

NAME: _____



Learning from Home

Unit: 12

Stage 1

Year 1 and Year 2



Term 4 Week 2 2021

Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> For our Learning From Home Packages
- 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

ENGLISH

- Word Book Online (username: tnps and password: tnps) <https://www.worldbookonline.com/kids/home>
- Story Box Library (username: tnps and password: tnps) www.storyboxlibrary.com.au
- Possum Magic by Mem Fox <https://www.youtube.com/embed/gsmRJ3v457o>
- When To Use Their, There, And They're | Pencil Pals | ABC Kids <https://www.youtube.com/embed/RqEXAL6hFuw>
- Storyline Online <https://www.storylineonline.net/> - videos featuring celebrated actors reading children's books
- The Literacy Shed <https://www.literacyshed.com/>
- Dance Mat Typing www.dancemattypingguide.com – Typing training with levels for children
- The State Library <https://www.sl.nsw.gov.au/learning/kids-and-families>
- Ku-ring-gai Library - online reader platform for ebooks <https://www.krg.nsw.gov.au/Community/Ku-ring-gai-Library>

MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- Fuzz Buzz Graphing Game https://www.abcya.com/games/fuzz_bugs_graphing
- Number Grid Fireworks Game https://www.abcya.com/games/100_number_grid
- 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

- Making your own Lava Lamp <https://www.questacon.edu.au/outreach/programs/science-circus/videos/lava-lamp>
- Pop Top Fountain Experiment <https://www.questacon.edu.au/outreach/programs/science-circus/videos/pop-top-fountain>
- ABC Education- Pushing and Pulling Game <https://www.scootle.edu.au/ec/viewing/L700/index.html>
- Coding Activities for Kids <https://code.org/>
- <https://thekidshouldseethis.com/> for Years 2-10. A collection of 4,300+ kid-friendly videos
- 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/>
- ABC Education- Garden Detective Game <https://www.scootle.edu.au/ec/viewing/L1118/L1118/index.html>

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/>

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- Sound Walk- How to Deal with Big Feelings <https://www.youtube.com/embed/xO8sn5eelao>
- Be Prepared- Beach and Pool Safety <https://www.youtube.com/embed/9rF9QTVFIS0>
- Cosmic Yoga has great creative yoga videos that are easy for children to follow. <https://www.youtube.com/user/CosmicKidsYoga>



1/KW Zoom Classes WEEK 2 TERM 4 2021

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
KW	633 3514 7627	642 1199 0390	954309	807592

Class	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
1W	630 9564 8293	685 0654 9646	089482	690929

Each class will have a Zoom class 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. 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 term.**

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

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser

- Use a **modern browser** in Windows, MacOS or Linux.
- Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>
- Select **Sign In** at the bottom.
- Login with your **department credentials**.
- For first time users, **download and install** the Zoom desktop client when prompted.
- Once signed in, **Zoom** will be ready for use!

Accessing Zoom using mobile apps

- Download the **Zoom** app for your specific mobile device.
- Once installed, open **Zoom**, tap **Sign In** then tap **SSO**.
- Type **nsweducation** and tap **Continue**.
- The **DoE log on** screen will appear. Sign in with your normal department credentials.
- Once signed in, **Zoom** will be ready for use!

Week 2 Zoom meeting changes

**Morning Zoom meetings remain the same
Monday – Friday (all inclusive)**

**Afternoon Zoom meetings
Mon, Tues, Wed, Thurs**

Friday afternoon

Your classroom Zoom meeting will be replaced with Footsteps Friday – a learn to dance program which will continue throughout term 4. Join by clicking on the link included in the Friday activities.

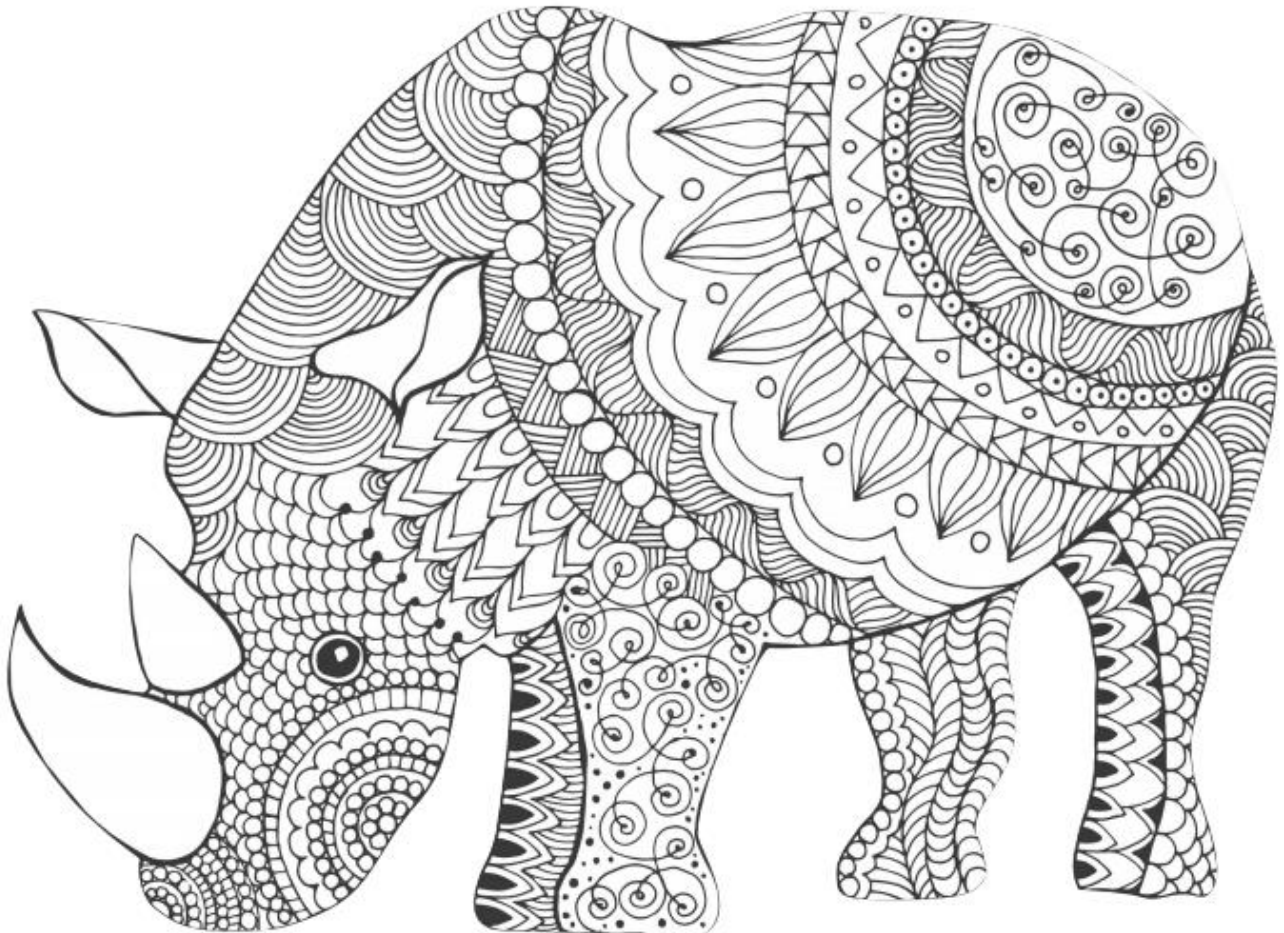
Week 2 Term 4 – Learning from Home

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 Music	ZOOM 1:30pm PDHPE	No ZOOM Dance



MONDAY - English

Spelling

- Ask a family member to pre-test you with the Week 2 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 2 Spelling Words

z zz s zebra puzzle bears		
Core	Extension	Theme
is	always	division
zoom	busy	partitioning
quiz	close	graph
his	closing	data
prize	goes	knot
as	please	dictionary
zebra	present	notation
was	quizzes	percussion
zoo	size	Demon
fizz	sizzle	noise
zip	sneeze	treasure
buzz	squeeze	measure
buzzing	zebra	leisure
zero	zest	closure
does	zone	composure
puzzle	zooming	exposure
		pressure
		television
		professional
		illusion
		extension
		aggression

Year 2 Week 2 Spelling Words

z zz s se zebra puzzle bears cheese		
Core	Extension	Theme
his	babies	division
close	busiest	partitioning
fizz	craze	graph
zip	dizzy	data
has	doze	knot
closing	dozen	dictionary
zero	drizzle	notation
buzz	frozen	percussion
always	ladies	Demon
was	lazily	noise
zest	noise	treasure
maze	observe	measure
because	present	leisure
zone	puzzle	closure
pays	sneeze	composure
does	tease	exposure
these	uneasy	pressure
goes	visiting	television
zebra	visitor	professional
sometimes	whose	illusion
		extension
		aggression

WE B·E·E SPELLING



Must do:

- Practise your spelling words each day.

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




Monday	Tuesday	Wednesday	Thursday	Friday

Can do:

Digging in the Dictionary

Use a dictionary to find the definition of each of your spelling words.



Spelling Task Cards

Reading

Let's review nouns, verbs, adjectives and adverbs.

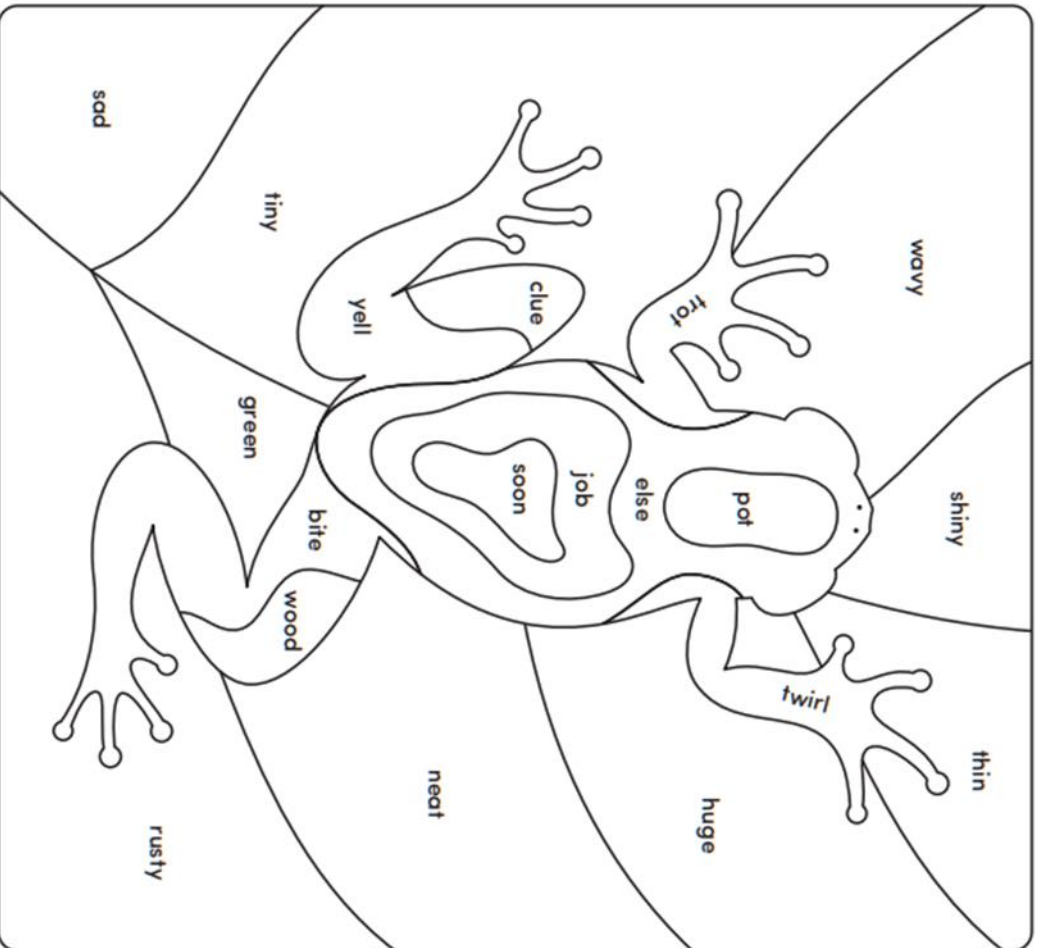
Read the information cards below and complete the activities on the following pages.

<p>Nouns are naming words.</p> <p>place We went to the beach.</p> <p>person Henry was hungry.</p> <p>object I ate the apple.</p> <p>animal The cat purred.</p> <p><small>© twinkl.com</small></p>	<p>Verbs are action/doing words.</p> <p>Harriet ate the tomato.</p> <p>Jodie bakes a birthday cake.</p> <p>Daniel swims in the ocean.</p> <p>Sally sings beautifully.</p>
<p>Adjectives are describing words.</p> <p>It was a rainy day.</p> <p>The elephant is huge.</p> <p>We have a spotty dog.</p> <p>I found a green snail.</p> <p><small>© twinkl.com</small></p>	<p>Adverbs are words that describe a verb.</p> <p>The friends talked softly at lunch.</p> <p>Grace read the instructions carefully.</p> <p>The boy quickly walked home.</p> <p>Grant happily played his guitar.</p> <p><small>© twinkl.com</small></p>

Colour by Parts of Speech

Use the key below to help you colour the picture.

yellow noun orange adverb blue verb green adjective



Parts of Speech Word Search

In the grid, find the words that are listed below. Colour the squares in the correct colour according to the word type.

red nouns blue verbs
green adjectives yellow adverbs

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

slow shiny flower hot dance
happily steam apple loudly branch
stumble slip quickly slide gently

Dressing up a Sentence

Can you make this plain sentence fancy and fantastic?

Use the chart to dress up this plain and boring sentence with some descriptive details, then write it in the space below.

The bear is sleeping.

Who or what?

Write the noun from the sentence.

Adjective

Words to describe the noun.

What are they doing?

Write the verb from this sentence.

Adverb

How might they be doing it?

Where could this be happening?



Dressed-up sentence: _____

Dressing up a Sentence

Can you make this plain sentence fancy and fantastic?

Use the chart to dress up this plain and boring sentence with some descriptive details, then write it in the space below.

The clown is laughing.

Who or what?

Write the noun from the sentence.

Adjective

Words to describe the noun.

What are they doing?

Write the verb from this sentence.

Adverb

How might they be doing it?

Where could this be happening?



Dressed-up sentence: _____

Writing

Handwriting

- Complete two pages of your handwriting book.

Don't forget:

- Use lead pencil
- Read all instructions carefully

Editing

- Choose ONE of the editing activities to complete below.

Option A is easier

Option B is more challenging

Option A = Longer Playtimes

Text 7 - Longer Playtimes

Find the mistakes in this text. You will need to:

- find and fix 3 spelling mistakes
- add 3 capital letters
- add 2 full stops and 1 exclamation mark.

children need longer playtimes at schol. having time to play
is very important It keeps children healthy and happie it also
helps them to make frends and to be better learners

Write the text correctly on the lines below.

Answers

Option A = Longer Playtimes

Text 7 - Longer Playtimes

Children need longer playtimes at **school**. Having time to play is very important! It keeps children healthy and **happy**. It also helps them to make **friends** and to be better learners.

Option B = Rocks

Text 7 - Rocks

Have you ever stopped and **thought** about rocks? They are everywhere in nature, but how did **they** get **there**?

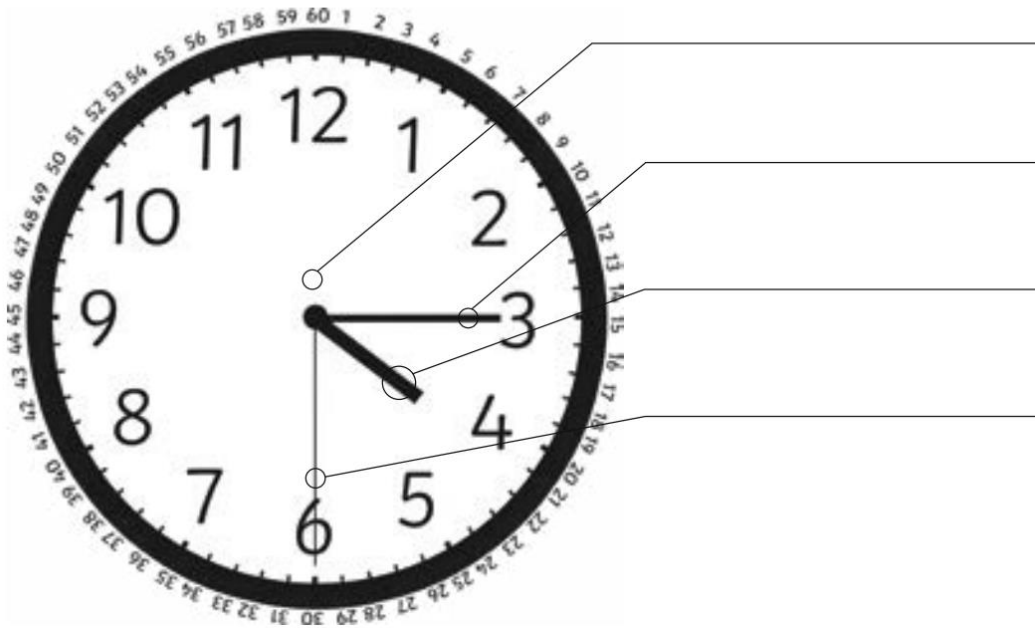
Some people may think that rocks **aren't** very exciting, but they are actually a fascinating natural substance that can **take** millions of years **to** form. **A** rock, or stone, is a solid that is made up of one or more **minerals**. Over time, these minerals have been fused together to create a solid lump. There are three major **types** of rocks: metamorphic, igneous and sedimentary. The names describe how each rock **is** formed.



MONDAY - Mathematics

Minute Maths

1. Label the parts of the clock.



Word bank:

hour hand

second hand

minute hand

clock face

List 5 places you might see an analog clock:

-
-
-
-
-

List 5 places you might see a digital clock:

-
-
-
-
-

Number and Algebra - Must Do

Watch the video in the QR code to learn about reading analog and digital clocks.



Level 1: Half past with no digital clocks.

<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand (the big hand) is pointing to the 6. 2. The hour hand (the small hand) is pointing between the 8 and 9. 3. What is the time? _____ 	
<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand (the big hand) is pointing to the 12. 2. The hour hand (the small hand) is pointing to the 5. 3. What is the time? _____ 	



Level 2: Half past with digital clocks



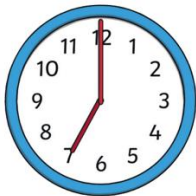
Level 3: Quarter to/past with digital clocks

<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand (the big hand) is pointing to the 6. 2. The hour hand (the small hand) is pointing between the 11 and 12. 3. What is the time? _____ 			<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand is pointing to the 3. 2. The hour hand is pointing to the 7. 3. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand (the big hand) is pointing to the 12. 2. The hour hand (the small hand) is pointing to the 6. 3. What is the time? _____ 			<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand is pointing to the 9. 2. The hour hand is pointing to the 12. 3. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand (the big hand) is pointing to the 6. 2. The hour hand (the small hand) is pointing between the 1 and 2. 3. What is the time? _____ 			<p>Clues</p> <ol style="list-style-type: none"> 1. The minute hand is pointing to the 9. 2. The hour hand is pointing to the 5. 3. What is the time? _____ 		

Number and Algebra - Can Do

Time: Forwards and Backwards

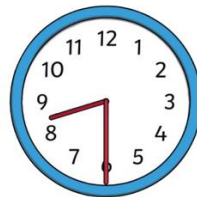
1. Tom gets up at this time:



On Saturday, he gets up half an hour later.
What time will that be?

Time: Forwards and Backwards

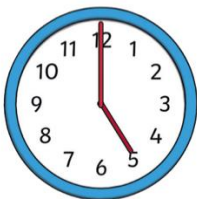
2. Samantha left her house at this time:



It takes her one hour to get to work.
What time will that be?

Time: Forwards and Backwards

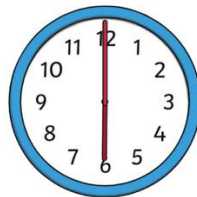
3. Marta walked her dog at this time:



She got home fifteen minutes later.
What time was it?

Time: Forwards and Backwards

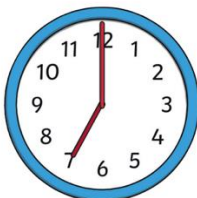
4. Hannah put a cake in the oven an hour ago. It is now this time:



What time did she put the cake in the oven?

Time: Forwards and Backwards

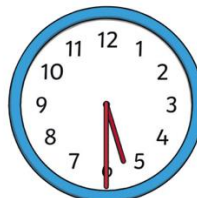
5. Adam wants to watch a TV show at 8 o'clock. It is currently this time:



How long will he have to wait?

Time: Forwards and Backwards

10. Matilda worked on her art project for fifteen minutes. She finished at this time:



What time did she start?

MONDAY – Science

How do materials change?

This term, our Science Unit will focus on different types of materials and what happens when they change.

Objects are made of different things. We call these things materials.

3 Look at the pictures of these sculptures.

What is each one made from?

Are any of them made from more than one material?



Think about a balloon being blown up and then think about the questions in the thought bubbles.

Objects can be physically changed. This means they will still be made of the same material but will look different.

How did the balloon change?

What happened to make it change?

What material are balloons made from?

What happened to the shape of the balloon at the very end?

Scientists use their senses to notice things about objects and materials. One way is to observe and record what they see.



Choose **two objects** from around your house that are made from **different materials**. There are some examples in this picture. Play with the objects to **change their size and shape**. Then complete the two worksheets below.

Observe and record how you changed the materials.

Object 1: _____

Material: _____

How did you change it? _____

Drawing before

Drawing after

Object 2: _____

Material: _____

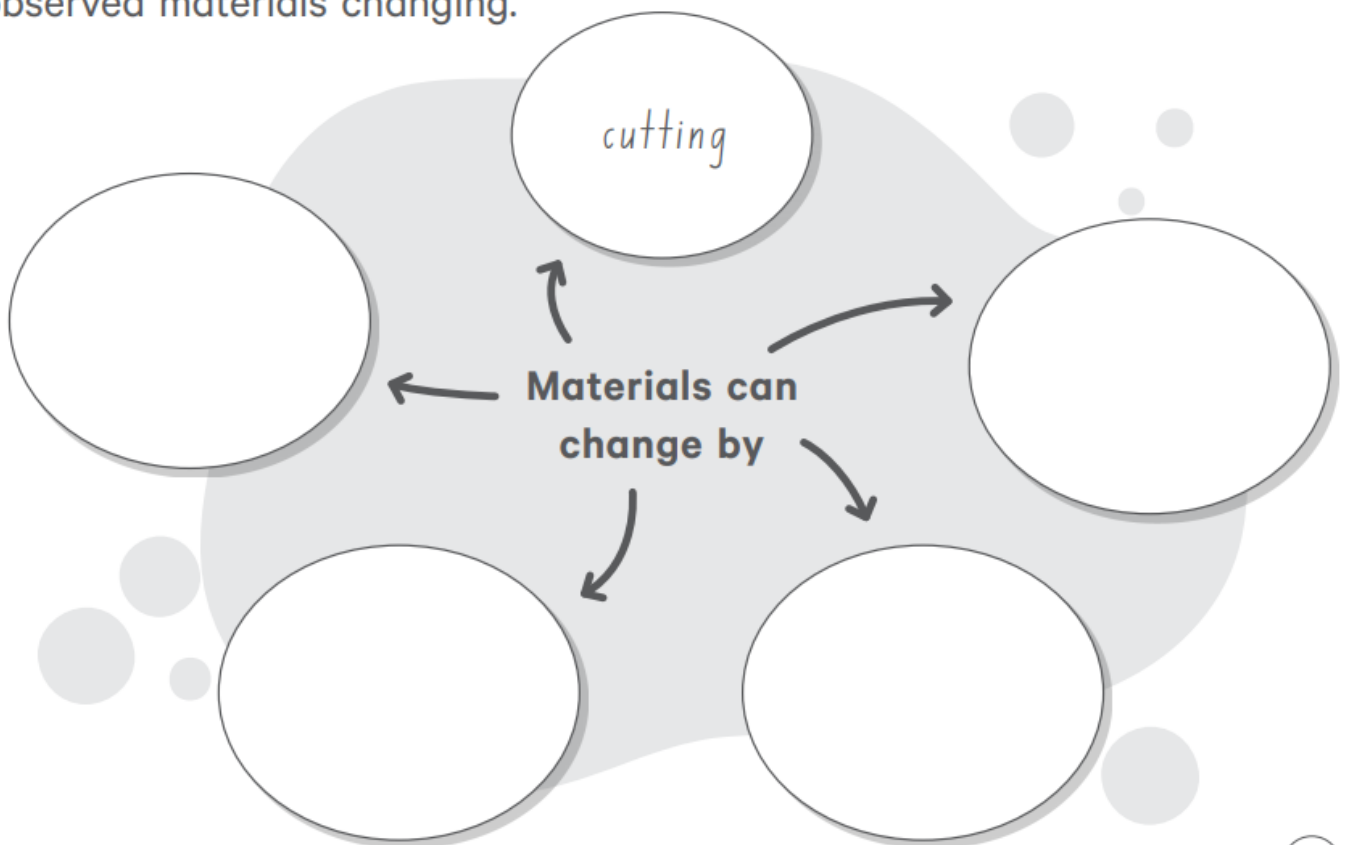
How did you change it? _____

Drawing before

Drawing after

Can do:

How do materials change? Use the mind map to show the ways you observed materials changing.



Match the pictures of objects that have physically changed.



Think, pair and share to talk about how the objects have changed.

What do you think is the best material in the world?

I think

Why I think that

TUESDAY - English

Spelling

Must do:

- Using the table in Monday'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.



The zebra was buzzing with excitement when he found the treasure and had to measure how much he had.



- The table below, brainstorm as many words that you can think of. You may use the spelling lists to help you.

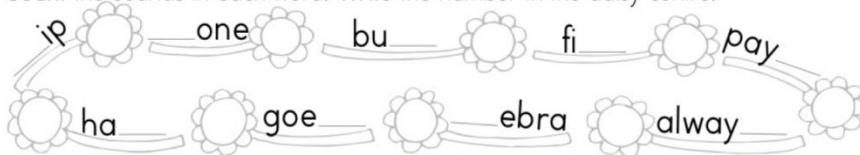
may use

z	zebra,
zz	puzzle,
s	bears,
se	cheese,
s	treasure,
si	television,

Can Do:

Finish these words with a letter or letters for **z zz s se**.

Count the sounds in each word. Write the number in the daisy centre.



Colour the words with **s** or **se** for **z zz s se**.

does

house

horse

rise

close (shut)

was

close (near)

busy

pays

easy

bees

nose

Draw some treasure to be measured in the pans of the scales.



Reading

Comprehension tasks

Choose one text to read and complete the questions about it. There are 3 levels to choose from.


Level 1 **Frogs and Toads** **Name:** _____


How are frogs and toads the same?


Frogs and toads are short with wide heads. They both eat worms, spiders and insects. They have long tongues. This helps them to catch their food. Frogs and toads lay their eggs in the water. The eggs will hatch into tadpoles.

How are frogs and toads different?

Frogs have slimy and smooth skin. Toads have dry and bumpy skin. Frogs' legs are longer than toads' legs. Frogs are better at hopping than toads. Frogs can jump long and high. Toads can hop too, but they take smaller hops. Frogs spend most of their lives near water. Toads spend less time near water.

 Frog

 Toad



Level 1 **Frogs and Toads** **Name:** _____

Task A

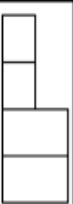




- List 2 ways frogs and toads are different.
- List 3 things that frogs and toads eat.
- What do frogs and toads use to help catch their food?
- Where do frogs and toads lay their eggs?
- Which word in the text means 'rough'?
- Why are frogs better at hopping?

Task B

Write and draw two words that rhyme with **hop**.

__op __op

Find the words that match the shapes.

can	were	will	my	the
				

Task C

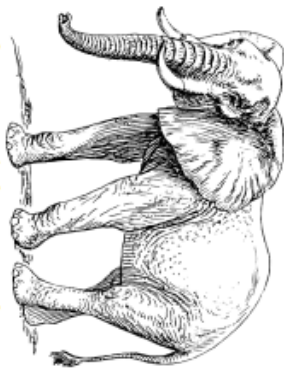
Draw a picture to show differences between frogs and toads.

Level 2

Name: _____

Elephants

Elephants are mammals. They are warm-blooded. Elephants have some thin hair and give birth to live young. Elephants have a large body and a long trunk. They also have large tusks. Elephants can grow up to 4 metres tall and can weigh more than six thousand kilograms. That is about as heavy as a big truck!



Elephants eat a lot of food. They are herbivores. This means they eat only plants. Elephants eat fruit, twigs, roots and bamboo. They even use their trunks to pull bark off trees to eat! Elephants can live up to 70 years in the wild. Many people travel a long way to see elephants in the wild.

Did you know:
A group of elephants is called a herd. Elephants often say 'hello' to each other with their trunks!



Level 2

Elephants

Name: _____

Task A

1. List 5 things elephants eat.

2. List 2 things elephants use their trunks for.

3. Which sentence tells us that elephants are very heavy?

4. How tall can elephants grow?

5. What is a 'herd'?

6. Why do you think many people love seeing elephants?

Task B

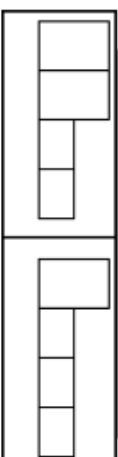
Write and draw two words that rhyme with **thin**.

__in

__in

Find the words that match the shapes.

big	they	see	this	have
-----	------	-----	------	------



Task C

Draw a picture of an elephant and label the body parts!

Level 3

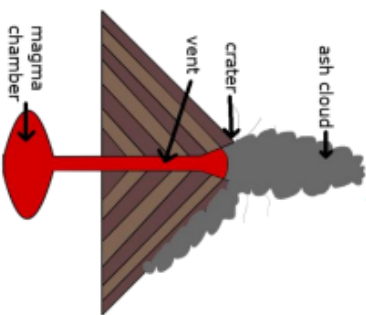
Name: _____

Volcanoes

A volcano is a mountain that opens down into the Earth. Volcanoes let gases and very hot melted rock (molten rock) escape to Earth's surface. The large plates underneath the Earth sometimes move. When these plates collide, magma is pushed upwards through the opening of the volcano. When the molten rock is still inside the ground, it is called magma. After it has left the volcano, it is called lava.

Not all volcanoes erupt in the same way. Some volcanoes erupt powerfully, shooting lava out of the top of the volcano and into the air. Other volcanoes erupt more gently, letting lava flow out slowly. Lava can sometimes flow out of the sides of the volcano.

Many people live near volcanoes. One reason people choose to live near a volcano is farming. Volcanoes drop minerals in the soil which help make the soil excellent for growing food. Another reason is tourism. Some people choose to visit volcanoes on their holidays. For this reason, there are many jobs near volcanoes. Many people who live near volcanoes can't afford to move away from their home. Other people live near a volcano for religious or spiritual reasons.



Did you know?

There are approximately 1500 active volcanoes in the world.
There are many volcanoes in the ocean.
There are many volcanoes on other planets.

Level 3

Volcanoes

Name: _____

Task A

1. What is the difference between magma and lava?

2. What causes a volcano to erupt?

3. What is different about the way some volcanoes erupt?

4. Which word from the text means 'crash into'?

5. Why do some farmers choose to live near volcanoes?

6. Why do you think people choose to visit volcanoes on their holidays?

Task B

Syllables are the beats in words. For example: 'volcano' has 3 syllables- vol / ca / no

Show how many **syllables** are in the following words:
molten farming minerals powerful lava

Task C

Edit the following passage for full stops, capital letters and spelling. Rewrite it correctly.
ash clouds from volcanoes can be very dangerous, the gases are very harmful to people ash clouds also make it unsafe for plains to fly

Challenge!

Draw and label a diagram of a volcano.

Writing

Another type of poetry we will be learning about is an Alliteration poem.

Alliteration Poems

An alliteration poem uses words that begin with the same letter.

Black Bunny

The beautiful black bunny,
Bumped Betsy the beagle,
Breaking her basket,
Bearing bread for the eagle.
But before Betsy began,
Biking briskly away,
She saw that black bunny,
Blowing bubbles by the bay.



© teachstarter

What is an Alliteration Poem?

- A poem that repeats the same beginning letter sound throughout each sentence
- Alliteration poems have strong rhythm
- They usually don't rhyme

Alliteration

Alliteration is when several words in a sentence, or a series of words, all begin with the same sound.



Danny the duck draws
dancing dinosaurs
during the day.

© teachstarter

A Fistful of Flavours – Alliteration Activity

Using alliteration, create four new flavours of ice-cream. Choose any starting sound, and be as creative as you like. E.g. Spicy Spinach Surprise or Perfect Passionfruit Pecan.



Flavour 1:

Flavour 2:

Flavour 3:

Flavour 4:

Read the Animal Alliteration Poem below.

Using your colours, circle or underline the each of the beginning letter sounds in each line. Use a different colour for each letter sound.

For example: Yellow for 'd', **Green** for 'f'.

Animal Alliteration Poem

Daring dogs dash down the road.

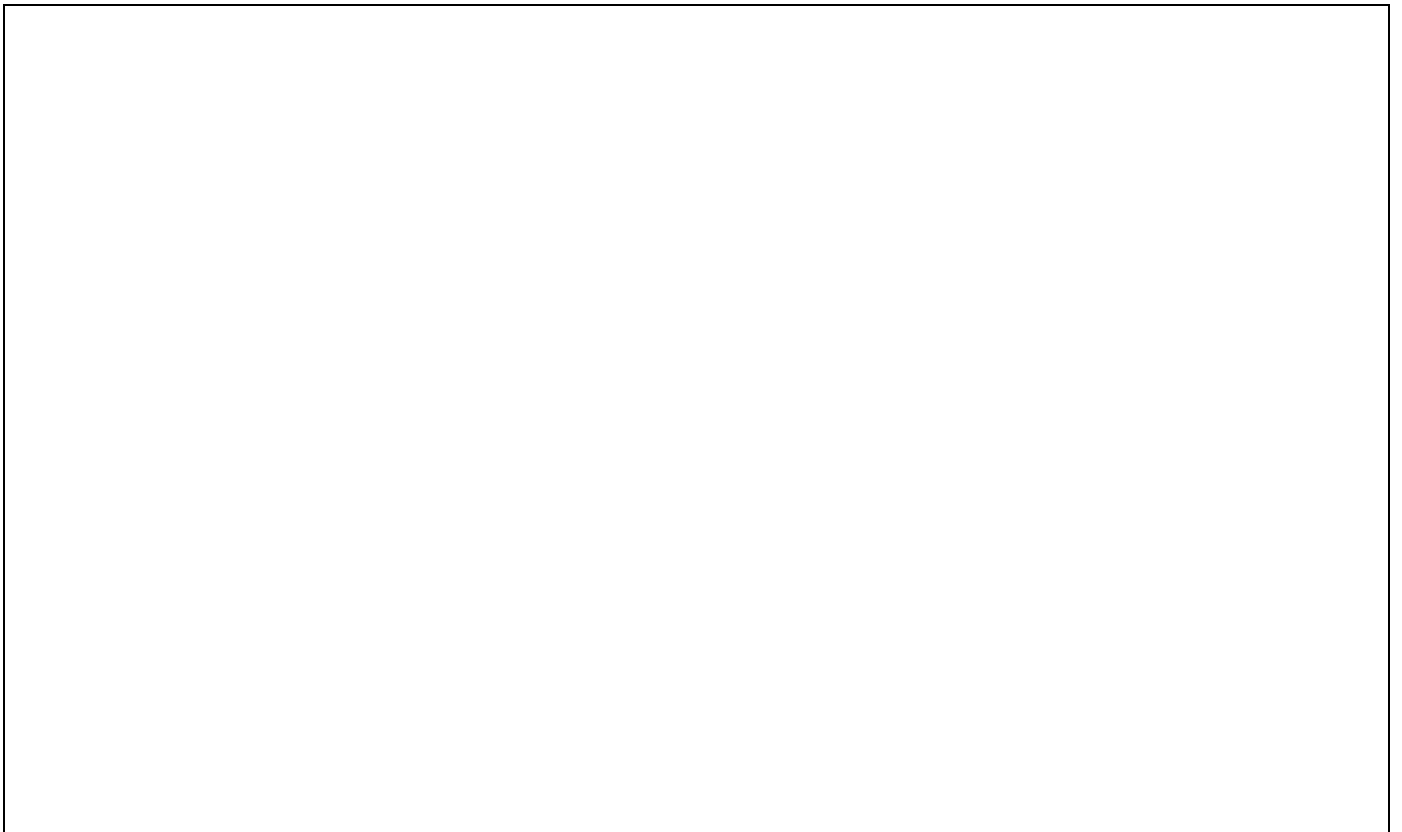
Funny frogs flip from fresh water.

Many monkeys move on Monday morning.

Tricky toads trickle through the trees.

Laughing lions lead leopards on land.

Draw a picture in the space below to match the poem above.



TUESDAY - Mathematics

Minute Maths



<https://www.sheppardsoftware.com/math/time/clock-splat-game/>

Follow the link in the QR code to play the clock splat game! Please ask a Parent or Carer to help you select the right settings for the game you want to play. You will have to choose one of these options:

Level 1: o'clock time

Level 2: half past time

Level 3: quarter past/quarter to time



CLOCK SPLAT

CLICK ON LEVEL BELOW TO PLAY

LEVEL ONE
HOURS

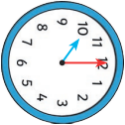
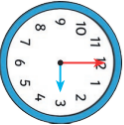
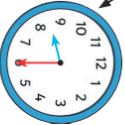
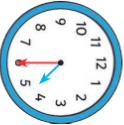
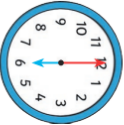

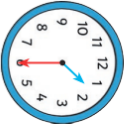
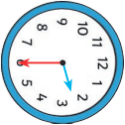








LEVEL TWO
HALF HOURS

LEVEL THREE
QUARTER HOURS


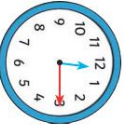



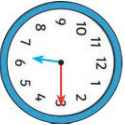










Number and Algebra - Must Do

Draw lines to match the name of the time with the analog and digital clocks.

Level 1: Half past and o'clock time

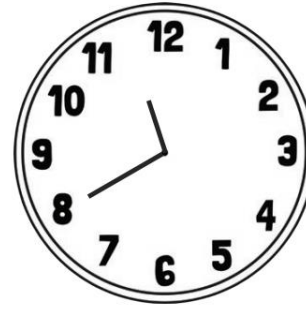
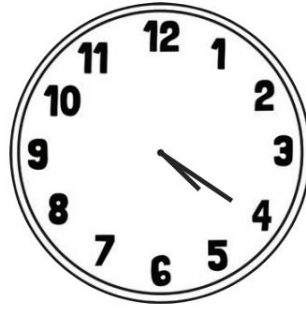
Half past eight	Half past one	Three o'clock	Eleven o'clock	Half past two	Half past four	Ten o'clock	Six o'clock
							
							

Level 2: Quarter to and quarter past clocks.

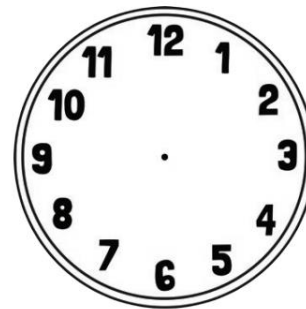
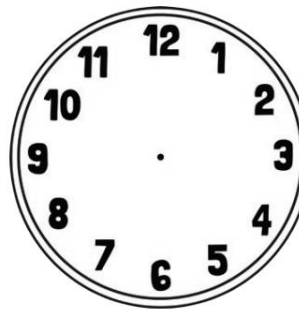
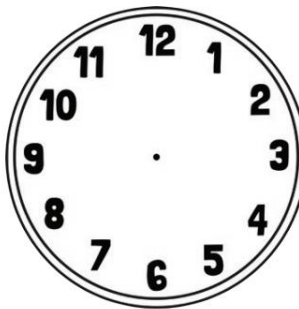
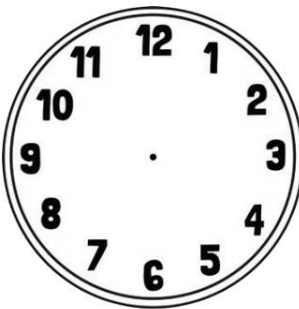
Quarter past nine	Quarter to five	Quarter to twelve	Quarter past six	Quarter to nine	Quarter to seven	Quarter past four	Quarter past twelve
							
							

Extension: Any time

1. Change these analogue times to digital times.

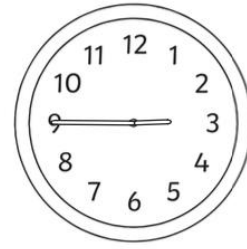
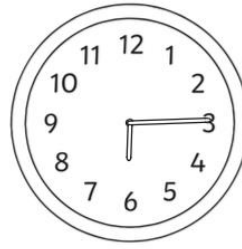


2. Change these digital times to analogue times.

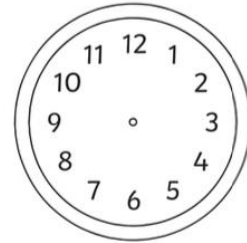
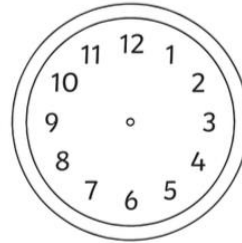
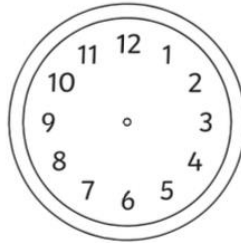
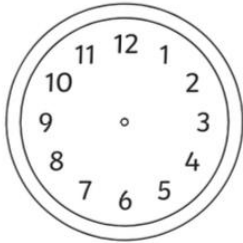


Number and Algebra - Can Do

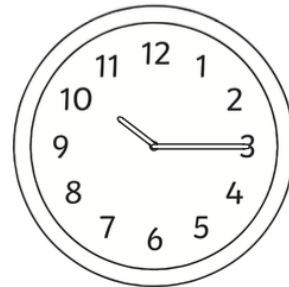
1. What time is showing on these clock faces?



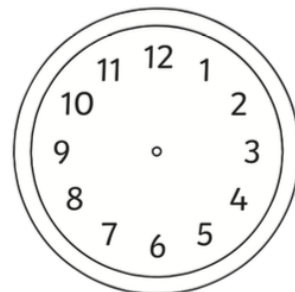
2. Draw the hands on the clock face to show the times shown on the digital clocks.



Sophie arrives at Brentwood train station and looks at her watch. What time did she arrive at the station?



Her train to London will arrive in 15 minutes. Show what time her train is due to arrive on Sophie's watch.



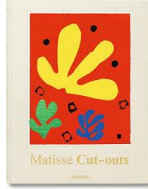
The journey to London lasts 30 minutes. What time will Sophie arrive in London?

TUESDAY – Art

Henri Matisse

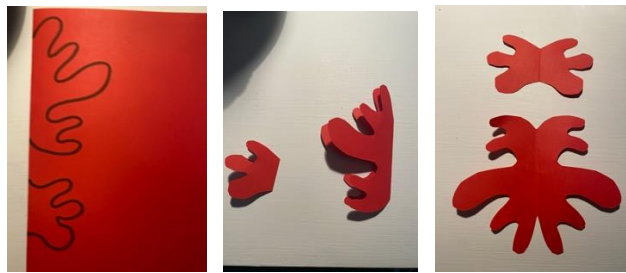
Henri Matisse was a famous French painter. In the late 1940's when he was in his 70's he decided to create artwork by cutting out shapes and gluing them on a piece of paper.

Here are some of his artworks.



Have a look at the shapes he uses. Are they repeated? Does he repeat colour as well? In some of artworks he overlaps shapes as well.

Using coloured paper or pages from a magazine or the newspaper cut out some shapes. You might like to repeat some shapes and maybe make some shapes bigger or smaller than others. You can also fold your paper in half, draw half a shape and cut it out, then open it up to give you a symmetrical shape. Have a look below, here is an example



After you have cut out your shapes, arrange them on another piece of paper, don't forget to overlap and repeat shapes. When you are happy with your results glue them onto your paper. Here are mine.



WEDNESDAY - English

Spelling

Must do:

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

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



Look



Say



Cover



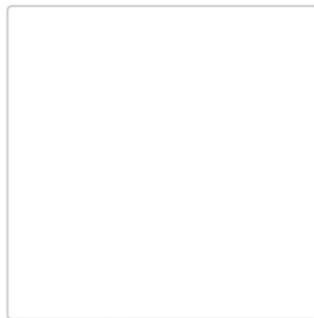
Write



Check

Write **z**, **zz**, **s** or **Z** to finish the words. Read the poem. Draw the picture.

___oe i___ a ___ebra,
Striped black and white.
___oe play___ with pu___le___,
And a bu___ing kite.



Write List Words to rhyme with these words.

Colour the letters for **z z z s** in each word.

has

you

room

his

f

cries

hero

buzz

is

q

Colour the picture if you hear **s si** in the picture name.

Colour the letters for **s si** in the words for these pictures.



treasure



measure



present



noise



television

Can do:

Unjumble these List Words. The clues will help you.

belongs to him - ihs _____

bees do this - zuzb _____

a puzzle - emza _____

shut - leocs _____

shutting - gslcion _____

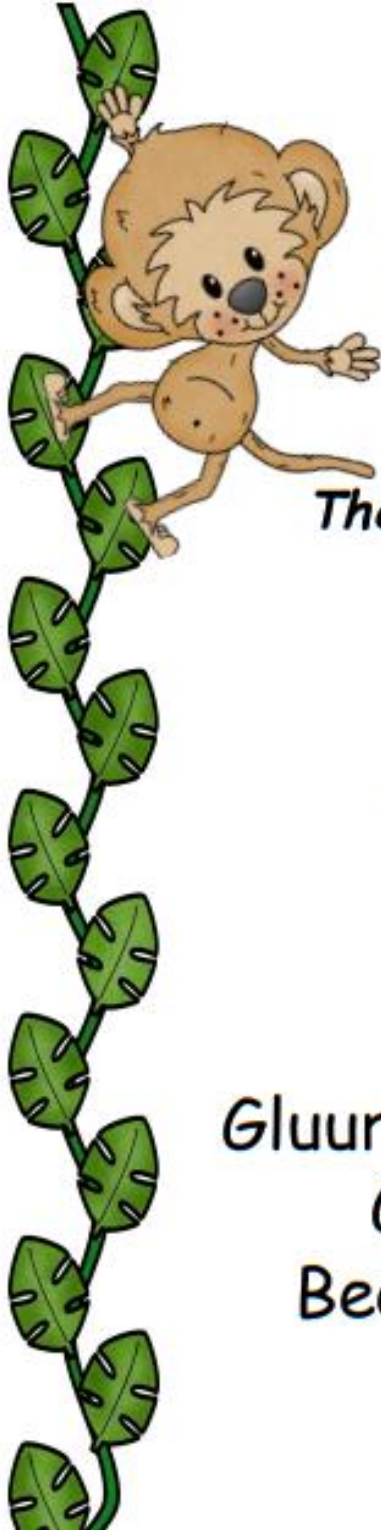
everytime - saylaw _____

rhymes with bees - eehst _____



Listen to the story *The Book with No Pictures* by B.J. Novak

https://www.youtube.com/embed/7DV6FouCG_o



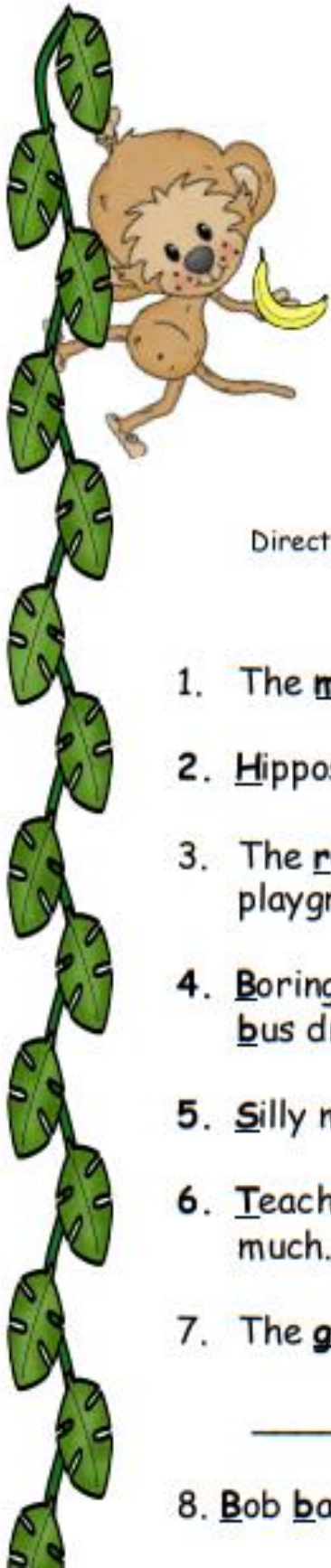
Alliteration

using the same consonant sounds in words near each other

Examples from
The Book With No Pictures
by B.J. Novak

Wait-what?
Monkey- mouth
Sing- song
Boo-boo-butt
Silly-sounds
Gluurr-gawocko magrump
Glibbity-globbity
Beep-boop-badooongy

Must Do:



Alliteration

Name: _____

Alliteration is a literary technique used by writers to make their words sound interesting as they are read aloud. It involves using the same beginning consonant sounds in words.

Examples: The monkey's mouth munched on leaves. /m/
A giraffe can't jump for joy. /j/

Directions: Using alliteration, write words to make the sentences complete. (And maybe a little silly!)
Use the same sound as the underlined consonant.

1. The monkey _____ the banana.
2. Hippos hurry to eat _____.
3. The robot _____ across the playground.
4. Boring _____ bring bananas to the bus driver.
5. Silly monkeys sing _____ songs.
6. Teachers talk about _____ too much.
7. The goofy _____ ate my grape
_____.
8. Bob bakes _____ in his



Can do:

Vocabulary

Name: _____

These words are from *The Book With No Pictures* by B.J. Novak. Match each word to its definition. Write the letter on the line. Next, illustrate two of the words to "show" their meaning. Label each illustration.

- | | |
|-----------------------|--|
| _____ 1. boring | A. foolish, senseless |
| _____ 2. serious | B. an act designed to cheat or confuse |
| _____ 3. trick | C. not fun |
| _____ 4. preposterous | D. very likely |
| _____ 5. ridiculous | E. important; marked with deep thought |
| _____ 6. probably | F. laughable; absurd |
| _____ 7. utterly | G. completely; absolutely |

	
---	--



Choose 5 Adjectives to describe the book.

1. _____
2. _____
3. _____
4. _____
5. _____

***The Book with No Pictures* is a silly, nonsense book. Can you invent 5 nonsense words to describe the book?**

1. _____
2. _____
3. _____
4. _____
5. _____

Once you've made up the nonsense words, use each of them in a sentence. For example: The blorft was ready to blast off to outer space. Then, trade your papers, and read your sentences to each other.

The Book with No Pictures

S I L L Y F E L S S F W S R H
U H D T K G W E U A C U J H W
U G W L T I R N X S O A R V B
Q A N N B I D T Q R E D U R L
G V T I O Z Q X E F P Y Y V A
B V N U R K N T V B I L W A I
I L S E P O S C I A C N F F O
G R U I T O B F R F T S Y R T
G U Z E P R I D I C U L O U S
T Z L E B Q L V W Y R I Y U E
A Y R G L E Y A E F E B B L B
O P P I H W R K U R S W L B F
S G N I H T N R E G Y B O N K
S B O D K O B V Y I H V R P X
Z Y P J M O E M G P G I K E V

BEST
BLUURF
EVER
KID
PICTURES
RIDICULOUS
THINGS

BLORK
BONK
GLUG
LAUGH
PIZZA
SERIOUS

BLUEBERRY
BORING
HIPPO
MONKEY
PREPOSTEROUS
SILLY

Writing

Today you will be writing your own alliteration poem.

Animal Alliteration Poem

Daring **d**ogs **d**ash **d**own the road.
Funny **f**rogs **f**lip **f**rom **f**resh water.
Many **m**onkeys **m**ove on **M**onday **m**orning.
Tricky **t**oads **t**rickle through the **t**rees.
Laughing **l**ions **l**ead **l**eopards on **l**and.

Each line of the poem will have a different animal for which you will create alliterations.

Animal Alliteration Poem Planning:

Choose five animals that you want to create alliteration for and then brainstorm some words that begin with the letter of the animal's name on the lines below. (Some examples have been done for you).

Cat
Ant
Snake

Crazy, cute, cuddle, colourful, cushion, couch.

Apples, amazing, always, awesome.

Slippery, scaly, scary, slither, small, sausage, silly.

Using your brainstorming, write your own Animal Alliteration Poem below. You can continue the poem that has been started for you or start from the beginning.

Option A - Easier

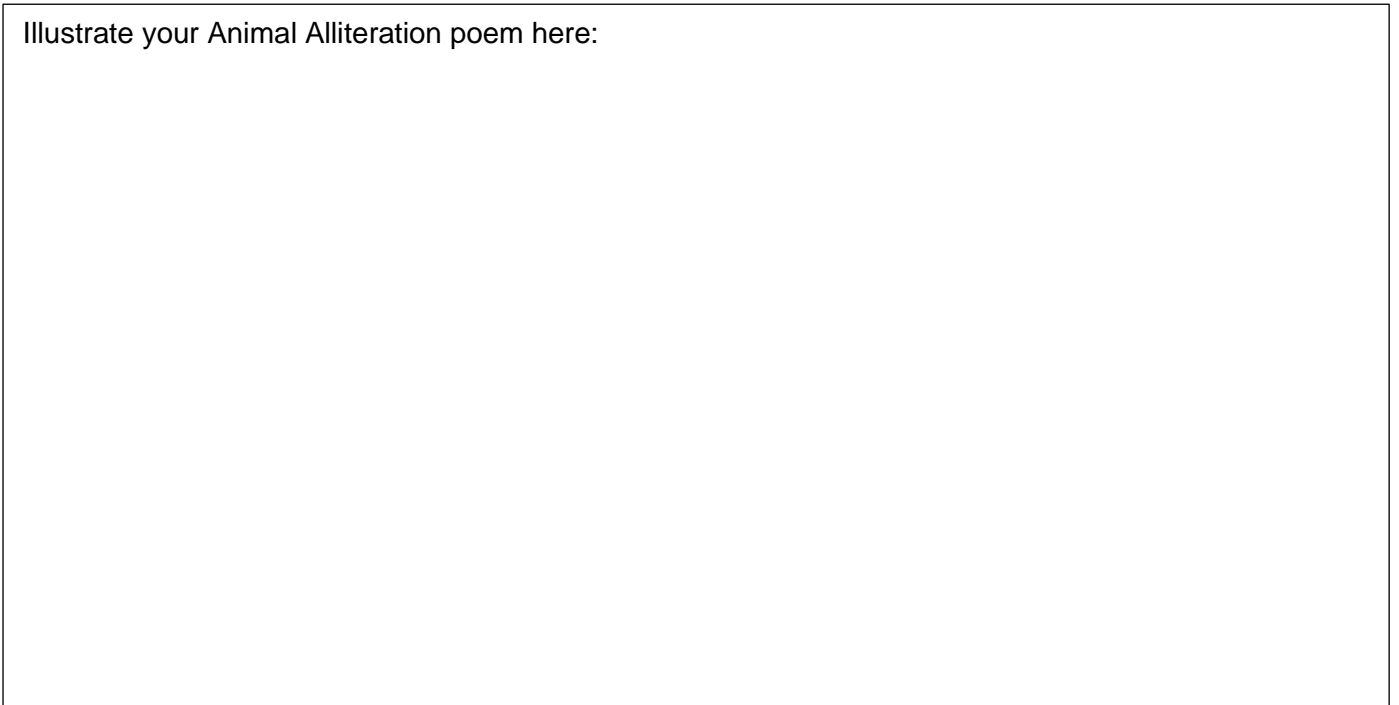
Animal Alliteration Poem

Crazy cats cuddle on the cushions.

Amazing ants always eat apples.

Slippery snakes slither _____.

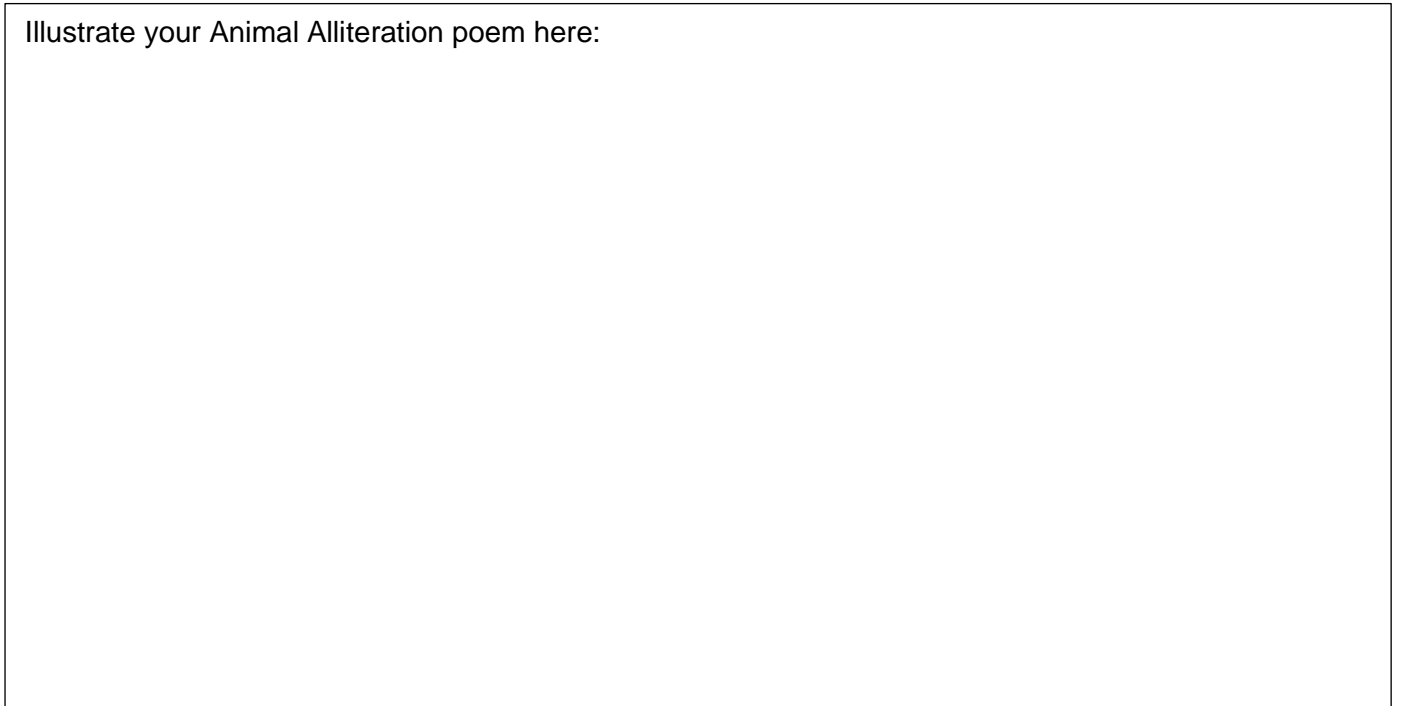
Illustrate your Animal Alliteration poem here:



Option B - More Challenging

Animal Alliteration Poem.

Illustrate your Animal Alliteration poem here:



WEDNESDAY - Mathematics

Minute Maths

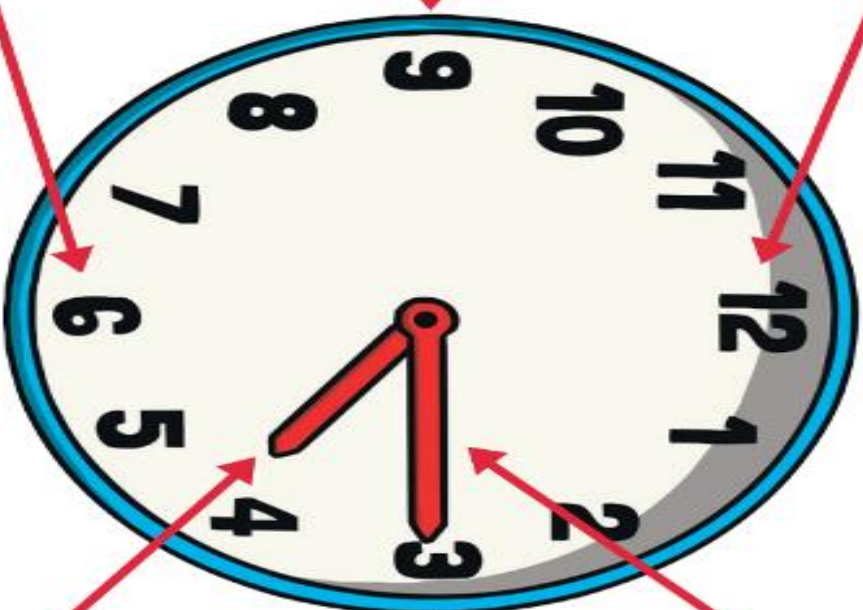
Imagine you have a friend who is having trouble telling the time. What would you say to teach them? Fill in the poster below to help your friend understand. Watch this video in the QR code if you need some ideas.



O'Clock

Quarter To

Half Past



Minute Hand

Quarter Past

Hour Hand

Number and Algebra - Must Do

Choose a time from the options below and fill in the think boards below. Once you've done one, see if you can do another.

Level 1:

- Half past 4
- 6 o'clock
- Half past 9

Level 2:

- Quarter past 8
- Quarter to 3
- Quarter to 1

Level 3:

- 5 minutes past 3
- 20 minutes to 3
- 12 minutes to 9

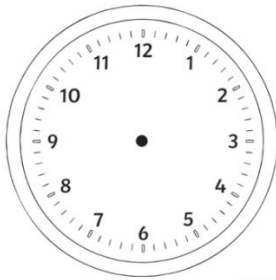


Time Think Board

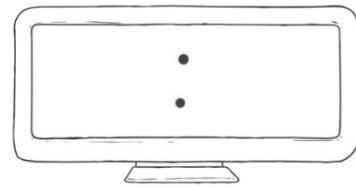
In each section, show different ways to represent time.



Analogue Time



Digital Time

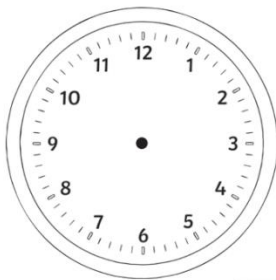


What is the time? Write this in words.

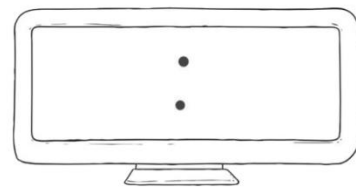
The minute (longer) hand points to number:

The hour (shorter) hand points to number

Analogue Time




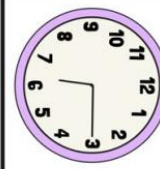









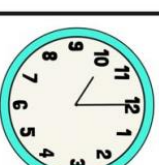
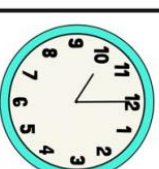
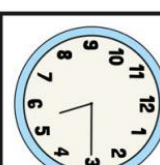
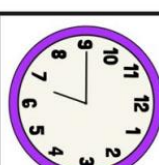
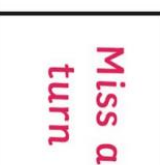
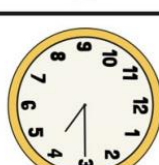






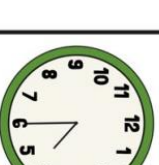
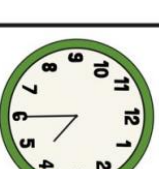
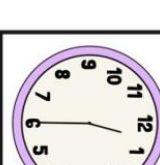
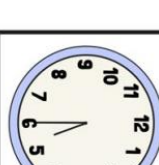
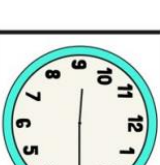
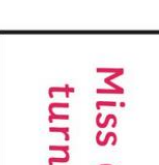


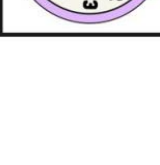
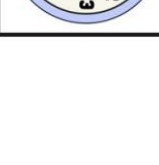

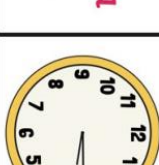
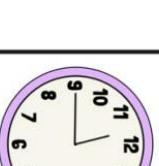
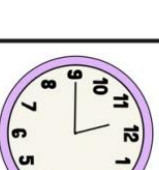
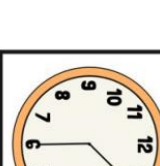
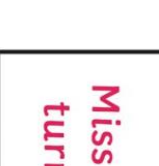
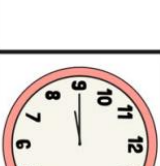
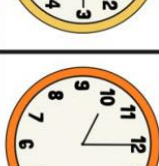
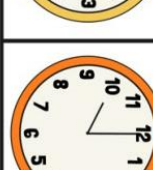
Digital Time



What is the time? Write this in words.

The minute (longer) hand points to number:

The hour (shorter) hand points to number

Telling the Time Board Game

What time is it?

Roll a dice, move the number of spaces shown and read aloud the time shown on the clock. The first player to complete the board wins!



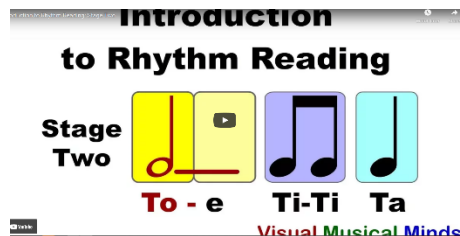
Warm-up – Rhythm Rhythm Rhythm

<https://www.youtube.com/embed/KUtEg8Qxuxk>



Rhythm Reading Revision

<https://www.youtube.com/embed/cHad-I5AJT0>



Singing: Pass the Pumpkin

Here's a song to learn so that we can play the game later in the term.

<https://youtu.be/WSEQKFa7jbo?t=1>



Revise Jackolanterns Everywhere

Can you make up actions to go with the song?

<https://www.youtube.com/embed/2x7hPVGyaoc>



Kaboom Percussion Play-Alongs Revise Monster Mash from last week

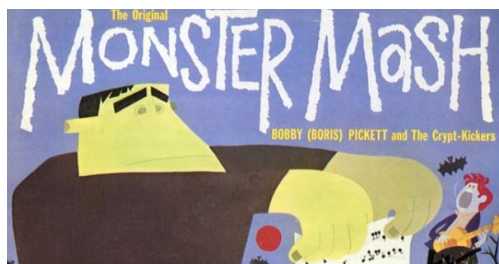
Performance Video

<https://www.youtube.com/watch?v=yLyNK4jASp8>



Can you remember it and do it without Cat and Josh? Here is the original version.

<https://www.youtube.com/embed/bRLML36HnzU>



I'm Still Standing

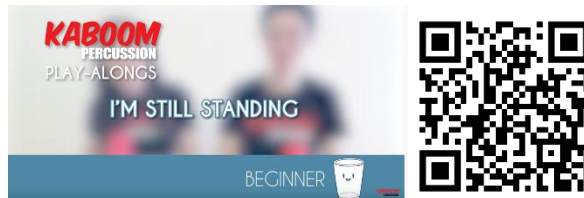
Here is another fun Kaboom Percussion song. As you did last week, watch the tutorial first until you have gained confidence with the patterns, then play along with the performance video.

Tutorial Video: <https://youtu.be/twU52NL3N5U>





Performance Video: https://youtu.be/G5ILGU_1ox8?t=4



Here are Cat and Josh performing a medley of Disney Songs on plastic bottles.

<https://www.youtube.com/embed/T0C5PnCID10>



Have fun 😊

Must do:

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

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



Look



Say



Cover



Write



Check

Can do:

Script

Write a conversation between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word.

Greg said to the dragon, "It's time to save the city!"



Write a Shape Poem



Introduction:

Some poems are like pictures with words. But you can make a poem that is really a picture. These picture-poems are meant to be read and to be looked at, too.

Procedures:

1. Pick a thing you would like to write about. It can be a plant or animal, something you see outdoors, your house, or even a toy or bus. Some idea starters for poems with a shape are: **sun, tree, dog, bicycle, cloud, rocket, telephone, horse, or ice cream cone**. Think of some other ideas to try.
2. Write down some words for parts of the thing. Write down words that describe it, too. Try to think of words that tell exactly how it looks, sounds, feels, smells, or tastes.
3. On another sheet of paper, draw the shape of the thing. Now you are ready to make your poem.



4. Pick words from your list for each part of the shape and write them where they belong. You can repeat words as often as you need to.



5. Or, instead of drawing a shape with lines, try using the words themselves to make a poem with a shape. Do you see the poem that is shaped like an eye?

Use this page to create your shape poem.

Writing

Another type of poetry we will be learning about is an Onomatopoeia Poem.

Onomatopoeia Poems

An onomatopoeia poem uses words that sound like the object or noise they are describing.

Pancakes

Some flour – flop!

An egg – plop!

Some milk – sploosh!

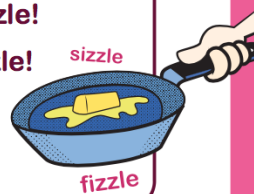
Now stir – whoosh!

Some butter – sizzle!

Some batter – fizzle!

A flip – yippee!

Pancakes for me!



 teachstarter

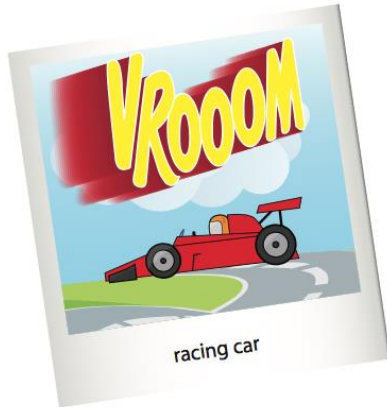
Watch the video 'The Onomatopoeia Alphabet'

<https://www.youtube.com/embed/FBQCgjo1QTU>



ONOMATOPOEIA

Onomatopoeia is the use of words that imitate the sounds associated with the objects or actions they refer to.



racing car



sneeze



camera



cat

Read the description below and write an onomatopoeia for each one:

a car driving	
a branch breaking	
someone screaming	
pig on a farm	
jumping in the pool	
rain falling	

Read through the Onomatopoeia poems below. Underline or highlight any onomatopoeia words you can find.



The Noisy Recess (onomatopoeia poem)



**Aaah! Scream the kids as they play.
Stomp! Stomp! Go the feet tumbling down
the path.**

**Bang! Go the kids hitting the pole.
Kids kicking soccer balls. Kick! Kick! Kick!
Buzz! Go the bees.**



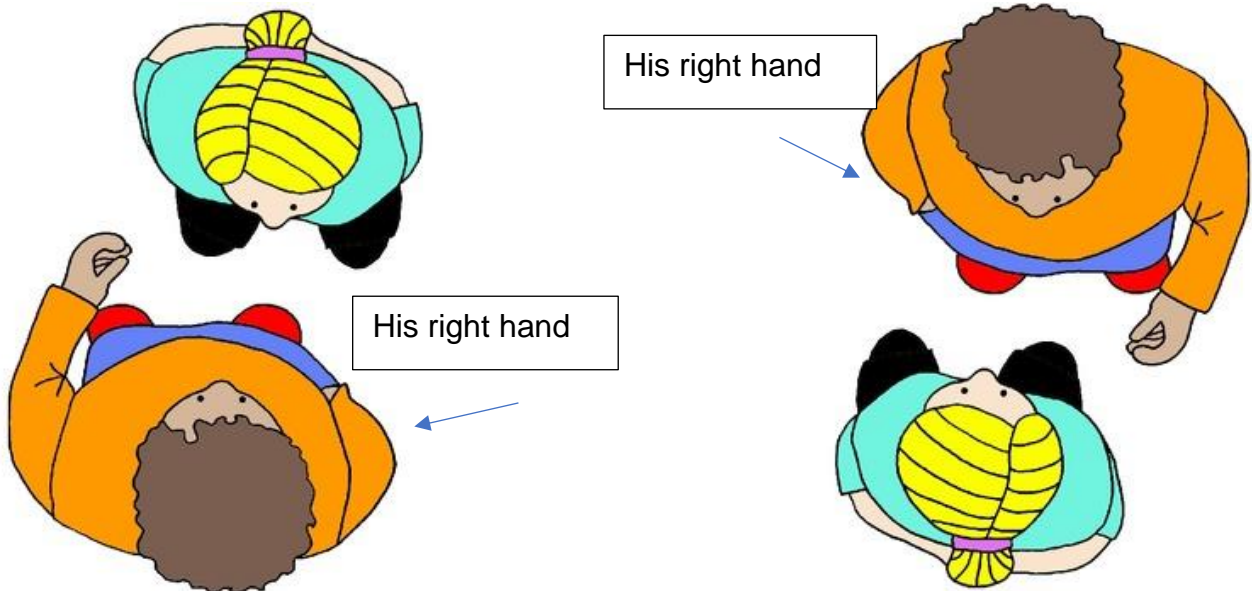
**Swish! Goes the ball into the hoop.
Tweet! Screeches the whistle.
Time to go inside.**



THURSDAY - Mathematics

Minute Maths

Knowing which way is left and right is important for describing where something is and for understanding directions. Sometimes left and right can look different depending on which way you are facing. Look at the people talking below. In the first picture, can you see his right hand on the right side of his body? In the second picture, we have turned him around. Now his right hand LOOKS like it is on the other side. This is still his right hand, but it looks like it is on your left! **We say that his right hand is on your left side.**

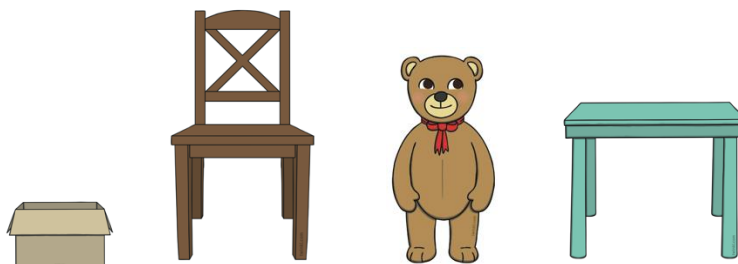


When you are giving directions to someone, it is important to imagine you are facing the same direction as them so you can imagine which side is their left or their right.

Look at the objects below. Answer these left and right questions from your perspective.

Which object is on **your** left? _____

Which object is on **your** right? _____



Now imagine you are the teddy. Answer these questions from his perspective. You may find it helpful to turn around so you are facing the same direction as him.

Which object is on **Teddy's** left? _____

Which object is on **Teddy's** right? _____

Statistics and Probability – Must Do

Write directions to move around the city. **Include the directions left and right in each answer.**

Directions in the City

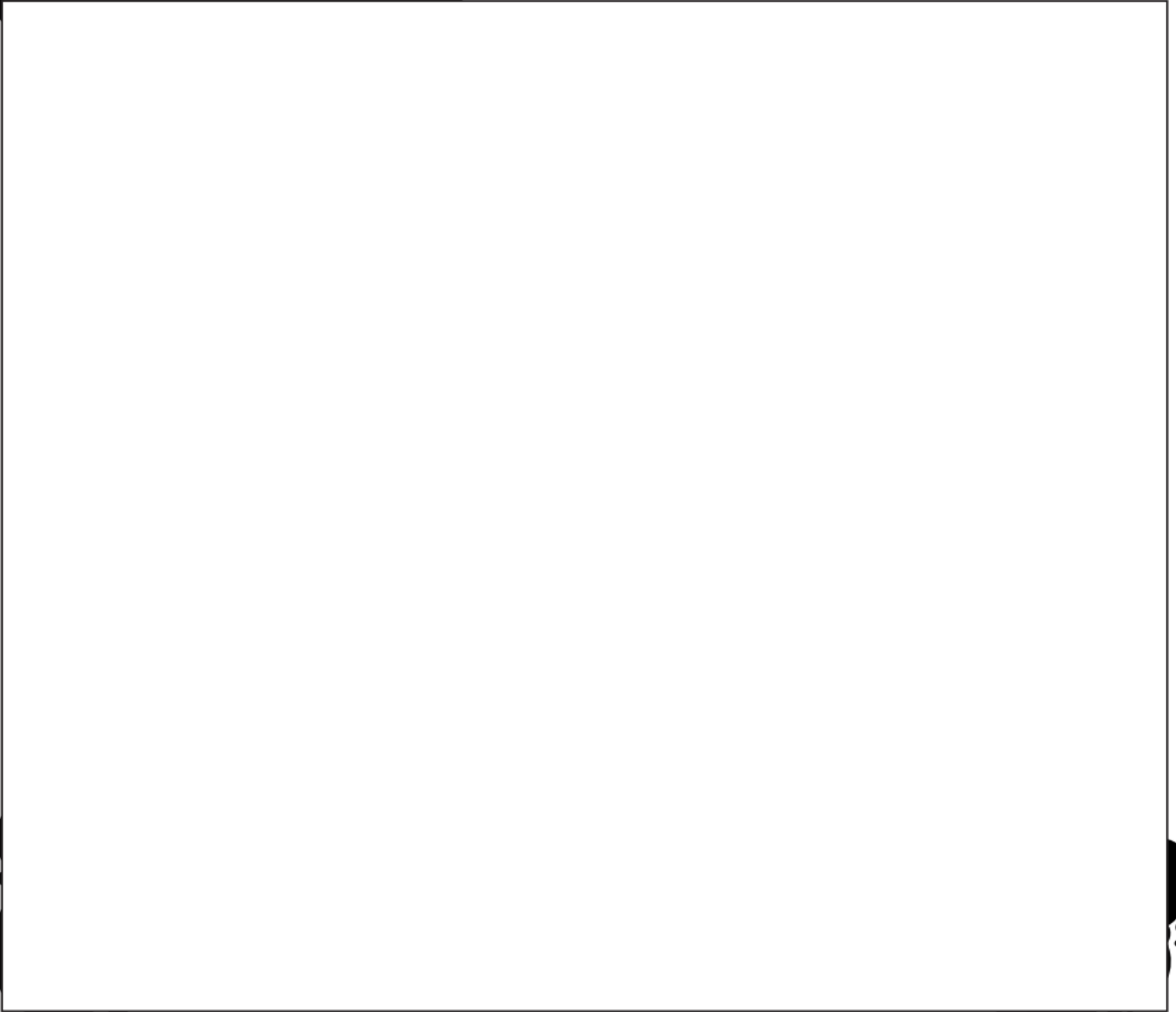


1. Write the missing directions to get to the right shops. How do you get to...?

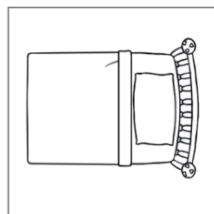
- The butchers: Go straight ahead. Take the first left. Turn left. It's on the right.
- The bakery: Go straight ahead. _____
- The grocer's: _____
- The pharmacy: _____
- The kiosk: _____
- The supermarket: _____

2. Choose a shop and write the directions. Your partner has to work out where you're going!

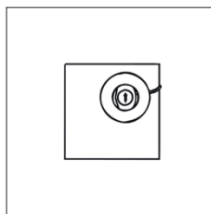
My Bedroom



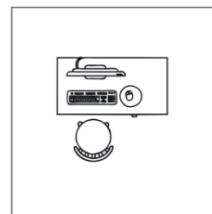
Draw a model of your bedroom looking down from the ceiling. Objects may look different from this angle, so try to imagine how it might appear on this map. Include as many items in your bedroom as you can. Try to keep them the right size. Below are some examples of what your drawings may look like from above.



Bed



**Bedside table
with lamp**



**Computer desk
with chair**

THURSDAY – PDHPE

Lesson 2 – Invasion Games

Invasion games are team games that involve passing and moving with a ball. The players must work together to attack and defend a zone and aim to score more goals or points than the other team. How many invasion games can you list?

Complete the following activities with a parent, care-giver or sibling.

Activity 1 – Catching and Throwing

Practise your throwing and catching skills with a friend or family member. Start by standing close together, using an underarm throw. As you get better, move a little further apart. How far apart can you stand and still get the ball to one another?

Activity 2- Team work

Have a go at group juggling. You will need at least four people for this activity, but the more people you have, the better.

Stand in a circle. Facing inwards, throw a juggling ball or beanbag amongst the group in a specific order. After a couple of rounds of doing this, introduce more balls or beanbags.

Activity 3 – Play Piggy in the middle

Practise passing and moving into space by playing this popular game. You will need two other players. Two players throw the ball to one another, while the third player stands in the middle and tries to intercept the ball. If they do intercept it, the player who passed it moves to stand in the middle and the game starts again.



Activity 4 – Roll and exercise Gross Motor Activity Dice

Look for the cube at the end of the pack

Ask a parent, care-giver or teacher to help you cut around the outside of the cube and glue it together. Once made you can roll the dice and perform the exercise that is displayed. Try to complete each activity for 20-30secs. Complete 10 rolls.

Must do:

- Using the table in Monday'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:

Spelling Charades

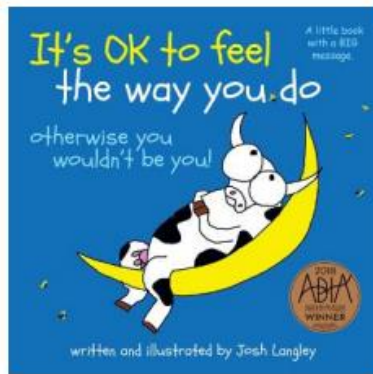
With a partner, act out something that starts with the letters in your spelling words.

The person guessing has to put all of the letters together to guess the word you were spelling.



Reading

- Pick an emotion from the story and use a Y Chart, to describe how the emotion looks, feels and sounds.



Scan your QR Code
to view the story.



Y-CHART

NAME _____



LOOKS LIKE

SOUNDS
LIKE

FEELS
LIKE

Using your descriptive language, create a poster of your emotion, include a coloured picture and your words. Be as creative as you like.

Writing

Today you will be writing your own Onomatopoeia Poem called "Noises Around Me".

Close your eyes and listen to all the sounds around you.
What can you hear?

Write or draw any noises you can hear in this box.



Read the Onomatopoeia poem below.

Do you notice that each sentence starts with an Onomatopoeia word?

Circle or underline the onomatopoeia word at the start of each line.

Noises Around Me.

Tick goes the clock.

Squeak goes the ball.

Bark goes the dog.

Scrape goes the chair.

Tweet goes the bird.

Laugh goes the boy.

Now you are going to write your own Onomatopoeia poem called 'Noises Around Me'.

You can choose to complete the poem that has been started by filling in the missing words or you can write your own poem from the beginning, using some of the sounds that you have brainstormed.

Option A - Easier

Noises Around Me

_____ goes the cat.

_____ goes the mouse.

Smash goes the _____.

Bang goes the _____.

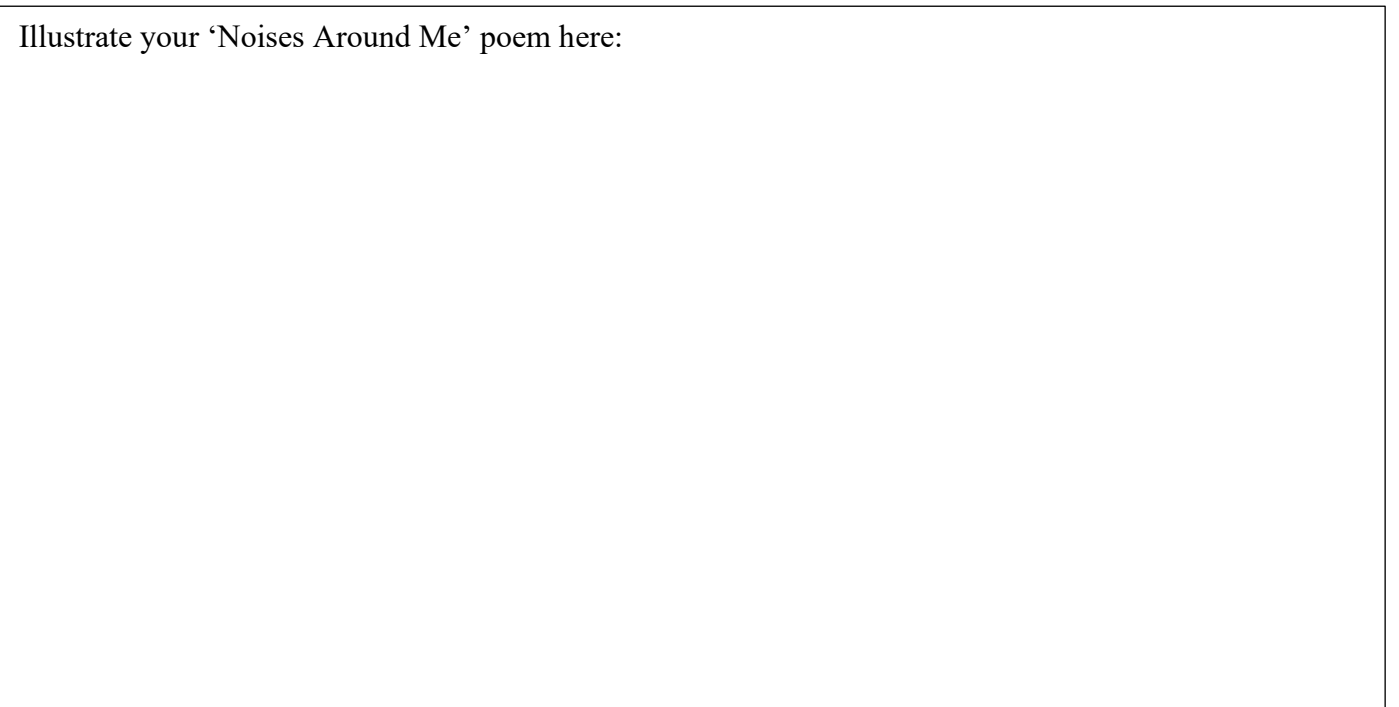
Oh no! cries the _____.

Illustrate your 'Noises Around Me' poem here:

Option B - More Challenging

Noises Around Me

Illustrate your 'Noises Around Me' poem here:



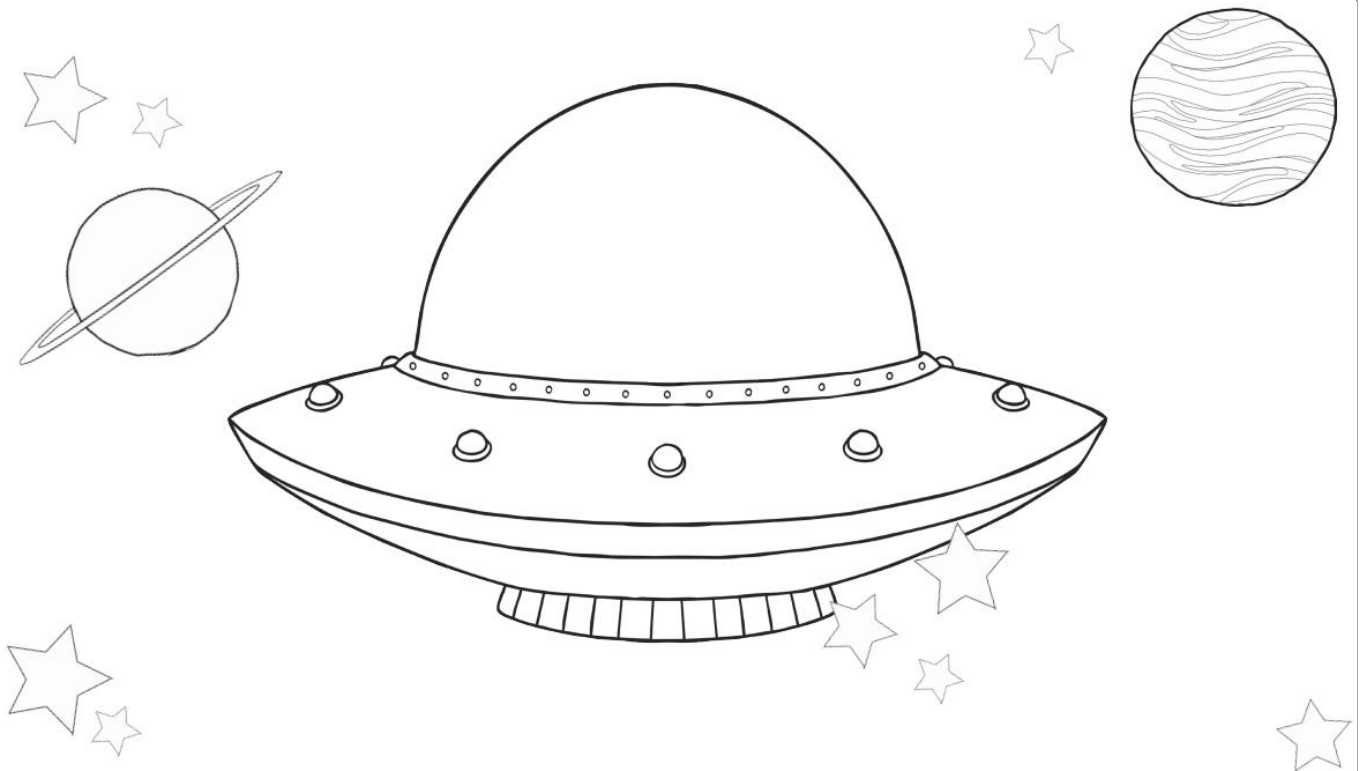
FRIDAY - Mathematics

Minute Maths

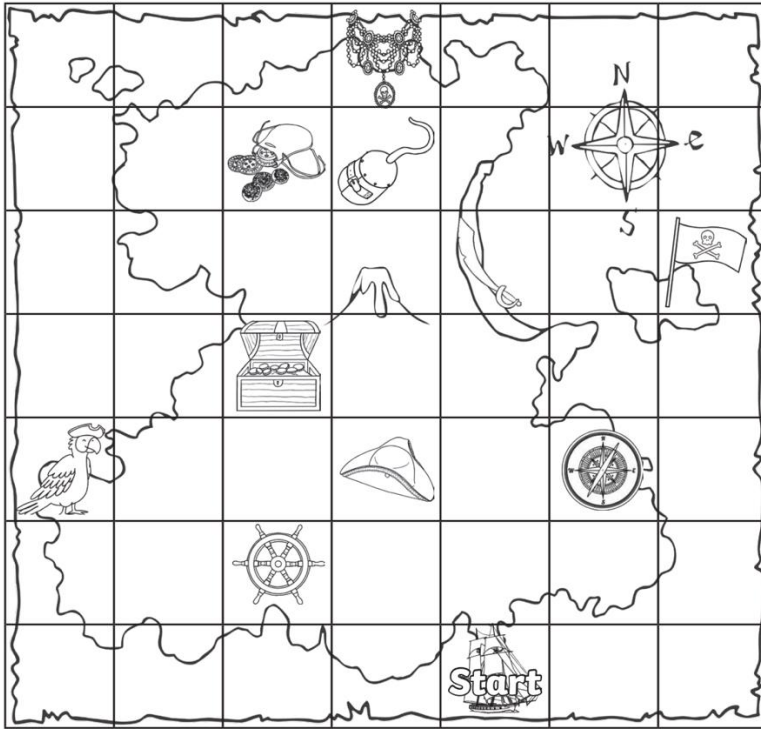
Yesterday we learnt about using the words left and right depending on which direction someone is facing.

Carefully follow the instructions to complete the drawing.

- Colour the stars on **your** left side yellow.
- Colour the stars on **your** right side orange.
- Draw an extra planet on **your** right side.
- Draw an astronaut in the spaceship facing us.
- Colour the planet on **the astronaut's** right side red (turn so you face the same direction as the astronaut. What would **their** right side be?)
- Colour the planet on **the astronaut's** left side blue.
- Draw an alien in space. Make sure it is on **the astronaut's** right side.








Treasure Map Coding



Level 1


1 Treasure Map Coding Command Cards





I have found... 

Start    

forward forward forward forward


2 Treasure Map Coding Command Cards





I have found... 

Start    

forward forward right turn forward

3 Treasure Map Coding Command Cards


I have found... 









Start    

forward left turn forward forward

Level 2:


2 Treasure Map Coding Command Cards








I have found...  ★★

Start        

forward right turn forward left turn forward


3 Treasure Map Coding Command Cards







I have found...  ★★

Start       

forward left turn forward left turn forward

4 Treasure Map Coding Command Cards


I have found...  ★★

Start      

forward forward forward left turn forward forward

Level 3:


3 Treasure Map Coding Command Cards

I have found...  ★★★

Start

Travel north 2 spaces.
Turn right.
Travel east 1 space.


4 Treasure Map Coding Command Cards

I have found...  ★★★

Start

Travel west 3 spaces.
Turn right and travel north 3 spaces
Turn right and travel east 1 space.

5 Treasure Map Coding Command Cards

I have found...  ★★★

Start

Travel east 2 spaces and turn left.
Travel north 3 spaces and turn left.
Travel west 1 space and turn right.
Travel north 3 spaces and turn left.
Travel west 2 spaces.

Statistics and Probability – Can Do

Read and follow the instructions in the green boxes below.

Map 1 details:

- Streets:** Rose Street, Cooper Street, Sidney Lane, Gynn Terrace, Bishop Lane, Lark Avenue, Acacia Road.
- Buildings/Icons:** Fruit shop (top center), Bakery (middle left), Simon's House (middle right), Dan's House (bottom left), Pizza shop (bottom right).
- Landmarks:** Skate Park (top left), School (top right), a pond (middle left).

Map 2 details:

- Streets:** Stuart Lane, Noongar Street, Pickles Road, Pacific Way, Bishop Lane, Lark Avenue, Acacia Road.
- Buildings/Icons:** Twinkl Mart (middle left), Zana's House (middle right), Ice Cream Shop (bottom left), Butcher (bottom right).
- Landmarks:** Brooke Park (top left), a pond (middle left).

Key	
	Playground
	Police Station
	House
	Supermarket
	Restaurant
	School
	Library
	Bakery
	Butcher
	Fruit Shop
	Ice Cream Shop

Level 1

Maps, Location and Direction

What is below the school?

Maps, Location and Direction

How would you describe the position of the police station?

Maps, Location and Direction

Drive down Acacia Road away from the school, then turn right onto Cooper Street, what is straight ahead?

Maps, Location and Direction

What is the name of the street between the bakery and Simon's house?

Level 2

Maps, Location and Direction

What is located across the road, on the right hand side of the bakery?

Maps, Location and Direction

If you are travelling up Bishop Lane and turn left on Gynn Terrace, what is on your left hand side?

Maps, Location and Direction

If I am at Zana's house, give directions on how to get to the skate park.

Maps, Location and Direction

If I started at Dan's house and drove straight, turned right down Bishop Lane and then turned left on Noongar Street and drove to the end. What is on your left hand side?

FRIDAY – Dance



Time to get your body moving!

Every Friday you will enjoy a Footsteps Dance lesson by following the link below
















<https://vimeo.com/539961047/beef0774a4>



Dance reflection sheet

How did you go with dance today?

Catchy Song

Today I tried my best			
I like dancing			
I was a good listener in dance			
I did what the teacher asked			
I put my hand up when I answered a question			

Optional

WELLBEING

Choose an activity from the ideas below or think of something that you enjoy doing.

Try to choose an activity that is away from the screen to give your eyes a rest.

<p>21 Junk modelling! Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.</p>	<p>22 Draw a map of your local area and highlight interesting landmarks.</p> 	<p>23 Write a postcard to your teacher. Can you tell them what you like most about their class?</p>	<p>24 Draw a view. Look out of your window and draw what you see.</p> 	<p>25 Get reading! What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?</p>
<p>21 How many words can you think of that rhyme with WRITE?</p> 	<p>22 Write a recipe for 'Springtime'. What will you include? Flowers? Sunshine? What else?</p>	<p>23 Use your body to make the shape of a letter. How many more can you make? Can you make every letter in the alphabet?</p>	<p>24 Play alphabet bingo! Can you spot an item in your home or garden that starts with the letter a,b,c and so on?</p> <p>ABC</p>	<p>25 Start a diary. Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.</p>
<p>21 How many words can you think of that rhyme with COOK? Write a list.</p> 	<p>22 Rainbow foods. There are 7 colours in the rainbow. Can you think of a food that's the colour of each one? Draw a picture to show these.</p>	<p>23 Potion power! Imagine you have the power to create a potion. What would your potion do and how would you make it?</p> 	<p>24 Alphabet food! Can you name something you would find in the kitchen that starts with the letter a,b,c and so on?</p> <p>ABC</p>	<p>25 Put on a show! Can you put on a cookery show? Explain what you are doing at each step so it's simple for others to follow.'</p>



CONNECT

BE ACTIVE

TAKE NOTICE

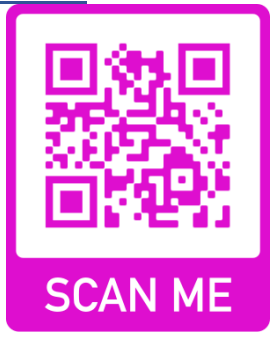
GIVE

KEEP LEARNING

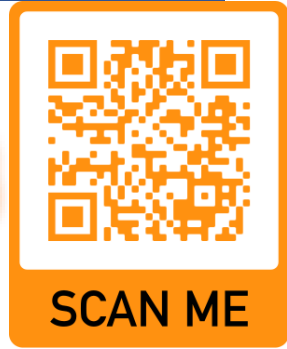


Here are some links to activities to give your brain a break and move your body!

<https://youtu.be/qQeq9ryQUa4>



https://www.youtube.com/embed/iMO4txHN_3E



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

