










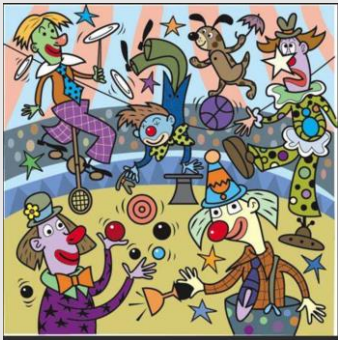
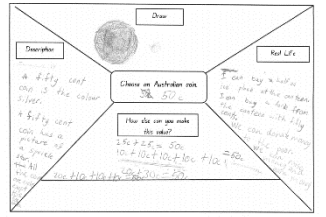
K1B









23/8/21 – 27/8/21



This pack includes a variety of both digital and non-digital activities. You will need help from a parent/carer and the resource pack from your teacher.

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|----------------|---|---|--|--|---|
| Task | Can you help with making lunch today? | Can you clean your bedroom today? | Can you make your bed today? | Can you set the table for dinner tonight? | Can you organise your toys or books? |
| Morning | <p>9:00am English Morning Circle Writing lesson</p>  | <p>English Morning Circle Writing lesson</p>  | <p>English Morning Circle Writing lesson</p>  | <p>English Morning Circle Writing lesson</p>  | <p>English No Morning Circle or Zoom Lessons today.</p> |
| | <p>Purpose- plan ideas to use in our writing. Audience- Our class</p> <p>LI: Use my five senses to draw, talk and write about my socks.</p> <p>SC: 1. I can draw ideas for what my socks look like, feel like, sound and smell like.</p> <p>Please bring your favourite pair of socks to this Zoom.</p> <p>Modelled Text: Sock Monster</p>  | <p>Purpose- write a senses poem about socks Audience- Our families</p> <p>LI: I can use adjectives in my writing.</p> <p>SC: 1.I can read my writing to know what comes next. 2.I can read my writing to check it makes sense for my audience.</p>  <p>Explicit Teaching: https://vimeo.com/584791827</p> | <p>Purpose- Improve our five senses poem by adding similies. Audience- K1B</p> <p>LI: I can use a simile in my writing.</p> <p>SC: 1.I can add to and extend on my ideas.</p> <p>Explicit Teaching: https://youtu.be/lp7o5jKZQME</p>  | <p>Purpose- revise our writing to make improvements. Audience- K1B</p> <p>LI: Correct use of capital letters and full stops.</p> <p>SC: 1.I can edit my writing to check I have correctly used capital letters and full stops.</p> <p>Text: Kitchen Object Video Find an object in the kitchen and describe it.</p> | <p>Purpose- using adjectives and verbs in writing. Audience- K1B</p> <p>LI: Correct use of adjectives and verbs.</p> <p>SC: 1.I can use adjectives and verbs in my writing.</p>  <p>Text: Cat Visual Stimulus Video https://vimeo.com/584789843</p> |

| | | | | | |
|---------------|---|--|--|---|--|
| | <p>https://www.youtube.com/watch?v=-msPXr-cwLA</p> <p>Daily 5 PM</p> <ol style="list-style-type: none"> 1. Read a book to your family from your ePM shelf. 2. Spelling Words (read and make 10 words). 3. Continue sock writing using your five senses. | <p>Daily 5 PM</p> <ol style="list-style-type: none"> 1. Read a book to your family from your epM shelf. 2. Play Phonics Pop from ICT games. 3. Design, draw and label a new pair of socks you wish you could buy. | <p>Daily 5 PM</p> <ol style="list-style-type: none"> 1. Read a book to your family from your epM shelf. 2. Spelling Words (read and make 10 words). 3. Write a letter to Miss Bull about how home learning is going for you. | <p>https://vimeo.com/584790682</p> <p>Daily 5 PM</p> <ol style="list-style-type: none"> 1. Read a book to your family from your epM shelf 2. Phonemic Awareness activity 3. Finish drawing and writing about the kitchen object you have found. | <p>Daily 5 PM</p> <ol style="list-style-type: none"> 1. Read a book to your family from your epM shelf. 2. Spelling Words (read and make 10 words). 3. Write at least four sentences describing what the cat looks like and what the cat is doing. Remember to use: <ul style="list-style-type: none"> ▪ describing words ▪ action words. |
| Break | Break | Break | Break | Break | Break |
| Middle | <p>Mathematics</p> <p>Mathematics</p> <p>1. Number Talk</p>  <p>LI: Use a range of strategies for multiplication and division</p> <p>SC: I can use objects to model equal groups as a multiplication strategy</p> <p>Explicit Teaching: 'Groups of' multiplication strategy -Where possible, students gather 20 counters/ rocks/ pasta/ ooshies/ cookies etc.</p> | <p>Mathematics</p> <p>1. Number Talk</p> <p>Counting with understanding up to 100.</p> <p>https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/counting-with-understanding-up-to-100</p> <p>LI: Use different structures to count large collections.</p> <p>SC: I can use a ten frame to count collections quickly.</p> <p>Explicit Teaching: using structures to count collections. -Where possible, students gather a large collection of counters/ rocks/ pasta/ ooshies/ buttons and a small container. Teacher share screen and watch together:</p> | <p>Mathematics</p> <p>1. Number Talk</p> <p>What do you see? What is the same and what is different?</p>  <p>LI: Sort, describe, represent and recognise familiar 3D objects, including cones, cubes, cylinders, spheres and prisms</p> <p>SC: I can recognise 3D objects that look the same.</p> <p>Explicit Teaching: 3D shape matching (Thumbs up and</p> | <p>Mathematics</p> <p>1. Number Talk</p> <p>Money Mind Map</p> <p>Bring a coin to the lesson today.</p>  <p>12.30 Library Session with Mrs Mitchell. Scan QR code on Seesaw to view the story.</p> <p>After viewing the story, choose one of the following activities to complete.</p> <ol style="list-style-type: none"> a) Name some of the animals that feature in the story. | <p>Mathematics</p> <p>1. Number Talk</p> <p>How many different ways can you represent 20 as an array or as equal groups?</p> <p>Show your understanding on Seesaw.</p> <p>Now complete the subitising lesson on Seesaw.</p> <p>Movement Break:</p> <p>Get Active@home</p> <p>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/activities-for-your-child/getactive-home</p> |

| | <p>to practice equal groups</p> <p>Independent activity: Have a turn at making equal groups and arrays on this site:</p> <p>https://sites.google.com/education.nsw.gov.au/math-manipulative/counters</p> |  <p>Independent activity: 1. Logon to Seesaw 2. Take a photo of different ways you have counted your collection.</p> | <p>Thumbs Down). Miss Bull to share screen.</p> <p>Independent activity: Find three (3) 3D shapes in your house that look the same e.g. tissue box, toaster and shoe box.</p> <p>Take photos of the object you find. Logon to Seesaw and upload the items you have found and label them.</p>  | <p>b) Draw a picture of an animal in this story. Put some labels on your drawing eg black fur, long ears</p> <p>c) Write an A-Z list of things you could do with your Nan (or grandparent).</p> <p>PE with Mrs Sandberg:</p>  <p>Look at the different dance moves pictures. Choose the moves you like the best (at least 5) and make up a dance, using all of your moves. Play your favourite music and practice your dance moves!</p> | | | | | | | | | | | | | | | | |
|------------------|--|---|--|--|--------|--------|--------|--------|--------------|--|--|--|--|------------|--|--|--|--|--|--|
| Break | Break | Break | Break | Break | Break | | | | | | | | | | | | | | | |
| Afternoon | <p>Geography</p>  <p>Watch the Mr Bean video and answer the questions</p> <ul style="list-style-type: none"> • Which place is Mr Bean taking care of? • What is he doing to look after it? • Who does these things to take care of your home? <p>Independent activity: draw yourself taking care of a place/space and write about it e.g. Jesmond Park, your bedroom or house OR focus on Uluru. How can we protect it?</p> | <p>PDH</p>  <p>How do we grow?</p> <p>Learning goal: To describe how our body grows and changes Look and listen at the pictures of the stages of life. Can you talk about a change in your body at each stage of life? Draw a picture of something you can do now that you couldn't do when you were a baby. Please share your picture on SeeSaw.</p> | <p>Science</p>  <p>Create a calendar which shows what you wear and what you do in each season. Make sure you attach the months to each season. https://www.youtube.com/watch?v=eXFe4tUCd40</p> <p>Make a chart</p> <table border="1"> <thead> <tr> <th>Make a chart</th> <th>Summer</th> <th>Winter</th> <th>Autumn</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>What we wear</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What we do</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Design an outfit for a soft bear, doll, or sibling using materials from around your</p> | Make a chart | Summer | Winter | Autumn | Spring | What we wear | | | | | What we do | | | | | <p>Creative Arts</p>  <p>Ask a family member to help create your cubby house with you. What shape is your cubby house? Were the materials suitable? Is the cubby house large enough for you to crawl inside?</p> <p>Write a sentence about your cubby house.</p> <p>Take a photo or a short (10 second) video of your cubby house. Use different angles, filters or colours such as black and white or bright colours in your photo app on a device. Share the</p> | <p>PE</p>  <p>Animal Walks: Move around like the animal that the coach says in the video, for example: 1. Hop like a kangaroo 2. Jump like a frog 3. Crawl like a bear 4. Walk tall like a giraffe 5. Run fast like a cheetah 6. Walk like a crab 7. Zoo! Be any animal that you like</p> <p>OR</p> <p>Create a game that has rules and one piece of equipment. Play the game with a family member or friend. with your left hand.</p> |
| Make a chart | Summer | Winter | Autumn | Spring | | | | | | | | | | | | | | | | |
| What we wear | | | | | | | | | | | | | | | | | | | | |
| What we do | | | | | | | | | | | | | | | | | | | | |



house. Video and explain what you have done and which season they are dressed for.



photo to Seesaw.

Reflection/Sharing:

Complete the google form to share how you are going with your learning at home this week.

https://docs.google.com/forms/d/e/1FAIpQLScbxh7pyOxvqPH66stGIT4Qy37mmTCmB7ehdS3RpnkfhJNBLw/viweform?usp=sf_link

Link on Seesaw



Wellbeing



Complete 1 activity from your wellbeing choice grid.

1/7



Complete 1 activity from your wellbeing choice grid.

1/7



Complete 1 activity from your wellbeing choice grid.

1/7



Complete 1 activity from your wellbeing choice grid.

1/7



Complete 1 activity from your wellbeing choice grid.

1/7

