



At-Home Learning Program

Year 1 Term 2 Week 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Religious Education (20 Minutes)	<p>Learning Intention (LI): People learn many important things from the world around them</p> <p>Take a nature walk around your house and backyard and ask your child to try to learn something new from what they see on their walk. Draw and record what they learnt or imagined as they explored nature on their walk.</p>	<p>Learning Intention (LI): People learn at school.</p> <p>Talk to your child about three things they have learnt at school from their lessons, teachers and friends. Create a KWL chart to explore what the students would like to learn in Year One and what they already know from their time at school. Photograph and upload to Seesaw</p>			<p>MJR: Gentle hands and feet Complete Activity 5 and 6 in Booklet</p>
Spelling (20 Minutes)	<p>Listen to Spelling words on Seesaw</p> <p>Double Time – children use two colours and the grid in their spelling book to write their spelling words</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>Listen to Spelling words on Seesaw</p> <p>Handwriting and Spelling Practice Sheet</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>	<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 dictation task by reading each sentence out and having your child write it. Do this for a maximum of 10 minutes. <i>Refer to the timetable at the front of the spelling book for more information.</i></p>	<p>Test your child's knowledge of this week's spelling words in your work book.</p> <p>Have your child read the passage to you and time it. Then complete the dictation task by reading each sentence out and having your child write it. Do this for a maximum of 10 minutes. <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</p>	<p>Heggarty Phonics: listen and join in with Mrs Rabjones</p>	<p>Heggarty Phonics: listen and join in with Mrs Rabjones</p>	<p>Heggarty Phonics: listen and join in with Mrs Rabjones on Seesaw</p>	<p>Heggarty Phonics: listen and join in with Mrs Rabjones</p>

<p style="text-align: center;">Reading (20 Minutes)</p>	<p>Learning Intention (LI): Student discuss characters from a range of texts. Story: Tessa Snaps Snakes By Alison Lester</p> <p>Listen to the story being read on Seesaw</p> <p>Discuss with your child who the main characters are in the story and the different things we find out about each of them. <i>Read a book from your pack.</i></p>	<p>Learning Intention (LI): Student discuss characters from a range of texts. Story: Tessa Snaps Snakes By Alison Lester</p> <p>Listen to the story being read on Seesaw</p> <p>Choose two characters from the book and draw a picture of them in your book. Write 5 adjectives around the pictures that describe these characters. <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: Tessa Snaps Snakes By Alison Lester</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. <i>Read a book from your pack.</i></p>	<p>Learning Intention (LI): Student engage in a range of texts. Story: What not to give your Mom on Mothers Day. By Martha Simpson</p> <p>Listen to the story being read on Seesaw</p> <p>List in your books some of the presents from the book and who they should be given to. Draw a picture of your mum and a present you could give her.</p>	<p>Read a book from your pack.</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 'Rr' page</p> <p>Copy the letters and words into your handwriting book (orange pad) with the sentence below: Ribbons wrap red roses.</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 write sentences using information from books they have read. In your writing book, imagine you are a character in the book and write sentences about what makes you laugh, your dislikes, your fears, what you would dress up as if you wore fancy dress and what your favourite midnight snack would be.</p> <p>Take a photo and upload this to Seesaw</p>	<p>Learning Intention (LI): Students share a personal response to a text they have read. In your writing book answer the following question: What was your favourite part of the story we read this week and why?</p>	<p>Learning Intention (LI): Students create short informative texts Using cards and paper, create a card for your Mum for Mother's Day. In your card write your Mum a letter telling her all the reasons you love her and what you love the best about her.</p>	<p style="text-align: center;">Diary Writing</p> <p>Learning Intention (LI): Students create short informative texts Write a short recount of your week. Remember what a sentence needs – a capital letter, finger space and a full stop!</p>
<p style="text-align: center;">Mental Math (5 Minutes)</p>	<p>Learning Intention (LI): to increase rapid recall of basic number facts Complete the next page in your book. Use a timer to time how long it takes you. You can use counters if you want.</p>	<p>Learning Intention (LI): to increase rapid recall of basic number facts Complete the next page in your book. Use a timer to time how long it takes you. You can use counters if you want.</p>	<p>Learning Intention (LI): to increase rapid recall of basic number facts Complete the next page in your book. Use a timer to time how long it takes you. You can use counters if you want.</p>	<p>Learning Intention (LI): to increase rapid recall of basic number facts Complete the next page in your book. Use a timer to time how long it takes you. You can use counters if you want.</p>	<p>Learning Intention (LI): to increase rapid recall of basic number facts Complete the next page in your book. Use a timer to time how long it takes you. You can use counters if you want.</p>

<p style="text-align: center;">Math (20 Minutes)</p>	<p>OXFORD MATHS: Learning Intention (LI) Explore describe and complete simple patterns and algebra Unit 4: Topic 1 Patterns page 56 Oxford Student Book.</p> <p>Get two different pairs of socks and make a pattern. Take a photo to upload to Seesaw</p> <p>Complete Guided Practice Question 1</p>	<p>OXFORD MATHS: Learning Intention (LI) Explore describe and complete simple patterns and algebra Unit 4: Topic 1 Patterns page 57 Oxford Student Book.</p> <p>Complete Independent Practice Question 1</p>	<p>OXFORD MATHS: Learning Intention (LI) Explore describe and complete simple patterns and algebra Unit 4: Topic 1 Patterns page 58 Oxford Student Book.</p> <p>Complete independent Practice Question 2-5</p>	<p>OXFORD MATHS: Learning Intention (LI) Explore describe and complete simple patterns and algebra Unit 4: Topic 1 Patterns page 59 Oxford Student Book.</p> <p>Complete Guided Practice Question 1</p>	<p>OXFORD MATHS: Learning Intention (LI) Explore describe and complete simple patterns and algebra Unit 4: Topic 1 Patterns page 59 Oxford Student Book.</p> <p>Complete EXTENDED Practice Question 1-3</p>
<p style="text-align: center;">Integrated (20 Minutes)</p>	<p style="text-align: center;">Integrated Activity</p> <p>Using blocks and any toys you have, create an enclosure for your favourite animal.</p> <p>Take a photo or video and upload to Seesaw</p>	<p style="text-align: center;">Integrated Activity</p> <p>Create something that contains a pattern. This could be using toys or blocks or even try to challenge yourself and create a piece of art or construction that contains a pattern. You could do this inside or outside in the garden. Be creative!</p> <p>Take a photo or video and upload to Seesaw</p>	<p style="text-align: center;">Health</p> <p>Learning Intention (LI): To develop an understanding of the difference in food types.</p> <p>Discuss "What are healthy foods? What are unhealthy foods?" How do they make you feel when you eat them? Have you ever felt like the characters in the story? When? Stress that when you eat healthy foods you feel energetic, while when you eat unhealthy foods you feel tired.</p> <p>Draw healthy and unhealthy in your workbook.</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.</p> <p>Watch Video – Family reunion Games</p> <p>Reflect on the below questions: Which game would you like to play with your family? What other things could you do at a family reunion? Ask your parents or grandparents do they have a family tree? If so look at the links. Create a family tree. You can draw, paint or create a 3D tree. Maybe you could get a tree branch from outside and draw each member to stick on a linking branch.</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.</p> <p>Watch Video – Dante's Family Tree</p> <p>Play Celebrity Heads focus on family members, include aunts, uncles and cousins.</p>
<p style="text-align: center;">Specialist Subjects (30 Minutes)</p>	<p style="text-align: center;">Italian</p> <p>Learning Intention (LI): Students will become familiar with Italian vocabulary about where they live. Listen to Alfabeto video on Seesaw.</p> <p>Use the alphabet sheet at the front of your Italian book to follow along, Listen to and play the game 'Dove abiti? (Where to you live?) Where to you live? worksheet. Draw picture of where you live and follow how I write my example. Please only write the town you live in (address not required)</p>	<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>Make a Flip Flap Book highlighting the differences between day and night.</p> <p>Instructions are in your resource pack and on Seesaw</p>		