

# Remote learning Grid - Week 3 Term 2- Stage 1 (1/2R, 2A, 2J, 2SH)

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• No Activity 1</li> <li>• Practise saying and writing your phonemes for this week (Long a- ai, ay a_e) <i>Use the whiteboard and marker provided</i></li> <li>• Complete the Writing task (Activity 2) assigned on seesaw.</li> <li>• 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></li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise saying and writing your phonemes for this week. (Long a- ai, ay a_e) <i>Use the whiteboard and marker provided</i></li> <li>• Complete the Writing task (Activity 2) assigned on seesaw.</li> <li>• 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></li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise writing 10 words from this week's spelling list. <i>Use the whiteboard and marker provided</i></li> <li>• Complete the Shared Reading task (Activity 2) assigned on seesaw.</li> <li>• 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></li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise writing 10 words from this week's spelling list. <i>Use the whiteboard and marker provided</i></li> <li>• Complete the Shared Reading task (Activity 2) assigned on seesaw.</li> <li>• 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></li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• No Activity 1</li> <li>• Practise saying and writing your phonemes for this week. (Long a- ai, ay a_e) <i>Use the whiteboard and marker provided</i></li> <li>• Complete the Topic Talk task (Activity 2) assigned on seesaw.</li> <li>• Read a guided reading book on WUSHKA. <i>Re-read your favourite book from this week</i></li> </ul>
<b>Take a wellbeing/ Fitness break</b>					
	<p><b>Wellbeing/Fitness</b></p> <p>Choose a wellbeing/fitness task on seesaw to</p>	<p><b>Wellbeing/Fitness</b></p> <p>Choose a wellbeing/fitness task on seesaw to</p>	<p><b>Wellbeing/Fitness</b></p> <p>Choose a wellbeing/fitness task on seesaw to</p>	<p><b>Wellbeing/Fitness</b></p> <p>Choose a wellbeing/fitness task on seesaw to</p>	<p><b>Wellbeing/Fitness</b></p> <p>Choose a wellbeing/fitness task on</p>

Monday

Tuesday

Wednesday

Thursday

Friday

complete (a list is provided in the paper packs)

complete (a list is provided in the paper packs)

complete (a list is provided in the paper packs)

complete (a list is provided in the paper packs)

seesaw to complete (a list is provided in the paper packs)

**Morning Tea (Recess Break)**

**Middle**

**Mathematics**

- 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 your positional language this week. E.g. Left, right, above, below, in between, beside.

**Mathematics**

- 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 cards in your pack practise your subtraction. Flip cards to make a number and roll a dice to subtract a number. If confident use 2 digit numbers for both.

**Mathematics**

- 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 cards in your pack practise your addition. Flip cards to make a number and roll a dice to add a number. If confident use 2 digit numbers for both.

**Mathematics**

- 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.  $10+2 = 12$ ,  $12-2 = 10$ .

**Mathematics**

- 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.
- Create your own addition facts and write down the matching subtraction fact. E.g.  $10+2 = 12$ ,  $12-2 = 10$ .

**Lunch Break**

**Afternoon**

**French**

- Complete the assigned Seesaw activity.

**History**

- Complete the assigned Seesaw activity.

**Science**

- Complete the assigned library activity on Seesaw.

**Art**

- Complete the activity assigned on Seesaw for History

**Library**

- Complete the assigned Art Activity on Seesaw.

**Additional Activities for this week**

- Recorder (Seesaw)
- Music (Seesaw)



Learning from Home Timetable (1/2R, 2A, 2J, 2SH)

Term 2 Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	(No 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 	(No Activity 1)  Topic Talk (Activity 2)  Guided Reading 
<b>Take a wellbeing/ fitness break</b>					
	Wellbeing/Physical Activity Break  	Wellbeing/Physical Activity Break  	Wellbeing/Physical Activity Break  	Wellbeing/Physical Activity Break  	Wellbeing/Physical Activity Break  
<b>Morning Tea (Recess) Break</b>					
<b>Middle</b>	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  
<b>Lunch Break</b>					
<b>Afternoon</b>	French (Activity 4)  	History (Activity 4)  	Science (Activity 4)  	Art (Activity 4)  	Library (Activity 4)  

# CPPS Expected Behaviours Matrix

## Who's responsible? We are!

	<b>Learning from home</b>
 <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>

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

**Complete the Dance  
Video**

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

v=KhfkYzUwYFk



**Try some cosmic  
yoga**

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

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**

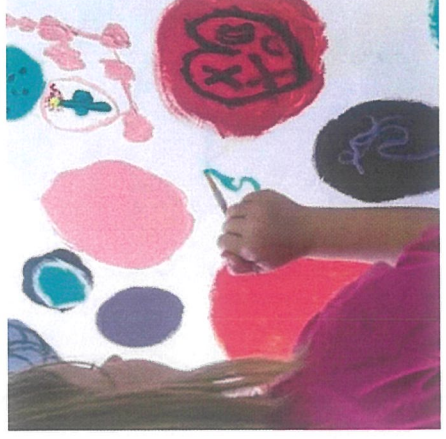
**Ride your bike or  
scooter**

# Week 3- Wellbeing & Fitness Activities

**Complete a  
mindfulness  
colouring**



**Complete a  
painting activity**

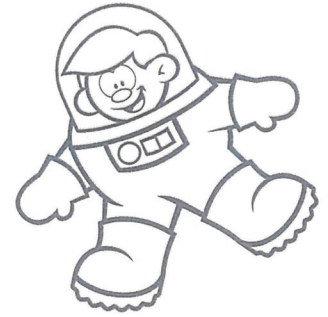


**Learn to cook  
something  
yummy**

**Play with your  
favourite toys**

**Video call a  
friend**

# Word List 5



a ai ay a\_e

Target Representations				Extension Representations	
a	ai	ay	a_e	eigh	ey
baby	rain	hay	made	eight	obey
April	tail	day	shade	eighteen	grey
lady	laid	say	cave	eighty	they
hazy	bait	ray	sale	freight	prey
lazy	pail	Fay	safe	neigh	hey
apron	chain	May	brave	sleigh	obeying
pastry	aim	lay	tale	weigh	
crazy	main	bay	bake	weight	
radio	paid	pay	mate		
	drain	gay	base		
	sail	may	brake		
	pain	way	late		
	mail	play	case		
	hail	stay	shake	<b>ei</b>	<b>ea</b>
	maid	tray	date	rein	great
	wait	clay	rake	sheik	greatest
	fail	pray	plane	vein	greatness
	stain	slay	take	veil	break
	again	Sunday	fake		steak
	snail	stray	hate		
	train	fray	plate		
	afraind		blade		
	grain		grape		
	painting		blaze		
	faint		taste		
	brain		flame		
	waist		whale		

**Please note:** words in the shaded area are a little more difficult





## Week 3 Term 2

### Tuesday activity 1 Spelling ay, ai, a-e

The sound for the next 3 weeks is (ai as in train, ay as in play and a-e as in race)

#### **Learning Intention:**

**We are learning to use phonemes to read and spell words.**

#### **Success Criteria:**

**I can build a word using the /ai, ay, a\_e/ sound**

**I can segment and blend a word using known sounds**

#### **Activity**




























1. Brainstorm with an adult all the words you can think of with the long A sound.
2. Write them on some paper or a whiteboard brainstorm the way you think that you might spell them.

Often if the word has the 'a ' sound in the middle it is 'ai 'or 'a-e', like rain or place.












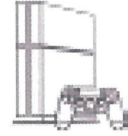





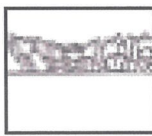


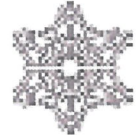





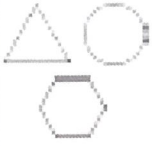
If the word has an a sound at the end it is often 'ay' like day.

3. Then see if you can guess which ay sound is in the word you thought of.
4. Then finish the attached template to practise writing 'a' words.

# Alternative Spellings for ai

ai		ay		a-e	
					
					
					
					
					
					
					
					
					

# Alternative Spellings for ai Answers

ai		ay		a-e	
	rain		play		snake
	nail		pay		race
	mail		say		cake
	sail		spray		games
	chain		day		rake
	train		tray		lake
	tail		crayon		flake
	rail		hay		grapes
	pain		stay		shapes

## Week 3 Term 2

### Wednesday activity 1 Spelling ay, ai, a-e

The sound for the next 3 weeks is (ai as in train, ay as in play and a-e as in race)

#### **Learning Intention:**

**We are learning to use phonemes to read and spell words.**

#### **Success Criteria:**

**I can build a word using the /ai, ay, a\_e/ sound**

**I can segment and blend a word using known sounds**

#### **Activity**

1. Listen to the alpha-blocks link below.

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

Type into google (alpha blocks ay,ai,a) It is a YouTube link and you can watch on your phone if you are not using a computer.

You may need to watch it a few times.

2. Write down all the different 'a' words you hear onto the template provided
3. Once you have written them down you can write them into sentences.

Try to write at least 5 to 10 sentences.

Read them back to yourself to see if they make sense.

Remember you are not expected to be perfect but try and spell your camera words and 'a' words correctly.

You also need a capital letter at the beginning of your sentence and for names of people or special places and a full stop at the end.

Brainstorm "a" words

ai	<u>ay</u>	<u>a-e</u>

Write your sentences


### **Thursday activity 1 Spelling ay, ai, a-e**

The sound for the next 3 weeks is (ai as in train, ay as in play and a-e as in race)

#### **Learning Intention:**

**We are learning to use phonemes to read and spell words.**

#### **Success Criteria:**

**I can build a word using the /ai, ay, a\_e/ sound**

**I can segment and blend a word using known sounds**

#### **Activity:**

1. Play the game attached with mum or dad or bigger brother or sister.

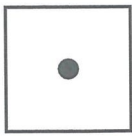
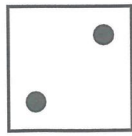
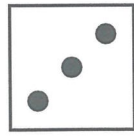
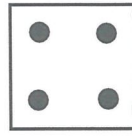
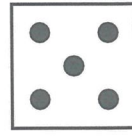
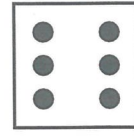
You need a dice and some counters.

Throw the dice and cover and spell a word next to that number.

If the first word is covered go to the next or the next.

When you get 4 in a row you are the winner. This can be horizontal, vertical or diagonal.

# Phase 5 'ai', 'ay' and 'a-e' Sound Family Phoneme Roll and Read Mat

	<b>wait</b>	<b>hail</b>	<b>snail</b>	<b>tail</b>	<b>rain</b>
	<b>sail</b>	<b>nail</b>	<b>aim</b>	<b>pain</b>	<b>train</b>
	<b>day</b>	<b>may</b>	<b>bay</b>	<b>spray</b>	<b>play</b>
	<b>say</b>	<b>crayon</b>	<b>tray</b>	<b>way</b>	<b>may</b>
	<b>rake</b>	<b>name</b>	<b>take</b>	<b>maze</b>	<b>late</b>
	<b>whale</b>	<b>flake</b>	<b>make</b>	<b>grape</b>	<b>plane</b>

# 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!

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# 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](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.

# Speaking and Listening: News Topics

## Friday Activity 2

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

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



## Mathematics Term 2 week 3

### Monday (Activity 3)

#### **Learning intention:**

We are learning about position

#### **Success criteria:**

I can use the words left and right correctly

I can give and follow directions

I can use and follow positional language like between, above, under and behind

#### **Activity**

1. Hide and seek

Hide a toy in your house in a different room to the one you are in. Write instructions that you would give to find your toy. Use at least 5 different commands.

Eg.

Do a full turn.

Walk straight to the door.

Turn left into the hall.

Walk straight until you get to the lounge.

Do a quarter turn to the right and walk to the T.V.

Look inside the cabinet under the T.V.

## Mathematics Term 2 week 3

### Tuesday (Activity 3)

#### **Learning intention:**

We are learning that addition and subtraction are opposite to each other.

#### **Success criteria:**

I can match and make addition and subtraction facts that are related.

#### **Activity 1:**

##### **Fact family's addition and subtraction**

1. Use the numbers in the roof of the house.
2. Which numbers can you add together? Which numbers can you subtract?
3. Use the pencil to write four related number sentences inside the house, 2 for addition and 2 for subtraction.
4. Draw your own 5 houses and throw 2 dice to make a sum. Write the largest number in the point of the house and then put the 2 other numbers at the bottom of the roof. Write the 4 related sums for each house.

Write four different facts.

12

8 4

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

14

9 5

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<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

## Mathematics Term 2 week 3

### Wednesday (Activity 3)

#### **Learning intention:**

We are learning the difference between two numbers.

#### **Success criteria:**

I can count on or back to find the difference between 2 numbers on a hundreds chart.

I can use an empty number line to work out the difference between 2 numbers.

#### **Activity:**

##### 1. Flip and find the difference

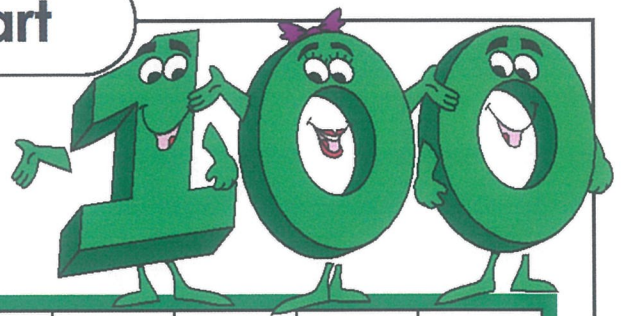
(You will need your hundreds chart, playing cards and paper to record your answers.)

- Flip 2 cards to make a number e.g. flip 2 and flip 4 and you can make 24 or 42 and do it again. Cover those numbers with counters and work out the difference between the numbers.
- You can count the squares between the numbers on a hundreds chart
- Use an empty number line or write a sum.
- Try 2 different ways to check your answer is correct. Record on paper your methods.
- Send me your work.

##### 2. You can repeat these 5 times to work out 5 different sums.

Name: \_\_\_\_\_

# 100 Chart



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

## Mathematics Term 2 week 3

### Thursday (Activity 3)

#### **Learning intention:**

We are learning our number facts to 20.

#### **Success criteria:**

I can build a number to 20

I can write my friends of 20

#### **Activity:**

Rhino maths.

1. Complete the template below about the number 20.
  - For each rhino, see if you can write the number fact you know about 10 that helps you work out the number facts for 20.

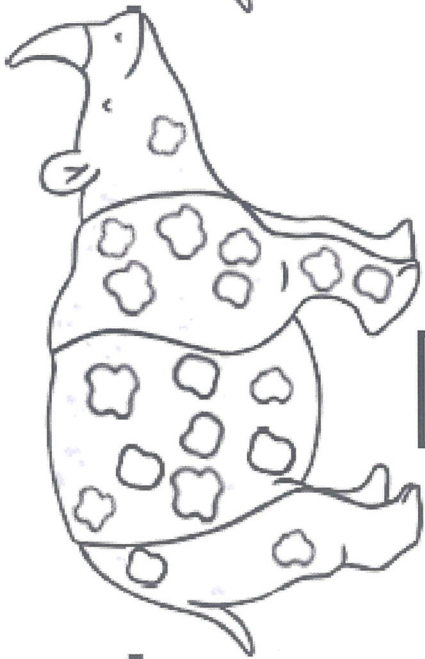
Eg.  $1+9=10$  so  $11+9=20$  and  $1+19=20$

# Ronald's Muddy Mess!

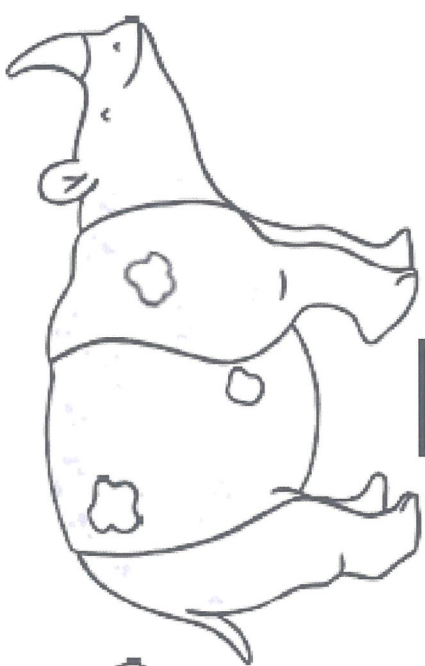
To look more like Leopard, Ronald has been covering himself in muddy spots! He wants 20 spots in total. Can you help him by adding more muddy spots to make 20?



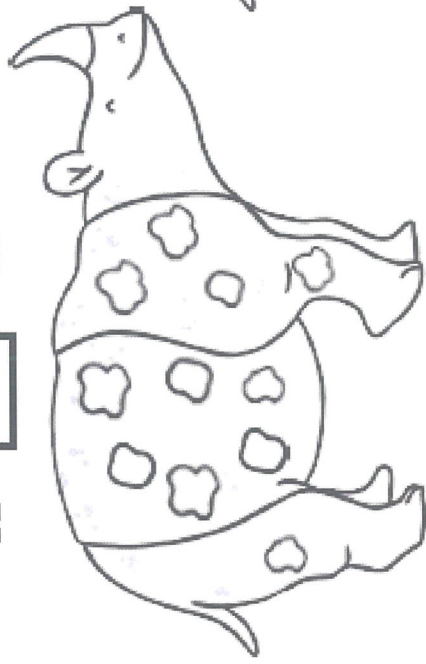
$$12 + \boxed{\phantom{00}} = 20$$



$$18 + \boxed{\phantom{00}} = 20$$



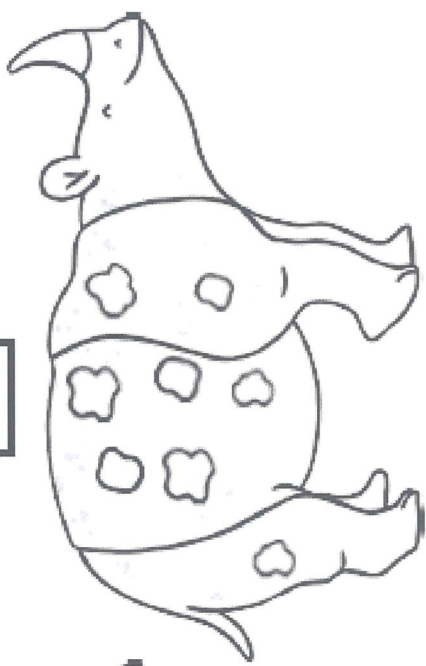
$$3 + \boxed{\phantom{00}} = 20$$



$$\boxed{\phantom{00}} + 11 = 20$$

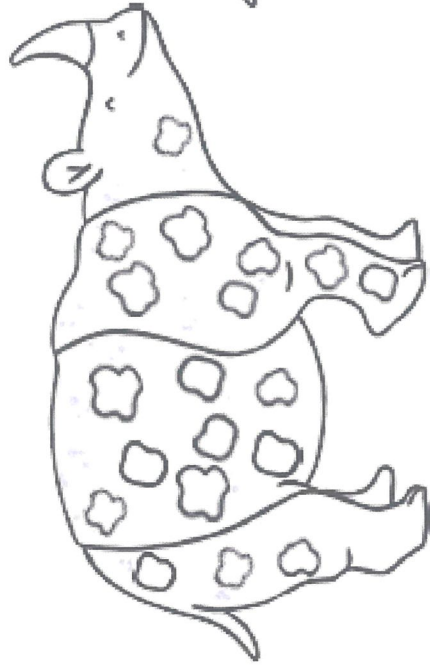


$$\boxed{\phantom{00}} + 9 = 20$$

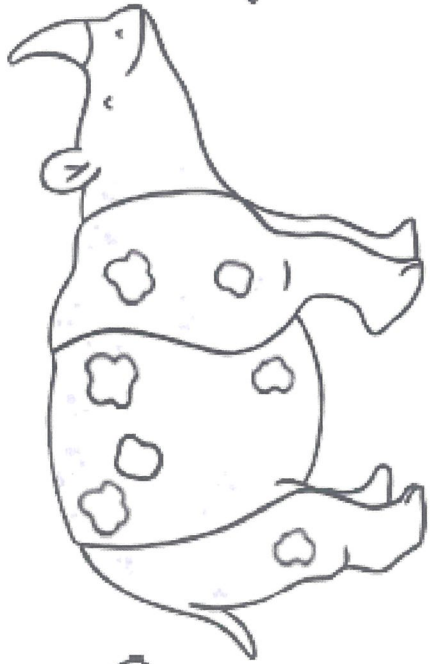


$$8 + \boxed{\phantom{00}} = 20$$

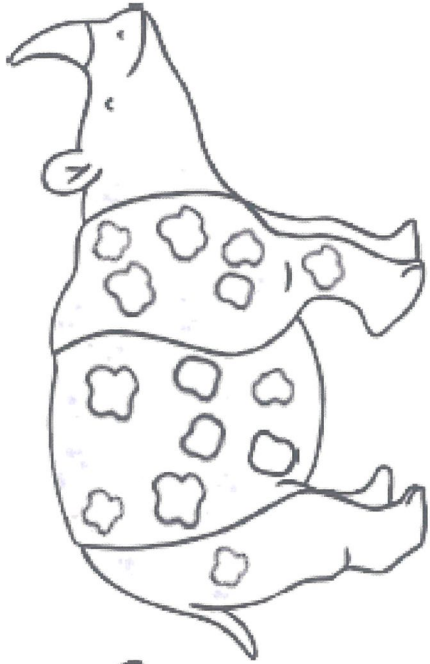




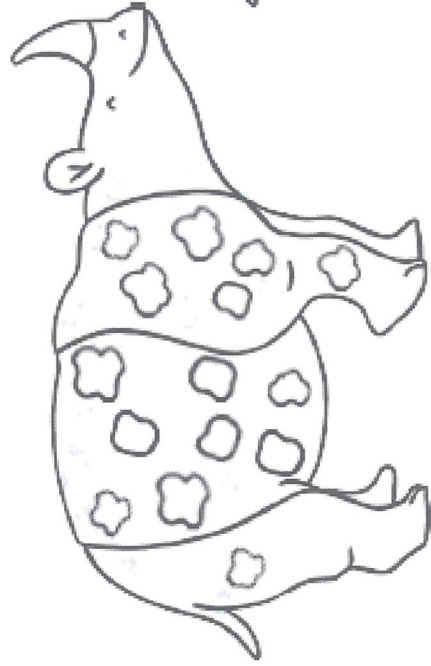
$$19 + \square = 20$$



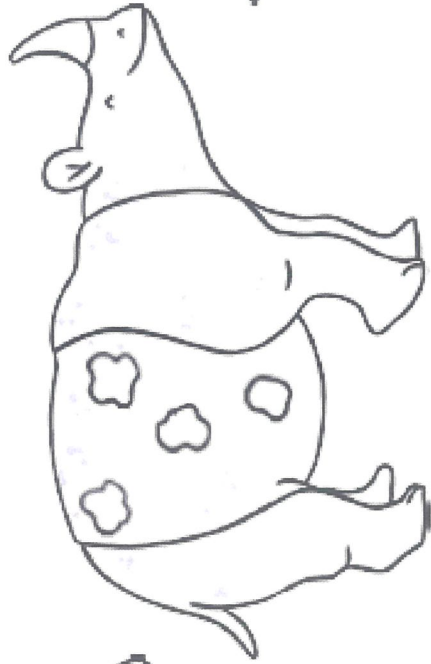
$$7 + \square = 20$$



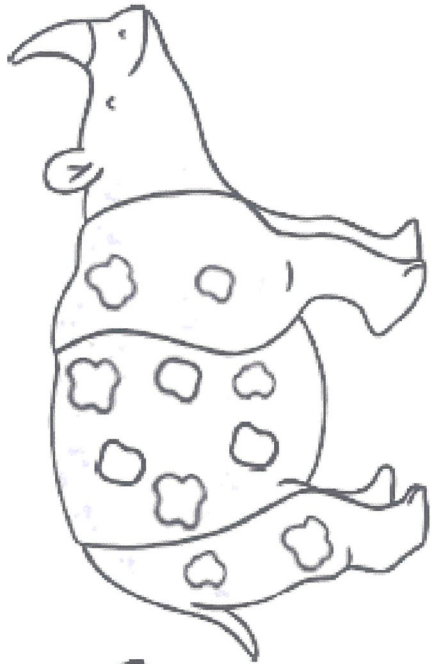
$$\square + 14 = 20$$



$$\square + 15 = 20$$



$$\square + 4 = 20$$



$$\square + 10 = 20$$



## Mathematics Term 2 week 3

### Friday (Activity 3)

#### **Learning intention:**

We are learning about position.

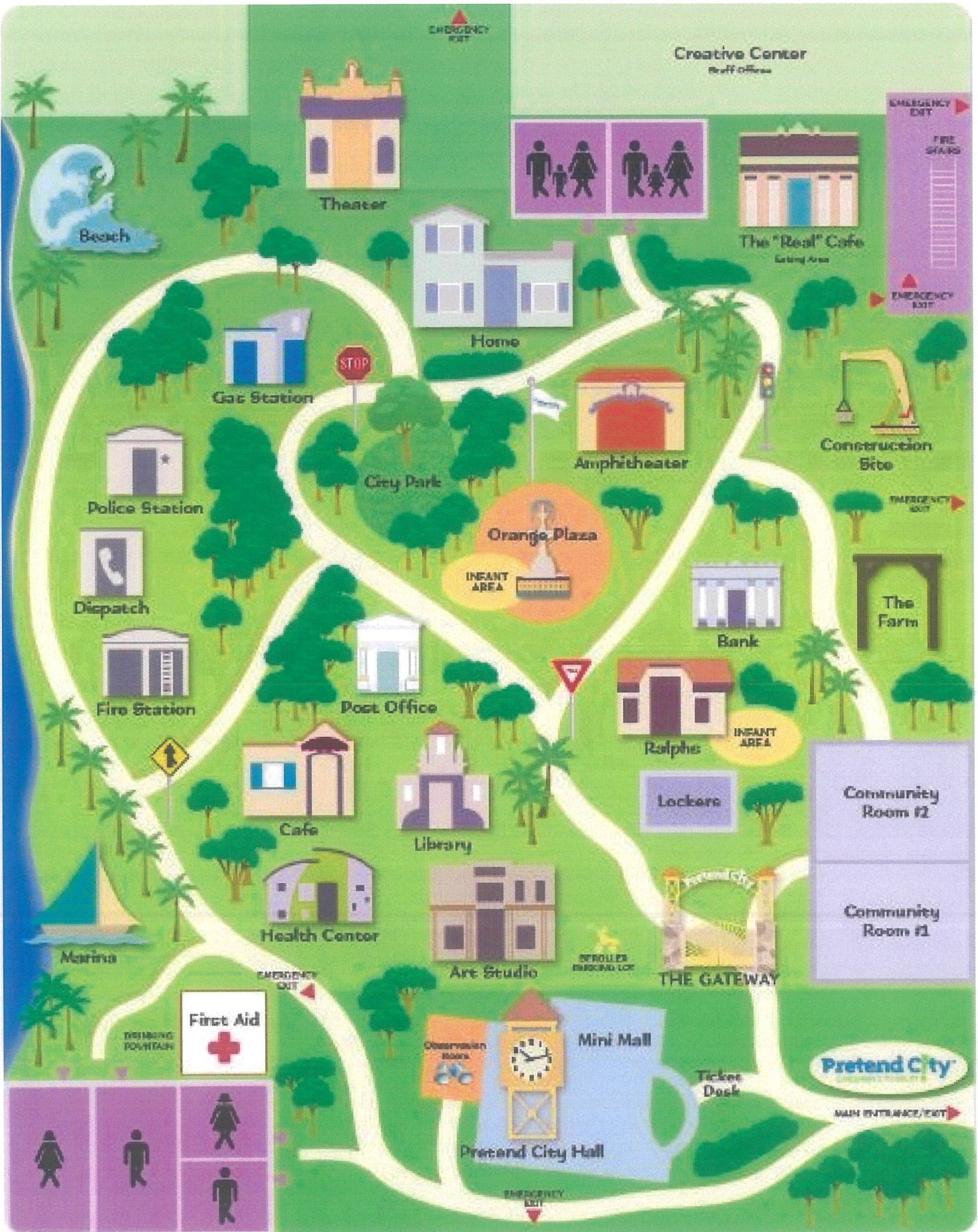
#### **Success criteria:**

I can use positional words to describe the relationship between places on a map!

(words like left, right, half turn, full turn, quarter turn.

#### **Activity:**

1. Write instructions to get from the Marina to the bank.  
Use the roads until you get to your destination.  
Use a new sentence for each instruction.





## 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
	 A black and white photograph of a vintage car, likely a 1950s Ford, with several children leaning out of the windows. The car has a license plate that reads "NY 308546".
	 A black and white photograph showing a man on a horse, possibly a cowboy, standing in a stable or barn. Two young girls are standing nearby, one holding a rope. The scene is outdoors with a building in the background.

## 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

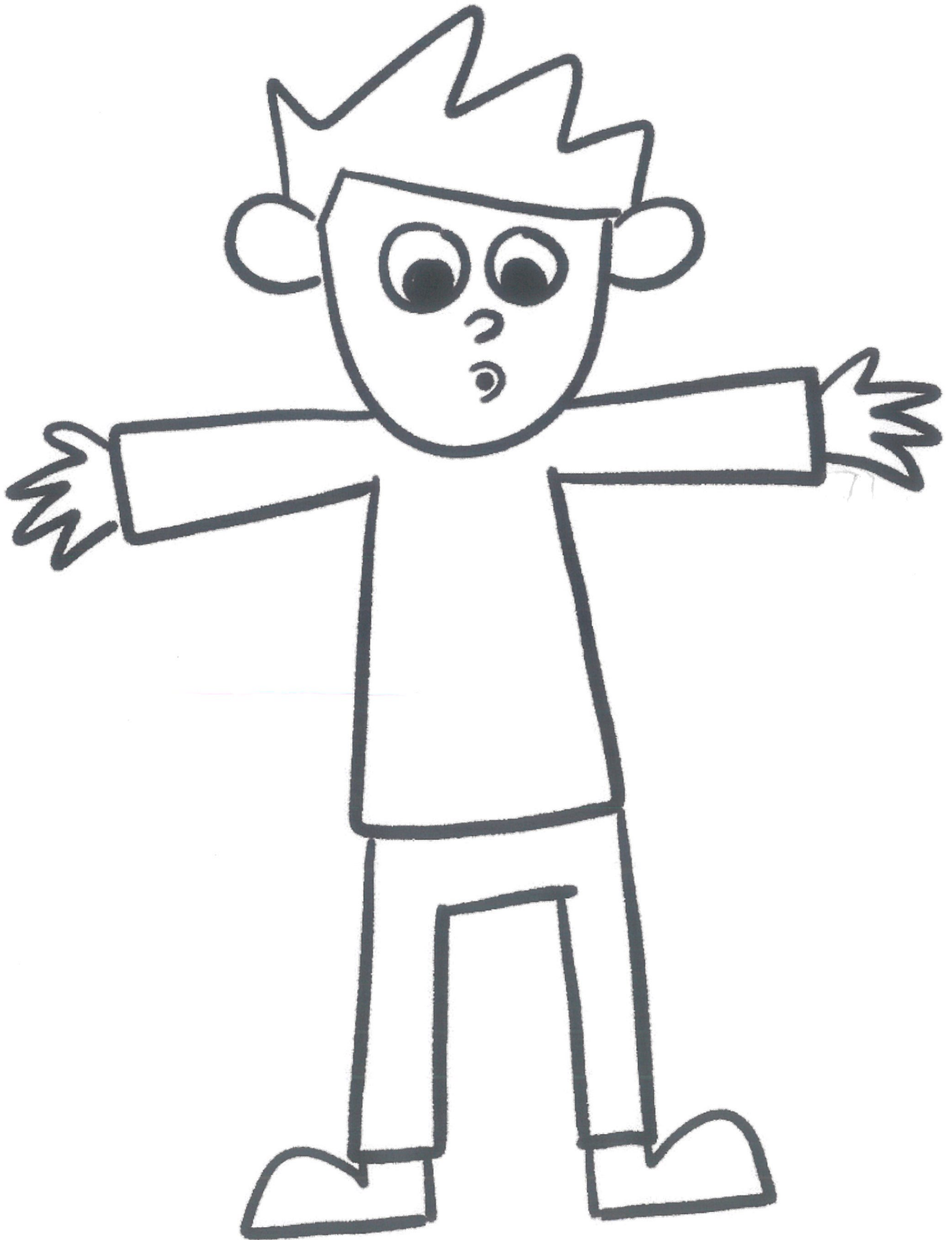
### Design a Futuristic Outfit!

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



**NAME:**

**CLASS:**



**Learning intention:**

We are learning how to communicate by email

**Success criteria:**

I develop an understanding about the purpose of email

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Answer the following questions as best you can. Maybe you could ask an older brother or sister, or an adult if they use email.

1.	What is email?
2.	Do you know what the letter 'e' in email means?
3.	Who uses email?
4.	Why do people use email?
5.	How does email work?
6.	In an email address, when we see the @ symbol, what word do we say to read it?

# 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.

# French Term 2 Week 3 Year 2

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Bonjour et Bienvenue  
Hello and Welcome

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


Learning Intention: to learn as many words as I can, from the French Food List below.

Success criteria: I understand more French word names for food. I can give the English meaning for those French words. I can remember how to say the words in French when given the English word.

1. La Nourriture (food)
2. Les Aliments (foods)
3. Le repas (the meal)
4. Les fruits (fruits)
5. Les légumes (the vegetables)
6. Les boissons (the drinks)
7. Les épices (spices)
8. Les produits laitiers (the dairy products)
9. La viande (the meat)
10. Le poisson (the fish)
11. Les fruits de mer (the fruits of the sea)  
= seafood.

\* If you have wi-fi access on a mobile phone, you can type in Google French to English.

Then type the French word in from the list.

Click on  the loudspeaker icon to hear the French word spoken aloud.

Merci! Thank you.