

Home Learning Day Plan  
Year 1 Pink

Monday 4<sup>th</sup> May

<b>Task</b>	Make a toasted cheese sandwich
<b>Phonics</b>	<p><a href="https://www.spelfabet.com.au/spelling-lists/sorted-by-sound/ee/">https://www.spelfabet.com.au/spelling-lists/sorted-by-sound/ee/</a></p> <p>This week we will be looking at a letter that say 'ee'. I wonder if you know the letter that could make an 'ee' sound on its own. It is the letter 'y'. I wonder if you can find any words that end with the letter y that sound like they should be a letter e instead of a y.</p> <p>I will start with the first word happy. I wonder if you are able to find a word that may rhyme or be similar to happy that says 'e' on the end but ends in 'y'.</p> <p>Attached is a poster with 'y'. Practice saying some of the words making sure to remember the 'y' on the end 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 'y'.</p>
<b>Reading</b>	
<b>Writing</b>	<p>Weekend 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 <b>who, what, where, when and don't forget to use our joining words of and or because.</b></p> <p>SHARE – again share with an adult or favourite toy.</p>

## Monday 4<sup>th</sup> May

### 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:

Cut and Stick Number Ordering sheet 1 and 2

#### Activity:

To follow on from last week use the 120 chart provided to practice your counting to 100 both forwards and backwards by 1s, 2s, 5s, and 10s.

Click the link below to give you a hand in doing your counting make sure you follow along.

<https://www.youtube.com/watch?v=8JZvsJuyIss>

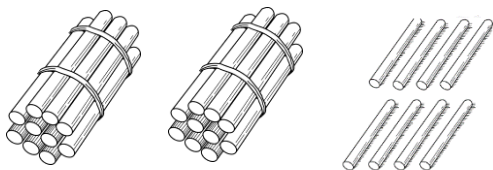
Last week we looked at ordering numbers and the value of numbers.

Today we will be again looking at the place value of numbers and trying to count bundles by 10s then adding on how many more to make up the number using our place value knowledge and prior learning.

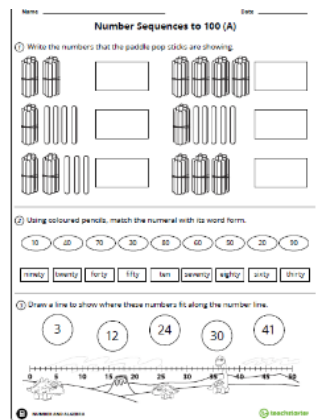
When we put our bundles of 10 together we need to remember to put a band around it to make the bundle of 10 complete and form a group/bundle. The amount of bundles needed is the number in the tens column. For example: if we have the number 28. We can see that the 2 is in the tens column which means we will need to put 2 bundles of ten together.

Here you can see the 2 bundles of 10 which means we can count by 10s. 10, 20 so we can now see that there is some left over which are not put into a bundle. We need to count these in ones (or if you can try counting by 2s.) So we had 20 let's continue counting on the 8 ones. 21, 22, 23, 24, 25, 26, 27, 28. So we have 28 in total.

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You can now complete the Number sequences to 100 (A) sheet.



Afternoon

Lesson 1: Masters of Mixing Part 2: Many mixtures

What mixture do you make a home?

- In the kitchen what mixtures can you find or see? (cereals, milo drinks, smoothies, salad, cake mix)

Collect pictures of mixtures you can find in magazines or catalogues and stick them onto a piece of paper.

Now take a look at the attached sheet and the mixtures you found in the catalogues I wonder if you are able to put any of those into the table. Take a look in the kitchen at some of the mixtures you eat or drink in the day. There example is a cup of tea. If you had cereal for breakfast :

What is the mixture? (a bowl of cereal)

What is in the mixture? (cereal, milk)


What is the mixture for? ( to eat)

See if you can find any others mixtures around your house to complete the table come up with 2 more.

Lesson 1: Masters of mixing  
Part 2: Many mixtures

*Learning Intention:* Identifies that materials can be changed or combined

*Your task:* Observe, record and report on mixtures that they view in the classroom (e.g. cordial, jolly, honey jugs etc)

What is the mixture called?	What is in the mixture?	What is the mixture for?
cup of black tea 	tea-leaves water sugar	to drink

Home Learning Day Plan  
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Tuesday 5<sup>th</sup> May

**Task** Take a trip outside and name all the sounds you can hear.

**Phonics** <https://www.youtube.com/watch?v=FggkdWrSPTc>

This week we will be looking at a letter that say 'ee'. I wonder if you know the letter that could make an 'ee' sound on its own. It is the letter 'y'. I wonder if you can remember any words that end with the letter y that sound like they should be a letter e instead of a y from yesterday.

Today I would like you to choose 5 of our phonics 'y' words and put them into a sentence. Remember to go back the 'y' 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:

**The baby ate some jelly.**

If you can use the words 'because' or 'and' do and make your sentence even more interesting to tell me more'

**The baby ate some jelly and she got a bit messy.**

**CHALLENGE:**

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.

An example:

**Tuesday 5<sup>th</sup> May**

**I was a very lucky puppy.**

**I was a very lucky happy puppy who was only a baby.**

**Reading**

**Writing**

Cut up of how to make a toasted cheese sandwich for students to put back together.

Remember the order of a procedure.

1. What do we need at the start to know what we are making (Title)
2. What are we going to need? (Ingredients)
3. How are we going to know what to do or What are we going to follow? (Steps).

Attached is a cut up packet of a procedure your job is to put this back together so that someone would be able to then follow the instructions to make the toasted cheese sandwich.

**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:**

Ordering numbers to 20

**Activity:**

Following on from yesterday we will be again looking at the place value of numbers and trying to count bundles by 10s then adding on how many more to make up the number using our place value knowledge and prior learning.

## Tuesday 5<sup>th</sup> May

When we put our bundles of 10 together we need to remember to put a band around it to make the bundle of 10 complete and form a group/bundle. The amount of bundles needed is the number in the tens column. For example: if we have the number 28. We can see that the 2 is in the tens column which means we will need to put 2 bundles of ten together.

Now look at the sheet Number Sequences to 100 (B). First activity is asking for you to count the bundles of 10 and how many more is there to make up the number. Second activity is ordering numbers which we looked at last week. Remember to look at the first number in the tens column to see which number will come next. When looking at those numbers I wonder if you can see the number that is only 1 digit, what number do you think will come next?

Third activity look at the first number to see if the first number is less than or more than.

### **Afternoon**

This afternoon for CAPA your job is to choose your favourite song and sing it to your favourite toy. If you can try singing it to an adult.

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**Year 1 Pink**

**Wednesday 6<sup>th</sup> May**

<b>Task</b>	Be kind to someone else, you can say something, do something or help with something.
<b>Phonics</b>	<p>As this week we are looking at a letter that say 'ee'. I wonder if you know the letter that could make an 'ee' sound on its own. It is the letter 'y'. I wonder if you can remember any words that end with the letter y that sound like they should be a letter e instead of a y from yesterday.</p> <p>Today I would like you to watch the clip below:</p> <p><a href="https://www.youtube.com/watch?v=c9I-8iKE3Gk">https://www.youtube.com/watch?v=c9I-8iKE3Gk</a></p> <p>Your task today is to choose 8 of your phonics words and write them out, then draw the picture next to it.</p>
<b>Reading</b>	
<b>Writing</b>	<p>Yesterday we rearranged a procedure so that it went back into order: Title, Ingredients and Steps.</p> <p>Today your job is to take the procedure you put into order and to write it out using the worksheet provided. So you will need to write the title to what is you would be making e.g. How to Make a Toasted Cheese Sandwich. Next you need to write in the ingredients you are going to need. Your last job is to draw a picture that goes with each of the steps.</p> <p>Add as much detail as needed into your pictures of each step to show what is happening and so that someone else can follow the instructions.</p>



**Wednesday 6<sup>th</sup> May**

**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:**  
Ordering numbers to 30  
**Activity:**

**Afternoon**

How can we be safe around these objects in the kitchen? Sometimes it is best to only be in the kitchen when you are supervised by a responsible adult.  
There are some other important things we need to do when in the kitchen. Last week we did a procedure on this which was washing out hands.  
Watch the short video on Safety in the Kitchen  
<https://www.youtube.com/watch?v=DoSq9T6OejA>

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Thursday 7<sup>th</sup> May

<b>Task</b>	Take your washing to the laundry and your siblings as well.
<b>Phonics</b>	<p>As this week we are looking at a letter that say 'ee'. I wonder if you know the letter that could make an 'ee' sound on its own. It is the letter 'y'. I wonder if you can remember any words that end with the letter y that sound like they should be a letter e instead of a y from yesterday.</p> <p>Today your task is to complete the 'Y' as a vowel: Long e</p> <p>Start by writing your name on the sheet. Trace over the words then practice writing it next to the one you just traced. As you trace the word practice saying the word remembering the 'y' on the end says 'ee'.</p> <p>Once you have traced the words underneath on the faces draw a pretty, happy and funny face.</p>
<b>Reading</b>	<p>Use the High Frequency Words Lists for Kindergarten and Year one to revise your sight words.</p> <p>If you already know how to <b>say and write</b> them, just practice them once and move on to the next 5 words.</p> <p>Only focus on 5 words at a time.</p> <p>Complete 1 of the activities from your Spelling Tasks each day trying not to do the same task as the day before.</p>
<b>Writing</b>	<p><b>Quick Write – colour the picture then write about what you can see in the picture</b></p> <p><b>Making fairy bread</b></p> <p>Watch the link below to see what fairy bread is and hw to make it then have a go on your own to see if you can write a procedure.</p> <p><a href="https://www.youtube.com/watch?v=XLxEeQIEsBw">https://www.youtube.com/watch?v=XLxEeQIEsBw</a></p>

**Thursday 7<sup>th</sup> May**

Plan out your own recipe on how to make fairybread. I have attached a blank copy of a template for you to write your procedure into.

Remember:

**Title**

**Ingredients**

**Steps/Instructions**

**Word  
Work**

**Mathema  
tics**

**Warm Up:**

Ordering numbers to 50 (2 sheets)

**Activity:**

Time

So previously we have learnt about how to tell the time when the big hand is on the 12 is o'clock. Today we will be looking at what the time is when the big hand is on the 6. We know this as half-past, When the big hand is on half-past the short hand is halfway between the hour it is and the hour the big hand is moving towards for o'clock. You can see the hand moving as the big hand moves towards the 6.

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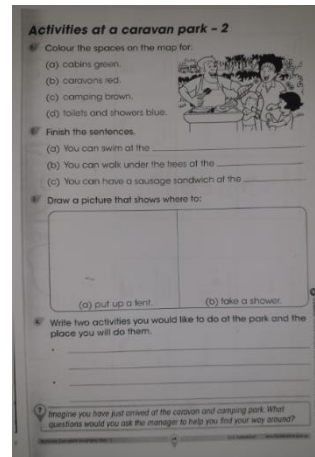
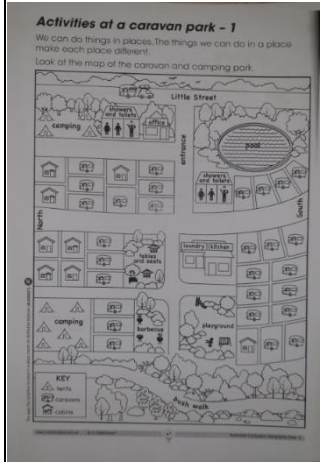


Here on the clock you can see the big (long) hand on the 6 and the short hand halfway between the 6 and the 7.

Complete the cut and paste Clock face Template

Afternoon

Geography



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Friday 8<sup>th</sup> May

**Task**

See how many different types of bugs you can find or see in your backyard. But remember do not touch.

**Phonics**

As this week we are looking at a letter that say 'ee'. I wonder if you know the letter that could make an 'ee' sound on its own. It is the letter 'y'. I wonder if you can remember any words that end with the letter y that sound like they should be a letter e instead of a y from yesterday.

Today your task is to complete the 'Y' as a vowel: Long e



Start by writing your name on the sheet. Trace over the words then practice writing it next to the one you just traced. As you trace the word practice saying the word remembering the 'y' on the end says 'ee'.

**Reading**

**Writing**

**QuickWrite – If you could go anywhere, where would you go and why?**

Your job today is to have a look at the cut and paste activity and put in in the correct order and see if it is the same as the one you did yesterday on making Fairy bread.

How to Make Fairy Bread	
2. Spread an even layer of butter over each slice of bread.	Method
4. Use biscuit cutter or a knife to create interesting shapes from the bread.	Ingredients
5. Arrange your fairy bread creations on a party platter. Enjoy!	Bread Butter Fairywinks and Thousandaisles
3. Generously sprinkle the fairywinks and Thousandaisles over the bread. Make sure that all parts of the bread are covered.	
1. Place the slices of bread on a clean, flat surface.	

## Friday 8<sup>th</sup> May

### Word Work

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

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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:

Telling the time board game

#### Activity:

Complete the Tell the Time Worksheets for both writing the time and drawing the hands.

### Afternoon

Personal Development

Our focus this week on being safe around the home is in the kitchen.

What are some of the things we need to be safe around when entering the kitchen? (hot oven, hot stove top, pot handles, knives etc)

Physical Education

Your task is to choose something from the video to do as your exercise. You may even want to choose 3 of the tasks that interest you to do.

<https://vimeo.com/400751934>

Password: GPS-HL

If you do not have access to the video to watch then choose a household chore to do such as vacuuming, dusting, helping with the

**Friday 8<sup>th</sup> May**

dishes or dishwasher.