

## Year 1 - Learning at Home - Week 2

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

*Please note: There is a maths-based task that we have asked you to send to your classroom teacher via email, on behalf of your child. Please feel free to send at any stage during the week, and Friday morning at the latest. This will allow for your child's teacher to provide individual feedback before the week is finished. 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***

*Just a reminder that this timetable is flexible - you may like to work with your child earlier in the morning or later in the day - or even on weekends instead of weekdays! Learning tasks can also be completed out of order.*

<i>Before 9:00am</i>	<i>Wake up</i>	<i>Eat breakfast, make your bed, get dressed and clean your teeth</i>
<i>9:00am-10:00am</i>	<i>Healthy time</i>	<i>Take a walk outside, do some yoga from online (Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)</i>
<i>10:00am-11:00am</i>	<i>Literacy</i>	<i>Complete set Reading, Writing or Phonics/Spelling Investigation task (2 activities per day in this hour)</i>
<i>11:00am-11:30am</i>	<i>Brain break</i>	<i>Have something healthy to eat and take half an hour to rest your brain</i>
<i>11:30am-12:00pm</i>	<i>Numeracy</i>	<i>Complete set Mathematics task</i>
<i>12:00pm-12:30pm</i>	<i>Health or Big Question Time (BQT)</i>	<i>Complete set Health or BQT task</i>
<i>12:30-1:30pm</i>	<i>LUNCH</i>	
<i>1:30pm-2:30pm</i>	<i>Specialists</i>	<i>Complete set Art, PE, Indonesian, Drama or Music task (One session per day)</i>
<i>2:30-3:30</i>	<i>Educational iPad Apps</i>	<p><i>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.</i></p> <p><i>* Children may like to re-read previous classroom blog posts/school newsletters:</i></p> <p><a href="http://nlpsgrade1a.global2.vic.edu.au/">http://nlpsgrade1a.global2.vic.edu.au/</a>  <a href="http://nlpsgrade1t.global2.vic.edu.au/">http://nlpsgrade1t.global2.vic.edu.au/</a>  <a href="http://nlpsgrade1l.global2.vic.edu.au/">http://nlpsgrade1l.global2.vic.edu.au/</a>  <a href="http://nlpsyear1r2020.edublogs.org/">http://nlpsyear1r2020.edublogs.org/</a>  <a href="http://newportlakesps.vic.edu.au/newsletter/">http://newportlakesps.vic.edu.au/newsletter/</a></p>

## Term 2: Week 2 Mathematics

Curriculum Area	Focus	Activities
Maths	Number	<p style="text-align: center;"><b>Session #1</b> <b>Open Ended Problem Solving</b></p> <p style="text-align: center;"><b>Note: please email a photo of your child's working out of the problem below:</b></p> <p style="text-align: center;"><i>You're having a birthday party and to get things ready, your parents have bought a big bag of lollipops - it has 24 lollipops in it.</i> (This number can be tweaked depending on your child's level of confidence with the question).</p> <p style="text-align: center;">Decide how many people are coming to your party - now make sure everyone gets the same number of lollipops each.</p> <p style="text-align: center;">Encourage your child to come up with more than one possibility of what the answer could be- especially if they pick 5 kids to come to the party and they then work out that this doesn't work out evenly. Discuss what they could do if there are leftovers. Children can use numbers/pictures/words to represent all of their solutions to the problem.</p> <p style="text-align: center;"><b>Extra challenge:</b> is there a finite number of answers to this problem? How many?</p> <p style="text-align: center;"><b>Sessions #2 - 5</b></p> <p style="text-align: center;">Select a different maths game to play each day from the matrix included after the maths sessions for this week.</p> <p style="text-align: center;">The games matrix will be used over the next few weeks as part of our Maths learning tasks, so you might like to print this out and tick off each game as you play them. We are mindful that some families might not have access to a printer at home, to please feel free to visit the office to collect a hard copy instead. These are all games that students have played in class this year, so ask them to teach you the rules if needed.</p> <p style="text-align: center;">This will also be a valuable resource for ongoing fluency practise for the remainder of the year so it would be a good idea to keep it somewhere easily accessible.</p> <p><b>Note:</b> students' counting goals are also listed in the matrix below. Please ask them what their current goal is and as they gradually improve, we are happy for them to move through the goals at their own pace. You may like to share a video via email of your child demonstrating their goal when they think they are ready to move on to a new goal. However, we are also happy for you to use your own judgement when providing a new goal. We are looking for not only accuracy, but also fluency. We want students to be confidently counting, and quickly!</p> <p><b>Targeting Maths App</b> - <i>Optional purchase for additional skills practise.</i></p>



# Maths Games for Home

## Ball Toss

Set a time limit e.g. 2 minutes.

Partners stand facing each other (about 1m apart) and toss a ball to each other. Each time the ball is thrown, each partner has to say the next value in the skip counting pattern.

Continue playing until the ball drops or the timer runs out. Play again to see how high you can get in the skip counting pattern.

**Note.** Students can use their personal counting goals as a guide for numbers to count by.

### Maths Counting Goals

- Count forwards and backwards by 1s to 100, from any starting point.

## Slot It In

Draw a box with 10 places.

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Players take it in turns to roll a die to create a 2-digit number and place it in one of the boxes. Each time you have to place the number in a box based on its value and the placement of other numbers.

E.g.

				34					
--	--	--	--	----	--	--	--	--	--

				34	X	57			
--	--	--	--	----	---	----	--	--	--

You can only place numbers between 34 and 57 in this box now.

If you can't place your number in one of the boxes based on the order, you miss a turn. Player with the most numbers on the board wins.

## Friends of 10 Facts

Partners face each other with a deck of cards face down between them.

One player flips a card over. The first player to say the 'Friend of 10' fact wins the card. Repeat.

E.g. flip 3, answer is 7.

You can also revise this game to practise doubling numbers. E.g. flip a 3, answer is 6.

You can also practise addition and subtraction by flipping 2 cards and finding the total or the difference.

**Challenge:** find the total of all yours cards put together at the end.

Find the difference between each player's totals (minus the smaller total from the larger total)

- Skip count by 5s forwards and backwards to and beyond 100.
  - Skip count by 2s forwards and backwards to and beyond 100.
  - Skip count by 10s forwards and backwards to and beyond 100.
- Challenge:**
- Skip count by 3s, 4s, and other number sequences from zero then any starting point.

**Date Game**

Using only the numbers in today's date and using any operation, players are to try and create number sentences that equal all the numbers from 1-20.

You can only use the numbers given in the date, but they can be arranged in any order.

E.g. .27 .03. 2020

$$1 = 3 - 2$$

$$2 = 2 + 0$$

$$3 = 7 - 2 - 2$$

$$4 = 2 \times 2$$

**Buzz**

Select a skip counting pattern and a 'Buzz' number.

Players stand in a circle and take it in turns to skip count by the chosen pattern. If the number in the pattern has the Buzz number in it, students must say 'Buzz' at their turn to stay in the game.

**5 Moves to 100 (Addition)**

Draw the following table using a mini whiteboard/ paper.

	H	T	O	Running Total
1				
2				
3				
4				
5				
				100

Players take it in turns to roll a die.

### Number of the Day

Pick a 2-digit number for the day.  
Draw or write everything you know  
about the number.

E.g. Write in Words

Name as 'Tens and Ones'

Picture

Number sentence

Odd or even?

Record as Tally marks

What's 1 more/1 less?

What's 10 more/ 10 less?

Real-world examples of where I see  
this number

### Mastermind

Use the following to track your guesses  
each time.

Hundreds	Tens	Ones

Mastermind selects a 3-digit number, with  
no repeating digits.

Players take turns to guess the number,  
each time getting feedback from the  
Mastermind.

**Circle** = correct number and Place Value  
spot

**Square** = correct number, wrong PV spot

Players use the clues each time to eliminate  
options.

Play using PV language e.g. students make  
their guesses each time in the following  
way "Does the number have 4 hundreds, 3  
tens and 2 ones... is the number 432?"

Each time, the player must decide  
if the number they roll will be  
worth a Ten or One.

Record the running total in the  
end column each time by adding  
the values.

The aim is to reach as close to 100  
as possible in exactly 5 moves.

E.g.

	H	T	O	Running Total
1			3	3
2		4	0	43
3			5	48
4				
5				

<p style="text-align: center;"><b><u>Celebrity Shape</u></b></p> <p>Players hold a picture or the name of a 2D shape held above their head.</p> <p>Players take it in turns to ask a yes/no question about their shape. A correct answer scores another turn. Focus on the language of corners, sides, curved/ straight lines. E.g. Does my shape have more than 3 corners?</p>	<p style="text-align: center;"><b><u>10 Questions</u></b></p> <p>Player selects a mystery number. Other players can ask 10 yes/no questions to guess the number by eliminating options each time.</p>	<p style="text-align: center;"><b><u>Memory</u></b></p> <p>Create 2 lots of cards with numbers 0- 10 on them. Alternatively use playing cards.</p> <p>Place cards facing down. Players take it in turns to flip over 2 cards at a time looking for Friends of 10 Facts.</p> <p>E.g. flipping a 6 and a 4. If you get a match, you keep the cards and flip again.</p>
<p>If you have a deck of cards or dice at home, the following activities can help to build students' number fact knowledge.</p> <p><b>Note:</b> you might also decide to create your own number cards with numbers from 0-100.</p> <ul style="list-style-type: none"> <li>• Pick up a card and ask students to say the number before/after, 2 before/2 after, 5 before/5 after etc. <ul style="list-style-type: none"> <li>• Roll 2 dice and add the numbers as fast as you can.</li> </ul> </li> <li>• Roll 2 dice and find the 'difference between' - subtract the smaller number from the larger number <ul style="list-style-type: none"> <li>• Roll 2 dice and then count on from that number by 2s, 5s, 10s etc.</li> </ul> </li> <li>• Order cards from 2 to 9 in a line, take out 2 cards and students to identify the missing numbers</li> </ul>		<p style="text-align: center;"><b><u>Higher/ Lower</u></b></p> <p>1<sup>st</sup> player selects a number between 0 and 100.</p> <p>2<sup>nd</sup> player takes guesses with the 1<sup>st</sup> player saying "higher/ lower" each time until they guess the number correctly.</p>

## Term 2: Week 2 English/Literacy

English

**Reading:**  
Visualising &  
Word Choice

*Students should complete at least 15 minutes of Independent Reading every day, as per normal.*

### Visualising



We use this strategy to visualise what is happening in the text.

This helps us to think about what might happen next, to remember details about the text and it helps us to get really involved in the text too.

All of this helps us understand the text better.



### WORD CHOICE

My writing has strong vocabulary

My writing includes colorful words and descriptions

My writing includes strong details to help my reader understand

**Session #1** - Parents read aloud a page from a book (obviously hide the illustrations if there are any!). Students draw what they are **visualising** based on the words the author has used to describe the characters, a setting or what is happening.

**Session #2** - Parents read aloud another page from a book (obviously hide the illustrations if there are any!). Students may even read a page themselves, provided that there are no illustrations. **If your child has an older sibling, their brother/sister might like to read to them instead.** Students should consider **Word Choice**... how does the writer's choice of words help you to visualise? For example, if you heard 'a dog sat on the rug', you might imagine something different to if it said, 'a large Dalmatian sat on the soft aqua rug'.

Encourage your child to notice/discuss/write down the word choices/phrases that they heard/noticed, that really helped them to visualise.

As an extra challenge, students may like to come up with other ways of saying the words that the author chose to use (synonyms).

### Session #3

Read the passage below (or your child may read it independently). Students draw what they are visualising/write down the descriptive words that helped them to visualise.

**Passage: The Black Rabbit**

*Rabbit woke up one morning and stepped out of his burrow into the bright sunlight. It was a beautiful day. But something was wrong, he was not alone. Rabbit was scared.*

*'Go away Black Rabbit!' he cried.*

*But the Black Rabbit did not move. Rabbit ran but the Black Rabbit was right behind him. Rabbit ran even faster. The Black Rabbit won't find me here! Thought the Rabbit, and he hid behind a tree. But when Rabbit stepped out from behind the tree...*

*there was the Black Rabbit right in front of him! Maybe he is not a good swimmer like me, thought Rabbit, and he jumped into the river and swam to the other side. But as he pulled himself up onto the bank... the Black Rabbit climbed out of the water too!*

*"What do you want?" cried Rabbit trembling. 'Why are you following me?'*

*But the Black Rabbit did not reply.*

*Rabbit began to run again, faster than he had ever run before- straight into the deep, dark woods. The forest was dark and quiet and Black Rabbit was nowhere to be seen. With a sigh of relief, Rabbit sat down and nibbled a carrot, until he noticed two eyes shining brightly in the dark.*

*'Oh No' thought Rabbit. 'The Black Rabbit has found me.'*

*But it was not the Black Rabbit. Rabbit ran as fast as he could out of the deep, dark forest, with the wolf close behind him. Then he tripped. Rabbit scrambled to his feet, but it was too late. He shut his eyes tight and waited for the wolf to attack... but nothing happened.*

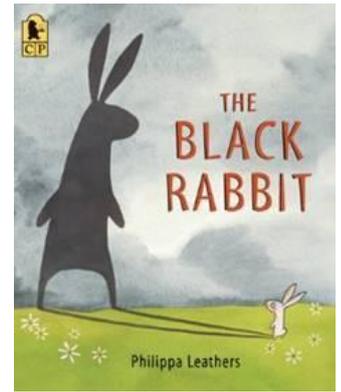
*Because there, standing in the sunlight behind Rabbit, was the Black Rabbit. Rabbit smiled, and somehow, he knew that the Black Rabbit was smiling back. Hand in hand, they bounced off across the field.*

Students may like to watch a read aloud of the text after they have visualised to compare what they drew, with the illustrator's work in the clip below:

**The Black Rabbit Mentor Text:** <https://www.youtube.com/watch?v=iHy8W0cNA2M>

**Sessions #4 & 5:** Select other texts to read to your child/for them to read independently. Encourage them to repeat the process of illustrating or recording noticeable words/phrases that helped them to visualise. It might be a good idea to select more literary texts that include detailed descriptions of characters/settings.

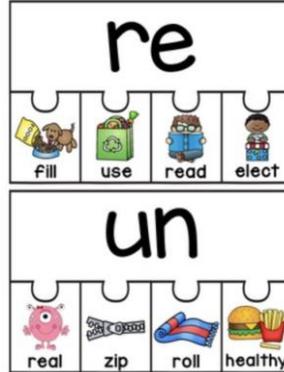
Roald Dahl is a great example of an author that does this very well.



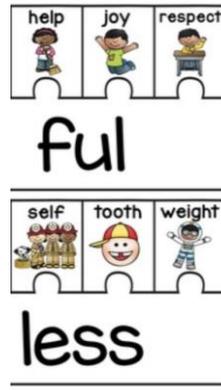
	<p><b>Writing: Recount Writing</b></p>	<p style="text-align: center;"><b>Writing warm-ups (5 - 10mins max):</b></p> <p>Before students begin any writing task for the day, it would be a good idea to have them practise their handwriting using the dotted thirds in their workbook. They need to remember to follow the starting points and directionality listed in the image below:</p> <div style="text-align: center;">  </div> <p>Select words for them to practise writing from their own writing or some of the words that they have collected in their reading.</p> <p style="text-align: center;"><b>Session #1 - 3 (You may like to continue this for the duration of our remote learning).</b></p> <p>Students or parents may take photos during the day (or alternatively draw a picture) and keep a journal. This could be anything at all that they've been doing to keep occupied. They may write about their feelings, thoughts etc.</p> <p>As a school we are having a big focus on Vocabulary/Word Choice in 2020, so please support your child to come up with <b>synonyms</b> for words as they write. For example, instead of writing <i>I walked my dog to the park</i>, a child could change it to, <i>I strolled down to the park with my small Jack Russell named George</i>.</p> <p style="text-align: center;"><b>Session #4</b></p> <p><b>As a follow up writing task to our reading focus</b>, students may write a description of their own fictional character. They will need to be very specific about what their character looks like (e.g. what they are wearing, what their shoes are like, what their hair's texture resembles, etc.) and then test out their description on someone else. Based on what this person drew, they can use this as feedback to revise their description (if their drawing didn't resemble what they first imagined, something isn't quite right!)</p>
	<p>Spelling Investigation</p>	<p style="text-align: center;"><b>Session #5 - Spelling investigation</b></p> <p><b>Note to parents:</b> This is a task that teachers introduce to students and then the students take the lead.</p> <p style="text-align: center;"><b>Focus: Prefixes and Suffixes</b></p> <p>Introduce/remind students of what a <b>base word</b> is...</p>

The part of the **word** that cannot be broken down is called a **base word**. The **base word** gives the **word** its basic **meaning**. Sometimes, **base** words have a prefix, which is a letter or letters added to the beginning of a word, or a suffix, which is a letter or letters added to the end.

Examples of some prefixes are below:



Examples of some suffixes are below:

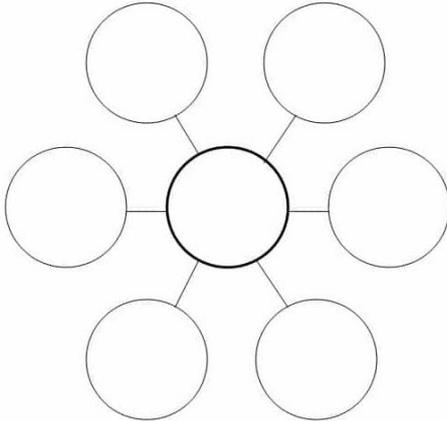


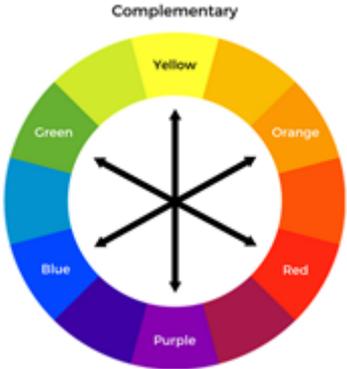
Students can look through books that they can read independently (Just Right books), listing any base words that they can find and then writing the prefix and/or suffix (if appropriate). Have your child think about what sometimes happens when prefixes or suffixes are added. Does the spelling of the base word change?

Encourage your child to search for and write down examples in their workbook of words that have the prefix **re-** and **un-** and words that have the suffix **-ful** and **-less**. They may like to create headings of each of these in their book, to jot down examples of each as they find them.

**Bonus:** can you find other examples of prefixes and/or suffixes?

BQT	How and why do things change?	<p>We are learning to be <b>researchers...</b></p> <p>Because we are learning about <b>change</b> through our Big Question, we want to use the <i>Behind the News</i> clip below to inspire some wonderings amongst our students. We want to support them to gather information from someone that they know, about how schools in particular, used to be. Children might like to interview a Grandparent/Aunty/Uncle, etc. basically someone in their family who went to school at least 20+ years ago.</p>
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		<p>Watch the video below twice:  <a href="https://www.abc.net.au/btn/classroom/old-school/10536244">https://www.abc.net.au/btn/classroom/old-school/10536244</a></p> <p>On the second viewing, children can pause the video in places where they have come up with a question to include in their interview.  They may like to record their questions down in a letter or have them written on a list that they might read over the phone to the person that they are interviewing.</p> <p>Support your child to come up with a creative way to represent their new information. (This could be a flyer, a newspaper-style report, a video report, a poster, etc).</p>
Health	<p>Being a good friend</p> <p>Being polite and using good manners</p>	<p><b>Session #1:</b></p> <p>Discuss how important it is to have lots of friends, rather than just one special friend. Brainstorm the positives of having multiple friends (for example, if your special friend is absent, you won't be alone; it's good to talk about lots of different likes and dislikes in a larger group; it's helpful to get along with lots of people in your grade/year level, etc.)</p> <p><i>Below in the Drama lesson for this week, children are asked to make puppets. You might like to use these puppets to role play scenarios that demonstrate how you can be a good friend.</i></p> <p>Read <i>Chester's Way</i> via <a href="https://www.youtube.com/watch?v=jTtRQJ2nSro">https://www.youtube.com/watch?v=jTtRQJ2nSro</a>  <b>Discuss:</b> what did Chester and Wilson learn, after meeting Lilly?</p> <p><b>Session #2:</b></p> <p>Discuss: good manners are about being polite and respecting other people's rights and feelings.</p> <p>Read <i>Tissue Please!</i> via <a href="https://www.youtube.com/watch?v=K5s9IufLVLw">https://www.youtube.com/watch?v=K5s9IufLVLw</a>  Draw a template like this one below, and brainstorm all of the different ways that we can demonstrate good manners to others.</p> 

<p>Art</p>	<p>Complementary Colours</p>	<p style="text-align: center;"><b>Complementary Colours</b></p> <ul style="list-style-type: none"> <li>• Research about what complementary colours are via: <a href="https://www.youtube.com/watch?v=QS3I-BKUI3g">https://www.youtube.com/watch?v=QS3I-BKUI3g</a></li> <li>• On your colour wheel draw a line between the pairs of colours</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• What are complementary colours? Write an explanation in your own words.</li> <li>• Draw the complementary colour pairs as swatches (small squares) so you can see them together – include as many shades of that colour as possible. For example; dark green, light green, grass green, fluro green and dark red, light red (pink) fire truck red.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Reds</td> <td style="text-align: center;">Greens</td> </tr> <tr> <td style="text-align: center;">Blues</td> <td style="text-align: center;">Oranges</td> </tr> <tr> <td style="text-align: center;">Yellows</td> <td style="text-align: center;">Purples</td> </tr> </table>	Reds	Greens	Blues	Oranges	Yellows	Purples
Reds	Greens							
Blues	Oranges							
Yellows	Purples							
<p>LOTE Indonesian</p>	<p>Story Telling</p>	<p style="text-align: center;"><b>Story Telling</b></p> <p>Find some more examples of Kancil stories. There are plenty more on YouTube to watch and also written stories that you can read with your family. Or follow these links...</p> <p style="text-align: center;"><b>Watch:</b></p> <p style="text-align: center;">Storytime – The Crocodile and the Mousedeer  <a href="https://www.youtube.com/watch?v=IFExlJaKxFA">https://www.youtube.com/watch?v=IFExlJaKxFA</a>  Deer and Crocodile <a href="https://www.youtube.com/watch?v=0s1jWvwINt0">https://www.youtube.com/watch?v=0s1jWvwINt0</a></p> <p style="text-align: center;"><b>Read:</b></p> <p>Outwitting a Crocodile <a href="http://www.topics-mag.com/folk-tales/folk-tale-cleverness-malaysia.htm">http://www.topics-mag.com/folk-tales/folk-tale-cleverness-malaysia.htm</a></p>						

P.E	Foot Skills - Kicking	<p style="text-align: center;"><b>Foot Skills - Kicking</b></p> <p style="text-align: center;"><b>Opening/Warm-up</b> – Complete the movement exercises from the link (approximately 7 minutes)</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=FaC-DVQy2Aw">https://www.youtube.com/watch?v=FaC-DVQy2Aw</a></p> <p style="text-align: center;">or move around in a set way in an open area for 30 seconds. Have a short rest and then try the next type of movement.</p> <p style="text-align: center;">Different ways to move may include – walking forwards, sideways or backwards, skipping, jumping with your feet together, hopping, sideways shuffling, crawling and jogging.</p> <p style="text-align: center;"><b>Kicking</b> – This week we are going to focus on kicking a ball off the ground for distance. When we are doing this, we need to use our bodies properly to ensure the kick is a good one. Here are some tips:</p> <ul style="list-style-type: none"> <li>- Eyes are focused on the ball throughout the kick</li> <li>- Have a 3-4 step run-up. Step forward towards the ball and place your non-kicking foot near the ball with toes pointing towards your intended target</li> <li>- Bend the knee of your kicking leg during the backswing for the kick <ul style="list-style-type: none"> <li>- Contact the ball with the top of the foot</li> </ul> </li> <li>- Kicking leg follows through towards the target after contact with the ball</li> </ul> <p style="text-align: center;">Grab any sized round ball, preferably mid to large, and find an open space. If you do not have a ball, grab a pair of rolled up socks instead. Complete the following activities (repeat a minimum of 5 times each):</p> <ol style="list-style-type: none"> <li>a) Kick your ball, run in front of it and trap it as it's rolling towards you by gently placing your foot on top of the ball.</li> <li>b) Kick your ball, run after it and trap it as it's rolling away from you.</li> <li>c) Kick your ball, run after it, jump over it and then trap it.</li> <li>d) Find an open wall space that you can kick your ball against. Kick the ball against the wall using the correct technique and trap it with your foot as it rebounds back towards you. Try to trap the ball with the instep or sole of your foot.</li> </ol>
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		<p>e) Partner passing. Stand a few metres away from a partner. Kick the ball to and from each other using the correct technique when kicking and trapping the ball.</p> <p><b>Bonus:</b> How far can you kick your ball? Mark the distance of your furthest kick and try to beat it whenever you have time to practise your kicking.</p>
<p>Music</p>	<p>Listening and analysis</p>	<p style="text-align: center;"><b>Listening and analysis</b></p> <p>'La Mer' is a piece by the French composer Claude Debussy (1862 - 1918) and is made up of three 'pictures';  <i>From Dawn till noon on the sea</i>, <a href="https://www.youtube.com/watch?v=66hX8Ms0FwE">https://www.youtube.com/watch?v=66hX8Ms0FwE</a>  <i>Play of the Waves</i>,  <a href="https://www.youtube.com/watch?v=GhNm3RSZyKo&amp;list=RDGHnM3RSZyKo&amp;start_radio=1">https://www.youtube.com/watch?v=GhNm3RSZyKo&amp;list=RDGHnM3RSZyKo&amp;start_radio=1</a>  <i>Impression of the aspects of the sea</i>,  <a href="https://www.youtube.com/watch?v=doUPBOA3hFE">https://www.youtube.com/watch?v=doUPBOA3hFE</a>  The piece has 3 movements that make up the whole piece.</p> <p>Find a quiet spot and play one of these movements. You will hear music that depicts waves rising and falling, the swell of currents and the sea spray blowing about. 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.</p> <p><b>Rhythm/Tempo;</b> Is there a strong tempo? Or is it a bit more free with no beat? Does the speed of the piece change? Is it fast or slow? How is the sea represented with a tempo?</p> <p><b>Dynamics;</b> Is it loud or soft? Does it change? What do the volumes/dynamics tell you about the sea?</p> <p><b>Melody;</b> Is there a main tune? What instrument do you think is playing it? What instruments would you use in a piece of music about the sea?</p> <p><b>Harmony;</b> What is the background music doing? What are the instruments representing?</p> <p><b>Texture;</b> Are there lots of instruments playing? Is the texture busy/thick? If lots of instruments are playing, what is that telling you about the sea?</p> <p><b>Structure;</b> 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 image of the sea?</p> <p>While listening to the music, you may want to draw a picture of the sea. What colours would you use to match the music? What sort of lines would you draw to match it - sharp edges/curved, flowing lines? Are there any other characters you hear in the music?</p>

Drama	Puppet Making	<p style="text-align: center;"><b>Puppet Making</b></p> <p>Explain that there are many different ways to make a puppet such as:</p> <ul style="list-style-type: none"> <li>● Stick puppets</li> <li>● Sock puppets</li> <li>● Paper bag puppets</li> <li>● Found object puppets</li> <li>● Paper plate puppets</li> <li>● Cardboard tube puppets</li> </ul>  <p>Create some puppets for a puppet show using one or more of the techniques listed above.</p> <p>Students are now going to be the puppeteers. They need to start thinking about the voice their puppet will have.</p> <p style="text-align: center;"><b>Vocabulary words to research:</b></p> <p style="text-align: center;">Manipulate Character</p>
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