

Home Learning Day Plan
Year 1 Pink

Tuesday 28th April

Task	Walk around your house and find 3 things that have wheels or something is very soft and sing them a song.
Phonics	<p>Phonics for the week is 'ee'. Now practice saying 'ee'. Watch the clip below to see how to pronounce 'ee'.</p> <p>https://www.spelfabet.com.au/spelling-lists/sorted-by-sound/ee/</p> <p>There are 2 letters that go together to make the 'ee' sound and they are 'ea'. Today we are looking for words that have 'ea' in them and say 'ee'. I wonder if you can think of any 'ea' words. Attached is a poster with 'ea'. Practise saying some of the words making sure to remember the 'ea' part in the word says 'ee'. On a blank piece of paper in different colours practice writing these words and underline the part that says 'ee' which is the 'ea'.</p>
Reading	
Writing	<p>QuickWrite – rewrite the sentence</p> <p>Holiday recount</p> <p>Your job is to plan your writing first by picking one thing you did on your holidays and drawing it in the box. Remember to label your drawing with words that you may need for your writing.</p> <p>Remember:</p> <p>DRAW – your picture first</p> <p>TALK – talk to an adult or sibling or even talk about what you drew with your favourite toy.</p> <p>WRITE- your sentences with who, what, where, when and don't forget to use our joining words of and or because.</p> <p>SHARE – again share with an adult or favourite toy.</p>

Tuesday 28th April

Word Work

Use the High Frequency Words Lists for Kindergarten and Year one to revise your sight words.

If you already know how to **say and write** them, just practice them once and move on to the next 5 words.

Only focus on 5 words at a time.

Complete 1 of the activities from your Spelling Tasks each day trying not to do the same task as the day before.

Mathematics

Warm Up:

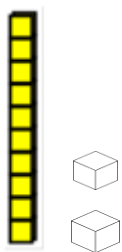
Use the 120 chart provided to practice your counting to 100 both forwards and backwards by 2s, 5s, and 10s.

Watch this video:

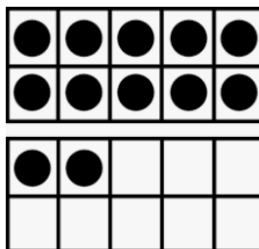
<https://www.youtube.com/watch?v=vWYLJpcla5A>

Whole Number – place value of numbers

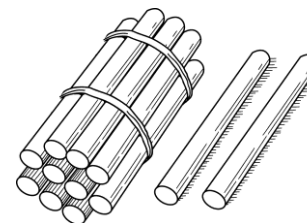
This week we will be looking at 2 digit numbers. Looking at how many tens and ones a number is made up of. If we have the number 12 we know it has 1 group of ten because the 1 is the first number meaning it is the group of 10 and the ones which is 2 are what is left after making that group of 10. So there is 1 group of 10 and 2 ones.



1 ten + 2 ones = 12



1 group of ten on a tens frame and 2 ones = 12



1 group of 10 and 2 more = 12

Complete the sheet – How many Tens and Ones.

Remember:

To write the tens into the tens column and the ones under the ones column so that the numbers stay in order and you are able to work out what the number is.

Challenge:

If you are up for the challenge have a go at the hundreds, tens and ones worksheet.

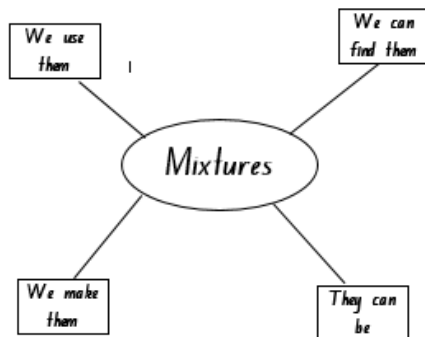
Afternoon

Science - This term in Science we are learning about mixtures. What is a mixture and where we can find mixtures.

Lesson 1: Masters of Mixing Part 1: What is my mixture?

What is a mixture? A mixture is different items being put together to create something new or put together for a purpose.

Use the brainstorm plan attached (like page below) to think about where we can find mixtures, what we use them for, what they can look like.



Now look at the page called 'What is my mixture?' (like pictured) and complete looking at the ingredients each person has and what they are wearing. What do you think they might be making and who do you think they could be looking at what they are wearing.

*Lesson 1: Masters of mixing
Part 1: What's my mixture?*

Learning intention: Ask questions about mixtures and describe the uses of mixtures.

2020/2021 Look at the three images of 'Mix Masters' and complete looking in the bowl worksheet (pencil & paper).

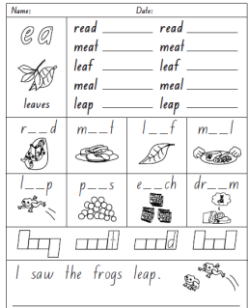
Looking in the bowl _____

Name: _____ Date: _____

	He is a _____ and he is making _____ in the bowl I think it looks like this:
	She is a _____ and she is making _____ in the bowl I think it looks like this:
	She is a _____ and she is making _____ in the bowl I think it looks like this:

Home Learning Day Plan
Year 1 Pink

Wednesday 29th April

Task	Find 4 socks and 2 stuffed toys. How many do you have altogether?
Phonics	<p>Following on from previous day we will continue to look at 'ea' making the 'ee' sound in words. Using the sheet pictured trace over the 'ea' have a look at the words practice saying them using 'ee' sound to read the 'ea' part of the word.</p> <p>Practice writing the full word on the line twice.</p> <p>Which part is missing in the words with pictures? I wonder if you can see the lines and know what two letter you need to add to words to make them have the 'ea' sound in them.</p> <p>Now we have to remember which letters are tall letters (l, h, d, b, k, f) and which are tail letters (g, j, p, q, y) to figure out which words from the above ones on the sheet fit into the letter boxes.</p> <p>Finish by writing the sentence on the line underneath keeping your handwriting neat.</p> 
Reading	See attached plan for student
Writing	This term we are looking at procedures. A procedure is how to make something or how to do something such as in cooking, getting ready for

Wednesday 29th April

school, washing your hands. There are many types of procedure texts, such as:

- recipes
- instructions
- directions
- rules

There are 3 parts to a procedure:

- Title – what you are going to make or do
- Ingredients or Equipment needed - items needed to complete task
- Method or Steps – the order you need to complete the task and how to do it.

So today we will be having a go at putting a procedure back together in order so that we can follow the instructions correctly and complete the task. We must remember that a procedure has different headings a title, equipment/ingredients and steps/method. They are found in that order. We have a page about washing our hands today (as attached below) to put into order so that someone can follow the instructions and complete the task.

We must cut along the dotted lines first so that we have all our pieces. Go ahead and do that now. Let's take a look at what we have in front of us.

Remembering which heading comes first in a procedure. We must know what our task is before being able to complete it. So we will need our heading and that is 'How to Wash your Hands'. Place the title at the top on the desk or floor in front of you.

Next I wonder what we will need to know next. We need to know what it is we need for the job. So we need the word called: Equipment. Place that underneath the title just like I have. What is the equipment we need to wash our hands which is put into a list so that they are easily seen. We will need: water, soap and a dry towel. So go ahead and put the list of equipment underneath the heading.

Now comes the tricky part we will need the word method as this is the steps we will be taking to complete washing our hands. Place that underneath the equipment box. Now this is going to be tricky we need to match the picture with the writing. I wonder if you are able to figure out by looking at the writing boxes if there is a clue as to what order they come in as steps are done using numbers at the front so people know





Wednesday 29th April

which one they are up to.

So now we have our numbered steps in order it is time to read the steps and place the picture next to each step.

Read steps allowed and match picture to the steps.

Have a go at the strip with just picture and simple sentences. Follow both procedures on washing hands and see which one you find the best to follow and why.

How to Wash Your Hands	
3. Apply a generous amount of soap to your hands.	Method
6. Turn off the water at the tap.	Equipment
4. Rub your hands together for at least 20 seconds.	Water Soap A dry towel
1. Gently turn on the cold water tap.	
7. Dry your hands completely with a clean towel.	
2. Place your hands under the water and wet them all over.	
5. Rinse all of the soap off your hands.	

Word Work

Use the High Frequency Words Lists for Kindergarten and Year one to revise your sight words.

If you already know how to **say and write** them, just practice them once and move on to the next 5 words.

Only focus on 5 words at a time.

Complete 1 of the activities from your Spelling Tasks each day trying not to do the same task as the day before.

Mathematics

Warm Up: Play the first to 100 board game with an adult.

Whole Number –

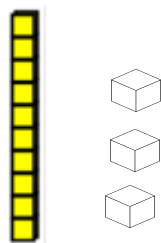
Wednesday 29th April

Today we will continue to look at how we represent numbers with tens and ones. We need to look at those numbers in the tens column which have the groups of ten and tell us how many groups of ten the number has. We are then looking at the number of how many ones are left to make up the number. For example:

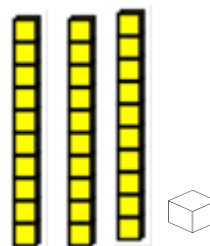
13 is made up of:

1 ten and 3 ones as we can see there is 1 group of 10 and then 3 ones left. If we are to look at the number 31 then it is different to 13.

In 31 we can see there is another two groups of 10 that 13 does not have. It also has only 3 ones this time. So we can see that 13 is smaller than 31.



13



31

These are the numbers we can get tricked on. Remember that we need to say the numbers as teen is smaller than the ty numbers.

Now that we have made both 13 and 31 we can see that they both have groups of 10 but 13 only has 1 group of 10 and 3 more whereas, 31 has 3 groups of 10 and 1 more.

Complete the worksheet How many tens? It is similar to the day before but the numbers are different.

Afternoon

CAPA –

Your job today is to draw a picture of your backyard adding in as much detail as you can. So if you see a tree make sure you draw the trunk, leaves and branches. What else can you see in your backyard? Is there grass? If so what colour? Are there toys like swings, bikes, a trampoline or scooters? Do you have a garden?

Home Learning Day Plan
Year 1 Pink

Thursday 30th April

Task	Use a cape or a T-shirt and pretend to be a superhero. Don't forget to have your special super powers.
Phonics	<p>Following on from previous day we will continue to look at 'ea' making the 'ee' sound in words.</p> <p>Today I would like you to choose 5 of our phonics 'ea' words and put them into a sentence. Remember to go back the 'ea' poster sheet from Monday that has the words on it for you to correctly spell and find your 5 words that you would like to use in your sentences. An example of a sentence you could write:</p> <p>I went down to the beach.</p> <p>If you can use the words 'because' or 'and' do and make your sentence even more interesting to tell me more'</p> <p>I went down to the beach because I wanted to get out of the heat.</p> <p>CHALLENGE:</p> <p>Now if you are up for the challenge how about choosing a different 5 of our 'ea' phonics words and putting them into sentences remember if you can use 'because' and 'and' do it to add more power and interest to your sentence.</p> <p>An example:</p> <p>I did a leap while I read my book</p> <p>I did a leap while I read my book because I sat on a pea.</p>
Reading	See attached plan for student
Writing	https://www.youtube.com/watch?v=Ct-IOOUqmyY

Watch the clip above as today we will be learning about verbs and how verbs help us to follow instructions in a procedure. The verbs job is pretty important when trying to explain to someone how to do something or make something. Some tasks we just know like after watching the clip you know that we already know which end of the knife goes into the peanut butter.

Having a look at the Hand washing work from yesterday you can see next to each number there is a starting word these are the verbs. They are telling us exactly what to do in the Washing of your hands.

Next to number 1 you see the word 'Gently' what does this word mean we know that it means to turn the tap on a little bit.

Number 2. Place this verb tells us what to do with our hands. If the sentence did not start with that verb it would be 'your hands under the water and wet them all over'. It would not make much sense. So the verb is telling you exactly what it is for you to do.

I would like you to know look at each of the sentences and find the verb and either underline or colour it in using a light coloured pencil. If you are unsure of any of the verbs and what they are asking you it may be best to ask someone older what it means.

Procedure Text Topic Cards

Today we are going to have a go at choosing some verbs we could use to go with the task of brushing our teeth.

How to Brush Your Teeth



We are going to plan and write out our procedure for brushing our teeth. You will need:

- the Simple Procedure Text Writing Scaffold Sheet (as pictured below)

Now let's start by drawing the pictures only. What do we do first?

First: we would need to go to the bathroom. (Make sure you pause video between each step to allow for drawing time).

- So start by drawing your picture of the bathroom in the 1. Steps box
- Steps 2 box drawing of a toothbrush and toothpaste
- Steps 3 box toothpaste on toothbrush
- Steps 4 box brushing of teeth.

Let your sheet with your work for tomorrow as we have planned our writing for tomorrow.

Name _____ Date _____

Simple Procedure Text Writing Scaffold

Title _____

Materials/Equipment/Ingredients _____

Steps

1. _____	2. _____
3. _____	4. _____

Thursday 30th April

Word Work

Use the High Frequency Words Lists for Kindergarten and Year one to revise your sight words.

If you already know how to **say and write** them, just practice them once and move on to the next 5 words.

Only focus on 5 words at a time.

Complete 1 of the activities from your Spelling Tasks each day trying not to do the same task as the day before.

Mathematics

Warm Up: Skip by 2s and 5s counting caterpillars cut and paste.

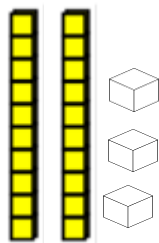
Activity:

Whole Number –Today we will be looking at how to order numbers with 2 digits from smallest at the bottom to largest at the top. We need to look at those numbers in the tens column which have the groups of ten and tell us how many groups of ten the number has. We are then looking at the number of how many ones are left to make up the number. For example:

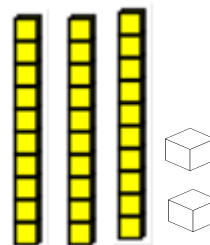
23 is made up of:

2 tens and 3 ones as we can see there are 2 groups of 10 and then 3 ones left. If we are to look at the number 32 then it is different to 23.

In 32 we can see there is another group of 10 that 23 does not have. It also has only 2 ones this time. So we can see that 23 is smaller than 32. If we were ordering these 2 numbers then we know that 23 is smaller than 32.



23



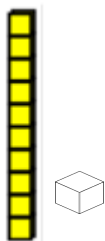
32

Complete the sheet Place Value Ordering 2-digit numbers (like below). You will need to write each of the numbers into the boxes figuring out the

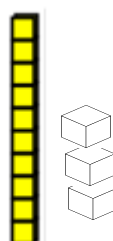
smallest number first. One thing I notice is that there are a few numbers that have the same number of tens so let's have a look at how we can figure out which one of them is the smallest:

I can see the numbers 11 and 13. I will make them using the base 10 materials so that you can see how this is going to work. Let's start with the number 11 but also make the number 13:

11



13



Now that we have made both 11 and 13 we can see that they both have 1 group of 10 but it is now important to look at how many ones each has. 11 has only 1 one and 13 has 3. So I wonder which number is bigger? We have now worked out that 13 is bigger than 11 so 11 would be the smallest and 13 would be next. Now continue completing the worksheet filling out each box remember to cross out each of the numbers you have used.

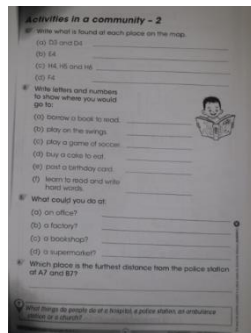
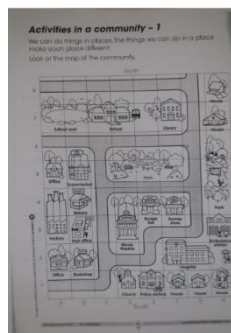
Place Value Ordering 2-Digit Numbers

13	11	69	56	78	19	68	26	95	88
45	29	36	49	87	90	50	61	57	30

Compare and order the numbers above, from smallest to largest.

Afternoon

Geography: Mrs George has attached the sheets you are going to need to complete that you would have done with her.



Home Learning Day Plan
Year 1 Pink

Friday 1st May

Task Draw a picture of your favourite place (beach, home, friends house, Grandparents house)

Phonics Today for your phonics you will need to look for the 2 letters that we have focused on this week that say 'ee' and colour them in. Make sure to remember it is only the letters that say 'ee' ('ea') that you are colouring in not the whole word, try to say each of the words on the sheet. The ones you can say put a circle around them.

Now turn over the sheet. I wonder what is missing in these words that will make them become words again. Have a look and see if you know. I wonder if you can fill it in. If you need a hint maybe turn your sheet over to find our phonics sounds. Try and colour the picture in the same colour as the 'ea' letters you write in the word.




Name _____ www.englishsafari.in

Let's read and colour **ea** 

sea eat tea
beach
weak leaf
leash
cheap each
reach
peas seat
teach
read flea




Name _____ www.englishsafari.in

Write 'ea' to make the word.


s__ h__l __t

__ch d__l w__k

l__f fl__ t__

ch__p j__ns

l__sh  p__s

Reading

Writing

Quickwrite – arrange the sentence to make it make sense.

So we need the sheet we did our plan on from Thursday on brushing our teeth.

Name _____ Date _____

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1. _____ _____	2. _____ _____
3. _____ _____	4. _____ _____

When we look at a procedure there is an important part that goes into the top part that needs to tell the person following your instructions what exactly they will be doing for example: Making a Cake. So what is the job we are making instructions for as it is called the title.

Title: How to Brush Your Teeth

What is the equipment we are going to need to do the job of brushing our teeth?

- Toothbrush
- Toothpaste

These need to be added into the box.

Now I would like you to think of 4 steps to brushing your teeth. But remember that we need to brainstorm some verbs that we could use to write the instructions. What do we do first in brushing our teeth? Do I toothbrush? (Get, Grab, collect, pick up)

Please write your first step using one of the action verbs of how you get a toothbrush. (Pick up your toothbrush.)

What do you do next? It could be a similar way to how you go the toothbrush. Go ahead and write your next instruction.

Friday 1st May

(Grab the toothpaste.)

What do we do next? Squeeze some toothpaste onto the toothbrush.

Finally what do we do? Make sure you are checking your pictures. Place toothbrush into mouth and brush your teeth.

Word Work

Use the High Frequency Words Lists for Kindergarten and Year one to revise your sight words.

If you already know how to **say and write** them, just practice them once and move on to the next 5 words.

Only focus on 5 words at a time.

Complete 1 of the activities from your Spelling Tasks each day trying not to do the same task as the day before.

Mathematics

Warm Up:

Mountain Race board game – play with a partner

Activity:

Ordering and finding missing numbers on a number line and how do we know what it could be?

How can we figure it out? Can we count it? Can we look at the tens number?

Worksheet – complete the number line.

Today in maths I set tasks up on Mathletics and Studyladder that can done to follow on from what we have looked at this week with tens and ones.

If you do not have access online you can have a go using the tens and ones sheet. You could even make a tower of 10 blocks and some ones to make the teen numbers and then write it into the tens and ones sheet. If you do not have blocks you could use the number cards put into your Home learning pack.

Friday 1st May

TENS & ONES	
TENS	ONES

Afternoon

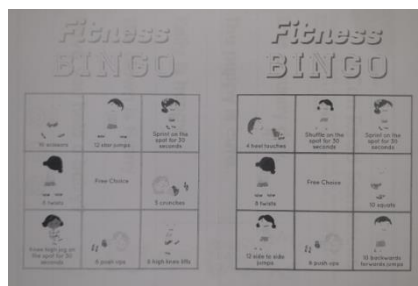
PD & PE -How can we be safe at home? How are we able to stay active at home?

Being safe around electrical items at home. What are some ways we can be careful around these? Or what are electrical items that can be found in the home?

- Powerpoint sockets – never put anything into them unless it is a power cord.
- Metal objects – we should not put anything metal into appliances. Keep metal objects away from toasters and do not put metal into the microwaves
- Do not use electrical powered appliances around water
- Make sure you never use the cord to pull out a plug. Walk over and pull it out safely.

So for your PE today have a go at doing little station circuit of activities/exercises like:

I have attached a bingo card to give you some ideas to get you started.



Try counting to 15 slowly and then switch to the next activity. You can repeat the activities 2 or 3 times each one.

Try and get someone in your family to join you. If everyone is busy have fun doing in on your own.

