



# Stafford State School

Independent Public School



Term 2

Week 5

## Year 1 Home Learning

Learning Areas:

English

Mathematics

HASS

Science

Health/PE

Music

Digital Technology


Library



<p><b>Wellbeing Task</b></p>	<p>Colour Breathing – With another family member, lie or sit comfortably and close your eyes. Take three long slow breaths. When you are both calm take turns saying a colour out loud. When you hear the colour try to picture that colour in your mind. Imagine your body breathing that colour in and then blowing it out of your body (like an ocean wave rolling in and out of the beach) continue for three breaths before you say another colour. Continue for up to 5 minutes. How do you feel?</p>
<p><b>Morning</b> <b>English</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Practice reading sight words, work on fluency</li> <li>• Choose a fiction book and read aloud to someone</li> <li>• After reading, answer these questions             <ul style="list-style-type: none"> <li>○ What is the setting of the story?</li> <li>○ If the setting was different e.g. in space, how would the story change?</li> </ul> </li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Complete handwriting sheet Week 5 Monday Handwriting Adjectives</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Read your spelling words – <b>Unit 15 Sound Waves textbook</b> (page 34)</li> <li>• Write out your spelling words once</li> </ul> <p><b><u>Daily Writing</u></b></p> <ul style="list-style-type: none"> <li>• 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 <b>On the weekend, I ...</b></li> </ul> <p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Monday Getting into Grammar #3 (Edited sentence should read <b>The movie you made last week was amazing</b>)</li> <li>•</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b> <b>Maths</b></p>	<p><b><u>Counting</u></b></p> <ul style="list-style-type: none"> <li>• Practise counting in 1s, 2s, 5s, and 10s forwards and backwards. Don't forget to change your starting number</li> </ul> <p><b><u>Mental Maths</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Monday</li> </ul> <p><b><u>Direction</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Monday Directions in the City</li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b> <b>Science</b></p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• View Week 5 Monday Changing Materials to Make Them Stronger PowerPoint (or slide sheet)</li> <li>• Can you think of any other materials that have been changed to make them stronger?</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Choose 2 -3 books (or a chapter book)</li> <li>• ask an adult to set a timer and read quietly for 15 minutes</li> </ul>

Week 5 Monday Handwriting Adjectives

Trace the words, then write them in the lines underneath

 beautiful amazing




 friendly happy sad



 colourful large small



 fluffy strange odd



# Getting into Grammar #3

Name \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

Write synonyms (similar meanings) for the words below. The first one has been done for you.

Word	Synonym (similar)
big	huge
loud	
thin	
tired	
scary	

Edit the sentence then rewrite it correctly below.

da moovy you mad last wik was amazing

\_\_\_\_\_

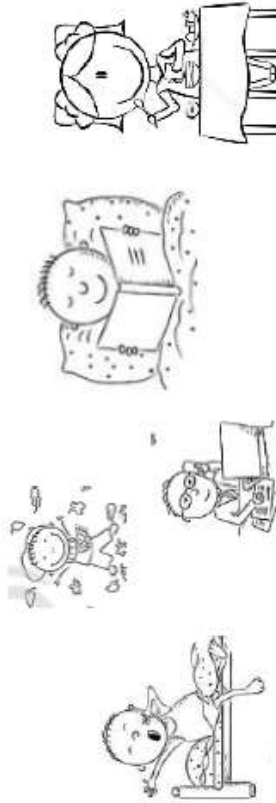
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Write the correct punctuation at the end of these sentences.

\_\_\_\_\_ ? or !

That show was awesome \_\_\_\_\_

I went to see a movie on the weekend \_\_\_\_\_

Do you have the time \_\_\_\_\_

Look out \_\_\_\_\_

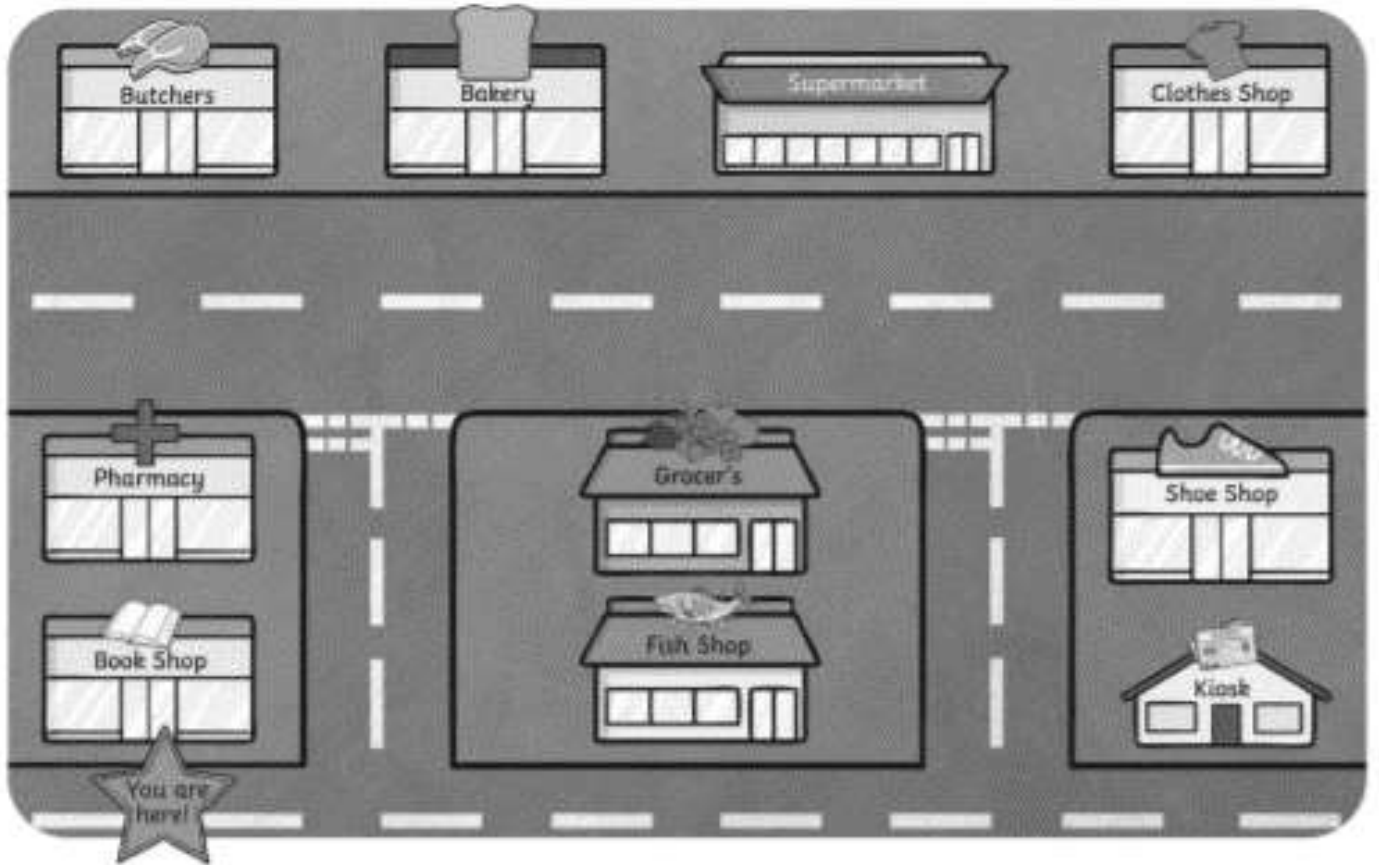
Tomorrow is a school day \_\_\_\_\_

You make me so mad \_\_\_\_\_

Have you see my favourite teddy \_\_\_\_\_

We are having spaghetti for dinner tonight \_\_\_\_\_

Week 5 Monday 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!

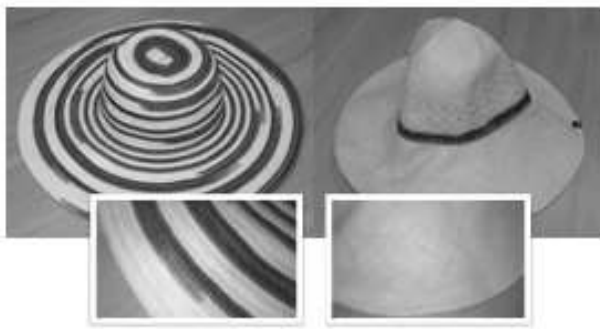
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**Week 5 Monday Changing Materials to Make Them Stronger**



The paper has been **WOVEN** and **SEWN** to make the hat strong.

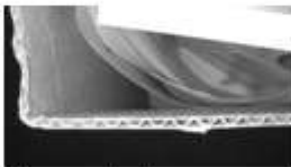
The straw has been **WOVEN** and **SEWN** to make the hat strong.



The cord has been **woven and braided** to make a strong strap.



The cane has been **WOVEN** on the basket and **wrapped** on the handle to make it strong.



The paper has been **corrugated** and **glued** to make the cardboard strong.



The cardboard has been **folded** to make a strong box.



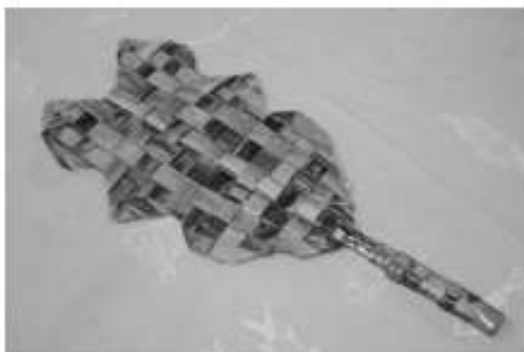
Fabric has been **WOVEN** and **folded** to make strong towels and clothes.



The leather has been **folded** and **stitched** to make a strong bag and wallet.



Fur and hair have been **WOVEN** tightly by Lardil people of Mornington Island to make sure the hat is strong enough.



Palm leaves have been **WOVEN** together by Torres Strait Islander peoples to make this fan strong.

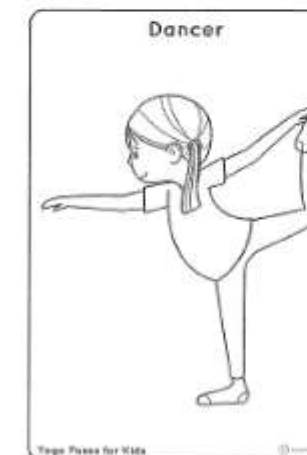
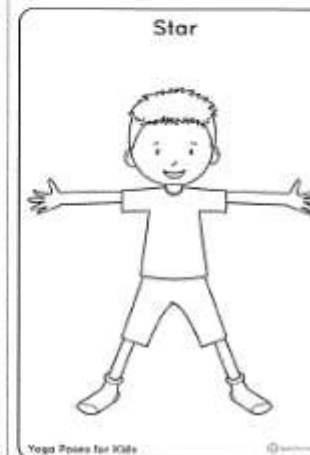
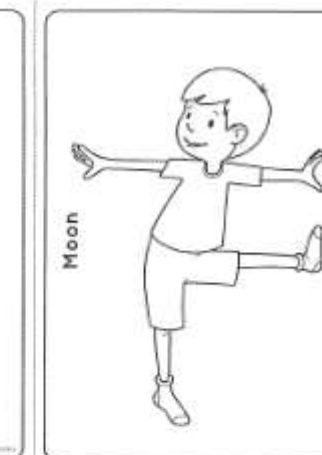
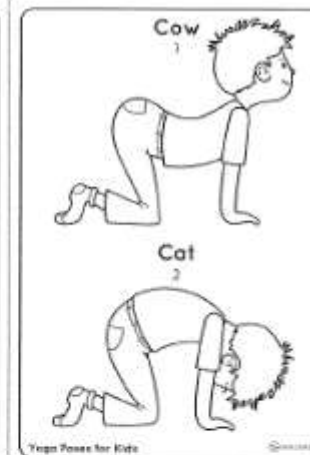
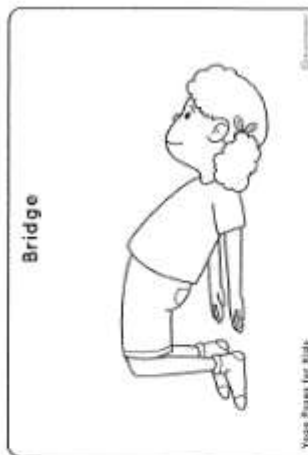
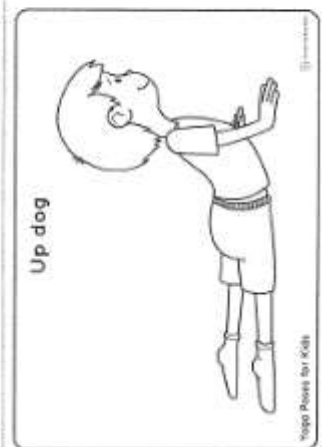
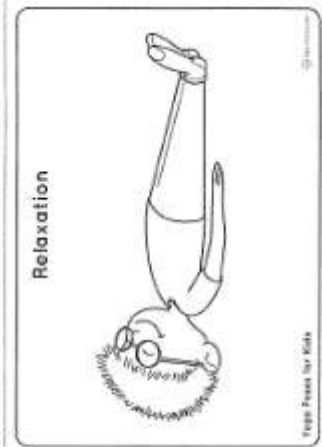


This basket has been made by Aboriginal peoples and Torres Strait Islander peoples. The bark of a tree has been **folded, pleated** and **tied** to make it strong. Resin has been added to make it both water resistant and stronger.




<p><b>Wellbeing Task</b></p>	<p>Use the <b>Yoga Poses For Kids</b> 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.</p>
<p><b>Morning</b> <b>English</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Practice reading sight words, work on fluency</li> <li>• Choose a fiction book and read aloud to someone</li> <li>• After reading, answer these questions             <ul style="list-style-type: none"> <li>○ What happened at the beginning of the story?</li> <li>○ What happened in the middle of the story?</li> <li>○ What happened at the end of the story?</li> </ul> </li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Complete handwriting sheet Week 5 Tuesday Handwriting Verbs</li> </ul> <p><b><u>Daily Writing</u></b></p> <ul style="list-style-type: none"> <li>• Write 2 -3 sentences using this sentence starter <b>I opened the secret door and</b></li> </ul> <p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Complete Unit 15 in <b>Sound Waves text book</b> (pages 34 &amp; 35).</li> <li>• Encourage correct letter formation when writing</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b> <b>Maths</b></p>	<p><b><u>Counting</u></b></p> <ul style="list-style-type: none"> <li>• Practise counting in 1s, 2s, 5s, and 10s forwards and backwards. Don't forget to change your starting number</li> </ul> <p><b><u>Mental Maths</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Tuesday</li> </ul> <p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Tuesday Skip Counting             <ul style="list-style-type: none"> <li>○ You might like to use the 100 grid that was sent home in Week 8 last term</li> </ul> </li> <li>• Follow these steps to help you work out the counting pattern             <ul style="list-style-type: none"> <li>○ Look at two numbers – are the numbers increasing or decreasing (+ or -)?</li> <li>○ How many jumps are there between the numbers?</li> <li>○ Write this rule e.g. +2 or -3 at the start of your pattern</li> </ul> </li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b> <b>Digital Technology</b></p>	<p><b><u>Digital Technology</u></b> Refer Week 3-5 Digital Technology</p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Choose 2 -3 books (or a chapter book)</li> <li>• ask an adult to set a timer and read quietly for 15 minutes</li> </ul>


Week 5 Tuesday Yoga Poses for Kids



Week 5 Tuesday Handwriting Verbs

Trace the words, then write them in the lines underneath

 jump swim walk



 run fall skip fly



 draw write dribble



 count learn spin



# Counting on in 2s, 3s, 5s and 10s

Complete the following sequences:

1. \_\_\_\_ 4 6 8 10 \_\_\_\_

6. \_\_\_\_ 24 21 \_\_\_\_ 15 12

2. 50 45 \_\_\_\_ 35 \_\_\_\_ 25

7. 35 40 \_\_\_\_ 50 \_\_\_\_ 60

3. \_\_\_\_ 6 9 12 \_\_\_\_ 18

8. 111 \_\_\_\_ \_\_\_\_ 81 71 61

4. 90 \_\_\_\_ \_\_\_\_ 60 50 40

9. \_\_\_\_ \_\_\_\_ 32 30 28 26

5. 16 \_\_\_\_ 36 46 \_\_\_\_ 66

10. 10 20 \_\_\_\_ \_\_\_\_ 50 60

Continue the following sequences:

11. 5 10 15 \_\_\_\_\_

12. 3 6 9 \_\_\_\_\_

13. 85 80 75 \_\_\_\_\_

14. 14 24 34 \_\_\_\_\_

15. 2 4 6 \_\_\_\_\_

16. 50 55 60 \_\_\_\_\_

17. 45 42 39 \_\_\_\_\_

18. 70 68 66 \_\_\_\_\_

19. 147 137 127 \_\_\_\_\_

**Challenge:** Choose a starting number and count in 2s, 5s or 10s from that number. Can you think of a way in which counting in 5s is different from counting in 2s or 10s?

### Weeks 3-5 Digital Technology

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>

# Week 5 - Wednesday



<b>Wellbeing Task</b>	Draw a heart or picture on a piece of paper and hide it somewhere in your home. Make a treasure map for someone else in your home to find the picture. When they find the picture give them a big cuddle for up to 30seconds!
<b>Morning</b> <b>English</b>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Read the comic Week 5 Wednesday Frog on a Log</li><li>• After reading, answer these questions<ul style="list-style-type: none"><li>○ Who lives in the tree?</li><li>○ Whole lives in the hole?</li><li>○ Where is Bob's home?</li><li>○ What are the four things Bob does when he gets home?</li></ul></li></ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"><li>• Complete handwriting sheet Week 5 Wednesday Handwriting Ordinal Numbers</li></ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"><li>• Read your spelling words – <b>Unit 15 Sound Waves textbook</b> (page 34)</li><li>• Write out your spelling words – use a coloured pencil for the vowels</li></ul> <p><b><u>Daily Writing</u></b></p> <ul style="list-style-type: none"><li>• Refer to Week 5 Wednesday Writing<ul style="list-style-type: none"><li>○ Look at the picture, what can you see?</li><li>○ Discuss the wow words</li><li>○ Write 1 sentence using the picture as a prompt. Try to use some wow words to make your writing interesting</li></ul></li></ul> <p><b><u>English</u></b></p> <ul style="list-style-type: none"><li>• Complete Week 5 Wednesday Pond Syllable Sort<ul style="list-style-type: none"><li>○ Say the words and count the syllables in each word</li><li>○ Cut out the pictures and glue in the correct columns</li></ul></li></ul>
<b>Break</b>	
<b>Middle</b> <b>Maths</b>	<p><b><u>Counting</u></b></p> <ul style="list-style-type: none"><li>• Practise counting in 1s, 2s, 5s, and 10s forwards and backwards. Don't forget to change your starting number</li></ul> <p><b><u>Mental Maths</u></b></p> <ul style="list-style-type: none"><li>• Complete Week 5 Wednesday</li></ul> <p>Shape</p> <ul style="list-style-type: none"><li>• Complete Week 5 Wednesday 3D Shapes<ul style="list-style-type: none"><li>○ Match the name to the picture</li><li>○ Colour the shapes the correct colour outlined in the table</li></ul></li></ul>
<b>Break</b>	
<b>Afternoon</b> <b>Music</b>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"><li>• Refer to Music sheet</li></ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Choose 2 -3 books (or a chapter book)</li><li>• ask an adult to set a timer and read quietly for 15 minutes</li></ul>

# Frog on a Log

by Roy Kindelberger

Bob the frog was lost. He could not find his home.

Bob hopped to a tree.

"Is this my home?"

A Bird sang.

"No, this is my home."



Bob hopped to a hole.

"Is this my home?"

A mouse wiggled his nose.

"No, this is my home."

Bob hopped and fell into a pond. *Splash!* Bob swam to the top. He hopped on a log.

"Ah, this is my home."

A bug flew by. *Zip!*

"Yum, yum."


Bob the frog went to sleep. *Zzzzzzz!*

Week 5 Wednesday Handwriting Ordinal Numbers

Trace the words, then write them in the lines underneath

 *first second third*



 *fourth fifth sixth*

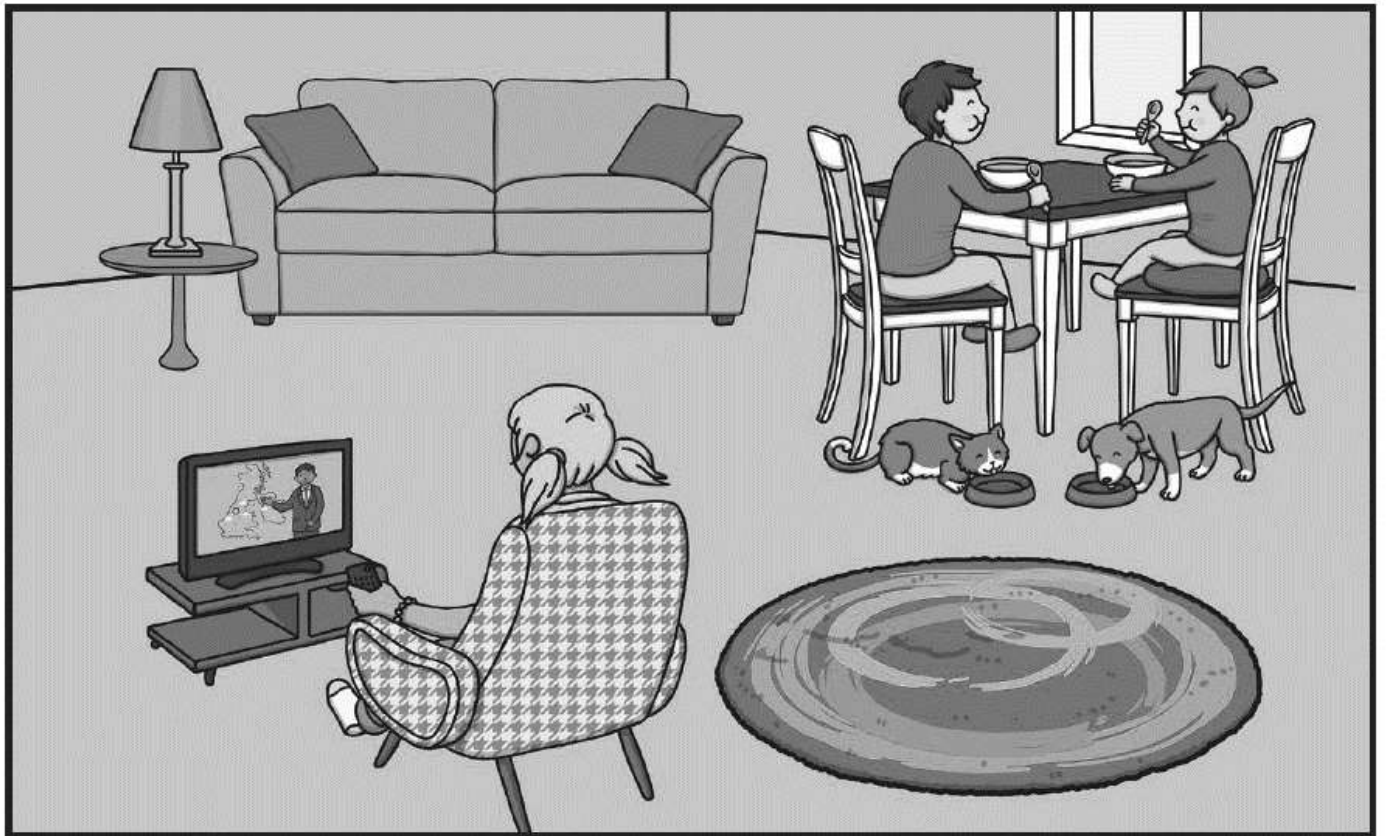


 *seventh eighth ninth*



 *tenth eleventh*














### Wow Words

Word	Meaning	Example
feline	cat	The <b>feline</b> purred loudly.
ravenous	really hungry	Sal woke up feeling <b>ravenous</b> .
circular	round, shaped like a circle	The dog sat on the <b>circular</b> mat.

# Pond Syllable Sort

Cut out the words below and place them in the correct column.

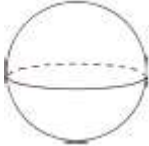
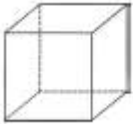

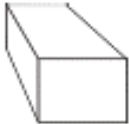


1 Syllable	2 Syllables	3 Syllables

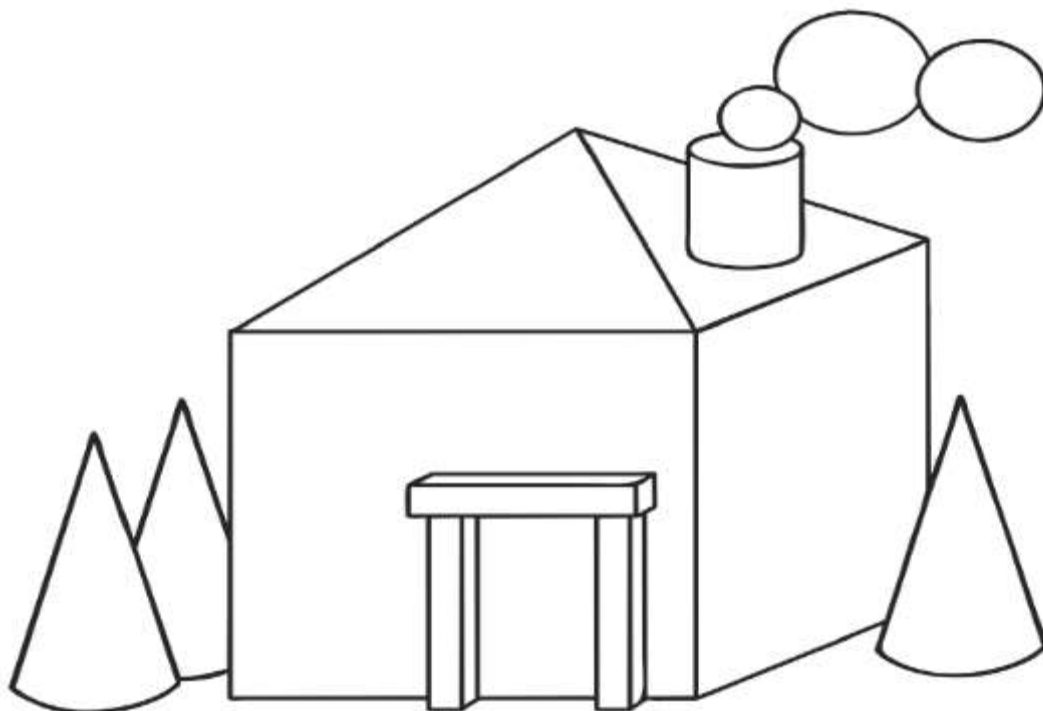
dragonfly 	turtle 	tadpole 
duck 	earthworm 	frog 
crocodile 	mosquito 	fish 

Week 5 Wednesday 3D Shape

Use the word bank below to name each of the shapes. Then colour the 3D shapes in the picture to match the table.

pyramid	cylinder	rectangular prism
cube	cone	sphere

Shape	Name	Colour
		red
		blue
		green
		purple
		orange
		yellow



# Week 5 - Thursday



<p><b>Wellbeing Task</b></p>	<p>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?</p>
<p><b>Morning</b>  <b>English</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Practice reading sight words, work on fluency</li> <li>• Choose a fiction book and read aloud to someone</li> <li>• After reading, answer these questions             <ul style="list-style-type: none"> <li>○ Who were the characters in the story?</li> <li>○ What was your favourite part of the story? Why?</li> <li>○ What would you do if you were in the story?</li> </ul> </li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Thursday Handwriting People at School</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Complete the Week 5 Thursday Sound Waves Unit 15 word search.</li> </ul> <p><b><u>Daily Writing</u></b></p> <ul style="list-style-type: none"> <li>• Write 2 -3 sentences using this sentence starter <b>I opened the door to the lion's cage and</b></li> </ul> <p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Listen to Willy the champ <a href="https://www.youtube.com/watch?v=2FAGdhfO390">https://www.youtube.com/watch?v=2FAGdhfO390</a></li> <li>• Complete Week 5 Thursday Willy the Champ</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b>  <b>Maths</b></p>	<p><b><u>Counting</u></b></p> <ul style="list-style-type: none"> <li>• Practise counting in 1s, 2s, 5s, and 10s forwards and backwards. Don't forget to change your starting number</li> </ul> <p><b><u>Mental Maths</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Thursday</li> </ul> <p>Money</p> <ul style="list-style-type: none"> <li>• As an adult for a collection of coins.</li> <li>• Discuss the pictures on the coins, their values and their size</li> <li>• Complete Week 5 Thursday Coins</li> <li>• As a challenge, see if you can add up the collection of coins and work out how much money you have altogether</li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b>  <b>HASS</b></p>	<p><b><u>HASS</u></b></p> <ul style="list-style-type: none"> <li>• Complete Week 5 Thursday Transport             <ul style="list-style-type: none"> <li>○ On the first page, colour the transport that you think is used today</li> <li>○ On the second page, look at each picture and decide if that mode of transport is from the past or present. Write the correct word (past or present) under each picture, then colour them in.</li> </ul> </li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Choose 2 -3 books (or a chapter book)</li> <li>• ask an adult to set a timer and read quietly for 15 minutes</li> </ul>

Week 5 Thursday Handwriting People at School

Trace the words, then write them in the lines underneath

 Mrs Martin



 Miss Stacey



 Ms Steele



 Miss Sheena



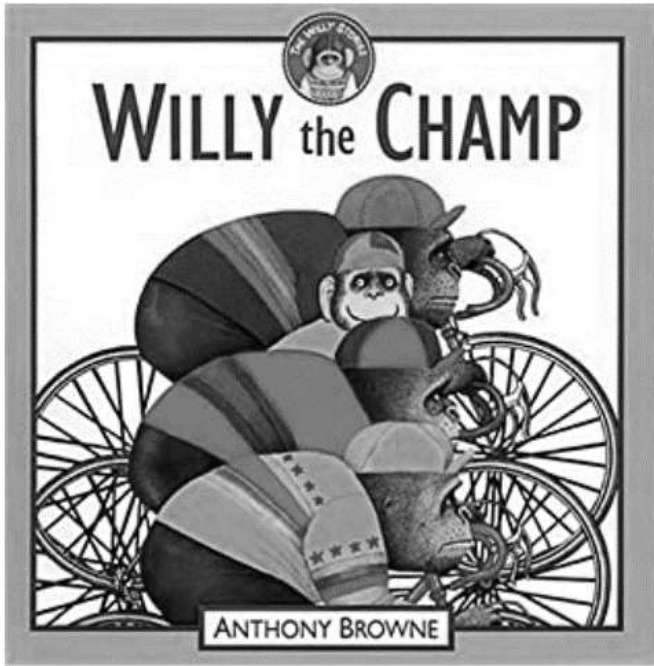
# Sound Waves Unit 15

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

SUDDENLY  
QUICKLY  
PLEASE  
REACH  
THREE  
EASY  
EACH  
ANY  
SEE  
HE

TEACHER  
ANYBODY  
CHEESE  
METRE  
BEACH  
MANY  
TREE  
EAT  
SHE  
WE

ALREADY  
STREET  
BABIES  
GREEN  
LADY  
READ  
BEEN  
SEA  
BE  
ME



Look at the front cover of the book.

Discuss how Willy is different to the other characters

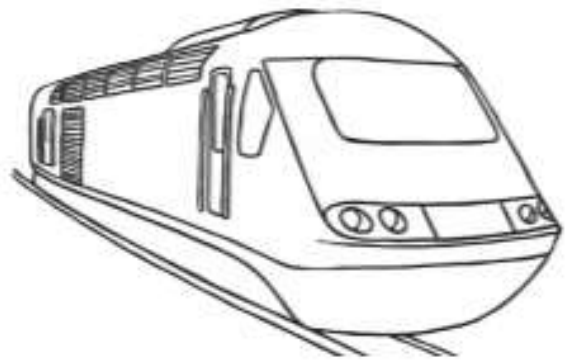
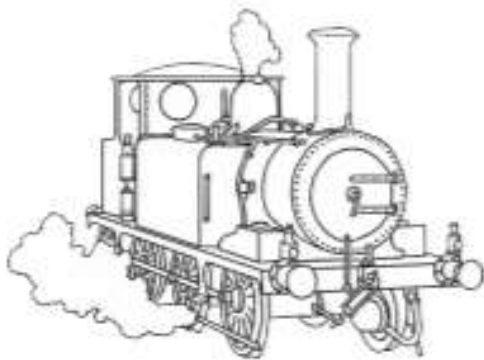
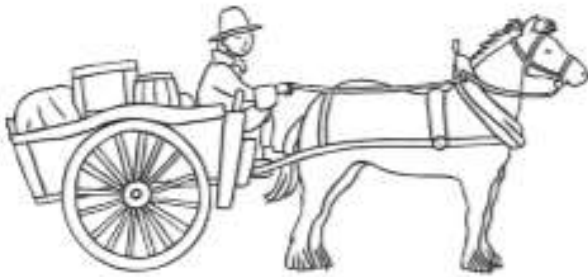
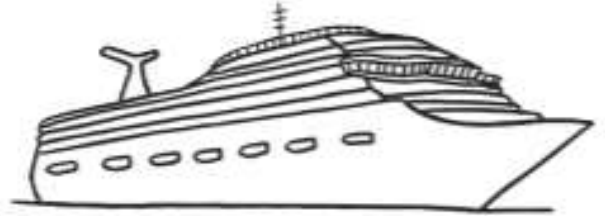
Draw and describe three things Willy is good at		Draw and describe three things you are good at	
	Willy is good at		I am good at
	Willy is good at		I am good at
	Willy is good at		I am good at

# How Much Money is in the Jar?



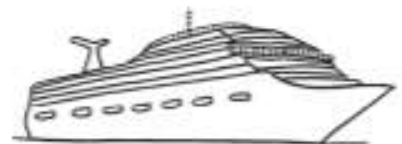
# Past and Present Transport

Colour the newest forms of transport.



# Past and Present Transport

Under each picture, write 'past' or 'present'.



# Week 5 - Friday



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<b>Wellbeing Task</b>	What does grateful mean? You could call a grandparent or family friend and ask them. Ask them what they are grateful for and tell them 3 things you are grateful for.
<b>Morning</b> <b>English</b>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Practice reading sight words, work on fluency</li><li>• Choose a fiction book and read aloud to someone</li><li>• After reading, answer these questions<ul style="list-style-type: none"><li>○ Who were the characters in the story?</li><li>○ What was your favourite part of the story? Why?</li><li>○ What would you do if you were in the story?</li></ul></li></ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"><li>• Complete Week 5 Friday Handwriting Sports</li></ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"><li>• Read your spelling words – <b>Unit 15 Sound Waves textbook</b> (page 34)</li><li>• Complete the Week 5 Friday Code Cracker</li></ul> <p><b><u>Daily Writing</u></b></p> <ul style="list-style-type: none"><li>• Write 2 -3 sentences about your experience with home learning<ul style="list-style-type: none"><li>○ What did you like?</li><li>○ What didn't you like?</li><li>○ What did you miss about school?</li></ul></li></ul> <p><b><u>English</u></b></p> <ul style="list-style-type: none"><li>• Listen to Willy the champ <a href="https://www.youtube.com/watch?v=2FAGdhfO390">https://www.youtube.com/watch?v=2FAGdhfO390</a></li><li>• Complete Week 5 Friday Design a Shirt for Willy the Champ</li></ul>
<b>Break</b> <b>Middle</b>	
<b>Maths</b>	<p><b><u>Counting</u></b></p> <ul style="list-style-type: none"><li>• Practise counting in 1s, 2s, 5s, and 10s forwards and backwards. Don't forget to change your starting number</li></ul> <p><b><u>Mental Maths</u></b></p> <ul style="list-style-type: none"><li>• Complete Week 5 Friday</li></ul> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"><li>• Think about the events that happen in a normal school day. What is our daily routine?</li><li>• Think about the events in the order they occur</li><li>• Complete Week 5 Friday Events in a Day</li></ul>
<b>Break</b> <b>Afternoon</b>	
<b>Physical Education</b>	<p><b><u>P.E</u></b></p> <ul style="list-style-type: none"><li>• Refer to PE sheet</li></ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Choose 2 -3 books (or a chapter book)</li><li>• ask an adult to set a timer and read quietly for 15 minutes</li></ul>

Week 5 Friday Handwriting Sports

Trace the words, then write them in the lines underneath

 soccer tennis hockey




 football rugby



 netball basketball



 swimming cricket

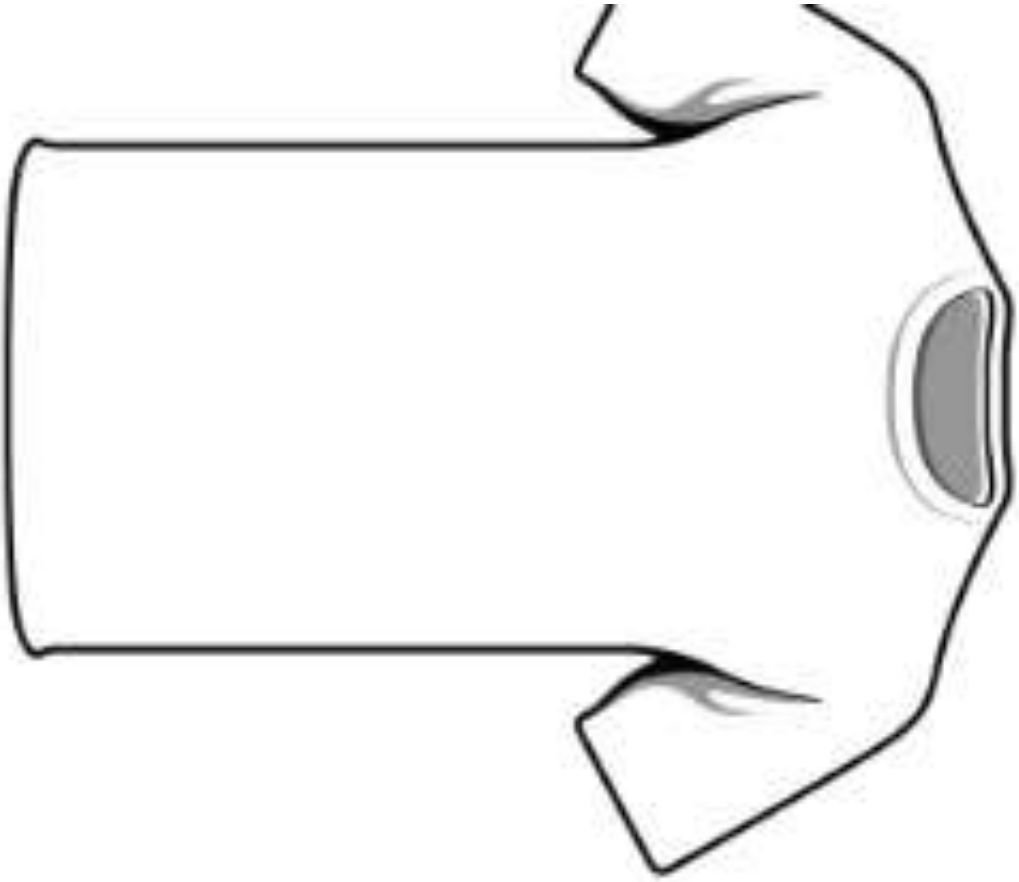




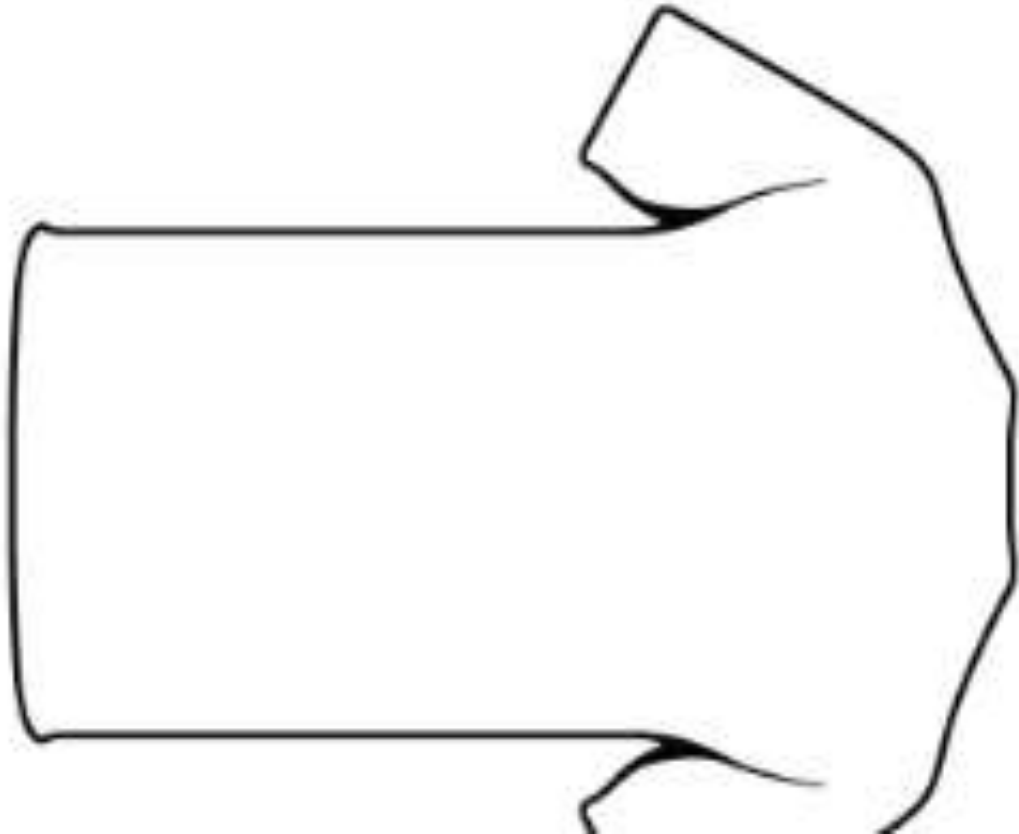
**Week 5 Friday Design a Shirt for Willy the Champ**

Design a new shirt for Willy that would make him look and feel like a champion.

Front



Back







waking up



eating dinner



eating lunch



finishing school



going to bed



eating breakfast



playing at lunch



doing homework



going to school



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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.

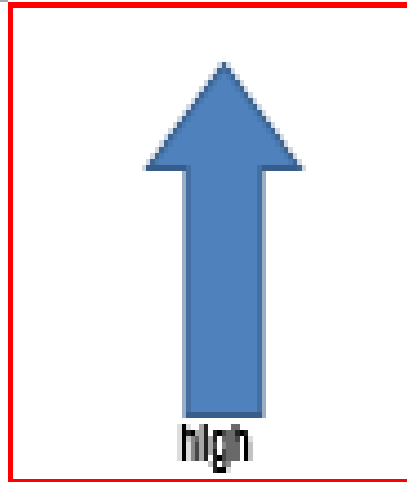
Draw your favourite instrument.

Draw yourself making music!

Task 3

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

→ Comparative 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><b>Listen to a piece of your favourite music.</b> 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 5 – Knowing my details keeps me safe!

It is important to know your full name, address and telephone number in case you are ever in an emergency.

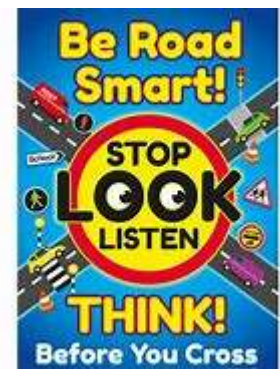
1. Practise saying and writing out your full name, address and phone number (mum and/or dads mobile)

Full Name:

Phone Number:

Address:

### 2. Road Safety Poster



Your job is to design a safety poster to keep kids safe around roads.

Include 3 safety tips like; crossing the road, wearing a seatbelt, stranger danger, not using mobile phones and playing near roads.

Please take a photo of your poster and email it back to me - [nxsm0@eq.edu.au](mailto:nxsm0@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](mailto:nxsma0@eq.edu.au)

### Week 3 – Dodging and Obstacle Course

[https://www.youtube.com/watch?v=v7V\\_uKNvxvk](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](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



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# 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/)

<https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/>

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?



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# 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>



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# Library

## Prep - Year 6

### Week 3, 4 & 5

**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><b>An Old Favorite</b> Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p><b>Scavenger Hunt</b> Use the books you have at home and complete the Book Scavenger Hunt.  Sheet supplied.</p>	<p><b>Book Talk</b> Use the <b>Talking about Books</b> sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p><b>Lego or Construction</b> Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p><b>Book End Pages</b> 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><b>Craft Activities for all year levels.</b> It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at <a href="http://www.artycraftykids.com">www.artycraftykids.com</a> Have fun.</p>	<p><b>Scratch for Juniors.</b> If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p><b>Writing a Poem 1</b> 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><b>Writing a Poem 2</b> 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><b>Nonfiction Activity 1</b> Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 <b>interesting</b> facts that you have found out about the topic.  Choose 1 fact and draw a picture about it. Write a caption.</p>	<p><b>Nonfiction Activity 2: Atlas</b> 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><b>Nonfiction 3 Websites</b> Check out and explore the National Geographic Kids and NASA websites. <a href="http://www.natgeokids.com">www.natgeokids.com</a>  <a href="http://www.nasa.gov/kidsclub/index.html">www.nasa.gov/kidsclub/index.html</a></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**