



Please complete your daily learning tasks every day.

Then complete 1 Reading, Writing and Maths task each day, in sequence, from the activities (on the second page) for at least 20mins.

Please make contact with us every day to show us you have started your learning, this may be through a short message or photo, this is how we mark the roll.

Then make sure you upload your 3 essential learning tasks, plus any other activities you would like to celebrate by sharing with your teacher.

## Complete these daily learning tasks every day...

### Independent Reading for 10-15 minutes

Find a 'Good Fit' book from your learning space/reading level in Sunshine Online, Epic or Literacy Planet.

- This week we are continuing to focus on **Fluency**
- We want our reading to sound **smooth**.
- At the end of each page re-read, practising your **smooth reading**.
- If you get stuck on a word don't forget to use your reading strategies and **Jolly Phonics chart**.

**NOTE:** Comprehension Question Task Card before, during and after to help guide your child with their text.

### Complete your Word Study for 15-20mins

- Read your rainbow words as flashcards for 5minutes
- Practice writing your rainbow words for 10-15 minutes by:
  - completing some tasks from the **Fun Spelling** photo board (sent out in week 1 as an attachment)
  - **OR** completing one of the harder options from the **Spelling Choice Board** (contained in your learning pack)
  - **OR** Literacy Planet: <https://app.literacyplanet.com/log>

### Complete Counting Caterpillar for 10 minutes

- Continue to practise the goal you are working on in your Counting Caterpillar grid book (at least 3 times a week)
- OR** write them on a whiteboard or long strip of paper leaving out missing elements.

### Log in to Essential Assessments

- Complete 10 minutes of your assigned tasks (at least 2 times a week)

\*\*Instructions on how to log in to Essential Assessments are in your Learning Pack.

## On Friday...

1. Get a family member to **test** you on your Rainbow Words. Move onto the next list if you can read **MOST** (1-2 errors) of the words.
2. Get a family member to **test** you on your Counting Caterpillar goal using the script provided in the folder. You need to **SAY** your skip counting pattern accurately without using any resources. Only move onto your next goal when you've completed a page and can fluently **SAY** your skip counting pattern.

## Essential Learning Tasks to be submitted to your teacher on Flexibuzz by the end of Friday...

**Reading:** Activity 3- Sequence Activity

**Writing:** Activity 4 - Writer's Notebook

**Maths:** Activity 5 - Ways to add my number.

## Other learning tasks you may like to complete at home...

### Family Time

- Make **ANZAC Biscuits**. With a family member, use the ANZAC Day recipe at the link below and make some yummy ANZAC Day biscuits  
<https://drive.google.com/drive/folders/1SUSBO5RlOzEmKTsztyM3y1P9OxZoVoZF?usp=sharing>

### Library

- Practice reading your favourite text until you are fluent and smooth. Maybe you'd like to record it and send it to your grandparents or read it out aloud to your family like a teacher does at school.

### Stem Challenges

Create a **LEGO Tree House**

- Using a lego board and lego pieces, create a tree house.
- Look online for 3D versions and inspiration!



### Inquiry Focus: Earth's Natural Resources

Term 2 Big Idea: Everyone plays a role in using and protecting Earth's natural resources

- View:** <https://www.youtube.com/watch?v=Qw6uXh9yM54>
- Create:** a wonder wall. Ask yourself between 4-10 questions that are relevant to our big idea. Write these down and keep them somewhere special to see if we can answer them this term.





Complete 1 Reading, Writing and Maths essential learning task each day, in sequence, from the activities below for at least 20minutes.

The link to all Reading, Writing and Maths Videos and Resources for Week 3 will be uploaded on Monday morning.

**Reading Focus: The Gruffalo**

**Activity 1: Character Visualisation** (introductory video at [link](#))

- Using the Gruffalo [character description template](#) reread with a family member, **highlighting** the **adjectives** used to describe the Gruffalo. Now have a go at drawing a picture of what you think he looks like using the description. Label your drawing using the words in the description eg two large curly horns

**Activity 2: Character Setting**

Watch the Gruffalo: [www.youtube.com/watch?v=s8sUPpPc8Ws](http://www.youtube.com/watch?v=s8sUPpPc8Ws)

Where do you think the Gruffalo lives?

- Draw a picture of the setting in the story. Draw where the Gruffalo lives and label the parts of his home using interesting adjectives eg dark gloomy cave.

**Activity 3: Sequence The Gruffalo** (introductory video at [link](#))

Rewatch the Gruffalo: [www.youtube.com/watch?v=s8sUPpPc8Ws](http://www.youtube.com/watch?v=s8sUPpPc8Ws)

- Using the Gruffalo [sequence template](#), cut out the pictures and sentences. Read the sentences and match them to the picture. Place them into a booklet in the correct order of the story. Reread to make sure it makes sense.

**Activity 4: Retell The Gruffalo - using puppets**

Rewatch the Gruffalo: [www.youtube.com/watch?v=s8sUPpPc8Ws](http://www.youtube.com/watch?v=s8sUPpPc8Ws)

- Draw pictures of the characters in the text The Gruffalo. ie. Snake, owl, fox, Gruffalo and mouse. Cut them out and glue them onto icypole sticks or pencils. Use the important information to retell the story. You might like to create some settings in your house when retelling the story. Or draw the setting in a scrapbook.

**Activity 5: Questions for Gruffalo**

- Draw the character Gruffalo in the middle of a blank page
- Answer the below questions by writing them coming out of Gruffalo's mouth using speech bubbles.

What do you use your curly horns for?

How do you scare the animals in the woods?

Where do you sleep?

What is your favourite food?

- For **some extra Gruffalo Activities** (dot to dot, word find etc.), visit the link provided or click [here](#).

**Writing Focus: Descriptive Writing**

**Activity 1- Gruffalo Sentences** (introductory video at [link](#))

- Use some of the highlighted adjectives from the Gruffalo description text (see Reading Activity 1) to create your own sentences (or paragraphs). Don't forget to 'rainbow edit' your writing using the poster from last week!

**Activity 2: Gruffalo Setting Description**

- Write a sentence (or paragraph) describing where the Gruffalo lives. Make sure you use the adjectives you have labelled on the picture you have drawn in Reading,

**Next week** we will be writing our own narratives (like the Gruffalo). This week, we will begin to plan our story by thinking about the **character** in our story and the **setting**.

**Activity 3: Character and Setting Description**

Watch the video at the link.

- Think about the setting you would like for your story and draw a picture of it in your Writing book.
- Think about the **character** you would like to have in your story. Draw a picture of your character in your Writing book. Give your character a name.
- Write sentences about your setting OR character.

**CHALLENGE:** Write 2 paragraphs; one describing the character, one describing the setting.

**Activity 4: Writer's Notebook** (introductory video at [link](#))

- Look at the Stimulus picture
- Finish the sentence, 'The rain was pouring down...' Try to use a range of verbs and adjectives in your sentence. Draw a picture to match your sentence.

**CHALLENGE:** Write a paragraph (or short narrative).

**Activity 5: Handwriting**

- Complete the next 2 letters in your handwriting book-across the 2 pages. Practice writing the letters on a whiteboard, with chalk on concrete to warm up.

**Maths Focus: Mental Maths Addition**

There are different strategies we can use to add numbers together. Read through the [posters](#) at the link and discuss.

**Activity 1- Counting on with Finger Fun.**

- Flip 2 cards over to make a 2 digit number. Flip a third card and count on to find the answer. Record 15- 20 different equations like this  $34 + 5 = 39$

**CHALLENGE:** Flip 3 cards (count back if counting on is too easy).

**Activity 2- Doubles and Near Doubles** (introductory video at [link](#))

- Watch the video at the link: <https://www.youtube.com/watch?v=NDqbCfplYrg>
- Practice saying your doubles as far as you can go.
- Make a list of doubles up to 10 and their near doubles. eg;  $7+7=14$   $7+8=15$  because 7 and 7 are 14 and 1 more is 15.

**CHALLENGE:** Complete doubles activity with numbers beyond 10.

**Activity 3- Doubles and Near Double**

- Print out or make your own game board (see [link](#)) and make either the dice or the spinner. Play the near doubles game by adding up the numbers.

**CHALLENGE:** Change the numbers on the board by adding a 1 in front of them.

**Activity 4 - Highest Number Wins**

- With a family member, divide the card deck in half (each person has half the deck each).
- Each person flips over 2 (or 3) cards and adds the cards together (trying to use strategies they have learnt this week).
- The person whose cards add to the highest number, wins.
- Repeat.

\*\*You could change the winner to the lowest number.

**CHALLENGE:** Use 4 or more cards.

**Activity 5 - 'Ways to Add my Number'** (introductory video at [link](#))

- Choose a suitable number. Brainstorm **as many** ways you can add up to that number. eg  $16 = 8 + 8, 7+9, 10+6, 15+1$ .

TIP: Use your Counting caterpillar to help you guide the type number you should choose (eg; 2 or 3 digit).



SPECIALIST ACTIVITIES

Week 3

**ART**

Hello Year 1! I hope you enjoy your art task for this week. Click on the link below - this week is about portraits.

[https://docs.google.com/document/d/1b2g\\_Bp4K5GVmRIND\\_t2Kn4N5fknfXWUFq2sqoDLxwG4/edit?usp=sharing](https://docs.google.com/document/d/1b2g_Bp4K5GVmRIND_t2Kn4N5fknfXWUFq2sqoDLxwG4/edit?usp=sharing)

**PERFORMING ARTS**

*'Create Your Own Dance Moves'*

Watch or listen to our Drysdale Primary School Kids Matter Song: 'Happy' by Pharrell Williams

<https://www.youtube.com/watch?v=MOWDb2TBYDg>

- How does this song make you feel?
- Why do you think it is a good song to use at Kids Matter Assembly?
- What do you like about this song?



**Dance Task:** Can you make your own dance that for this song using the 'Dance and Beats 21 Basic Moves Chart' (See below)

**LANGUAGES**

**Indonesian**

Illustrate a picture of your family, your class or another group you are a part of e.g. a sports club.

Next to the illustration of yourself write the word 'Saya' (me, I, my).

When you draw other people in the picture, label the pictures - 'Nama dia \_\_\_\_\_' (their name).

Nama - name

Dia - his/her

**Interesting Fact** - In Indonesia it is common for extended family to live together including grandparents, aunts, uncles and cousins.

**Kaki Lima**

In Indonesia, many sellers travel the streets through the day with these carts. 'Kaki Lima' (five legs) - two wheels, a stand and the two legs of the person pushing this cart.

<https://www.youtube.com/watch?v=6qa3l1JGr3A>

**Lagu (song)**

Here is the goodbye song we sing at the end of the lesson -

Sampai jumpa, sampai jumpa, sampai jumpa.

Sampai jumpa, sampai jumpa, sampai jumpa.

Sampai jumpa kelas.

Sampai jumpa Ibu Hurt.

Sampai jumpa, sampai jumpa, sampai jumpa.



## PHYSICAL EDUCATION

Try to do something daily totalling 30 minutes of physical activity. This could be anything, walking the dog, playing on the tramp, just dance videos, etc.

Complete the 3 physical education tasks below.

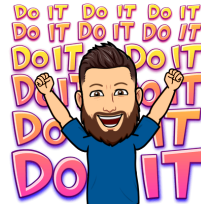
Video demonstrations of the activities can be found at <https://vimeo.com/showcase/moovosity> (password is *moovosity*)

### **Level Catches**

Equipment: A ball of any size between two.

Instructions:

1. Stand facing your partner at close range.
2. Begin by throwing and catching with your partner with a ball of any
3. Once you have thrown and caught a ball each at the first distance
4. If either pair drops the ball then you go back to the starting
5. A point is awarded each time you and your partner step back and



size

you both then take a step back away from each other distance.

the goal is to beat your top score achieved each time.

### **Soft Toy Catches Level 2**

Equipment: One soft toy per person

Instructions:

1. Begin by throwing and catching with your partner with one toy.
2. Once you're confidently catching one toy, then add the second toy and throw at the same time.
3. One can throw high and the other low or you could throw left and right.
4. Each catch is worth a point but they must be in a row. If you drop one, then you go back to the start and try and beat your score.

### **Catch Me Out**

Equipment: Lines / Markers, tennis balls

Instructions:

1. Any player starts with the ball and underarm throws the ball to any square
2. The aim is to get the ball to land in any one of the 4 squares on the court
3. All players are to attempt to catch the ball on the full without it landing in their square
4. If a player drops the ball, if the ball lands in their square or if a player throws the ball out of the court area on the full, that player moves down to square number 4 and everyone else moves up a square.
5. All throws must be above knee height

Variations: Allow a bounce before catching (easier), make playing space larger (harder)

### **Weekly Challenge**

<https://youtu.be/YTg7WrYD-ZA>



# DANCE 21 Basic Moves

**UPPER BODY**

clap  
clap

grab  
grab

shake  
shake

roll  
roll

swing  
swing

reach  
reach

shoulders  
shoulders

**LOWER BODY**

squat  
squat

jump  
jump

knee lift  
knee lift

kick  
kick

tap  
tap

tippy toes  
tippy toes

slide  
slide

**CORE**

pump  
pump

bend  
bend

twist  
twist

**HEAD**

nod  
nod

tilt  
tilt

look  
look

bop  
bop