

NAME: _____



Turramurra North
PUBLIC SCHOOL – 1914

EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 3 Stage 1

Year 1 and Year 2



Term 3 Week 3 2021

Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> where our learning From Home Packages are located.
- Department of Education *Learning from Home*: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

Should you need to contact your child's teacher please use the following emails:

| | |
|----------------------|--|
| 1W Marianne Galluzzo | marianne.galluzzo@det.nsw.edu.au |
| 1F Nicole Fagan | nicole.fagan3@det.nsw.edu.au |
| 2M Mary Muldrew | mary.barr2@det.nsw.edu.au |
| 2R Alex Atterton | alexandra.redford1@det.nsw.edu.au |

OLYMPICS

- <https://jpf.org.au/classroom-resources/resources/tokyo-2020-olympics-activity-booklet/> Tokyo Olympics activity book for kids.
- <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home> Education Live videos

ENGLISH

- [Premier's Reading Challenge 2021 Book List.](https://online.det.nsw.edu.au/prc/booklist/home.html)
- [Ada Twist Scientist by Andrea Beaty, read by an astronaut on the International Space Station –](http://www.viewpure.com/Q7TLqgct42M?start=0&end=0)
- The Scarecrows' Wedding by Julia Donaldson - <http://www.viewpure.com/UIHLnnJ-uFc?start=0&end=0>
- Alison Lester reads her book Clive Eats Alligators - <http://www.viewpure.com/Z3d0JoxTVUI?start=0&end=0>
- The Library Lion by Michelle Knudsen - <http://www.viewpure.com/T18NCobS43c?start=0&end=0>
- Storyline Online <https://www.storylineonline.net/> - videos featuring celebrated actors reading children's books alongside illustrations.
- <https://www.literacyshed.com/> - offers a range of free reading materials.
- Dance Mat Typing www.dancemattypingguide.com – Typing training with levels for children

MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- ABC Splash Mathematics activities for K-10 <https://education.abc.net.au/home#!/resources/-/mathematics>
- Mathematics activities for K-10 <https://nrich.maths.org/> with a focus on developing mathematical thinking and problem solving skills
- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> Fun, creative and practical activities to develop everyday Maths skills

SCIENCE AND TECHNOLOGY

- Coding Activities for Kids <https://code.org/>
- ABC Splash Science <https://education.abc.net.au/home#!/resources/-/science> Features short videos that provide information with question prompts to guide discussion or lead to further research topics.
- <https://thekidshouldseethis.com/> for Years 2-10. A collection of 4,300+ kid-friendly videos, curated for teachers and parents to share meaningful media. Useful writing prompts for informative, persuasive & imaginative texts.
- NASA Kids Club: <https://www.nasa.gov/kidsclub/index.html>
- Science for kids has some great experiments you could try at home. <http://www.sciencekids.co.nz/>

HSIE – HISTORY AND GEOGRAPHY

- National Geographic Kids <https://www.natgeokids.com/au/category/kids-club/>

CREATIVE ARTS

- Dance exploration <https://www.gonoodle.com/>
- Drama Activities <https://www.teachstarter.com/au/blog/drama-games-lesson-ideas-activities-for-kids-k-3/>
- [Art Hub for Kids has some great directed drawing videos.](https://www.artforkidshub.com/)
- [Just Dance has great videos that children can copy and move and groove to. Great opportunity for parents to join in.](https://www.youtube.com/channel/UCIjW4BWKlqpojTrS_tX0mg)

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- 000 Hero <http://kids.triplezero.gov.au/> for K-2 children. An interactive game that promotes safety messages and how to act in an emergency.
- Cosmic Yoga has great creative yoga videos that are easy for children to follow. <https://www.youtube.com/user/CosmicKidsYoga>



Turramurra North Public School

Experience today, Inspire tomorrow
237 Bobbin Head Road, North Turramurra 2074
Tel: 9144 4107

3/2R Class Catch Up and Check In Meetings ZOOM INFORMATION FOR TERM 3 2021 – WEEK 3

Dear Parents and Carers,

Classroom teachers will offer students catch up and check in meetings via video conferencing using Zoom. The class catch up and check in will provide a teacher-directed opportunity for students to see their teacher and chat informally with one another. They will discuss, review and participate in activities and receive feedback as they learn from home. Students may use a computer, laptop or iPad to join the meetings.

The video conference room is like a classroom, and the same school behaviour and discipline policies apply to this environment. Students need to access Zoom via <https://nsweducation.zoom.us/> and are required to use their **DoE student portal login** to gain access. **The DoE user ID and DoE password will be the same as last week.**

The Zoom meeting ID and passwords for this week are:

| Class | Zoom Meeting ID | | Zoom Meeting Password | |
|-------|-----------------|---------------|-----------------------|---------------|
| | Morning am | Afternoon pm | Morning am | Afternoon pm |
| 2R | 671 2016 3903 | 679 5334 6830 | 634401 | 513617 |
| 3R | 647 4018 9437 | 641 4107 2167 | 511254 | 206905 |

While access to the Zoom class will be for students, parents and carers are encouraged to be in physical proximity.

Each class will have a Zoom meeting in the morning and another, with different content, in the afternoon. Each session will be approximately 30-45 minutes as indicated. Students are expected to attend both the morning and afternoon session each day.

Monday 26 July, Tuesday 27 July, Wednesday 28 July, Thursday 29 July and Friday 30 July

| Time | Class |
|---------|-------------------|
| 9.30am | KK & KW & 5T & 6B |
| 10.30am | 1F & 1W & 2M & 2R |
| 11.30am | 3R & 3H & 4H |
| 12.15pm | KK & KW & 5T & 6B |
| 1.30pm | 1F & 1W & 2M & 2R |
| 2.15pm | 3R & 3H & 4H |

Our protocols for using Zoom have been written in the interest of privacy, safety and well-structured online learning environments. The protocols, explained below, outline the responsibilities for parents and carers, our students and our teachers when using Zoom. The protocols align with our current technology agreement.

By having your child log into a Zoom class, you and your child acknowledge these protocols and agree to participate in video conferencing adhering to these guidelines.

Protocols for using Zoom

Zoom sessions delivered by teachers cannot be recorded or reproduced in any way.

Parents and Carers:

- Support student access to a Zoom class and be in physical proximity while the meeting occurs.
- Support student participation in a quiet space and have a distraction free background behind them or blurred Zoom background.
- Assist with the checking of a student's computer camera and speakers in advance of the meeting.
- Understand the student protocols below and support your child/ren with these.

Students:

- Ensure you speak and participate in a positive, respectful way, by turn taking and listening to others
- Do not enter the online room without a teacher present.
- Be ready to access the Zoom class on time.
- Check your computer camera and speakers in advance of the meeting.

- Make sure you have a distraction free background or blur your Zoom background.
- When you're using your name in Zoom, only use your correct first name and the initial of your surname.
- Don't invite anyone else into your Zoom class meeting.
- Ensure you are wearing appropriate clothing when participating in a Zoom class meeting.

Teachers / Turramurra North Public School:

- Provide students with a Zoom meeting time, meeting ID and password in advance.
- Only conduct whole class or small group meetings. One-on-one catch up meetings will not be held with students or parents/carers.
- Remove and/or mute participants as deemed necessary.
- Never allow students into or be left in a Zoom room without supervision.

Please read the instructions below and download Zoom in preparation for your child's class meetings.

Please contact the school on 9144 4107 if you need to arrange the loan of additional devices.

Kind regards,

K-6 Teachers
Turramurra North Public School

Michelle Verhagen
Principal

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser

Chrome Edge Firefox Safari

1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>

3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.

5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

Accessing Zoom using mobile apps

1. Download the **Zoom** app for your specific mobile device.

iOS Download Android Download

2. Once installed, open **Zoom**, tap **Sign in** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**

4. The **DoE log on screen** will appear. Sign in with your normal department credentials.

5. Once signed in, **Zoom** will be ready for use!

Please note: If you are downloading the mobile app, you need to install **Zoom Cloud Meetings**.

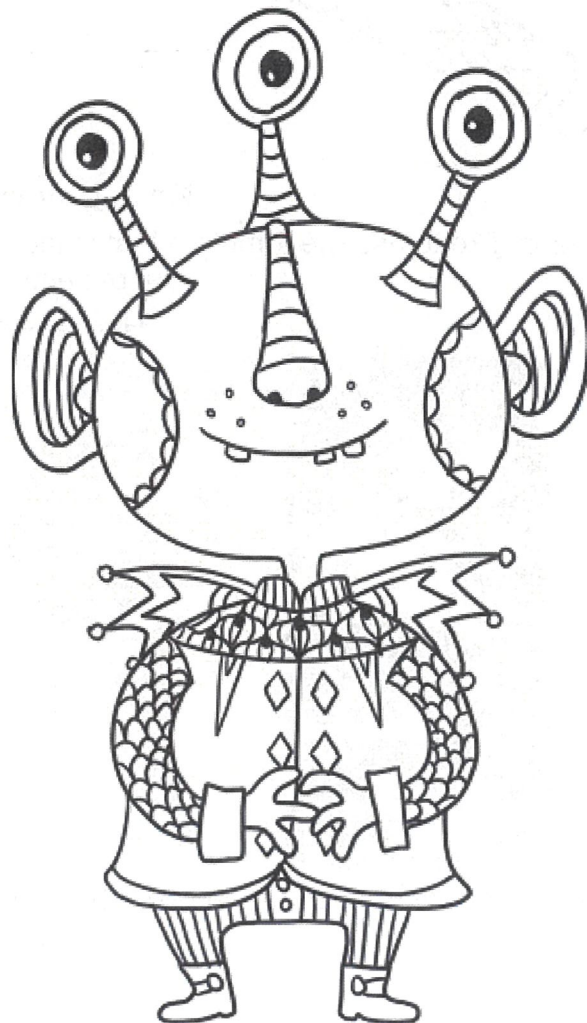
Week 3 Term 3 – Learning from Home

Stage 1 Year 1 and 2

You may need help from a parent/carer and possibly resources from your teacher.

Two activities have been selected for feedback. They are highlighted on the timetable.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--|--|--|--|--|
| Morning | Spelling Reading Writing ZOOM 10:30am | Spelling Reading Writing ZOOM 10:30am | Spelling Reading Writing ZOOM 10:30am | Spelling Reading Writing ZOOM 10:30am | Spelling Reading Writing ZOOM 10:30am |
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| Break | Break | Break | Break | Break | Break |
| Afternoon | ZOOM 1:30pm Science | ZOOM 1:30pm Art | ZOOM 1:30pm Library | ZOOM 1:30pm PDHPE | ZOOM 1:30pm Music |

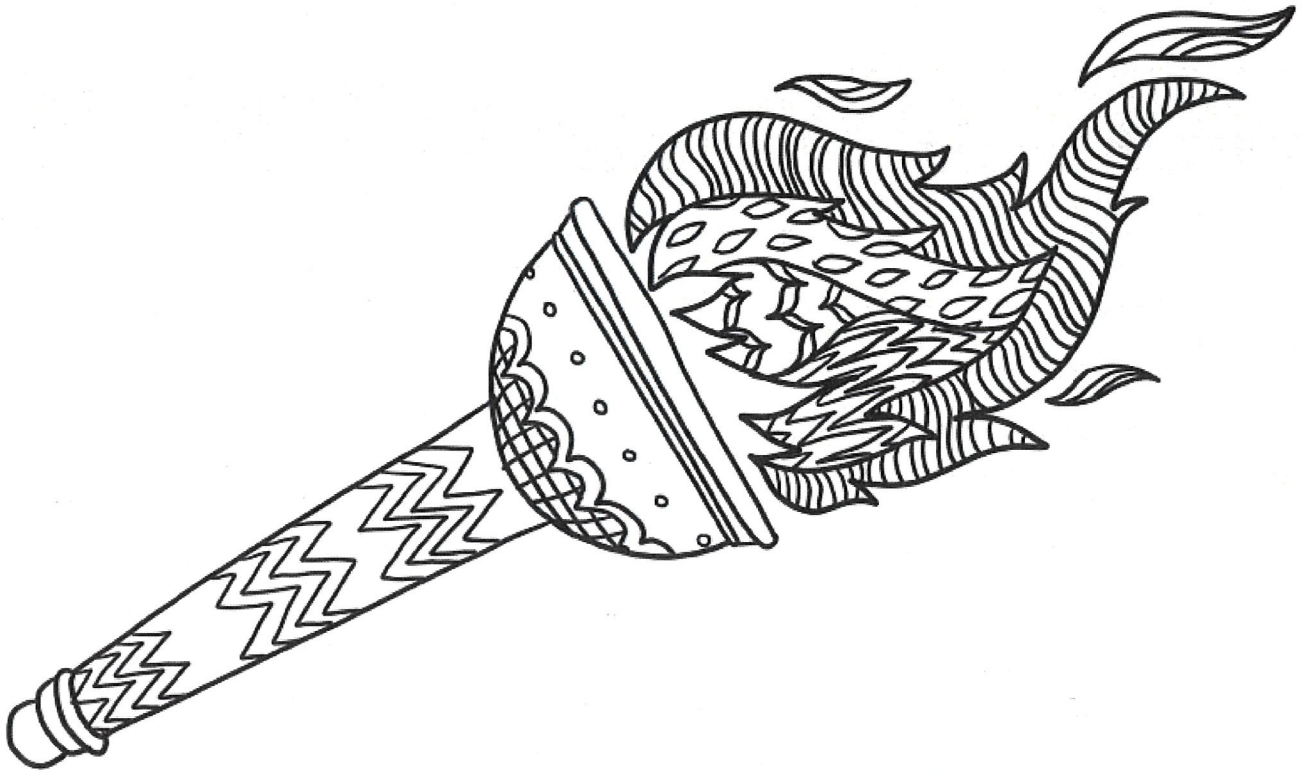


Olympic Celebration!

Optional Fun Tasks!

Last Friday was the 2020 Tokyo Olympic Opening Ceremony!

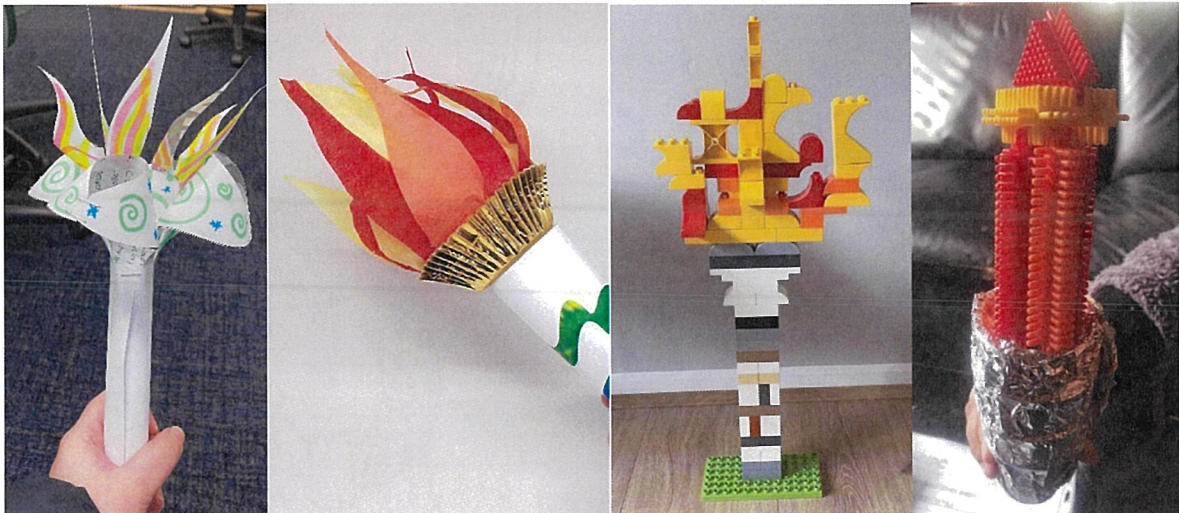
You will find some fun activities about the Olympics this week that you can complete if you have finished your tasks.



Make your own Olympic torch.

You might like to use the template that is included at the end of the pack or create your own torch out of items you have at home.

Here are some examples:



You could have a relay around your home using the torch just like they do before the Olympic Games start.

Olympic Medal Tracker

For each medal earned, color in a circle using a gold, silver, or bronze crayon.



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How many medals did the United States win altogether?

Total number
of gold medals:

+

Total number of
silver medals:

+

Total number of
bronze medals:

=

Total medals:

MONDAY - English

Spelling

- Ask a family member to pre-test you with the Week 3 spelling words. If a family member cannot help you, choose words that you find tricky to spell.

Year 1 students should choose **10** words from the spelling list to complete the daily activities.

Year 2 students should choose **12 – 15** words from the spelling list to complete the daily activities.

| Year 1 Week 3 Spelling Words | | |
|------------------------------|-----------|--------------|
| ar a star glass | | |
| Core | Extension | Theme |
| are | afternoon | Olympics |
| car | aren't | bearer |
| far | asked | ceremony |
| bar | asking | orientation |
| arm | banana | connective |
| art | basket | Tokyo |
| farm | carpet | |
| star | class | Demon |
| card | garden | desert |
| part | laugh | dessert |
| park | mask | weird |
| bark | party | rhythm |
| ask | past | column |
| after | spark | leisure |
| last | start | |
| fast | tomato | |

| Year 2 Week 3 Spelling Words | | |
|------------------------------|-----------|--------------|
| ar a star glass | | |
| Core | Extension | Theme |
| are | aunt | Olympics |
| ask | banana | bearer |
| far | basket | ceremony |
| farm | calf | orientation |
| part | calm | connective |
| hard | charge | Tokyo |
| mark | garden | |
| smart | guard | Demon |
| start | heart | desert |
| large | koala | dessert |
| fast | laugh | weird |
| last | mast | rhythm |
| pass | master | column |
| class | parcel | leisure |
| glass | partly | |
| father | passed | |
| party | pasta | |
| aren't | rather | |
| after | staff | |
| asked | tomato | |



Must do:

- Practise your spelling words each day.

Remember to look, say, cover, write, check and correct each word.

**Look****Say****Cover****Write****Check**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
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Can do:

- Write each of your words like a pyramid.

s
so
som
some



Reading

- Carefully read the recount Family Day at the Beach. Answer the questions.
Remember to use capital letters and full stops.

FAMILY DAY - at the Beach -

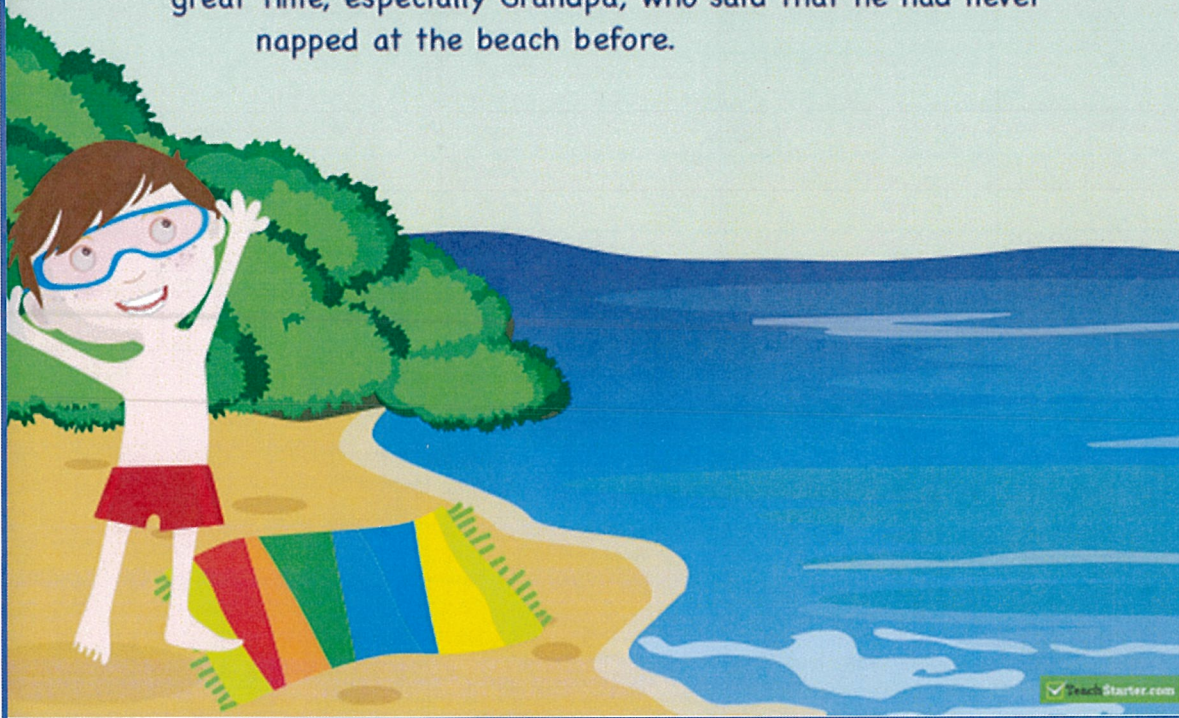


On Sunday, Mum, Dad, Tamieka, Todd and I went to Golden Beach for Grandpa's birthday. Grandpa used to be a Surf Life Saver and always loves visiting the beach.

After we picked up Grandpa at nine o'clock, we started the long drive to the beach. We drove past lots of tall buildings and went over a long bridge over a river. Finally, we arrived.

Aunty Carmel, Uncle John and our cousins, Susie and Andrew, were waiting for us. We had fun playing beach cricket and volleyball, then we went for a swim in the water. After our swim, we enjoyed some salad sandwiches, lemon ice blocks and some yummy chocolate birthday cake. Grandpa was exhausted and needed a nap after lunch. He napped on his beach towel under our big blue and green sun shade. We kept playing beach cricket.

At 2 o'clock, we packed up the car and headed home. We all had a great time, especially Grandpa, who said that he had never napped at the beach before.



Must Do:

Comprehension Questions

1) Who is this recount about?

2) Where did they go and why?

3) When did they go?

4) What did the family have fun doing?

5) Put these events in the correct order.


- ☐ They packed the car and headed home.
- ☐ They picked up Grandpa at nine o'clock.
- ☐ Grandpa napped under the shade on the beach.
- ☐ They played beach cricket and volleyball.
- ☐ They ate lunch and had some chocolate cake.
- ☐ They drove for a long way.

Can do:

Comprehension Questions

6) Write about a family picnic you have had.

Draw a picture of your picnic in the box below.



Writing

Handwriting

- Complete the handwriting task by tracing the words and then copying it below.

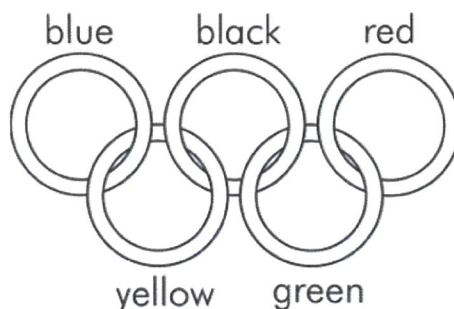
The Tokyo Olympics

officially begin on

the 23rd July 2021.



The Olympic Rings



Editing

- Choose ONE of the editing activities below to complete.

Option A is easier.

Option B is more challenging.

You must find the mistakes and then copy the correct version onto the lines below.

Option A:

- Find 2 spelling mistakes
- Add 2 capital letters and 1 full stop

The tokyo Olympic Games opening ceremony is on the 23rd Juli. some sports like softball and sokker start before this

Option B:

- Find 2 spelling mistakes
- Add 5 capital letters and 1 full stop

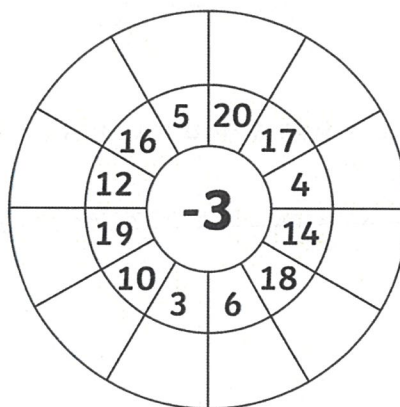
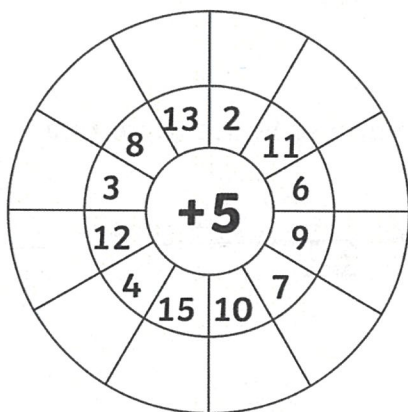
cate campbell and patty mills will carry the Australian flag at the openin ceremony. tokyo will be their fourth Olympics Every countri has one girl and one boy flag bearer.

MONDAY - Mathematics

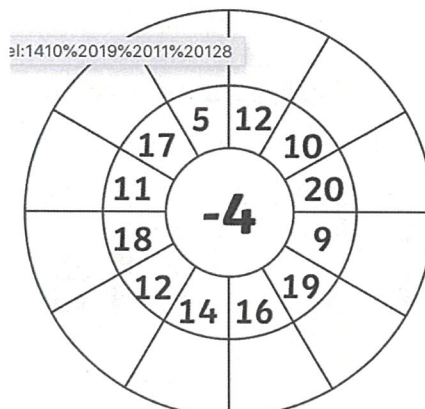
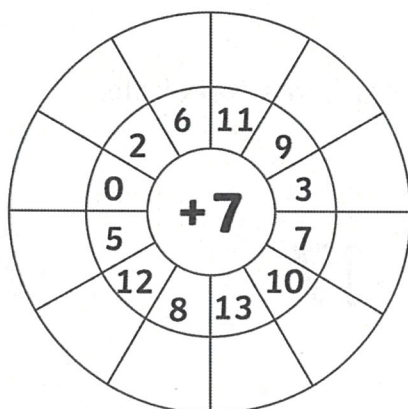
Minute Maths

Choose a level and complete these addition and subtraction wheels. Add or subtract the middle number with each number around the outside.

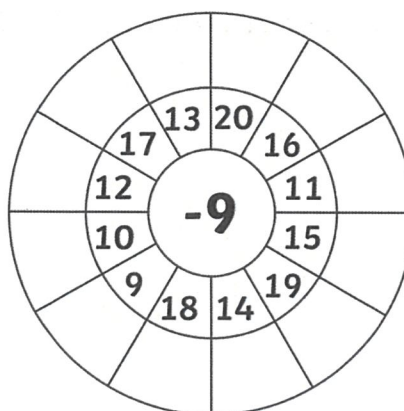
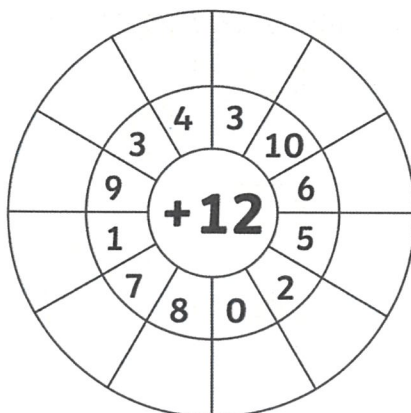
Level 1:



Level 2:



Level 3:



Number and Algebra - Must Do

Can you show how to split the top number into 2 parts?

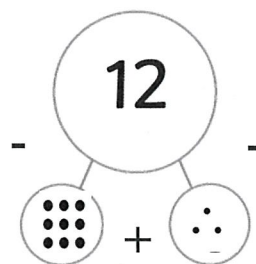
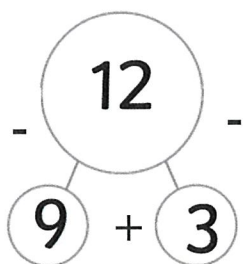
For example:

$$9 + 3 = 12$$

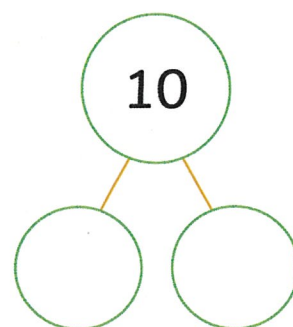
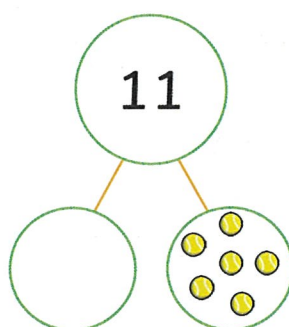
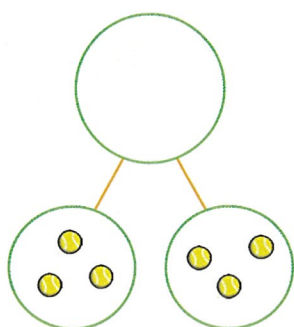
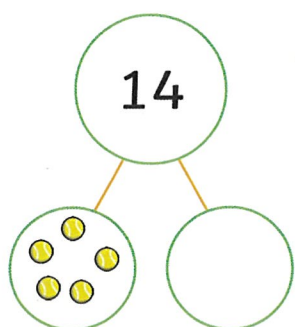
$$3 + 9 = 12$$

$$12 - 9 = 3$$

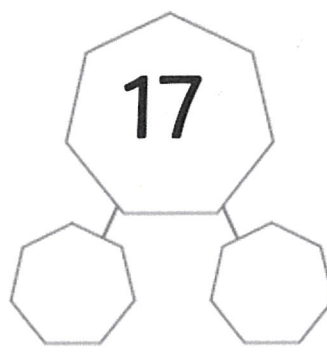
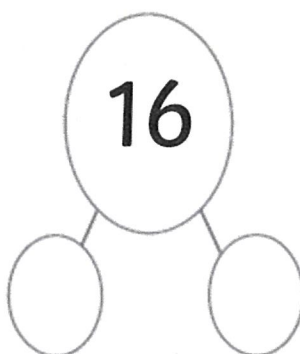
$$12 - 3 = 9$$



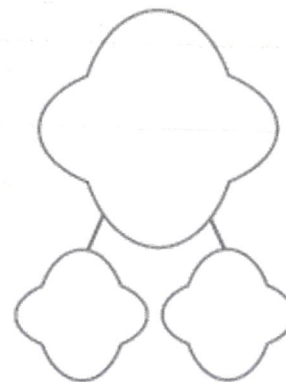
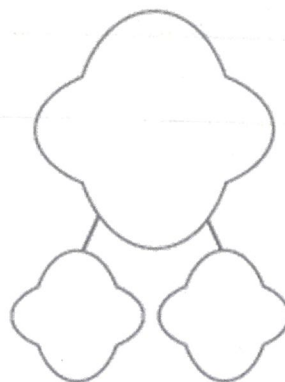
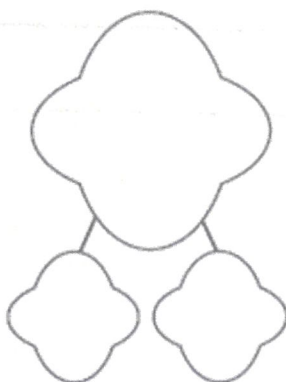
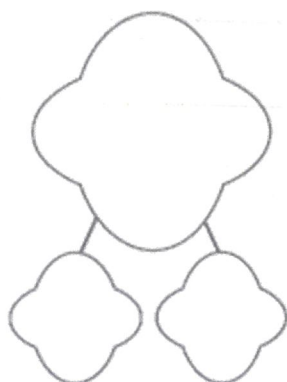
Level 1: Draw the two amounts needed to make the number in the top circle.



Level 2: Write two numbers needed to make the number in the top circle.

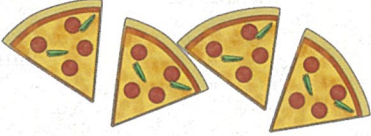

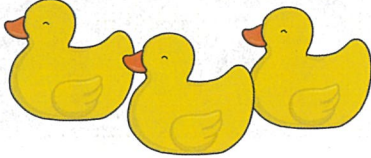







Level 3: Choose your own number but it must be 2 or 3 digits. Eg: 35, 72, 110, 500.



Number and Algebra - Can Do

Read the word problems and write the number sentence to match. Draw a picture or number line in the next box to show how you got your answer.

| Word problem | Number sentence | Picture or number line |
|--|-----------------|--|
| <p><small>Addition and Subtraction to 100 Word Problems</small></p> <p>1. If you have 67 slices of pizza and 15 slices are eaten, how many slices would you have left?</p>  | |  |
| <p><small>Addition and Subtraction to 100 Word Problems</small></p> <p>2. If you have 72 rubber ducks and are given another 17, how many rubber ducks would you have?</p>  | |  |
| <p><small>Addition and Subtraction to 100 Word Problems</small></p> <p>6. If you count 85 ladybirds in your garden and 21 fly away, how many ladybirds would be left?</p>  | |  |
| <p><small>Addition and Subtraction to 100 Word Problems</small></p> <p>5. If you find 49 wooden beads under the sofa and then find another 50 in a box, how many beads would you have?</p>  | |  |



MONDAY – Science

What can we observe in the night sky?

Must Do:

- Look at the pictures below and brainstorm some of the things you might be able to see in the night sky.



What can you
see in the night sky?

Watch the video by Dr Tanya Hill who will talk about the Moon and stars

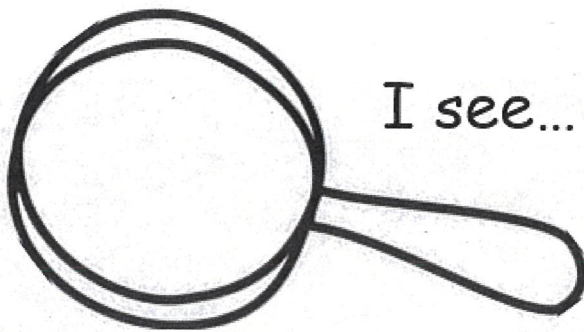
Use the link or scan the QR code to watch

<https://vimeo.com/70313349>



After watching complete the activity below.

What did you see?



I see stars.

I see _____

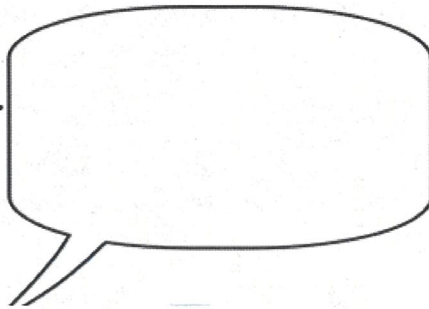
I see _____

I see _____

I see _____

What do you think?

I think...



I think there are millions of stars in the sky.

I think _____

I think _____

I think _____

I think _____

What do you wonder?

I wonder...



I wonder if you can see the Southern Cross from other countries?

I wonder _____

I wonder _____

I wonder _____

I wonder _____

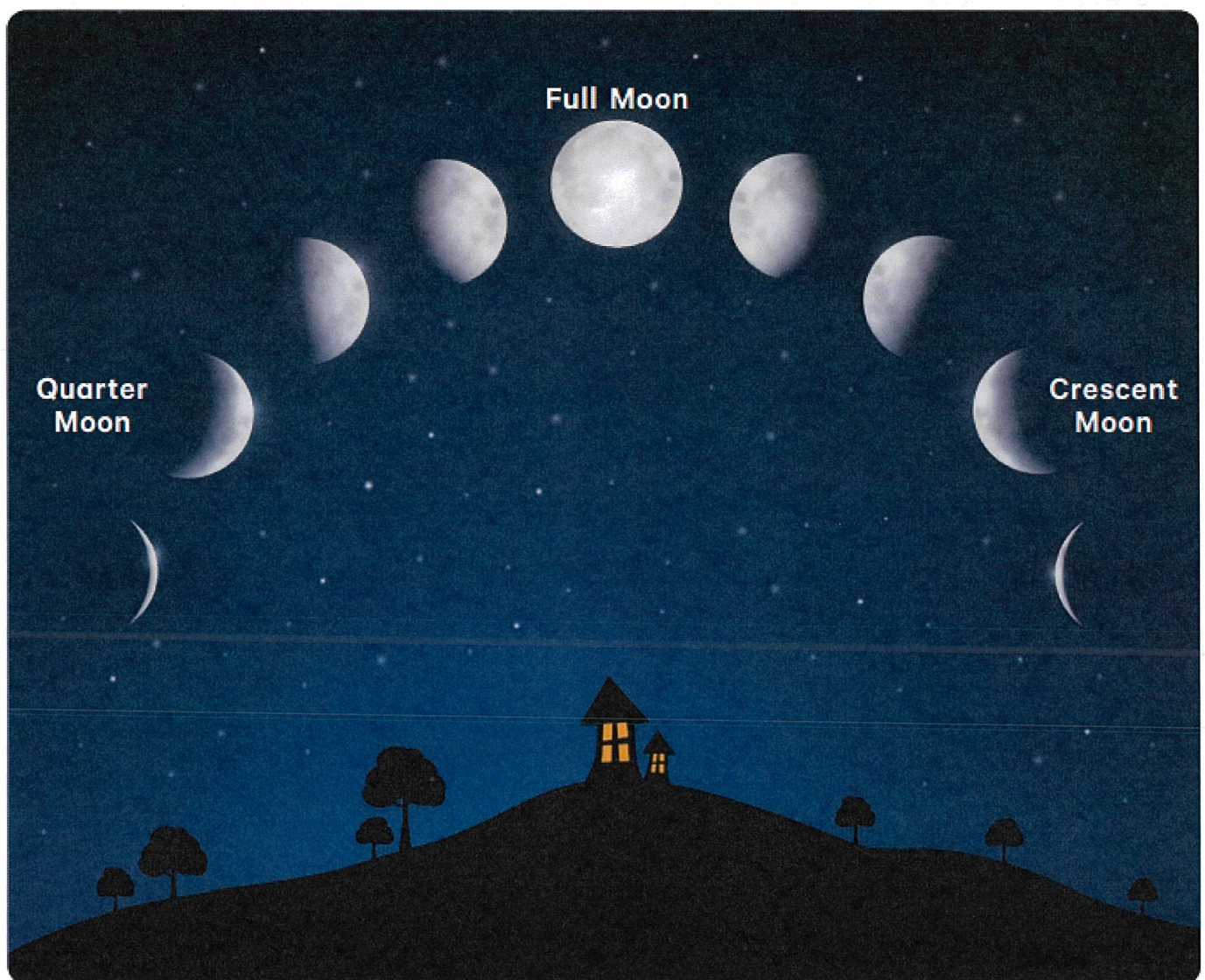
The Sun lights up parts of the Moon as it moves around the Earth. We can see the Moon's changing phases (shapes) in the night sky.

4

Chalk Art! Use chalk to draw the different shapes of the Moon in the night sky.



Use the chalk and black card in your pack to create your artwork.



Stars can appear in groups. These groups look like things we know.

This is called a constellation.

Let's explore!

A constellation is a group of stars that can look like a person, animal or object.

Let's explore some constellations we can see in the sky.



Orion

The Orion is also called the hunter because it looks like a warrior.



Lyra

The Lyra is a constellation that looks like a lyre, an old musical instrument.



Southern Cross

The Southern Cross is made of five stars in the shape of a cross.



There are many other constellations. What shapes can you see?



Can you see a mouse or a lion?



Can you see a scorpion spider or a flower?

Did you guess it?



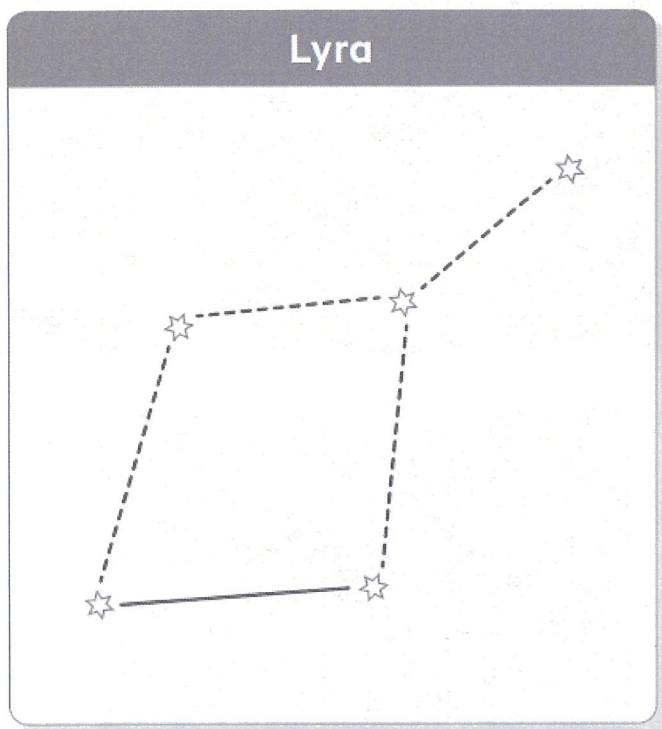
Leo constellation – Lion



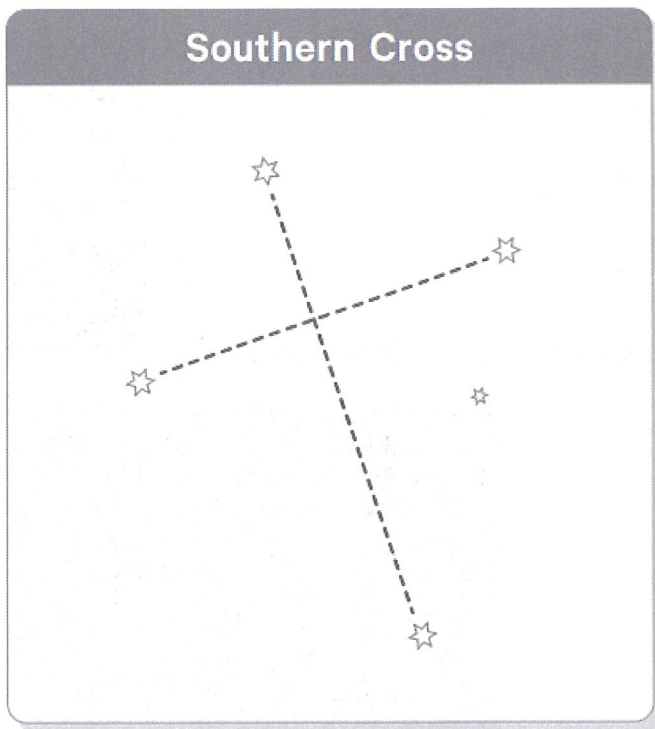
Scorpius constellation – Scorpion

Draw the constellations by connecting the dots, then colour the stars and the night sky.

Lyra



Southern Cross



Can Do:

Use the website *Willy Weather* to find the current Moon phase.

<https://moonphases.willyweather.com.au/nsw/sydney/sydney.html>



Crescent Moon

Gibbous Moon

Full Moon

Circle the name of today's Moon phase.

Draw what the Moon will look like in the sky tonight.

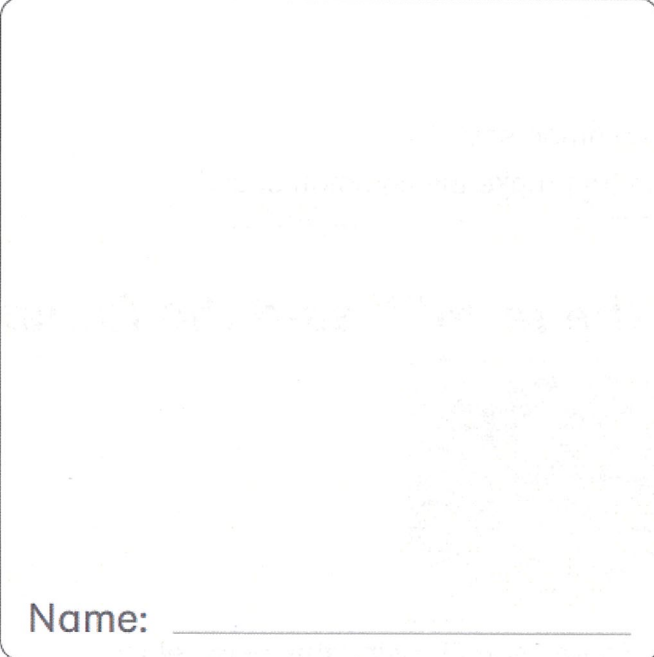
Use the website Google Sky to investigate some more constellations.

<https://www.google.com.au/sky/>



Select constellations in the bottom menu.

Draw two new constellations you have found.



Name: _____

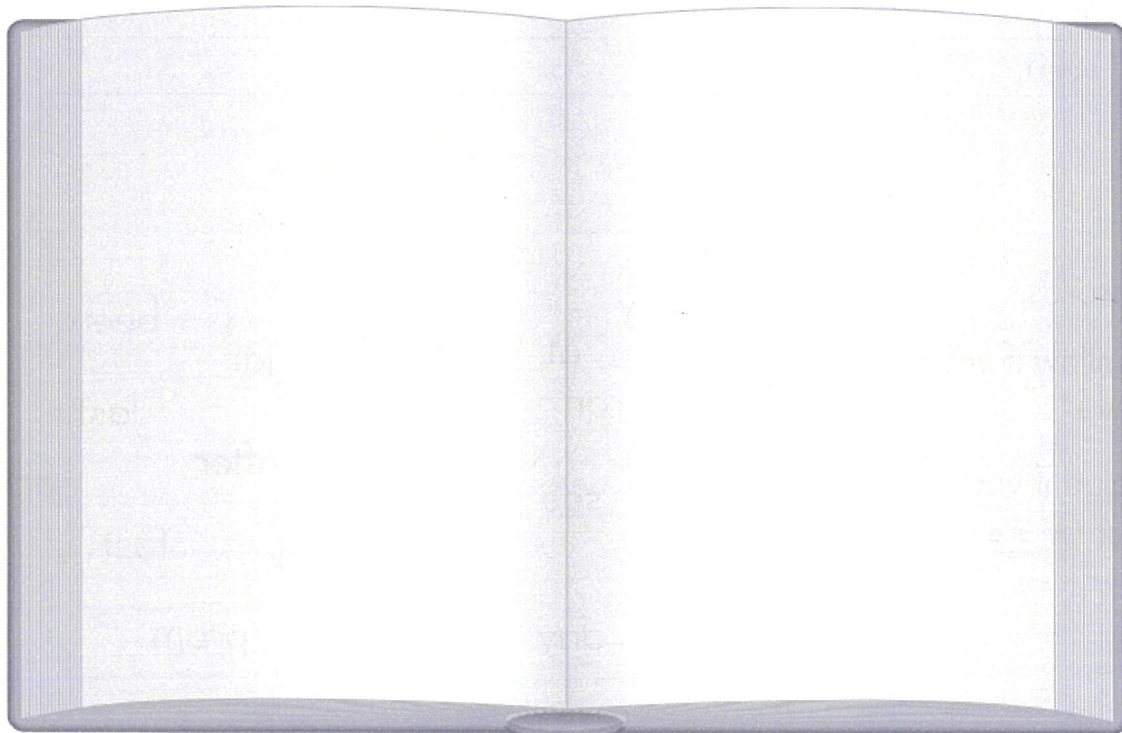
A large, empty rectangular box with rounded corners, intended for drawing a constellation. Below the box is a line for writing the name of the constellation.

Name: _____

A second large, empty rectangular box with rounded corners, identical to the first one, for drawing another constellation. It also has a line below for writing the name.

Why is the night sky black?

Find out, then write and draw an information page to share with others.



TUESDAY - English

Spelling

Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



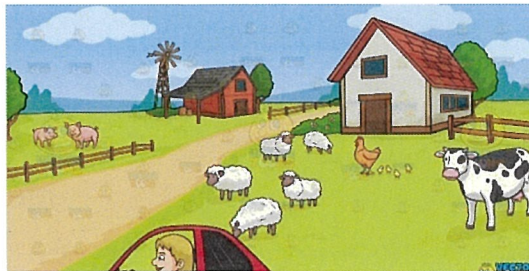
Write



Check

- Read the sentence below. Can you find the common sound?
Underline, circle or highlight the letter / letters that make the common sound.

“Are you going in the car to the farm?” said the father.



- The letters **ar**, **a** and **are** can all represent the same sound. Using the table below, brainstorm as many words that you can think of.

You may use the spelling lists to help you.

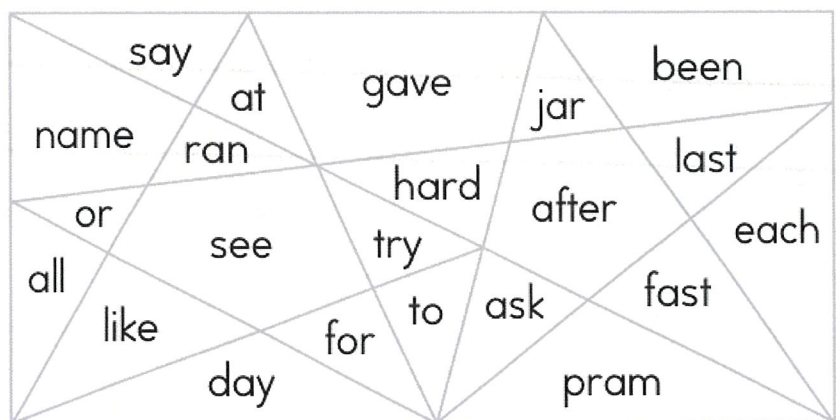
| | |
|-----|---------|
| ar | star, |
| a | glass, |
| are | aren't, |

Can Do:

Say the words.

Colour **yellow** if you hear ★ **ar a**.

Colour **blue** if you don't hear ★ **ar a**.



Reading

- Look closely at the picture. Imagine you are walking along this path. What do you think you would see, smell, hear or do along the path? Use the picture to complete the questions.

Must Do:

Narrative

Purpose: to entertain, amuse or take the reader on a journey.



Using the image above, write the nouns that you can see. A noun is a person, place or thing.
e.g. tree, house, sun... _____

Now write adjectives to describe some of your nouns. An adjective is a describing word. e.g.
gigantic tree, scary house, dazzling sun... _____

Using the same image, can you think of any verbs? A verb is an action or doing word. e.g.
running, waving, falling... _____

Now write adverbs to describe some of your verbs. An adverb describes the verb. e.g. running
easily, waving quickly, falling backwards... _____

Writing

Introduction to Recounts

Over the next two weeks, we will be learning about recounts.

Recounts retell events that have happened in the past.

Personal recounts retell a special event or experience in an entertaining way. You might write a personal recount about:



a sports match



a snowy day



a day at school

Must do:

What else could you write a personal recount about?

Can do:

Look at the picture below. What do you think this recount could be about? _____

Write some information about events or experiences that might have happened on this day.



Must Do:

Watch 'Diary of a Worm' on YouTube:

www.youtube.com/embed/8h3X2DWzoq4



- Answer the 5 W questions. **You may like to write and draw your answers:**

| | |
|---|--|
| WHO does Worm want to work for when he grows up? | |
| WHAT happened when Worm tried to teach Spider to dig? | |
| WHEN did Worm do the hokey pokey? | |
| WHERE did Worm and his family go after it rained? | |
| WHY was hopscotch a dangerous game? | |

TUESDAY - Mathematics

Minute Maths

Fill in the missing information so the number sentence is correct. Choose a level to complete.

Level 1:

| | |
|-------------------------------|-------------------------------|
| <input type="text"/> + 8 = 19 | 8 + <input type="text"/> = 13 |
| 4 + <input type="text"/> = 10 | <input type="text"/> + 6 = 18 |
| <input type="text"/> + 6 = 9 | 0 + <input type="text"/> = 16 |
| 7 + <input type="text"/> = 17 | <input type="text"/> + 1 = 24 |
| <input type="text"/> + 4 = 12 | 5 + <input type="text"/> = 12 |

Level 2:

$21 + \boxed{} = 77$

$27 + \boxed{} = 77$

$\boxed{} + 25 = 55$

$\boxed{} + 27 = 80$

$9 + \boxed{} = 80$

$\boxed{} + 22 = 44$

$\boxed{} + 26 = 66$

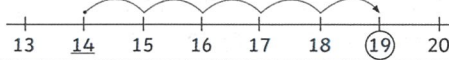
$\boxed{} + 14 = 45$

Number and Algebra - Must Do

We can use number lines to help us add or take away numbers.

Example:

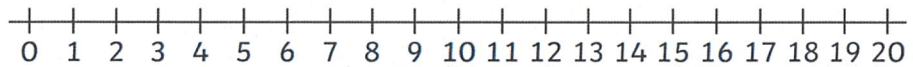
$$14 + 5 = 19$$



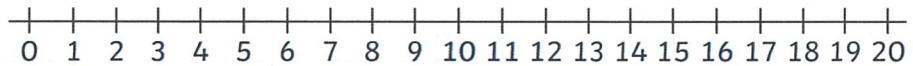
Choose a level and complete the number lines to solve the question.

Level 1:

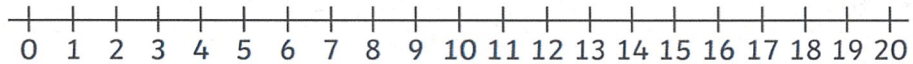
$$11 + 4 = \underline{\quad}$$



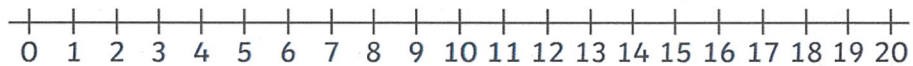
$$12 + 5 = \underline{\quad}$$



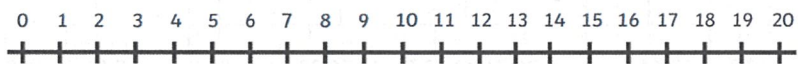
$$\underline{\quad} + 9 = 20$$



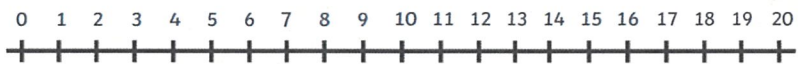
$$\underline{\quad} + 9 = 20$$



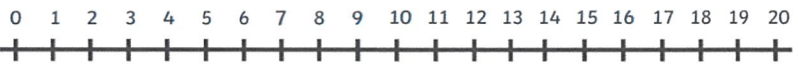
$$17 - 5 = \underline{\quad}$$



$$20 - 17 = \underline{\quad}$$



$$18 - 2 = \underline{\quad}$$

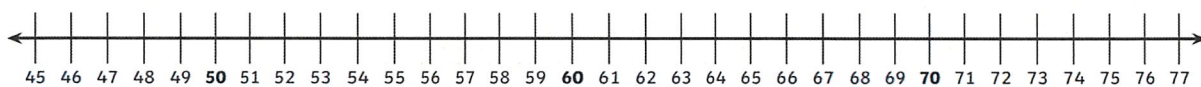


Make your own:

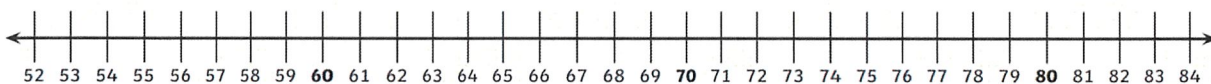


Level 2:

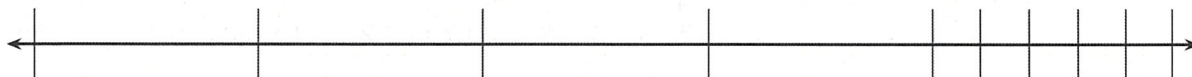
$45 + 27 =$



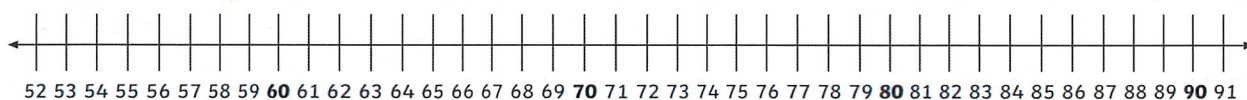
$52 + 31 =$



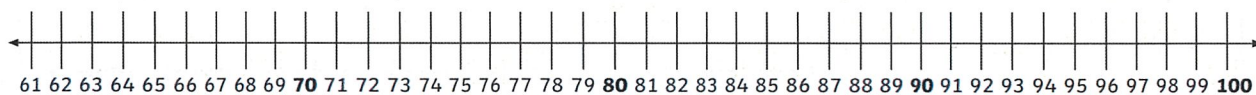
$56 + 45 =$



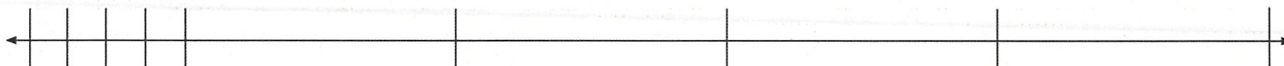
$91 - 24 =$



$100 - 38 =$



$80 - 44 =$



Make your own:



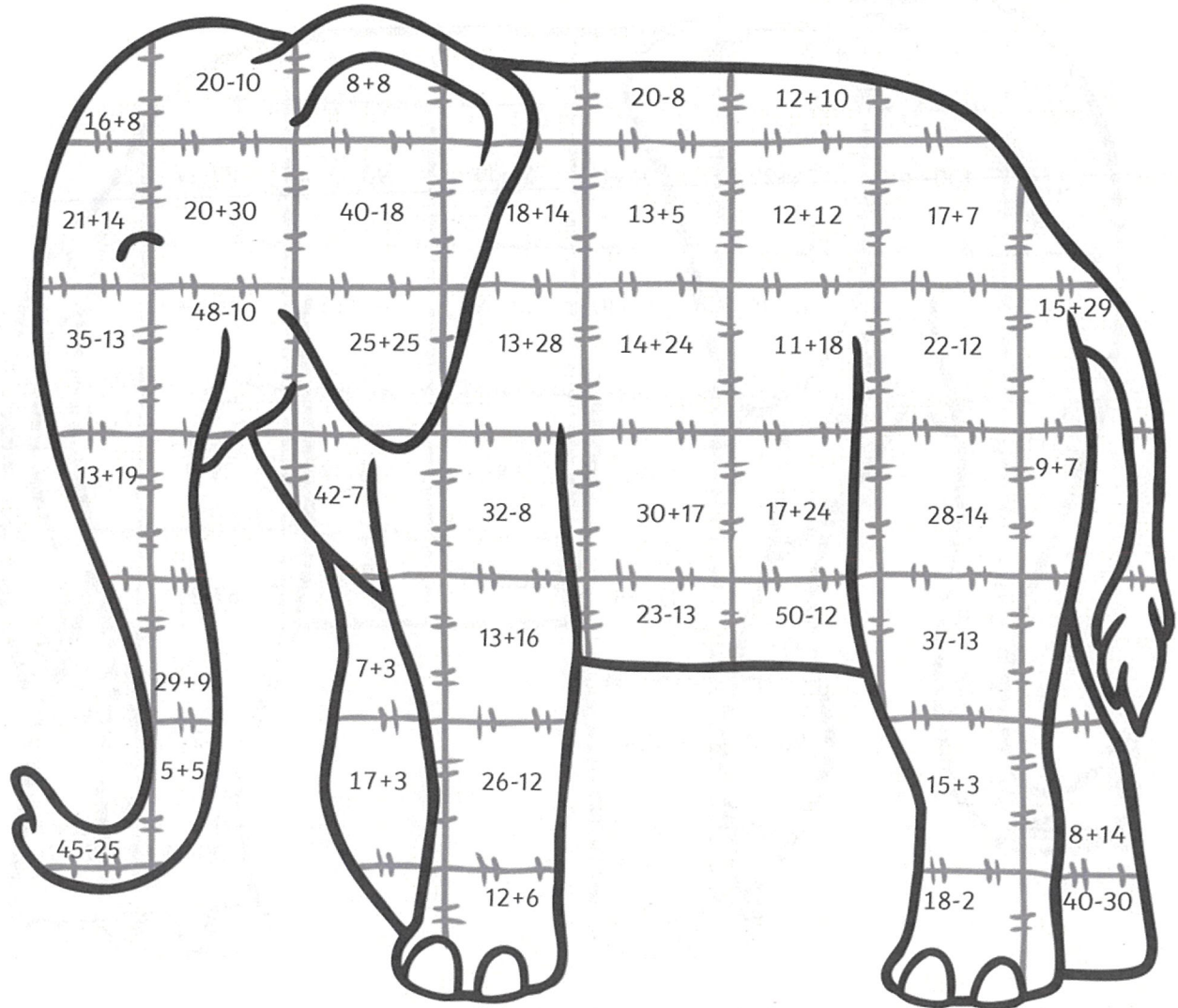
Number and Algebra - Can Do

Option A (a bit easier): Use a number line to help you colour in the elephant using the answers below.

Addition and Subtraction to 50

Colour by Number

Solve the calculations to work out what colours to use.



10 or 29 = yellow

12 or 32 = orange

14 or 35 = blue

16 or 38 = red

18 or 41 = purple

20 or 44 = black

22 or 47 = pink

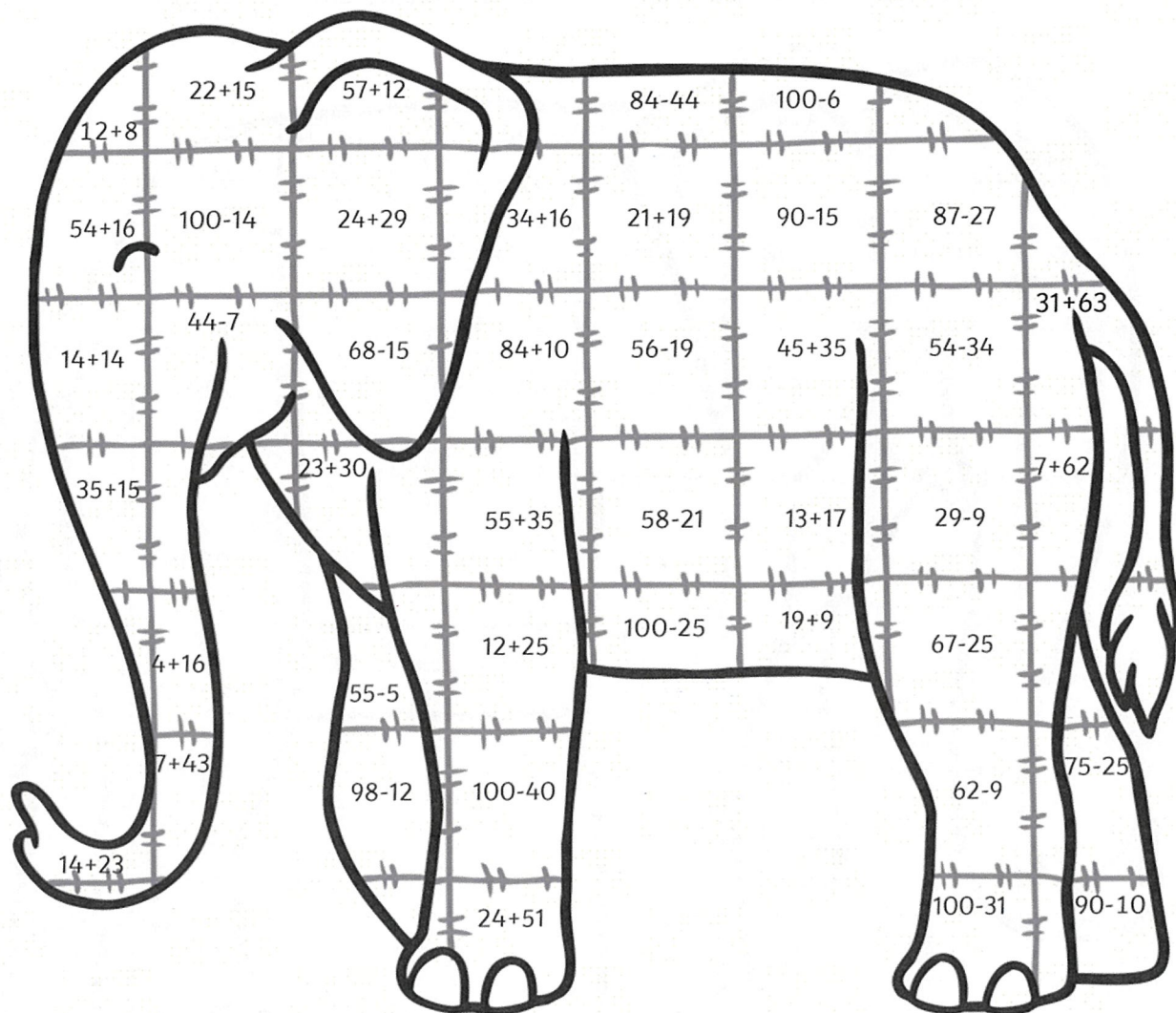
24 or 50 = green

Option B (a bit harder): Use a number line to help you colour in the elephant using the answers below.

Addition and Subtraction to 100

Colour by Number

Solve the calculations to work out what colours to use.



20 or 28 = yellow

30 or 37 = orange

40 or 42 = blue

50 or 53 = red

60 or 69 = purple

70 or 75 = black

80 or 86 = pink

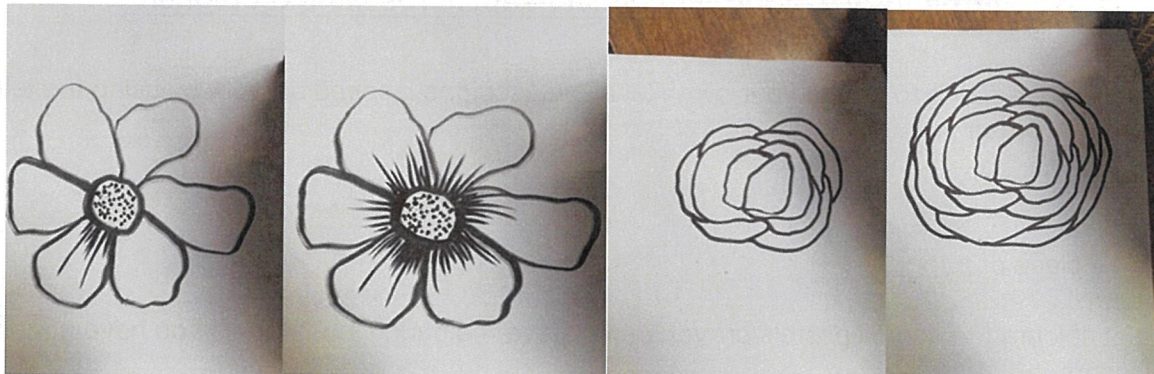
90 or 94 = green

TUESDAY – Art

The activities below are meant to be completed over week 2 and week 3

Hi Stage 1,

I hope your flowers are going well. Here is an example of the flowers I drew.



If you haven't already please colour yours in now.

This is a great website if you are interested in further art activities

<https://www.tate.org.uk/kids>

The artist we are going to look at is Rosalie Gascoigne.

Her artwork is very interesting, she collects items from the environment to create her works.

Have a look at some of her artwork by clicking on the link

<https://www.pinterest.com.au/leeplas/rosalie-gascoigne/>

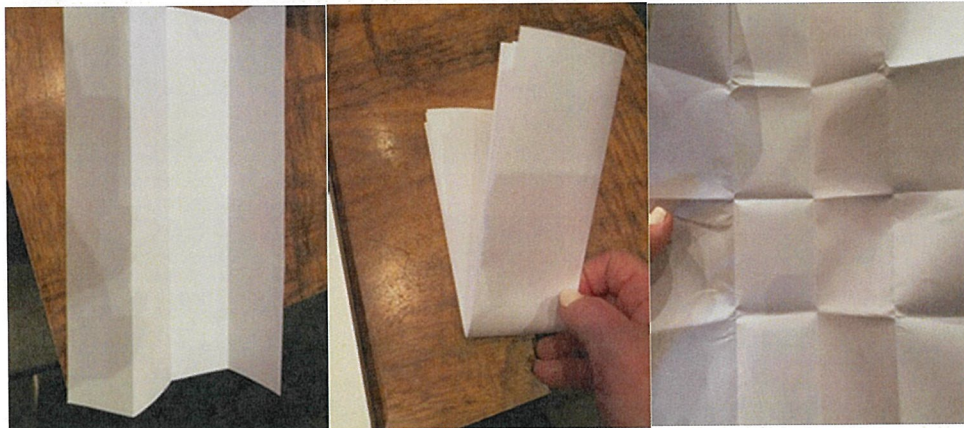
Aim / goal: You are going to create your own Rosalie Gascoigne inspired artwork by using the letters in your name or a word or words.

You will need:

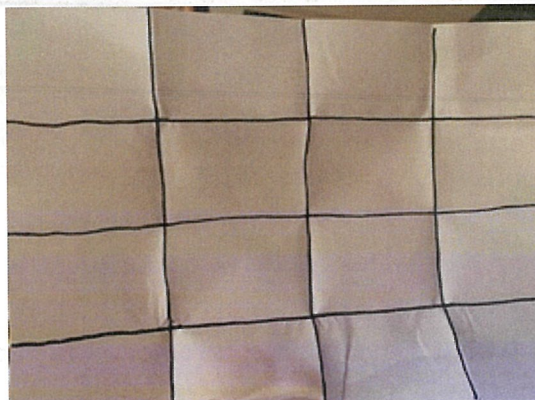
- An A4 piece of paper
- A pencil
- Paint/coloured textas/oil pastels/crayons – whatever colouring in materials you have at home
- Scissors
- A piece of cardboard – this could be one side of a cereal container

Method / steps:

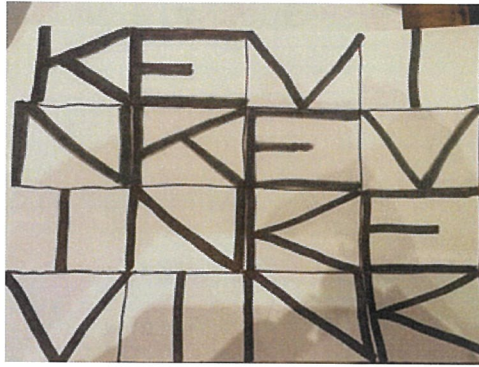
1. Take your paper and start folding it in half lengthwise and half again (see the photo below). Your mum or dad may have to help you with this part.
2. Then fold it the other way so your paper ends up looking like this.



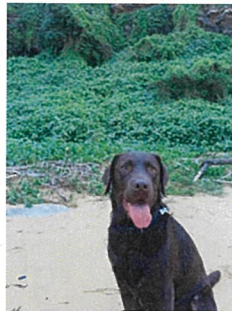
3. With a black pen draw lines where the folds are



4. Now begin to write a word or two. It could be your name or the names of your pets. Can you guess whose name I'll write?



You guessed it our dog Kevin



5. Make sure your letters fill up most of the square. Now colour each row in a different colour.



6. Before you cut out your squares trace your whole shape onto the cardboard.



7. Cut them out and arrange them on to your cardboard background.

This is just an example. As I always say do your own and use your imagination. You might decide you want to add a pattern on the background or even make your letters smaller or take a few ideas from Rosalie and mix it up a bit.

Have fun - Mrs Plasto

WEDNESDAY - English

Spelling

Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

Write **ar** in the spaces. Join each word to its clue. ★ We sometimes write **ar** for **ar a**, as in **star**.

p _ _ t • • opposite of *soft*

h _ _ d • • knows a lot

p _ _ ty • • not all of it

sm _ _ t • • lots of fun

st _ _ t • • begin

Write **a** in the spaces. Join each word to its clue. ★ We sometimes write **a** for **ar a**, as in **glass**.

l _ st • • group of children

f _ st • • holds a drink

cl _ ss • • opposite of *first*

gl _ ss • • opposite of *before*

_ fter • • opposite of *slow*

Can do:

Write **Are**, **aren't**, **after** or **asked** to finish the sentences.

Cross out each word as you use it. Colour all the **ar a** words.

There _____ any slow cars in this race.

We _____ if we could drive across the grass.

_____ we going to the party _____ the race?

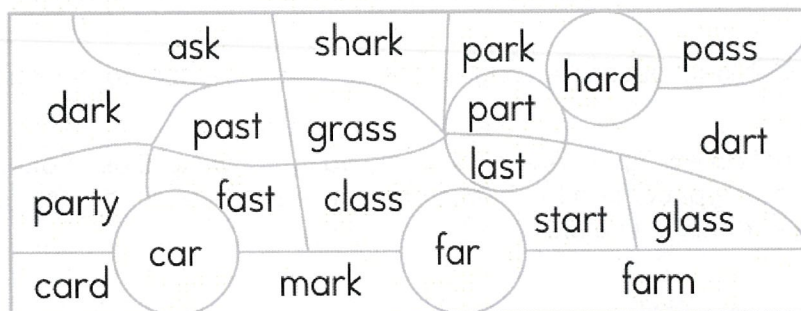
Count the number of sounds in the words.

Colour –

2 sound parts **black**

3 sound parts **blue**

4 sound parts **red**.



Reading

- Test your predicting skills.

Choose a level and guess what will happen next.

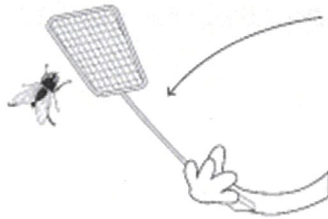
Level 1:

Making Predictions with Pictures

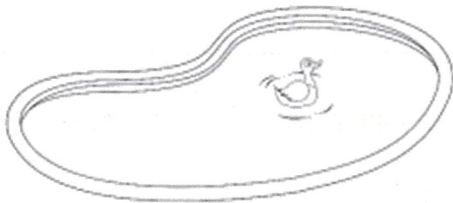
Using the pictures, predict what you think will happen next.



John was fast asleep...



Jane went to swat the fly...



The duck was swimming in the pond...



Thomas was pushing the wheelbarrow
up the hill...

Making Predictions

Can you predict what is going to happen next?

1. Jonathan was looking up at the sky when his friend threw him the football...

2. The sky grew dark, the wind began to blow and suddenly...

3. Jane worked really hard on her school project about gardening and was pleasantly surprised when...

4. Declan rode his bike over some broken glass on the footpath...

5. Amy was rollerblading across a footpath, but she didn't know there was a broken tree branch across the path...

6. I picked a beautiful red rose from the garden, suddenly...

7. Mum turned on the tap to run us a bath, she walked away...

Level 3:

Making Predictions

Going on Holidays

The day had finally arrived... school had ended and the holidays had begun!

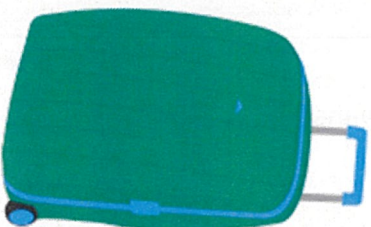
I was filled with great excitement. Tomorrow my family and I were heading off on our annual holiday.

I took out my big green and blue suitcase from the bottom of my wardrobe, threw it onto my bed and quickly unzipped it. An old musty smell burst out of the bag, so I drowned it with some of my mother's best perfume.

Inside were the remains of who knows what from the bottom of my old boots and an old lift pass. After making my suitcase nice and clean again, I started gathering all the things I would need for my holiday.

I slowly loaded my suitcase with warm clothes. I packed my beanie and gloves, along with the long stripy scarf Nan knitted me. I couldn't wait to try the sleek new goggles my friend Sam leant me, I hoped that they would make me go faster!

Lastly, I packed some pocket money so I could buy a delicious hot chocolate at the end of my fun days.



Comprehension Task



Going on Holidays

1. Predict where the person might be going on holiday.

Why do you think this?

2. Who might the main character be?

Why do you think this?

3. An old musty smell burst out of the bag.

Predict what caused the smell. Why do you think this?

4. Do you think the main character will go on the same holiday again next year?

Explain a reason for your prediction.

Writing

Structure of Recounts

Orientation and Background Information

What is the event? When and where did it happen? Who was there?

Series of Events in Time Order with Personal Comments

What was the time sequence (chronological order) of the event?

How did you feel about the event as it was happening?

Concluding Sentence

Overall, what did you think about the event?



- Read the Recount 'The Carnival' below. Can you identify the:

- Orientation and Background Information
- Series of Events in Time Order with Personal Comments
- Concluding Sentence

(The answers are below)

Personal Recount Example – The Carnival



Last night, my family visited the carnival that came to town.

First, I went on the Ferris Wheel. I loved looking at all the people down below as the wheel spun around and around!

After that, my sister was feeling hungry. Dad bought us all ice creams. I had chocolate chip and it was delicious!

Finally, we went on the bumper cars. My big brother and I rode together and crashed over and over again. It was hilarious!

It was so special spending time with my family at the carnival.

Orientation and Background Information

Last night, my family visited the carnival that came to town.

Series of Events in Time Order with Personal Comments

First, I went on the Ferris Wheel. I loved looking at all the people down below as the wheel spun around and around!

After that, my sister was feeling hungry. Dad bought us all ice creams. I had chocolate chip and it was delicious!

Finally, we went on the bumper cars. My big brother and I rode together and crashed over and over again. It was hilarious!

Concluding Sentence

It was so special spending time with my family at the carnival.

Name _____

Date _____

Personal Recount – My Broken Leg



Cut out the sentences from the recount and place them in the correct order.
Paste the sentences in the table on the next page.

First, my dad took me to the hospital. I was feeling very scared.

Last night, I fell off my trampoline and broke my leg.

I'm going to be much more careful jumping on my trampoline next time!

My Broken Leg

After that, a nurse put my leg in a plaster cast. It's not very comfortable.

Next, a very kind doctor came to see me. She took an x-ray of my leg.





Name _____

Date _____

Personal Recount - My Broken Leg



Title

Orientation

Series of Events in Time Order

Concluding Sentence



WEDNESDAY - Mathematics

Minute Maths

Use your Friends of 10 or friends of 20 to finish these number bricks.

Level 1:

Level 2:

1.

| | |
|----|---|
| 10 | |
| | 2 |

2.

| | |
|----|--|
| 10 | |
| 5 | |

3.

| | |
|----|--|
| 10 | |
| 1 | |

4.

| | |
|----|---|
| 10 | |
| | 3 |

5.

| | |
|----|--|
| 10 | |
| 6 | |

6.

| | |
|----|---|
| 10 | |
| | 5 |

7.

| | |
|----|---|
| 10 | |
| | 7 |

8.

| | |
|----|--|
| 10 | |
| 9 | |

9.

| | |
|----|---|
| 10 | |
| | 8 |

10.

| | |
|----|--|
| 10 | |
| 4 | |

1.

| | |
|----|---|
| 20 | |
| | 8 |

2.

| | |
|----|--|
| 20 | |
| 15 | |

3.

| | |
|----|----|
| 20 | |
| | 13 |

4.

| | |
|----|--|
| 20 | |
| 10 | |

5.

| | |
|----|---|
| 20 | |
| | 3 |

6.

| | |
|----|---|
| 20 | |
| | 6 |

7.

| | |
|----|--|
| 20 | |
| 11 | |

8.

| | |
|----|--|
| 20 | |
| 10 | |

9.

| | |
|----|----|
| 20 | |
| | 16 |

10.

| | |
|----|---|
| 20 | |
| | 2 |

Number and Algebra - Must Do

We can use addition and subtraction to create number families to show how numbers work together. **For example**, if you had the numbers **5, 6 and 11** we could create a number family about these numbers. **Two addition sentences** and **two subtraction sentences**:

$5 + 6 = 11$

$6 + 5 = 11$

$11 - 6 = 5$

$11 - 5 = 6$

Use the 3 numbers in the box to create your number families.

| Level 1 | | Level 2 | |
|--|--|--|---|
| <div style="display: flex; flex-direction: column; align-items: center;"> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> </div> | 8 5 13 | <div style="display: flex; flex-direction: column; align-items: center;"> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> </div> | 13 28 15 |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> </div> | 17 9 8 | <div style="display: flex; flex-direction: column; align-items: center;"> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> </div> | 25 55 80 |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> </div> | 9 19 10 | <div style="display: flex; flex-direction: column; align-items: center;"> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> + <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> <div><div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> = <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div></div> </div> | 23 50 30 |

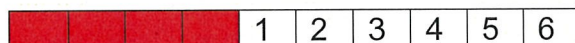
Number and Algebra - Can Do

Addition and subtraction are opposites. This means we can use them to prove if something is correct! For example, how can we find out the missing number in this **addition** sentence:

$$4 + \underline{\quad} = 10$$

We can turn the sentence into a **subtraction** sentence by using the same numbers backwards:

$$10 - 4 = \underline{\quad}$$



This means the missing number must be 6.

Let's check...

$$4 + 6 = 10$$

| Find out the missing number by turning the number sentence back to front. The first one has been done for you. (Tip: Use colours like I did to help you put the numbers in the right order) | | | |
|--|----------------------------------|-------------------|--------|
| Number sentence | Is this addition or subtraction? | Change it around! | Answer |
| $10 + \underline{\quad} = 18$ | Addition | $18 - 10 = 8$ | 8 |
| $12 + \underline{\quad} = 25$ | | | |
| $50 - \underline{\quad} = 10$ | | | |
| $100 - \underline{\quad} = 80$ | | | |
| $\underline{\quad} + 18 = 30$ | | | |
| $\underline{\quad} + 23 = 41$ | | | |
| $\underline{\quad} - 30 = 20$ | | | |
| $\underline{\quad} - 14 = 6$ | | | |

WEDNESDAY – Library



Hi Stage 1, enjoy this week's library lesson.

Use the link below or scan the QR code to view the book

'Koala Lou' by Mem Fox

<http://www.viewpure.com/Z4vEj8TMkW4?start=0&end=0>



KOALA LOU – THE BUSH OLYMPICS

Koala Lou and Koala Klaws competed in the Gum Tree Climbing event at the Bush Olympics.

Think of three or four other bush animals that could compete at the Bush Olympics. Make-up an event that you think each animal would compete in and explain why they would be good at it.

Use some spare paper to draw them competing. Which animal will wear the gold medal?

| Animal | Event | <i>What features will make them good competitors in their event?</i> |
|--------|-------------------|---|
| Koala | Gum Tree Climbing | Koala's front and back paws have long, sharp, claws, perfect for climbing trees. They have strong arms and powerful legs to help them reach the fork of the tree. |
| | | |
| | | |
| | | |
| | | |

The winner of a gold medal is: _____



THURSDAY - English

Spelling

Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

Can do:

Syllable Sort

Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.



bas/ket/ball

Spelling Task Cards

© teachstarter

Reading

Eye Spy Challenge!

Test your skills and answer the following questions.



Search-a-Rooney #1

Questions

1. Name five animals you can see on this page. What are some other animals you can't see?

2. Describe something on the page that you have never seen before. After, find out what it is.

3. Complete these sentences

- The monkey is _____ the cup.
- The penguin is _____ the post box.
- The octopus is _____ the scoop.
- The block is _____ the paint brush.
- The Eiffel Tower is _____ the elephants.

4. What is your favourite thing in the Search-a-Rooney? Why?

Writing

Language Features in Recounts

- Personal recounts use personal, descriptive language.
- Here are some examples of the language features you might find in a personal recount:
 - personal pronouns
 - action verbs in past tense
 - emotive words
 - descriptive words
 - time connectives.

Personal Pronouns

These words take the place of people's names.

e.g. I, you, he, she, it, we, they.

Past Tense Action Verbs

These words describe what people have done.

e.g. ran, played, slept, drove, skipped.

Emotive Words

These words describe how people feel.

e.g. happy, scared, tired, angry, excited.

Descriptive Words

These words describe objects and actions.

e.g. huge, gentle, sharp, slowly, carefully.

Time Connectives

These words help to order events.

e.g. firstly, next, then, afterwards, finally.

Must Do:

Find the **personal pronouns**, **past tense action verbs**, **emotive words**, **descriptive words** and **time connectives** in the recount below.

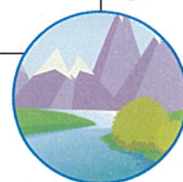
Last winter, my family and I camped up in the mountains.

Firstly, we built a large camp site. It was fun but exhausting!

After that, we all helped to collect firewood. I found three logs that were the perfect size and shape for our camp fire.

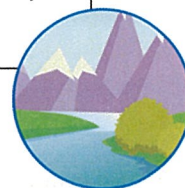
Finally, we roasted marshmallows over the roaring fire. I was so warm and happy. We sat around the camp fire for hours.

I loved our camping holiday in the mountains.



The answers are on the next page

Did you find all the **personal pronouns**, **past tense action verbs**, **emotive words**, **descriptive words** and **time connectives**?



Last winter, my family and **I** **camped** up in the mountains.

First, **we** **built** a **large** camp site. It was **fun** but **exhausting**!

After that, **we** all **helped** to collect firewood. **I** **found** three logs that were **the perfect size and shape** for our camp fire.

Finally, **we** **roasted** marshmallows over the **roaring** fire. **I** was so **warm** and **happy**. **We** **sat** around the camp fire for hours.

I **loved** our camping holiday in the mountains.

Can Do:

Watch 'recount text about birthday party' on YouTube

www.youtube.com/embed/wsS8S7CmMwM



Can you identify any of the language features from the video?

Personal Pronouns

Past Tense Action Verbs

Emotive Words

Descriptive Words

Time Connectives




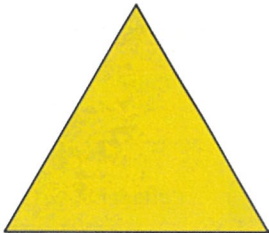

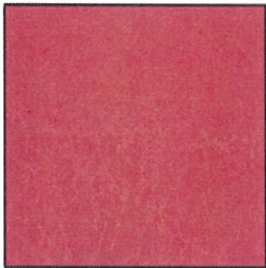

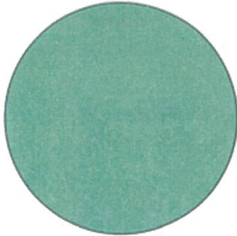


THURSDAY - Mathematics

Minute Maths

This week we are learning about 3D objects. These are objects that you can hold and that take up space. 2D shapes are different! 2D shapes such as pentagons are shapes that you can see but you can't hold them.

Using the word bank, write the correct name of each 2D and 3D shape below.

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

rectangle

cube

cone

circle

sphere

square

prism

triangle







Circle the items that are 3D objects. Remember – you can HOLD a 3D object. You can't hold a 2D shape.

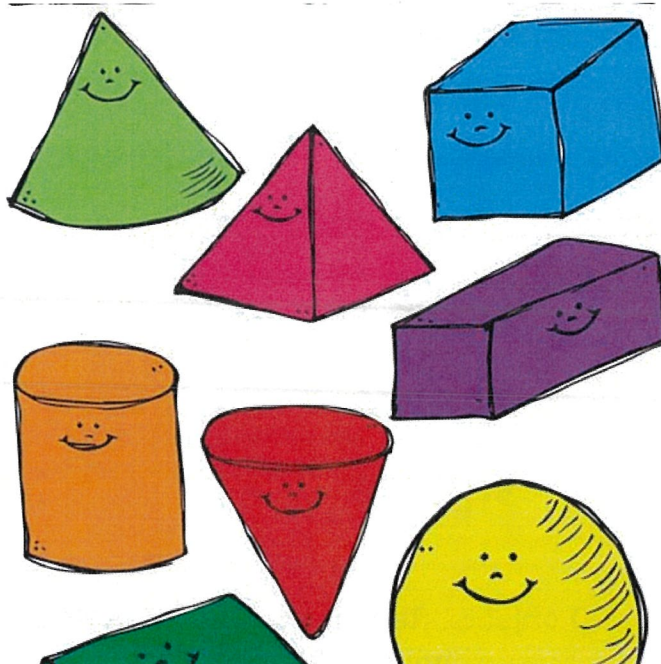
Measurement and Geometry - Must Do

Scan the QR code or use the link below to watch a video about 3D objects before completing the table.



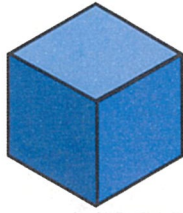
<https://www.youtube.com/embed/3-QwWFkz5hw>

| | Flat surfaces | Curved surfaces | Vertices (or corners) | Does it roll? | Can you stack it? |
|---|---------------|-----------------|-----------------------|---------------|-------------------|
|  Cube | | | | | |
|  Cylinder | | | | | |
|  Sphere | | | | | |
|  Rectangular Prism | | | | | |
|  Cone | | | | | |
|  Triangular Pyramid | | | | | |

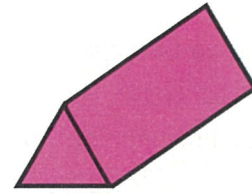


Measurement and Geometry - Can Do

Which statement is **false**? Which statement is **true**?

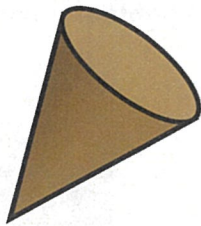


- A It is a cube
- B It has 5 faces
- C Its faces are squares



- A It is a prism
- B It has 7 vertices
- C It has 6 faces

Which statement is **false**? Which statement is **true**?

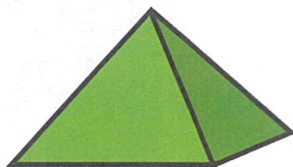


- A It is a cone
- B It has 1 vertex
- C It has 3 faces

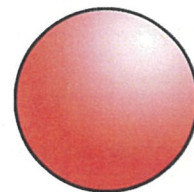


- A It has 2 faces
- B It has 3 vertices
- C It is a cylinder

Which statement is **false**? Which statement is **true**?



- A It has a square base
- B It is a pyramid
- C It has 7 edges



- A It has 0 faces
- B It has 1 vertices
- C It has 0 edges

THURSDAY – PDHPE

Lesson 3- Emergency Situations

Key Safety Messages

- Ringing 000 in an Emergency
- Knowing my Address
- Recognising situations that require an emergency

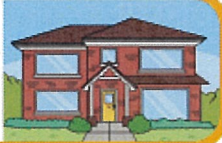
Activity 1 - Complete the worksheet below

What's My Address and Telephone Number?

Do you know your address and phone number?

It is important to learn your address and phone number because in an emergency situation you may need to tell the police, firefighters or paramedics where you live.

House number:



Street:



Town or suburb:



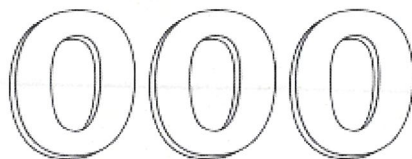
State:



Phone number:



What number do you need to call in an emergency?



I have memorised my address: _____

I have memorised my phone number:



Activity 2 – Recognising Emergency Situations and who to call to help.

Look at the pictures in the left hand column and answer the questions in the right hand column.

Is this an emergency?



Is this an Emergency?

YES

NO

Who can help?

Is this an emergency?



Is this an Emergency?

YES

NO

Who can help?

Is this an emergency?



Is this an Emergency?

YES

NO

Who can help?

Is this an emergency?



Is this an Emergency?

YES

NO

Who can help?

Is this an emergency?



Is this an Emergency?

YES

NO

Who can help?

Is this an emergency?



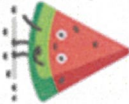










Is this an Emergency?

YES

NO

Who can help?

Activity 3 – This Week's PE Activity. Complete the Fitness for Fun Board Game with your family.

| | | | | | | | |
|---|---|--|--|---|---|--|--|
| FINISH | |  | | Run on the spot for 30 seconds | |  |  |
|  | You didn't eat your vegetables for dinner. Go back! | Balance on one leg for 15 seconds |  | Oh dear! You are out of breath! Lose a turn | | | |
| Jump from side to side for 30 seconds |  | Jump like a kangaroo for 20 seconds | |  |  | Great warm up! Move ahead 4 | |
| Do 5 push-ups | | You're full of energy! Take another turn |  | Super Skip Move ahead | | | |
|  | You tripped over! Go back to the start | Touch your head, shoulders, knees and toes 10 times | Hop on one leg for 10 seconds | Warm up by doing 10 star jumps |  | START | |

Fitness for Fun Board Game
Created by Mrs Deck

| |
|--|
| Rules for Play 1. Roll the die 2. Move the number of spaces on the die 3. When you land on a space with written directions, follow them. 4. Play until someone reaches the Finish box. Continue play to see who will finish 2nd, 3rd, etc |
|--|

Activity 4 – Learning through Other Cultures – PE Activity

Read through the information on how to play “Nanyima” and play with your family.

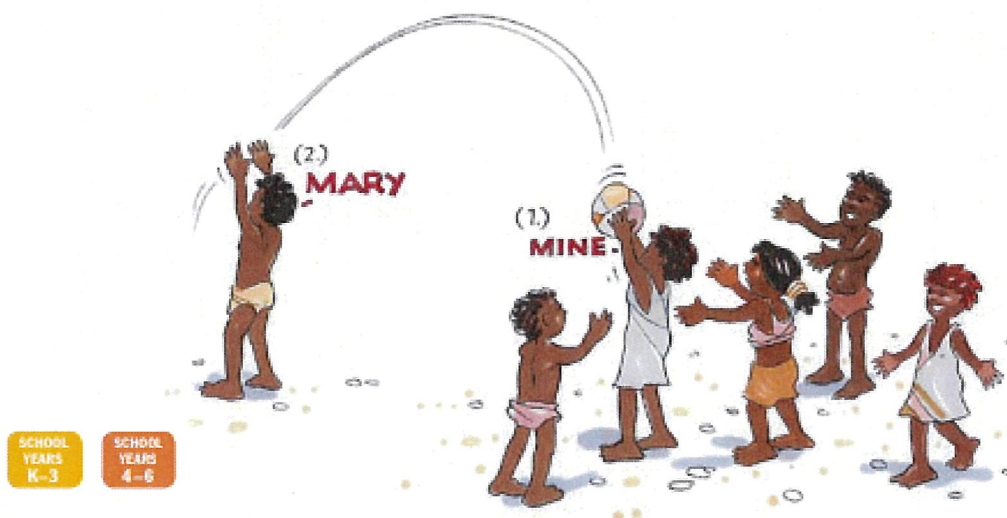


Australian Government
Australian Sports Commission

THROWING GAMES

nanyima

'nan-yi-ma'



SCHOOL
YEARS
K-3

SCHOOL
YEARS
4-6

Background

Catch-ball games were played in many places. The balls used were made of seeds, stones, clay, seaweed, grass, hair-string and stuffed fur. In one game a player tosses a stone (ball) over his or her shoulder to a number of players and attempts to guess who caught the stone.

Language

Nanyima means 'to play about' in the language of Aboriginal people from the northwest district of Victoria.

*Malnangyer, wida umelt warreete, umuk
perperduuk*

*Now let us see who throws out the farthest.
Throw it out.*

*(From the language of Aboriginal people from
an unidentified part of Victoria.)*

Short description

A player throws the ball over his or her head (and behind) to a group of players and then attempts to guess who has the ball. This activity is suitable for younger players.

Players

- Groups of six to eight players

Playing area

- A designated area suitable for the activity

Equipment

- A soft ball

Game play and basic rules

- A player with a ball stands 5–10 metres in front of a group of players and facing away from them. The player then throws the ball high and back over his or her head to the group of players. These players attempt, without physical contact, to catch the ball.
- When a player has caught the ball (or secured it if it drops to the ground), the player who threw the ball must guess who caught it.

Variation

- To help the thrower guess who has caught the ball the catcher might have to say something. The catcher can attempt to disguise his or her voice.

Teaching points

- Player in front with the ball.
- Face away from the group.
- Throw it high back over the head.
- Ready. Go.
- Call for the ball. Watch out for other players.
- Take the catch. Good. Guess who it is?

FRIDAY - English

Spelling

Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

- Have a family member test you on your spelling words. How did you go?

Can do:

Create a wordsearch using your own words list.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
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Write your word list here:

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Reading

Read these tongue twisters. Be careful not to get your tongue in a twist!
Read through them slowly at first and then try to read them faster. Good luck!

TONGUE TWISTERS

Wendy wants to write in white –
Which isn't always easy,
When what you write upon is white
White writing won't do well,
Wise writers write
With another wonderful colour.

Janeen Holzberger



Betty Botter bought some butter. "But," said she,
"the butter's bitter. If I put it in my batter, it will
make my batter bitter. But a bit of better butter will
make my bitter batter better."

So she bought some better butter, better than
the bitter butter, put it in her bitter batter,
made her bitter batter better. So t'was
better Betty Botter bought some
better butter.

Author Unknown



Tongue Twisters

1. Tongue twisters use many words that have a repeated sound. In the first tongue twister, lots of words begin with the 'w' sound. Write them below.

2. The second tongue twister uses the 'b' sound many times. Make a list of other words you know that begin with this sound.

3. Do you know any other tongue twisters? Write it down.

Writing

Time Connectives

Must Do:

Watch 'The Time Adverbials Song' on YouTube

www.youtube.com/embed/seaeluxlsqw



Sort the connectives into the table:

- | | |
|----------------|---------------|
| • Firstly | • Afterwards |
| • First of all | • Suddenly |
| • Soon | • Last of all |
| • Then | • Finally |
| • Next | • In the end |

| Beginning connectives | Middle connectives | Ending connectives |
|-----------------------|--------------------|--------------------|
| | | |

Can you add your own time connectives to the table?

Read the recount below. See if you can identify any time connectives. Label the time connectives as:

- beginning connective
- middle connective
- ending connective

Personal Recount- My Wonderful Weekend

On the weekend, my cousins came to stay from out of town. Their names are Jeremy and Georgia. I love spending time with them.

Firstly, we went to the huge playground at the park near our house. Jeremy, Georgia and I pretended that we were fierce pirates. We felt so brave, bold and adventurous!

After that, we had a picnic lunch on the grass under the trees. We ate some delicious sandwiches, fruit and cake. Jeremy loved the chocolate cake so much that he ate three pieces!

Next, we all went to the cinema. My cousins and I felt overjoyed and very excited about going to see a movie. It was scary and funny with a happy ending.

I loved spending the weekend with Jeremy and Georgia. I feel so lucky to have such wonderful cousins. I hope they can come and stay at my house again very soon.



Can Do:


Play the 'Unscramble the Dragon's Jumble Dream' game on the ABC Splash website.

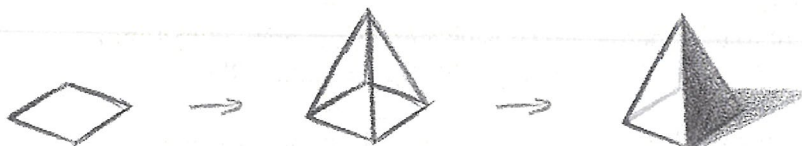
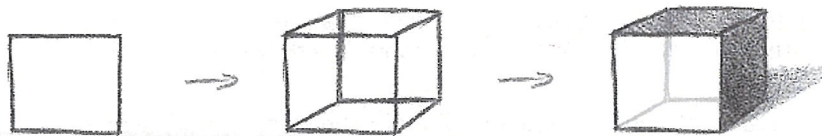
<https://education.abc.net.au/home#!/media/31743/dragon-s-jumble-dream-four-parts>

FRIDAY - Mathematics

Minute Maths

3D objects can be tricky to draw. Scan the QR code below to watch a video that will teach you how to draw 3D objects! Do some practice and then draw your best 3D object in the boxes below.

| | | |
|--------------------------|----------------|--|
| Cube | Cone | Cylinder |
| Rectangular Prism | Pyramid |  <p>Scan me to watch the video!</p> <p>https://www.youtube.com/embed/XJ1A5io8vc</p> <p>Or use the link!</p> |

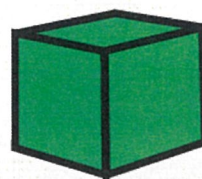


RAPID FIRE

Measurement and Geometry - Must Do

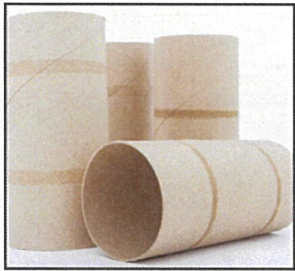


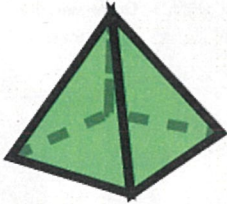
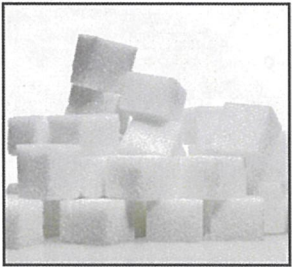
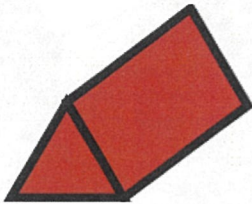

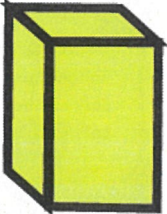
3D objects have surfaces and faces that look like 2D shapes.

For example, a cube has faces that look like squares.



cube

Name the 2D shapes you can see in the faces or surfaces of these 3D objects. Some of these 3D objects are drawings and some are examples from real life.

| | | | |
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3D Shape Race

How to Play

1. You will need dice and counters.
2. Roll the dice and move forward the correct number of spaces.
3. Answer the question or follow the instructions on the space.
4. If you answer incorrectly, move back to your previous position.
5. If you land on a star, you can stay on the space without having to answer a question.
6. The winner is the player who reaches 'Finish' first.

Start

I have 5 faces.
4 of them are
triangular and
1 is square.
What am I?

What 3D
shape does
this net belong
to?

**Miss a
turn.**

**Short
Cut!**

What 3D
shape does
this net belong
to?

How many
vertices does
a triangular
prism have?

**Have an
extra
turn.**

**Short
Cut!**

What 3D
shape does
this net belong
to?

Go forward 2
spaces.

How many
vertices does
a rectangular
prism have?

Swap places
with another
player.

Name this 3D
shape.

What 3D
shape does
this net belong
to?

How many
edges does
a hexagonal
prism have?

**Have an
extra
turn.**

Name this 3D
shape.

Go forward 2
spaces.

What 3D
shape does
this net belong
to?

Go back 3
spaces.

What 3D
shape has
1 face, 0
edges and 0
vertices?

**Miss a
turn.**

Finish

FRIDAY - Music

Year 1 and 2 Term 3 Week 3



Hi everyone, welcome to the week's music lesson. This week we're focusing on The Olympics.

Warm-up: choose a character and copy their movements.

https://www.youtube.com/embed/OFLVPIKPn_c



Have a think about the role of music in the Olympics. What part does music play? Discuss it with your family and see what you notice if you're watching any Olympic events.

Attached is a list of sports which are part of the Olympics. Say and clap the rhythm of each sport written next to it.

| | | | | | |
|--------------|-----|-----------------|-----|------------|-----|
| Archery | ♪ ♪ | Badminton | ♪ ♪ | Basketball | ♪ ♪ |
| Boxing | ♪ ♪ | Fencing | ♪ ♪ | Gymnastics | ♪ ♪ |
| Sailing | ♪ ♪ | Skateboarding | ♪ ♪ | Soccer | ♪ ♪ |
| Table Tennis | ♪ ♪ | Track and Field | ♪ ♪ | | |
| Water Polo | ♪ ♪ | | | | |

Choose four of the sporty rhythms and make them into a pattern. For example, you might choose:

| | | | |
|---------|---------------|--------------|--------|
| surfing | skateboarding | table tennis | hockey |
| ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ |

Here is a table for you to write your pattern in:

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Try to say and clap your rhythm pattern in time with a steady beat.

Here is a steady beat for you to use:

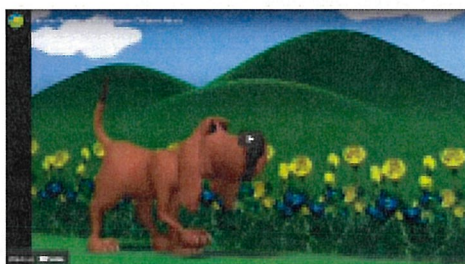


https://www.youtube.com/embed/4SDBJp_B5qQ

Next, perform your rhythm to a fast beat then to a slow beat. Use your feet to keep the beat and your hands to clap the rhythm. It might be tricky, but practice will help!

Listen to the National Anthem of the country your class might have chosen during the Olympic games.

Finally, here's a little song that I want to sing with you when we all get back to school:



<https://www.youtube.com/embed/t6PKcnTGVX4>

Have fun 😊

Make your own Olympic torch. You will need colours, scissors and glue.

Cut out and decorate. Assemble the cone and then stick the flame inside the top to make the torch.

