



Term 2 Week 2- Home Learning Program Year 1



= Set Task using Seesaw App



= Set Task using PM Readers App

	Monday 4th May	Tuesday 5th May	Wednesday 6th May	Thursday 7th May	Friday 8th May
Morning Message	Check your Seesaw inbox for your class teachers morning message				
Wellbeing activity	Mindfulness- Add a note to your gratitude jar ' I am grateful for'. Keep adding one each day.	Mindfulness- Watch Cosmic Yoga with Mini the puppy to focus on attention.	Mindfulness-Watch Go Noodle . Make someone happy today.	Complete Wellbeing Journal p26. Take 3 mindful breaths to start your day!	Dance- Watch Kids Zumba . I like to move it! Start your day grooving and moving!
Morning ENGLISH	<p>Spelling</p> <input type="checkbox"/> Complete the Spelling Brainstorm Activity on Seesaw.	<p>Reading Comprehension</p> <input type="checkbox"/> Read a book from the PM Reader App.	<p>Spelling</p> <input type="checkbox"/> Log onto Soundwaves and play "List words beginnings and endings" for unit 10.	<p>Reading Comprehension</p> <input type="checkbox"/> Read a book from the PM Reader App.	<p>Spelling</p> <input type="checkbox"/> Write 3 sentences using some of the words you found tricky this week.
Fruit Break	<p>Journal Writing</p> <input type="checkbox"/> Take a new page in your writing book. On the lines write the sentence starter Something I like to do with my family is...	<p>Writing</p> <input type="checkbox"/> Listen to Mrs McWhirter read The Gingerbread Man or read the book if you have a copy at home.	<p>Writing</p> <input type="checkbox"/> Listen to Mrs McWhirter read The Gingerbread Man or read the book if you have a copy at home.	<p>Writing</p> <input type="checkbox"/> Listen to Mrs McWhirter read The Gingerbread man or read the book if you have a copy at home.	<p>Handwriting F, f</p> <input type="checkbox"/> Complete page 14 and 15 of your handwriting text book.
	<input type="checkbox"/> Continue by writing at least 3 sentences. Remember to tell us why you like to do these things.	<input type="checkbox"/> Choose a character from the story.	<input type="checkbox"/> Reread the description you wrote yesterday about your character's appearance.	<input type="checkbox"/> Character Creation - Think of all the different characters in The Gingerbread Man. What would be another character that would fit into the	<p>Your tall letters must reach the head of the seahorse. Your body letters must match the size of the seahorse body. Your tail letters must go to the</p>
	<input type="checkbox"/> Don't forget to use	<input type="checkbox"/> Draw and colour a picture of the character on the top section of your writing book. Using a coloured	<input type="checkbox"/> Say it out loud to make sure it is a real word.	<input type="checkbox"/> Complete the Roll and retell Seesaw activity.	<input type="checkbox"/> Remember sentences must make sense and have correct punctuation.




<p>punctuation and finger spaces. Make sure you reread your work.</p> <ul style="list-style-type: none"> □ Draw and colour a picture in the space above showing some of the things you like to do. 	<p>pencil write some adjectives around the picture that describe the character's appearance.</p> <ul style="list-style-type: none"> □ Under your picture on the lines, use the words you have written to write at least 3 sentences describing the character's appearance. 	<p>naughty, grumpy, clever, sly etc?</p> <ul style="list-style-type: none"> □ Using a different coloured pencil from yesterday add some adjectives that describe your characters personality around your picture you drew. □ On the lines on the next page write at least 3 sentences describing the characters personality. 	<p>story?</p> <ul style="list-style-type: none"> □ Create your own new character for The Gingerbread Man story. Your character could be human or animal. Is it another member of the family or maybe someone else he meets as he's running? □ Draw and colour your character at the top of your page. Write some adjectives around your character to describe their appearance and personality □ On the lines under your picture, write at least 3 sentences using your adjectives to describe your new character. 	<p>bottom of the seahorses tail.</p> <p>Don't forget to trace and rewrite the sentence.</p>
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Reading

Each day choose a nice place outdoors to read a book or chapter aloud to yourself, a family member or a pet. Read for 20 minutes.

BREAK

Mathematics - This week you will be learning about addition and subtraction.

<p>Middle MATHEMATICS</p>	<p>Addition to 10 and 20</p> <ul style="list-style-type: none"> □ Watch My dog Ten https://www.youtube.com/embed/RiFRb_Uoa3U □ Write in your maths book all the different ways you can make 10. Challenge: What if the dog's name is 20. What number sentence combinations could you feed it? □ Mathletics activity: Adding to Ten. 	<p>Number Combinations</p> <ul style="list-style-type: none"> □ Number Combinations  □ How many different ways can you make 9? __ = __ = 9 □ How many different ways can you make 11? □ __ + __ = 11 □ Challenge: How many different ways can you make 20? □ Mathletics activity: 	<p>Doubles</p> <ul style="list-style-type: none"> □ Watch adding Doubles. □ https://www.youtube.com/embed/NDqbCfplYrg □ Roll 1 die. Double the number you roll and say the number fact. □ Next: Roll 2 dice and add the dots. Work out what the double of the total will be. You can use counters to help. Record the number facts you make in 	<p>Subtraction from ten</p> <ul style="list-style-type: none"> □ Subtraction from ten.  □ Mathletics activity: Subtracting from 10. 	<p>Subtraction From 20</p> <ul style="list-style-type: none"> □ Mathletics activity: Subtracting from 20. □ Teach The Teacher:  Make an Addition and Subtraction Seesaw Video. What did you learn this week about adding numbers? What do you know about subtraction? How can doubles help you find the answers?
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Adding-Addictive Adding.

your math book. eg 2+2=
 [Mathletics](#) activity
Doubles and Near Doubles.

BREAK

PBL- Personal Best

- Growth Mindset. Listen to the lesson on Seesaw. Complete the activity and complete- Flip that Flop.



History

- Reflect on your news interview you did with your grandparents.
- Answer the questions: Create a mind map or draw pictures.
- How did they get to school?
- What did they wear and what did they take with them?
- What was their favourite subject and was there an interesting classroom object they used?
- What games did they play?

Japanese

- Revise numbers - Count 1-10. Singalong to [The Numbers Song](#).
- And here is another [How many fingers numbers song](#)
- Try to arrange the Kanji Numbers 1-10 in the correct order.
- Using sticks, cutlery, lego, pasta or whatever you can find, make and arrange the Kanji numbers 1-10. Upload to seesaw. See example below. .

Numbers		
1	一	ichi
2	二	ni
3	三	san
4	四	yon
5	五	go
6	六	roku
7	七	nana
8	八	hachi
9	九	kyuu
10	十	jyuu



Science

This week and next week you will investigate how a change in playdough can affect its properties. You will record your results and post them to See Saw.



[View the lesson in Google Docs.](#)

Creative Arts

Music

- Vocal warm-up:** sing along with the video [Its My Car](#) while keeping the beat.
- Listen** to “pots and pans” [1-04 Pots And Pans.m4a](#) and dance freely around the space. Do you like the song? Is the tempo (speed) fast or slow?
- Find** something from your kitchen to play along on the beat.
- Play along** with the song on your kitchen percussion instrument.
- Upload** a photo of your kitchen percussion.
- Listen again to the song** and follow along with the lyrics which you can find here: [Pots and Pans Lyrics](#). **Listen one more time** and try to **sing** along with the chorus.

Afternoon
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OTHER
KLAs

PDHPE

- This week we will be focusing on the fundamental skill *Hopping*.

[Watch the video](#)

- Make an obstacle course that includes hopping from task to task.

Bounce Back

- Complete the My Strengths activities on Seesaw.

**Checkout
task**

Film yourself or write your teacher a note, describing your day and how you felt about your activities.

Film yourself or write your teacher a note, describing how you felt this week.

PBL FOCUS WEEK 2:

Personal Best

- Demonstrate a Growth Mindset