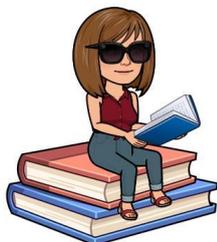


Year 1 - Learning @ Home, Term 3 Week 3 (Mon - Tues) July 26/27

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!



Lee



Amy



Eliza



Mitch



Webex Meetings

*Remember to login to Webex **each morning at 9.30am** for a brief check in with your class and teacher.*

Grade	Webex Meeting Number	Meeting Link (for browser)
1/MW	165 738 8340	https://educic.webex.com/educic/j.php?MTID=md3fa5a72e65337fdfacb9267974cf352
1/LR	165 085 9341	https://educic.webex.com/educic/j.php?MTID=m73796c1e1f0aff719e9ceb27aa2322e2
1/AO	165 588 8748	https://educic.webex.com/educic/j.php?MTID=m2d6d69f77d0b1161078a58638dc7336b
1/EW	165 727 9225	https://educic.webex.com/educic/j.php?MTID=m0c1a53a585cd69d0c64e527fc6751a56
Password (all grades)	NLPS	



This week we would like you to continue to practise our learner assets. Throughout the week we want you to concentrate on being the best **self-manager** that you can be.

Self-managers are able to prepare themselves for learning and can keep themselves on task to complete an activity.

Monday 26th of July

Reading

Focus: Summarising

Daily practice - 5 mins

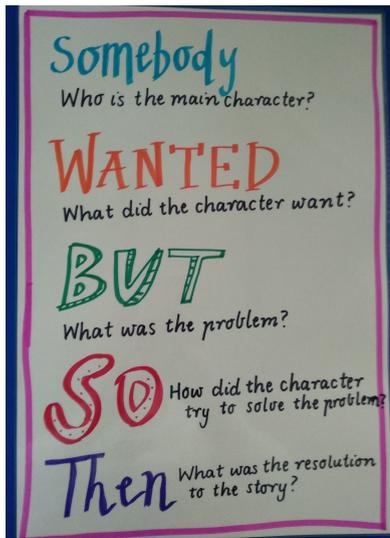
WATCH: Phonemes with Lee <https://youtu.be/RfBuYRo7Uc8>

WATCH: Eliza reading *Duck, Duck, Dad*

<https://youtu.be/yBGpsefE5Po>



Reading INTRO: Watch Lee modelling how to use the 'somebody, wanted, but, so, then' structure, as a way of summarising a text. https://youtu.be/RPcsKRf_cmo



You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. **Try to read a fiction book today.**

You may like to use Active Learn (details of this were sent by classroom teachers).



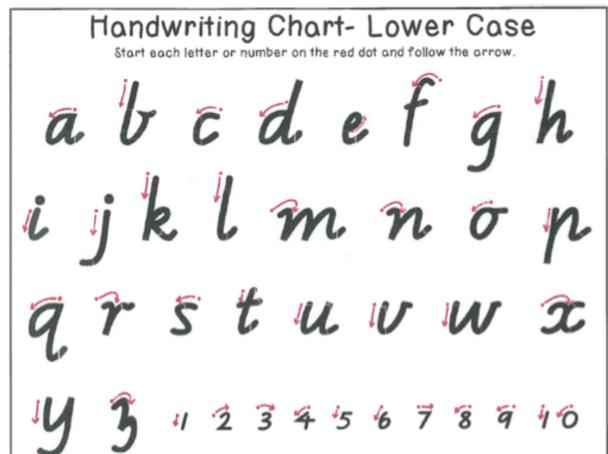
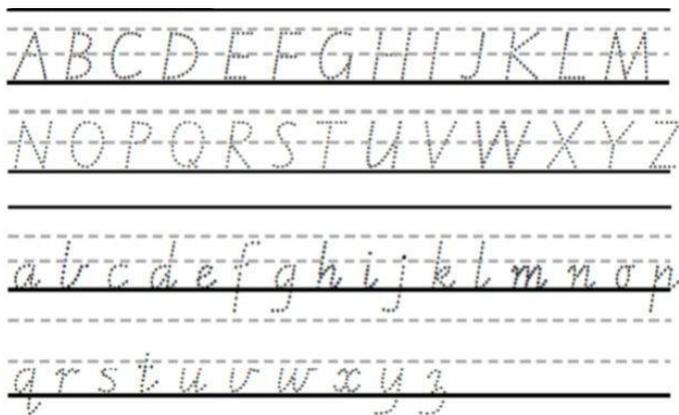
Task: Use the 'somebody, wanted, but, so, then' tool to summarise what you read today.

Writing

Focus: Word gradients

WARM UP: *Handwriting Practice (10 minutes)*

Practise writing the letters b, l, k, f, h (5 times each)



INTRO: Earlier this year we explored 'word gradients'. These are sometimes called 'semantic gradients'.

In case you have forgotten, here is a video that might help to remind you: [Semantic Gradients](#)

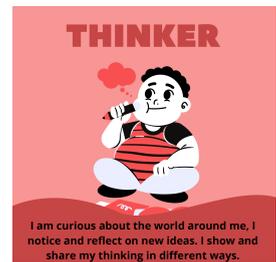
Here are some words that are all related to the maths topic of CHANCE. Chance is all about the likelihood of something happening.

likely, unlikely, impossible, certain, possible, won't happen, might happen, will happen



On the left is an example of a word gradient that was made in 1/LR.

Task: We want you to be a real **thinker** as you create a word gradient of your own, to be used in maths this week. Use the words above and place them along a line from 'won't happen' to 'will happen'. Can you think of any other chance-based words that you could include in your word gradient?



Maths

Focus: Chance and Probability

Count by: Backwards by 2s from 100.

Warm-up: (10 minutes)

Watch  Coconut-Crack (easy games in English, Miflandia camp) .

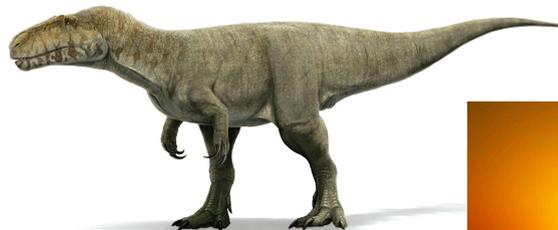
Play the game with someone at home.

Is there a way that you can be sure you will win each time? How? Why?

TASK:

Use your word gradient that was created in today's writing task for this activity. We want you to draw a picture of where these things may be placed on your word gradient:

- It will rain today
- Eating cereal for dinner
- The sun will set tonight
- Dinosaurs will come to school
- The traffic lights will turn from red to green
- it will snow in Newport today



Take a photo of your maths work from today and upload it to Seesaw



Have a chat with your family over dinner tonight explaining some of the things that could happen tomorrow, using chance words. Talk about how the chance of things can change, depending on where you may live.

ART



Week 3 Art – Impressionism and Berthe Morisot

To access the Art program on Google Slides, click on the link below.

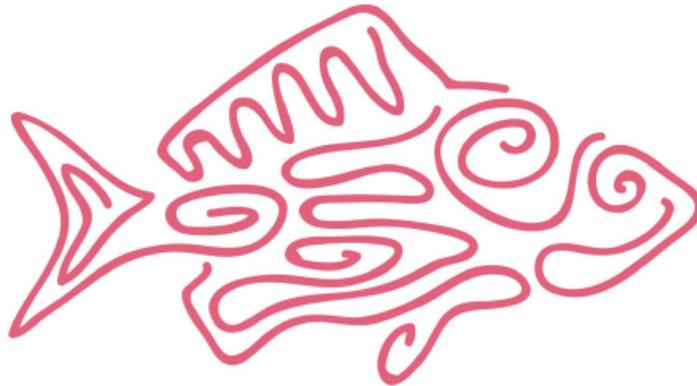
This week is about [Impressionism and Berthe Morisot](#)

Click on the speaker in the top right corner of the slide to hear the information in the slide.

The link will also be available on Seesaw.



Bonus - Mindfulness



Start at the eye of this fish & slowly trace the lines.
Pretend you are in the water & feel your body relax
as you calmly breathe in & out.

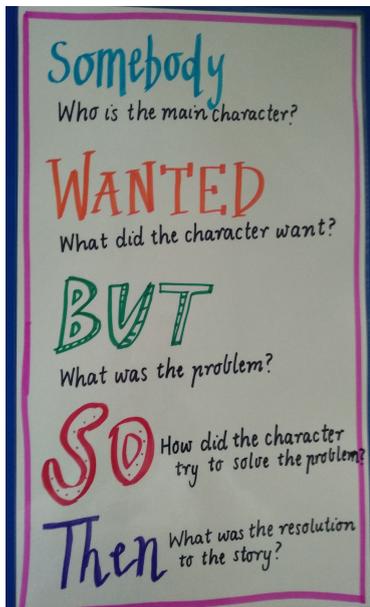
Tuesday 27th of July

Reading

Focus: Summarising

Daily practice - 5 mins

WATCH: Phonemes with Eliza <https://youtu.be/kdiLi3OnUNM>



Listen to the story 'Belinda' by Pamela Allen: [Belinda the Cow | Fantastic kids story book read aloud](#)



TASK: Use the SWBST structure from yesterday (and on the left!) to summarise the text 'Belinda' in your workbook.

You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. Don't forget to work on your reading goal!

You may like to use Active Learn (details of this were sent by classroom teachers).

Active Learn

Writing

Focus: Information reports

Daily handwriting practice - 10 mins: Practise writing the letters f, g, j, p, q, y, z (5 times each) Note: these letters all fall below the full line on the dotted thirds.

Watch: [Informational Writing for Kids- Episode 1: What Is It?](#) to find out what an information report is.

Read the two examples below:

Hats



Hats are clothes you wear on your head.

Hats have two parts - a crown and a brim.

There are lots of different types of hats like caps, top hats and Mexican hats.

Hats can be made from straw, fabric, plastic and even paper.

Hats keep off the sun.
NO HAT - NO PLAY



Shelter



Shelter is built to provide comfort and protection from the weather or danger.

PROTECTION:

Animals need shelter for protection from the weather and predators. People need shelter too.

MATERIALS:

Animals build their homes from materials found close by. People make different materials to build shelter like concrete, bricks, timber and metal.

LOCATION:

Animals build their homes near their food supply. People build homes near their work or near shops and services.



Shelter is very important to people and animals to keep them safe and comfortable.

INTRO: Today we are going to explore a new style of writing - information reports. This genre of writing is all about **true information**. We can learn a lot from information reports. Remember that a fact is something that is true.

WATCH: Mitch explain how to sort your information onto a pre-writing template.

<https://youtu.be/AcjztdVwNk>



My Informative Prewriting Template

Fact	Fact
Fact	Fact
Topic	



TASK: We want you to be a **researcher** in this activity today.

Watch [Uses of Plants for kids | Use of Plants | Plants and their uses](#) and/or

[How Plants Grow For Kids // Science Videos for Kids](#)

Pause the video as you go and write down some of the new facts you have learnt into the template above. Feel free to add more than four facts to your template.

Maths

Focus: Chance and Probability

Warm-up: (10 minutes)

Play 10 games of 'rock, paper, scissors' with someone at home. Record how many times you win and lose using tally marks.

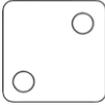
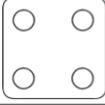
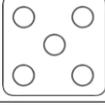
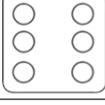
Is there a way that you can be sure you will win each time? How? Why?

TASK: Dice rolling

Today you will need one 6-sided die and a pencil to record with tally marks.

If you don't have any dice at home, use this link to roll one online! - [Virtual Dice & Coin Flip](#)

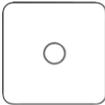
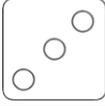
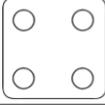
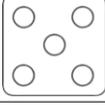
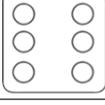
Today we want you to roll a 6-sided die **15 times** in a row. Each time that you roll the die, record what number came up with a tally mark in the chart below:

Number		Tally
1		
2		
3		
4		
5		
6		

After rolling 15 times, what do you notice about what numbers came up? What comments could you make?

You are going to repeat this process again (on the next page), but this time, with **30 rolls in a row**. Make a prediction about what you think your results will be. Will the results be the same as your first 15 rolls in the last tally? Why/why not?

My prediction is _____

Number		Tally
1		
2		
3		
4		
5		
6		

Was your prediction correct? Why/why not? _____

So what? Why do you think we got you to do this dice-rolling experiment? _____

Health: Emojify your MOOD



Watch the read aloud of the text 'Feelings' by Libby Walden: [Feelings](#)

Emojis are a great way to communicate how you are feeling, without actually saying anything. Watch the two clips below as an introduction to emojis:

[Emoji Kid - Emojis in real life](#)

[Kids Explain... Emojis 🤔 🤪 🐼 🍉 | CBBC](#)

Draw a circle, then add eyes, a nose, a mouth, and even eyebrows, to show the mood you're in at the moment. You can also add shapes and images, to really make your 'emoji' come to life!

Can you make different emojis to show different moods? What would an **excited** emoji look like? A **disappointed** emoji? A **terrified** emoji? What about a **proud** emoji? You might choose some of the feelings mentioned in the book.



You may also like to use this website to create an emoji online: [👤 Angel Emoji Maker | Emoji Maker Online | Emoji Designer](#)

PE



Use Seesaw to watch a short PE welcome video.



Opening/Warm-up – Enjoy completing the 5 minute video game workout found in the link: <https://www.youtube.com/watch?v=wu--9fOkOJM>

Bouncing a ball – We are going to continue to focus on bouncing a ball this week. However, we are going to take it up a notch and have-a-go at different bouncing challenges using a tennis ball. Click here to see the different [bouncing challenges](#) and have a go at each one for 30 seconds, as seen in the video.

To finish off, complete a five minute bouncing challenge where you try to complete as many bounces as you can in five minutes.

The boy in the next link completed 500. What a great effort! How many can you do?
<https://www.youtube.com/watch?v=PIEH71UGWK8>