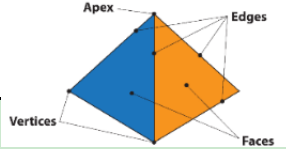





Stage One Learning from Home Grid Term 4 Weeks 1 & 2

- Don't forget to practise the Rainbow Heart Words every day.
- Please continue to read books and fill in your Read to Succeed recording page daily. 😊


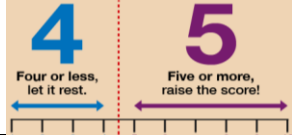
TERM 4 WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Spelling – see attached sheet for Week 1 spelling words and complete daily activities.</p> <p>Reading / Writing – see attached sheet for daily activities.</p>	<p>Spelling –see attached sheet for Week 1 spelling words and daily activities.</p> <p>Reading / Writing – see attached sheet for daily activities.</p>	<p>Spelling –see attached sheet for spelling words and activities.</p> <p>Reading / Writing – see attached sheet for daily activities.</p>	<p>Spelling –see attached sheet for Week 1 spelling words and daily activities.</p> <p>Reading / Writing – see attached sheet for daily activities.</p>	<p>Spelling –see attached sheet for Week 1 spelling words and complete daily activities.</p> <p>Reading / Writing – see attached sheet for daily activities.</p>
<p>Read to Succeed: Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on SeeSaw.</p>				
<p>10:30am – 10:50am RECESS</p>				
Number of the Day – 29	Number of the Day – 49	Number of the Day – 59	Number of the Day – 79	Number of the Day – 99
<p>Maths – Whole Number</p> <p>Find numbers in your home and write them down. Partition each number into tens and ones. If it's a 3-digit number into hundreds, tens and ones eg. 245=2 hundreds+4 tens+5 ones.</p>	<p>Maths – Area</p> <p>Choose 4 flat surfaces (table top, laptop, mat). Estimate which surface area is the largest or smallest. Use an A4 paper to fill the surface areas. Order your objects from smallest to largest in area.</p>	<p>Maths – 3D Objects</p> <p>Find three 3D objects around your home. Draw and label the faces, vertices, apex and edges for each 3D object?</p> 	<p>Maths – Time</p> <p>How many months in a year? List all the months. How many months in each season? Name the months. How many days and weeks in October? How many days in a week? How many hours in a day?</p>	<p>Maths – Multiplication & Division</p> <p>Grab a handful of pasta. Arrange the pasta into different arrays (rows and columns). Describe each array by stating rows and columns, how many in each row and column. Write repeated addition and multiplication number sentences.</p>
<p>12:25pm – 12:50pm LUNCH</p>				
<p>Science – Making Music</p> <p>Get 4 glasses of water. Fill each with different amount of water. Gently tap each glass with a metal spoon. What do you notice? Arrange the glasses from the lowest pitch to the highest.</p> 	<p>Geography – See attached Geography sheet for Term 4 Week 1 Tuesday activity.</p>	<p>Science – A String Phone</p> <p>Find a long string and 2 paper cups. Thread the string through the hole in each cup. Tie a paper clip on the end. Find a partner, walk apart until the string is tight then talk through the inside of your cup while they listen on their cup.</p>	<p>Geography – See attached Geography sheet for Term 4 Week 1 Thursday activity.</p>	<p>Science – How Trees Change</p> <p>Draw and colour a picture of what the tree looks like now (in Spring). Draw another picture of the same tree to compare how the tree looked like in Winter.</p>
<p>1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.</p>				
<p>Visual Art – Draw a Group</p> <p>Pick a colour or shape. Draw as many things you can find at home that are the same colour or shape.</p>	<p>PE – Stretching</p> <p>Do some stretches for your legs, arms and neck. Ask your family to join in and lead the stretches.</p>	<p>Geography – See attached Geography sheet for Term 4 Week 1 Wednesday activity.</p>	<p>Performing Art – Doctor</p> <p>Pretend you are a doctor and one of your toys has been hurt. Act out what you would do to help your toy get better.</p>	<p>Community Language</p> <p>Think about five of your favourite animals. Draw them and write their names in Arabic or another language you know.</p>

TERM 4 WEEK 2


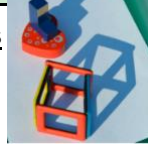
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Spelling – see attached sheet for Week 2 spelling words and daily activities.</p> <p>Reading / Writing – see attached sheet for activities.</p>	<p>Spelling –see attached sheet for Week 2 spelling words and daily activities.</p> <p>Reading / Writing – see attached sheet for activities.</p>	<p>Spelling –see attached sheet for Week 2 spelling words and daily activities.</p> <p>Reading / Writing – see attached sheet for activities.</p>	<p>Spelling –see attached sheet for Week 2 spelling words and daily activities.</p> <p>Reading / Writing – see attached sheet for activities.</p>	<p>Spelling –see attached sheet for Week 2 spelling words and daily activities.</p> <p>Reading / Writing – see attached sheet for daily activities.</p>

Read to Succeed: Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on SeeSaw.


10:30am – 10:50am RECESS

Number of the Day – 22	Number of the Day – 44	Number of the Day – 88	Number of the Day – 109	Number of the Day – 119 
<p>Maths – Whole Number Using your number chart, close your eyes, pick 10 different numbers and round them off to the nearest 10. eg. 14 would be rounded down to 10. 28 would be rounded up to 30.</p> 	<p>Maths – Fraction Get a collection of pencils. Count the total of them. Can you show half of the collection? Why or why not? Can you do the same with your collection of toys, books or other objects?</p>	<p>Maths-Addition & Subtraction You invite 35 people to your birthday party but 15 people say they cannot come. How many people are coming? Write the number sentence and show your working out.</p>	<p>Maths – Chance Answer the questions using impossible, unlikely or will happen. What is the chance: 1. it will snow today? 2. you will eat dinner? 3. you will eat an ice-cream? 4. you will sleep tonight? eg. The chance of it raining meatballs today is impossible.</p>	<p>Maths – Position Find a partner, 2 pieces of paper and some pencils each. Face each other and put something between so you can't see each other's paper. Player 1 gives 5 instructions on what and where to draw things eg draw a yellow sun in the top right corner. Both players follow the instructions and draw then compare their drawings. Are they the same? Then swap and player 2 gives the instructions.</p>

12:25pm – 12:50pm LUNCH

<p>Science – Observing the Sun Observe the sun early in the morning, mid-day and sunset. Observe the colours and the position of the sun in the sky. Draw and write your observations or some sun facts.</p> 	<p>Geography – See attached Geography sheet for Term 4 Week 2 Tuesday activity.</p>	<p>Science-Shadows Under sunlight, put blocks on a piece of paper and trace around the shadow. How does the shadow change if you rotate the blocks? Is the shadow different at different? Why?</p> 	<p>Geography – See attached Geography sheet for Term 4 Week 2 Thursday activity.</p>	<p>Science-Materials for Umbrellas You need 4 small cups, cover one cup with <i>aluminum foil</i>, the second cup with <i>paper towel</i>, the third cup with <i>plastic</i> and the last one with a <i>tissue</i>. Spray each cup with the same amount of water. Observe and explain which material is the best for an umbrella.</p>
---	--	--	---	--

1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.

<p>Visual Art – Toy Sketching Pick a toy that you love and sketch it. Try to make your sketch look three dimensional by shading.</p> 	<p>Performing Art – Animals Think of some animals and how they move around. Act each animal out and ask a someone to guess what it is.</p>	<p>Geography – See attached Geography sheet for Term 4 Week 2 Wednesday activity.</p>	<p>Performing Art – Fishing Pretend you are fishing and you have caught something on your fishing rod. What did you catch? Act out what you would do and what would happen.</p>	<p>Community Language Write down the names of all your family members in English. Can you try to write their names in a different language?</p>
---	---	--	--	--

SPELLING		Learning from Home Grid – Term 4, weeks 1-2	Stage 1
You can choose to do the first ten words OR the second set of words OR you can do both. Complete each day's activity using your list/s of words.			
WEEKLY FOCUS		LIST 1 WORDS	LIST 2 WORDS
Week 1 Focus: List 1: REVISION: long /a/ and /e/ List 2: adding -ing and -ed to verbs.		List 1: waist, afraid, display, trade, teach, please, greet, sleek, reach, cherry	List 2: waiting, waited, complaining, complained, displaying, displayed, greeting, greeted, reaching, reached.
Week 2 Focus: List 1: REVISION long /o/ and /er/ List 2: prefix re- (to do again), un- (opposite/not) and adding -s to make plurals (more than one).		List 1: those, choke, hope, yellow, follow, coast, third, purple, teacher, worm.	List 2: reshape, reheat, reteach, unhappy, unafraid, coasts, purses, shirts, worms, teachers,
Write out your spelling words each day. Try to use your best handwriting. Read and record them on Seesaw.			
Monday	List 1: Use 10 spelling words in five sentences- use two words in each sentence and try using conjunctions <i>and</i> , <i>but</i> , <i>so</i> , <i>or</i> , <i>because</i> to join ideas. List 2: Write out the words and use a / to separate different parts of the word eg wait/ing, reach/ed, re/heat, worm/s. Put each word into a sentence which shows its meaning, eg I am going to reheat my food because it has gone cold.		
Tuesday	List 1 and 2: Use sound lines to segment the sounds in each of your spelling words - be careful of two letters making the one sound, with consonants, eg <u>th</u> <u>o</u> <u>s</u> <u>e</u> and vowel combinations, eg <u>g</u> <u>r</u> <u>ee</u> <u>t</u> . Make the sounds and read the word. List 2: Break up each word into its parts and write them as a sum, eg, complain+ed=complained, re+shape=reshape, purse+s=purses. Circle the nouns and underline the verbs.		
Wednesday	List 1: Circle the week's focus sound in each word then put the same spellings for the sound under headings, eg for long /a/ words, group words with /ai/ spelling together, /ay/ words together and /a-e/ words together. List 2: For each word, complete ___(how many)letters, ___sounds and ___syllables, eg unafraid has 8 letters, 7 sounds and 3 syllables.		
Thursday	List 1 and 2: Play "I'm thinking of a word" game with a partner. One person chooses a secret word then gives clues to their partner who has to work out which word it is. Clues might be about particular sounds in the word, how many letters or syllables it has, if it has a prefix or an ending, what it means. After each clue,		

	the other person tries to guess which word is the secret word. Think carefully about the clues you give, make it tricky to guess!
Friday	Spell check: ask someone to read out your words while you write them. Check how you went. Write out any errors five times.





Reading and Writing

Choose a narrative book (story) which will be your Book of the Week. It can be a decodable book or a picture book but you must be able to read most of it by yourself. You will read this book to an adult each day, trying to improve your fluency and accuracy, then complete the day's activity. Make sure you write correct sentences, and your handwriting is neat.

Monday	Write a letter to the author of your book asking them three questions about the story; (about the character/s, setting or what happened), eg Why did you choose a pumpkin to turn into the magical carriage in Cinderella?
Tuesday	Which character from the story would you choose to be friends with and why? How are you alike or different to this character?
Wednesday	Rate your book (give it a mark out of 5) and explain why you gave this mark. Use the marking scale: 1=OK 2=good 3=very good 4=excellent 5=THE BEST! Would you recommend this book to others to read?
Thursday	Find an informative text if you can. This can be a book about a particular topic, for eg, animals, plants or it could be other texts like a recipe, a magazine/newspaper, directions for a game etc...Read as much as you can and talk about some facts with an adult. Write down four facts you found interesting.
Friday	Free choice writing. You can write about your book if you choose, or anything else you'd like to write about. Remember the five things a good sentence needs, be careful with punctuation and try to write as neatly as you can. Use your writing checklist to edit your work.

GREAT WORK THIS WEEK!

Five parts of a good sentence:

-  has a subject
-  has a verb
-  makes sense
-  Starts with a capital letter
-  correct punctuation to finish

GEOGRAPHY - "PEOPLE AND PLACES"

Learning from Home Grid – Term 4, Weeks 1-2 Stage 1

TERM 4	TUESDAY	WEDNESDAY	THURSDAY
Week 1	<p>Weather: What is weather? Write a sentence telling us what weather is in your own words.</p> <p>Some different types of weather could include: Sunny, windy, rainy, foggy, cloudy, snowy, hot, cold, warm, cool.</p> <p>Draw a picture of each of these and include a heading.</p> <p>Begin a weather diary- every day write the date and draw a picture to show the weather for that day.</p>	<p>How does the weather affect us? Talk about these questions with an adult & write one or two sentences to answer.</p> <p>How does the weather affect what we do?</p> <p>How does weather affect how we might use natural or built environments?</p> <p>Do some environments need a certain type of weather?</p> <p>Add to your weather diary.</p>	<p>Damaging weather:</p> <p>What are some examples of weather that can cause damage to natural or built environments? What damage can they cause?</p> <p>Talk about this with an adult.</p> <p>Some examples would include: Bushfires, building fires, floods, cyclones, hail-storms.</p> <p>Choose one to draw a picture of and describe it.</p> <p>Add to your weather diary.</p>
Week 2	<p>With an adult, think of one example of bad weather that damaged natural or built environments. For example, the 2020 bush fires, recent cyclones or floods.</p> <p>Describe what the weather was, where it took place, what damage it caused and how the environment could recover.</p> <p>Add to your weather diary.</p>	<p>Seasons and weather:</p> <p>Write down the 12 months of the year and find out which months are summer, autumn, winter and spring.</p> <p>Draw pictures and use words to show what the weather is like where we live in the four different seasons.</p> <p>How do the seasons affect what we do in the environment? eg. Do you go to the beach in winter? Why not?</p> <p>Add to your weather diary.</p>	<p>Look at your completed weather diary and talk to an adult about what you observed. How did the weather change over the past two weeks? Were there examples of every type of weather? Why or why not?</p> <p>What was the most common type of weather observed?</p> <p>Give an example of how you or your family interacted with a certain type of weather eg. spending time outside enjoying the sunshine or wearing gumboots to jump in rainy puddles.</p> <p>Add to your weather diary.</p>