



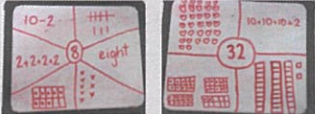
# Learning from Home – Brooke Avenue Public School

## Stage 1 (Years 1 and 2) – Term 3, Week 1, 2021

The following timetable can be used by students to support learning at home. All tasks have been linked to syllabus outcomes. If technology is available at home, please use the attached links to support learning.

|                   | Monday | Tuesday   | Wednesday  | Thursday  | Friday  |
|-------------------|--------|---|--|---|---|
| <b>Daily task</b> |        | Turn the tap off after washing your hands, cleaning your teeth.   | Turn the TV/Device off when you are finished.  | Turn the light off when you leave the room.   | Take a shorter shower to save water.  |
| <b>Morning</b>    |        | <p><b>English –</b></p> <p><i>Spelling</i></p> <p>Read your spelling words and discuss the meaning of each word with your parent/carer. Practise your spelling words by writing a sentence for each one. Try making your sentences longer by using a joining word (and, but).</p> | <p><b>English -</b></p> <p><i>Spelling</i></p> <p>Read your spelling words aloud. Find your spelling words in books at home. Make a list of the words you find <b>or</b> Practise writing your spelling words in alphabetical order.</p> | <p><b>English –</b></p> <p><i>Spelling</i></p> <p>Read your spelling words aloud. Draw pictures to match your words. Label your pictures.</p> | <p><b>English -</b></p> <p><i>Spelling</i></p> <p>Read your spelling words aloud. Time how long it takes to write out your words. Try again. See if you can beat your first time.</p> |

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|--------|---------|--|---|--|---|
|        |         | <p><i>Reading</i></p> <p>Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures?</p> <ul style="list-style-type: none"> <li>• What do you think will happen at the end of the story?</li> <li>• What do you think is going to happen next in the story based on what you already know?</li> </ul> <p><i>Writing</i></p> <p>What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p> | <p><i>Reading</i></p> <p>Practise reading the book you read yesterday, making sure you use expression.</p> <p><i>Writing</i></p> <p>Write a short narrative (story) using this starter:<br/>Wow, it was so hairy. I cannot believe it was in my home...</p> <p><i>Speaking and Listening</i></p> <p>Come up with three statements about yourself (Two that are true and one that is not) and say them to a family member. They have to guess which one is not true.</p> | <p><i>Reading</i></p> <p>Video yourself reading a page of the book you read yesterday. Watch the video to see if there are ways you could make the reading sound better.</p> <p><i>Writing</i></p> <p>Write a letter to a friend using some of your spelling words.</p> <p><i>Speaking and Listening</i></p> <p>Read your writing to a family member and check it makes sense.</p> <p>Ask a family member to come up with three statements about themselves (Two that are true and one that is not). See if you can guess which one is untrue.</p> | <p><i>Reading</i></p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> <li>• What was this book about?</li> <li>• What are three facts you have learnt from reading it?</li> </ul> <p><i>Writing</i></p> <p>Write a description of a person or animal in your home using adjectives (describing words).</p> <p><i>Speaking and Listening</i></p> <p>Video yourself saying three statements to your teacher and post on Seesaw. Your teacher has to guess which one</p> |

| Monday        | Tuesday  | Wednesday  | Thursday  | Friday   |   |
|---------------|--|--|---|--|---|
|               |  |  |   | is untrue.   |   |
| <b>Break</b>  | Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |  |   |  |   |
| <b>Middle</b> |  | <p><b>Mathematics</b></p> <p>Go on a shape hunt around your home! Can you find three of each shape? You need to find 3 quadrilaterals (any 4-sided shape), 3 triangles, 3 circles, 3 hexagons and 3 octagons. You can make shapes using straws, toothpicks, paddle pop sticks or sticks. Draw the different shapes you found or made in your book.</p> <p><b>Physical Activity</b></p> <p>Complete 20-30 minutes a day of physical activity. Go for a walk, run or ride with an adult.</p> <p>Indoor Circuit or <a href="https://www.gonoodle.com/">GoNoodle</a><br/> <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></p> <p>Complete the following exercises five times</p> <ul style="list-style-type: none"> <li>• Bend down and</li> </ul> | <p><b>Mathematics</b></p> <p>Starting from 0, count forwards by 5's as far as you can.</p> <p>Count backwards by 5 from any number – 35, 30, 25 or 26, 21, 16.</p> <p><u>Volumes and surface areas</u></p> <p>(<a href="https://education.abc.net.au/home#!/media/2951668/volumes-and-surface-areas">https://education.abc.net.au/home#!/media/2951668/volumes-and-surface-areas</a>)</p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the most to the least. Draw the containers in order in your maths book.</p> <p>Test your idea. Pour things from one container</p> | <p><b>Mathematics</b></p> <p>Write the numerals 1 to 20 and write them in words. For example, 1 – one.</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your book. Ask someone to help you describe your favourite pattern.</p> <p>Use a paperclip, a toothpick, a block or paddle pop stick to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your book.</p> | <p><b>Mathematics</b></p> <p>How many ways can you represent 10 or 15 in a similar way to the numeral 8 below?</p>  <p>10 or 15 can also be represented using drawings, ten frames, MAB blocks, or by splitting numbers.</p> <p>Pick your own two- or three-digit number to represent in different ways.</p> <p>Play a game with a partner</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and</p> |

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|--------------|--|---|--|--|---|
|              |  | <p>touch your toes 10 times.</p> <ul style="list-style-type: none"> <li>• Try and touch the clouds for 10 seconds.</li> <li>• Walk sideways 20 steps and hop back.</li> </ul> | <p>to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your book. Was your estimate correct?</p> <p><b>Physical Activity</b></p> <p>Complete 20-30 minutes a day of physical activity. Go for a walk, run or ride with an adult</p> <p><u>Cosmic Kids Yoga</u><br/>(<a href="https://cosmickids.com/">https://cosmickids.com/</a>) or Indoor Circuit</p> <p>Complete the following exercises five times</p> <ul style="list-style-type: none"> <li>• Pretend to jump rope for 15 seconds.</li> <li>• Crawl like a crab for 10 seconds.</li> <li>• Jump up and down 10 times.</li> </ul> | <p><b>Physical Activity</b></p> <p>Complete 20-30 minutes a day of physical activity. Go for a walk, run or ride with an adult.</p> <p><u>Cosmic Kids Yoga</u><br/>(<a href="https://cosmickids.com/">https://cosmickids.com/</a>) or Indoor Circuit</p> <p>Complete the following exercises five times</p> <ul style="list-style-type: none"> <li>• Balance on right foot for 10 seconds.</li> <li>• Balance on you left foot for 10 seconds.</li> <li>• 10 star jumps.</li> <li>• 10 seconds of fast feet, running on the spot.</li> </ul> | <p>jokers. An ace equals 1.</p> <p>Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</p> |
| <b>Break</b> | Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |   |  |  |   |

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| <b>Afternoon</b> |        | <p><b>Geography</b></p> <p>What is the weather like today? Describe it to a family member.</p> <p>Predict what you think the weather will be like tomorrow. Tell your family member.</p> <p>Observe the weather for the rest of the week. By drawing or writing about the weather each day. Make your own weather chart for the week.</p> <p>What activities could you do in the weather today? What clothes would you need to wear?</p> <p>What indoor and outdoor activities could you do in different types of weather? Draw the types of things you could do.</p> | <p><b>Creative Activities</b></p> <p>Make a musical instrument. Think about the variety of instruments you could create using a wide variety of materials. Try to choose recycled materials to create your instrument.</p> | <p><b>Science and technology</b></p> <p>Set up two plastic cups with the same number of ice cubes and place them in different places to see what happens. Tell a family member your prediction (what you think will happen).</p> <p>What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.</p> <p>Write a report of your investigation. Include labelled diagrams to record your observations.</p> | <p><b>'Finish Up Friday' or Free-time</b></p> <p>Finish any work you did not get time to complete during the week or have some well-deserved free time!</p> |

# Week 1 Spelling

| List 1 - ck | List 2 - sm/str |
|-------------|-----------------|
| back        | smog            |
| pack        | smash           |
| neck        | smile           |
| pick        | smooth          |
| sick        | strapped        |
| lock        | stripy          |
| rock        | street          |
| duck        | straight        |

Stage 1 students can choose to work from either List 1 or 2.