

# Stage 1 Years 1 and 2 LEARNING AT HOME Week 3

26 July – 30 July 2021

This is a sample guide of activities that you could use at home with your child/children. Choose a range of activities from each Key Learning Area, making sure that you complete some English and Mathematics tasks each day. Some activities can be repeated daily.

## Structure of Your Day

At school we have a morning session, a middle session and an afternoon session. These sessions are broken up by breaks (recess and lunch). It is a good idea to structure your child's learning day at home the same way. Start at 9:00am, have a break at 11:00am (for recess) and another one at 1:00pm (for lunch). These times are a guide only.

<p><b>Year 1 words</b> Copycat 'y'</p> <p><i>win sit stop fry dry sky myself my dry sty crying flying trying more before</i></p> <p><b>Year 2 Words</b> 'ou' 'ow'</p> <p><i>snap swam out now town brown cloud loudly brown shout bounce owl mouth clown mouse flower flour loud cloud found crowd sunflower seventy eighty scrounge</i></p>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Spelling</b></p> <p>Draw a picture for each of your spelling words.</p>	<p><b>Spelling</b></p> <p>Write 5 interesting sentences using words from your list.</p>	<p><b>Spelling</b></p> <p>Choose a word from your list and write as many words as you can that rhyme with it.</p>	<p><b>Spelling</b></p> <p>Underline the vowels in your spelling words.</p> <p>Remember the vowels are:</p> <p style="text-align: center;">a e i o u</p>	<p><b>Spelling</b></p> <p>Write your words in alphabetical order.</p>
<p style="text-align: center;"><b>Sentence a Day</b></p> <p>Write a simple sentence. Each sentence needs a capital letter at the beginning, finger spaces between each word and a full stop at the end.</p> <p>Complete the following sentences. For example: I like to play basketball with my friends.</p>				
<p><b>Sentence a Day</b></p> <p>1. I am good at ...</p>	<p><b>Sentence a Day</b></p> <p>2. I like to play ...</p>	<p><b>Sentence a Day</b></p> <p>3. I like to eat ...</p>	<p><b>Sentence a Day</b></p> <p>4. My family is ...</p>	<p><b>Sentence a Day</b></p> <p>5. I love going to ...</p>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>



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<p>Choose a fictional book to read or access online books via Epic Reading.</p> <p>After reading, talk about the story.</p> <ul style="list-style-type: none"> <li>Who are the main characters in the story?</li> <li>What is the problem in the story?</li> <li>How is the problem solved?</li> </ul>	<p>Choose a fictional book to read or access online books via Epic Reading.</p> <p>Before reading, talk about the book.</p> <ul style="list-style-type: none"> <li>What is this book about?</li> <li>How do you know?</li> <li>What do you already know about this topic?</li> <li>Write 5 interesting facts about the topic and draw pictures.</li> </ul>	<p>Choose a fictional book to read or access online books via Epic Reading.</p> <p>After reading, choose a character from the story and describe them in as much detail as possible.</p> <ul style="list-style-type: none"> <li>What does the character look like?</li> <li>What clothing do they wear?</li> <li>How do they act?</li> </ul>	<p>Choose a fictional book to read or access online books via Epic Reading.</p> <p>After reading, draw a picture and write 1-2 sentences about what happened:</p> <ul style="list-style-type: none"> <li>In the beginning</li> <li>In the middle</li> <li>At the end.</li> </ul>	<p>Choose a fictional book to read or access online books via Epic Reading.</p> <p>After reading, complete the following sentence starters and draw a picture at the end.</p> <ul style="list-style-type: none"> <li>This book is about.....</li> <li>My favourite part of the book was.....</li> </ul>
<p><b>Writing - Year 1 and 2</b></p> <p>Draw a monster and use adjectives to label your monster of any shape with no more than: 4 legs and arms, 5 eyes, 3 horns and 1 tail.</p> <p>Use the adjectives to write a description about the monster you drew.</p>	<p><b>Writing - Character Description</b></p> <p><b>Year 1:</b> Use adjectives to describe an animal including: size, shape, colour, number and texture to write a description</p> <p><b>Year 2 (and Year 1 extension):</b> in addition to the above, include the following:</p> <p>Title - name using alliteration (eg. <b>M</b>agic <b>M</b>olly), a hook, personality, description and closing.</p> <ul style="list-style-type: none"> <li>Think of different ways to start your sentences. Name/He/She/On top of/At the end of/Under his</li> <li>Edit your description using a different coloured pencil.</li> </ul>		<p><b>Revision - Informative writing</b></p> <p>Task: Google or research about your favourite animal.</p> <p><b>Year 1:</b> Write dot points about your animal and include: classification, appearance, movement, habitat, diet, lifecycle and interesting facts.</p> <p><b>Year 2 (and Year 1 extension):</b> Write an information report on your animal. Remember to:</p> <p>Write in paragraphs. Begin each paragraph with the noun (name) of the animal in the first sentence. Include adjectives. Use different ways to start your sentences. Name/They/On top of/Did you know. Edit your writing.</p>	

**Brain Break - Time for an activity. You may like to play in your backyard, go for a walk with an adult, play a game outside, go on your trampoline.**



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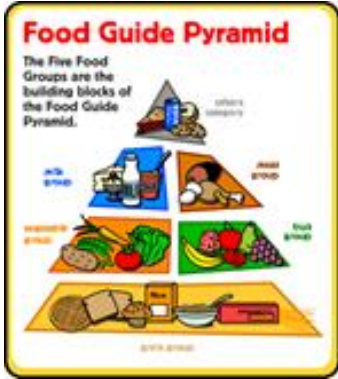
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Mathematics				
<p><b>Year 1:</b> In your book show the number <b>21</b> using 3 of these activities:</p> <p><b>Year 2:</b> Show the number <b>53</b> using 3 of these activities:</p> <ul style="list-style-type: none"> <li>* Number Line</li> <li>* Ten frame</li> <li>* In words</li> <li>* Drawing</li> <li>* Write the number before and after.</li> <li>* Count to and back from that number</li> <li>* Tally marks</li> <li>* Write a number sentence</li> <li>* Ten less, ten more</li> </ul>	<p><b>Year 1:</b> In your book show the number <b>33</b> using 3 of these activities:</p> <p><b>Year 2:</b> Show the number <b>77</b> using 3 of these activities:</p> <ul style="list-style-type: none"> <li>* Number Line</li> <li>* Ten frame</li> <li>* In words</li> <li>* Drawing</li> <li>* Write the number before and after.</li> <li>* Count to and back from that number</li> <li>* Tally marks</li> <li>* Write a number sentence for this number.</li> <li>* Ten less, ten more</li> </ul>	<p><b>Year 1:</b> In your book show the number <b>44</b> using 3 of these activities:</p> <p><b>Year 2:</b> Show the number <b>127</b> using 3 of these activities:</p> <ul style="list-style-type: none"> <li>* Number Line</li> <li>* Ten frame</li> <li>* In words</li> <li>* Drawing</li> <li>* Write the number before and after.</li> <li>* Count to and back from that number</li> <li>* Tally marks</li> <li>* Write a number sentence for this number.</li> <li>* Ten less, ten more</li> </ul>	<p><b>Year 1:</b> In your book show the number <b>40</b> using 3 of these activities:</p> <p><b>Year 2:</b> Show the number <b>99</b> using 3 of these activities:</p> <ul style="list-style-type: none"> <li>* Number Line</li> <li>* Ten frame</li> <li>* In words</li> <li>* Drawing</li> <li>* Write the number before and after.</li> <li>* Count to and back from that number</li> <li>* Tally marks</li> <li>* Write a number sentence for this number.</li> <li>* Ten less, ten more</li> </ul>	<p><b>Year 1:</b> In your book show the number <b>52</b> using 3 of these activities:</p> <p><b>Year 2:</b> Show the number <b>224</b> using 3 of these activities:</p> <ul style="list-style-type: none"> <li>* Number Line</li> <li>* Ten frame</li> <li>* In words</li> <li>* Drawing</li> <li>* Write the number before and after.</li> <li>* Count to and back from that number</li> <li>* Tally marks</li> <li>* Write a number sentence for this number.</li> <li>* Ten less, ten more</li> </ul>
<p>Solve the following addition problems using a number line:</p> <p>17+5= 19+8= 27+15=</p>	<p>Solve the following subtraction problems using a number line:</p> <p>18-7= 22-7= 35-16=</p>	<p>Find some Australian coins and talk about them with a family member.</p> <p>Draw the Australian coins in order from the coins with the least value to the coins with the most value.</p>	<p>Grab a bunch of pegs and make:</p> <ul style="list-style-type: none"> <li>- 3 groups of 3 pegs</li> <li>- 2 groups of 9 pegs</li> <li>- 5 groups of 1 peg</li> <li>- 6 groups of 2 pegs</li> </ul>	<p>Use pegs to help answer the following number sentences.</p> <ul style="list-style-type: none"> <li>*How many pegs altogether in 5 groups of 3 pegs?</li> <li>*How many pegs altogether in 8 groups of 4 pegs?</li> </ul>



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Brain break - take a moment to do something you enjoy. Listening to music, draw, play at home or go outside.				
History	Science and Technology	Personal Development, Health and Physical Education	Personal Development, Health and Physical Education	Creative and Performing Arts
 <p><b>Sydney Harbour Bridge</b>  <a href="https://www.slideshare.net/NickWesterman1/sydney-harbour-bridge-43087041">https://www.slideshare.net/NickWesterman1/sydney-harbour-bridge-43087041</a>  <b>Year 1 and 2</b>                      View the slide show on the Harbour Bridge.                      If you are not able to view the slide show, look at the picture and try to draw your own picture and label it using these words:  <b>granite pylon, steel arch, deck, south side, north side.</b>  <b>Year 2:</b> Write 5 sentences about the Harbour Bridge</p>	<p><b>Water Walk</b>  <b>Year 1 &amp; 2</b>                      Today you are going on a little walk around your house and outside if you can.                      Write down all the areas you find that are somewhere you can get water from (for example, kitchen tap, shower, bath, backyard tap).                      After you have written all of these down, choose 1 of the water sources you found and explain why you think they are there.                      For example: "I think there is a tap in the kitchen because...."  <b>Year 2:</b>                      Try your best to draw a bird's eye view map of your house. Draw a little circle for every water source you have</p>	<p><b>PBL Lesson - "We enter and leave the school safely through correct gates and road crossings."</b>                      Talk to a family member about what gate you usually use to enter and leave the school.                      Discuss the different ways you can be safe in those areas - for example, if you go to the back gate do you cross the road on your own? Can the teacher see you at your gate?                      Create a table with two columns.                      In one column, draw and/or write unsafe behaviours at your gate.                      In the other column, draw and/or write ways you can be safe at your gate.</p>	<p><b>Healthy Lifestyles</b>  <b>Year 1 &amp; 2</b></p>  <p><a href="https://www.youtube.com/watch?v=7rg15q-XnKg">https://www.youtube.com/watch?v=7rg15q-XnKg</a>                      Watch the YouTube video and draw a plate with a healthy dinner and another plate with a healthy dessert.                      Include at least one food from each of the 5 food groups into your healthy meal.</p>	<p>Using a medium of your choice (paints, coloured pencils, iPad, etc.), create an artwork of your <b>favourite thing about school.</b>                      Show your artwork to a family member and describe to them what it is showing and how you made it.  <b>Extension:</b> Use more than 1 medium (way / material) to create your artwork.                      For example, you may use crayon, paint, pencil or collage.</p>

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<p>using the above vocabulary.</p>	<p>found. Draw an arrow pointing towards your little circles and label them.</p>		<p>If you are not able to watch the video, use the Food Guide Pyramid picture to help you.</p> <p><b>Year 2:</b> Write 3 sentences explaining why you think we need to eat healthy foods.</p> <p><b>Sport - Hallway Soccer</b> Start by setting up a net on opposite ends of the hallway by placing some masking tape on the floor. After dividing into teams, grab a small plastic ball and let the fun begin.</p>	
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### EPIC Reading

<https://www.getepic.com/sign-in/educator>

Access this website to read along with engaging texts or independent reading. This site has a range of texts to suit all reading levels. Log in using the website above and then enter your class code. Find your name and happy reading.

**1 Orange Class Code:** hml0968    **2 Silver Class Code:** gpl8359    **1/2 Gold Class Code:** xmg0085    **1 Purple Class Code:** dmy6166  
**2 Lavender Class Code:** cdz7768    **1 Aqua Class Code:** vdk9930    **2 White Class Code:** mwl5005

### Google Classrooms

**1 Purple Class Code:** ik7nuti    **1 Aqua Class Code:** dtjixav    **1 Orange Class Code:** ppinpgh    **1/2 Gold Class Code:** z47cf6k  
**2 Silver Class Code:** j7y5wdx    **2 Lavender Class Code:** zg4ixnj    **2 White Class Code:** n2joxp6

### Studyladder

<https://www.studyladder.com.au>

Access studyladder to engage in Mathematics and English tasks. Teachers can assign tasks and check completion. Please contact your child's teacher via Google Classroom or by phone if your child does not know their log in details.



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Useful Websites	
<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a>	gonoodle helps teachers and parents get children moving with short interactive activities. Sign up for a free educator account. Dance, exercise, mindfulness.
<a href="https://cosmickids.com">https://cosmickids.com</a>	Yoga for kids – The presenter tells a story using yoga poses and children follow and listen to the story. More for younger years but there's a great Harry Potter one for middle-aged or older children.
<a href="https://mathsbot.com/">https://mathsbot.com/</a>	Mathsbot provides a range of online math tools to help students count. This website includes ten-frames and counters for students to use at home.
<a href="https://www.coolmath4kids.com/manipulatives/base-ten-blocks">https://www.coolmath4kids.com/manipulatives/base-ten-blocks</a>	Interactive base-10 blocks that students can use to help them learn about place value.
<a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a>	Once Upon a Picture provides pictures and questions that students can use as imaginative writing prompts. Click on a picture and scroll down to see some activity ideas.
<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	Videos of picture books being read on Youtube or School Tube
<a href="https://www.youtube.com/channel/UCVcQH8A634mauPrGbWs7QIQ">https://www.youtube.com/channel/UCVcQH8A634mauPrGbWs7QIQ</a>	Jack Hartmann Videos to help children move, learn and reinforce concepts in English and Mathematics at the same time.
<a href="https://www.artforkidshub.com/how-to-draw/">https://www.artforkidshub.com/how-to-draw/</a>	Art Hub for Kids - Videos of step by step drawing.
<a href="https://www.natgeokids.com/au/">https://www.natgeokids.com/au/</a>	Find amazing facts about animals, science, history and geography, along with fun competitions, games and more.
<a href="https://www.topmarks.co.uk/Search.aspx?AgeGroup=2">https://www.topmarks.co.uk/Search.aspx?AgeGroup=2</a>	Topmarks features various online games and activities tailored to different grades. The link provided features Year 1-appropriate games across different Key Learning Areas.

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## Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
  - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
  - The chair backrest should support the lower back and allow your child to sit upright.
  - The chair should move freely and not be restricted by hazards such as mats and power cords.
  - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
  - The screen should be positioned directly in front of your child.
  - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
  - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?

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## Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle

Try some origami

Create an obstacle course

Bake or cook something

Learn a magic trick

Paint or draw a picture

Make a joke book

Take photos of 10 living things

Build a blanket fort

Plan and hold a picnic

Make your own kite

Try a new board game

Play indoor mini-golf

Play Limbo

Write a letter to your future self

Potato sack race with pillow cases

Hold a tea-party

Make a time capsule

Hold a Karaoke concert

Play hide and seek

Open a pretend store

Blindfolded taste test

Look at photo albums

Have a paper plane contest

Play Pictionary

Play dress up

Play Restaurant

Try Yoga

Make a shoebox diorama

Learn a new card game

Put on a play

Make or play an instrument

Create a treasure hunt

Write or recite poem

Have a talent show

Make handmade presents

Choreograph a dance

Read a new book from the library

Play water bottle bowling

Play life-size Noughts and Crosses

Build the tallest tower

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