

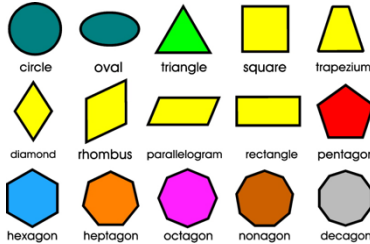
Home Learning Activities for Year 1 and 2 students – Week 9

The following ideas may support families who have chosen not to send their child/ren to school while the school continues to be open. These activities can be completed in addition to set class homework.

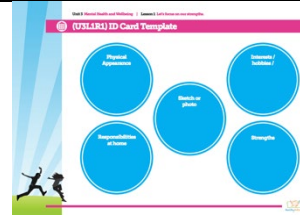
WALT (We are learning to...) This describes the focus skill for the lesson

Monday	Tuesday	Wednesday	Thursday	Friday
<p>WALT: Spell unknown words Have a parent test you on your spelling words. (attached below)</p> <p>Practise the first 10 you get wrong for the week.</p> <p>Year 2:</p> <ul style="list-style-type: none"> Write a synonym for 5 of your spelling words (If you're unsure about synonyms, an English glossary may help) - https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/learning-resources/english/english-a-to-z#Synonym_338 List 3 more words that end in <ul style="list-style-type: none"> ss ff zz ll Put 3 of your spelling words in a sentence about sport. Draw an illustration that includes at least 5 of your spelling words <p>Year 1:</p>	<p>Read a book -focus on fluency and expression</p> <p>WALT – Make connections Make a ... -Text to self connection -Text to text connection</p> <ul style="list-style-type: none"> How is the main character from your story similar to someone you know? How was an event in your story similar to something from another book you've read? <p>WALT – identify the main idea Write a summary of your story using amazing adjectives</p>	<p>WALT: Write to entertain Write the orientation (beginning) to a narrative about a student who is made principal for one day.</p> <p>-Characters -Setting -When</p> <p>WALT: Speak clearly to entertain</p> <ul style="list-style-type: none"> <i>Practise reading your speech in front of the mirror</i> <p>WALT: Understand the meaning of words</p> <ul style="list-style-type: none"> Write the meaning of each of your 10 spelling words – you may need to use a dictionary. 	<p>Read a fictional book -focus on fluency and expression</p> <p>WALT – Comprehend what I have read, using predictions</p> <ul style="list-style-type: none"> Predict what life would be like for your characters a week before the beginning of your story. Predict what life would be like the week after the end of your story. <p>WALT: Type Practise touch typing on Google Classroom</p> <p>Login: student email e.g. Joe.smith2@education.nsw.gov.au</p>	<p>WALT: Write neatly Practice your handwriting – copy out some sentences from the book you have been reading. Get someone to check your letter formation (see the handwriting guide below)</p> <p>WALT: Recognise when words are spelt correctly Get someone to test you on your spelling words; can you spot any mistakes?</p>

<ul style="list-style-type: none">How many syllables are there in the first 6 words e.g Thurs -day = 2 Af-ter-noon = 3Put 3 of your spelling words in a sentence about nursery rhymes.Draw an illustration that includes at least 5 of your spelling words <p>WALT: communicate effectively to entertain</p> <table><tr><td>Year 1:</td><td>Year 2:</td></tr><tr><td>In the Holidays... talk about what you are planning to do in the holidays. Where will you go? What will you do? Who will you visit?</td><td>How we can help protect our earth and the environment ... Our lesson is important because..., how is it being damaged?, things you can do to care for the environment at home, school and community...</td></tr></table>	Year 1:	Year 2:	In the Holidays... talk about what you are planning to do in the holidays. Where will you go? What will you do? Who will you visit?	How we can help protect our earth and the environment ... Our lesson is important because..., how is it being damaged?, things you can do to care for the environment at home, school and community...				
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Snack break and play outside								
WALT: Identify 2D shapes	WALT: Recognise, describe and represent one-half as one of two	WALT: Order numbers by their size	WALT: identify and draw 2D shapes	WALT: Keep ourselves safe				

<p>You are to find different shapes that make a hexagon. Cut different 2D shapes out of the hexagon stencil attached below. Fill it back together to make new shape.</p> <p>How many sides and vertices does your new shape have? How is it similar and different from the first hexagon?</p> <p>A maths dictionary may help... https://www.mathsisfun.com/geometry/vertices-faces-edges.html</p> <p>WALT: Collect, record and display information</p> <p>Watch - http://www.abc.net.au/btn/story/s3681044.htm</p> <p>Discuss the following questions with a family member. <i>What are the different types of weather?</i> <i>What are extreme weather conditions?</i> <i>How does it impact the environment?</i> How does the weather affect places and activities</p> <p>Create a poster that informs others on a chosen extreme weather.</p>	<p>equal parts of whole objects, shapes and collections.</p> <p>Have a look at 2 circles (attached below). Fold one of the circles in half, label each part and cut along the fold. Then fold the other circle into quarters, label each part and cut along the folds. Compare the halves/quarters.</p> <p>Which parts are different? How are they different? How many quarters make a half/ a whole? What parts are bigger or smaller?</p> <p>WALT: Collect, record and display information</p> <p>Continue creating your poster that informs others on a chosen extreme weather.</p> <p>What cause them? What do they do? Where are they found?</p>	<p>Roll 3 dice and make as many 3-digit numbers as possible. Can you sort them into largest and smallest?</p> <p>WALT: model and use equal ‘groups of’ objects as strategy for multiplication</p> <p>Practise sharing collections and describing verbally what you have done. Write descriptions on or take a photo on a device.</p> <p>Go outside and make groups of natural objects and take photographs. For example, make two groups of three stones. You can draw the groups on the ground and then as a collection in piles and arrays.</p>	<p>Create the ultimate playground using 2D shapes. Make sure you use a ruler for any straight-lined shape. Use a key to label equipment.</p> <p>It must include:</p> <p>Swings Slides Monkeybars Seesaws Trees</p> 	<p>View ‘I have a right to be a child’ https://www.youtube.com/watch?v=tOsQ5MVXZzk</p> <p>complete your own ‘I have a right to...’ heart.</p> <p>Write things that keep us happy in red, healthy in green, and safe in blue. You can then draw people who keep you happy, healthy and safe around the heart, with one hand out touching it.</p> <p>WALT: perform and play to music demonstrating awareness of musical concepts.</p> <p>Find objects around the house that can create sounds that represent different weather. (hail, lightning, thunder, rain, wind)</p> <p>Using a device record yourself create a</p>
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				sound story by layering these sounds on top of each other.
WALT: enhance our own wellbeing Visit Go Noodle online and complete the mindfulness activity: ‘ Celebrate the Little Things ’ https://app.gonoodle.com/activities/celebrate-the-little-things?s=Search&t=mindfulness	WALT: enhance our own wellbeing Complete ‘ Mindful Breathing ’ activity. See below for guiding instructions.	WALT: enhance our own wellbeing Visit Go Noodle online and complete the mindfulness activity: ‘ Be Kind ’ https://app.gonoodle.com/activities/be-kind?s=Search&t=mindfulness	WALT: enhance our own wellbeing Complete ‘ Breathing Colours ’ activity. See below for guiding instructions.	WALT: enhance our own wellbeing Complete ‘ Breathing Colours ’ activity. See below for guiding instructions.
Help to make your lunch then play outside				
WALT: Move in different ways Count the number of star jumps you can do in 1 minute and record. Repeat with sit-ups, then push-ups. Do this this each day. Record your results in your activity log to observe any improvements in your fitness.	WALT: follow directions to create an artwork Follow the link: https://www.artforkidshub.com/how-to-draw-a-betta-fish/ Follow the directions to create an artwork of an Easter bunny. WALT: Monitor activity to stay healthy Complete today’s log – 30 minutes minimum each day	WALT: recognise strengths Create a personal ID card for yourself. Personal attributes to include on the card are: Appearance – physical - What do you look like? Interests – hobbies / sports Responsibilities – jobs you do at home Strengths – sense of humour, caring, helpful etc	WALT: Recognise aspects of our wellbeing Describe why it is important to look after all 5 SPECS? Design a poster to tell other children how important it is to look after all 5 SPECS of your wellbeing. WALT: Monitor activity to stay healthy Complete today’s log – 30 minutes minimum each day	WALT: Move in different ways Count the number of star jumps you can do in 1 minute and record. Repeat with sit-ups, then push-ups. Do this this each day. Record your results in your activity log to observe any improvements in your fitness.



**WALT: Monitor activity
to stay healthy**
Complete today's log – 30
minutes minimum each day

MINDFUL BREATHING

1. Sitting or standing, place your hands on your belly. Close your eyes, or look down towards your hands.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

Guiding Questions

- Can you feel your hands moving?
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?



BREATHING COLOURS



1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.
2. Think of a relaxing colour. It can be any colour, as long as it reminds you of relaxing.
3. Now think of a colour that represents stress, sadness or anger.
4. Imagine you are surrounded by the relaxing colour. No longer is the air clear; it is the relaxing colour.
5. Take a deep breath in and imagine breathing in the relaxing colour. Imagine the colour filling your lungs.
6. As you breathe out, imagine that your breath is the colour of stress.
7. See the stress colour mix into the relaxing colour around you. Watch it disappear.
8. Breathe in your relaxing colour. Breathe out your stress colour.
9. Continue for 3 to 5 minutes or until the teacher says, "Stop".

MINDFUL STEPS

1. Head outside and find a small area where you can walk in a line for five steps, then turn and walk back again, without interruption. You may like to take off your shoes and socks.
2. Stand still and straight. Take three slow, deep breaths in and out.
3. Take five steps in one direction, walking slowly and noticing how your body moves with each step.
4. Listen to the sounds around you and the sound your feet make on the ground. Try not to change the way you walk, but instead just notice how your body naturally moves.

Guiding Questions

- What does the ground feel like under your feet?
- When you take a step, which part of your foot touches the ground first?
- Does your body feel heavy or light today?
- Are you slouching when you walk or is your back up straight?



SPECS = Can we make a 'Wellbeing Pie'?

Every slice of a pie is important to make a complete meal.

Every aspect of wellbeing is important to make us feel complete and well.



Next term we will talk about:

What ingredients do you have in each slice of your wellbeing pie?

What ingredients do you need to add to each slice of your pie?

Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday

Year 2 Spelling Term 1 Weeks 9 & 10

	Monday	Tuesday	Wednesday	Thursday
still				
smell				
skull				
stall				
across				
dress				
glass				
miss				
jazz				
buzz				
fizz				

dizzy				
cuff				
staff				
mist				
thunder				
yesterday				
April				

Year 2 Spelling Term 1 Weeks 9 & 10 - Extension

	Monday	Tuesday	Wednesday	Thursday
recall				
actually				
retell				
appalling				
access				
useless				
priceless				
discuss				
compass				
blizzard				
drizzle				

bedazzle				
fizziness				
gruffly				
atmosphere				
drought				
sheriff				
invention				

Term 1 Week 9-10 - LOOK, SAY, COVER, WRITE (neatly), CHECK

		Monday	Tuesday	Wednesday	Thursday
1	out				
2	about				
3	house				
4	mouse				
5	how				
6	down				
7	what				
8	when				
9	May				
10	many				

11	outside				
12	inside				
13	cousin				
14	aunt				
15	uncle				
16	now				
17	brown				
18	why				
19	where				
20	who				
21	around				

22	mouth				
23	found				
24	crown				
25	drowned				
26	cloudy				
27	colour				
28	frowning				
29	powder				
30	proud				

