



Stafford State School

Independent Public School

Term 2

Week 2

Year 1

Home Learning

Learning Areas: English

Mathematics

HASS

Science

Health/PE


Music

Week 2 - Monday



| | |
|------------------------------------|---|
| Wellbeing Task | Create 5 stations for a mini exercise class. Include exercises like star jumps, sit ups, burpies, push ups, frog jumps, balancing or skipping. Complete each activity for 1 minute. |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none">• Practice reading sight words, work on fluency• Choose a fiction book and read aloud to someone<ul style="list-style-type: none">◦ Before reading, predict what you think is going to happen by looking at the pictures• After reading, answer these questions<ul style="list-style-type: none">◦ What was the book about?◦ Who were the characters in the story? <p><u>Handwriting</u></p> <ul style="list-style-type: none">• Complete handwriting sheet Week 2 Monday – Forward Roll Letters <p><u>Spelling</u></p> <ul style="list-style-type: none">• Read your spelling words – Unit 12 Sound Waves textbook (page 28)• Write out your spelling words once <p><u>Daily Writing</u></p> <ul style="list-style-type: none">• Write 2 -3 sentences about what you did on the weekend. Remember to start with a capital letter and finish with a full stop. Use the sentence starter On the weekend, I ... <p><u>English</u></p> <ul style="list-style-type: none">• Listen to Willy the Wimp then discuss these questions with an adult https://www.youtube.com/results?search_query=willy+the+wimp<ul style="list-style-type: none">◦ What does “Willy wouldn’t hurt a fly” mean?◦ Why did Willy worry about stepping on insects when he went walking?◦ Why did Willy say “Oh, I’m sorry” when the gorilla hit him? |
| Break | |
| Middle Maths | <p><u>Counting</u></p> <ul style="list-style-type: none">• Practice counting in 1s, 2s, 5s and 10s forwards and backwards. Don’t forget to change your starting number <p><u>Mental Maths</u></p> <ul style="list-style-type: none">• Complete Week 2 Monday in your mental maths booklet <p><u>Number</u></p> <ul style="list-style-type: none">• Write the numbers 1 – 20 in your scrapbook• Have a go at writing the words to match the numbers – say the number out loud and listen to the sounds you hear |
| Break | |
| Afternoon Science | <p><u>Changing a material to make an object</u></p> <ul style="list-style-type: none">• Investigate how a piece of paper can be changed to create a cup• Follow the instructions on Week 2 Science to create a paper cup <p><u>Reading</u></p> <ul style="list-style-type: none">• Choose 2 -3 books (or a chapter book)• ask an adult to set a timer and read quietly for 15 minutes |


Week 2 Monday Forward Roll Letters and Numerals




B B B . . B




b b b . . b




J J J . . J




j j j . . j




P P P . . P




p p p . . p




0 1 2 3 4 5 6 7 8 9 10



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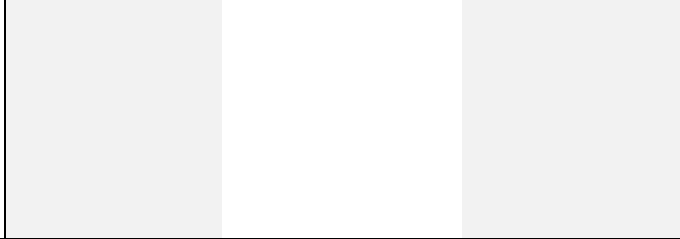
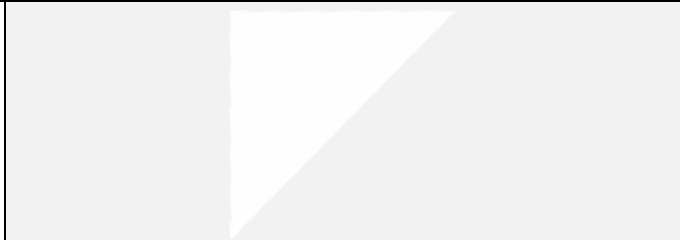
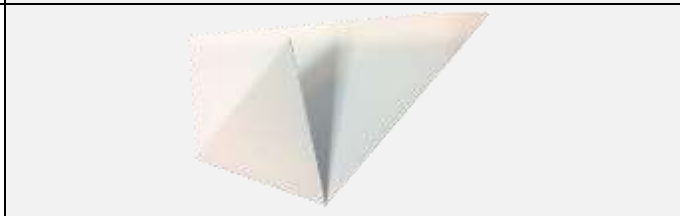


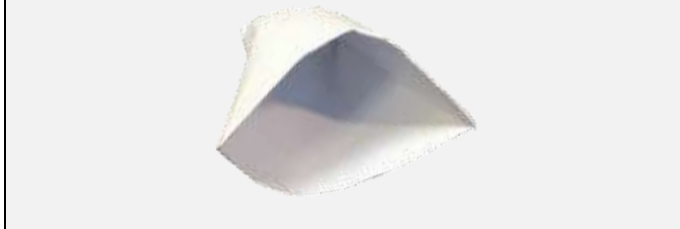

0 1 2 3 4 5 6 7 8 9 10



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Week 2 Monday Science

Follow these instructions to make a paper cup

| | |
|---|--|
| <p>1. Cut an A4 piece of paper into a square (21cm x 21 cm)</p> |  |
| <p>2. Fold the square in half to make a triangle</p> |  |
| <p>3. Fold up one corner from the long side to meet the centre of the opposite side</p> |  |
| <p>4. Fold up the other corner from the long side to meet the centre of the opposite side</p> |  |
| <p>5. Fold down the top flaps - one to the front and one to the back</p> |  |
| <p>6. Put your hand inside to open the cup</p> |  |
| <p>What can you hold in your paper cup?</p> |  |



| | |
|--------------------------------------|---|
| Wellbeing Task | Think of 3 random acts of kindness you could do today. For example, help mum or dad, write a thank you card, give someone in your family a massage. |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none"> • Practice reading sight words, work on fluency • Choose a fiction book and read aloud to someone <ul style="list-style-type: none"> ◦ Before reading, predict what you think is going to happen by looking at the pictures • After reading, answer these questions <ul style="list-style-type: none"> ◦ What happened at the beginning of the story? ◦ What happened in the middle of the story? ◦ What happened at the end of the story? <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Complete handwriting sheet Week 2 Tuesday Snake Letters <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> • Write 2 -3 sentences using this sentence starter If I could be an animal, I would be <p><u>English</u></p> <ul style="list-style-type: none"> • Complete Unit 11 in Sound Waves text book (pages 28 & 29). • Encourage correct letter formation when writing |
| Break | |
| Middle Maths | <p><u>Counting</u></p> <ul style="list-style-type: none"> • Practice counting in 1s, 2s, 5s and 10s forwards and backwards. Don't forget to change your starting number <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> • Complete Week 2 Tuesday in your mental maths booklet <p><u>Direction</u></p> <ul style="list-style-type: none"> • Hide a toy and give someone in your family directions to try and find it <ul style="list-style-type: none"> ◦ Use positional language e.g. over, under, between, left, right, beside • Draw where you hid your toy and ask someone to help you label it • Swap turns – now you have to find your toy, following someone's directions |
| Break | |
| Afternoon Yoga | <p><u>Cosmic Kids Yoga (20 min)</u> Follow this YouTube yoga session. https://www.youtube.com/watch?v=U9Q6FKF12Qs</p> <p>Alternatively, ask your child to try and copy some of the yoga poses from Week 2 Tuesday Yoga.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Choose 2 -3 books (or a chapter book) • ask an adult to set a timer and read quietly for 15 minutes |

Week 2 Tuesday Snake Letters

Handwriting practice row for uppercase letter G. It features a cartoon owl on the left. The row contains four 'G's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for lowercase letter g. It features a cartoon owl on the left. The row contains four 'g's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for uppercase letter S. It features a cartoon owl on the left. The row contains four 'S's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for lowercase letter s. It features a cartoon owl on the left. The row contains four 's's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for uppercase letter Y. It features a cartoon owl on the left. The row contains four 'Y's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for lowercase letter y. It features a cartoon owl on the left. The row contains four 'y's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for uppercase letter G. It features a cartoon owl on the left. The row contains four 'G's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

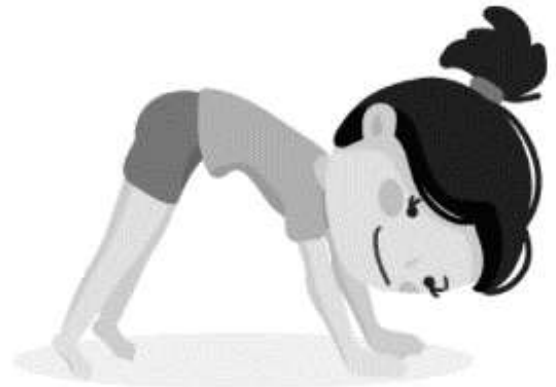
Handwriting practice row for lowercase letter g. It features a cartoon owl on the left. The row contains four 'g's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for uppercase letter Y. It features a cartoon owl on the left. The row contains four 'Y's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Handwriting practice row for lowercase letter y. It features a cartoon owl on the left. The row contains four 'y's: a solid one, a dashed one, a solid one, and a dashed one. Each letter has a small dot at the top indicating the starting point for writing.

Week 2 Tuesday Yoga

Practice some of these yoga poses. How long can you hold the pose for?



Week 2 - Wednesday



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| | |
|------------------------------------|---|
| Wellbeing Task | Play mirror pairs with a family member. Use the yoga poses you know for actions – snake, cat, cow, dog, mouse, lion, superman, rocket, tree, aeroplane. |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none">• Read the Week 2 Wednesday – Dan Does Tricks with an adult• After reading, answer these questions<ul style="list-style-type: none">○ What is the first trick Dan does?○ Why won't Luke get in the pool?○ How did Luke get wet? <p><u>Handwriting</u></p> <ul style="list-style-type: none">• Complete handwriting sheet Week 2 Wednesday Six Little Kittens <p><u>Spelling</u></p> <ul style="list-style-type: none">• Read your spelling words – Unit 12 Sound Waves textbook (page 28)• Write out your spelling words – use a coloured pencil for the vowels <p><u>Daily Writing</u></p> <ul style="list-style-type: none">• Go through Week 2 Writing Warm Up PowerPoint (or Week 2 Wednesday Writing)• Copy the modelled sentence• Write your own sentence using 1 of the wow words <p><u>English</u></p> <ul style="list-style-type: none">• Listen to Willy the Wimp https://www.youtube.com/results?search_query=willy+the+wimp• Draw a picture of Willy the Wimp in your scrapbook.• Draw a new friend for Willy – this character needs to be a chimp as well• Give your new character a name |
| Break | |
| Middle Maths | <p><u>Counting</u></p> <ul style="list-style-type: none">• Practice counting in 1s, 2s, 5s and 10s forwards and backwards. Don't forget to change your starting number <p><u>Mental Maths</u></p> <ul style="list-style-type: none">• Complete Week 2 Wednesday in your mental maths booklet <p><u>Volume</u></p> <ul style="list-style-type: none">• Collect 5 – 10 containers from around the house and predict which one will hold the most water and the least water• Test your prediction by using a measuring cup and filling with water• Draw pictures of your containers in order from which held the least to which held the most water |
| Break | |
| Afternoon Writing | <p><u>Music</u></p> <ul style="list-style-type: none">• Refer to Music sheet <p><u>Reading</u></p> <ul style="list-style-type: none">• Choose 2 -3 books (or a chapter book)• ask an adult to set a timer and read quietly for 15 minutes |

Dan Does Tricks

by S. V. Richard

Luke is a boy. Luke has a dog named Dan. Dan does tricks.

"Sit," says Luke.

Dan sits.

"Give me five," says Luke.

Dan gives Luke five with his paw.

"Smile," says Luke.

Dan smiles.

Luke sits by the pool. He does not jump in the pool. "I do not want to get wet," says Luke.

Dan likes to swim. Luke throws a ball into the pool.

"Fetch," says Luke.

Dan jumps into the pool and gets the ball. Dan gets out of the pool and brings the ball to Luke.

"Good boy!" says Luke. "You are a smart dog, Dan."

Dan shakes the water off of his fur.


Now Luke is wet.

"Oh, Dan!"




Week 2 Wednesday Six Little Kittens

Trace the words, then write them in the lines underneath

 Six little kittens




 curl up tight.



 Six little kittens



 say goodnight. Zzz.



Week 2 Wednesday Writing Warm UP

Simple Sentences

A simple sentence has a CAPITAL LETTER and a full stop.
It needs to make sense!

Today is Tuesday.

I am a teacher.

My favourite colours are turquoise and pink.

Wow Words

Words we can use to make our writing more exciting and interesting.

Definition

Causing laughter or delight.
funny, hilarious

amusing

Example

I read a very amusing book.

cheerful

Definition

Full of cheer or in good spirits.
happy, joyful, merry

Example

My sister is a cheerful person.

Simple Sentences

Parts of a simple sentence

- **When** (when did it happen)
- **who** or **what** is involved (nouns and noun groups)
- **what** is happening (the verbs)

To help us remember, we say "when comma who what they did full stop".

Let's look at a sentence

On Sunday, the clever clown juggled five balls.



Now let's break it down.

When?

on Sunday

Who was involved?

the clever clown

What happened?

juggled

Juggled what?

five balls

On Sunday, the clever clown juggled five balls.

Now it's your turn to write.

Copy this sentence into your writing book. Don't forget to start with a capital letter and finish with a full stop. You can draw a picture if you like.



On Sunday, the cheerful clown juggled five balls.

Week 2 - Thursday




| | |
|----------------------------------|---|
| Wellbeing Task | Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week? |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none">• Practice reading sight words, work on fluency• Choose a fiction book and read aloud to someone<ul style="list-style-type: none">◦ Before reading, predict what you think is going to happen by looking at the front cover• After reading, answer these questions<ul style="list-style-type: none">◦ Who were the characters in the story?◦ What was your favourite part of the story? Why?◦ What would you do if you were in the story? <p><u>Handwriting</u></p> <ul style="list-style-type: none">• Complete Week 2 Thursday Number Words <p><u>Spelling</u></p> <ul style="list-style-type: none">• Complete the Week 2 Thursday Sound Waves Unit 12 word search. <p><u>Daily Writing</u></p> <ul style="list-style-type: none">• Write 2 -3 sentences using this sentence starter I feel happy when <p><u>English</u></p> <ul style="list-style-type: none">• Listen to Willy the Wimp https://www.youtube.com/results?search_query=willy+the+wimp• Write a story about Willy and his new friend (that you created yesterday)• Draw a picture to match your story |
| Break | |
| Middle Maths | <p><u>Counting</u></p> <ul style="list-style-type: none">• Practice counting in 1s, 2s, 5s and 10s forwards and backwards. Don't forget to change your starting number <p><u>Mental Maths</u></p> <ul style="list-style-type: none">• Complete Week 2 Thursday in your mental maths booklet <p><u>Problem Solving - Addition</u></p> <ul style="list-style-type: none">• Follow the CUBES strategy – Week 2 Thursday CUBES Strategy• Solve the addition problems from Week 2 Thursday Problem Solving in your scrapbook – don't forget to show you working out! |
| Break | |
| Afternoon HASS | <p><u>HASS</u></p> <ul style="list-style-type: none">• Sit with someone in your family and ask them<ul style="list-style-type: none">◦ What household jobs were done by your family when you were growing up?• Write these jobs in your scrapbook• Discuss what household jobs are done in your family today e.g. cooking, cleaning, washing, rubbish, feeding pets, mowing lawn<ul style="list-style-type: none">◦ Are there any that you do that are the same? <p><u>Reading</u></p> <ul style="list-style-type: none">• Choose 2 -3 books (or a chapter book)• ask an adult to set a timer and read quietly for 15 minutes |

Week 2 Thursday Number Words

Trace the words, then write them in the lines underneath

 *one two three*




 *three four five*



 *six seven eight*



 *nine ten eleven*



Sound Waves Unit 12

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

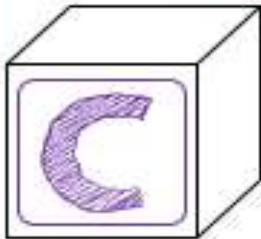
JUMPING
HOTTEST
JUGGLE
HAPPEN
HAPPY
HAVE
HIGH
HILL
WHO
HIT

HUNDRED
JUMPED
JIGSAW
JACKET
GIANT
CAGE
JUST
JUMP
JAM
JOB

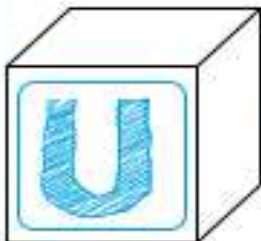
HEALTHY
CHANGE
HELPED
HAVING
HERE
HOME
HEAD
JET
JUG
HIM

CUBES

PROBLEM SOLVING STRATEGY

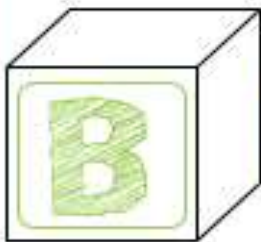


Circle the numbers



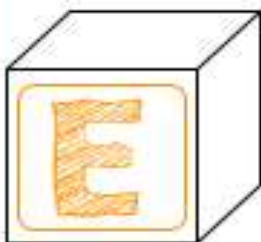
Underline the question

What is the problem I am trying to solve?



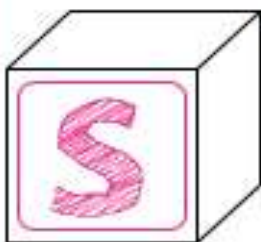
Box the key words

Do I need to add, subtract, multiply or divide?



~~Eliminate~~ extra
information

What information is not needed?



Show your work
Solve and check

What steps do I need to take?
Did I answer the underlined question?
How can I check my answer?

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?



Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?



Michael saw 3 red cards, 2 blue cards and 8 white cards. How many cards did he see altogether?






| | |
|---|---|
| Wellbeing Task | Follow an online meditation such a smiling mind or do the high 5 breathing strategy – trace each finger breathe in through your nose as you trace up and breathing out really slowly as you trace down your finger. |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none"> • Practice reading sight words, work on fluency • Choose a fiction book and read aloud to someone <ul style="list-style-type: none"> ○ Before reading, predict what you think is going to happen by looking at the front cover • After reading, answer these questions <ul style="list-style-type: none"> ○ Who were the characters in the story? ○ What was your favourite part of the story? Why? ○ What would you do if you were in the story? <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Complete Week 2 Friday Teen Number Words <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Read your spelling words – Unit 12 Sound Waves textbook (page 28) • Complete the Week 2 Friday Code Cracker <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> • Write 2 -3 sentences using this sentence starter I can show kindness by <p><u>English</u></p> <ul style="list-style-type: none"> • Watch Gorilla https://www.youtube.com/watch?v=ieS2DsrDh18 • Discuss with an adult how the gorillas are similar or different to humans <ul style="list-style-type: none"> ○ Do any of the characters from Willy the Wimp have things in common with real gorillas |
| Break | |
| Middle Maths | <p><u>Counting</u></p> <ul style="list-style-type: none"> • Practice counting in 1s, 2s, 5s and 10s forwards and backwards. Don't forget to change your starting number <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> • Complete Week 2 Friday in your mental maths booklet <p><u>Data</u></p> <ul style="list-style-type: none"> • Go on a rainbow food hunt • Make tally marks for how many foods of different colours you find then answer these questions <ul style="list-style-type: none"> ○ What is the most common food colour? ○ What is the least common food colour? ○ How many different colours did you find? ○ How many food items did you have in total? |
| Break | |
| Afternoon Physical Education | <p><u>P.E</u></p> <ul style="list-style-type: none"> • Refer to PE sheet <p><u>Reading</u></p> <ul style="list-style-type: none"> • Choose 2 -3 books (or a chapter book) • ask an adult to set a timer and read quietly for 15 minutes |

Week 2 Friday Teen Number Words

Trace the words, then write them in the lines underneath

 twelve thirteen





 fourteen fifteen



 sixteen seventeen



 eighteen nineteen





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Music - Year 1

Welcome to our music unit on responding to music!

Your task, if you choose to accept it, is to
share music with your family

Talk

Talk with a family member about music.

1. Why do people make music?
2. Where do people make music?

Draw

Where have you heard music?

Make

Choose a song to sing to your family.

Song title: _____

How did you go?

I used my singing voice, not my talking voice



Keep the Beat

Can you **sing and perform the beat** at the same time? Remember, the beat stays the same, but the rhythm changes with the words!

Try it!

Sing *The Incy Wincy Spider (Prep)* or *The Ning Nang Nong (Grade 1)* and keep the beat in different ways:

- Clap
- Tap your legs
- Step on the spot
- Walk on the beat
- Play the beat on an instrument
- Think of other ways to keep the beat on your body
- Use your toys to keep the beat – tap a teddy, tap two toys together, or use your own idea.

*The Incy Wincy spider went up
the water spout,
Down came the rain and washed
the spider out!
Out came the sunshine and dried
up all the rain,
So the Incy Wincy spider went up
the spout again.*

*On the Ning Nang Nong where the Cows go Bong! and the monkeys all say BOO!
There's the Nong Nang Ning where the trees go Ping! And the tea pots jibber
jabber joo.
Oh on the Nong Ning Nang where the mice go Clang! and you just can't catch 'em
when they do!
So its Ning Nang Nong, cows go Bong! Nong Nang Ning, the trees go ping! Nong
Ning Nang, the mice go Clang
What a noisy place to belong! Cause it's the Ning Nang Ning Nang Nong!*

Choose a piece of music.

Keep the beat somewhere on your body while you listen to it.

Circle how your performance went.

Discuss your performance with a family member.

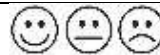
Did they agree or disagree with you?

Song title:

I tapped the beat somewhere on my body



I kept in time (I didn't go too fast or too slow)



I listened carefully to hear the beat in the music



**Now ask a family member to keep the beat while they listen to some music!
How did they go?**

**Here are some other ways you and your family
can enjoy music.**

Choose some activities that you'd like to try. Colour in the box after you have done it. Can you get four in a row?

Have fun!

| | | | |
|---|---|---|---|
| Play a freeze game (musical statues) with different styles of music. Try jazz, heavy metal, opera... | Teach a rhyme or song to someone in your family. | Learn a song from a family member. | Lip-sync along with your favourite song (use a brush for your microphone!) |
| Have a family disco! Ask everyone to dress up! | Popping is a kind of dance where people move like robots. Create your own popping sequence. | Make up new words to a song you already know. | Dance with some props. Use scarves, balls, hoops, ribbons, toys... |
| Make a drum kit from kitchen pots, pans and containers. | Draw what you hear. Put some music on and away you go! | Play "Guess that Tune". Hum a song for others to guess the title. | Move to the music - dance and prance to any music that has different tempos (fast/slow). |
| Set up and play "Pass the Parcel". <i>Challenge:</i> <i>Choose a piece of classical music for the game. Find out the composer's name.</i> | Make a maraca (shaker) or a few maracas that use different materials and make different sounds. | Lay down, relax and listen to some beautiful music. Tell someone what you thought about while it was playing. | Finger tutting is where people dance using only their fingers and hands. Make up your own sequence. |

Mr Dooner hopes you and your family have a wonderful time exploring music together!

This song will help you wash your hands carefully:

<https://www.youtube.com/watch?v=L89nN03pBzI>



Health – Year 1 and 2

Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

Week 1 – Staying Safe

Today you will be going to the beach. Draw 6 things do you need to pack for a day at the beach to keep you safe?

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Week 2 – Feeling Unsafe

Here are 3 places that could be unsafe. Talk to your parent about what you could do to stay safe in these places.

SHOP



KITCHEN



ROAD





Stafford State School

Independent Public School

PE – Prep to Year 2

This term, students participate in tagging games which incorporate the fundamental movement skills of dodging and running. They experiment with movement skills and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others.

Week 1 and 2 Rotations

Complete each activity for 5 minutes

Activity 1 – Running

Play tag games with a family member or run between two places. Try different movements in the game such as galloping, skipping, crawling, bear walking.

Activity 2 - Jumping

Stand behind a line and see how far you can jump. See if you can jump further when you use your arms.

Activity 3 – Throwing

Use a ball or scrunched up paper to throw into a target - a washing basket or bucket is ideal. Can you move further away and still get the ball in the basket?

Activity 4 – Skipping

Use a skipping rope (or pretend rope) to practise forward and backward skipping.

Activity 5 - Ball Games

Week 1 - Use a ball to play catching games like piggy in the middle.

Week 2 – Use a ball to play kicking games like soccer (shoot for a goal)

While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!

I can't wait to see you when you get back and to hear what you have been up to!

Miss B



Wellness/ Yoga

Complete one or more of the activities on the Health and Wellbeing Grid.

Health and Wellbeing Grid



| Online Tasks | Offline Tasks | | | |
|--|---|--|---|--|
| YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power | Create a health diary and list all the things you do each day to look after your body | Design your own yoga sequence – link poses you know and/or make up some of your own | Create a hop scotch with chalk or pieces of paper How many different ways can you play? | Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster |
| Choreograph a dance to Dance Monkey or another favourite song | Write a list of 10 things you like about another family member | Write a list of 10 things you like about yourself | Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air. | Design a funny poster that would encourage people to exercise and eat healthy |
| Do a meditation with a family member – smiling mind is a great app | Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage | Try two new fruits or vegetables each week to boost your immune system | Build a cubby house Make sure you pack it away after play | Write a list of 10 things and opportunities you're grateful for |
| Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing | Write 5 'I am ...' statements to describe yourself. | Design a new active game for indoors Write out the rules | Write a thankyou letter to a doctor or nurse who is exhausted treating patients | Create your own obstacle course. You could use chalk and objects from around the home |
| Find your favourite GoNoodle on YouTube | Design your own scavenger hunt and ask someone in the house to complete it | Create a line drawing in black texta/pen and colour in with colour leaving no white spaces | Play with a ball – hit, kick, throw, catch, roll, juggle, experiment | Scrunch up some paper into a ball and throw it at a target – create a points system |
| Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves | Move to the Music - play a range of music styles and move your body in funny ways to the beat | Create a beat with your body and objects and teach it to a family member | List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax. | Call an elderly family member and read them a story – maybe they will read one to you too? |

- Highlight the tasks when you have completed them

Meditation Online

- Rainbow breathing <https://www.youtube.com/watch?v=O29e4rRMv4>
- The Listening Game https://www.youtube.com/watch?v=uUIGKhG_Vq8

Brain Breaks Online

- Move and Freeze <https://www.youtube.com/watch?v=388Q44ReOWE>
- Exercise, Rhyme and Freeze <https://www.youtube.com/watch?v=cSPmGPlykU>

Yoga Online

- Strengthen Your Focus <https://www.youtube.com/watch?v=0vuaCHEAs-4>

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BLUEY FAMILY FUN ACTIVITY GRID #2. THINGS TO DO AFTER WATCHING THESE EPISODES...



| | | | |
|--|--|--|---|
| <p>THE POOL Draw or write a list of things you need when you go for a swim. What things can protect you from the sun? Make a list of all the different places you've had a swim. How many different places have you cooled off?</p> | <p>HAMMERBARN Write a list of ingredients you need to make a pizza. If mum or dad have the ingredients, you could help to make pizza for dinner. If not, you could draw or use paper to create a meal. You might make a burrito, a sandwich or a pizza out of paper or card.</p> | <p>BIKE Can you ride your bike? Do you remember learning to ride? Ask mum or dad to share their memories of you learning to ride your bike. How old were you? What do you want to learn how to do next? Maybe you could learn how to tie shoelaces or whistle a tune.</p> | <p>STICKY GEEKO How long is 1 minute? What can you do in 1 minute? How many times can you hop on one foot? How many star jumps can you do? Find a push or pull toy in your house. If you don't have one, perhaps you could make your own out of recycled containers.</p> |
| <p>THE DUMP How does your family recycle? Are you collecting the 10c containers? How many 10c containers do you need to make \$1? Do you have some old art? Have you ever used your art to wrap a present?</p> | <p>HIDE AND SEEK Count to 20 and get your family to hide. Before you begin, decide on some rules. Will it be an inside or outside game of hide and seek? Where was the best hiding spot? Who took the longest to be found?</p> | <p>HORSEY RIDE Play make-believe! Gather your toys and create a wedding or a birthday party for the toys to celebrate! Draw your last birthday party. How many candles were on your cake?</p> | <p>MAGIC XYLOPHONE Do you have any musical instruments in your home? Gather them together and make some music. If you don't have any, make your own. You can use cans or containers from your kitchen. Perform for your family. Everyone can have a turn! Pick an instrument and decide what magical feature it has.</p> |
| <p>CHARADES Play a game of Charades with your family. Remember to take turns and make sure everyone knows the rules before you begin. What's another card game you have at home? You may like to play snap, go fish or memory with your family.</p> | <p>KEEPLY UPPY Use a mini bean bag, ball or balloon and play a game of hot potato (keeply uppy). How many times can you pass the ball before it touches the ground? Play a throw and catch game with someone in your family. You might like to say the alphabet as you pass back and forth. You could also try and count to 10, 20 before someone drops the ball. What other ball games can you play?</p> | <p>FAIRIES Make a fairy ring. You might like to use rocks, flowers, leaves or sticks. Dance in the centre of the ring. Take turns and see who can make up the most creative dance. If you have a shady spot, maybe you could make a fairy garden. You could draw a picture or write a little note for a fairy to find overnight. If you have dominoes at home, create a domino ring or heart.</p> | <p>FEATHERWAND Move around your house like you are carrying a very heavy bag of bricks. Now move around like you are as light as a feather. How are your movements different? Choose two objects. Hold them in your hands and work out which one is heavier, and which one is lighter. This is called hefting. You could also arrange objects from heaviest to lightest!</p> |

