

Year 1 Learning from Home – Term 3 Week 1

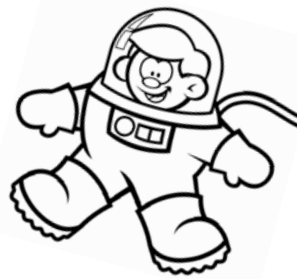
	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics <u>Focus Phonemes</u> ai ay a_e Practise spelling words containing the /ai/ phoneme. Use these words to write sentences.</p> <p>Reading <i>Problem</i> Draw a picture to represent a problem from a fiction book of your choice and describe the problem.</p> <p>Writing Choose a character and a setting. Using the writing structure, write a Wishing Tale. Use the Planning Template to help you.</p>	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics Practise reading and writing your camera words. Use your camera words to write sentences.</p> <p>Reading <i>Story Map</i> Create a fiction text of your own. Use the work sheet to help you create your ideas.</p> <p>Writing Choose a character and a setting. Using the writing structure, write a Wishing Tale. Use the Planning Template to help you.</p> <p>Handwriting Please complete the worksheet attached for the letters Cc and Hh.</p>	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics Complete the Looking Good spelling activity.</p> <p>Reading <i>Adjectives</i> Find 3 adjectives from a fiction book of your choice and use them in a sentence.</p> <p>Writing Choose a character and a setting. Using the writing structure, write a Wishing Tale. Use the Planning Template to help you.</p>	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics Complete the Camera Word Search activity. Can you find camera words?</p> <p>Reading <i>A New Ending</i> Make up a new ending from a fiction book of your choice. Draw a picture to represent the new ending and describe what happens.</p> <p>Writing Choose a character and a setting and write a Wishing Tale. Use the Planning Template to help you. Can you write a Wishing Tale without looking at the writing structure today?</p> <p>Handwriting Please complete the worksheet attached for the letter li.</p>

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Break	Remember to have a healthy snack and go and run around or play a game.			
Middle	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Practise adding and subtracting at your level.</p>	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Complete the addition and subtraction 'Problem Solving Worksheet'.</p>	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Complete the Thursday 'Measuring Area' worksheet.</p>	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Complete the 'Standard and Non-Standard Place Value worksheet'.</p>
Break	Remember to have a healthy lunch and go and run around or play a game.			
Afternoon	<p>HSIE HSIE Log in to inquisitive and do the bookmarked lessons.</p> <p>The instructions are below:</p> <p>Go to: http://inq.co/class/ha5</p> <p>Enter the code: 7477</p>	<p>PDHPE Yoga Poses</p> <p>Find a safe space (indoors or outdoors) to perform the yoga poses on each card provided.</p>	<p>Science Sensing Light</p> <p>Complete the 'Natural or Artificial Light' worksheet.</p> <p>Complete 'Drawing Sources of Light' worksheet.</p>	<p>Creative Arts</p> <p>For Drama today, you are going to participate in role play activities.</p> <p>Read the 'Drama activity: Sharing a story' instructions provided.</p> <p>Use drama resource sheets 1 and 2.</p>

Word Lists for Group

ai ay a_e a



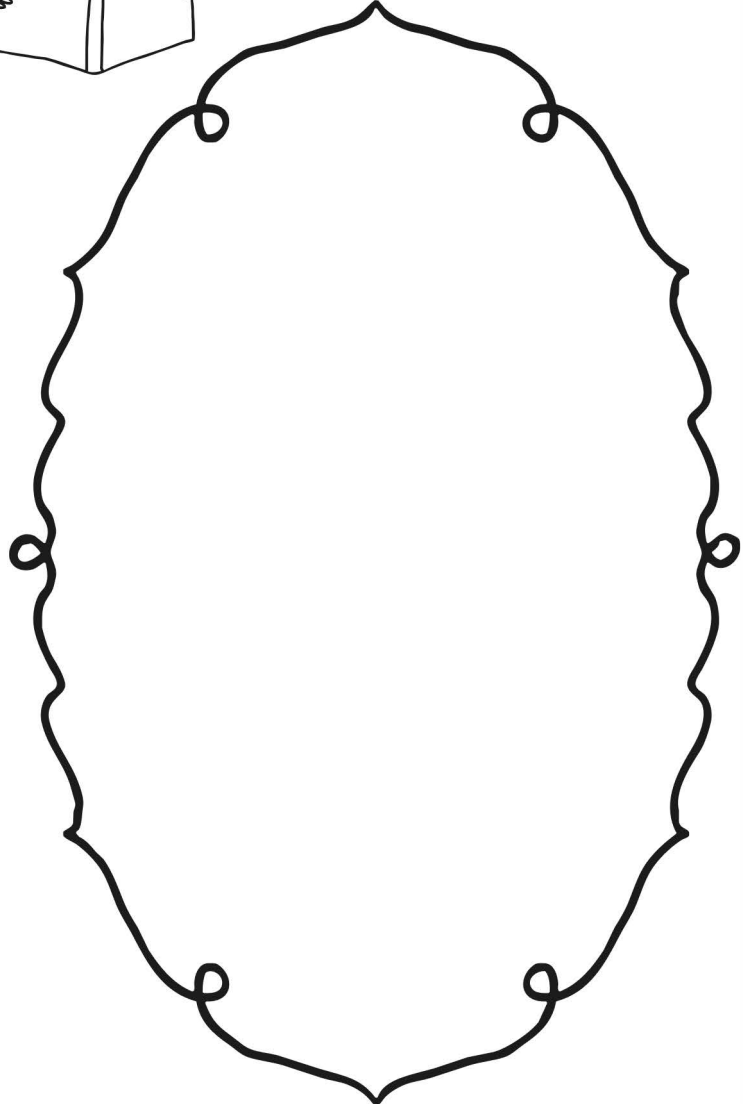
<i>a_e</i>	<i>ai</i>	<i>ay</i>	<i>a</i>
made	rain	hay	baby
shade	tail	day	April
age	laid	say	lady
cage	paid	ray	hazy
cave	bait	Fay	lazy
page	pail	May	apron
sale	chain	lay	alien
safe	aim	bay	pastry
brave	main	pay	crazy
tale	paid	gay	Words in the shaded area are a little more difficult.
bake	sail	may	
mate	pane	pay	
base	mail	way	
brake	hail	stay	
late	maid	tray	
case	wait	clay	
shake	fail	pray	
date	brain	slay	
rake	grain	Sunday	
plane	stain	stray	
take	again	fray	
fake	snail		
hate	train		
plate	afraid		
blade	grain		
grape	painting		
blaze	faint		
taste	brain		
flame	trail		
whale	waist		



Problem



Draw a picture to represent a problem in your book and describe the problem.



The Beautiful Wish

Once upon a time, there was a friendly fish who lived in a colourful coral reef.

The popular fish wished that she could have sparkly scales so she could be the most beautiful fish in the ocean.

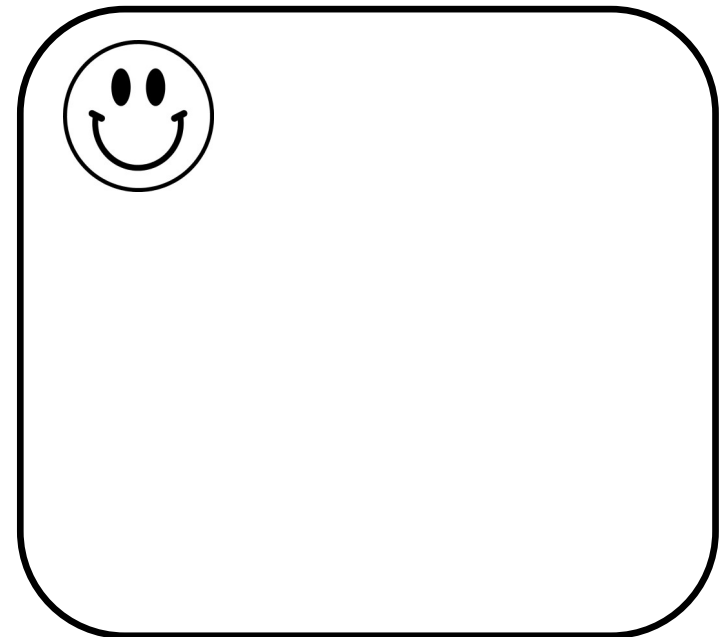
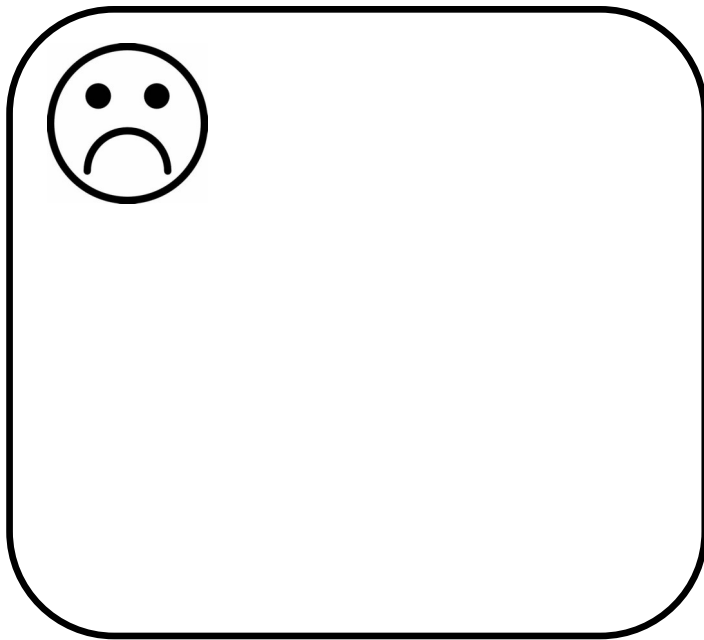
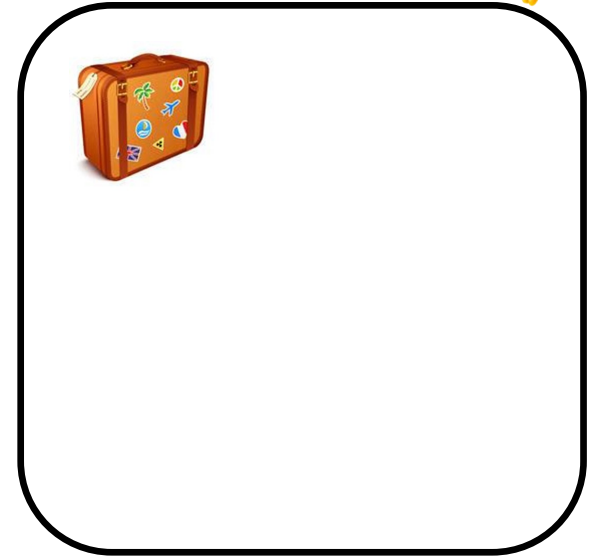
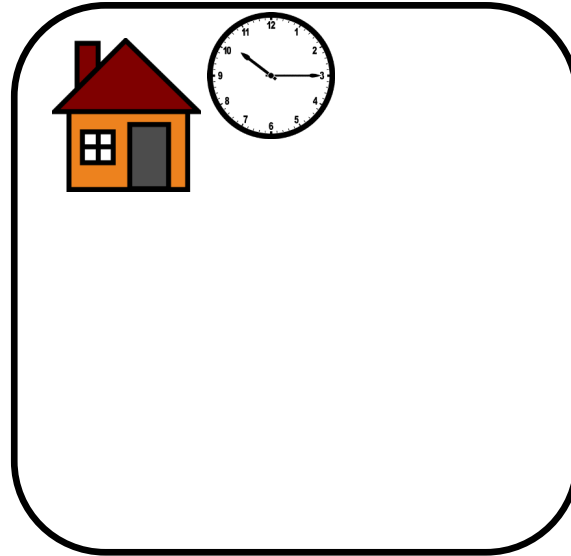
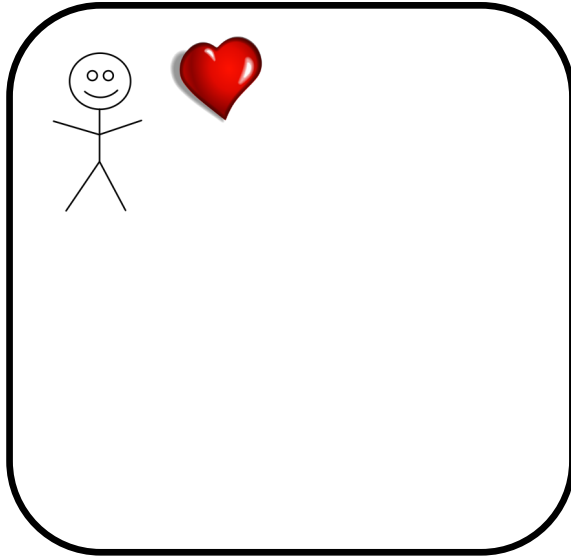
So one day, the focused fish was busy searching for shiny scales and didn't have time for her friends anymore.

But, oh no! Soon her friends stopped wanting to play with the little fish and she felt extremely lonely.

Luckily, the friendly fish decided that her friends were more important than looking beautiful.

In the end, she had more fun playing with her caring friends than searching for delicate scales.

Writing to entertain: Wishing Tales



Use the template below to help you write a Wishing Tale.
Remember to write the whole text in your book.

The _____ Wish

Once upon a time, there was _____ who lived in _____.

The _____ wished _____.


So one day, _____.

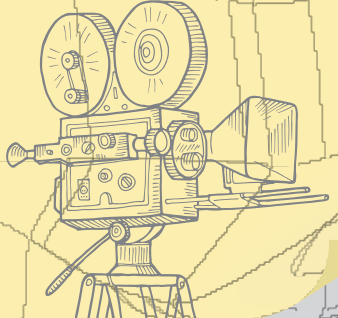
But oh no! _____.

Luckily, _____.

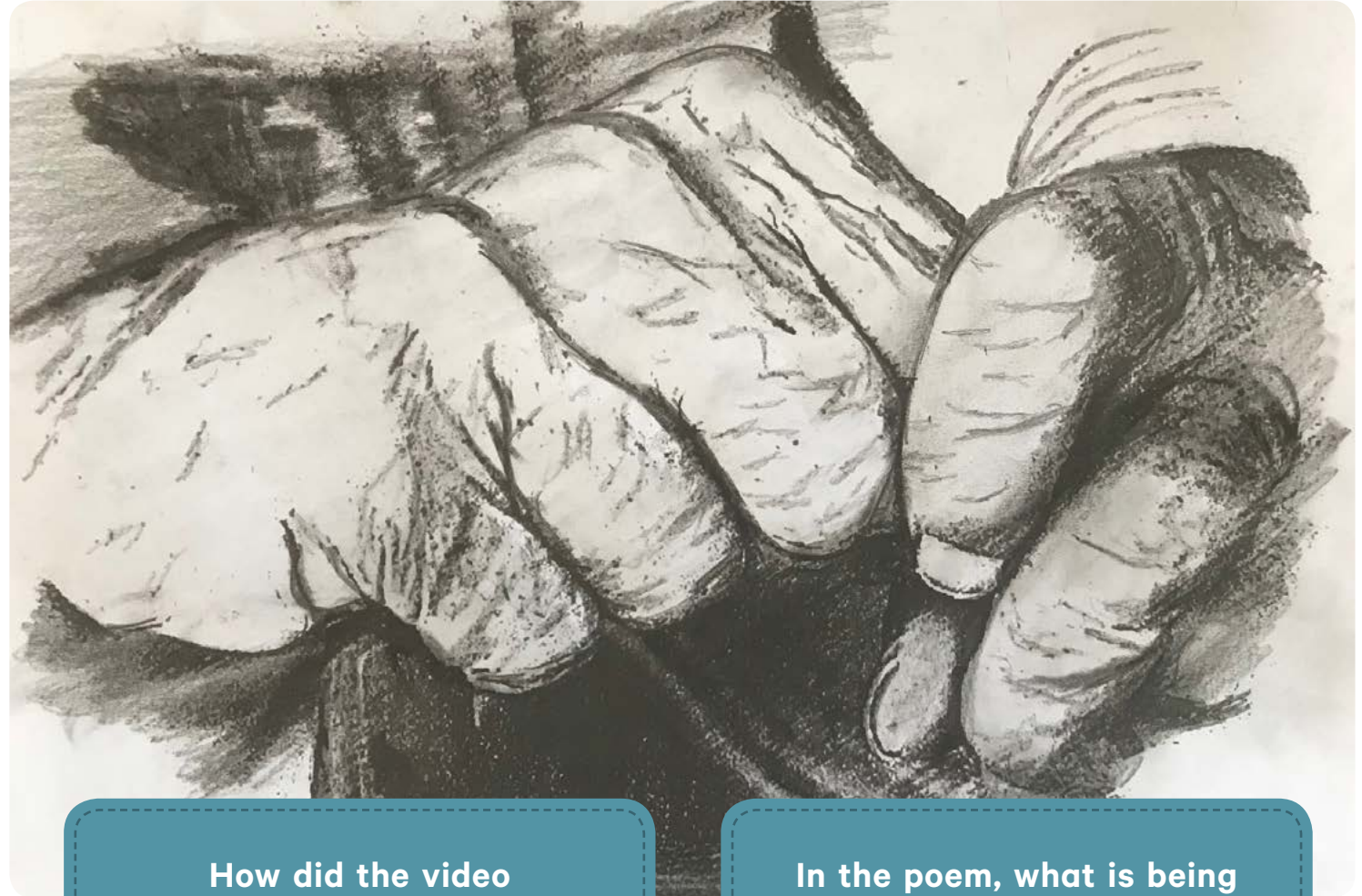
In the end, _____.

What do we know about the past?

1  Watch the video *These Hands*.



2 Have a **class chat** about what you saw and heard.



How did the video make you feel?

In the poem, what is being remembered from the past?

3 How can we learn about the past?

Look at these pictures and chat about them.



Information and story books



Listening to an older person's memories

What are some other ways to find out about the past?



Looking at old objects

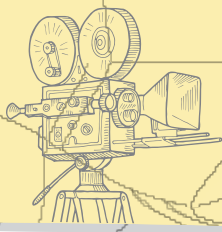


Sharing old photos

Listening to an older person share their memories can be a good way of learning about what life was like in the past. This is called **oral history**.

4

▶ Watch the video *How Times Have Changed*. Molly asks Gill some questions about when she was young.



Gill



What did you learn about my childhood?



5 What questions would you ask an older person about their childhood? As a class, use the topic ideas to help you think of some questions.



Our Wonder Wall

Home

School

Communicating

A rectangular piece of white paper with horizontal blue lines, taped to the wall under the 'Home' category.A rectangular piece of white paper with horizontal blue lines, taped to the wall under the 'School' category.A rectangular piece of white paper with horizontal blue lines, taped to the wall under the 'Communicating' category.

Transport

Toys and Games

A rectangular piece of white paper with horizontal blue lines, taped to the wall under the 'Transport' category.A rectangular piece of white paper with horizontal blue lines, taped to the wall under the 'Toys and Games' category.

6 An **interview** is when one person asks a question and listens carefully to the other person's response. Practise by interviewing a friend.





7

Choose two questions and write them below.
Interview an older person and write or draw their answers.

I will interview: _____

Question 1

Question 2





8 Families often share stories and tell tales from their past. Write or draw a favourite story your family tells.



Camera Words

Unit 1	Unit 2	Unit 3
I the was to are she	day of a he today for	all is me no said they
Unit 4	Unit 5	Unit 6
you play this come my have	like do says what going give	away look see very once we
Unit 7	Unit 8	Unit 9
one some want many love has	people live brother sister house where	her out there about his down
Unit 10	Unit 11	Unit 12
because two another more here our	friend their were your could four	half first good girl saw would

Book title: _____



Story Map A

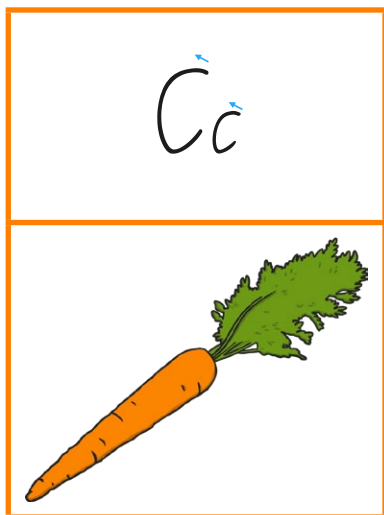


Character

Setting

Problem

Solution



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

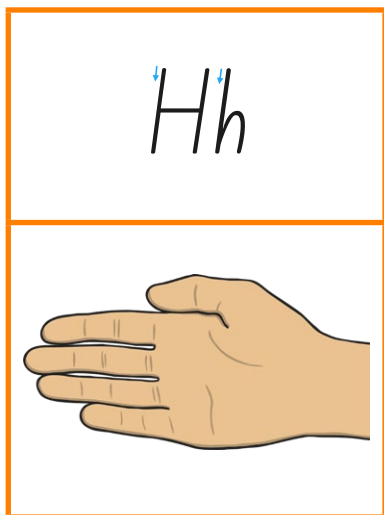
C C C

Cc Cc Cc

can

cat

come



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: h for hand.

Now copy the letters and words into your handwriting book.

h h h

H H H

Hh Hh Hh

her

his

hello

PROBLEM SOLVING

Adding and Subtracting Counting by Ones on a Number Line.

Instructions: Write a number sentence using the numbers for each question. Then work out the answer to the problem by drawing a number line. Decide if you need to add or subtract on the number line. Remember to write your answer in the number sentence after you do the working out.

(4a) Matt found these shells at the beach.



He gave 4 shells to Kelly.

How many shells does Matt have left?

(4b) Matt found these shells at the beach.



He gave 4 shells to Kelly.

How many shells does Matt have left?

(4c) Matt found these shells at the beach.



He gave some shells to Kelly.

Matt has 6 shells left.

How many shells did Matt give to Kelly?

Warrior II Pose - Virabhadrasana II

Benefits Strengthens and stretches legs and core; stretches chest and shoulders; relieves backaches.

- 1 Stand with your feet wide apart. Turn your left foot in and your right foot out 90°.
- 2 Inhale, and lift your arms parallel to floor.
- 3 Exhale and bend your right knee. Be careful not to extend your knee past the 90° point with your ankle.
- 4 Keep your torso tall, turn your head, and look out over your fingertips.
- 5 Inhale, straighten your legs and lower your arms. Repeat on opposite side.



Chair Pose - Utkatasana

Benefits Strengthens legs, stretches shoulders and chest.

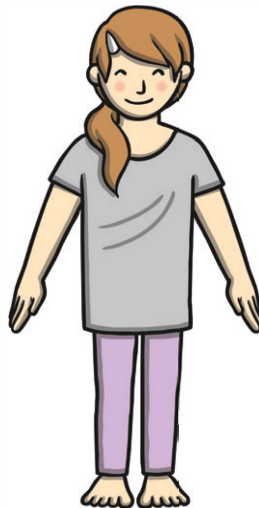
- 1 Start in mountain pose.
- 2 Exhale, and bend your knees as if you were sitting in a chair.
- 3 Reach your arms towards the ceiling, with your palms facing each other.
- 4 Hold this pose and breathe.



Mountain Pose - Tadasana

Benefits Improves posture, strengthens core, muscles and legs.

- 1 Stand tall with your weight balanced evenly on your feet.
- 2 Firm your thigh muscles and pull in your tummy.
- 3 Press your shoulders back and hold your arms out straight, a little way from your body.
- 4 Breathe deeply and hold as long as needed (at least two long breaths).



Tree Pose - Vrikshasana

Benefits Improves balance; strengthens thighs, calves, and ankles; stretches legs and chest; develops concentration.

- 1 Begin in mountain pose.
- 2 Lift your right foot, turning your knee out; place your foot below your left knee.
- 3 Press your hands together.
- 4 Raise arms overhead, and look up to your hands if possible.
- 5 Return hands to your chest, and lower your right leg.
- 6 Repeat with left leg.



Looking Good!

Ask a parent or older sibling to read the words below to you. Can you write the words in the correct column on the Looking Good worksheet?

Put a tick next to the words you spell correctly. Afterwards write 2 sentences using some of the words below.

Word List

<i>a</i>		<i>ay</i>		<i>ai</i>		<i>a_e</i>	
<i>baby</i>		<i>hay</i>		<i>rain</i>		<i>shade</i>	
<i>hazy</i>		<i>play</i>		<i>wait</i>		<i>late</i>	
<i>April</i>		<i>stay</i>		<i>afraid</i>		<i>bake</i>	
<i>radio</i>		<i>May</i>		<i>sail</i>		<i>grape</i>	
<i>apron</i>		<i>say</i>		<i>mail</i>		<i>shake</i>	

Looking Good!

<i>a</i>	<i>ay</i>	<i>ai</i>	<i>a_e</i>



Adjectives



Find 3 adjectives in your story and use them in a sentence.

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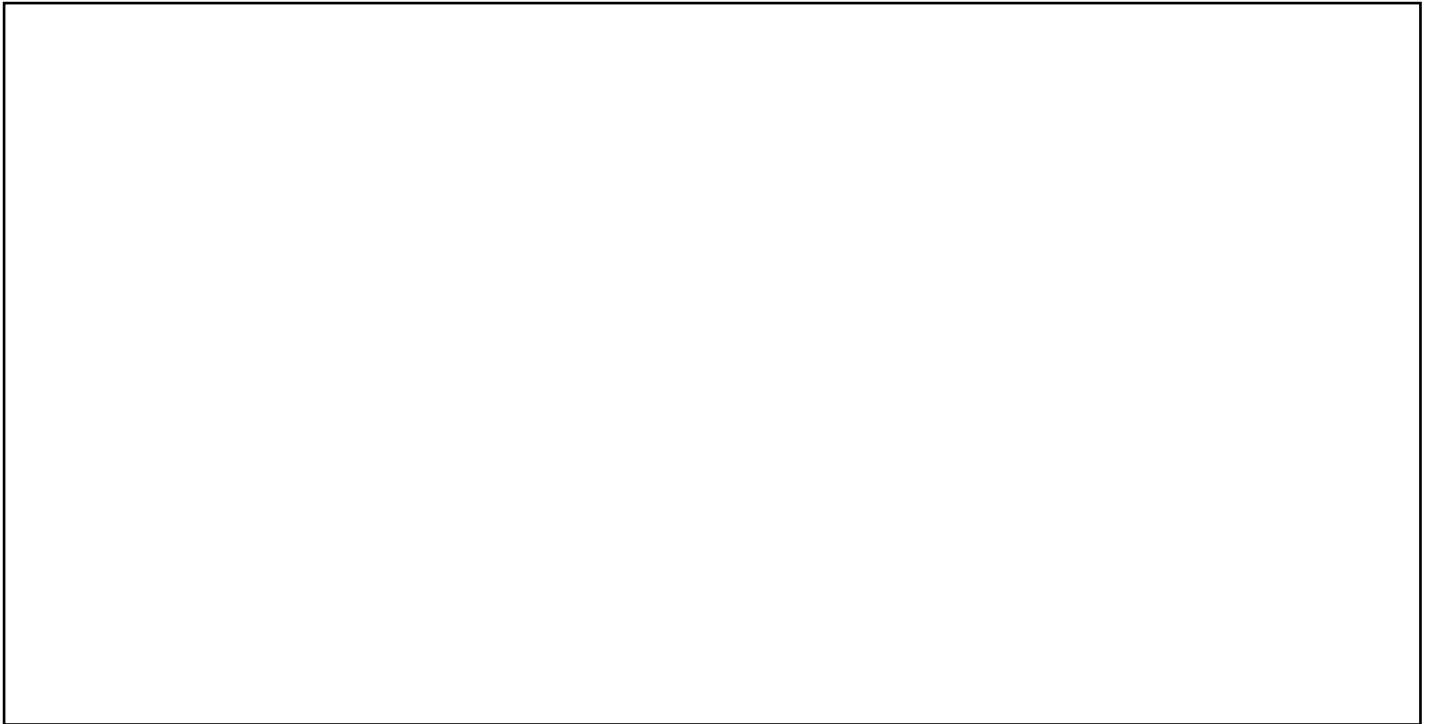
1. _____

2. _____

3. _____

Measuring Area

Using squares you have cut up, measure the area of the rectangle below and answer the questions.



Measuring using squares:

1. How many squares did you use to cover the area of the rectangle?



2. Are there any gaps or overlaps? _____

3. Is a square a good shape to measure area? Why? _____

What is the best shape to measure area? Why?

Natural or Artificial Light

Complete the worksheet by drawing and naming 5 sources of natural light and 5 sources of man-made light.

Natural	Artificial (man-made)
 <p data-bbox="335 638 478 683">lightning</p>	 <p data-bbox="989 638 1069 683">lamp</p>

Sources of Light



Draw and label 4 sources of light in the boxes below.



Camera Word Search

Today you are a camera word detective!

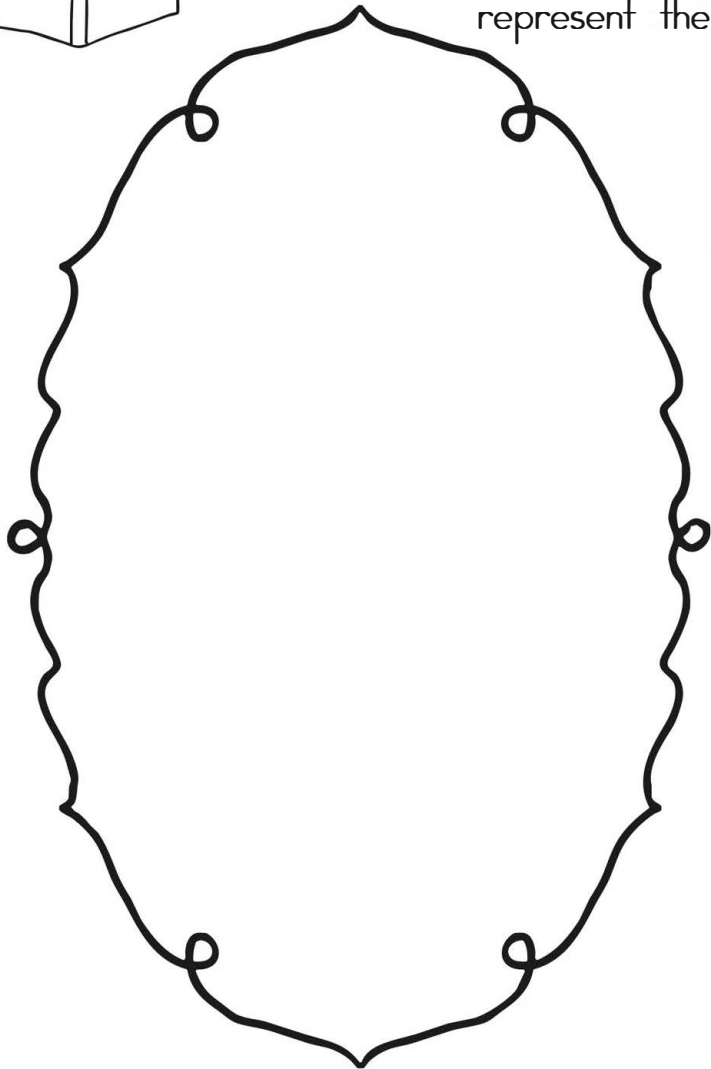
How many camera words can you spot in the books? Write down the camera words you find.

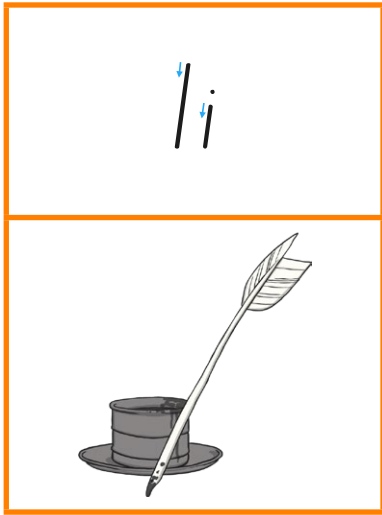


A New Ending



Make up a new ending for a story you have read. Draw a picture to represent the new ending and describe what happens.





Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: i for ink.

Now copy the letters and words into your handwriting book.

i i i

l l l

li li li

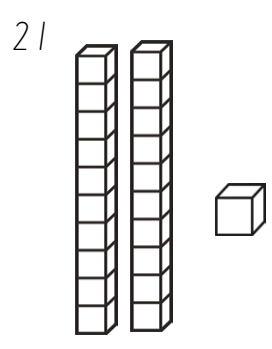
it

is

if

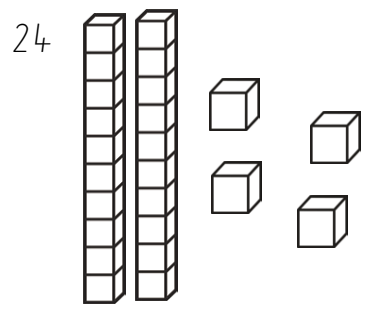
Standard and Non-standard Place Value: How Many Tens and Ones?

Example:



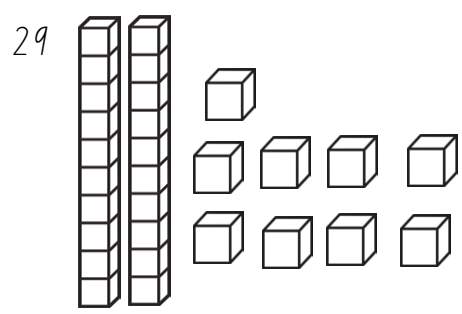
tens	ones
2	1

21 is 2 tens and 1 ones.
 21 is 21 ones.
 21 is 1 ten and 11 ones.



tens	ones

_____ is _____ tens and _____ ones.
 _____ is _____ ones.
 _____ is _____ tens and _____ ones.



tens	ones

_____ is _____ tens and _____ ones.
 _____ is _____ ones.
 _____ is _____ tens and _____ ones.

Now choose a teen number and try doing it on your own. Draw your place value chart and write your number sentence in your home learning book as you have done above.

Drama Activity—Sharing a Story

Focus: You will need to choose a family member to help you with this activity. You will use drama elements to explore different ways to tell stories. You are going to take on different roles by becoming different people and explore ways to show feelings using your body language.



Instructions:

- Talk about the how the following elements of drama will help you come up with actions in your drama play.

Elements of Drama:

Space: How can you use the space around you when pretending to be someone else?

Focus: What could you do to make the audience focus on the important parts of your drama play?

Mood: How can you create feelings in your drama play with sound, light, movement and the setting?

Time: What is your setting and how long is each part of your drama play?

Activity 1: Emotion cards.

Parent calls out the emotions on the cards and the student has 10 counts to create a statue showing that emotion. With each emotion, the parent asks them to give an example of when that emotion is felt (e.g. 'You can feel angry when your sister takes the last cupcake').

When we use facial expressions, in drama we are starting to build a storyline.

















Use resource 1 emotion cards to guide students.

Activity 2: Mime Role Cards

Parent calls out different characters and reads out roles on the cards and students have 10 counts to transform into the character. Students are to walk through the space as the character, considering the way they are moving. For example: Parent to call out cues (e.g. be the fireman, climb a ladder, spray the hose, put on your protective gear).

Use resource 2 mime scenario cards.

Drama Activity 1: Emotion Cards

 Happy	 Sad	 Angry	 Surprised
 Embarrassed	 Scared	 Frustrated	 Tired
 Hurt	 Bored	 Excited	 Confused
 Anxious	 Sick	 Disappointed	 Aggressive

Drama Activity 2– Mime Cards

Mime



Someone winning a race.

Think about the way they might move, their body language, their facial expressions and what they might be doing.

Mime



A weather presenter

Think about the way they might move, their body language, their facial expressions and what they might be doing.

Mime



Someone walking along the street and it starts to rain.

Think about the way they might move, their body language, their facial expressions and what they might be doing.

Mime



Someone running for the bus but it leaves before they get there.

Think about the way they might move, their body language, their facial expressions and what they might be doing.

Mime



A child opening up a really exciting present.

Think about the way they might move, their body language, their facial expressions and what they might be doing.

Mime



Someone taking a very strong dog for a walk.

Think about the way they might move, their body language, their facial expressions and what they might be doing.

Mime



Someone who has just scored a goal in a football game.

Think about the way they might move, their body language, their facial expressions and what they might be doing.

Mime



Someone who has hurt their knee.

Think about the way they might move, their body language, their facial expressions and what they might be doing.