

## Term 3 Week 10 - Home Learning Program Year 1










 = PM Reader App

 = Mathletics Set Task

 = Seesaw activity or post work to Seesaw

 = Zoom Meeting

[Access to printable resources](#)

	Monday 13 September	Tuesday 14 September	Wednesday 15 September <i>Reduced Screen Time Day</i>	Thursday 16 September	Friday 17 September
<b>Morning check-in</b>	Class Zoom call 9:00am. Click your class for link: <a href="#">1G 1J 1M 1W</a> 	Class Zoom call 9:00am. Click your class for link: <a href="#">1G 1J 1M 1W</a> 	Check Seesaw for a morning message from your teacher.  <a href="#">Stage 1 Grade Zoom</a> 2:00pm with Mr Shuster, Mrs Lockhart and Ms Rhodes-remember to wear a hat! 	Class Zoom call 9:00am. Click your class for link: <a href="#">1G 1J 1M 1W</a> 	Check Seesaw for a morning message from your teacher. 
<b>Wellbeing Activity</b>	Zones of Regulation- Family Check-In. What Zone are you in? Use your Check-In you created last Thursday!  Mindful Monday <a href="#">Smiling Mind</a> Mindfulness 204 -Body Scan meditation  My programs-7-9yrs-Mindfulness 204-Body Scan meditation	Zones of Regulation- Family Check-In. What Zone are you in?  Watch and join in <a href="#">Breathe With Me</a> - 5 tools/ strategies to help you return to the Green Zone (calm, focused, ready to learn).	Zones of Regulation- Family Check-In. What Zone are you in?  Balloons Aloft- Use self control and keep a balloon in the air. Challenge is to keep it off the ground for as long as possible.  Make someone laugh today by telling them a funny joke.	Zones of Regulation- Family Check-In. What Zone are you in?  Enjoy <a href="#">Freeze Dance</a> which is a fun game for self regulation.  Watch and learn a new breathing strategy <a href="#">Square Breathing</a> to start your day in the Green Zone.	Zones of Regulation- Family Check-In. What Zone are you in?  Watch and join in <a href="#">Belly Breathing</a> . Place your hands on your belly and take a deep breath in through your nose, blowing your belly up like a balloon, slowly exhale out of your mouth. A great breathing strategy to return to the Green Zone! Use this anytime.
<b>Morning</b>	<b>ENGLISH</b>  <b>Before Reading:</b> Look at the front cover and read the first page. Tell someone in your family what you predict will happen in the story.	<b>ENGLISH</b>  <b>Reading</b>  Read a <b>fiction</b> book on the PM reader app or a book of your own.  <b>After reading:</b> Tell someone	<b>ENGLISH</b>  <b>Reading</b>  Read a <b>non-fiction</b> book on the PM reader app or a book of your own.  <b>After reading:</b> Be a verb	<b>ENGLISH</b>  <b>Reading</b>  Read a <b>fiction</b> book on the PM reader app or a book of your own.  <b>After reading:</b> Draw a	<b>ENGLISH</b>  <b>Reading</b>  Read a <b>non-fiction</b> book on the PM reader app or on <a href="#">Story Box</a> Username: BHPS1 Password: library

## Reading

Read a book on the PM reader app or a book of your own.

**10:00am Recognition Assembly- this link is available at 10am for viewing:**

[https://youtu.be/aqrsz1NWU\\_0](https://youtu.be/aqrsz1NWU_0)

## FRUIT BREAK

### Spelling Unit 28

Complete the activity on Seesaw.

Move the words next to the matching picture.

Become a word detective and go on a word hunt around your house.

How many words can you find that have this week's sound?

Write them on the page.

### Writing: Characters and Setting

This week year 1 will be writing a story during our writing sessions. We are going to focus on writing one section each day, and add on parts of the story as we go. **Write each day on a separate A4 page** throughout the week. At the

in your family what happened at the beginning, middle and end of the story.

## FRUIT BREAK

### Writing: Orientation

Using our picture of our character and setting from yesterday as a stimulus. year 1 will be writing the orientation to their story today.


Click on the link to view a short example with Miss Goldrick

### Orientation

**On an A4 page**, write a short paragraph about your orientation. Make sure to include

- character description(appearance and personality)
- setting description
- What are your characters doing before the problem occurs

**NOTE:** Tomorrow we will be writing about the problem/what goes wrong for our characters. So don't race ahead!

Take a picture of your orientation paragraph and send it to your teacher. 

detective. A **verb** is a word that tells an action. A verb tells us what we do. A verb is **doing** word or an **action** word, for example run, skip, play.

'I **jump** in the air.' **Jump** is the verb.

How many verbs can you find in the story? Point out some verbs to someone in your family.

## FRUIT BREAK

### Writing: Problem

Today year 1 will be writing a short paragraph explaining the problem that goes wrong in their story. **On a separate A4 page**

- Could someone become lost? could a special item be stolen?
- Could a nasty creature be on the loose?
- Could a magical object be causing trouble?
- Could a special place be overtaken?

Make sure to read over your writing checking for capital letters and full stops.

Writing will be discussed in tomorrow's zoom meeting with your classroom teacher.

**NOTE:** Tomorrow we will be writing about how the problem is solved and story

picture of your favourite part of the story and discuss your drawing with someone in your family.

## FRUIT BREAK

### Spelling Unit 28

Choose 6 words from your Monday brainstorm.

Write a word in the top of each box under the picture of a dice.

Roll a dice and match the number you rolled with the number on the board.

Say the word under the number out loud.

Write the word in the box. Repeat until your page is filled.

If you would like to do the activity offline, you can:


- Print out the page.
- Draw 6 columns on a piece of paper and complete.

### Writing: Solution and Ending

Today year 1 will be writing the final section on their story. Click on the link to watch the video with Miss Goldrick with some examples about how the problem might get solved.

**After reading:** What interesting facts did you discover? Share these facts with a family member

### Spelling Unit 28

Complete the word search on Seesaw. 

- Use the highlighter tool to make sure you can see the letters.
- Using the list words on the right, highlight the words inside the wordsearch.
- Cross out the word once you have found it.


## FRUIT BREAK





### Writing:

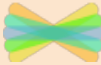






#### Publication Day.

CONGRATULATIONS! You should all by now have a one of a kind fantastic story ready to be published. Today you are going to make some finishing touches to your writing before presenting your book 'Mini Book' to your teachers.

1. Create a front cover for your book. Make sure to include yourself as the author and illustrator. Give your story a title.
2. Create a back cover for your book with a small summary explaining what the book is about


	<p>end of the week we will <b>staple all the pages together and draw some illustrations to go with the writing.</b></p> <p>By the end of the week students will have written their own 'Mini Book' Which they are invited to share with their teacher at the end of the week.</p> <p><b>Click on this link to watch the presentation with Miss Goldrick on Characters and Setting and explain the weekly task.</b></p> <p><a href="https://www.youtube.com/watch?v=4wWo5D-tLGs">https://www.youtube.com/watch?v=4wWo5D-tLGs</a></p> <p>Draw a picture of your main character in the setting where your story is going to take place. In Your picture, write down some adjectives (describing words) that you are going to use in tomorrow's writing, when we compose the story orientation. make sure you include aspects of:</p> <ul style="list-style-type: none"> <li>• Character appearance</li> <li>• Character Personality</li> <li>• Setting (what you can hear, see, touch, smell)</li> </ul> <p>Keep this picture with your descriptive adjectives as we will use it to write tomorrow's orientation.</p>		<p>ending. Again, no need to race ahead.</p>	<p> <b>Solution and Ending</b></p> <p><b>On an A4 page</b> explain the series of events that take place to give your character a happy ending to the story. Make sure to take some time with this section and try to add some tension to your story, making it interesting for the reader.</p> <p>Read over your writing and get ready to publish your work tomorrow.</p>	<ol style="list-style-type: none"> <li>3. Make some pictures that can go with the different parts of your writing</li> <li>4. Staple your pages together</li> <li>5. Present your masterpiece to your teacher by recording a video on Seesaw</li> </ol>
Break					

Middle	<p><b>MATHEMATICS</b></p>  <p><b>Maths Investigation</b> Bath Time on the Farm.</p> <p>Investigate whether it is possible for all of Farmer Fred's animals to fit into one bathtub, without the water overflowing.</p> <p>You will work on this investigation all week. Save your work on Seesaw each day as a draft.</p> <p>Watch <a href="#">Mr Archimedes' Bath</a></p> <p>Choose an everyday container to use as a bath for this task.</p> <p>Choose another container that can be used to fill the bath with water.</p> <p>Make models of four farm animals. (You could use plasticine, craft materials or recycled materials/ sticks or leaves to make your model)</p>	<p><b>MATHEMATICS</b></p>  <p><b>Maths Investigation</b> Bath Time on the Farm.</p> <p>Continue to work on your investigation. Remember to save your Seesaw activity as a draft.</p> <p>Fill the bath (container) with just enough water to cover the bodies of the farm animals.</p> <p>Place the models into the water, one at a time. What happened? Take photos and use the microphone to record your answers of your first attempt on Seesaw.</p>	<p><b>MATHEMATICS</b> <b>Maths Card Games</b></p> <p>All you need today for maths is a packet of playing cards.</p> <p>Have a look at the grid of Offline Maths Card Games set for you to play all this week.</p> <p>Choose one or more of the games to play. It might be one you have played and enjoyed, a new one or a suggestion from a classmate during zoom this week.</p> <p>Some of these games you can play by yourself and others you will need a family member to join in the fun.</p> <p>You can find a copy of the games on your maths this week or at the bottom of this document.</p>	<p><b>MATHEMATICS</b></p>  <p><b>Maths Investigation</b> Bath Time on the Farm.</p> <p>Continue to work on your investigation. Remember to save your Seesaw activity as a draft.</p> <p>Think about your results on Tuesday. Was the water too low or did it overflow?</p> <p>Make some changes and try again.</p> <p>Do you need to make more changes and try again?</p> <p>Take a photo and use the microphone to record the results of your second and third attempt on Seesaw.</p>	<p><b>MATHEMATICS</b></p>  <p><b>Maths Investigation</b> Bath Time on the Farm.</p> <p>Complete your investigation and reflection.</p> <p>When it is finished click on the green tick on Seesaw to send your work to your teacher.</p> <p>Choose a <b>Maths Card Game</b> to play when you have finished.</p>
Break					

<p>Afternoon</p>	<p><b>SCIENCE</b></p>  <p>Today we are going to finish off our diorama. Check out Seesaw for some tips to help you complete your diorama.</p>	<p><b>CREATIVE ARTS</b></p> <p><b>Music</b></p> <p>Go to the Google Slides link below and choose an activity or two from each page. Have Fun!</p> <p> Term 3 Week 10 Choice...</p>	<p><b>CREATIVE ARTS</b></p> <p><b>Visual Arts</b></p> <p>Find an egg carton. Cut out 4 spots connected in a square. Paint the inside of the egg carton. Paint the middle yellow or glue on a pom pom or a crunched up paper to make the middle. Attach a paper straw or glue the flower onto paper and draw a stem.</p>  <p>Or</p> <p>Make a butterfly folding a piece of paper in half. Near the crease in the middle put different colours of blobs of paint on one half. Fold the paper in half and lightly squish the paint out. Unfold the paper to reveal your butterfly. Draw in eyes and antennae with a texta.</p>  <p>Or</p> <p>Use your pencils to draw a Spring picture. You could include flowers, baby animals, bees, birds, sun and rain.</p>  <p> <a href="#">zoom 2.00pm Stage one zoom</a>.: Join Mr Shuster, Mrs Lockhart and Ms Rhodes for some afternoon games-</p>	<p><b>PDHPE</b></p> <p>Watch Mr Smith's <a href="#">Video</a>.</p> <p>This week's PE lesson is about YOU. So far this term we have focussed on overarm throw, throwing a shot put, static balance, dynamic balance, skipping, jumping, vertical jumping and catching. This week I want you to choose the activity you liked the most to go out and do again.</p> <p>I have also linked a PE with Joe <a href="#">Video</a> to make sure we are looking after our body.</p>	<p><b>GEOGRAPHY</b></p> <p><b>Bush to Bowl</b></p> <p>Watch <a href="#">Bush Tucker Garden</a></p>  <p>We have a bush tucker garden at our school.</p> <p>Watch Clarence (Yaegl) and Adam (Garigal/Gadigal). They will tell us about Australia's native plants and share their traditional Aboriginal knowledge and culture.</p> <p>Think about the features of our native garden? Create a pictorial map of our native garden.</p> <p>Watch <a href="#">The Rainbow Serpent</a> and <a href="#">Tiddalick The Frog</a></p>
------------------	---	---	---	--	--

			remember to wear a hat..		
Make sure you have submitted to your teacher:	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Mathematics</li> </ul>		<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Writing</li> <li>• Mathematics</li> </ul>

Incorporate at least **20 minutes** of independent reading into your daily routine.

 Year 1 Class Zoom Links 9:00am Monday, Tuesday and Thursday				
<b>1G Maddison Goldrick's Personal Meeting Room 9:00am</b> Join Zoom Meeting : <a href="https://nsweducation.zoom.us/j/4185352586?pwd=ZlpTL3hwR01FLzRoZyt5Sk53cEZndz09">https://nsweducation.zoom.us/j/4185352586?pwd=ZlpTL3hwR01FLzRoZyt5Sk53cEZndz09</a> Meeting ID: 418 535 2586 Passcode: bhps20	<b>1W Ashlee Wyngaard's Personal Meeting Room 9:00am</b> Join Zoom Meeting: <a href="https://nsweducation.zoom.us/j/2313810821?pwd=Z3NOd0wrK0w0M1RpU3RKNko2elAzZz09">https://nsweducation.zoom.us/j/2313810821?pwd=Z3NOd0wrK0w0M1RpU3RKNko2elAzZz09</a> Meeting ID: 231 381 0821 Passcode: bhps20	<b>1J Monday/Tuesday Josie Conn's Personal Meeting Room 9:00am</b> Join Zoom Meeting <a href="https://nsweducation.zoom.us/j/69445678672?pwd=THVpWWZDWjQweTlCMzVjVE5GYjdudz09">https://nsweducation.zoom.us/j/69445678672?pwd=THVpWWZDWjQweTlCMzVjVE5GYjdudz09</a> Meeting ID: 694 4567 8672 Passcode: 148904	<b>1J Thursday Justine Oakley's Personal Meeting Room 9:00am</b> Join Zoom Meeting <a href="https://nsweducation.zoom.us/j/63157417878?pwd=V1Z0d1lyQTY1cGVtbzBtTHRvNFVDOU09">https://nsweducation.zoom.us/j/63157417878?pwd=V1Z0d1lyQTY1cGVtbzBtTHRvNFVDOU09</a> Meeting ID: 631 5741 7878 Passcode: 363283	<b>1M Linda McWhirter's Personal Meeting Room 9:00am</b> Join Zoom Meeting <a href="https://nsweducation.zoom.us/j/4800360327?pwd=Rmw0UkZxeUIYQU9LZGJrVjQ5YnNaZz09">https://nsweducation.zoom.us/j/4800360327?pwd=Rmw0UkZxeUIYQU9LZGJrVjQ5YnNaZz09</a> Meeting ID: 480 036 0327 Passcode: 099294
<b>Stage 1 Grade Zoom Link Wednesday 2.00pm:</b> <a href="https://nsweducation.zoom.us/j/64969392015?pwd=eJFSVNIT3BsSC9UTmh6ZzdURmt6UT09">https://nsweducation.zoom.us/j/64969392015?pwd=eJFSVNIT3BsSC9UTmh6ZzdURmt6UT09</a>				



# Week 10 Maths Offline Card Games

## Mop It Up

### **You will need:**

Pack of cards – picture cards removed  
Dice  
1 or more players

### **How to play:**

Spread out all the cards on the table in a mess that needs to be 'mopped up'.  
Player 1 rolls the dice and picks up the number of cards on the dice.  
Player 1 adds the total of the selected cards.  
Player 2 repeats.  
The player with highest total is the winner and keeps the cards.  
Repeat until all the cards are 'mopped up'.



## Salute

### **You will need:**

Pack of cards - picture cards removed  
3 Players

### **How to Play:**

Place the cards in a pile face down.  
Two players pick up a card without looking and place it on their forehead so the other players can see what is on their card.  
Player 3 add up the total of the two cards and calls out the answer.  
Player 1 and 2 need to work out from the answer the value on their card.  
Repeat and swap roles.



## Go Fish for Friends of 10

### **You will need:**

Pack of cards – 10s and picture cards removed  
2 or more players

### **How to play:**

You are fishing for pairs that add up to 10.  
Deal 5 cards to each player. Remaining cards go face down in a pile in the middle.  
Players look at their cards and see if they have any friends of 10 in their hand. Place any pairs in a pile next to them.  
Player 1 asks another player if they have a certain card that will be a friend of 10 for one of the cards in their hand. Eg. "I have a 2, do you have an 8 to make 10?"  
If the player asked has the card, they give it to them. If not, they say, "go fish" and the player picks up a card from the pile in the middle. If they make a friend of 10, they add it to their pairs.  
Play continues until a player has no cards left in their hand.



## Risk

### **You will need:**

Pack of cards – picture cards removed  
2 or more players

### **How to play:**

The aim is to get as close to 20 as possible without going over.  
Player 1 flips over 2 cards and adds them together. They decide if they are going to stay on that number or flip another one to add to their total.  
Player 2 repeats. The player with the closest number to 20 is the winner of the round.

## Friends of 10 Memory/Match

### **You will need:**

Pack of cards – 10s and picture cards removed  
1 or more players

### **How to play:**

You can use all the cards or just select some pairs to use.  
Place the cards face down in rows.  
Players take turns to flip over 2 cards. If the 2 cards add up to 10, they get to keep the combination and have another turn.  
If they do not match, they flip them back over and it is the next players turn.  
Play continues until all the cards are matched. The player with the most friends of 10 is the winner.



## Highest Total

### **You will need:**

Pack of cards – picture cards removed  
2 or more players

### **How to play:**

Place cards face down in a pile in the middle.  
Player 1 picks up 2 cards and add the 2 number together.  
Player 2 then does the same.  
The player with the highest total collects all the cards from the round.  
The winner is the player with the most cards at the end of the game.

