



At-Home Learning Program

Year 1 Term 2 Week 1

	WEDNESDAY	THURSDAY	FRIDAY
Religious Education		<p>Learning Intention (LI): People learn from other people. Students paint or draw a picture of something they have learnt from another person. Students provide a sentence to describe their painting.</p>	<p>Learning Intention (LI): People have special gifts that help them learn. Read or listen to a reading of the story of Rosie Revere Engineer and discuss the special gifts Rosie has that helps her learn. (e.g. Memory, understanding, curiosity, imagination) https://www.youtube.com/watch?v=3sNVhNThcc</p>
Spelling (20 Minutes)	<p>Listen to Spelling words on Seesaw Handwriting and Spelling Practice Sheet</p> <p>Read the passage to your child and have them read it back to you. Then complete the task – Reading Comprehension <i>Refer to the timetable at the front of the spelling book for more information.</i></p>	<p>Double Time – children use two colours and the grid in their spelling book to write their spelling words</p> <p>Have your child read the passage to you and time it. Then complete the task by copying the passage into your book. <i>Refer to the timetable at the front of the spelling book for more information.</i></p>	<p>Double Time – children use two colours and the grid in their spelling book to write their spelling words</p> <p>Have your child read the passage to you and time it. Then complete the task by editing the mistakes you can find in the passage. <i>Refer to the timetable at the front of the spelling book for more information.</i></p>
Phonics (10 Minutes)	<p>Heggarty Phonics: listen and join in with Mrs Rabjones on Seesaw</p>	<p>Heggarty Phonics: listen and join in with Mrs Rabjones on Seesaw</p>	<p>Heggarty Phonics: listen and join in with Mrs Rabjones on Seesaw</p>
Reading (20 Minutes)	<p>Learning Intention (LI): Student discuss characters from a range of texts. Story: Anzac Ted By Belinda Landsberry</p> <p>Listen to the story being read on Seesaw</p> <p>Draw a picture of Anzac Ted from the story. Write 5 words that you think describe the character of Ted from the story.</p> <p><i>Read a book from your pack.</i></p>	<p>Learning Intention (LI): Explore differences in words that represent people, places and things (Nouns) Story: Anzac Ted By Belinda Landsberry</p> <p>Listen to the story being read on Seesaw</p> <p>What is a noun. Recall that these are words that represent people places and things. Using the story we read today, find 5 nouns and draw a picture of what they mean.</p> <p><i>Read a book from your pack.</i></p>	<p style="text-align: center;">Handwriting</p> <p>Learning Intention (LI): Write using unjoined lower case and upper case letters Handwriting Practice Sheet (white booklet) Complete Ff page</p> <p>Copy the letters and words into your handwriting book (orange pad) with the sentence below: Five frogs flick flies.</p> <p><i>Read a book from your pack.</i></p>

<p style="text-align: center;">Writing (20 Minutes)</p>	<p>Learning Intention (LI): Students create short imaginative texts Look at the picture stimulus on Seesaw</p> <p>Write a story about the picture. Make sure that you include capital letters and full stops. Remember to use finger spaces!</p>	<p>Learning Intention (LI): Students share a personal response to a text they have read. In your writing book answer the following question:</p> <p style="text-align: center;">What was your favourite part of the story we read this week and why?</p>	<p style="text-align: center;">Diary Writing</p> <p>Learning Intention (LI): Students create short informative texts Write a short recount of your Easter and holiday breaks. Remember what a sentence needs – a capital letter, finger spaces and a full stop!</p> <p>Watch: https://www.youtube.com/watch?v=psUPYR235C8</p>
<p style="text-align: center;">Math (20 Minutes)</p>	<p style="text-align: center;">Mental Math</p> <p>Learning Intention (LI): to increase rapid recall of basic number facts Complete first page. Use a timer to time how long it takes you. You can use counters if you want.</p> <p style="text-align: center;">Oxford Math</p> <p>Learning Intention (LI) Recognise and name common two- dimensional shapes by exploring their properties Watch: https://www.khanacademy.org/math/basic-geo/basic-geometry-shapes/basic-geo-properties-shapes/v/sides-corners 2D Shapes on page 89 Oxford Student Book. Discuss the features of common shapes (e.g rectangles have 2 horizontal lines,4 corners, 2 vertical lines 4 sides.)</p> <p>Complete Guided Practice Q. 1</p>	<p style="text-align: center;">Mental Math</p> <p>Learning Intention (LI): to increase rapid recall of basic number facts Complete the next page. Use a timer to time how long it takes you. You can use counters if you want. Did you beat your time from yesterday?</p> <p style="text-align: center;">Oxford Math</p> <p>Learning Intention (LI) Recognise and name common two- dimensional shapes by exploring their properties Oxford Student Book page 90</p>	<p style="text-align: center;">Mental Math</p> <p>Learning Intention (LI): to increase rapid recall of basic number facts Complete the next page. Use a timer to time how long it takes you. You can use counters if you want. Did you beat your time from yesterday?</p> <p style="text-align: center;">Oxford Math</p> <p>Learning Intention (LI) Recognise and name common two- dimensional shapes by exploring their properties Oxford Student Book page 91</p> <p>Go on a shape hunt around your house and yard. What shapes can you find? List the shapes and label their properties.</p>
<p style="text-align: center;">Integrated (20 Minutes)</p>	<p style="text-align: center;">Art</p> <p>Using 2D shapes create a scenery painting. Think of what shape could be a tree ie a rectangle for the truck and circles for the trees leaves. Be as creative as you can.</p> <p>Take a photo and upload to Seesaw</p>	<p style="text-align: center;">HASS</p> <p>Learning Intention (LI): Students will be able to identify differences in family structure today and in the past. Watch the video – We are Family Find a family portrait in your house. Take a selfie and upload it of you and your family.</p> <p>Discuss and create a Mind Map of what your family looks like. ie Mum, Dad, brother sister etc. Draw these people and label with names and relationship.</p>	<p style="text-align: center;">HASS</p> <p>Learning Intention (LI): Students will be able to identify differences in family structure today and in the past. Watch the video about Molly and Jeongwoon’s families. Compare Molly and Jeongwoon’s family with yours.</p> <p>In your workbook create a Y chart (see example on Seesaw) fill in the comparison of the three families.</p>

Specialist Subjects (30 Minutes)	<p style="text-align: center;">Music</p> <p>Lookout on SEESAW for your weekly music activities. Miss Barbera will add them under activities on Tuesday morning.</p>	<p style="text-align: center;">Science</p> <p>Learning Intention (LI): Investigate the differences between day and night.</p> <p>Look on Seesaw for a stimulus picture and a concept cartoon with instructions. Use the worksheets in the resource pack.</p>	<p style="text-align: center;">Italian</p> <p>Learning Intention (LI): Students will become familiar with Italian vocabulary about where they live.</p> <p>On Seesaw, listen to the Alfabeto video. Use the alphabet sheet at the front of your Italian book to follow along.</p> <p>Listen to and play the game 'Dove abiti?' (Where do you live?) and then colour in the worksheet titled 'Dove abiti?'</p>
---	--	---	--