

Year 1 - Learning at Home - Term 1 Week 4

It is very important that the learning at home program maintains a harmonious family life. If things aren't working out on any given day, please take a break or stop for the day. We are here to help and support you - please let us know if you are having any problems. Remember, it takes a village to raise a child!

Remember to login to Webex on **Tuesday and Wednesday at 9.30am** for a brief check in with your class and teacher.

The Grade 1 Team			
Mitchell Webster 1/MW	Amy O'Dowd 1/AO	Lee Rutledge 1/LR	Eliza Wright 1/EW
			

Grade	Webex Meeting Number	Meeting Link (for browser)
1/MW	165 659 6427	https://eduvic.webex.com/eduvic/j.php?MTID=mbef93dd5d4cd5675ab7cacd89432fa50
1/LR	165 133 9818	https://eduvic.webex.com/eduvic/j.php?MTID=me869fb22e240aceab9bb441df5b5fe04
1/AO	165 675 6931	https://eduvic.webex.com/eduvic/j.php?MTID=ma2e95ca5d39c7b376ae53bea50038cef
1/EW	165 163 0085	https://eduvic.webex.com/eduvic/j.php?MTID=ma93e14b9924269b923e392884fb85b3f
Password (all grades)	NLPS	

Monday 15th February

Reading

Focus: We are learning to use different strategies to help us to solve unknown words.

Daily practice - 5 mins:

[Watch the following video of Amy practising 'The H Brothers' sounds](#)

Practise reading the song below, making sure that it 'sounds like talking' (smooth and fluent).

I'm a Bouncy Person song (to the tune of I'm a Little Teapot)

I'm a bouncy person
I bounce back
When I feel unhappy
And my world is black
When I feel down-hearted
I don't crack
I stay hopeful
And bounce back!

TASK: Students can practise reading and then singing the poem. Then they decorate the page and slot into their Songs, Rhymes, Chants and Poems books.

Reading INTRO: Re-read the different 'animal reading strategies' below. These act as a 'toolkit' for students to access when they are trying to determine an unknown word. *Note: they are not considered comprehension strategies.*



Students should complete their independent reading of a 'just right' text for a minimum of 15 minutes, ensuring they refer to these strategies above if/when they are stuck.

Writing | **Focus:** We are learning to write recounts.

Daily handwriting practice - 5 mins: [Watch Amy](#) practising her letters in the 'walking stick' family.

Practise writing the same letters that Amy writes, along with her.

TASK:

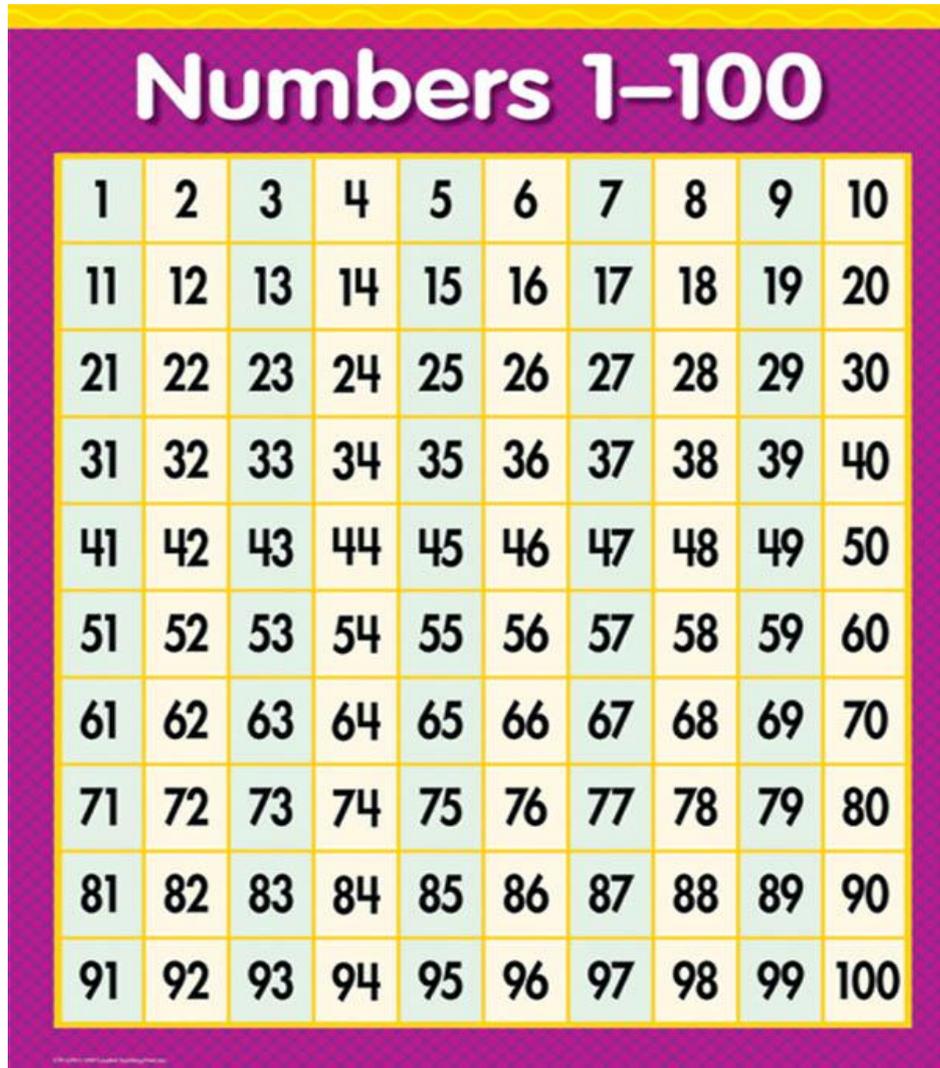
Students should write at least 4 or 5 sentences (recounts) about what they have done at home over the weekend. Draw a picture to match!

Maths | **Focus:** We are learning to practise skip counting with different number patterns.

Warm-Up (5 - 10 minutes): Spend some time practising your maths goal.

TASK: Using the 1-100 chart below (or the hard copy sent home on Friday), students should use their unifix blocks to count by 2s.

Students should move the block and say the number name aloud e.g. 2. They should then move it by 2 again and say the number e.g. 4. Students should repeat this process until they get to 100.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Health

Here is a link to a video your child can watch: [Developing A Growth Mindset](#)

This connects to our current learning around a growth mindset and how we can approach our learning.

Students might like to end their school day with some Zumba Kids below!
[Zumba Kids \(easy dance\) - I like to move it](#)

Tuesday 16th February

Reading

Focus: We are learning to use different strategies to help us to solve unknown words.

Daily practice - 5 mins:

[Watch the following video of Amy practising 'The H Brothers' sounds](#)

Practise reading the song below, making sure that it 'sounds like talking' (smooth and fluent).

I'm a Bouncy Person song (to the tune of I'm a Little Teapot)

I'm a bouncy person
I bounce back
When I feel unhappy
And my world is black
When I feel down-hearted
I don't crack
I stay hopeful
And bounce back!

TASK: Students can practise reading and then singing the poem.

Reading INTRO: Re-read the different 'animal reading strategies' below. These act as a 'toolkit' for students to access when they are trying to determine an unknown word. *Note: they are not considered comprehension strategies.*



Students should complete their **independent reading** of a 'just right' text for a minimum of 15 minutes, ensuring they refer to these strategies above if/when they are stuck.

Writing	Focus: We are learning to write recounts.
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Daily handwriting practice - 5 mins: [Watch Amy](#) practising her letters in the 'right to left' family.

Practise writing the same letters that Amy writes, along with her.

TASK: Students should write 4 or 5 sentences about what movies they have watched or books they have read, and why they did or did not like them.

Maths	Focus: We are learning to
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Warm-up (5 - 10 minutes): Put a timer on and see how long it takes you to count to 100. If you get stuck and can't remember the number, use your 1-100 chart to help you!

TASK: Students should roll the dice. Whatever number they roll they should make a group that represents that number. e.g. if a student rolls a 3 they could make a group of 3 things (see below).



Students should roll the dice at least 10 times making 10 different groups. Students can take pictures of their groups or draw them on a sheet of paper.

Dice can be found [here](#) or by Googling 'google dice'.

Health

Students are encouraged to participate in this guided yoga class for kids. Students are welcome to complete as much of the video as they can (note: this video goes for 30 minutes).

[Trolls | A Cosmic Kids Yoga Adventure!](#)

Wednesday 17th February

Reading

Focus: We are learning to use different strategies to help us to solve unknown words.

Daily practice - 5 mins:

[Watch the following video of Amy practising 'The H Brothers' sounds](#)

Practise reading the song below, making sure that it 'sounds like talking' (smooth and fluent).

I'm a Bouncy Person song (to the tune of I'm a Little Teapot)

I'm a bouncy person
I bounce back
When I feel unhappy
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I don't crack
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TASK: Students can practise reading and then singing the poem.

Reading INTRO: Re-read the different ‘animal reading strategies’ below. These act as a ‘toolkit’ for students to access when they are trying to determine an unknown word. *Note: they are not considered comprehension strategies.*



Students should complete their **independent reading** of a ‘just right’ text for a minimum of 15 minutes, ensuring they refer to these strategies above if/when they are stuck.

Writing

Focus: We are learning to write recounts.

Daily handwriting practice - 5 mins: [Watch Amy practising her letters in the ‘top to bottom’ family below](#)

Practise writing the same letters that Amy writes, along with her.

TASK:

Students should write a narrative (story) about anything they wish. They could also attempt to draw pictures that describe the story as it happens.

Maths

Focus:

Warm-up (5 - 10 minutes): Students should stomp out 100, stamping their feet for every number they say. They can then do this again, practising their maths goal.

TASK:

Students should practise writing the names of numbers and creating groups of each number with objects they can find around the house (e.g. writing the number ‘two’ and having two spoons).

Health

[Trolls: Can't Stop The Feeling | GoNoodle](#)

Play

Continue to play – perhaps make up a supermarket, café, cubby house. Involve family members and practise social skills.

