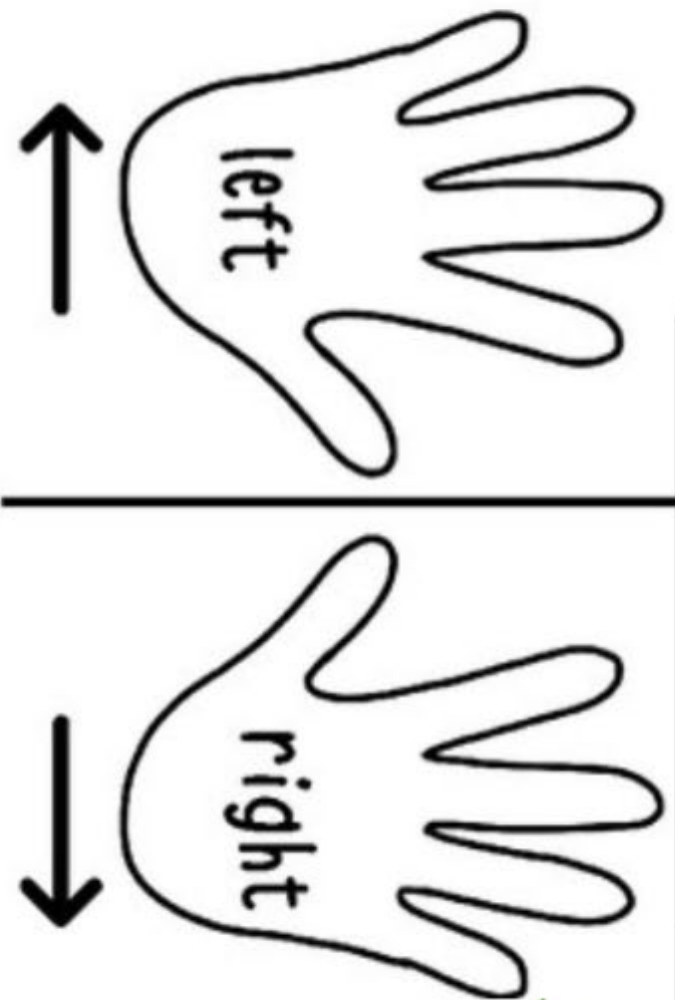
+ that makes this number

- that makes this number





Read the sentences and drag the objects to the correct hand



The snake and bunny are on the right hand

The butterfly and car are on the left hand

The heart is on the right hand and the cat is on the right.

Maths Tuesday- Week 3 (activity 3)

Learning Intention:

We are learning to add and subtract numbers

Success Criteria:

I can record combinations of two numbers

I can recall and record number pairs that make 10

**I can match addition and subtractions facts to 10. E.g. $2+4 = 6$, so $6-4 = 2$
(Extension)**

Activity 1:

Complete the number of the day sheet (attached). Today's number is 10.

Activity 2:

a) View Addition You tube video.



https://www.youtube.com/watch?v=WT_wvvEkw4

b) Write some addition facts from the video (on paper or seesaw)

c) Write different addition facts to 10 and record your answers on paper. For example $2+ _ = 10$, $8 + _ = 10$ etc..... (on paper or seesaw)


d) take a photo of your work and upload it (on seesaw)

e) Extension Task: Complete the Addition and Subtraction are related sheet.

Tens 	Ones 

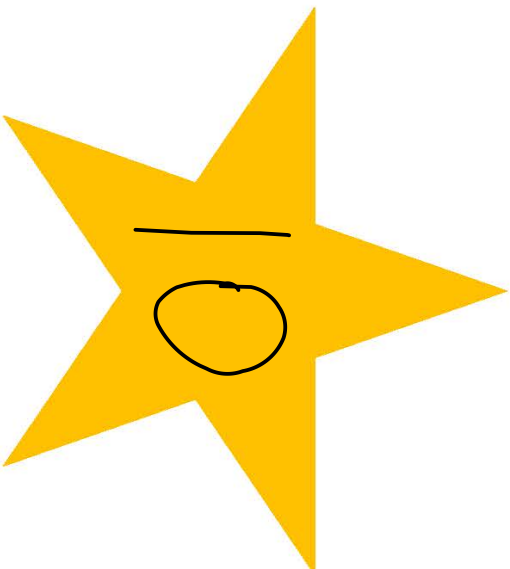
One More	One Less

Tally Marks



+ that makes this number

- that makes this number



Tens frames

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Addition and subtraction are related. They do up and undo each other.

You will need:  a partner  5 blue counters and 5 red counters

What to do:

- a** Put out 2 blue counters. Then put out 3 red counters. What addition fact have you made?

$$\square + \square = \square$$

- b** Now take the 3 red counters away. How many blue counters are left? What subtraction fact have you made?

$$5 - \square = \square$$

- c** Put the 3 red counters back. This time, take away the 2 blue counters. What subtraction fact have you made?

$$5 - \square = \square$$

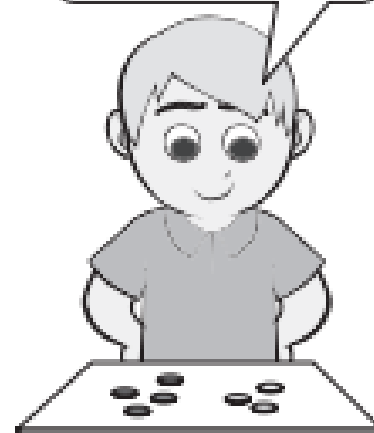
What to do next:

Use counters to make this addition fact.

$$3 + 4 = 7$$

Can you make 2 subtraction facts?

I will take away these 3. My fact is $7 - 3 = 4$



Maths Wednesday- Week 3 (activity 3)

Learning Intention:

We are learning to add and subtract numbers

Success Criteria:

I can record combinations of two numbers

I can recall and record number pairs that make 10

**I can match addition and subtraction facts to 10. E.g. $2+4 = 6$, so $6-4 = 2$
(Extension)**

Activity 1:

Complete the number of the day sheet (attached). Today's number is 15.

Activity 2:



a) View Subtraction You tube video.

<https://www.youtube.com/watch?v=QkPa9V2wtZs>

c) Complete the Rainbow to 10 worksheet (friends of 10)


d) Complete the subtractions going backwards from 10 (Bessie Baker Sheet)

e) Extension Task: Match the addition and subtraction facts (see attached sheet)

Tens 	Ones 

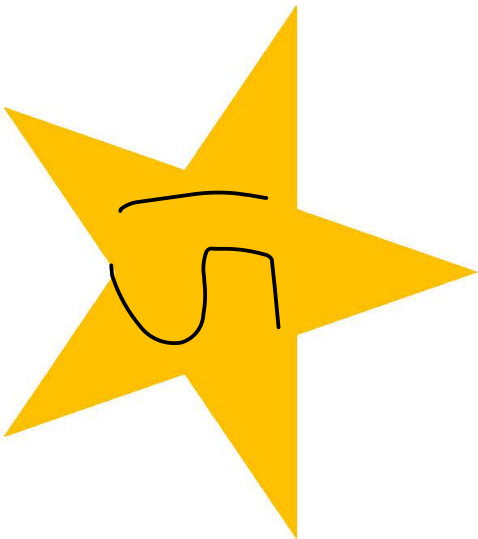
One More	One Less

Tally Marks



+ that makes this number

- that makes this number



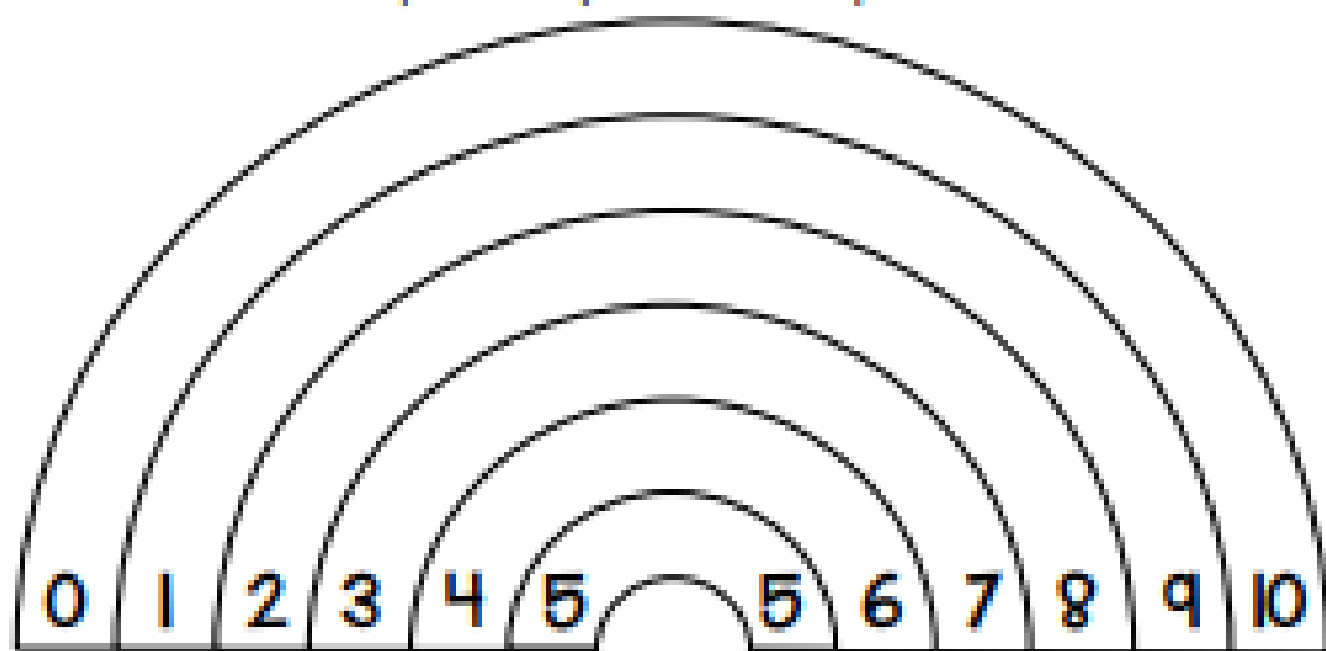
Tens frames

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RAINBOW to 10

How many ways can you make 10?



$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$


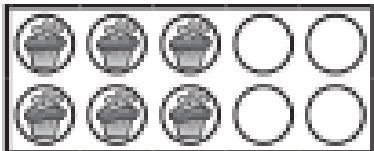

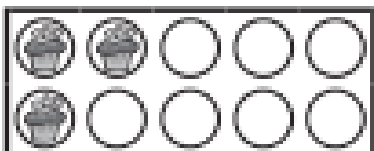
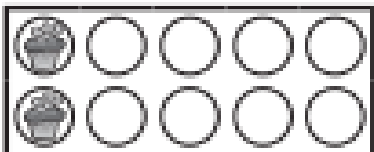
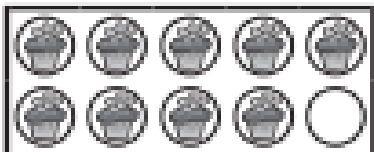
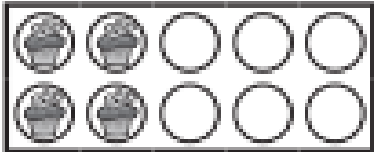
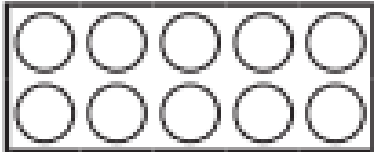
$$\underline{\quad} + \underline{\quad} = 10$$

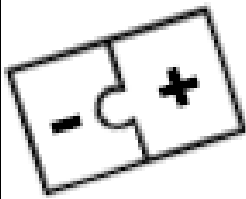
$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

1 Bessie Baker baked lots of  and made trays of 10. Marvin Muncher helped himself to the trays! Use a strategy of your choice to find how many  Marvin stole from each tray. Write the subtraction number fact.



<p>a</p>  <p>$10 - \boxed{2} = \boxed{8}$</p>	<p>b</p>  <p>$10 - \boxed{} = \boxed{}$</p>
<p>c</p>  <p>$10 - \boxed{} = \boxed{}$</p>	<p>d</p>  <p>$10 - \boxed{} = \boxed{}$</p>
<p>e</p>  <p>$10 - \boxed{} = \boxed{}$</p>	<p>f</p>  <p>$10 - \boxed{} = \boxed{}$</p>
<p>g</p>  <p>$10 - \boxed{} = \boxed{}$</p>	<p>h</p>  <p>$10 - \boxed{} = \boxed{}$</p>



Name: _____

Match the Facts

Directions: Use the addition facts on the right to help you solve the subtraction facts on the left. Draw a line to connect related facts.

$$9 - 4 = _$$

$$5 + 5 = 10$$

$$7 - 1 = _$$

$$5 + 3 = 8$$

$$10 - 5 = _$$

$$5 + 4 = 9$$

$$6 - 2 = _$$

$$7 + 3 = 10$$

$$8 - 5 = _$$

$$6 + 1 = 7$$

$$10 - 7 = _$$

$$4 + 1 = 5$$

$$5 - 4 = _$$

$$2 + 4 = 6$$

Maths Thursday- Week 3 (activity 3)

Learning Intention:

We are learning to add and subtract numbers

Success Criteria:

I can record combinations of two numbers

I can recall and record number pairs that make 10



**I can match addition and subtractions facts to 10. E.g. $2+4 = 6$, so $6-4 = 2$
(Extension)**

Activity 1:

Complete the number of the day sheet (attached). Today's number is 18.


Activity 2:

- a) Watch the teacher instruction video on how to play today's game
 - a. Roll a dice
 - b. Count how many more to make 10
 - c. Try to think of the answer without counting
- b) Record your number sentences
- c) How did you find the answer. Write or record how you got your answer.

Tens 	Ones 

One More	One Less

Tally Marks

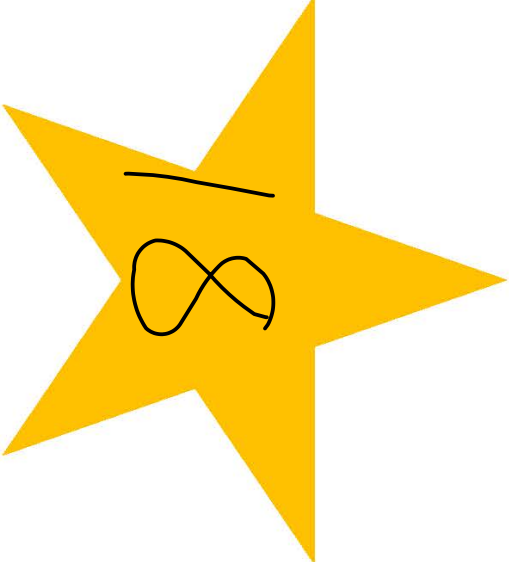


Tens frames

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+ that makes this number

- that makes this number



Maths Friday Week 3- Activity 3

Learning Intention:

We are learning to describe the position of objects.

Success Criteria:

I can use the words 'left' and 'right' to show the position of objects.

I can use the positional language (e.g. behind, under, above, beside) to describe the position of an object.

I can use give and use directions to move from one place to another.

Activity 1: (Table Activity)

- a) Move the objects to a position you choose around the table
- b) :record: or :write: where your object in relation to the table. E.g. the star is under the table.

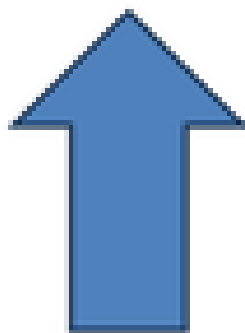
Activity 2: (Alien Grid)

- a) Give directions to get from the start to one of the places on the grid
- b) Don't step on a alien square
- c) Use the words forwards, backwards, left and right. Remember to think about what way you are facing when giving the left and right command.

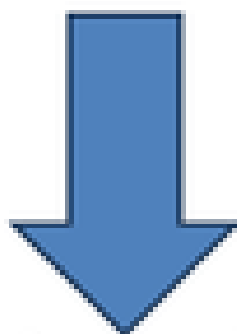


Giving and Following Directions

				
				
				
				
START				



Forward



Backward



Left





Right

HISTORY – WEEK 3 LEARNING TASK

Photos and images are an important source of historical information.

When we read old photos carefully, we can look for clues about life in the past.

Look at the old photos and write what you think they tell you about how life was in the past. Take a photo of your completed work and submit it on Seesaw.

WHAT DOES THIS PHOTO TELL YOU ABOUT THE PAST?	PHOTO FROM THE PAST
	
	

HISTORY – WEEK 3 LEARNING TASK



EXTENSION TASK: OPTIONAL

Can you think of something else that has changed over the years?

What is it? _____

Draw what it looked like in the past

Draw what it looks like in the present (now).

HISTORY – WEEK 3 LEARNING TASK

Week 3 – Wednesday – Activity 4 (Science)

We are learning to investigate sound

I can draw and label my plan for an instrument

I can choose materials to make my instrument

1. Watch the Youtube video. House of sound have lots of other videos about instruments that might give you some good ideas.

<https://www.youtube.com/watch?v=En4Wlojjgk>

Now it is your turn to create your own instrument!

Create a musical instrument with materials you have at home.

Follow these steps:

- *Design phase - decide what materials you can collect at home. Think about what can vibrate to make sound and how you will make it move.*
- *Draw a plan for your instrument. Label the parts and what materials will be used.*

Name _____

Date _____

Design a Musical Instrument

A musical instrument is an object created or changed to make sound. Design and create a musical instrument using everyday objects.

Your instrument should be able to make sounds with different volumes and you can experiment with different pitches.

1. Draw and label your plan for your musical instrument.

2. List or draw the materials you will need to make your musical instrument.

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

Overview for Families - The individual weekly tasks are on seesaw

The next 5 lessons follow this task:

Create a musical instrument with materials you have at home.

Follow these steps:

- *Design phase - decide what materials you can collect at home. Think about what can vibrate to make sound and how you will make it move.*
- *Draw a plan for your instrument. Label the parts and what materials will be used.*
- *Make your instrument and write a procedural recount to explain the steps in making it. Eg First I.... Next I Then I*
- *Test it out. Does it make a sound? Is it loud or soft? Does it make more than 1 sound? How do you make the sound? Are you happy with the result? Write at least 2 sentences about this result.*
- *Result - Did it work? Could it be better? What changes could you make to improve your design? Can you change it to make more than 1 sound? Can you think of better materials to use? Write 3 –4 sentences about your results.*

Note to parents/carers: *This activity is a fun way to round off our Science unit and incorporate what we found out while conducting experiments about sound.*

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 3

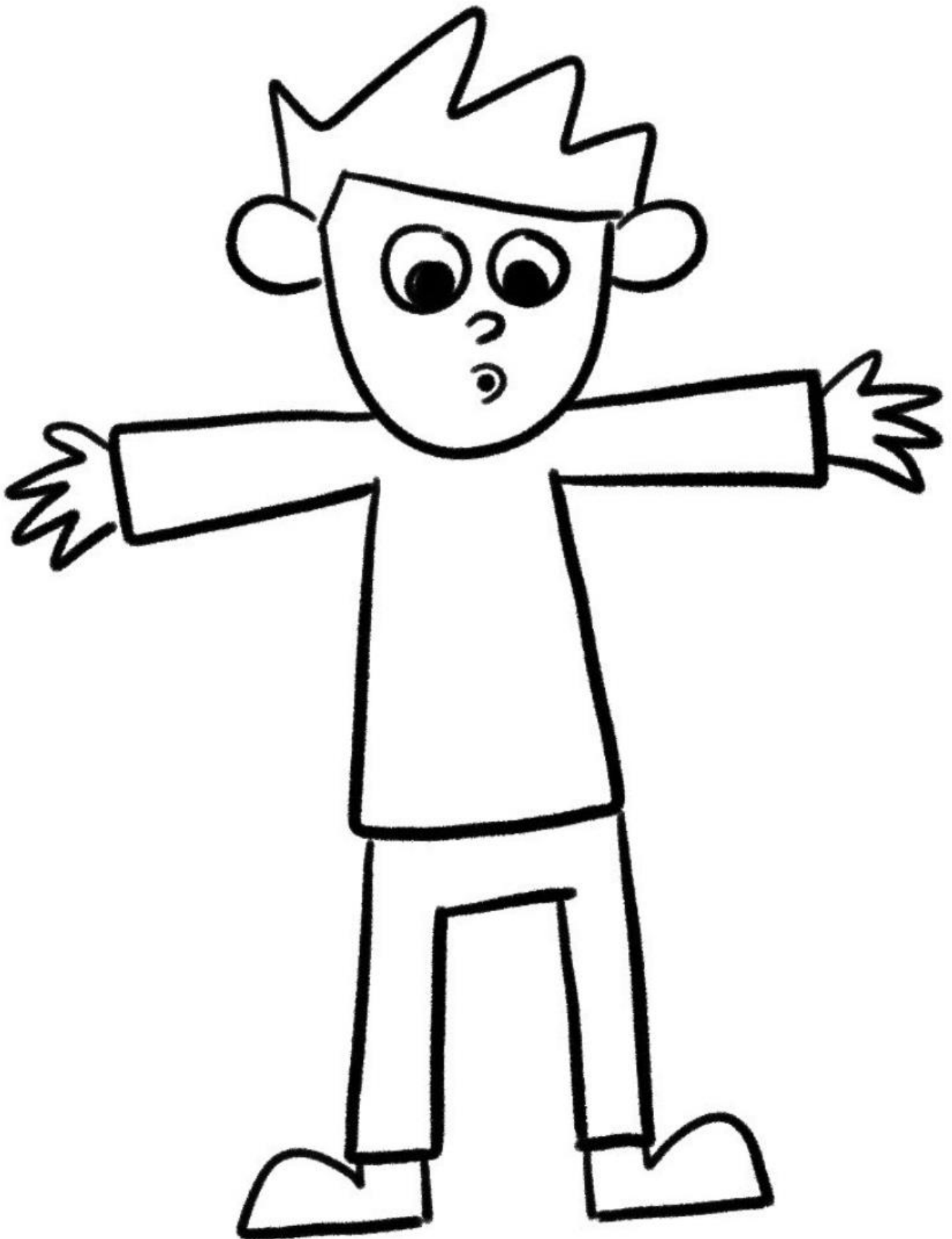
Design a Futuristic Outfit!

As we have been learning about the Past, Present and Future as part of our HISTORY unit this semester, I thought that this activity would be ideal for you.

Use your imagination to create a 'futuristic' outfit for this character. You can be as creative as you like. Let your imagination run wild!

1. Use the drawing tool on Seesaw! Use different colours and line thicknesses.
2. Use the shapes tool! Add other elements to the outfit.
3. Use the text tool! Add a name or labels.
4. Use the microphone to add a voice element. If you are using a tablet, add emojis as props!
5. If you do not have access to a device to create the outfit online, you can use the attached template to create your futuristic outfit and then submit it on Seesaw by taking a photo of the completed template.

ART – WEEK 3



Title page of a book

Name:
Class:

Learning intention

We are learning about books

Success criteria

I can find the title page of a book

I can identify the main features found on the title page

The title page of a book lets us know important things about the book:

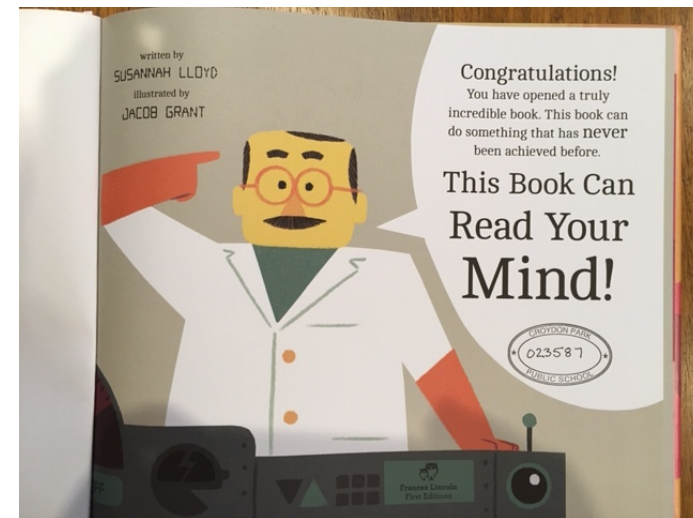
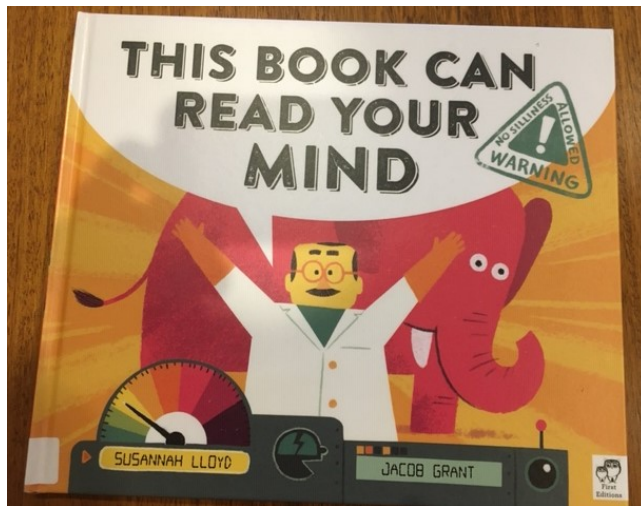
** the title (or name)

** who wrote the words for the book – the author

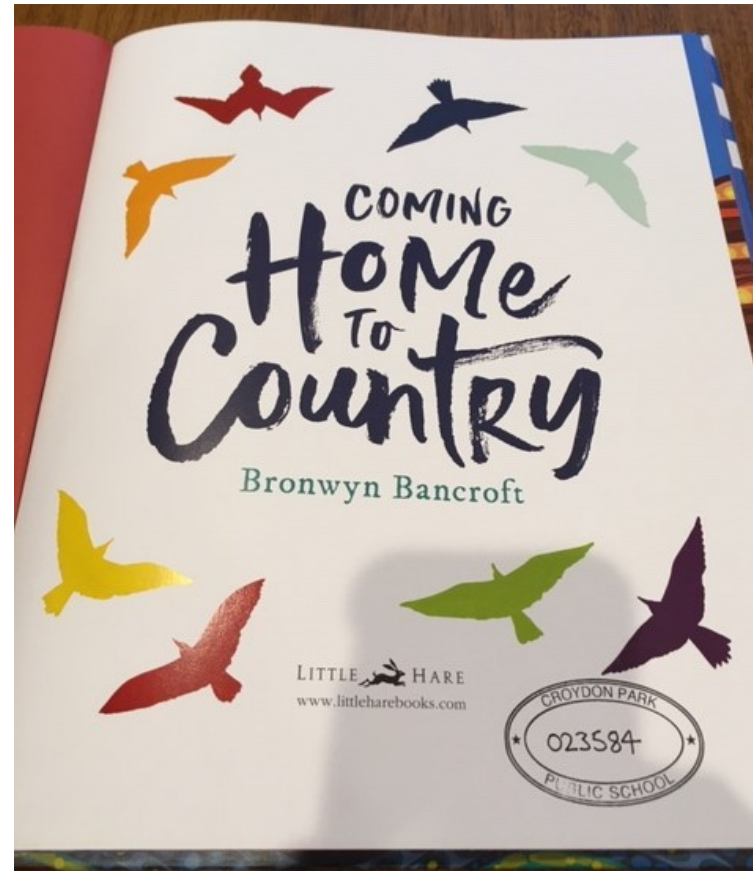
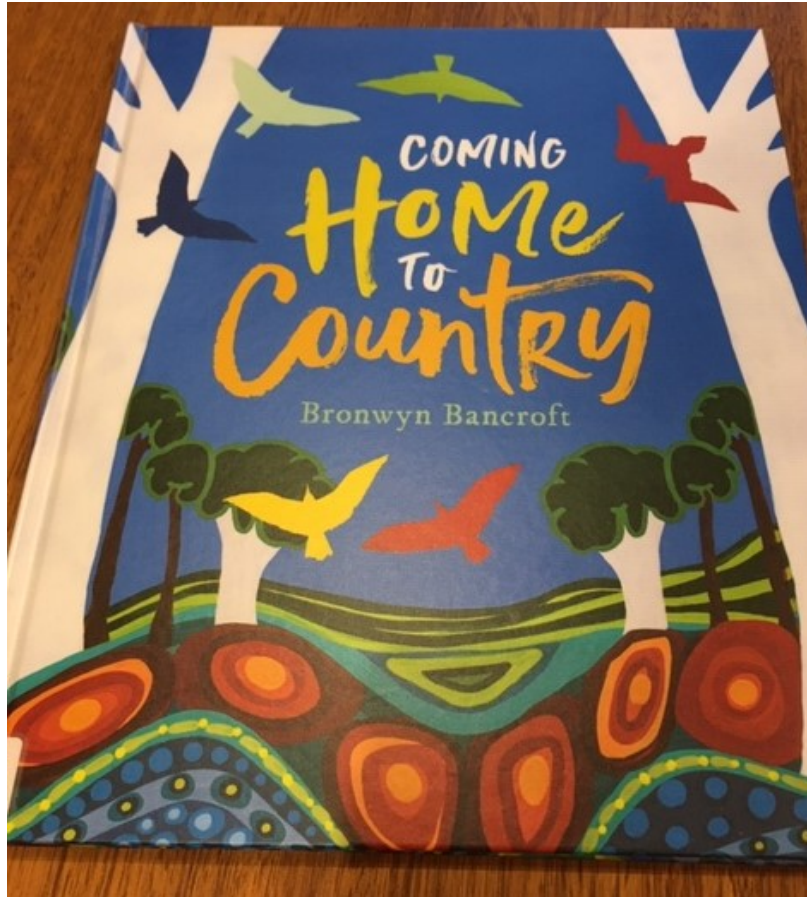
** who created the pictures for the book – the illustrator

** the name of the publishing company who took the words and the pictures together and turned them into a book

Look at these two photos of this book.
Draw a circle around the title page.



Look at these two photos of this book.
Find the photo showing the title page.
Draw a blue circle around the book's title.
Draw a green circle around the author's name.
Draw a red circle around the publishing company.



French = Term 2, Week 3

Year 1.

Bonjour et Bienvenue
Hello and Welcome


This week we are learning some more French words for food names.

Learning Intention: to learn up to 10 new French words for French.

Success criteria: I understand more French word names for food.

I can give the English translation for some, most or all of the words below.

1. Le poulet (chicken)
2. le jambon (ham)
3. la sauce (sauce)
4. le riz (rice)
5. les céréales (cereals)
6. le pain (bread)
7. les pâtes (pasta)
8. la moutarde (mustard)
9. la mayonnaise (mayonnaise)
10. le chocolat (chocolate)

* If you have wi-fi access on your mobile phone use Google French to English. Type in French word. Click on  (picture) You will hear the French word spoken aloud.