

Year 1 - Learning at Home - Term 4 Week 1

Remember to login WebEx **each morning at 9.15am** for a brief check in with your class and teacher.

IMPORTANT: There will be no morning WebEx meeting on Thursday due to the online incursion.

Grade	Webex Meeting Number	Meeting Link (for browser)
1R	165 439 4986	https://educiv.webex.com/educiv/j.php?MTID=md9d5d07a0f734e8be387da08bcfa9afd
1T	165 907 8618	https://educiv.webex.com/educiv/j.php?MTID=mb4b6053f7fb73c34bfc93fe65593501
1A	165 765 9519	https://educiv.webex.com/educiv/j.php?MTID=mcf96fe7d3e36e941cd497285ce44bd81
1L	165 152 8674	https://educiv.webex.com/educiv/j.php?MTID=m4198fa10a75b51e50bcab05bf30fc544
Password (all grades)	NLPS	



Thursday 8th October - NATIVE ANIMALS ONLINE INCURSION - LIVE!

Click on your grade's meeting link at your scheduled time.

Grade	Time	Webex Meeting Number	Meeting Link (for browser)
1L	9.30 - 10.30am	165 766 0263	https://wildlifexposure.my.webex.com/wildlifexposure.my/j.php?MTID=m60781640a10fe1de728384c1eea392f
1T	10.45 - 11.45am	165 913 1706	https://wildlifexposure.my.webex.com/wildlifexposure.my/j.php?MTID=m3ba993b9a715646b8a46aad05b46ed55
1A	12 - 1pm	165 575 4768	https://wildlifexposure.my.webex.com/wildlifexposure.my/j.php?MTID=m0730585c690d1a143ac7bec37d8c5e96
1R	1.15 - 2.15pm	165 056 8388	https://wildlifexposure.my.webex.com/wildlifexposure.my/j.php?MTID=m646e19202999d5a3e7481293d5349877
Password (all grades)	NLPS1 (65771 from phones and video systems)		

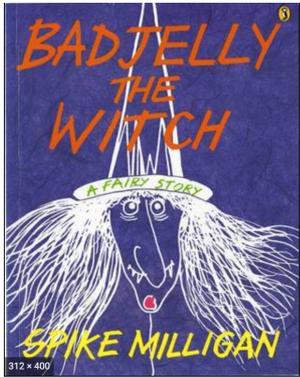
MONDAY- DAY 1

Reading

Focus: We are learning to revisit our comprehension strategies; today we are practising visualising.

Daily practice - 5 mins: Listen to Lee as she discusses plurals: <https://youtu.be/HYtzSwwAkYY>

Remember: for most **nouns**, simply **add 's'**. Nouns that end in **'sh, ch, ss and x**, add **'es'**. Most words that end in **'f'** or **'fe'** change to **'ves.'**



This week Tammi is going to read you a very old story called **Badjelly The Witch** by Spike Milligan.

Listen to Tammi read part of the story with a focus on **visualising**:

<https://youtu.be/Lvu6jyrNzRo>

TASK: Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

Remember, you may like to use Active Learn to do this.

Active
Learn

Writing

Focus: We are learning to brainstorm events from our school holidays; we are learning to write in the *'third person'*.

Daily handwriting practice (5 mins): Re-watch Amy explaining the 'walking stick' letters of the alphabet:

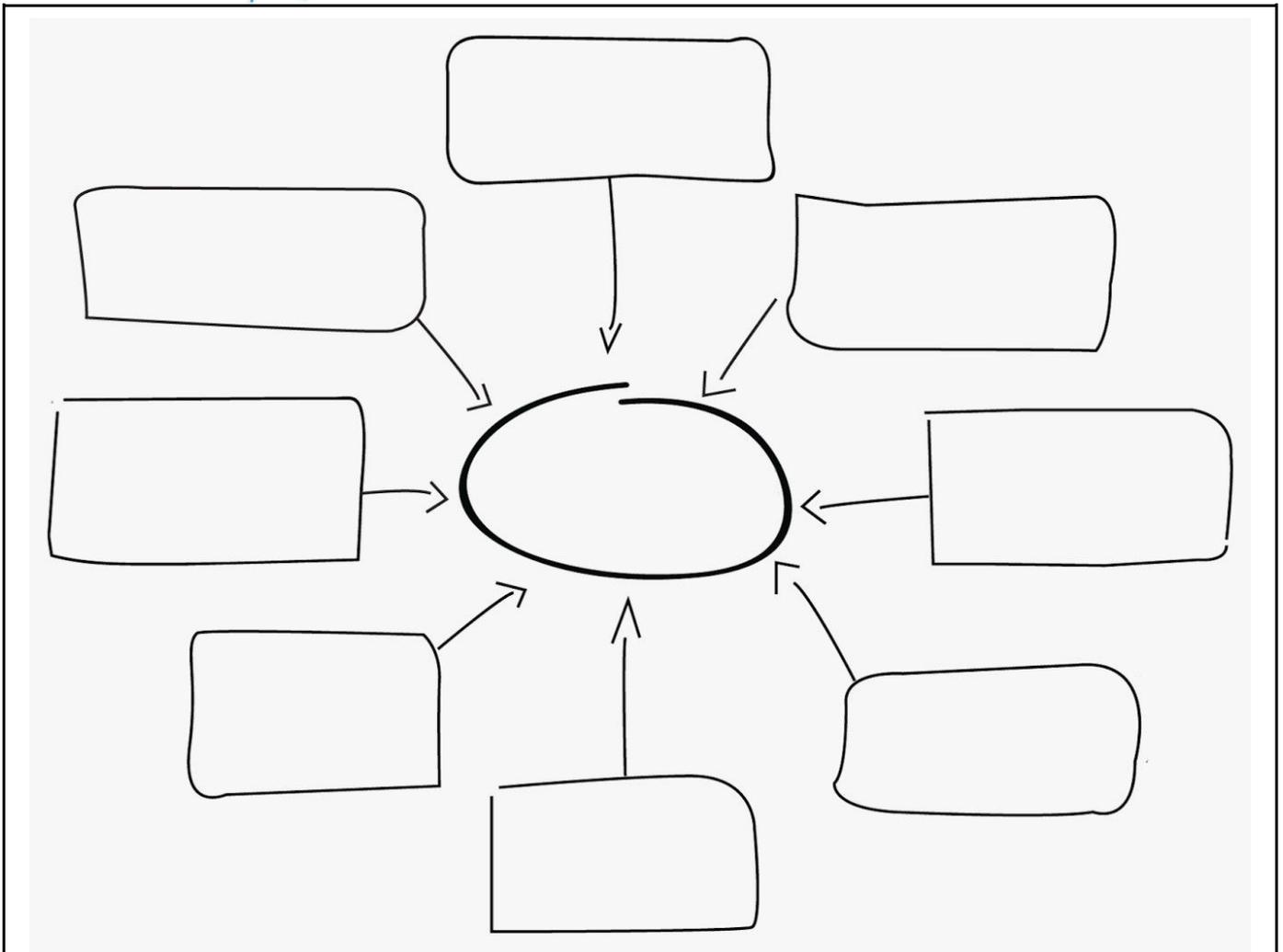
<https://youtu.be/muN8O0tF1bM>

Pause the video when Amy says and practise the same letters.

TASK: Holiday brainstorm

Using the concept map template below, brainstorm different activities that you experienced over the holiday break. You are going to be writing in the *'third person'*. This means that you will be pretending that you are a narrator, writing what you did on the holidays. You won't be using *'I'*, but you'll be using your name instead. **Make sure you include how you felt, during each activity.**

Watch Amy modelling this here: <https://youtu.be/U7DN2eo-YSw>



Maths

Focus: We are learning to measure and compare the capacities of objects using uniform, informal units.

Warm-up (5 - 10 minutes): Practise your counting patterns.

NOTE: Your teacher will be checking your progress with learning these when we return to school.

Start at 0. Count forwards by 2s and stop at 30.

Now can you do it backwards?

CAPACITY

TUNING IN (2 minutes): What is your prior knowledge on capacity?

Use a page in your book to write or draw what you already know (or think you know) about our new topic CAPACITY. Don't panic if you don't know much yet!

INTRO: Watch the following clip as an introduction to capacity: <https://www.youtube.com/watch?v=zF3JSnEq7tU>

TASK: After watching, re-visit what you recorded in your workbook, about the topic of capacity. Use the following prompts to add or revise your work:

Have you changed your thinking?

What do you now know?

Write a definition for capacity.

List or draw some real-life examples of when you would use capacity.

Art

Photojournalism | NLPS Year Book

For Art this week all students will be sent a link to the same Google slides document. Please take the following steps to access the learning:

- 1 - Click on this link: [Photojournalism](#)
- 2 - Click on 'present' at the top right hand corner of the screen, next to the orange 'share' button
- 3 - The PowerPoint will then present as a full screen ready for students to watch

Post your photos on Seesaw

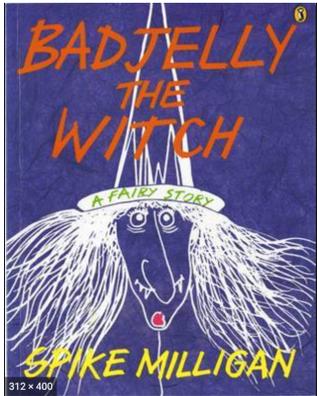
TUESDAY - DAY 2

Reading

Focus: We are learning to revisit our comprehension strategies; today we are practising **predicting**.

Daily practice (5 mins)- Re-listen to Lee as she discusses **plurals**: <https://youtu.be/HYtzSwwAkYY>

Remember: for most **nouns**, simply **add 's'**. Nouns that end in **'sh, ch, ss and x**, add **'es'**. Most words that end in **'f'** or **'fe'** change to **'ves.'**



Listen to Tammi read the next part of *Badjelly The Witch* with a focus on **predicting**: <https://youtu.be/t8JcsBMUZr0>

TASK: Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

Remember, you may like to use Active Learn to do this.

Active
Learn

Writing

Focus: We are learning to use **'show, don't tell'** as a strategy to improve our writing.

Daily handwriting practice - 5 mins: Re-watch Amy explaining the 'right to left' letters of the alphabet:

https://youtu.be/_Xv6aYDUPKA

Pause the video when Amy says and practise the same letters.

INTRO: Watch <https://www.youtube.com/watch?v=W3l61RVfjRE>

Notice how the author writes how Trixie 'bawled' and 'went boneless' to **SHOW** how sad she was, rather than writing, 'she was sad'.

TASK: Find a 'feeling' word in your draft from yesterday. Ask yourself, 'What does it look like when I have that emotion?' **You are going to use other words to SHOW the feeling, rather than telling your audience the feeling with that actual word.**

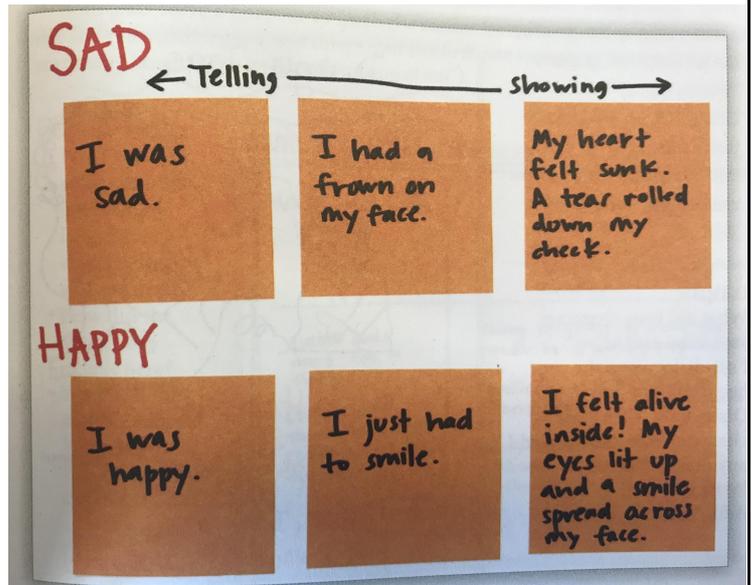
Watch Amy modelling this: <https://youtu.be/UVIPADQ7Czw>

Go back to yesterday's holiday brainstorm. Choose at least two sentences to rewrite, using 'show, don't tell'.



Upload your work to Seesaw.
Make sure you click 'add response' to submit your work.



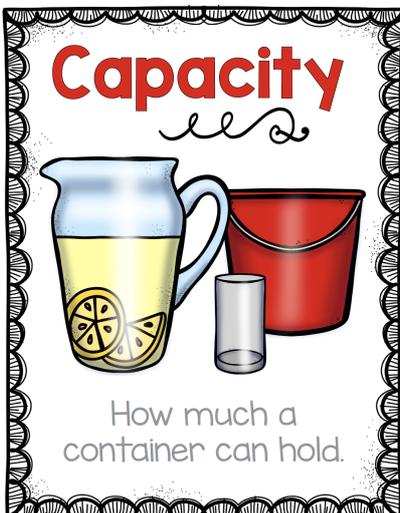


Maths **Focus:** We are learning to measure and compare the capacities of objects using uniform, informal units.

Warm-up (5 minutes): Practise your counting patterns.
NOTE: Your teacher will be checking your progress in learning these when we return to school.

Start at 85. Count forwards by 1s and stop at 130.

Start at 62. Count backwards by 1s and stop at 35.



TASK:
This task has been assigned to you on Seesaw under the 'Activities' tab.

Remember to click 'Add response' to upload your work.
This will mark the task as complete.





PE Use Seesaw to watch this week's explanation video.
Opening/Warm-up – Complete the Balloon Pop workout found in the link. How many levels can you complete and how many strawberries can you collect?
<https://www.youtube.com/watch?v=oyl3tl4URto>



Dodging – We are going to begin term four by working on dodging, which is one of the eleven fundamental motor skills.

Watch the dodging link which will explain how to use your body correctly to be able to dodge the right way.

<https://www.youtube.com/watch?v=8d-3pTZrmSw>

Place two markers about 4-5m apart (as seen in the video) and practise dodging from one marker to the other 10 times.

Watch the next dodge video. Try to set out markers so you are completing the same action. Repeat 10 times.

<https://www.youtube.com/watch?v=ies4MpIXfHA>

Remember to follow the tips provided in the video when you are practising your dodging.

WEDNESDAY - DAY 3

Reading

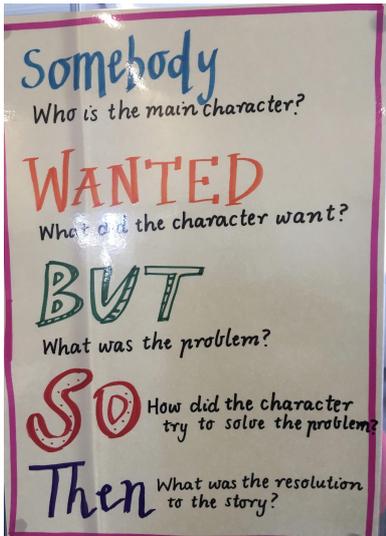
Focus: We are learning to revisit our comprehension strategies; today we are practising **summarising** the main part.

Daily practice (5 mins) - Re-listen to Lee as she discusses **plurals**: <https://youtu.be/HYtzSwwAkYY>

Remember: for most **nouns**, simply **add 's'**. Nouns that end in **'sh, ch, ss** and **x**, add **'es'**. Most words that end in **'f** or **'fe'** change to **'ves.'**

Listen to Tammi read the next part of *Badjelly The Witch*: https://youtu.be/p2PLR_enQU0

This time you are going to see if you can summarise this part about Rose, Tim and Mudwiggle.



TASK 1: We want you to write a short summary of what happened. You might like to use the SWBST template to help you.

THEN: Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

Remember, you may like to use Active Learn to do this.



Writing/Health

Focus: We are learning to show our appreciation for the help that we have received with our learning, in the form of a letter.

Daily handwriting practice - 5 mins: Re-watch Amy explaining the 'top to bottom' letters of the alphabet:

<https://youtu.be/9CX0MtfJ2F8>

Pause the video when Amy says and practise the same letters.

INTRO: Today you will write a thank you letter to Mum, Dad, Nan or whoever else has helped you with your learning at home.

TASK: Here is a guide for how to write your letter...

Gather a nice piece of card, or paper, your grey lead and some colouring pencils or textas.

Start your letter with 'Dear Mum and Dad' (or Nan, or whoever has helped you).

Then say 'Thank you for helping me with all my work.'

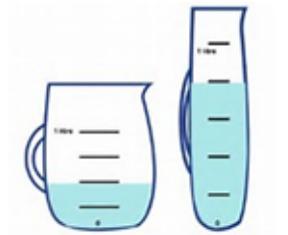
Next give one or two examples of times when your grown-up really helped you.

Finally, say thank you again and sign off with, 'Love from...'

For a little extra: You could draw a picture and decorate the border around the outside of the page.



Maths	<p>Focus: We are learning to measure and compare the capacities of objects using uniform, informal units.</p> <p>Warm-up (5 - 10 minutes): Practise your counting patterns. NOTE: Your teacher will be checking your progress in learning these when we return to school.</p> <p style="text-align: center;">Start at 0. Count forwards by 5s and stop at 130. Now can you do it backwards?</p> <p>INTRO: Click on the following link to play a capacity game: Bubble bath</p> <p>TASK: Using your containers from yesterday, you will need to find the capacity of each of your containers.</p> <p>Find <i>uniform, informal</i> units to measure with. This means items that are the <i>same</i> and not formal units of measurement (we don't measure in mL or L in year 1).</p> <p>Sand, dirt, rice or water are all suitable things you may have handy at home.</p> <p>Experiment with different ways to find which container holds the <i>most</i> and which holds the <i>least</i>. Remember, you will need to fill each container to the top.</p> <p>Re-order your containers from least to greatest capacity. Compare this to your estimates from yesterday. <i>Were you correct? What have you noticed?</i> Upload a photo to Seesaw.</p>
Indonesian	<p>Topic: Foods <i>Hello everyone. How are you? Or as you would say it in Indonesian: Halo semuanya. Apa kabar?</i> I hope you are all feeling hungry as today we are going to learn the Indonesian names of some popular, and not so popular, foods.</p> <p>TASK: Watch the video https://youtu.be/XdgHGuxWRM8 and then complete the worksheet. You may also want to ask Mum or Dad if they have any of the foods so that you can eat them as you are saying the words.</p>



INDONESIAN

Draw a line to match up the English and Indonesian words

Chips - Keripik | Chocolate - Cokelat | Banana - Pisang
Lemon - Lemon | Blueberries - Bluberi | Tomato Sauce - Saos Tomat
Cucumber - Timun | Broccoli - Brokoli

Chips	Bluberi
Chocolate	Saos Tomat
Banana	Timun
Lemon	Keripik
Blueberries	Cokelat
Tomato Sauce	Pisang
Cucumber	Lemon
Broccoli	Brokoli



THURSDAY - DAY 4

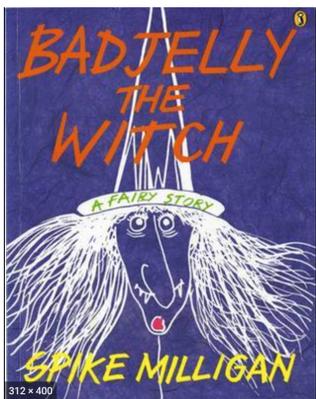
Our native animals incursion is today.

Please refer to the meeting times and details for each grade at the beginning of the planner.

Reading

Focus: We are learning to revisit our comprehension strategies; today we are practising **making inferences** about characters.

Daily practice (5 mins): Re-listen to Lee as she discusses **plurals**: <https://youtu.be/HYtzSwwAkYY>
Remember: for most **nouns**, simply **add 's'**. Nouns that end in **'sh, ch, ss and x**, add **'es'**. Most words that end in **'f'** or **'fe'** change to **'ves.'**



Listen to Tammi read the next part of *Badjelly The Witch* with a focus on making inferences about some of the characters: https://youtu.be/NknbU_wdCFM

TASK: Complete your independent reading of a 'just right' text for a minimum of 15 minutes. Remember, you may like to use Active Learn to do this.



Writing

Focus: We are learning to record a written reflection about our incursion.

Daily handwriting practice (5 mins): Use the dotted thirds in your workbook to form your letters correctly. Re-visit the letters from the videos shared this week that you had a little trouble with.

INTRO: We would like you to complete a written reflection about our incursion today.

TASK: Choose at least 4 of the following sentence starters below, to share your thoughts about our special incursion today. You are welcome to add your own sentence starters if you would prefer!

- | | | |
|---|---|--|
| <i>I was most looking forward to...</i> | <i>I really enjoyed the part where...</i> | <i>What surprised me was...</i> |
| <i>I found out...</i> | <i>I am still wondering...</i> | <i>Some new information I collected included...</i> |
| <i>I couldn't believe it when...</i> | <i>The best part was when...</i> | <i>I would/wouldn't recommend this incursion to others, because...</i> |

Upload your work to Seesaw - make sure you click 'add response'.



Maths

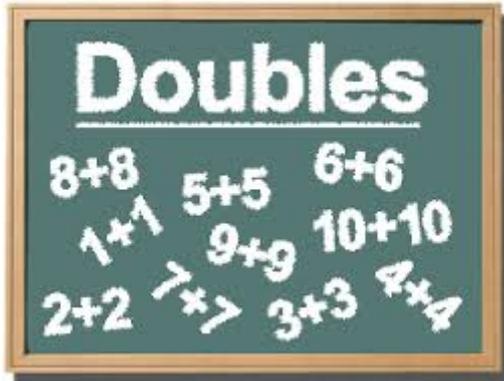
Focus: We are learning to use our 'doubles facts' to help us when adding 'near doubles'.

Warm-up (5 - 10 minutes): Practise your counting patterns.

NOTE: Your teacher will be checking on your progress in learning these when we return to school.

**Start at 0. Count forwards by 10s and stop at 190.
Now can you do it backwards?**

Start at 3. Count forwards by 10s and stop at 163.



INTRO: Watch here as an introduction to 'near doubles':

<https://www.youtube.com/watch?v=9TsO04MTnBM>

TASK: Use your doubles facts to quickly solve the following number sentences.

You may choose to record the number sentences and answers in your workbook. Alternatively you may like to record yourself completing this task and upload it to Seesaw.

$$\begin{array}{ccc} 2 & 1 & 6 \\ \text{and} & \text{and} & \text{and} \\ 3 = & 2 = & 7 = \end{array}$$

$$\begin{array}{ccc} 8 + & 7 & 3 + \\ 9 = & \text{and} & 4 = \\ & 8 = & \end{array}$$

$$\begin{array}{ccc} 9 + & 4 + & 5 + \\ 10 & 5 = & 6 = \\ = & & \end{array}$$

Drama

Here is your Drama Lesson for the week. This is a virtual classroom link:

<https://docs.google.com/presentation/d/1qZhBTjPP9plh9A0ZT6bLD9cLAhyuf8cleUrpCwD283U/edit?usp=sharing>

It is designed to be completed independently by the students. Once you open the link you will need to press 'present'. If you see a 'play' icon on the page this is me (Michelle) speaking and giving you instructions.

Enjoy the Animation!

Thanks for all of your hard work in Drama.

Michelle



FRIDAY - DAY 5

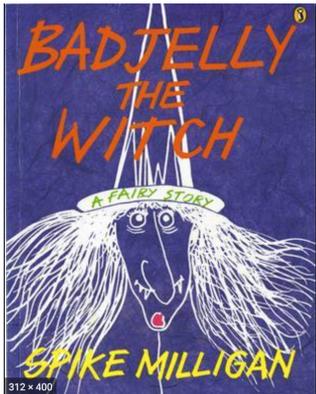
Reading

Focus: We are learning to revisit our comprehension strategies; today we are practising **making connections**.

Daily practice - 5 mins

Re-listen to Lee as she discusses **plurals**: <https://youtu.be/HYtzSwwAkYY>

Remember: for most **nouns**, simply **add 's'**. Nouns that end in **'sh, ch, ss** and **x**, add **'es'**. Most words that end in **'f'** or **'fe'** change to **'ves.'**



Listen to Tammi finish the story of *Badjelly The Witch*: <https://youtu.be/QLc81oScHLk>

This time we are going to think about **making connections** to other books we have read and to things in our own lives.

TASK: Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

Remember, you may like to use Active Learn to do this.

Active
Learn

Language Conventions

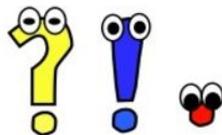
Focus: We are learning to use punctuation correctly.

Daily handwriting practice - 5 mins: Use the dotted thirds in your workbook to form your letters correctly. Re-visit the letters from the videos shared this week that you had a little trouble with.

INTRO: Listen to the read aloud of the text 'Punctuation Takes a Vacation' by Robin Pulver:

<https://www.youtube.com/watch?v=lf0snsPlkDU&t=59s>

TASK: Watch the following to revise punctuation marks: <https://www.youtube.com/watch?v=gWhUnt3Mm4k>



In your work book, rewrite the following short passage, making sure to include the correct punctuation at the end of each sentence.

Amy and Tammi were playing football in the school yard
Crash
Glass shattered as the football hit the window
What on earth will they do now?

Maths

Focus: We are learning to demonstrate our understanding of the 'equals sign'.

Warm-up (5 - 10 minutes):

Play the game 'Doubles or Halving'

This is a game for two players. You will need a dice or you could use our [interactive dice](#).

How to play:

- Decide on a target number. This is the total that both players are trying to make.
- Player 1 throws the dice. S/he can choose whether to double the number shown or halve the number shown.
- Player 2 throws the dice. In the same way, s/he can choose whether to double the number shown or halve the number shown. Player 2 adds his/her number onto Player 1's number to make a running total.
- Play continues like this with each player rolling the dice, halving or doubling the number and adding the result onto the running total.
- The winner is the player who reaches the agreed target exactly.

INTRO: Watch the following link to revise our understandings around balanced equations (this was done at school in term 1):

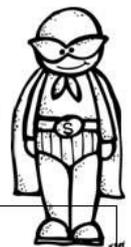
<https://www.youtube.com/watch?v=tlHMLEq6kXs&t=131s>

TASK: Complete the following:



Balance the Equations

Fill in the blank so that the two sides are balanced and equal.



$5+3=7+\square$	$7+7=4+\square$	$3+7=\square+2$
$6+6=\square+9$	$\square+3=8+5$	$\square+4=8+8$
$9+7=5+\square$	$6+\square=8+2$	$\square+9=5+7$
$\square+8=6+5$	$4+5=1+\square$	$6+8=\square+3$

CHALLENGE: Write your own examples and give them to a parent or your teacher to solve!

STEM

'Raisin to great heights!'

What you will need:

- A bowl of raisins or sultanas for each child.
- A collection of toothpicks for each child.
- A tray to work on.



What to do:

1. Build the highest/most interesting construction you can using raisins (or sultanas) and toothpicks OR build a bridge.
2. What is the tallest building you can make with toothpicks and raisins?
3. Is it strong enough to support a teaspoon for 10 minutes?

What learning is happening:

Development of fine motor skills and a pincher finger grip is important for holding small objects and a writing pencil. This activity requires perseverance and problem solving skills.