

Year 1 - Learning at Home - Week 1


Each of the activities included in this document are designed to last for approximately 30 minutes.

Please note: There is a writing-based task that we have asked you to send to your classroom teacher via email, on behalf of your child. Your child's classroom teacher will provide individual feedback based on this task. If your child wishes to send any other photos of their work at home, please feel free to do so. We hope to include these photos in our classroom blogs, which will be sent out weekly for the time being, as we are 'learning at home'.

SUGGESTED DAILY HOME LEARNING TIMETABLE

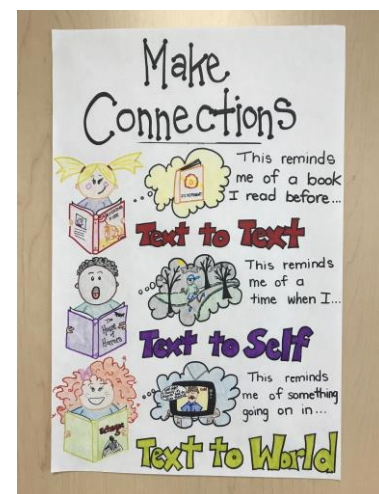
Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed and clean your teeth.
9:00am-10:00am	Healthy time	Take a walk outside, do some yoga (this may be online via Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)
10:00am-11:00am	Literacy	Complete set Reading, Writing or Phonics/Spelling Investigation task (2 activities per day in this hour)
11:00am-11:30am	Brain break	Have something healthy to eat and take half an hour to rest your brain
11:30am-12:00pm	Numeracy	Complete set Mathematics task
12:00pm-12:30pm	Health or BQT (Big Question Time)	Complete set Health or BQT task (three tasks in total are listed for three days this week)
12:30-1:30pm	LUNCH	
1:30pm-2:30pm	Specialists	Complete set Art, PE, Indonesian, Drama or Music task (One session per day)
2:30-3:30	Educational iPad Apps	<p>If you have an iPad, you may use apps such as Targeting Maths, Book Creator, Friends of 10, School Writing app, or any from the 2020 P - 2 suggested apps list (please contact your child's teacher if you do not have a copy of this).</p> <p>*Children may like to re-read previous classroom blog posts/school newsletters:</p> <p>http://nlpsgrade1a.global2.vic.edu.au/ http://nlpsgrade1t.global2.vic.edu.au/ http://nlpsgrade1l.global2.vic.edu.au/ http://nlpsyearch1r2020.edublogs.org/ http://newportlakesps.vic.edu.au/newsletter/</p>

Week 1 Mathematics

Curriculum Area	Focus	Activities
Maths	Mapping	<p>Session #1: Following Directions: Children will need to listen to these oral directions or read them independently, drawing on paper as they do it. Draw a tree in the middle of the page. Draw a rose bush to the left of the tree. Draw a house to the right of the tree. Draw a bird above the house. Draw 3 apples on the tree. Draw a fence below the house. Draw a dog beside the rose bush.</p> <p>Get a toy and give your child 3 directions for where to place it: on top of the table, to the left of the pot plant, beside the kettle. (If you have more than one child, a sibling could easily give these directions).</p> <p>Session #2 - Map designing Draw a birds-eye view map of somewhere you have walked to in the past few days. This may be a map of the route from the lounge room in your house to your bedroom, or a map of the route between your house and the park. Include arrows and directional language (such as forwards, backwards, left, right, clockwise, anti-clockwise, around, under, etc.)</p> <p><i>If your child posted their letter (see writing activities), they may like to draw a simple map of the route between their house and the post box, with the same prompts as above.</i></p> <p>Session #3 - Practising maths goal <i>It would be a good idea for students to continue to practise their counting goal at home, which may be listed below. You might like to ask your child to explain different ways that they have practised their goal at school so far...</i></p> <ul style="list-style-type: none"> - I will skip count forwards and backwards by 1s to 100, from any starting point. - I will skip count by 5s forwards and backwards to and beyond 100. - I will skip count by 2s forwards and backwards to and beyond 100. - I will skip count by 10s forwards and backwards to and beyond 100. - I will skip count by 3s, 4s, and other number sequences from any starting point. <div style="text-align: center;">  </div> <p>Targeting Maths App - <i>Optional purchase via the app store, for additional skills practise.</i></p>

Week 1 English/Literacy

<p>English</p>	<p>Reading: Making Connections - as readers it is important to discuss what a text reminds you of - this may be a connection to another book that you have read, or a movie you have seen... See the image on the right for other examples.</p> <p><i>Students should complete at least 15 minutes of Independent Reading every day, as per normal.</i></p>	<p>Discussing the focus of the reading with your child is really important; share connections of your own as well as getting them to share connections with you.</p> <p>Session #1 - Read a book to your child or listen to them read aloud a book. Discuss the book together and share your connections. Discuss what a connection is - you might like to come up with a definition in your own words together.</p> <p>You can read any book available to you each day, but if you're looking for a good read aloud, here are two links:</p> <p><i>Grandpa's Slippers:</i> Grandpa's Slippers <i>How to Babysit a Grandpa:</i> How to Babysit A Grandpa- Read Aloud</p> <p><i>Students then complete at least 15 minutes of Independent Reading.</i></p> <p>Session #2 - Return to yesterday's book and ask your child to express a text-to-self connection. Watch the following video: How does hand sanitizer kill germs? What does the following video about hand sanitiser remind you of, in your own life?</p> <p><i>Students then complete at least 15 minutes of Independent Reading.</i></p> <p>Session #3 - Return to a book that you have read this week. Ask your child to express a text-to-text connection, with a book that they have read in the past. For example, they may have the same ending, topic or characters. Prompt your child to explain how the two (or more!) texts are alike.</p> <p><i>Students then complete at least 15 minutes of Independent Reading.</i></p>
	<p>Writing: Synonyms and letter writing</p>	<p>Session #1 - Word Play: Create a word gradient for different words for GOOD. <i>Good, great, stupendous, amazing, super, wonderful, terrific, splendid, smashing, delightful</i></p> <p>(For parents, this may help with the purpose of this activity): Semantic Gradients</p> <p><i>Student to rank the words from the 'weakest way' of writing a word meaning 'good', to the strongest way.</i> Encourage students to use a couple of these words - where possible and appropriate - in their letter writing (explained below).</p> <p>Session #2 - Gratitude Letter Writing: Students are to write to someone working in the 'essential services'.</p>




		<p>For example, a worker at Coles that is stocking the shelves late at night; a nurse caring for victims of the virus; a worker at a pharmacy supplying medicine; a GP at the local doctors' surgery who is diagnosing sick people; a journalist who is getting the facts for the public and reporting back the essential information, etc.</p> <p>What their letter should include: Conventions such as commas, full stops, spaces. Greeting & sign off (Dear _____, From _____) Today, students should do a first draft of their letter.</p> <p>Session #3 - Revising/Editing/Publishing letter Students should re-read their letter aloud, making sure it makes sense. They should look over their spelling choices and consider whether there are any changes that need to be made. Parents to support their children in correcting important elements of their writing (try not to correct everything, so that the child is not overwhelmed or disheartened - choose the most obvious things that you think are the most important).</p> <p>Once corrected, ask your child to re-write on fresh paper in neat handwriting, including an illustration.</p> <p>Discuss ways with your child to deliver the letter - is it a matter of walking it down to the supermarket, or researching an address online and then posting it in the post box.</p> <p><i>ACTION: Children are to take a photo of their letter before it is sent and email it to their teacher. Teachers will provide feedback on this work at some stage this week, via a personal email reply. Please let your child's teacher know if you are having any difficulties with this.</i></p>
	Spelling investigation	<i>Due to it being a three-day week, we have not included a spelling investigation this week. You will see one included next week.</i>
Week 1 BQT (Big Question Time)		
BQT	<p>Our 'Big Question' for Term Two is:</p> <p>How and why do things change?</p>	<p>Session #1 Collect a series of baby photos - if possible, find a photo of your child from each year of their life so far. Children jot down the physical changes that have happened so far to their bodies (for example, hair has grown, they've gotten taller, grown more teeth, lost teeth, etc.) as well as the behaviour/personality changes (for example, what is something that they learnt to do each year? What can they do now that they couldn't do as a baby?)</p> <p>Children might like to be creative in how they represent this.</p> <p>Session #2 If possible, measure your child's height - record this and re-visit each week. Tally how many teeth have been lost so far - keep adding to it as they are lost!</p>

Week 1 Health

Health	Cyber safety - what are pop ups?	<p><u>Session #1: CyberSafety focus</u></p> <p><u>When unexpected things happen</u></p> <p>Introduce the concept of pop-ups with the following video. Watch it twice and after the second time, map out the events - students are to jot down in one sentence the main thing that happened in the beginning/middle/end: Child Focus 'E-safety'</p> <p>Brainstorm what students should do if/when they get a 'weird pop up' online. (For example, close the window, tell an adult, don't believe that you could actually win something by clicking on a button, etc.)</p>
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Week 1 Specialists

Art	Colour	<p>Colour Wheel</p> <p>Search for an image of a colour wheel like the colour wheel on the white board in the Art room. https://www.tigercolor.com/color-lab/color-theory/color-theory-intro.htm</p> <p>Create your own colour wheel by tracing around a plate to make the circle, then divide the circle into twelve sections. Colour each section accordingly using either pencils, textas or crayons.</p> <p>Label the 12 colours on your colour wheel.</p> <p>Check out the Tate Kids page for more activities, games and videos: Tate Kids</p> <div style="text-align: center;">  </div>
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LOTE Indonesian	Traditional Indonesian Stories	<p>Traditional Indonesian Stories – Kancil the Mousedeer</p> <p>These stories are all about a small Indonesian rainforest animal known as <i>kancil</i> (say 'kanchil') who plays tricks on other animals.</p> <p>Watch: Mousedeer and Tiger - Fables by SHAPES Sang Kancil Folktale from Indonesia https://www.youtube.com/watch?v=9uoaA5YYaiQ</p> <p>Research: Find out some information about <i>kancil</i> on the internet. What do they look like? Draw a picture and label it. What do they eat? Where do they live? Find 3 other interesting facts about <i>kancil</i>.</p>
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P.E.	Foot Skills	<p>Foot Skills</p> <p>Opening/Warm-up – Complete the movement exercises from the link below (approximately 12 minutes)</p> <p>Physical Activities For Kids: Get Active At Home!</p> <p>...or complete a circuit consisting of the listed exercises where students move from one exercise to the next every 30 seconds and have a short rest in between.</p> <p>Circuit exercises include – running on the spot, star jumps, sit ups, squats, frog leaps, balancing on one leg, ball bounce, hopping on the spot, jump rope, knee or full push-ups.</p> <p>Foot Dribbling Exploration</p> <p>Dribbling is when we move a ball with our feet, keeping it close and moving it in a given direction.</p> <p>Trapping is when we use our feet, thighs or chest to gain control of a moving ball by stopping it completely or redirecting it.</p> <p>Grab any sized round ball, preferably mid to large, and find a little bit of space. If you do not have a ball, grab a pair of rolled up socks instead.</p> <p>Complete the following activities:</p> <ul style="list-style-type: none">● Begin to dribble your ball in an open space using any part of your foot. Every so often, trap the ball by placing your foot on top of the ball gently.● Now you are going to practise dribbling the ball using only certain parts of your feet. You are still going to trap the ball the same way. Practise each one several times.● Dribble using the inside of both feet where the ball moves from your right to left foot continuously.● Dribble using the outside of both feet, taking it in turns to touch the ball with each foot. You will have to move a little from side-to-side behind the ball to ensure you are touching it with the outside of your feet.● Dribble using one foot at a time only. Start with your right foot and then repeat with your left. Dribble the ball where you alternate using the inside and outside of the same foot.● Dribble the ball any way you wish and make different lines and shapes on the floor/ground. For example straight, diagonal and zig-zag lines and circle, triangle, square and rectangle shapes. Can you dribble your name and age?● Obstacle Dribble – scatter several things in your open area. It can be cones, blocks, toys, books etc. (Just remember to pack everything up when you finish). Dribble your ball in between the obstacles. Try to avoid the ball touching them. Every so often, trap the ball with one foot, not your hands.
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<p>Music</p>	<p>Listening and analysis</p>	<p>Listening and analysis</p> <p>‘Sinfonia Antarctica’ was written by the English composer Ralph Vaughn Williams (1872 - 1958) and is based on the music he wrote for a movie about the Antarctic. This movie told the story of the disastrous expedition to the South Pole by the British explorer Captain Robert Scott. The piece is made up of 5 movements, describing different parts to a story.</p> <p>The Symphony No. 7 - ‘Sinfonia Antarctica’ has 5 movements;</p> <p>1 - Prelude https://www.youtube.com/watch?v=4XaKLLnrhzw 2 - Scherzo https://www.youtube.com/watch?v=oHiBUHIH_6A 3 - Landscape https://www.youtube.com/watch?v=v64_ETldWBU 4 - Intermezzo https://www.youtube.com/watch?v=AViRfxjINXg 5 - Epilogue https://www.youtube.com/watch?v=hoXeG_ziBdo</p> <p>Find a quiet spot and select one movement to listen to.</p> <p>Imagine you are to compose the music for a remake of the movie. Describe a scene and the type of music that would make good background music. Even if you cannot hear the music, imagine what it sounds like and share with someone at home what your piece would sound like. Use the elements of music to help you with your description. Explain what sorts of instruments you would use and why.</p> <p>I have given you an example of a description below;</p> <p>Scene 1. From the movement <i>Prelude</i>; “The start of the journey. The tempo is quick and lively. There is a mood of excitement created by the fast playing stringed instruments and the high-pitched flutes playing very short, loud notes. I liked this movement because of the energy. I can really picture an explorer embarking on a journey to the icy Antarctic.”</p> <p>In your description of a scene, you may want to focus on one or more of the elements of music;</p> <p>Rhythm/Tempo; Is there a rhythmic pattern that continues? Does the speed of the piece change? Is it fast/slow?</p> <p>Dynamics; Is it loud/soft? Does it change? What do the volumes/dynamics tell you about the story?</p> <p>Melody; Is there a main tune? What instrument do you think is playing?</p> <p>Harmony; What is the background music doing?</p> <p>Texture; Are there lots of instruments playing? Is the texture busy/thick? If lots of instruments are playing, what is that telling you about your story?</p> <p>Structure; Is there a main theme or melody in the music that comes back? Does the piece start the same way it finishes? How does this affect your storyline?</p>
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Drama	Puppets	<p>Introduction to puppets Advise your child that puppets have been used as a form of entertainment throughout history.</p> <p>Watch this clip: The very hungry caterpillar and then answer these questions:</p> <p>Did the actors stay in character? Did the narrator change their voice? What were the puppets made out of? When could you see what the puppets were doing? What could you use around the house to make puppets? What did the puppets do to help tell the story?</p> <p>Vocabulary words to research: Puppeteer Puppet</p>
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