



Term 3 – Week 4

Year 1

Monday 2<sup>nd</sup> August 2021

# Our Day - Timetable

|                     |  |
|---------------------|--|
| <b>Daily Task</b>   | Brush and style your hair  |
| <b>Tricky words</b> | Spelling task 1-3  |
| <b>'On the Mat'</b> | Engage in On the Mat lesson and complete spelling- responding task |
| <b>Break</b>        | Crunch & sip   |
| <b>Reading Eggs</b> | Complete assigned activities                                       |
| <b>Writing</b>      | 4 sentences using adjectives                                       |
| <b>Break</b>        | Morning tea & play   |
| <b>Math</b>         | Math game (posted on Class Story)                                  |
| <b>Math</b>         | Video  |
| <b>Math</b>         | Addition Questions   |
| <b>Math</b>         | Addition Mentals   |
| <b>Matific</b>      | Work through activities on Matific                                 |
| <b>Break</b>        | Lunch & play   |
| <b>Dance</b>        | Just Dance or Go Noodle  |



# Spelling Task 1

Step 1: Practise reading your tricky words without hesitation to an adult or older sibling.

Step 2: Read the sentences to an adult or older sibling **or** read the sentences with an adult or older sibling.

\*see next slide



## Time for tricky words

put

have

were

all

one

them

1. We were all very well.
2. Min has one black pen.
3. I do not like this one.
4. We told them to go back.
5. The shells were on the sand.
6. Have you put my lunch in my bag?
7. Ella was cross with them.
8. Nick put all the cups in the sink.





## Tricky Word Practice Laps (Sets 1-5)



|    |      |        |        |      |       |        |
|----|------|--------|--------|------|-------|--------|
| 1. | said | are    | her    | was  | you   | very   |
| 2. | put  | have   | were   | then | there | they   |
| 3. | here | what   | want   | some | where | should |
| 4. | saw  | friend | school | your | again | home   |
| 5. | who  | many   | any    | love | says  | over   |

Practice reading all your  
tricky words.

# Spelling Task 2

# Snakes and Ladders Task 3

16 Snakes and Ladders

|            |      |       |       |      |       |       |      |       |
|------------|------|-------|-------|------|-------|-------|------|-------|
| 18         | red  | 17    | win   | 16   | fox   | 15    | dug  |       |
| 10         | best | 11    | flip  | 12   | stamp | 14    | doll |       |
| 9          | fuzz | 8     | stack | 6    | when  | 5     | much |       |
| START<br>→ | 1    | think | 2     | took | 3     | spoon | 4    | clang |

**Instructions:** Take turns to roll the dice and move your counter. Read the word on your landing square. If you land at the bottom of a ladder and read the word correctly, move your counter up the ladder. If you land at the top of a snake, slide down the snake. First to the end is the winner.

# On the Mat

See Miss Taylor's post on class story for your On the Mat lesson.

Name: \_\_\_\_\_

**Instructions:** Circle the adjectives in the sentences below and write the adjective on the line. Copy the sentences into your exercise books and draw of picture for each sentence.

The dog plays with a long stick. \_\_\_\_\_

We saw a tall man. \_\_\_\_\_

The quick dog grabs the meat. \_\_\_\_\_

I have a pink dress. \_\_\_\_\_

**Instructions:** Choose the correct adjectives to complete the sentences. Copy the sentences into your exercise book and draw a picture of each.

black      yellow      little      steep

1. I have a \_\_\_\_\_ banana.

2. We ran up the \_\_\_\_\_ hill.

3. I saw a \_\_\_\_\_ insect.

4. Jo has \_\_\_\_\_ hair.

# Spelling- Responding task

Complete the following activity.

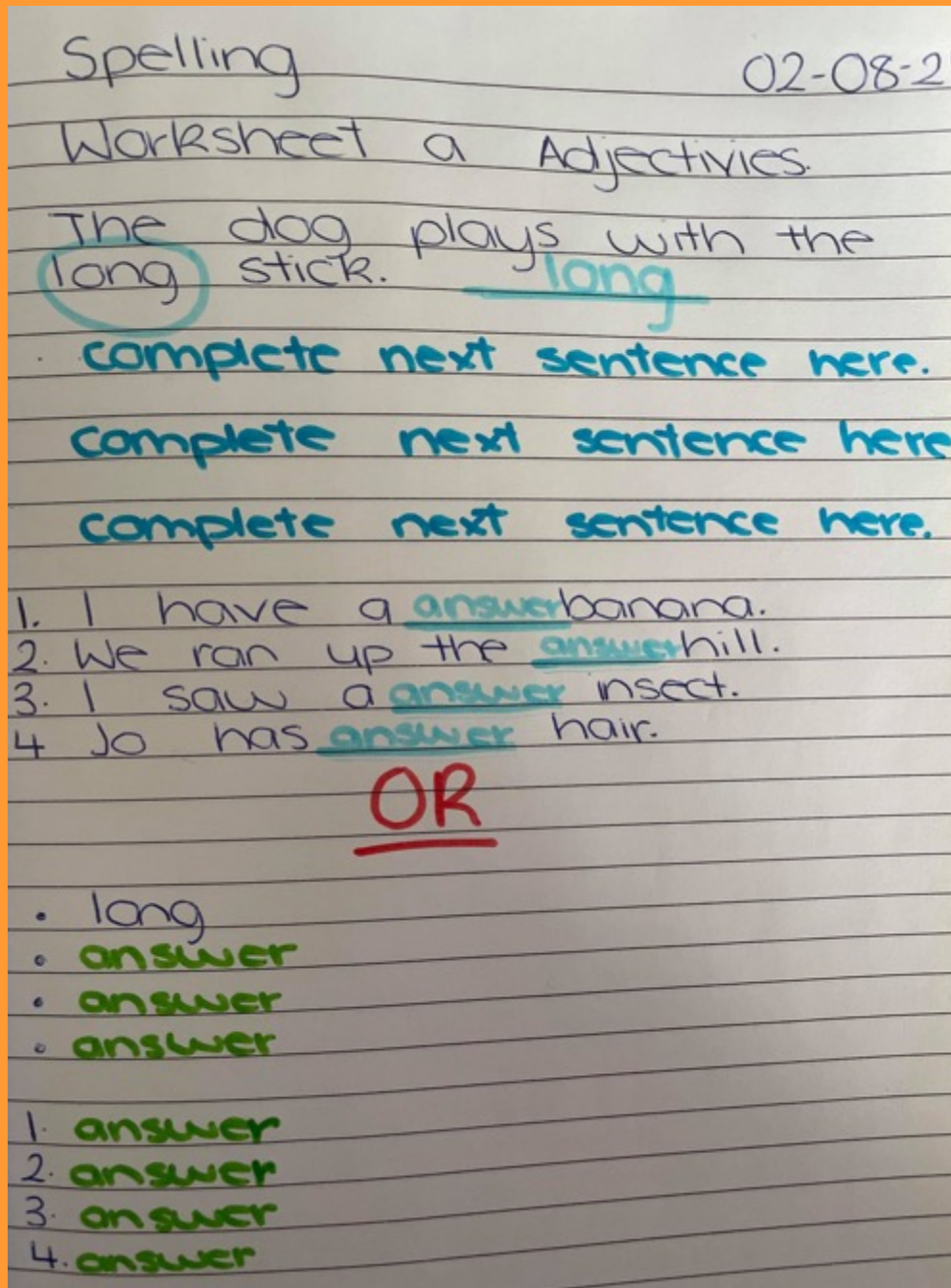
See the next slide for suggestions on how to complete this task in your workbook.

*Parents/Carers select the most appropriate suggestion for your child.*

Take a photo of your work and send it to your teacher on ClassDojo for marking and feedback



# Like this...

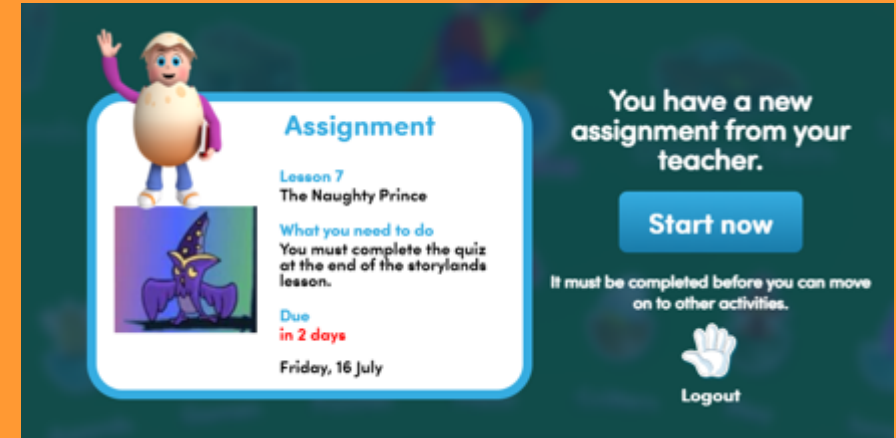


# Reading Eggs

Step 1: Log into Reading Eggs



Step 2: Click start now



Step 3: Complete activities 1-4



# Writing

We are learning to (WALT): Write super sentences

What I'm looking for (WILF):

I can use capital letters.

I can use full stops at the end of my sentence.

I can leave finger spaces.

I can write about something or someone.

I can check my sentences make sense.

I can include an adjective.

Write 4 sentences with 1 adjective in each sentence.

Like this...

Miss Taylor has **brown** hair.

My dog is very **playful**.

I made a **delicious** cake.

The music is very **loud**.

Optional

You can draw a picture to accompany your sentences.

## A Super Sentence ...

...starts with a capital letter

...ends with a full stop

...tells us about someone or something

...must make sense



Sam likes to swim.

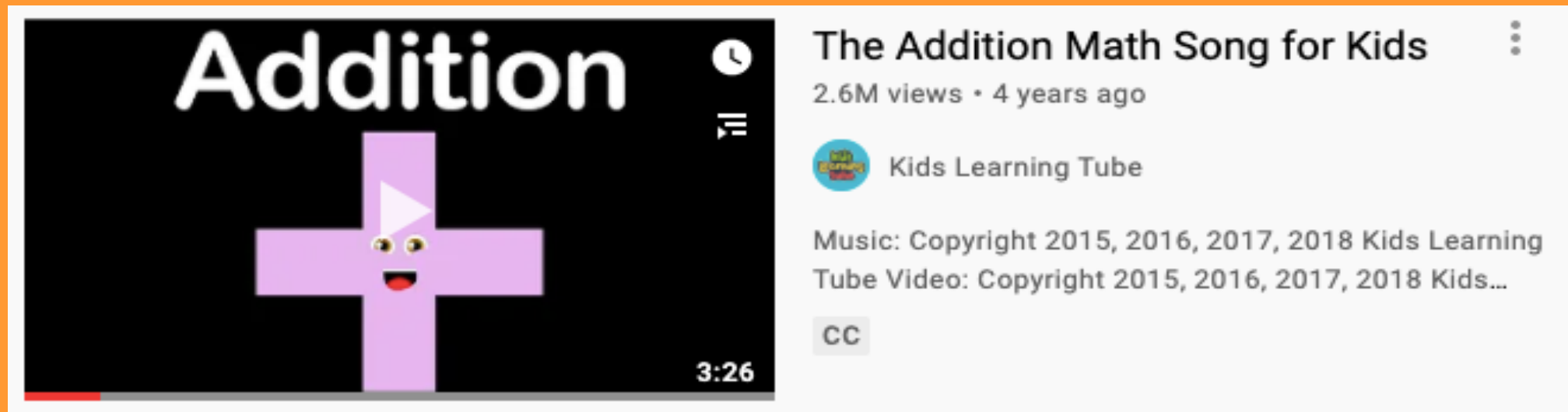
# Addition Song: Task 1

## Warm up

Please watch the Addition Math Song on the link:

<https://www.youtube.com/watch?v=k5wC5krH8xo>

Or search 'Addition math song' and click on the video pictured below:



**Addition**

**The Addition Math Song for Kids**

2.6M views • 4 years ago

Kids Learning Tube

Music: Copyright 2015, 2016, 2017, 2018 Kids Learning Tube Video: Copyright 2015, 2016, 2017, 2018 Kids...

CC

3:26

# Addition: Task 2

**Addition** + is where you join two or more numbers to find the total!

This is a number sentence →  $1+1=2$

**Important:** Use hands-on manipulatives like counters or household objects like pegs, toys, spoons, lollies anything you can use to count!

Number the following questions and answer them into your workbook:

1) Show me two ways you can get 5 using addition.

Like  $\_\_ + \_\_ = 5$

2) Show me two or more ways you can get 7 using addition.

Like  $\_\_ + \_\_ = 7$

3) Word Problem: I have 5 balls and I get 4 more. How can I write this as a number sentence?

**Extension:** (Optional)

4) Word Problem: Ms Taylor has 12 stickers but bought 5 more. How can I write this as a number sentence?

## Addition

### Maths Action Words

+ + + +

**add**

**altogether**

**both**

**combined**

**how many**

**increase**

**join**

**plus**

**sum**

**together**

**total**

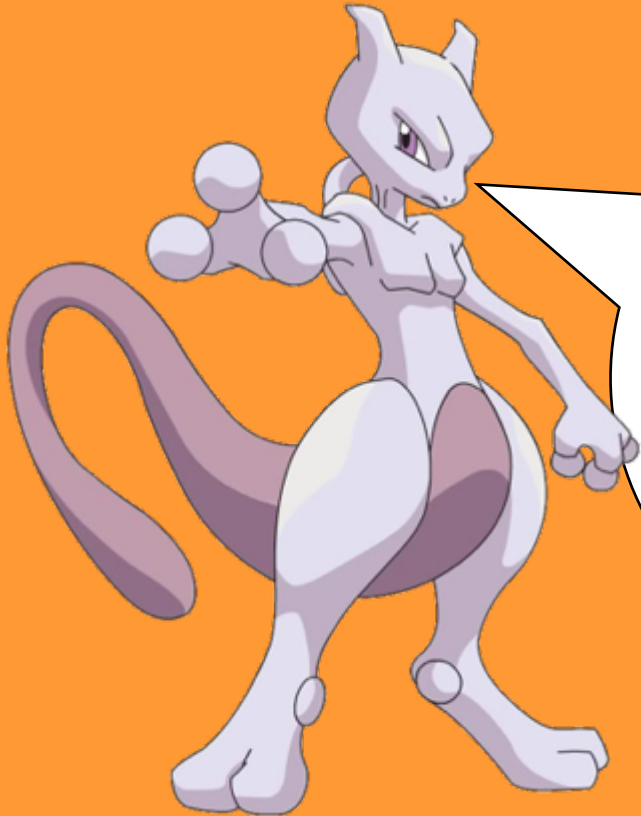
**and**



# Addition Mentals: Task 3

Complete the following by writing into your workbook.

Take a photo of your answers and working out and send it to your teacher on ClassDojo.



**Helpful Tip:**

Use counters or household items to help you count.

$4 + 0 =$

$2 + 3 =$

$5 + 5 =$

$3 + 7 =$

$6 + 9 =$

$4 + 8 =$

**Extension:**

$10 + 5 =$

$14 + 9 =$

$26 + 14 =$

$16 + 31 =$

Don't forget to go onto Matific after this task!

# Dancing!

With permission  
from a parent/carer  
and supervision go  
onto YouTube and  
join in on your  
favourite Just  
Dance or Go Noodle  
activities.



Banana Banana Meatball - Blazer Fresh | GoNoodle



★ Just Dance Kids 2 - I'm a Gummy Bear (The Gummy Bear Song) (HD) ★

Term 3 – Week 4



Year 1

Tuesday 3<sup>rd</sup>  
August 2021



# Our Day - Timetable

|              |  |
|--------------|--|
| Daily Task   | Water the garden   |
| Tricky words | Spelling task 1-3  |
| 'On the Mat' | Engage in On the Mat lesson and complete spelling- responding task |
| Break        | Crunch & sip   |
| Reading Eggs | Complete assigned activities                                       |
| Writing      | Write 2-3 sentences describing the forgetful princess.             |
| Break        | Morning tea & play   |
| Math         | Math game (posted on Class Story)                                  |
| Math Task 1  | Warm Up Video - One More!  |
| Math Task 2  | What comes next task   |
| Math Task 3  | Addition mentals   |
| Matific      | Work through activities on Matific                                 |
| Break        | Lunch & play   |
| Geography    | Different purposes for a place drawing task                        |

# Spelling Task 1

Step 1: Practise reading set 3 tricky words without hesitation to an adult or older sibling.

Step 2: Read the sentences to an adult or older sibling or read the sentences with an adult or older sibling.

\*see next slide

## Time for tricky words

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have

were

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4. We told them to go back.
5. The shells were on the sand.
6. Have you put my lunch in my bag?
7. Ella was cross with them.
8. Nick put all the cups in the sink.





## Tricky Word Practice Laps (Sets 1-5)



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|----|------|--------|--------|------|-------|--------|
| 1. | said | are    | her    | was  | you   | very   |
| 2. | put  | have   | were   | then | there | they   |
| 3. | here | what   | want   | some | where | should |
| 4. | saw  | friend | school | your | again | home   |
| 5. | who  | many   | any    | love | says  | over   |

# Spelling Task 2

Practice reading all your tricky words or go on a tricky word hunt.

# Snakes and Ladders Task 3

16 Snakes and Ladders

|       |      |       |       |       |       |        |     |       |
|-------|------|-------|-------|-------|-------|--------|-----|-------|
| 18    | red  | 17    | win   | 16    | fox   | 15     | dug |       |
| 10    | best | 11    | flip  | 12    | stamp | strict | 14  | doll  |
| 9     | fuzz | 8     | stack | shock | 6     | when   | 5   | much  |
| START | 1    | think | 2     | took  | 3     | spoon  | 4   | clang |

**Instructions:** Take turns to roll the dice and move your counter. Read the word on your landing square. If you land at the bottom of a ladder and read the word correctly, move your counter up the ladder. If you land at the top of a snake, slide down the snake. First to the end is the winner.

# On the Mat

## Task 4

See Miss Taylor's post on class story for your On the Mat lesson.

Name: \_\_\_\_\_

**Instructions:** Read the words in the box. Choose two adjectives to describe each picture. Write the words under the picture.

shy

hot

cold

fast

bright

sweet



1. \_\_\_\_\_

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

**Instructions:** Unjumble the sentences then write them on the line below. Circle the adjectives. Read your sentences.

thick

We

on

cold

need

socks

days.



likes

eat

Bella

food.

to

fresh



# Spelling- Responding task

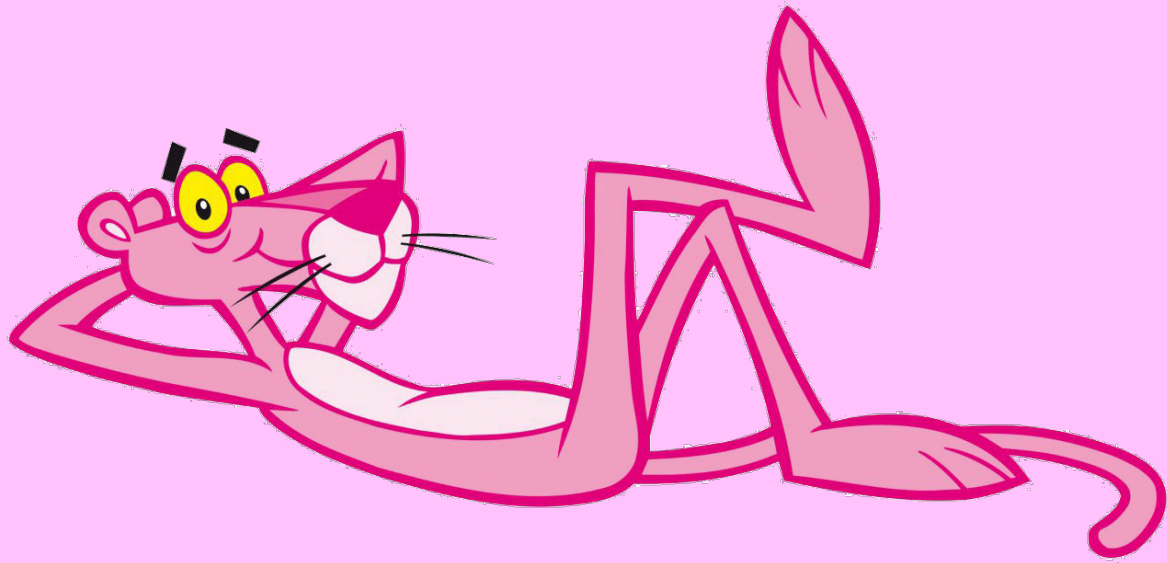
Complete the following activities.

See the next slide for suggestions on how to complete this task in your workbook.



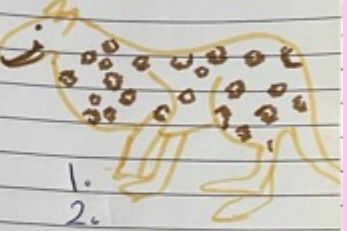
*Parents/Carers select the most appropriate suggestion for your child.*

Take a photo of your work and send it to your teacher on ClassDojo for marking and feedback

# Like this...



Spelling Worksheet b Adjectives. 03-08-21

1. 1. 1.  
2. 2. 2.

We need thick socks... finish unjumbling the sentence.

Unjumble the sentence here and circle the adjectives.

or

have an adult help you cut up the words and make the sentence.

We need thick socks

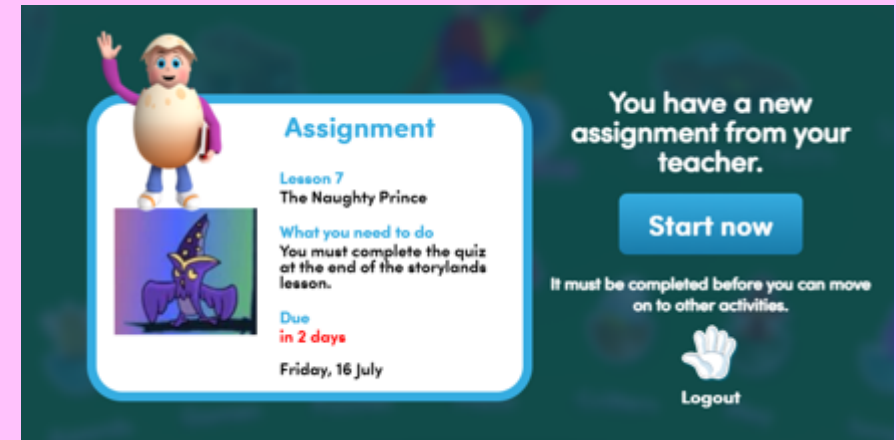


# Reading Eggs

Step 1: Log into Reading Eggs



Step 2: Click start now



Step 3: Complete activities 4-7



# Writing

We are learning to (WALT): Write super sentences

What I'm looking for (WILF):

- I can use capital letters.
- I can use full stops at the end of my sentence.
  - I can leave finger spaces.
- I can write about something or someone.
- I can check my sentences make sense.

A Super Sentence ...  
... starts with a capital letter

A B C D E

A Super Sentence ...  
... ends with a full stop

Sam has a black cat. ✓

A Super Sentence ...  
... tells us about someone or something



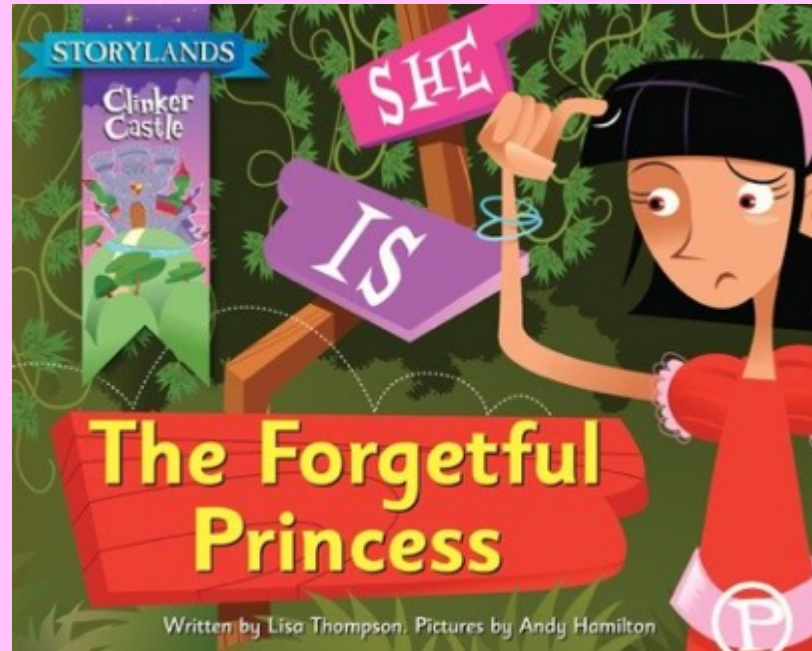
A Super Sentence ...  
... must make sense



# Writing

In your workbook write 2-3 sentences describing the forgetful princess.

Remember to write in full sentences.



Take a photo of your work and send it to your teacher on ClassDojo for marking and feedback

# Math Task 1

## Counting-on Warm Up!

Please click on the YouTube link below:

<https://www.youtube.com/watch?v=Du6JHupzwVo>

Or simply search 'One more song' on YouTube!

And click on the video below:



One More! (song for kids about identifying the # that is "ONE...)

575K views • 3 years ago



Harry Kindergarten Music

WWW.HARRYKINDERGARTENMUSIC.COM ...or find me on Teachers Pay Teachers!

# What number comes next?

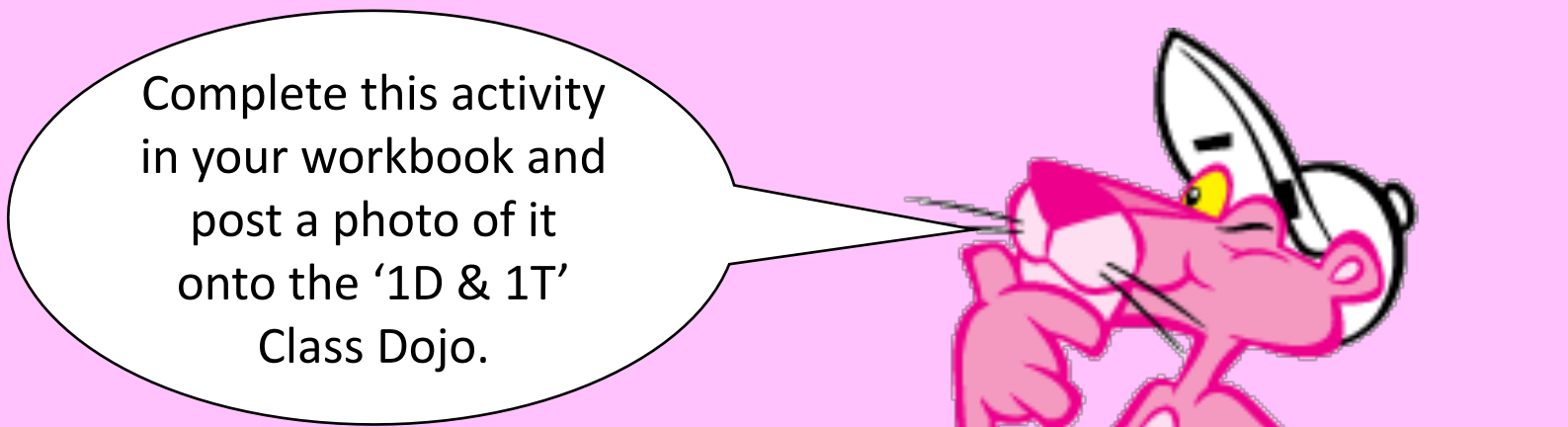
## Task 2

1) It is important for students know 'what number comes next'. Simply write the numbers below in your workbook and write the answers next to it →  
Example: the number after 2 is 3.

2) Extension: (Optional)  
Fill in the missing numbers of the number chart. Write the numbers below into your workbook.

**Which numbers are covered?**

|    |    |    |    |
|----|----|----|----|
| 1  | 2  | 3  | 4  |
| 11 |    |    | 14 |
| 21 |    |    | 24 |
| 31 | 32 | 33 | 34 |

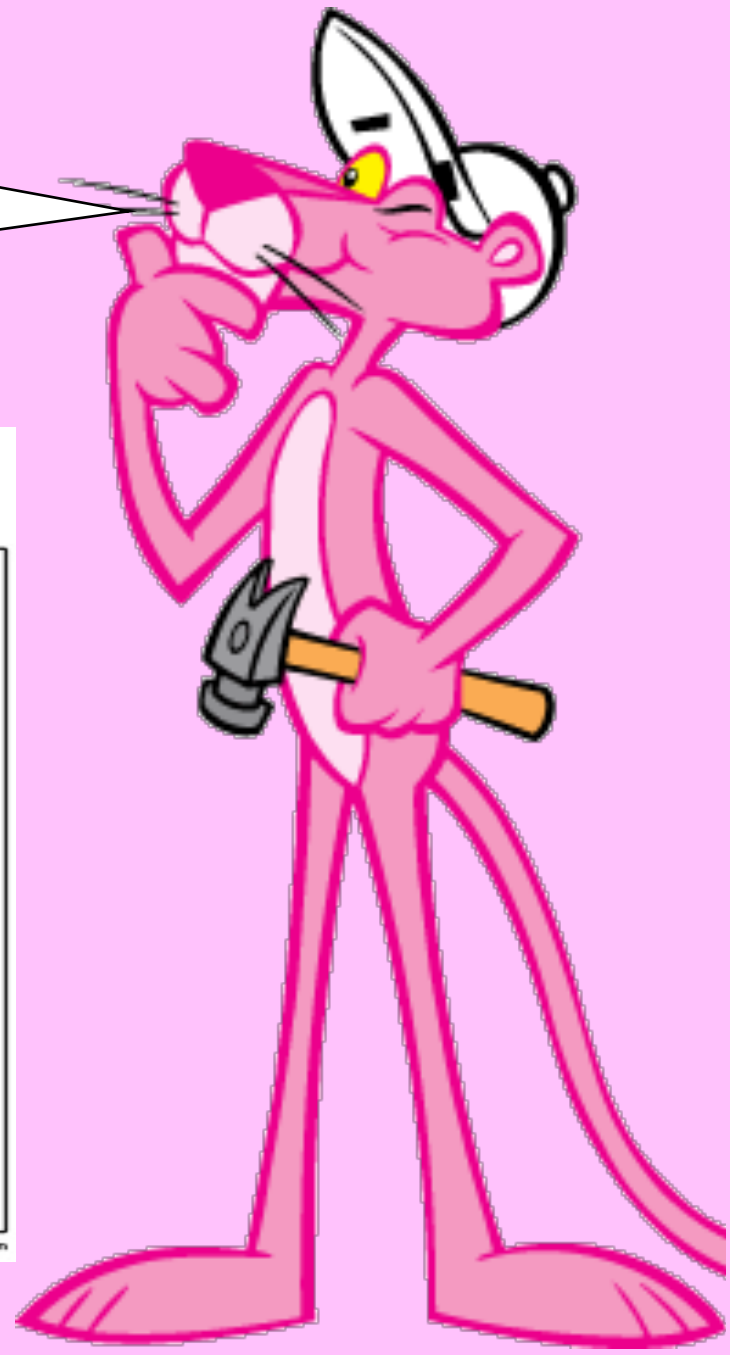


Name: \_\_\_\_\_

**What Number Comes Next?**

|   |       |   |       |
|---|-------|---|-------|
| 4 | _____ | 3 | _____ |
| 1 | _____ | 7 | _____ |
| 8 | _____ | 6 | _____ |
| 5 | _____ | 0 | _____ |

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# Addition Mentals

## Task 3

The Pink Panther character is on the left side of the page. He is pink, wearing a white hat with a black band, and holding a hammer. He has a thoughtful expression with his hand to his chin.

**Helpful Tip:**

Use counters  
or household  
items to help  
you count.

Complete the following by writing  
into your workbook.

Take a photo of your answers and working out and  
send it to your teacher on ClassDojo.

$$0 + 0 = \quad 1 + 5 =$$
$$10 + 3 = \quad 4 + 8 =$$

**Extension:**

$$15 + 5 = \quad 11 + 7 =$$
$$26 + 10 = \quad 15 + 18 =$$

Don't forget to go onto Matific after this task

# Geography

Different purposes for a place

*Task:* Draw a picture showing how a place you know could be used in different ways.

1. A place used for kicking a football around
2. A place used as a dog run area
3. A place used to build a house on
4. A place used as natural scrub and bushland

Term 3

Week 4



Year 1

Wednesday 4<sup>th</sup> August  
2021





# Our Day - Timetable

|                     |   |
|---------------------|---|
| <b>Daily Task</b>   | Get the mail from the mailbox                               |
| <b>Tricky words</b> | Spelling task 1-3   |
| <b>Break</b>        | Crunch & sip  |
| <b>Reading Eggs</b> | Complete assigned activities                                |
| <b>Writing</b>      | What is it? How does it work?                               |
| <b>Break</b>        | Morning tea & play  |
| <b>Math</b>         | Math game (posted on Class Story)                           |
| <b>Math Task 1</b>  | Warm up video - Counting on lesson                          |
| <b>Math Task 2</b>  | Friends of ten task   |
| <b>Math Task 3</b>  | Addition Mentals  |
| <b>Matific</b>      | Work through activities on Matific                          |
| <b>Break</b>        | Lunch & play  |
| <b>Science</b>      | Scientists and Chemists                                     |
| <b>Zoom</b>         | Join your teachers on <u>zoom</u> at <u>2pm</u> for 'news'. |

# Spelling Task 1

Step 1: Practise reading set 3 tricky words without hesitation to an adult or older sibling.

Step 2: Read the sentences to an adult or older sibling or read the sentences with an adult or older sibling.

\*see next slide

## Time for tricky words

put

have

were

all

one

them

1. We were all very well.
2. Min has one black pen.
3. I do not like this one.
4. We told them to go back.
5. The shells were on the sand.
6. Have you put my lunch in my bag?
7. Ella was cross with them.
8. Nick put all the cups in the sink.



# Snakes and Ladders Task 3

16 Snakes and Ladders

|            |      |       |       |       |       |        |     |       |
|------------|------|-------|-------|-------|-------|--------|-----|-------|
| 18         | red  | 17    | win   | 16    | fox   | 15     | dug |       |
| 10         | best | 11    | flip  | 12    | stamp | strict | 14  | doll  |
| 9          | fuzz | 8     | stack | shock | 6     | when   | 5   | much  |
| START<br>→ | 1    | think | 2     | took  | 3     | spoon  | 4   | clang |

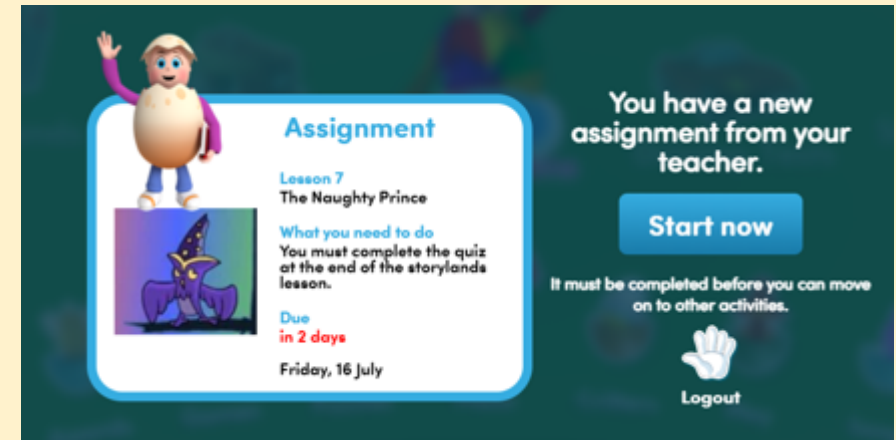
**Instructions:** Take turns to roll the dice and move your counter. Read the word on your landing square. If you land at the bottom of a ladder and read the word correctly, move your counter up the ladder. If you land at the top of a snake, slide down the snake. First to the end is the winner.

# Reading Eggs

Step 1: Log into Reading Eggs



Step 2: Click start now



Step 3: Complete activities 1-4



# Writing

We are learning to (WALT): Write steps

What I'm looking for (WILF):

- I can use capital letters.
- I can leave finger spaces.
- I can use full stops at the end of my sentence.
  - I can write in full sentences.
  - I can check my sentences make sense.
- I can write the steps in the correct order.

A Super Sentence ...  
... starts with a capital letter

A B C D E

A Super Sentence ...  
... ends with a full stop

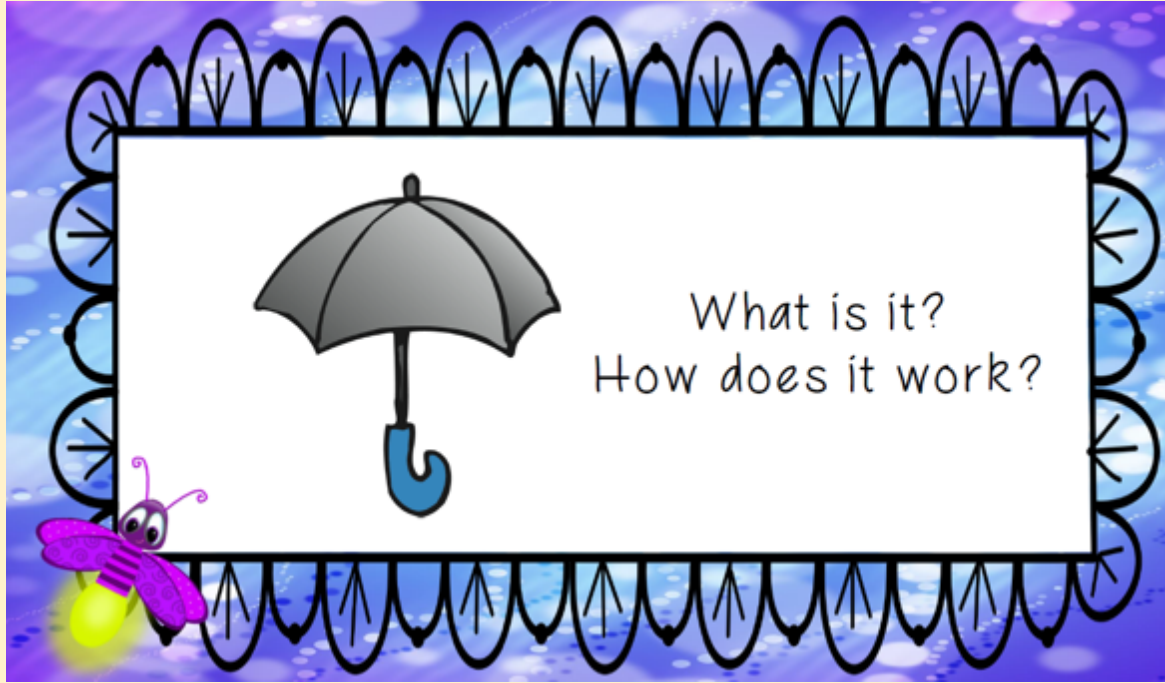
Sam has a black cat. ✓

A Super Sentence ...  
... tells us about someone or something



A Super Sentence ...  
... must make sense





What is it?

How does it work?

Answer the questions in your book.

What is it? How does it work?

It is a glue stick. First take the lid off the top of the glue stick. Next, twist the bottom of the glue stick clockwise pushing the glue up. Finally, hold the glue stick and spread the sticky top onto the back of your desired surface.

Like this...

A different question was answered. This is to show you what your work should look like.



# Math Task 1

## Counting-on Video

Please click on the YouTube link below:

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

Or simply search 'addition for kids bee' and click on the video below:



Addition for Kids | Addition counting on | Kindergarten Addition | How to Teach Addition

2.6K views • 1 year ago



BuzzWithBee

Learn how to do simple addition by locking in the largest number into your brain and counting on, using your fingers.



# Friends of Ten: Task 2

Answer the following into your workbook

## 1) Warm up – Friends of ten

Show me at least two ways you can get 10 using addition. Like  $\_\_ + \_\_ = 10$

2) With your knowledge of friends of ten, fill in the missing numbers in these bar models →

Number them 1-10. Example: 

|    |   |
|----|---|
| 10 |   |
| 8  | 2 |

## 3) **Extension:** (Optional)

Word Problem: Mr Dunn has 7 stamps, how many more do I need to have 12?

|  |    |  |   |   |   |    |  |   |   |
|--|----|--|---|---|---|----|--|---|---|
| 1. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="width: 80%;"></td><td style="text-align: center;">2</td></tr></table> | 10 |  |   | 2 | 6. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="width: 80%;"></td><td style="text-align: center;">5</td></tr></table>  | 10 |  |   | 5 |
| 10   |    |  |   |   |   |    |  |   |   |
|  | 2  |  |   |   |   |    |  |   |   |
| 10   |    |  |   |   |   |    |  |   |   |
|  | 5  |  |   |   |   |    |  |   |   |
| 2. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="text-align: center;">5</td><td style="width: 50%;"></td></tr></table> | 10 |  | 5 |   | 7. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="width: 20%;"></td><td style="text-align: center;">7</td></tr></table>  | 10 |  |   | 7 |
| 10   |    |  |   |   |   |    |  |   |   |
| 5  |    |  |   |   |   |    |  |   |   |
| 10   |    |  |   |   |   |    |  |   |   |
|  | 7  |  |   |   |   |    |  |   |   |
| 3. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="text-align: center;">1</td><td style="width: 90%;"></td></tr></table> | 10 |  | 1 |   | 8. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="text-align: center;">9</td><td style="width: 5%;"></td></tr></table>   | 10 |  | 9 |   |
| 10   |    |  |   |   |   |    |  |   |   |
| 1  |    |  |   |   |   |    |  |   |   |
| 10   |    |  |   |   |   |    |  |   |   |
| 9  |    |  |   |   |   |    |  |   |   |
| 4. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="width: 70%;"></td><td style="text-align: center;">3</td></tr></table> | 10 |  |   | 3 | 9. <table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center;">10</td></tr><tr><td style="width: 10%;"></td><td style="text-align: center;">8</td></tr></table>  | 10 |  |   | 8 |
| 10   |    |  |   |   |   |    |  |   |   |
|  | 3  |  |   |   |   |    |  |   |   |
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| 10   |    |  |   |   |   |    |  |   |   |
| 6  |    |  |   |   |   |    |  |   |   |
| 10   |    |  |   |   |   |    |  |   |   |
| 4  |    |  |   |   |   |    |  |   |   |

# Addition Mentals

## Task 3

Complete the following by writing into your workbook.  
Take a photo of your answers and working out and send it to your teacher on ClassDojo.



**Helpful Tip:**

Use counters  
or household  
items to help  
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$5 + 2 =$

$6 + 7 =$

$7 + 8 =$

**Extension:**

$11 + 5 =$

$10 + 10 =$

$24 + 13 =$

$22 + 10 =$

# Science

- Scientists are a bit like chefs. Chefs can mix different ingredients together to make new food. Scientists can take different chemicals and mix them together to make new products. These scientists are called chemists.

- Chemists create things that are useful in our everyday lives. Students look at the provided images of some of the products chemists have created.

**- Talk with your child about each of the images and answer in their workbook the following questions:**

Which one do you think is the most important?


Which one do you think is the least important?

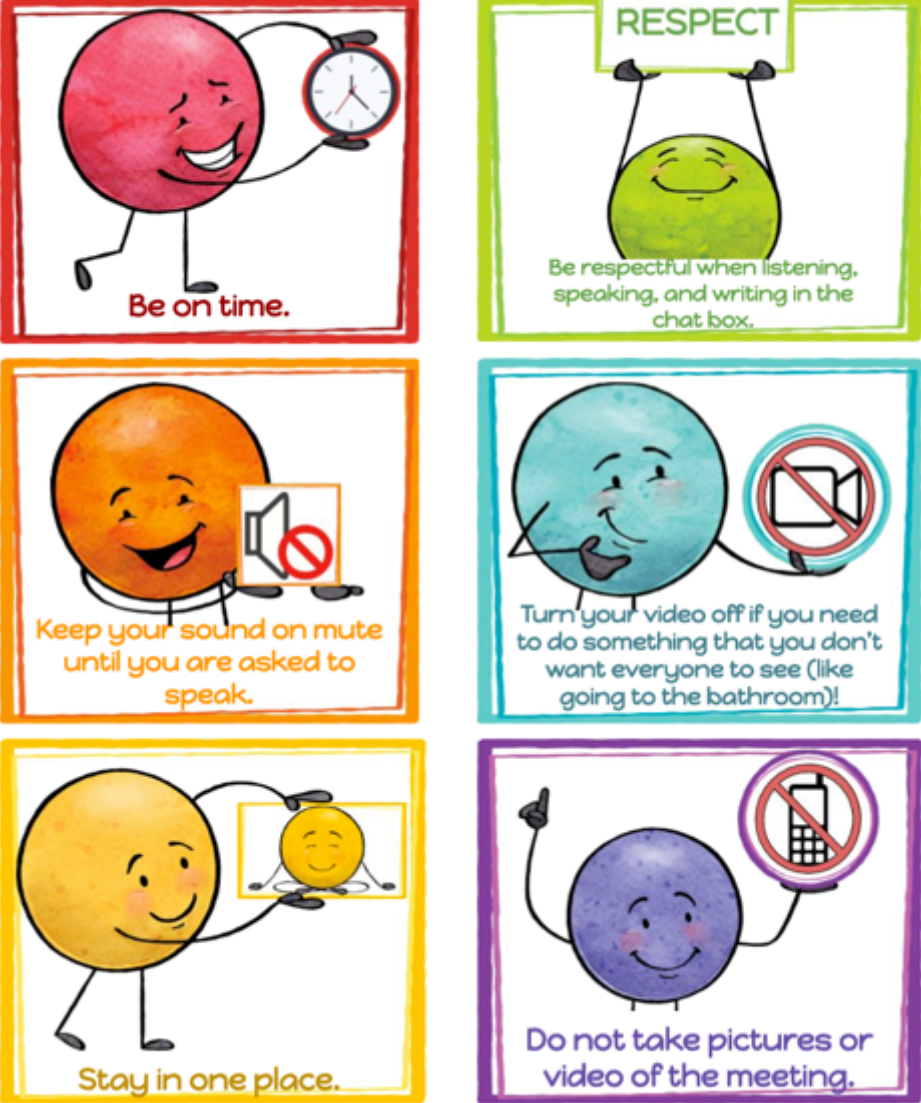


# NEWS ON ZOOM!

Join your teachers on Zoom at 2pm. A link will be provided on ClassDojo.

Choose what you would like to talk about and share with it your classmates. This can include but is not limited to your favourite toy, person, events from the weekend, teaching the class a new skill or sharing some interesting facts about yourself. We can't wait to see you!

 Rules for Distance Learning



**Be on time.**

**RESPECT**

Be respectful when listening, speaking, and writing in the chat box.

**Keep your sound on mute until you are asked to speak.**

Turn your video off if you need to do something that you don't want everyone to see (like going to the bathroom)!

**Stay in one place.**

Do not take pictures or video of the meeting.

Created by C. Bangsund, 2020 • [Dude Dots Artwork by Sarah Pecorina Illustration](#)

# Our Day Timetable

|                     |  |
|---------------------|--|
| <b>Daily Task</b>   | Try tying your shoe laces  |
| <b>Tricky words</b> | Spelling task 1-3  |
| <b>'On the Mat'</b> | Engage in On the Mat lesson and complete spelling- responding task |
| <b>Break</b>        | Crunch & sip   |
| <b>Reading Eggs</b> | Complete assigned activities                                       |
| <b>Writing</b>      | Write 2-3 sentences describing the knight                          |
| <b>Break</b>        | Morning tea & play   |
| <b>Math</b>         | Math game (posted on Class Story)                                  |
| <b>Math Task 1</b>  | Counting-on Video  |
| <b>Math Task 2</b>  | Counting-on task   |
| <b>Math Task 3</b>  | Addition Mentals   |
| <b>Matific</b>      | Work through activities on Matific                                 |
| <b>Break</b>        | Lunch & play   |
| <b>PDPHE-Health</b> | Acting out different emotions                                      |

# Spelling Task 1

Step 1: Practise reading set 4 tricky words without hesitation to an adult or older sibling.

Step 2: Read the sentences to an adult or older sibling or read the sentences with an adult or older sibling.

\*see next slide



## Time for tricky words

then

there

they

are

said

we

1. There it is!
2. They are on the ship.
3. Then Liz said, "Stop!"
4. We were there.
5. We sat on the steps.
6. They said that they can swim.
7. There are chicks in the nest.
8. The kittens were very little then.



## Tricky Word Practice Laps (Sets 1-5)



|    |      |        |        |      |       |        |
|----|------|--------|--------|------|-------|--------|
| 1. | said | are    | her    | was  | you   | very   |
| 2. | put  | have   | were   | then | there | they   |
| 3. | here | what   | want   | some | where | should |
| 4. | saw  | friend | school | your | again | home   |
| 5. | who  | many   | any    | love | says  | over   |

# Spelling Task 2

Practice reading all your tricky words.



# Snakes and Ladders Task 3

16 Snakes and Ladders

|            |      |       |       |      |       |       |      |       |
|------------|------|-------|-------|------|-------|-------|------|-------|
| 18         | red  | 17    | win   | 16   | fox   | 15    | dug  |       |
| 10         | best | 11    | flip  | 12   | stamp | 14    | doll |       |
| 9          | fuzz | 8     | stack | 6    | when  | 5     | much |       |
| START<br>→ | 1    | think | 2     | took | 3     | spoon | 4    | clang |

**Instructions:** Take turns to roll the dice and move your counter. Read the word on your landing square. If you land at the bottom of a ladder and read the word correctly, move your counter up the ladder. If you land at the top of a snake, slide down the snake. First to the end is the winner.







# On the Mat

See Mr Dunn's post on class story for your On the Mat lesson.



Name: \_\_\_\_\_

Instructions: Fill in each word with 'ue'. Write the word in the space. Read the word to your partner.

|           |   |  |
|-----------|---|--|
| gl___     |  _____ |  |
| bl___bell |  _____ |  |
| cl___     |  _____ |  |

Instructions: Fill in the missing word. Read the sentences to partner. Choose one sentence to copy into your exercise book and draw a picture.

|      |       |        |      |
|------|-------|--------|------|
| blue | argue | rescue | glue |
|------|-------|--------|------|

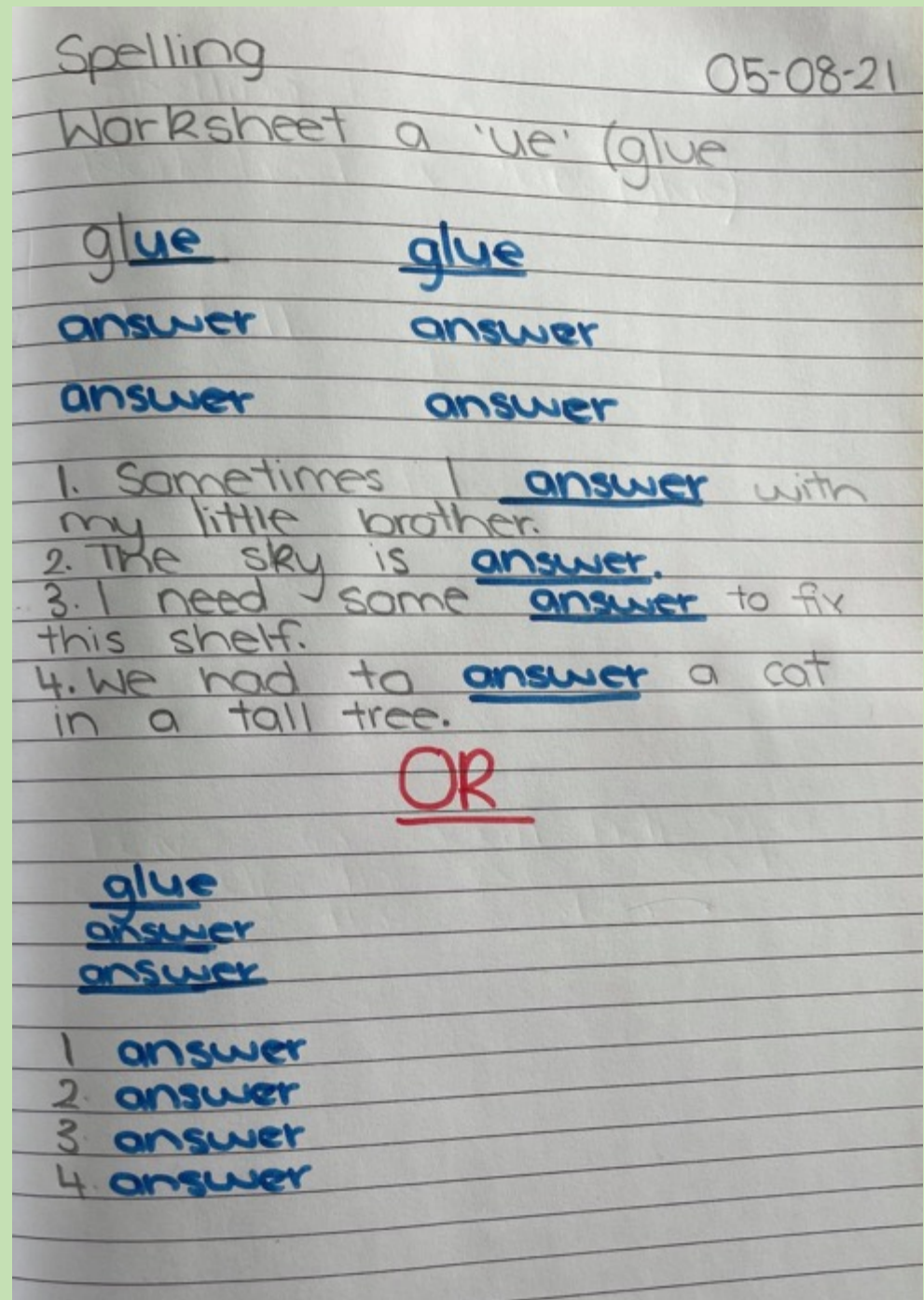
- Sometimes I \_\_\_\_\_ with my little brother.
- The sky is \_\_\_\_\_.
- I need some \_\_\_\_\_ to fix this shelf.
- We had to \_\_\_\_\_ a cat in a tall tree.

# Spelling- Responding task

Complete the following activity.  
See the next slide for suggestions on  
how to complete this task in your  
workbook.

*Parents/Carers select the most  
appropriate suggestion for your child.*

# Like this...



Spelling

05-08-21

Worksheet a 'ue' (glue)

glue

glue

answer

answer

answer

answer

1. Sometimes I answer with my little brother.

2. The sky is answer.

3. I need some answer to fix this shelf.

4. We had to answer a cat in a tall tree.

OR

glue

answer

answer

1 answer

2 answer

3 answer

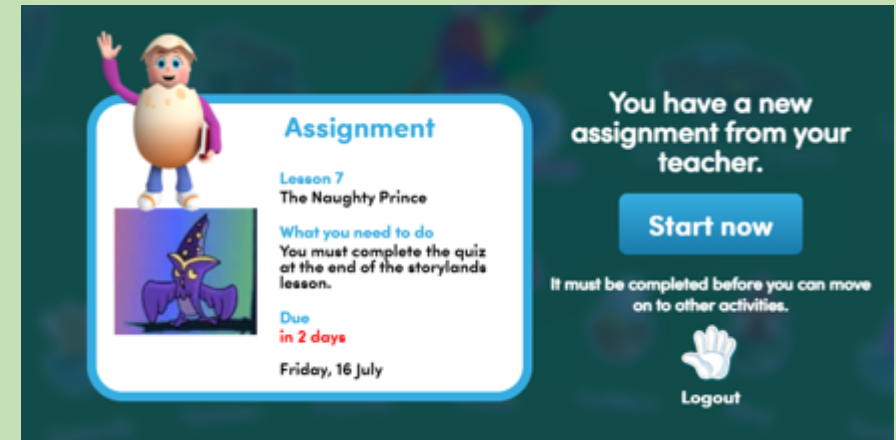
4 answer

# Reading Eggs

Step 1: Log into Reading Eggs



Step 2: Click start now



Step 3: Complete activities 4-7



# Writing

We are learning to (WALT):  
Write super sentences

What I'm looking for (WILF):

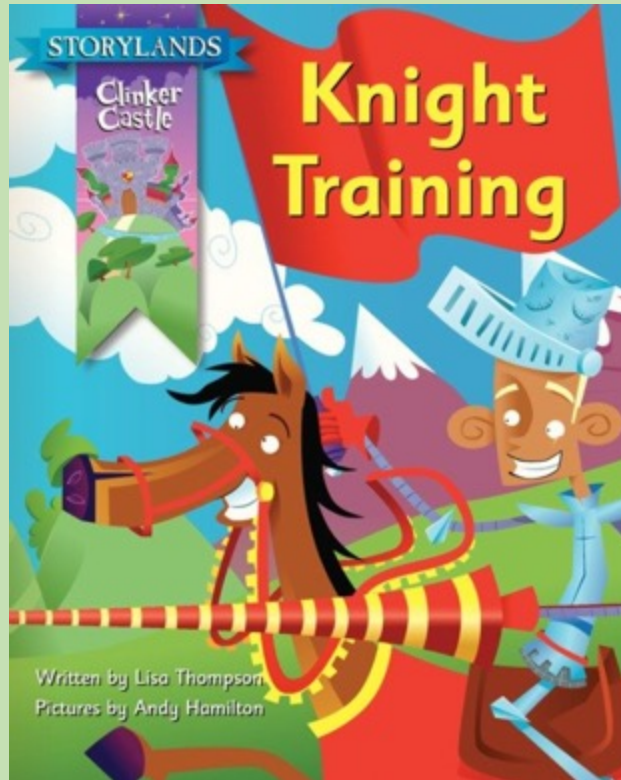
- I can use capital letters.
- I can use full stops at the end of my sentence.
- I can leave finger spaces.
- I can write about something or someone.
- I can check my sentences make sense.



# Writing

In your workbook write 2-3 sentences describing the knight.

Remember to write in full sentences.



Take a photo of your work and send it to your teacher on ClassDojo for marking and feedback

# Counting-on Lesson

## Math Task 1

Please click on the YouTube link below:

<https://www.youtube.com/watch?v=VScM8Z8JIs0>

Or simply search 'week 14 addition by counting on' and click on the video below:

$$\textcircled{9} + \underline{7} = 16$$



4:56

### Week 14 Addition by Counting on

18K views • 1 year ago

**M** Maths About You



Basic Method of Addition Using Fingers!







# Counting-on



## Task 2



Counting on Addition  
using pictures:

1)  +  =

2)  +  =

3)  +  =

4)  +  =

5)  +  =

Answer the following 10  
questions into  
your workbook.

For example:

1) 7


2) 15


**11) Extension:**


Word Problem(Optional)  
Brandon has 6 marbles.  
Georgina has 9 marbles.


How many do they  
have altogether?


Numbers and  
Pictures:

6)  $5 +$   =

7)  $2 +$   =

8)  $7 +$   =

9)  $4 +$   =

10)  $6 +$   =

# Addition Mentals Task 3

Complete the following  
by writing into your  
workbook.

Take a photo of your  
answers and working  
out and send it to your  
teacher on *ClassDojo*.

**Don't forget to  
use the counting-  
on strategy:**

Lock in the bigger  
number in your  
head!

$4 + 2 =$

$4 + 5 =$

$6 + 3 =$

$9 + 3 =$

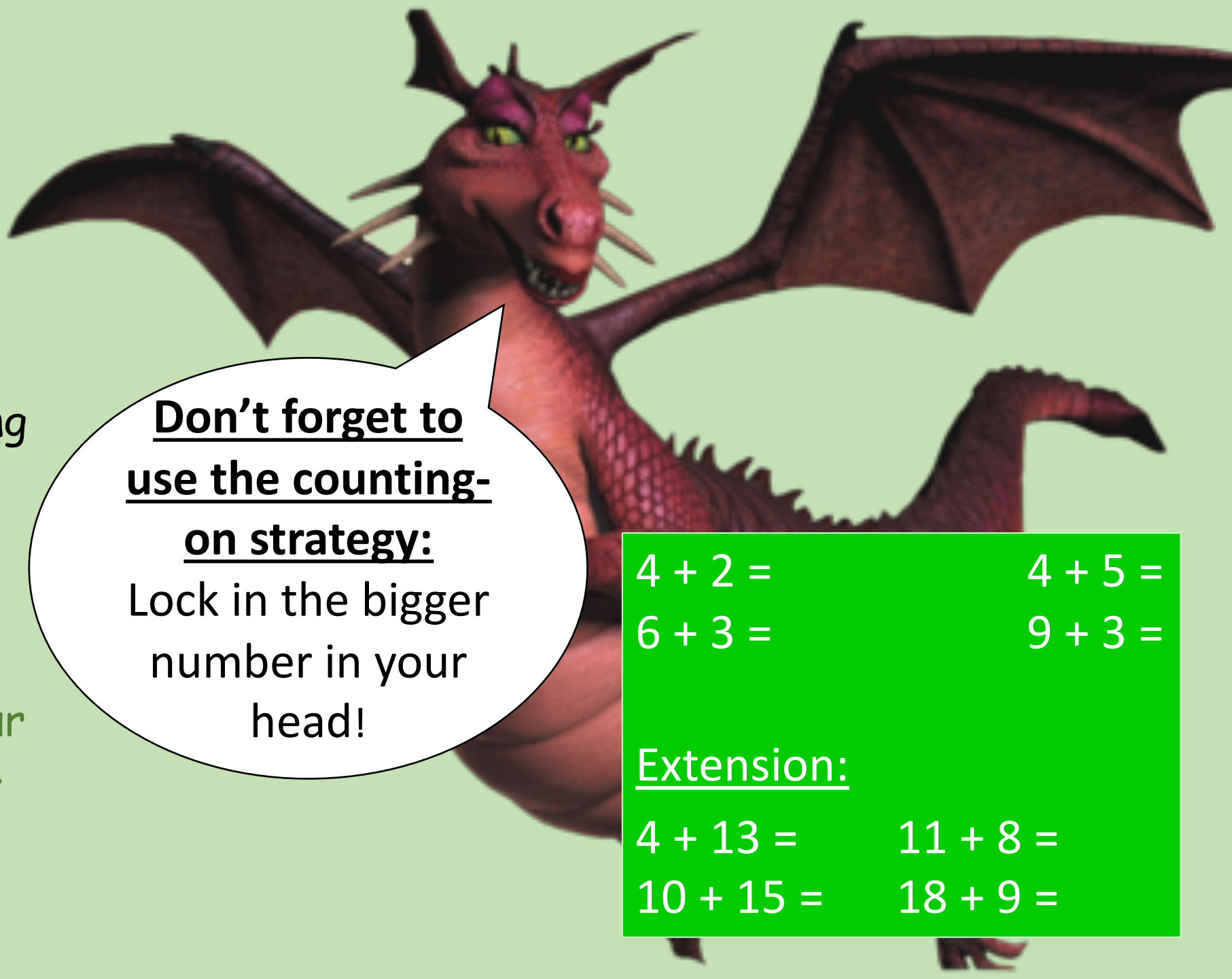
Extension:

$4 + 13 =$

$11 + 8 =$

$10 + 15 =$

$18 + 9 =$



# PDHPE- Health

We are learning to (WALT): Identify and practise physical and emotional responses that account for their own and others' feelings.

What I'm looking for (WILF):

- I can predict how a person might feel based on the words used, facial expressions and/or body language.



# PDHPE- Health

With an adult or sibling act out the different scenarios where we may experience varying emotions. Take turns in guessing how you or your family member was feeling. Remember to use different facial expressions, gestures and body language.

## Scenarios:

- Winning a game or football competition
- Losing your pet (death)
- Losing money
- Being bullied
- Going on an excursion or camp



Term 3 –  
Week 4

Year 1  
Friday 6<sup>th</sup>  
August  
2021



# Our Day Timetable

|                     |   |
|---------------------|---|
| <b>Daily Task</b>   | Read today's date   |
| <b>Tricky words</b> | Spelling task 1-3   |
| <b>'On the Mat'</b> | Engage in On the Mat lesson and complete spelling- responding task                      |
| <b>Break</b>        | Crunch & sip  |
| <b>Reading Eggs</b> | Engage in any activity on Read Eggs   |
| <b>Writing</b>      | Answer the question, do you like to walk or ride the best?                              |
| <b>Break</b>        | Morning tea & play  |
| <b>Math</b>         | Math game (posted on Class Story)   |
| <b>Math Task 1</b>  | Counting-on Lesson Miss Otero - Optional (Long Video)                                   |
| <b>Math Task 2</b>  | Counting-on Tasks   |
| <b>Math Task 3</b>  | Addition Mentals  |
| <b>Matific</b>      | Work through activities on Matific  |
| <b>Break</b>        | Lunch & play  |
| <b>PDPHE-Sport</b>  |   |
| <b>Zoom</b>         | Join your teachers on <b><u>Zoom</u></b> at <b><u>2pm</u></b> for some games and a chat |

# Spelling Task 1

Step 1: Practise reading set 4 tricky words without hesitation to an adult or older sibling.

Step 2: Read the sentences to an adult or older sibling or read the sentences with an adult or older sibling.

\*see next slide

## Time for tricky words

then

there

they

are

said

we

1. There it is!
2. They are on the ship.
3. Then Liz said, "Stop!"
4. We were there.
5. We sat on the steps.
6. They said that they can swim.
7. There are chicks in the nest.
8. The kittens were very little then.







## Tricky Word Practice Laps (Sets 1-5)



1.

said

are

her

was

you

very

2.

put

have

were

then

there

they

3.

here

what

want

some

where

should

4.

saw

friend

school

your

again

home

5.

who

many

any

love

says

over

# Spelling Task 2

Practice reading all your tricky words.

# Snakes and Ladders Task 3

16 Snakes and Ladders

|       |      |       |       |       |       |        |     |       |
|-------|------|-------|-------|-------|-------|--------|-----|-------|
| 18    | red  | 17    | win   | 16    | fox   | 15     | dug |       |
| 10    | best | 11    | flip  | 12    | stamp | strict | 14  | doll  |
| 9     | fuzz | 8     | stack | shock | 6     | when   | 5   | much  |
| START | 1    | think | 2     | took  | 3     | spoon  | 4   | clang |

**Instructions:** Take turns to roll the dice and move your counter. Read the word on your landing square. If you land at the bottom of a ladder and read the word correctly, move your counter up the ladder. If you land at the top of a snake, slide down the snake. First to the end is the winner.




# On the Mat







See Mr Dunn's post on class story for your On the Mat lesson.




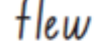


Name: \_\_\_\_\_

Instructions: Trace 'ew'. Trace, read and write the word.

Trace Read  and trace Write the word 

|   |   |  |
|---|---|--|
|  |  |  |
|  |  |  |
|  |  |  |

Instructions: Complete each sentence with a word from the box. Read the sentences to your partner.

|  |  |  |  |
|---|---|---|---|
| 1. I _____ a picture of a frog.   |   |   |   |
| 2. Lewis _____ the ball to Andrew.  |   |   |   |
| 3. I have a _____ ball.   |   |   |   |
| 4. We _____ to the moon in a rocket.  |   |   |   |

# Spelling- Responding task

Complete the following activity.

See the next slide for suggestions on how to complete this task in your workbook.

*Parents/Carers select the most appropriate suggestion for your child.*

Take a photo of your work and send it to your teacher on ClassDojo for marking and feedback

# Like this...



Spelling.

06-08-21

Worksheet a 'ew' (grew)

ew  
ew  
ew

chew  
flew  
new

don't forget  
to read  
the words  
before you  
write.

1. I answer a picture of a frog.
2. Lewis answer the ball to Andrew.
3. I have a answer ball.
4. We answer to the moon in a rocket.

Read your sentences to someone at home.

OR

chew  
flew  
new

Read your words  
before you write.

- 1 answer
- 2 answer
- 3 answer
- 4 answer



# Reading Eggs

Log onto Reading Eggs and complete any activity of your choosing.

# Writing

We are learning to (WALT): Express our opinion

What I'm looking for (WILF):

- I can use capital letters.
- I can use full stops at the end of my sentence.
  - I can leave finger spaces.
- I can write about something or someone.
  - I can check my sentences make sense.
  - I can explain why I like inside/outside.
- I can use transition words such as, firstly, second, next, finally, also.

A Super Sentence ...  
... starts with a capital letter

A B C D E

A Super Sentence ...  
... ends with a full stop

Sam has a black cat. ✓

A Super Sentence ...  
... tells us about someone or something



A Super Sentence ...  
... must make sense



Do you like to walk or ride the best? Why?  
I like \_\_\_\_\_ more than \_\_\_\_\_. This is because...

Answer this question in your book. You need to give 2 reasons why you chose it.

Week 3

Do you like to walk or ride the best? Why?

I like \_\_\_\_\_ more than \_\_\_\_\_  
This is because...





## Math: Addition (Counting On)

8.6K views • 1 year ago



Alejandra Otero

In this video, Miss Otero shows a different strategy when it comes to adding number 0-9

# Math Task 1

**Addition: Counting-on lesson (Optional – 13 minutes)**

Click on the YouTube link below:

[https://www.youtube.com/watch?v=mMv\\_2ELJnRE](https://www.youtube.com/watch?v=mMv_2ELJnRE)

Or search 'Counting on with Miss Otero' and click on the video pictured above:

# Math Task 2

Post a photo of it  
onto the '1D & 1T'  
Class Dojo 😊

- We are going to practice counting-on by answering the questions on the next 3 slides in our workbook.

\* Remember, keep the larger number in your head and count on using your fingers or the number line provided\*

- Fun Friday Extension Activity (Optional)  
Have some fun with Jack Hartmans - Move and Add  
Don't forget to move while you add!



# Addition Mentals Task 3

## Helpful Tip:

Use counters  
or household  
items to help  
you count.



$1 + 2 =$

$2 + 5 =$

$3 + 6 =$

$8 + 4 =$

## Extension:

$10 + 2 =$

$11 + 9 =$

$26 + 10 =$

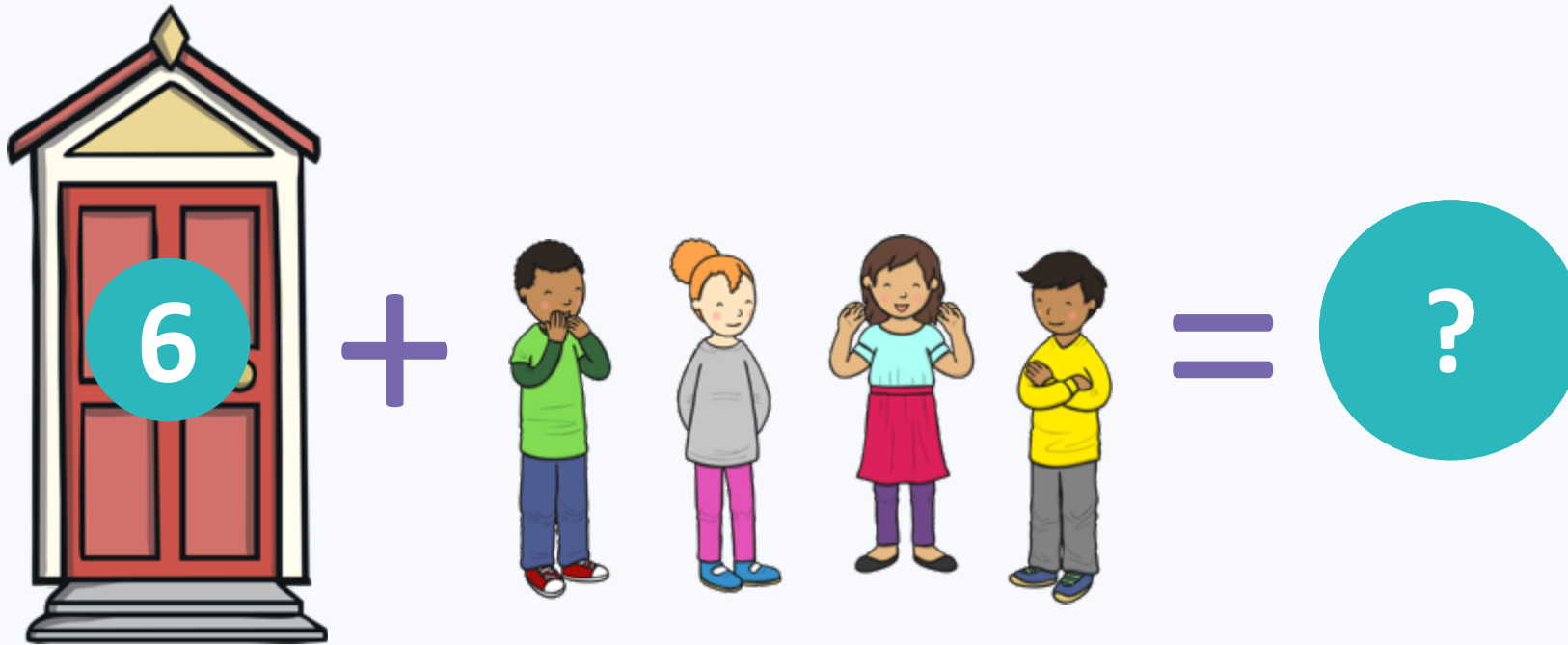
$8 + 29 =$

Complete the  
following by writing  
into your workbook.

Take a photo of your  
answers and working  
out and send it to  
your teacher on  
ClassDojo.

There are 6 children at the party already.

Can you count how many children will be at the party altogether?



There are 7 children at the party already.

Can you count how many children will be at the party altogether?



There are **10** children at the party already.

Can you count how many children will be at the party altogether?



# Sport

Use the following link to complete today's workouts.

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

Yoga: <https://www.youtube.com/watch?v=fnO-IGEMOXk&t=247s>

The image shows two screenshots of the YouTube website. The top screenshot shows a search for "Be skilled be fit workout 2". The search bar contains the text "Be skilled be fit workout 2" and a magnifying glass icon. Below the search bar, there is a "FILTER" button. The search results show a video titled "Workout 2" by "Be Skilled Be Fit" with 1.3K views and posted 5 days ago. The video description reads: "Join our team for our second workout. Let us walk you through a simple yet challenging series of 30 second intervals, covering a ...". The video thumbnail shows a group of people in a park setting with the text "WORKOUT 2" and "BE SKILLED BE FIT" overlaid. The video duration is 16:44. The bottom screenshot shows a search for "spider power yoga". The search bar contains the text "spider power yoga" and a magnifying glass icon. Below the search bar, there is a "FILTER" button. The search results show a video titled "Spider Power yoga compilation | Cosmic Kids Yoga" by "Cosmic Kids Yoga" with 1.3M views and posted 1 year ago. The video description reads: "Would you like to have Spider-hero powers? Doing some cool yoga can make it a little bit more possible! Remember to ...". The video thumbnail shows a woman in a blue yoga outfit with a Spider-Man mask overlay and the text "COSMIC KIDS!" and "13:07".

YouTube AU

Be skilled be fit workout 2

Home

Trending

Subscriptions

Library

YouTube AU

Home

Trending

Subscriptions

Library

FILTER

Workout 2

Be Skilled Be Fit • 1.3K views • 5 days ago

Join our team for our second workout. Let us walk you through a simple yet challenging series of 30 second intervals, covering a ...

New

16:44

spider power yoga

FILTER

Spider Power yoga compilation | Cosmic Kids Yoga

Cosmic Kids Yoga • 1.3M views • 1 year ago


Would you like to have Spider-hero powers? Doing some cool yoga can make it a little bit more possible! Remember to ...


13:07


# GAMES ON ZOOM!


Join your teachers on Zoom at 2pm for some games and a chat. A link will be provided on ClassDojo.





 Rules for Distance Learning


  
Be on time.

  
Be respectful when listening, speaking, and writing in the chat box.

  
Keep your sound on mute until you are asked to speak.

  
Turn your video off if you need to do something that you don't want everyone to see (like going to the bathroom)!

  
Stay in one place.

  
Do not take pictures or video of the meeting.

Created by C. Bangsund, 2020 • [Dude Dots Artwork by Sarah Pecorino Illustration](#)