

Year 1 – Learning from Home

If you would like to submit work for marking and feedback, you can upload your work to the year 1 Google Classroom.

Year 1 Google Classroom link: <https://classroom.google.com/u/1/c/Mjl2MzMxODkxMDIy>

Google Classroom Class Code: 3qzfo3r

EPIC Reading: If you would like access to additional reading material, please access the link below and follow the steps to find your individual student profile. <https://www.getepic.com/students>

Class codes

1 Lime: nwa2870

1 Orange: njv1185

1 Purple: zlc1006

Additional resources: To support learning from home, there are additional resources for different activities. You will see these listed in the matrix in italics and underlined for your reference. As an example: *Week 1 - Monday Spelling*. These resources can be printed or used as a guide. They have been attached to the school website.

Tips to be safe when participating in sport or fitness activities:

- Find a clear safe space
- Wear your sport clothes and don't forget to check your laces are tied
- Remember to be sun safe and stay hydrated
- Ensure an adult is present and they have checked your area and you are safe and ready to start
- Have fun!

Acknowledgement of Country

We acknowledge the traditional custodians of the land on which we learn and teach, the Wodi Wodi people of the Tharawal Nation. We pay our respect to the Elders, past, present and emerging and recognise their deep connection to Country.

Wilton Public School
Remote Learning
Week 1, Term 4

Year 1

Tuesday 5th October 2021

Welcome to Term 4! We hope you had a lovely break and are ready for a wonderful 11 weeks of learning.

Daily task: Start the term with a healthy breakfast and 10-20 minutes of exercise.

Spelling focus: ‘oo’ as in book and look - ‘u’ as in bush and put.

Spelling words: book, look, took, cook, good, wood, foot, stood, put, push, pull, bull, putting, pulling, would, could, butcher, should, woman, wouldn't.



Morning session: ENGLISH

Crunch & Sip	Enjoy a piece of fruit while Miss Young reads 'The Scarecrows Wedding' by Julia Donaldson - https://www.youtube.com/embed/hw0d7mBogYQ	
Phonics	Listen and complete the phonemic awareness demonstration video with Miss Young - this is for students ONLY who require the practise https://www.youtube.com/embed/IMKVOCG0ZGM	
Sight Words	<p>Choose 10 <u>NEW</u> sight words from the <u>Sight Word List 1</u> and learn them. You could make flash cards with your sight words and test yourself on them throughout this week. If you have completed the <u>Sight Word List 1</u>, you can start working on the <u>Sight Word List 2</u> OR <u>Sight Word List 3</u>.</p> <p>Here is a link to fun, interactive games to help with your sight words - https://sightwords.com/sight-words/games/</p> <p>When you have memorised the reading of your 10 sight words, practise writing them and get a family member to test you on them.</p>	<p><u>Sight Word List 1</u> <u>Sight Word List 2</u> <u>Sight Word List 3</u></p>

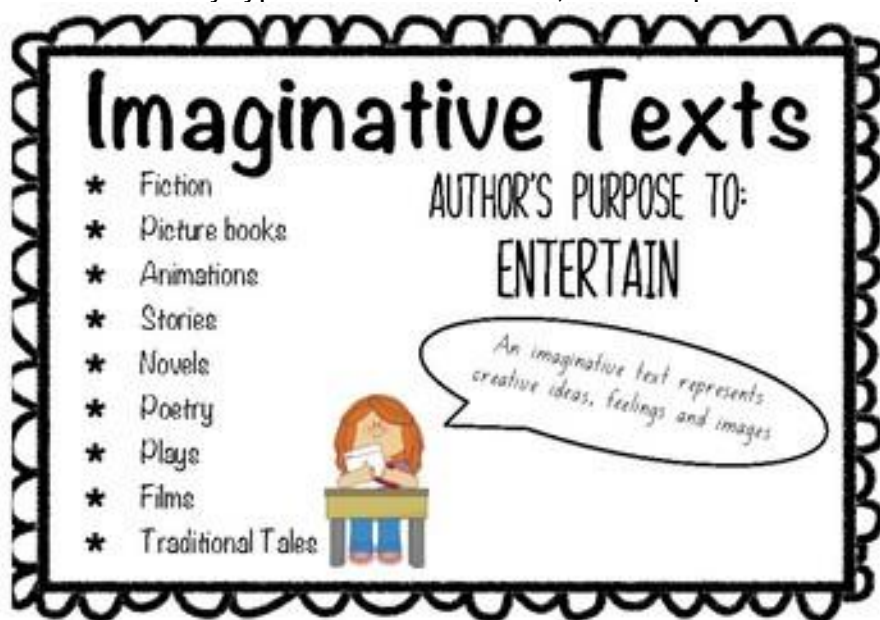
	<p>Sing along to the SoundWaves chant (just like we do in class!) https://www.youtube.com/embed/yM3dMF-Bxuk</p> <p><u>Please find your spelling words above.</u></p> <p>The sound focus for this week is: ‘oo’ as in book and look - ‘u’ as in bush and put.</p> <p>Can you brainstorm as many ‘oo’ and ‘u’ words that you know? As you complete this week’s home learning activities, make sure to look out for ‘oo’ and ‘u’ words that you can add to your brainstorm list.</p> <p>Read your spelling words aloud and then write your spelling words on paper.</p> <p>OPTIONAL: Complete ONE spelling activity from the <u>Week 1 - Spelling activities worksheet</u>.</p> <p>BONUS: If you have access to technology you can go to Sound Waves online and play some of the interactive games. This week we are focusing on UNIT 27. Our code for year 1 is foot293. https://online.fireflyeducation.com.au/services/student_login/soundwaves</p>	<p><u>Week 1 - Spelling activities worksheet</u></p>
<p>Reading</p>	<p>Picture Book Character Activity</p> <p>Read a Picture book that you can find at home.</p> <p>Choose one of the main characters from the story.</p> <p>Draw a picture of them doing something from the start of the story and something from the end of the story. Write a sentence about what they are doing in each of your drawings.</p> <p>For example, if I read <i>Goldilocks and the Three Bears</i>, I could draw Goldilocks going into the 3 bears house at the start of the story and her asleep in Baby Bear’s bed at the end of the story.</p> <p>Remember to add some adjectives (describing words) to your sentences to make them interesting and also to include capital letters and full stops.</p>	
<p>Writing</p>	<p>Welcome to writing for Term 4! This term we will be looking at <u><i>Imaginative Writing</i></u>.</p>	



Narrative texts tell a story to entertain the reader. They have:

- a setting – a time and place (*This is also known as the WHEN and WHERE*)
- some characters – people, animals or objects (*This is also called the WHO*)
- a plot – events that happen in order. (*We often call this the WHAT*)

There are many types of narrative texts, such as picture books, short stories and fairy tales.



Watch this video to gather some more information on imaginative narratives.

<https://www.youtube.com/embed/iQ3RwPeerOg>

Your first task is to brainstorm possible characters (the WHO), possible settings or places and times (the WHEN and WHERE) and possible plots or events (the WHAT).

Use the following sheet to help organise your ideas. **See Week 1 Wednesday Writing Brainstorming



Next, I want you to combine some of your brainstorming ideas from each section, one from each of the **WHO**, **WHEN**, **WHERE** and **WHAT**.

Here is an example in which different ideas have been combined to create a storyline.

A **big friendly giant** appeared **during the wake of dawn** on a **secluded desert** with what appears to be a **magical object**.

How many different ideas did you come up with? Make sure to mix your ideas around to create different story lines.

Once you have finished creating some different storylines, you might like to draw a picture that represents your storyline.

Make sure to upload your work to the google classroom!

BREAK

Have a snack, do some stretches and play a game.

<p>Number of the Day</p>	<p>This term our number of the day has a bit of a new look. Carefully work through the <u>Wilton's Number of the Day worksheet</u> answering each of the questions.</p> <p>Our numbers of the day today are: 36 and 160</p>	<p><u>Wiltons Number of the Day</u></p>																																
<p>TEN</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">TEN - TARGETING EARLY NUMERACY</th> </tr> <tr> <th style="background-color: #f0e6ff;">INSTRUCTIONS</th> <td colspan="3"> Targeting Early Numeracy (TEN) is an intensive program that develops students' knowledge and skills in addition and subtraction. TEN Should be completed daily for approximately 10 minutes. Please support your child in completing set tasks. These tasks are meant to be fun, whilst also developing Early Numeracy Skills. Task 1, 2 and 3 are progressions - You are not required to complete tasks 1, 2 and 3 daily. All students should start on task 1 on a Monday or the first session of the week. Once your child is mastering the skills required in task 1, progress to Task 2, and so on for TASK 3. </td> </tr> <tr> <th></th> <th>TASK 1</th> <th>TASK 2</th> <th>TASK 3</th> </tr> </thead> <tbody> <tr> <th style="background-color: #f0e6ff;">WE ARE LEARNING TO</th> <td>Count concealed items and visualise the items that cannot be seen. Count from one.</td> <td>Count on or back to solve problems. A number takes the place of a completed count. Count on from the larger number.</td> <td>Use known facts and other non-count-by-one strategies (e.g. compensation) to solve problems.</td> </tr> <tr> <th style="background-color: #f0e6ff;">RESOURCES</th> <td>Dominoes / Cards</td> <td>Dominoes / Cards</td> <td>Dominoes / Cards</td> </tr> <tr> <th style="background-color: #f0e6ff;">ACTIVITY</th> <td> Dominoes 1. Player turns over a domino tile or card, studies the tile and turns it back over. 2. Player visualises the dot pattern. 3. Player draws the dot pattern on a whiteboard or paper. </td> <td> Dominoes 1. Player turns over two dominoes or cards. 2. Player adds total together, focusing on counting on from the larger number. </td> <td> Dominoes 1. Player turns over two dominoes or cards. 2. Player uses known facts and other non-count by ones strategies to add total together. 3. Player then adds ten to the total, repeating 5 times to practise counting by 10 off the decade. </td> </tr> <tr> <th style="background-color: #f0e6ff;">LANGUAGE USED</th> <td>I visualised the pattern...</td> <td>___ + ___ =</td> <td> ___ + ___ = ___ + 10 = _x_ _x_ + 10 = ____ (repeat 5 times) </td> </tr> <tr> <th style="background-color: #f0e6ff;">TEACHING FOCUS</th> <td>Visualising dot pattern.</td> <td>Counting on or back to find the total.</td> <td>Counting on or back to find the total. Adding ten to a given number.</td> </tr> </tbody> </table>	TEN - TARGETING EARLY NUMERACY				INSTRUCTIONS	Targeting Early Numeracy (TEN) is an intensive program that develops students' knowledge and skills in addition and subtraction. TEN Should be completed daily for approximately 10 minutes. Please support your child in completing set tasks. These tasks are meant to be fun, whilst also developing Early Numeracy Skills. Task 1, 2 and 3 are progressions - You are not required to complete tasks 1, 2 and 3 daily. All students should start on task 1 on a Monday or the first session of the week. Once your child is mastering the skills required in task 1, progress to Task 2, and so on for TASK 3.				TASK 1	TASK 2	TASK 3	WE ARE LEARNING TO	Count concealed items and visualise the items that cannot be seen. Count from one.	Count on or back to solve problems. A number takes the place of a completed count. Count on from the larger number.	Use known facts and other non-count-by-one strategies (e.g. compensation) to solve problems.	RESOURCES	Dominoes / Cards	Dominoes / Cards	Dominoes / Cards	ACTIVITY	Dominoes 1. Player turns over a domino tile or card, studies the tile and turns it back over. 2. Player visualises the dot pattern. 3. Player draws the dot pattern on a whiteboard or paper.	Dominoes 1. Player turns over two dominoes or cards. 2. Player adds total together, focusing on counting on from the larger number.	Dominoes 1. Player turns over two dominoes or cards. 2. Player uses known facts and other non-count by ones strategies to add total together. 3. Player then adds ten to the total, repeating 5 times to practise counting by 10 off the decade.	LANGUAGE USED	I visualised the pattern...	___ + ___ =	___ + ___ = ___ + 10 = _x_ _x_ + 10 = ____ (repeat 5 times)	TEACHING FOCUS	Visualising dot pattern.	Counting on or back to find the total.	Counting on or back to find the total. Adding ten to a given number.	<p>See TEN in Tuesday resource folder</p>
TEN - TARGETING EARLY NUMERACY																																		
INSTRUCTIONS	Targeting Early Numeracy (TEN) is an intensive program that develops students' knowledge and skills in addition and subtraction. TEN Should be completed daily for approximately 10 minutes. Please support your child in completing set tasks. These tasks are meant to be fun, whilst also developing Early Numeracy Skills. Task 1, 2 and 3 are progressions - You are not required to complete tasks 1, 2 and 3 daily. All students should start on task 1 on a Monday or the first session of the week. Once your child is mastering the skills required in task 1, progress to Task 2, and so on for TASK 3.																																	
	TASK 1	TASK 2	TASK 3																															
WE ARE LEARNING TO	Count concealed items and visualise the items that cannot be seen. Count from one.	Count on or back to solve problems. A number takes the place of a completed count. Count on from the larger number.	Use known facts and other non-count-by-one strategies (e.g. compensation) to solve problems.																															
RESOURCES	Dominoes / Cards	Dominoes / Cards	Dominoes / Cards																															
ACTIVITY	Dominoes 1. Player turns over a domino tile or card, studies the tile and turns it back over. 2. Player visualises the dot pattern. 3. Player draws the dot pattern on a whiteboard or paper.	Dominoes 1. Player turns over two dominoes or cards. 2. Player adds total together, focusing on counting on from the larger number.	Dominoes 1. Player turns over two dominoes or cards. 2. Player uses known facts and other non-count by ones strategies to add total together. 3. Player then adds ten to the total, repeating 5 times to practise counting by 10 off the decade.																															
LANGUAGE USED	I visualised the pattern...	___ + ___ =	___ + ___ = ___ + 10 = _x_ _x_ + 10 = ____ (repeat 5 times)																															
TEACHING FOCUS	Visualising dot pattern.	Counting on or back to find the total.	Counting on or back to find the total. Adding ten to a given number.																															
<p>Maths</p>	<p><u>Turn Around Facts</u></p> <p>A turn around fact is an addition fact in maths which you are able to 'turn around' or reverse the numbers you are adding and still get the same answer. This is also called 'commutative property'.</p>	<p><u>Maths Mentals</u></p> <p><u>Turn Around to 20 Worksheet</u></p>																																

	<p>Watch the ‘Turn Around Facts’ demonstration video. https://www.youtube.com/embed/-90q2-Gg9uU</p> <p>Complete the ‘Turn Around to 20’ worksheet.</p> <p>Complete the ‘Addition Commutative Property’ activity. To extend, add two-digit or three-digit numbers and show the commutative property. Interactive dice can be found using this link: https://nrich.maths.org/6717 <i>Click the purple cog in the corner to change the number settings of the dice to show two or three-digit numbers. Don’t forget to press the green ‘in the current window’ button before exiting settings so that the changes are applied.</i></p> <p>OPTIONAL: Complete ONE day of the <u>Maths Mentals</u>.</p>	<p><u>Addition Commutative Property Activity</u></p>
<p>LUNCH Eat a healthy lunch, move your body and refresh your mind.</p>		
<p>Afternoon session</p>		
<p>Theme Unit</p>	<p>Do you know what a new term means for year 1? That’s right, a NEW THEME UNIT!</p> <p>This term, we will be exploring ‘Our Planet’ and observing changes which occur in the sky and landscape. Listen to Miss Young talk about our new theme unit and take you through the first lesson: https://www.youtube.com/embed/T0OqsG4dGwQ</p> <p>If you don’t have access to technology, keep reading below :)</p> <ul style="list-style-type: none"> ● This science unit involves asking questions and describing changes in our world. ● We use science every day, including when caring for our environment and living things. <p>Today’s lesson will focus on observing the sky over the course of the day for changes. Does the sky look different in the morning and the afternoon? Are you able to notice how the sky changes over the course of a day?</p>	<p><u>Week 1 - Sky Observation Part 1 and 2</u></p>

Firstly, go outside and look carefully at the sky. *Be careful not to look directly at the sun, this can hurt our eyes.*

- What do you see?
- Count how many different things you can see in the sky.
- Verbally share your discoveries with someone at home, or even film your discoveries using a phone or tablet.
- Once you have discussed your observations, for example: “I saw many clouds, of all different shapes and sizes”, locate the [Week 1 - Sky Observation Part 1 and 2](#) worksheet and document what you saw outside in the sky. Make sure you record the time you went outside. Use a combination of drawings and words to describe what you have observed in the sky.

TAKE A BREAK AND COME BACK TO THIS LESSON IN 2 HOURS

Welcome back! You would have noticed the [Week 1 - Sky Observation Part 1 and 2](#) worksheet has two boxes for you to observe the sky during the day. Go back outside again and record what you see.

- Is the sun in a different position?
- Describe the things you can see and anything they are doing.
- What changes do you see in the sky?
- Compare the similarities and differences between the first and second observations.

BONUS: With permission/supervision from your parents or carers, go outside once the sun has set and observe the **night** sky. OR watch this timelapse <https://www.youtube.com/embed/RRm9iICWqno>

- Write down and/or draw what you see.
- What can you see at night that you cannot see during the day?
- Why do you think the sky changes during the day and night?

If you want to explore day and night further, watch this interesting YouTube clip to learn why we have day and night <https://www.youtube.com/embed/Wr-CRksTYGs>

- List 3 facts you learnt throughout this video.