

Week 7- Stage 1 Home Learning Timetable

The following tasks are a guide for parents to cover some of the Stage 1 curriculum at home this week. Students can complete all set tasks in a book or on Google Classroom (if specified in the timetable below). If you or your child have any questions about the tasks below please contact your child's teacher via email or phone the school.

Week 7	Monday 23/08/2021	Tuesday 24/08/2021	Wednesday 25/08/2021	Thursday 26/08/2021	Friday 27/08/2021
Task	Do some weeding around your garden.	Clean your room. Put all your things away in their place.	Tell everyone who you live with something you like about them. Make their day!	Start the day with some stretching. Move every part of your body.	Go outside into your garden. Find somewhere quiet to sit and close your eyes. Think about all the sounds you can hear.
Morning If you do not have a book to keep your work in, you can make yourself one by stapling some sheets of paper together.	ZOOM times: Stage 1 - 10:15am - 10:45am (link on Google Classroom)	ZOOM times: Stage 1 - 10:15am - 10:45am (link on Google Classroom)	ZOOM times: Stage 1 - 10:15am - 10:45am (link on Google Classroom)	ZOOM times: Stage 1 - 10:15am - 10:45am (link on Google Classroom)	ZOOM times: Stage 1 - 10:15am - 10:45am (link on Google Classroom)
Literacy activities that should be completed daily: <ul style="list-style-type: none"> Reading a home reader, book or Wushka text– discuss the text with your child and ask them questions about it to enhance comprehension skills. Practise and revise Mad Minute program if not completed. Reading Eggs and Reading Eggspress should be completed twice a week, if possible. 					
	English: Spelling HW: Complete your spelling homework practice for today. Story Summary: Read a home reader, a book or a Wushka text and complete the Story Summary (attached at the end of this	English: Spelling HW: Complete your spelling homework practice for today. Reading Comprehension Visualising: Parents / carers please read the provided extract about	English: Spelling HW: Complete your spelling homework practice for today. Handwriting: Please complete the first two pages of the handwriting booklet.	English: Spelling HW: Complete your spelling homework practice for today. Narratives: Visualise your favourite setting from a story or your imagination. Draw a picture of this setting and label it with	English: Spelling Test: Complete a Spelling Test of the weekly word list. Any words that are still unknown could be revised in the following week. Super Sentence: Build a super sentence.

	<p>timetable).</p> <p>Spelling: Complete activities from the <i>Spelling Grid</i>.</p> <p>Phonics:</p> <p>Year 1 Phonics – Please complete the first page of the Year 1 Phonics book. It is important you watch the Phonics video uploaded on our Google Classroom.</p> <p>Year 2 Phonics – Choose five of your spelling words and put them into interesting sentences. Remember to include lots of descriptive language. You will need to include adjectives and adverbs.</p> <p>Please upload a photo of your work in the Week 7 Term 3 Folder 😊</p>	<p>the Mystery Creature to your child (attached at the end of this timetable).</p> <p>Ask your child to draw the picture they were making in their mind as they listened to you read the text. Ask your child to think of a name for this creature and to verbally describe and explain their drawing and how it relates to the description you read to them.</p> <p>Upload a photo of your creature in the Week 7 Term 3 Folder 😊</p> <p>Spelling: Complete activities from the <i>Spelling Grid</i>.</p>	<p>A a</p> <p><i>Remember:</i></p> <ol style="list-style-type: none"> 1. To sit with your bottom right back in the chair. 2. Your feet need to be flat on the floor. 3. Your back is tall and straight. 4. Take your time to do your neatest work possible. 5. Make sure the page you are writing on is in front of you. <p>Spelling: Use as many words from your spelling list as you can to create an entertaining paragraph (3- 4 sentences). Underline your spelling words in a coloured pencil.</p>	<p>rich adjectives. Write a description of that setting.</p> <p>Use your five senses and think about what you can:</p> <ul style="list-style-type: none"> • See • Hear • Smell • Touch • Taste <p>Use the five sense word mats for guidance (attached at the end of this timetable).</p> <p>Upload a photo on Google Classroom in the Week 7 Term 3 Folder 😊</p> <p>Spelling: Complete activities from the <i>Spelling Grid</i>.</p>	<p>The dolphin swam.</p> <p>Super sentence checklist:</p> <ul style="list-style-type: none"> • Who? • What? • When? • Where? • Why? <p>Please remember to include adjectives and adverbs.</p> <p>Complete any Literacy work that you still need to finish.</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Additional Activities – These are activities that we would like to be completed during the week where possible:</p> <ul style="list-style-type: none"> • Athletics tasks will be set each week. These activities will target a specific focus area each week. • Practise and revise the Number Sense program if not completed. 				

	<p>Mathematics:</p> <p>Warm-up:</p> <p>Choose 'Number of the Day' (this can be any number) and complete the following;</p> <ul style="list-style-type: none"> • Spell it • Draw it (base 10) • Tally it • Identify the number before and after • Write the next even number • Write the next odd number • Double it • Put the number into number sentences. <p>CHALLENGE:</p> <ul style="list-style-type: none"> • Round to 10 • Round to 100 • Count on 23 • Count back 12 • Add 100 • Subtract 10 • Write it in expanded form. <p>Mathletics:</p> <p>Login to Mathletics (www.mathletics.com.au) and do some of the 10 assigned tasks your teacher has set.</p>	<p>Mathematics:</p> <p>Time:</p> <p>Spend a whole day documenting all the different activities you do and what time you do them.</p> <p>For example:</p> <p>7:00am – Woke up</p> <p>7:15am – Had breakfast</p> <p>7:30am – Brushed teeth etc.</p> <p>Please complete the <i>Timetable Of My Day</i> Worksheet (attached at the end of this timetable).</p>	<p>Mathematics:</p> <p>Time:</p> <p>Estimate how long (in minutes and / or seconds) it is going to take to do these activities. Using a clock or a stop watch to time yourself doing these activities and document your answers.</p> <p>Remember: It is not a race. Have fun and record your best time.</p> <ol style="list-style-type: none"> 1. Making your bed. 2. Do 50 star jumps. 3. Running around your backyard twice. 4. Sing the alphabet. 5. Count all the pillows and cushions in the whole house. 6. Draw a picture of a lion eating an ice-cream. 7. Type your whole name into a word document. 8. Count backwards from 50 to 0. <p>If you are completing this activity at school you will need to time the following with a partner:</p> <ol style="list-style-type: none"> 1. Do 50 star jumps 2. Sing the alphabet. 3. Count all of the tables and chairs you can see in the classroom. 4. Type your whole name in a word document. 5. Run the cross-country track once. 	<p>Mathematics:</p> <p>Warm-up:</p> <p>Choose 'Number of the Day' (this can be any number) and complete the following;</p> <ul style="list-style-type: none"> • Spell it • Draw it (base 10) • Tally it • Identify the number before and after • Write the next even number • Write the next odd number • Double it • Put the number into number sentences. <p>CHALLENGE:</p> <ul style="list-style-type: none"> • Round to 10 • Round to 100 • Count on 38 • Count back 26 • Add 100 • Subtract 10 • Write it in expanded form. <p>Mathletics:</p> <p>Login to Mathletics (www.mathletics.com.au) and do some of the 10 assigned tasks your teacher has set.</p>	<p>Mathematics:</p> <p>Money:</p> <p>Year 1: You have a total of \$10. Have a look at a grocery catalogue and work out what you can afford to buy and how much money will be left over.</p> <p><i>*If you want a challenge attempt the Year 2 Money activity.</i></p> <p>Year 2: You have a total of \$20. Have a look at your Book Club catalogue and work out what you can afford to buy and how much money will be left over.</p> <p><i>*If you want a challenge make a wish list and see how many books you can buy with \$50.</i></p> <p>Upload a photo on Google Classroom in the Week 7 Term 3 Folder 😊</p> <p>Complete any Numeracy work that you still need to finish.</p>
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			6. Draw a picture of a lion eating an ice-cream.		
Break	Break	Break	Break	Break	Break
Afternoon	<p>PDHPE:</p> <p>Bouncing</p> <p>Find an area in your yard where you can bounce a ball to another person. A driveway or footpath area would work well. You will need a line across the middle – perhaps use a crack in the concrete or draw a line with chalk if you have some.</p> <p>With your adult or sibling, you are going to bounce the ball to each other. Using a volleyball or similar, throw the ball over the line so that it bounces on the other person's side. The ball must cross the line above waist height. The person receiving the ball has to try to catch the ball after one bounce. They then throw the ball back across the line for you to catch after one bounce. As you get better at bouncing the ball to the other person, you could try different types of throws like throwing with two hands, one handed using your favourite hand and then throwing with your least favourite hand.</p>	<p>Living World:</p> <p>Investigating Mould</p> <p>Please watch the following video:</p> <p>https://www.youtube.com/watch?v=TxEg_kWqbKE</p> <p>Bread Mould Experiment</p> <ol style="list-style-type: none"> 1. Sprinkle water on a slice of bread. 2. Place bread in a zip lock bag or plastic wrap. Make sure it is fully sealed. 3. Write the date on the wrapping with a black texta. 4. Place the bag in a warm place where it will not be disturbed. <p><i>Inform your parents and siblings about your experiment so no one will disturb or eat it.</i></p> <p>We will be tracking the mould's growth and how it changes.</p> <p>Draw a picture or take a photo of your bread each day for a week. How has it changed?</p>	<p>Wellbeing Wednesday:</p> <p>Ripple Project</p> <p>Select a Ripple Video on Google Classroom and complete the activity.</p>	<p>Science Week Experiment:</p> <p>DIY Experiment</p> <p>To celebrate National Science Week please select an experiment from the following link:</p> <p>https://www.scienceweek.net.au/diy-science/</p> <p>Upload a photo of your experiment on the stream on Google Classroom for all your friends to see 📷</p>	<p>Creative Arts:</p> <p>Movement Collage</p> <p>Please see the Google Classroom Week 7 Term 3 Folder to access the Paint Pot activities.</p>

Story Summary

Title: _____

Author: _____

Orientation

Orientation (beginning): Briefly write about the characters and the setting.

Complication

Complication (problem): Explain the problem that occurred in the story.

Resolution

Resolution (ending): How was the problem solved?

What is your opinion of this story and why?

The Mystery Creature

Adult Instruction: Explain to the student that they are going to listen to instructions to draw an imaginary creature. Ask that they listen carefully, visualising what you are saying and drawing it as accurately as they can. Slowly read the description below, allowing time for the student to draw. After drawing, ask the student to describe the features of their drawing and compare their drawing to the text, for accuracy.

The Mystery Creature is an **extraordinary** being. It has a tall, triangular shaped body. It has a wide neck and a pentagonal-shaped head. It has four strong, furry legs. Each leg has a paw with three toes. At the end of each toe there are sparkling crystal claws. On top of this creature's head are three long colourful ears that curl at the ends. This creature has four, spherical eyes and a soft, wet nose. The creature's forked tongue senses vibrations. This creature's body is covered with soft, downy feathers. It has two strong, scaly wings attached to its body. This creature is usually a light blue but changes to a rainbow shimmer when it is happy.

Can you think of a name for this creature?

The Mystery Creature

*Creature's Name:*_____

A Timetable of My Day

Draw a picture.

What is your activity?



Draw a picture.

What is your activity?



Draw a picture.

What is your activity?



Draw a picture.

What is your activity?



Draw a picture.

What is your activity?



Draw a picture.

What is your activity?



Five Senses Guide

barking
bellowing
cheeping
chirping
clattering
clicking
deafening
moaning
piercing
quiet
racket
roaring



rustling
scratching
screeching
shouting
singing
snarling
squawking
wailing
whining
whistling
yelling
yelping

What can you hear?

twinkl

abrasive
bumpy
bushy
cold
craggy
cushioned
dry
flat
hot
knobbly
knotty
moist

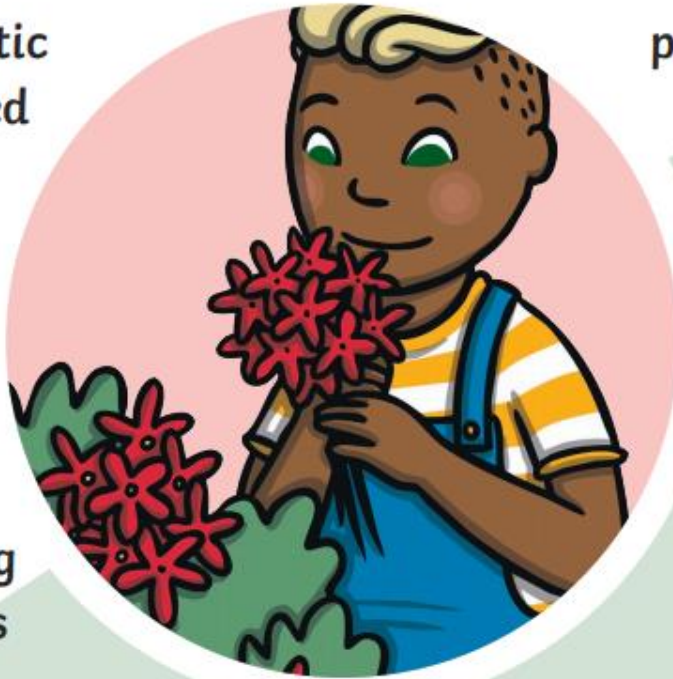


prickly
rough
scaled
silky
slimy
smooth
sodden
spiky
spongy
velvety
waxy
wet

What does it feel like?

twinkl

aromatic
deodorised
fishy
flowery
fresh
heady
minty
musty
nauseating
odorous



perfumed
pleasant
putrid
reek
rotten
scent
stench
stinky
strong
woody

What can you smell?



big
blue
fat
green
long
orange
pink
purple
red

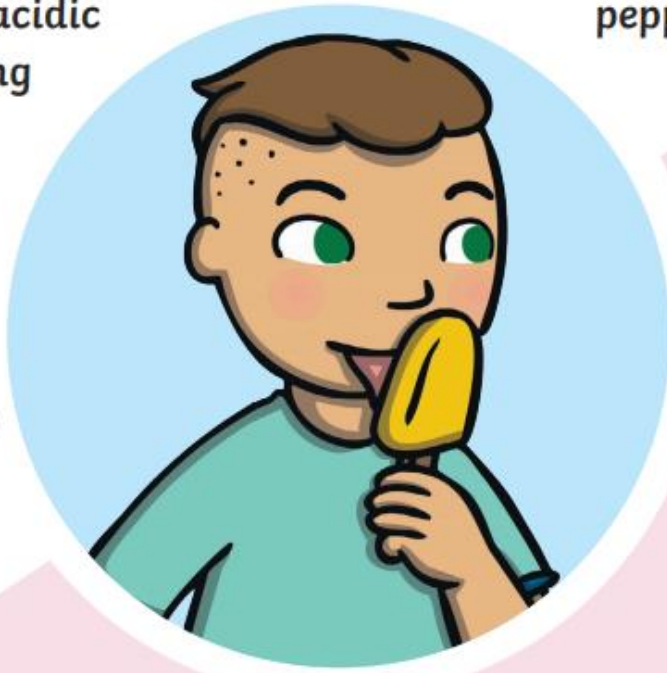


short
small
spotty
stripey
tall
thick
thin
white
yellow

What can you see?



acidic
appetising
bitter
bland
creamy
dry
fishy
flavoursome
foul
fruity
greasy



peppery
pungent
salty
seasoned
sharp
sour
spicy
sugary
sweet
tangy
tart

What does it taste like?

