



Stafford State School

Independent Public School



Term 2

Week 4

Year 1 Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Music
- Digital Technology
- Library



<p>Wellbeing Task</p>	<p>Back to Back Breathing – sit back to back with another person in your family. Sit up straight and take 3 long slow breaths. Can you feel the other person breathing? Try shutting your eyes and no speaking. What parts of your bodies are moving? Continue for up to 5 minutes.</p>
<p>Morning English</p>	<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 • After reading, answer these questions <ul style="list-style-type: none"> ○ Which character did you like the most? Why? ○ If you were that character, what would you do? <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Complete handwriting sheet Week 4 Monday Positional Language <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Read your spelling words – Unit 14 Sound Waves textbook (page 32) • 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 I stepped outside and a monkey <p><u>English</u></p> <ul style="list-style-type: none"> • Complete Week 4 Monday Getting into Grammar #2 (Edited sentence should read Would you like to play with my toys?) • Complete Week 4 Monday Segmenting <ul style="list-style-type: none"> ○ Answers train, milk, pond, west, slug, desk, drum, shelf, cost, think, drink, plank, tree, leaf, blink, hand
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Practise the months of the year Macarena and days of the week songs. Get your family involved <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> • Complete Week 4 Monday <p><u>Time</u></p> <ul style="list-style-type: none"> • Refer to Week 4 Monday Time Activities
<p>Break</p>	
<p>Afternoon Science</p>	<p><u>Science</u></p> <p>Refer to Week 4 Monday Hard and Soft Materials</p> <ul style="list-style-type: none"> • In your scrapbook, fold the page in half to make 2 columns. At the top of one column write Hard Materials. At the top of the other column write Soft Materials • Cut out the materials on the work sheet and glue them into the correct columns. <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 4 Monday Handwriting Positional Language

Trace the words, then write them in the lines underneath

 *above under beside*





 *in front behind below*



 *over between inside*



 *through outside on*



Getting into Grammar #2

Name _____ Date ___/___/___

Edit the sentence then rewrite it correctly below.

woud you lik two play wif my tois

List all of the nouns you can see in the picture below.



•	_____
•	_____
•	_____
•	_____
•	_____

Write the plural for these nouns. The first one has been done for you.

Noun	Plural (more than one)
house	houses
frog	_____
tree	_____
table	_____
phone	_____

Write the correct punctuation at the end of these sentences.

It is time for school _____

We are running late _____

Why aren't you ready yet _____

Oh no _____

Do you have your homework _____

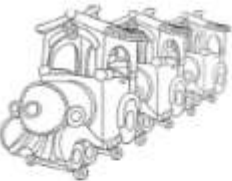
What is for lunch _____


I have a test today _____


I'm so excited for the party _____

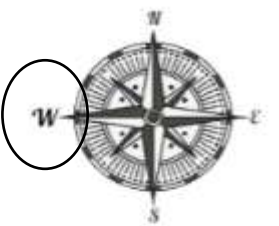
Week 4 Monday Segmenting


Write the words to match the pictures. Write 1 sound per box e.g. brush = **b****r****u****sh** clap = **c****l****a****p**











































Week 4 Monday Time Activities

How many times can you do the following activities in one minute? Use a timer (on the phone is probably the easiest way to do this). Do this a couple of times, to see if you can improve.

Draw a table up in your scrapbook, to collate this information.

- Jump on the spot
- Skip
- Bounce a ball
- Write your name
- Star jumps

Time how long it takes you to;

- eat your breakfast
- brush your teeth
- make your bed
- feed a pet
- take the rubbish out
- pack lunch

(Feel free to change these activities to things you do at home.) Write these activities in your scrapbook, putting them in order from the activities that take the quickest amount of time to the longest amount of time.

Week 4 Monday Hard and Soft Materials

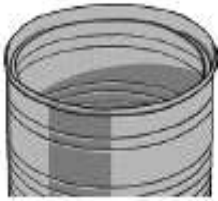
Cut out the boxes and sort them into hard and soft materials.



wood



stone



metal



brick



wool



cotton



plastic



diamond



leather



glass



ceramic



ice



fabric

Week 4 - Tuesday

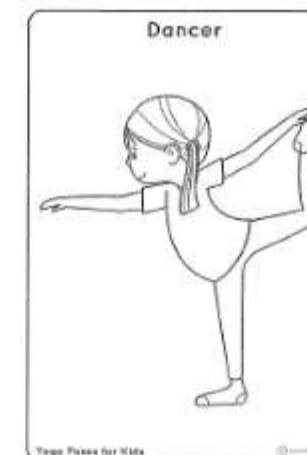
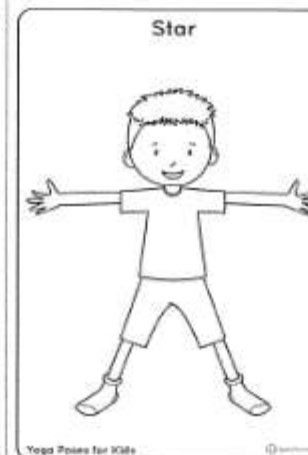
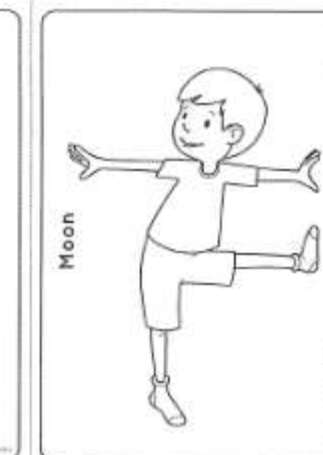
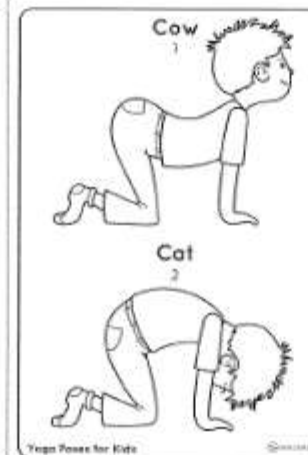
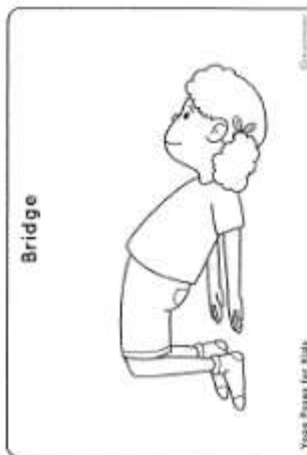
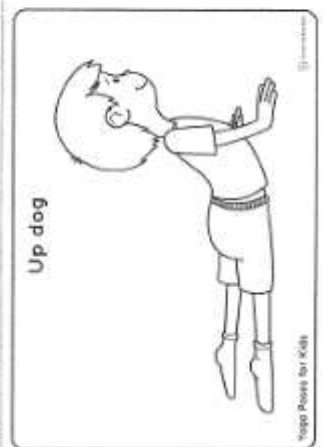
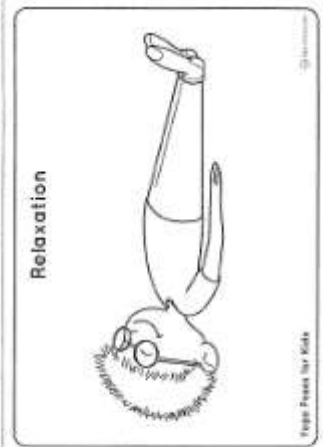


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Wellbeing Task	Use the Yoga Poses For Kids cards – Put them in an order and make your own yoga sequence. Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again next week.
Morning English	<u>Reading</u> <ul style="list-style-type: none">• Practice reading sight words, work on fluency• Choose a fiction book and read aloud to someone• 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? <u>Handwriting</u> <ul style="list-style-type: none">• Complete handwriting sheet Week 4 Tuesday – More Science Vocabulary <u>Daily Writing</u> <ul style="list-style-type: none">• Write 2 -3 sentences using this sentence starter At the Dinosaur Park, I <u>English</u> <ul style="list-style-type: none">• Complete Unit 14 in Sound Waves text book (pages 32 & 33).• Encourage correct letter formation when writing
Break	
Middle Maths	Practice the months of the year Macarena and days of the week songs. Get your family involved. <u>Mental Maths</u> <ul style="list-style-type: none">• Complete Week 4 Tuesday in your mental maths booklet <u>Hefting</u> <p>Hefting is when you lift or hold something in each hand in order to find out which is heavier or lighter</p> <ul style="list-style-type: none">• Refer to Week 4 Tuesday Hefting
Break	
Afternoon Digital Technology	<u>Digital Technology</u> <p>Refer Week 3-5 Digital Technology</p> <u>Reading</u> <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 4 Tuesday Yoga Poses for Kids



Week 4 Tuesday Handwriting More Science Vocabulary

Trace the words, then write them in the lines underneath



soft hard strong




weak heavy light



flexible rigid smooth



durable waterproof



Find a collection of items around the house that you can hold in your hands.

For example

- pencil case
- book
- plastic cup
- toys
- shoes

Hold one item in each hand and decide which one is the heaviest. The heaviest item will make that hand go lower than the other hand (your hands become the scales).

Draw a picture of each pair of items that you hefted in your scrapbook.

Circle the heaviest item in each pair



Wellbeing Task	Make a paper pinwheel (use an earring as a stopper if you don't have a pin). Experiment with blowing the pinwheel fast and slow. How do the different types of breathing make you feel?
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Read the story on Week 4 Wednesday Cat and Mouse • After reading, answer these questions <ul style="list-style-type: none"> ○ What does Mel get when he runs under the table? ○ What does Mel get when he runs under the chair? ○ What does Mel get when he runs across the floor? ○ Why didn't the cat catch the mouse? <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Complete handwriting sheet Week 4 Wednesday – 2D Shapes <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Read your spelling words – Unit 14 Sound Waves textbook (page 32) • Write out your spelling words – use a coloured pencil for the vowels <p><u>Writing</u></p> <ul style="list-style-type: none"> • Refer to Week 4 Wednesday Writing <ul style="list-style-type: none"> ○ Look at the picture, what can you see? ○ Discuss the wow words ○ Write 1 sentence using the picture as a prompt. Try to use some wow words to make your writing interesting <p><u>English</u></p> <ul style="list-style-type: none"> • Complete Week 4 Wednesday Syllables <ul style="list-style-type: none"> ○ Say the words and count the syllables in each word ○ Cut out the pictures and glue in the correct column
Break	
Middle Maths	Practise the months of the year and days of the week songs. Get your family involved. <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> • Complete Week 4 Wednesday in your mental maths booklet <p><u>Time</u></p> Refer to the Seasons Wheel completed last week to help you. <ul style="list-style-type: none"> • Complete Week 4 Wednesday Seasons sheets
Break	
Afternoon	<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

MAKE A PAPER PINWHEEL

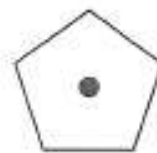
YOU WILL NEED:

- Scissors
- Glue stick
- Eraser
- Paper straw
- Map pin or thumbtack
- Stopper (a rubber earring back, a seed bead or a Styrofoam ball)



INSTRUCTIONS

1. Colour in the front of your pinwheel and the small pentagon.
2. Cut along the black lines.
3. Glue each of the black dots into the centre, one on top of another.
4. Glue the pentagon on top, in the centre of the pinwheel.
5. Pinch one end of the paper straw to make it flat.
6. Lay the flat end of the straw on the eraser, and place the centre of the pinwheel on top of it.
7. Very carefully push your pin through all the layers of your pinwheel and the straw.
8. Pull the eraser off and put a stopper on the point of the pin.



A Pin Free Alternative

Use a medium paper fastener (split pin) instead.

Use a hole punch to form large holes on each dot. Fasten and open the split pin. Pinch the top of the paper straw together and cut a 1 cm slit down the centre. Slide the split pin into the slit in the paper straw.



Cat and Mouse

by S.V. Richard



There is a hole in the wall. A mouse lives in the hole. The mouse is named Mel.

There is a box in the house. A cat lives in the box. The cat is named Cal.

Mel runs out of the hole and under the table. He gets some cheese. Cal runs under the table and chases Mel away. Mel runs back into the hole.

Mel runs out of the hole and under the chair. He gets some bread. Cal runs under the chair and chases Mel away. Mel runs back into the hole.

Mel runs out of the hole and across the floor. He gets some crackers. Cal runs across the floor and chases Mel away.

Mel runs out the back door. He is full and free. Cal runs behind him, but Cal stops at the door.

There is a crate behind the back door. Dan lives there. Dan is a dog.

Dan chases Cal back into the house!

Week 4 Wednesday Handwriting 2D Shapes


Trace the words, then write them in the lines underneath

 square rectangle



 oval diamond circle



 pentagon hexagon



 trapezoid triangle

















Wow Words

Word	Meaning	Example
downpour	rain	The house flooded in the downpour .
crouched	bent down, squatted	Jim crouched down low.
frolicked	played	The children frolicked in the rain.

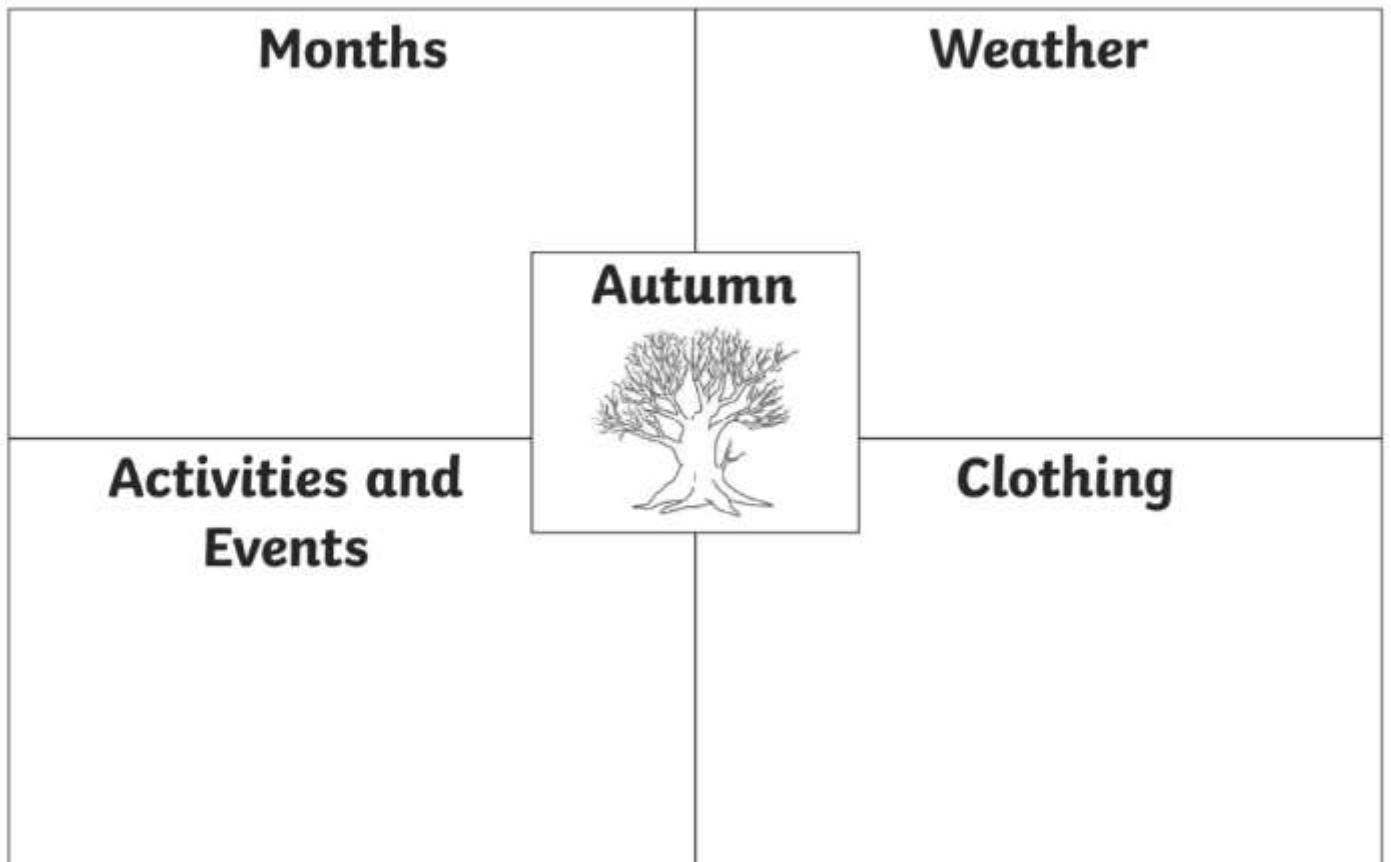
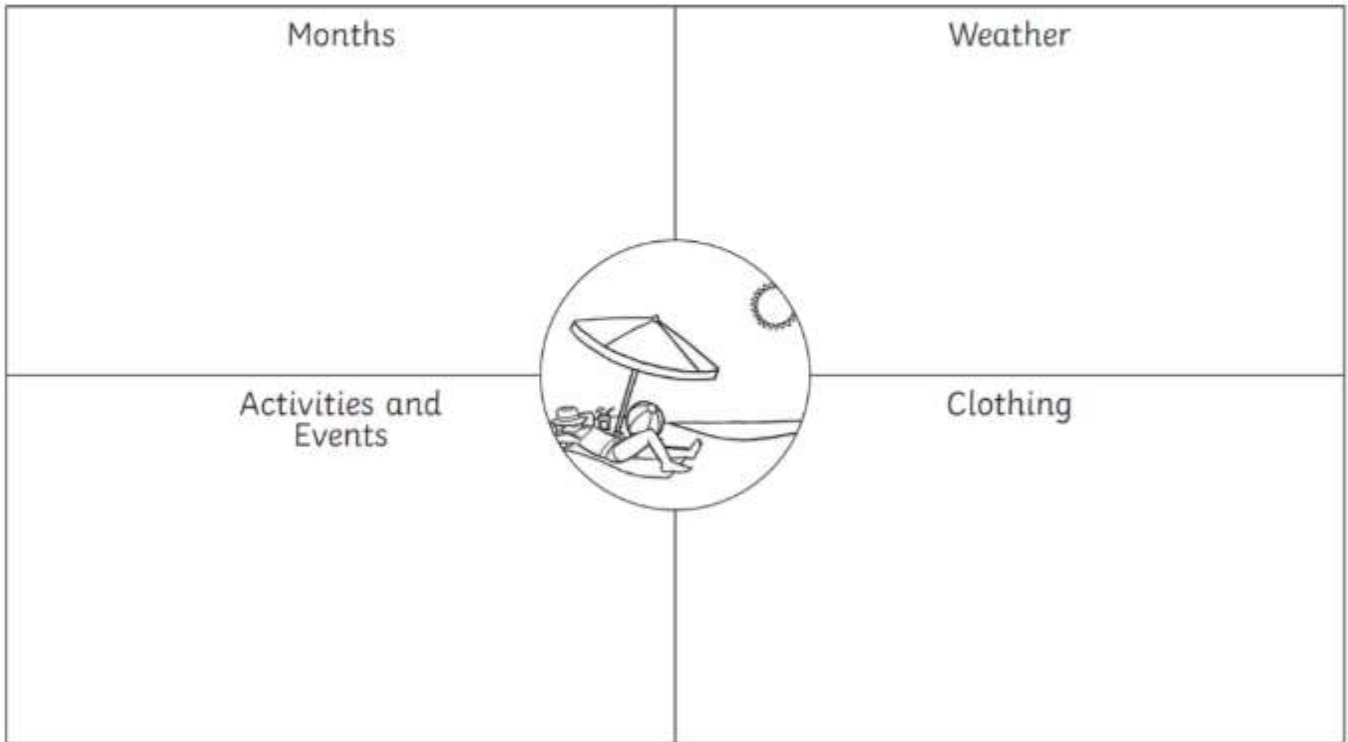
Syllable Sort

Cut and glue the pictures to match the correct column in the table with the same amount of syllables.

1 Syllable	2 Syllables	3 Syllables


elephant 	carrot 	telephone 
apple 	bear 	moon 
frog 	butterfly 	flower 
monkey 	cat 	dinosaur 

Summer




Winter

Months	Weather
Activities and Events	Clothing



Months	Weather
Activities and Events	Clothing

Spring




Week 4 - 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• 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>English</u></p> <ul style="list-style-type: none">• Using the book you have just read, choose one character from the story and answer these questions<ul style="list-style-type: none">○ Who is your character?○ Which story is your character in?○ What does your character look like?○ What happens to your character in the story? <p><u>Handwriting</u></p> <ul style="list-style-type: none">• Complete Week 4 Thursday Handwriting 3D Shapes <p><u>Spelling</u></p> <ul style="list-style-type: none">• Complete the Week 4 Thursday Sound Waves Unit 14 word search. <p><u>Daily Writing</u></p> <ul style="list-style-type: none">• Write 2 -3 sentences using this sentence starter If I had a robot, I would
Break	
Middle Maths	<p>Practise the months of the year Macarena and days of the week songs. Get your family involved.</p> <p><u>Mental Maths</u></p> <ul style="list-style-type: none">• Complete Week 4 Thursday in your mental maths booklet <p><u>Problem Solving</u></p> <ul style="list-style-type: none">• Refer to Week 4 Thursday Problem Solving• Use the CUBES strategy to complete the problems in your scrapbook
Break	
Afternoon HASS	<p><u>HASS</u></p> <p>Refer to Week 4 Thursday HASS</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 4 Thursday Handwriting 3D Shapes

Trace the words, then write them in the lines underneath

 *cube cylinder cone*




 *sphere pyramid*



 *rectangular prism*



 *triangular prism*



Sound Waves Unit 14

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

LAUGHING
LOVELY
BUILT
QUILT
SHALL
COLD
FLAT
LOOK
HELP
SILK

BALLOON
FELLOW
BLEND
LATER
SHELF
WELL
GLAD
FELT
BALL
BELT

ALWAYS
ANIMAL
CLIFF
LEARN
SMELT
LEAF
LIVE
MILK
WILL
FELL

CUBES


PROBLEM SOLVING STRATEGY

C Circle the numbers

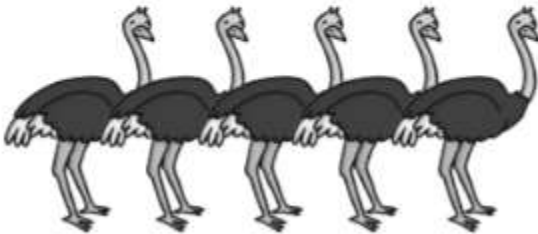
U Underline the question
What is the problem I am trying to solve?

B Box the key words
Do I need to add, subtract, multiply or divide?

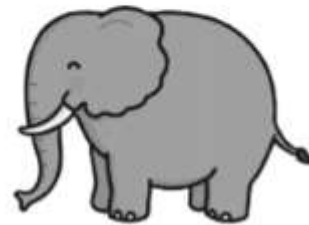
E Eliminate extra information
What information is not needed?

S Solve and check 
Show your work!
What steps do I need to take?
Did I answer the underlined question?
How can I check my answer?

1. 7 ostriches run through the desert.
They join a group of 9 ostriches
How many are there now?



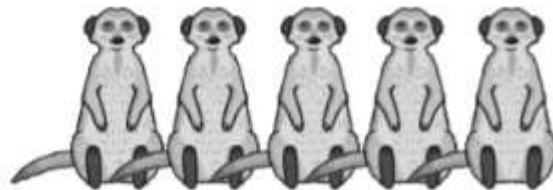
2. A herd of 11 elephants joins up
with another herd of 5.
How many elephants are there now?



3. There are 17 wildebeest on the
plain. 9 leave to find water.
How many are on the plain now?

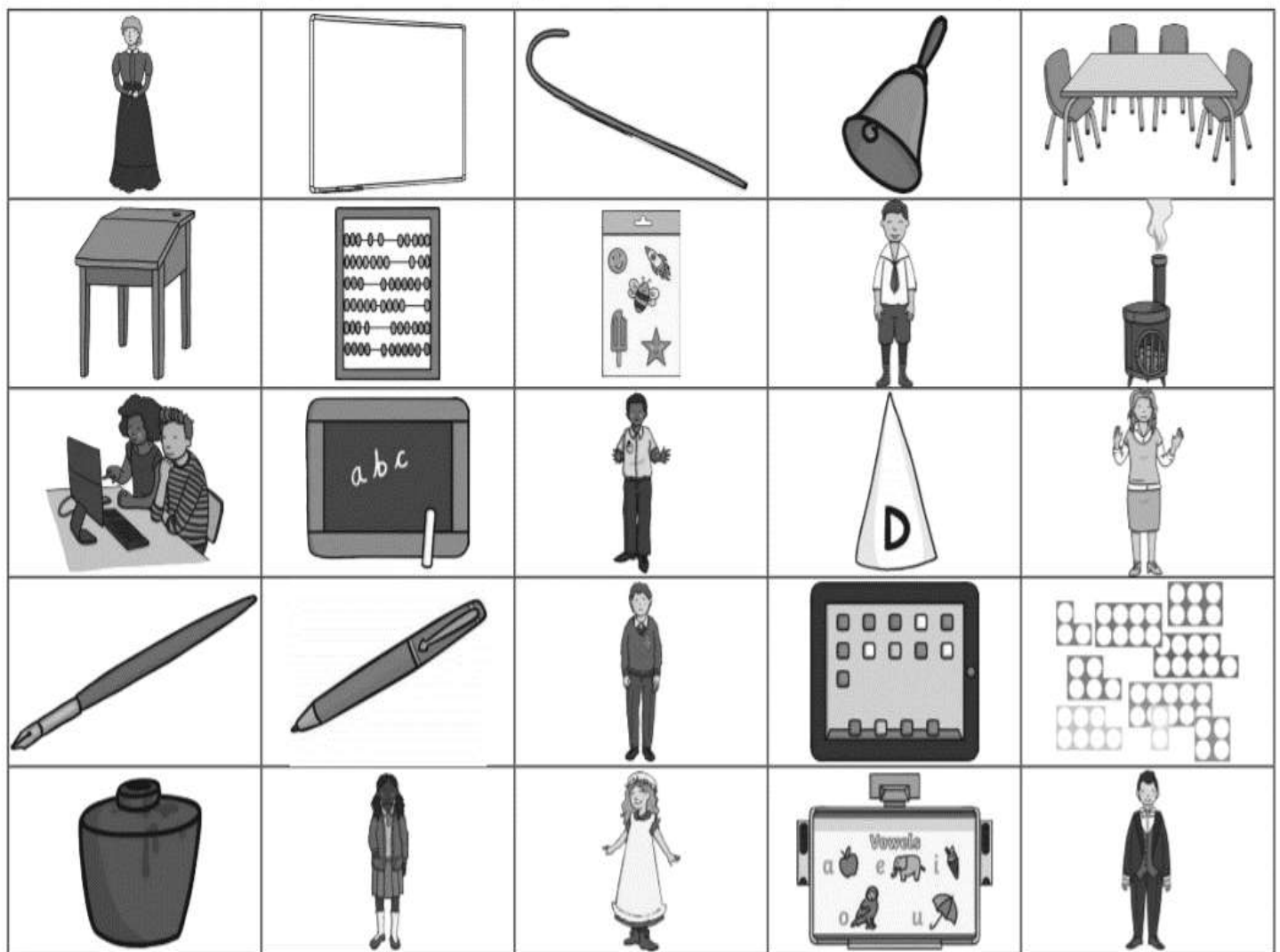


4. 14 meerkats are foraging for food.
An eagle flies over and 7 run away.
How many are left?



Think about all the things you know about school today and what we have discussed about schools in the past. Cut out the pictures and sort them into three different piles. One pile will be pictures of items/things that you would find in a school long ago, some pictures are of items/things that you will find in a school today and some items/things you will find in both the school from the past and present day school. For example, teachers would belong in both classrooms, as would a desk and table. The style of these may be different and the teacher may wear different clothes, but it would be in both.

Glue these into your scrapbook under the headings, Past, Present and both.





<p>Wellbeing Task</p>	<p>In a quiet space of your home complete a colouring in sheet throughout the day. Return to your colouring sheet each time you need a break. A sheet has been included 'Mindful Colouring' or you can choose your own.</p>
<p>Morning English</p>	<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 • 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 4 Friday handwriting Nouns <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Read your spelling words – Unit 14 Sound Waves textbook (page 32) • Complete the Week 4 Friday Code Cracker <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> • Write 2 -3 sentences using this sentence starter I was looking out the window and I saw <p><u>English</u></p> <ul style="list-style-type: none"> • Listen to the story Willy and Hugh https://www.youtube.com/watch?v=WvH4FQMiPP4 • In your scrapbook, draw another 'terrifying creature' to replace the spider from the book • Discuss – What makes your creature terrifying?
<p>Break</p>	
<p>Middle Maths</p>	<p>Practice the months of the year Macarena and the days of the week songs. Get your family involved.</p> <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> • Complete Week 4 Friday in your mental maths booklet <p><u>Chance</u> Refer to Week 4 Friday Chance</p>
<p>Break</p>	
<p>Afternoon Physical Education</p>	<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



EVERY DAY

MAY NOT be

GOOD BUT THERE

IS SOMETHING

good IN EVERY DAY

Week 4 Friday Nouns

Trace the words, then write them in the lines underneath

 house tree frog



 aeroplane vehicle



 flower garden shed



 school Stafford



Week 4 Friday Chance

Read the following events and decide whether they **will happen**, **won't happen** or **might happen**. Write will happen, won't happen or might happen beside each event.

Event	Will happen/won't happen/might happen
I will go to bed tonight	
I will take out the rubbish	
An elephant will surf on a wave	
I will read a book today	
An adult will take me to the supermarket this week	
Ms Steele will call my parents today	
I will go to school today	
My parents will make me have a bath tonight	
It will rain today	
I will brush my teeth this morning AND evening	
I will put my school uniform on today	
The rubbish truck will come this week	
The Easter Bunny will visit me this week	



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Music
P1, P2, 1A and 1B
Week 3, 4 and 5

Topic 2 – Where and why people make music?

Task 1

Look

- Have a look at the pictures on the following page.
- Where and why are these people making music?
- Can you answer any of the questions below?

Where are they?

What is around them?

Who is listening to the music?

What do you think the music is like?

Are they using instruments or their voices or both?

Why are they making the music?

Why are they in this place?

What does this music make you think about? Why?



Which is your favourite picture?

Why? _____

Task 2

Music is for everyone! Music brings people together.

Sharing music is something wonderful you can do with your family.

Talk with your family members about music.

Colour in each box when you have discussed the question with someone.

What sorts of music do you like?	What is your favourite instrument? What instruments have you played?	What different sounds and instruments are used in music?
Where do people make music?	Why do people make music?	What does music make you think about? Why?
Is there music that is special to your family or culture?	What sorts of music does someone in your family like?	What do you like about music you listen to or make?

Draw

Draw somewhere where you hear music.

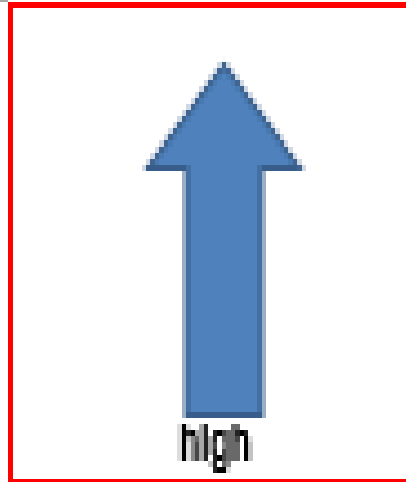
Draw your favourite instrument.

Draw yourself making music!

Task 3

Music is made when different sounds are used in different ways.

→ Comparatives cards



Choose a song or a rhyme. Try singing it and saying it using different voices –
high, low, fast, slow, loud, soft

Sound like a robot, the Queen, a baby, a giant –
what other voices can you use make it sound different?

<p>Listen to a piece of your favourite music. Circle what you hear. Discuss what you heard with a family member. Did they agree or disagree with your findings?</p>	
one person singing	lots of people singing
talking	no singing or talking
high sounds	low sounds
fast sounds	slow sounds
loud sounds	soft sounds
the sound stopped during the music and started again	the sound stopped at the end of the music



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Health – Year 1- 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 4 – Safe Strangers

Here are 3 places that could be unsafe. What feelings do you get in your body when you feel unsafe?

SHOP

ROAD

PARK



1. Who would be a safe stranger in each of these places? Write under each picture who they are.

2. Who are some other people who are safe strangers? E.g. police

3. What phone number do you need to call if you are in danger and need help? _____

4. If there was a fire in your home what would you need to do? Do you have a planned safe meeting place outside your home? Where is that? _____

Please take a photo of your work and email it back to me - nxsma0@eq.edu.au

Have fun and stay safe! Miss B

PE – Prep to Year 2

Weeks 3, 4 and 5



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.

Please email me a photo or video of you completing the following activities.

EMAIL: nxsma0@eq.edu.au

Week 3 – Dodging and Obstacle Course

https://www.youtube.com/watch?v=v7V_uKNvxvk

Choose some objects from around the home or use chalk outside to design your own obstacle course. Your course needs to include some dodging. If you would like to be like a ninja warrior you could time yourself doing the course and then see if you can get faster. Remember it is your job to pack up the course after you have completed it.

Week 4 – Hopping and Skipping (step-hop, step-hop) – not with a rope

Practise hopping on each leg. Hop around some obstacles.

Skip over a distance (of at least 20m) – remember the pattern step-hop, step-hop. If this is difficult begin with one step and two hops on the right then one step and two hops on the left or watch this clip <https://www.youtube.com/watch?v=LWUsF32jdFg>

Week 5 – Overarm Throw and Dribbling a Ball (with your feet)

Throw - Using a large outdoor space practise throwing overarm. Make sure the foot that is not on the same side as your throwing arm is out in front. Use your whole body to throw not just your arm. https://www.youtube.com/watch?v=C0sl_YYBxuo watch these 5 stages.

Dribbling – using any ball you have at home kick the ball from one place, around some obstacles and then into a made up goal. Make sure you are kicking with the inside or outside of your foot (not your toe). <https://www.youtube.com/watch?v=fcHJJ1SnwSk>

Extension activities – send me a video of you bouncing a ball, skipping with a rope or playing catch.

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 see what you have been up to!

Miss B



Stafford State School

Independent Public School

Health and Wellbeing Grid

Weeks 1-5

Prep - Year 6



Continue to highlight items off this grid as you complete. If you would like some more ideas check out the [65 Fun Things To Do Activities](https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/)

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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	Create your own obstacle course. You could use chalk and objects from around the home
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 a thankyou letter to a doctor or nurse who is exhausted treating patients	Write a list of 10 things and opportunities you're grateful for
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?



Stafford State School

Independent Public School



Digital Technology

Years Prep-2

Weeks 3, 4 and 5

Online Activities	Offline Activities			
Use the Scratch Junior app on iPad/tablet to create your own program.	Draw a picture of a robot. Add colour and labels.	Build a robot using cardboard boxes and other recycling and craft materials.	Build a robot out of LEGO.	Sort your LEGO (or coloured pens/pencils) into colours and sizes.
Watch Youtube *(Link below): 'Going on a Bear Hunt'. List the order of the places they visit. E.g. long wavy grass,	Pretend to be a BeeBot and program some directions for you (or a sibling) to follow.	Create a treasure hunt game.	Tell and retell a story *Think about the sequence.	Solve some puzzles
Watch Youtube *(Link below): Rosie's Walk. List the order of the places Rosie visits. E.g. Across the yard	Create and follow a maze.	Build with blocks. Think about the steps you did to make it and see if you can knock it down and rebuild it the same way.	Build some LEGO by following the instructions.	Create a maze using boxes and other recyclable materials. Take a toy through the maze.
Use a computer keyboard to practise finding letters and typing words. *Can also be done offline using a print out of a keyboard which can then be coloured. Try using one colour for vowels and other colours for the consonants.	Build and create with LEGO.	Do some beading and create different patterns.	Use just 4 LEGO blocks and build a duck. Can you make different ducks using the same 4 blocks?	Create your own puzzles by drawing a picture and then cutting it into different shapes and putting it back together.

Online resources

- **Scratch Junior app on iPad**
- **Watch: YouTube *Going on a Bear Hunt:***
<https://www.youtube.com/watch?v=Waoa3iG3bZ4>
- **Watch: YouTube: *Rosie's Walk***
<https://www.youtube.com/watch?v=R3kNUTwJhf8&t=15s>



Every Day is a Good Day to Read a Book! Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

<p>An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p>Scavenger Hunt Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.</p>	<p>Book Talk Use the Talking about Books sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p>Lego or Construction Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p>Book End Pages Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p>	<p>Craft Activities for all year levels. It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.</p>	<p>Scratch for Juniors. If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p>Writing a Poem 1 Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p>
<p>Writing a Poem 2 Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more. Or just write down some words that you think about when looking at the picture. Make a 'Wordle' for it.</p>	<p>Nonfiction Activity 1 Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 interesting facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.</p>	<p>Nonfiction Activity 2: Atlas With or without an atlas. A to Z of World Countries A to Z of World Capital Cities Younger students explore a map of Australia. Find all the states and capital cities.</p>	<p>Nonfiction 3 Websites Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html</p>

Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

Fiction

Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?

- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?

- What do you think will happen next?
- What do you hope will happen next?

After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?

- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?

- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

Picture Book Scavenger Hunt



Look through your favourite picture books at home.

Find the items below. Show someone or tick each item when you have found it.

An animal with fur

The word together or happy

A picture of the moon

Someone sleeping

A cat

Someone running

A bicycle

Someone laughing

A picture of a book or someone reading

A picture of the countryside

A picture of someone eating or cooking

A book with a blue cover

A book with a tree on the front cover

A word starting with the first letter of your name

Make it harder and find a character whose name starts with the first letter of your name