




# Stage 1 – Learning Framework – Term 4, Week 3

You will need access to a digital device and help from a parent/carer to complete the following activities. If you do not have a device, simply follow the instructions in the framework below. Log onto Class Dojo using your student account to check what activities your teacher has posted for the day. Complete your work in your homework book, digitally or on paper. Submit a photo on Class Dojo to be marked as 'present' on the roll. If you have any issues, please contact your teacher through Class Dojo.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Vacuum the rugs in your house	Count up by 10's to 200 doing push ups	Tidy your room	Help set up the table for dinner	Make your own lunch
Morning	<p><b>English</b> <u>Spelling and Phonics.</u> Write down your spelling words and brainstorm words with the sounds of the week. Year 1: au and long y Year 2: ee and ea</p> <p><u>Sentence Work</u> A sentence is a complete thought. It has a subject (who) and a predicate (a verb or a verb phrase that tells what the subject is, was, has, does or did).</p> <p>On The worksheet below highlight the subject in blue and the predicate in yellow.</p> <p><u>Reading</u> <i>Read for at least 10 minutes and complete the following activity:</i></p> <p>Is there anything that you would change about the story? What would it be and why?</p>	<p><b>English</b> <u>Spelling and Phonics</u> <i>Pyramid Writing:</i> Write each of your words like a pyramid.</p>  <p><u>Sentence Work</u> Pronouns take the place of a noun, for example I, we, he, she.</p> <p>On the worksheet below highlight the pronoun.</p> <p><u>Reading</u> <i>Read for at least 10 minutes and complete the following activity:</i></p> <p>Create a birthday card for the main character.</p>	<p><b>English</b> <u>Spelling and Phonics</u> <i>Rainbow Words:</i> Write out your words with a different coloured pencil. Each letter will be a different colour. <b>sweet</b></p> <p><u>Sentence Work</u> A conjunction is a word that joins parts of sentences together.</p> <p>On the worksheet below add in the correct conjunction.</p> <p><u>Writing</u> Write an imaginative story about Wednesday's picture. Remember to include:</p> <ul style="list-style-type: none"> <li>• Orientation (characters and setting)</li> <li>• Complication (the problem)</li> <li>• Resolution (how the problem is solved)</li> </ul>	<p><b>English</b> <u>Spelling and Phonics</u></p> <p><i>Spelling Flowers:</i> Draw 2 big flowers. Write one of your spelling words on each petal.</p>  <p><u>Reading</u> Practise reading the passage 'A Space Adventure'. Practise reading it 2 or 3 times and see if your reading improves.</p> <p><u>Writing</u> Write an imaginative story based on Thursday's writing prompt.</p>	<p><b>English</b> <u>Spelling and Phonics</u></p> <p><i>Sort Them Out:</i> Sort your spelling words out into these 2 categories: nouns (people, place or thing) and verbs (doing/action words). E.g. Noun – laundry, toffee Verb – fly, steal</p> <p><u>Reading</u> Practise reading the passage 'A Space Adventure'. Practise reading it 2 or 3 times and see if your reading improves. Have a go at answering the quick questions.</p> <p><u>Writing</u> <b>Free writing:</b> Set a 10-minute timer. For the next 10 minutes write as much as you can. You can write about anything you want!</p>

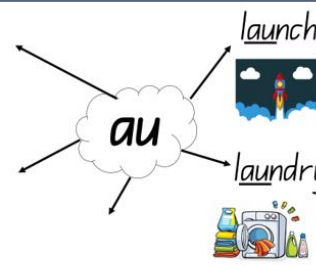

Monday		Tuesday		Wednesday		Thursday		Friday	
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
Middle	<p><b>Mathematics – Whole Numbers: Estimation</b></p> <p>Today, we will learn how to get better at estimating.</p> <p>Look at the maths resource for Monday then find a collection of something in a container at home. Estimate how many are in the container. Then count the collection in an organised manner.</p>	<p><b>Mathematics – Whole Numbers: Grouping and renaming</b></p> <p>Warm up: Find a collection of some items in a container and estimate how many you have. Then, count to check. Remember to use organised counting.</p> <p>Today you will learn that every time you have ten of something, you can group and re-name them. Look at the Tuesday maths resource. Your turn: Show how to group and rename:</p> <ul style="list-style-type: none"> <li>• 7 tens and 18 ones</li> <li>• 3 hundreds, 14 tens and 2 ones</li> </ul>	<p><b>Mathematics – Whole Numbers: Grouping and renaming</b></p> <p>Revise yesterday's learning. Solve another example: Re-group and rename:</p> <ul style="list-style-type: none"> <li>• 4 tens and 19 ones</li> <li>• 6 hundreds, 17 tens and 8 ones</li> </ul> <p>OPTIONAL: Have fun playing the game called Place value battle. You will need a deck of playing cards and a recording sheet. Demonstration of the game: <a href="https://www.youtube.com/watch?v=Pi6mVOA2pIU">https://www.youtube.com/watch?v=Pi6mVOA2pIU</a></p>	<p><b>Mathematics - Area</b></p> <p>View Thursday's maths resource for support.</p> <p>Task: Students cut out the 'bear squares' to use as a unit of measurement and complete the following task: How many different shapes can you make using 12 squares? Draw and write about it in your book.</p> <p>Extension: How many shapes can you make using 20 squares?</p>	<p><b>Mathematics – Area</b></p> <p>Review the concept of 'area'. Talk about why we need area (eg to know what size rug to buy, bed spread, tablecloth, etc).</p> <p>Warm up: Using the 'bear squares' from yesterday...What shape can you make with 16 squares? What shape can you make with 20 squares?</p> <p>Task Students complete worksheets on area.</p> <p><b>Note: Keep the 'bear squares' for next week's lesson.</b></p>				
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
Afternoon	<p><b>PE</b></p> <p>Look at the different exercises. Cut out the picture and make it into a dice! Roll the dice and do the move or get a parent to yell the moves out to you as a challenge.</p>	<p><b>Science – Getting from one place to another</b></p> <p>Look at the map showing Abby's route to school.</p> <p>In your books, complete the paragraph in bold, describing the route she takes using the words left, right, and straight ahead.</p> <p><b>Abbey walks straight ahead from her house and turns left. She then.....</b></p> <p>In your books, draw a map showing how to get from your lounge room to your bedroom. Describe the directions underneath the drawing of your map. Don't forget to add any furniture, televisions, or rugs along the way.</p>	<p><b>WELLBEING WEDNESDAY</b></p> <p>It is time to relax. Work stops at 12pm today! Choose something to do that makes you happy and feel relaxed.</p> 	<p><b>Dance – Body Alphabet</b></p> <p>Create the alphabet with your body and perform in sequence.</p> <p>You could use your arm as a straight line or roll your body into a ball for a circle shape.</p> <p>Can you spell your first name? Can you spell your last name?</p>	<p><b>History – Changing Technology Around the World</b></p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• How has technology changed the world?</li> </ul> <p>Technology has changed the way we do many things. Travelling, communication, medicine, and even the way we get our information are all different today, thanks to technology.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Draw and write down different technologies that has changed the world. For example, the way people travel or communicate.</li> <li>• Go to the History Resource and do the worksheet.</li> </ul>				

# SPELLING

## Year 1: Spelling Words

Level 1: Family words	Level 2: Sight words	Level 3: Extension words
audio	door	sauce
auto	find	fauna
launch	three	laundry
pause	I'll	buy
cause		defy
dry		python
fly		
fry		
shy		
why		

## Year 1: Sound of the week

au	<p>au</p>  <p>Paul loves sauce au au au</p>	 <p>launch</p> <p>laundry</p>
long	<p>y</p>  <p>Fly through the sky y y y</p>	 <p>baby</p> <p>sunny</p>
y		

## Year 2: Spelling Words

Level 1: Family words	Level 2: Sight words	Level 3: Extension words
feed	planet	sleek
keen	Saturday	toffee
seed	same	freeway
peep	Sunday	beneath
sweet	yellow	increase
feast		
steal		
dream		
sneak		
leaves		

## Year 2: Sound of the week

ee	 <p>sleep</p>
ea	 <p>treat</p>

# WRITING

Writing - Wednesday



Writing - Thursday



# MONDAY – MATHS

Estimate and quantify

Estimate: About how many you think is there?

There are 10 pieces of pasta in this cup.



Estimate how many pieces of pasta would fill up this cup?



Record your estimate on a piece of paper.

My estimate is 40.



Let's quantify: Count to find out the exact number!

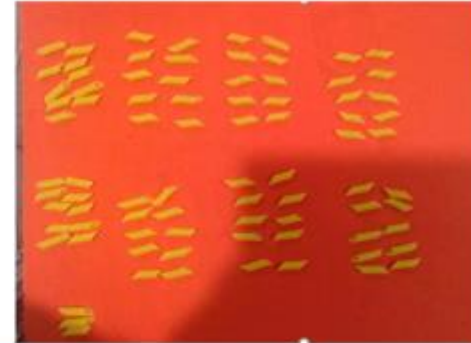




I emptied the cup to count the pasta pieces. They look more than what I expected. I might have to change my estimate.



This is all the pasta in the cup. How many pieces were exactly in the cup?



Do you want to revise your estimate?



How else can you count these?



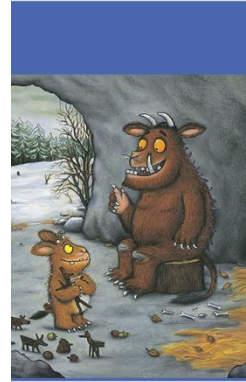
**Your turn, mathematicians!**

Find a collection of any item.

Estimate it first and then count in an organised manner to find the exact quantity.

Remember to take photos and share your work with your teacher!

# MONDAY – SENTENCES



## What is a sentence?

A sentence makes sense by itself.

A sentence is a complete thought. It has a **subject (who)** and a **predicate (a verb or a verb phrase that tells what the subject is, was, has, does or did).**

It starts with a capital letter and ends with one of these:

. ? !

The Big Bad Mouse is terribly strong.

↑ subject                      verb                      predicate ↑

1) Highlight the subject in blue and the verb phrase or predicate in yellow.

a) The Gruffalo's child was feeling bored.

b) Into the wood went the Gruffalo's Child.

c) A tail poked out of a log pile house.

d) Down flew the creature.

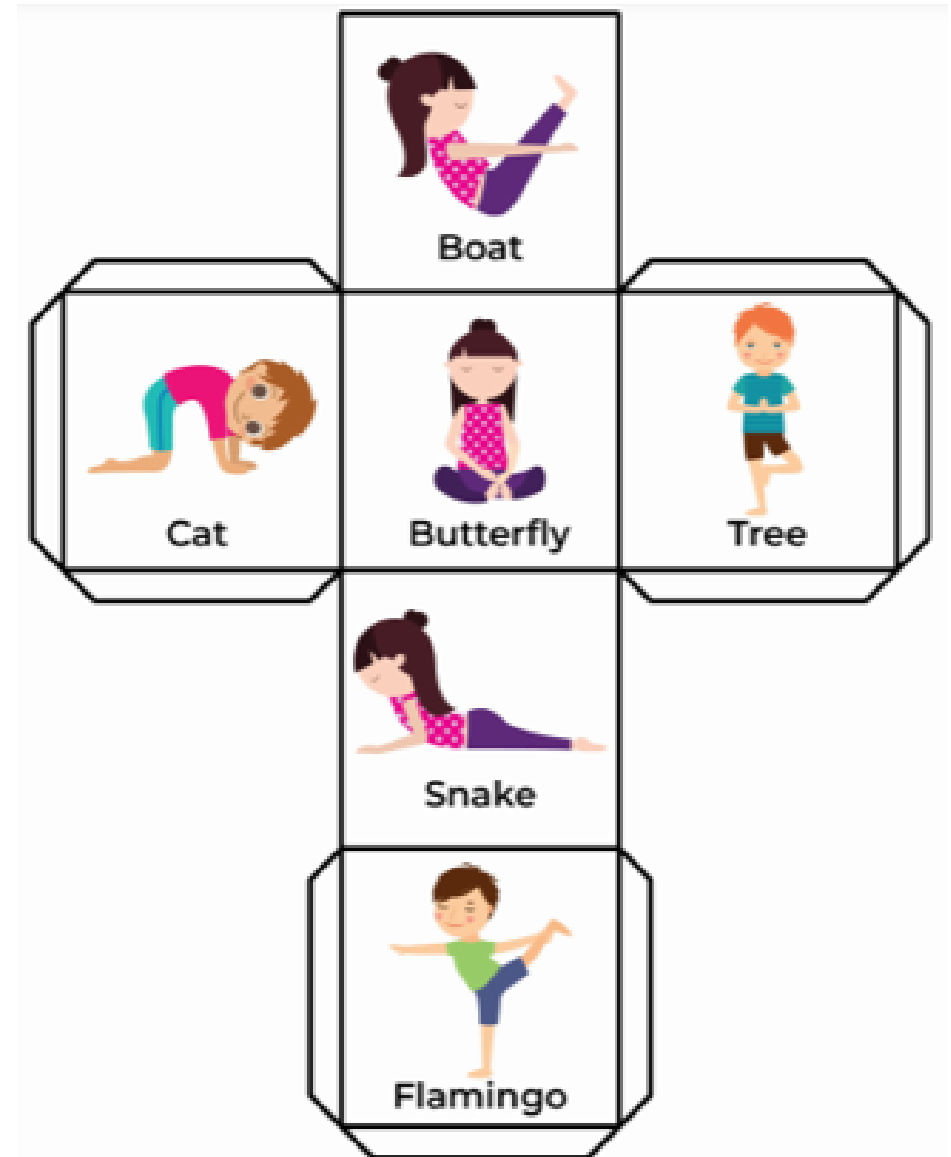
e) You'll taste good as a midnight feast.

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## Yoga Pose Dice

- Cut out, fold and glue together to make a dice.
- Roll the dice. Do the yoga pose it lands on.
- If you can't use the dice get someone to tell you what pose to do.
- Record in your book the different poses you did and how long for.

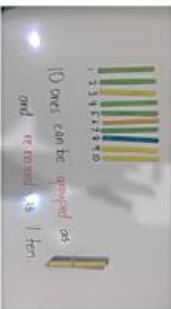


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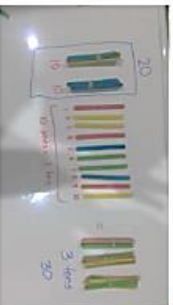
# TUESDAY – MATHS

## Grouping and renaming

Counting with understanding



Every time we have 10 of something, we can re-group and re-name it.



Every time we have 10 of something, we can re-group and re-name it.



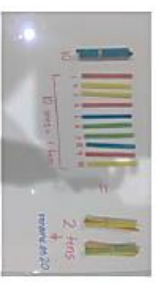
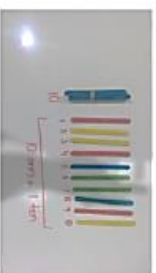
Every time we have 10 of something, we can re-group and re-name it.

Today we will explore an important idea:

**10 of these is one of those**

In other words, every time we have 10 of something we can re-group and re-name it.

Let's launch into this, mathematicians!



Every time we have 10 of something, we can re-group and re-name it.



Every time we have 10 of something, we can re-group and re-name it.



Every time we have 10 of something, we can re-group and re-name it.

Every time we have 10 of something, we can re-group and re-name it.

$10 \text{ tens} = 100$   
 $11 \text{ tens} = 10 \text{ tens} + 1 \text{ ten} = 110$   
 $12 \text{ tens} = 10 \text{ tens} + 2 \text{ tens} = 120$   
 $13 \text{ tens} = 10 \text{ tens} + 3 \text{ tens} = 130$   
 One hundred and ten  
 One hundred and twenty  
 One hundred and thirty

Every time we have 10 of something, we can re-group and re-name it.

If you follow the pattern, what would  
19 tens be?  
19 tens = 190  
and 20 tens?  
20 tens = 10 tens + 10 tens = 200  
100 + 100

Can you make 6 tens, 15 ones?

Can you make 6 tens, 15 ones?  
record

tens	ones
6	15

Can you make 6 tens, 15 ones?  
10 ones  
10 ones  
5 ones  
1 ten

Every time we have 10 of something, we can re-group and re-name it.

Can you make 6 tens, 15 ones?  
tens | ones  
7 | 5  
re-name 05

Every time we have 10 of something, we can re-group and re-name it.

Can you make 6 tens, 15 tens, 7 ones

Can you make 2 hundreds, 15 tens, 7 ones  
Record

Hundreds	Tens	Ones
2	15	7

Every time we have 10 of something, we can re-group and re-name it.

10 tens = 1 hundred

Every time we have 10 of something, we can re-group and re-name it.

2 hundreds, 15 tens and 7 ones  
Record

Hundreds	Tens	Ones
3	5	7

Re-name  
three hundred and fifty seven

Your turn, mathematicians!

Make and record

- a. 7 tens and 8 ones and re-name it.
- b. 3 hundreds, 4 tens and 2 ones and re-name it

Remember to share your work with your teacher!

Every time we have 10 of something, we can re-group and re-name it.

# TUESDAY – SENTENCES



## Pronouns

*Pronouns stand in place of nouns.*

- he
- she
- it
- him
- her
- they
- them
- their
- we
- us
- I
- you
- his
- my
- your

### 1) Highlight the pronoun

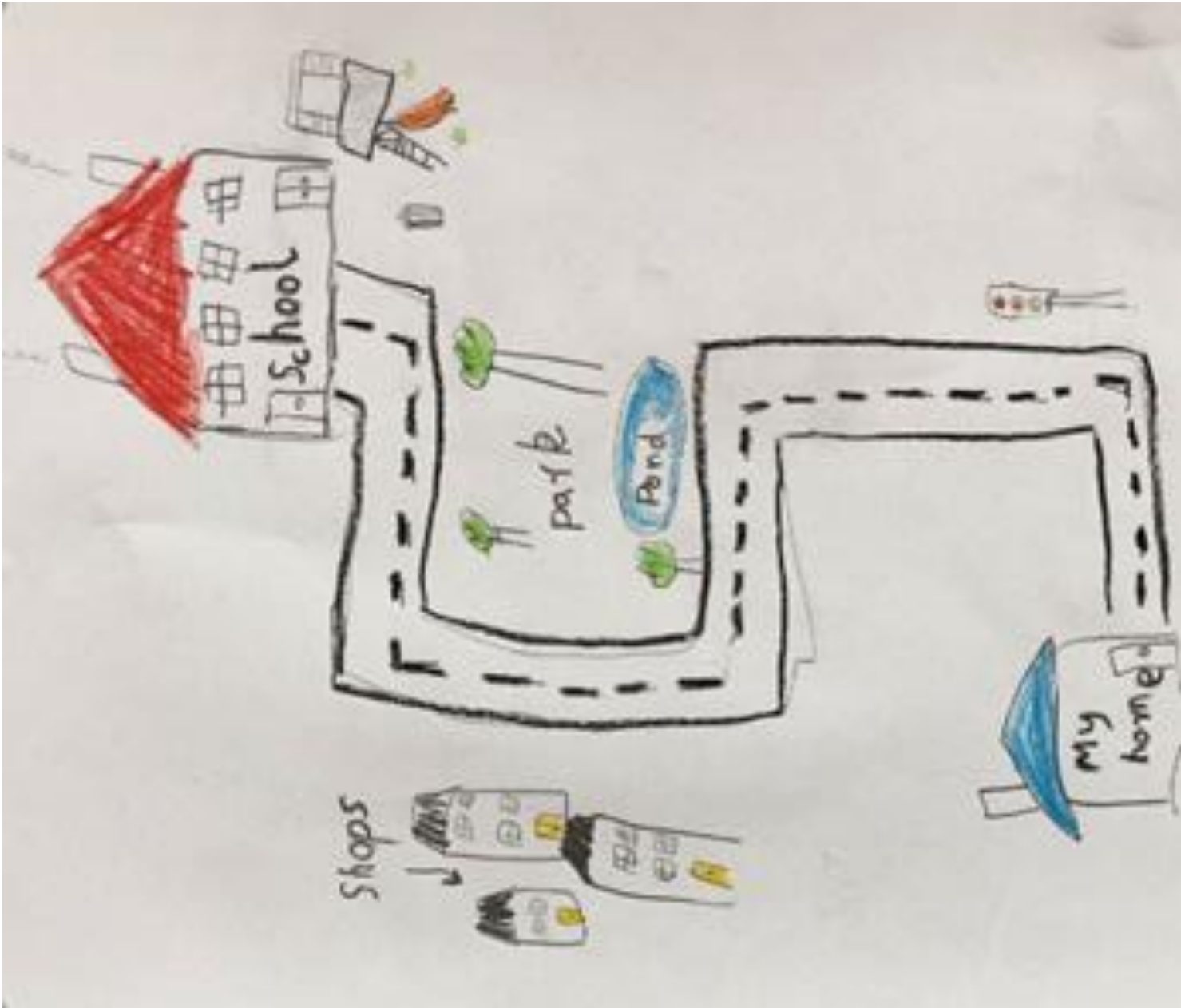
- I met him a long time ago.*
- His tail was short.*
- His whiskers weren't wiry.*
- You'll taste good as a midnight feast.*

### 2) Rewrite the sentence using a pronoun.

*The Gruffalo's Child was feeling brave so the Gruffalo's Child tiptoed out of the Gruffalo's cave.*

# TUESDAY – SCIENCE

## ABBY'S MAP FROM HOME TO SCHOOL



# WEDNESDAY – SENTENCES

because or so?



**A conjunction is a word that joins parts of sentences together**

The word “because” is a conjunction that explains why something happened.

I was hungry because I didn't have breakfast.

why?

The word “so” is a conjunction that tells us what happened because of something else.

I was hungry so I had a snack.

why?

1) Add in the correct conjunction using 'so' or 'because'

a) I went to the shop \_\_\_\_\_ I wanted to get some milk.

b) We needed some milk, \_\_\_\_\_ I went to the shops.

c) It was a lovely sunny day, \_\_\_\_\_ I went for a walk.

d) I went for a walk \_\_\_\_\_ it was a lovely sunny day.

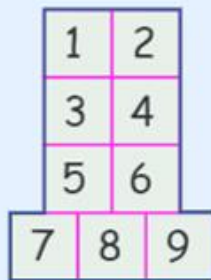
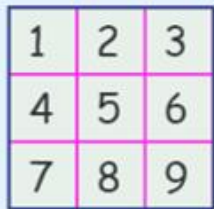
# THURSDAY – MATHS

## Area

Area is the size of a surface. Students are beginning to develop an awareness of what area is. *They are not introduced to formal units of measurement such as  $\text{cm}^2$ .*

Students can measure area by placing identical informal units in rows or columns **without gaps or overlaps**.

These shapes all have the same area of 9:

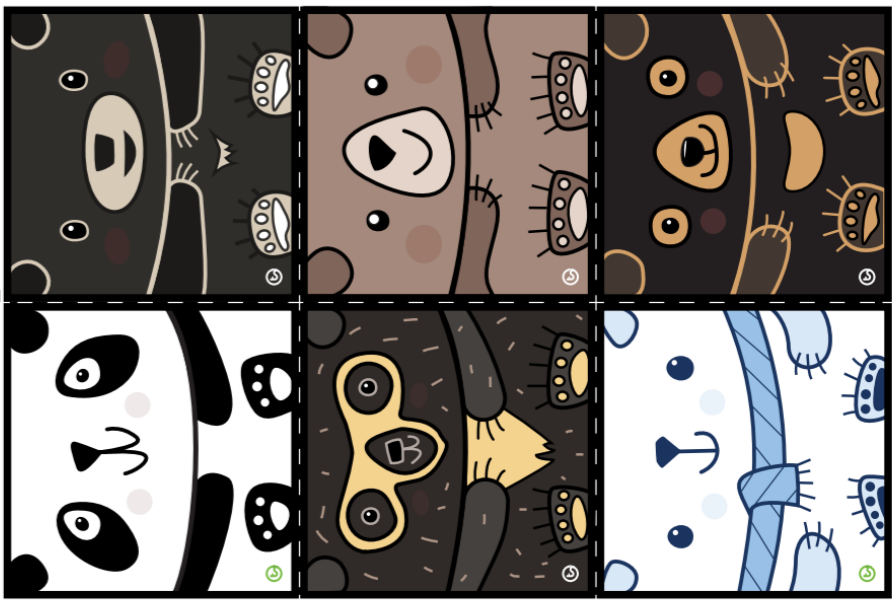


When students measure, they need to use informal units of measurement that are the same such as Lego, squares, counters, cards, etc. Here is an example of measuring with squares. There are no gaps or overlaps when measuring.



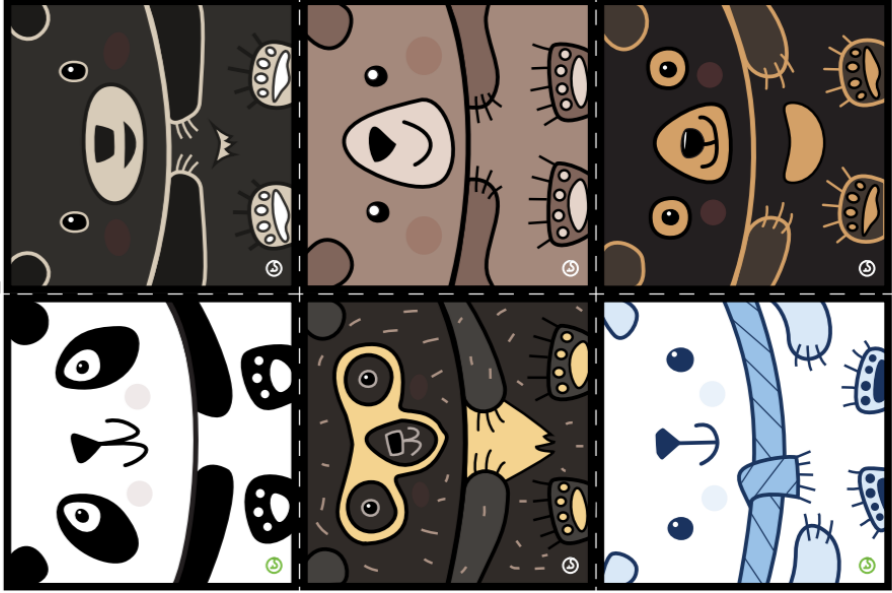


# BEAR SQUARES



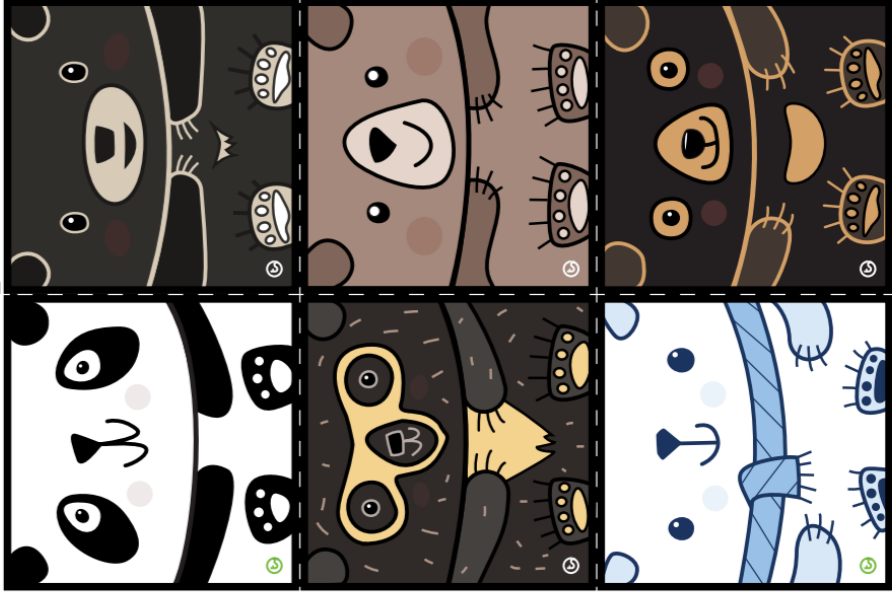
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# BEAR SQUARES



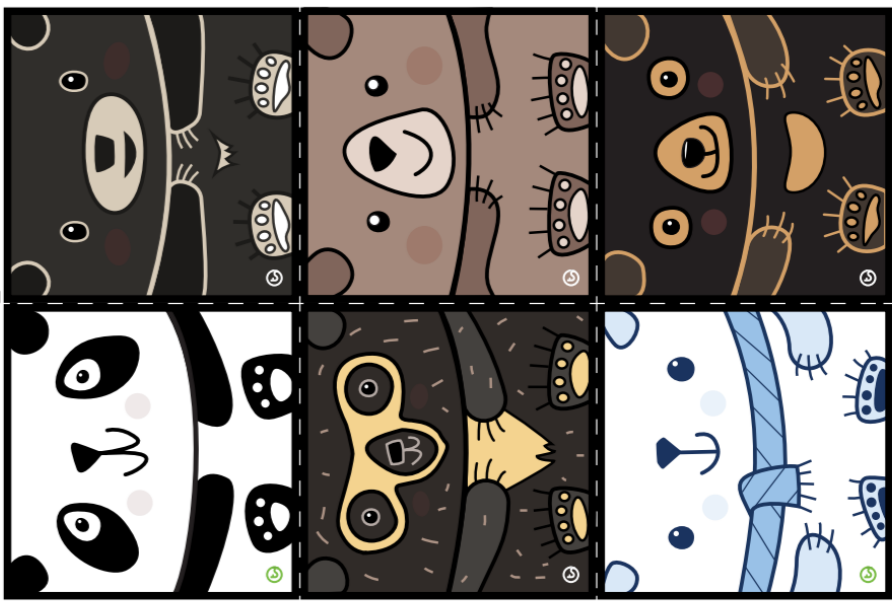
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# BEAR SQUARES



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# BEAR SQUARES

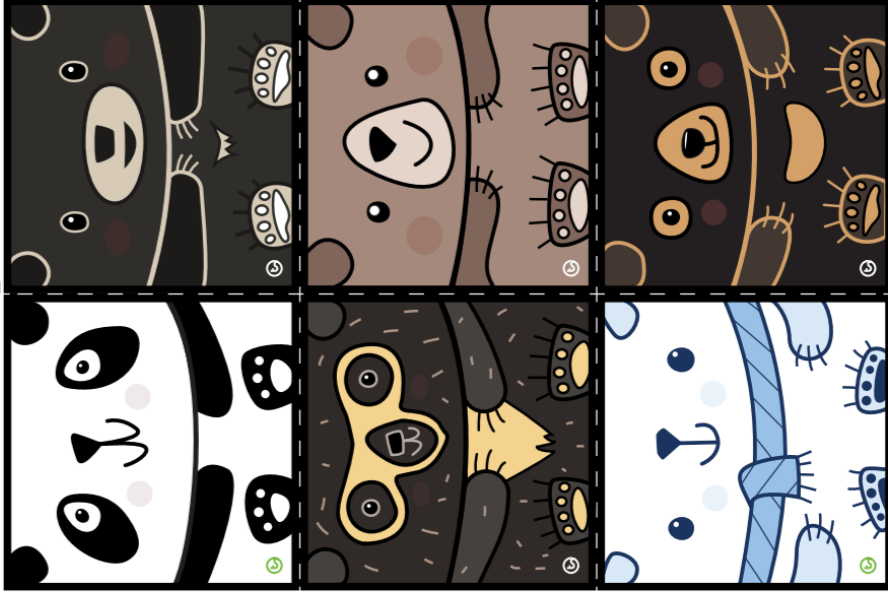


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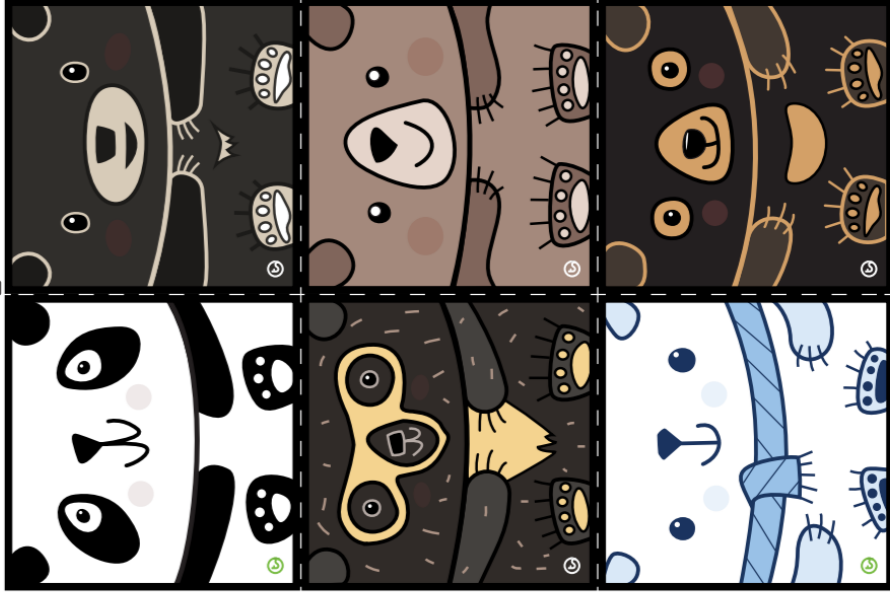
Some extra squares

# BEAR SQUARES



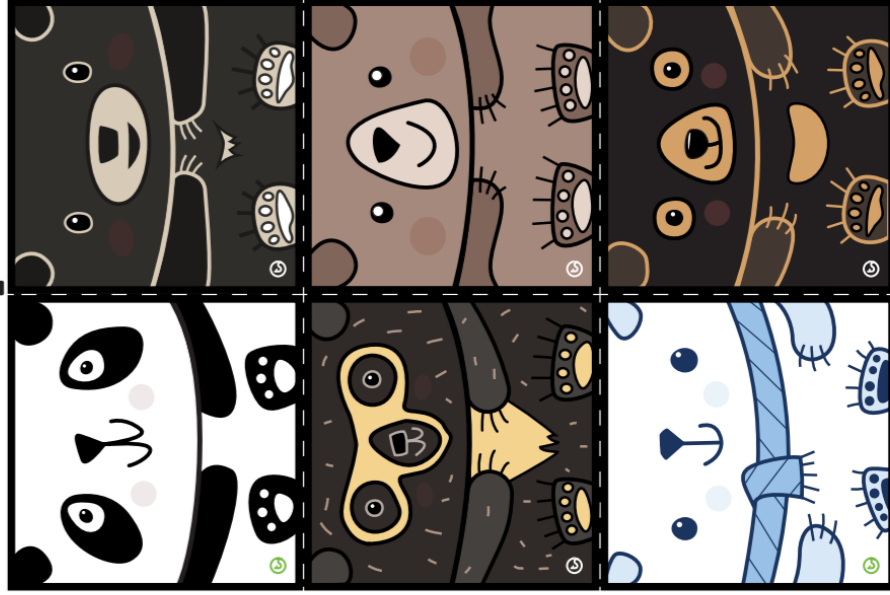
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# BEAR SQUARES



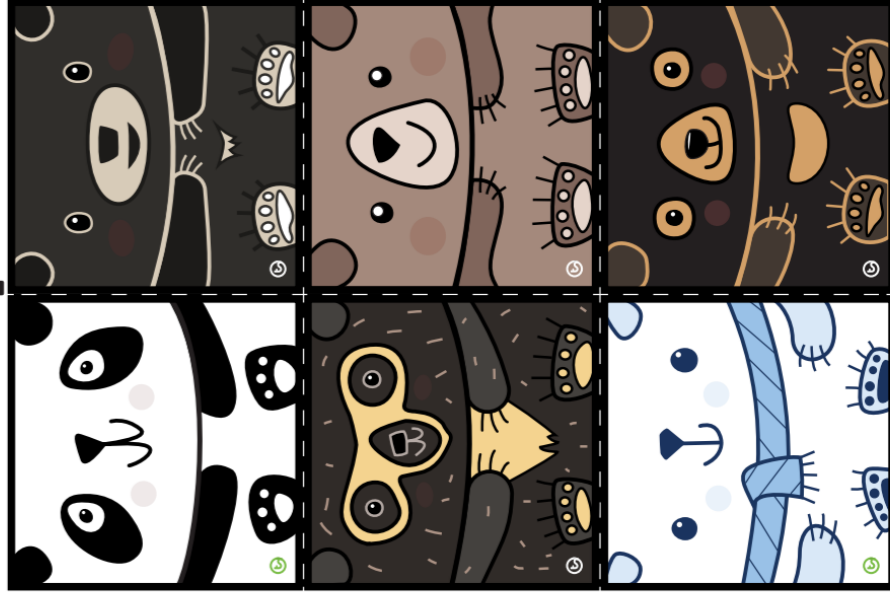
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# BEAR SQUARES



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# BEAR SQUARES



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# THURSDAY AND FRIDAY – READING



## A Space Adventure!

9 One day, Jacob and Oscar had a wonderful space  
16 adventure! They climbed into their rocket and  
26 shot off up into space. Jacob wanted to see aliens  
34 and monsters. Oscar wanted to discover a new  
35 planet.

44 After a bumpy journey, they landed on a rocky,  
53 purple planet and they climbed out to start to  
59 explore. Suddenly, Oscar saw some funny-looking  
67 footsteps. Being very brave, the boys decided to  
75 follow them. They walked and walked until they  
83 noticed something green and furry behind a huge  
89 space rock. What could it be?

97 Slowly, they walked up to take a peek...

## Quick Questions



1. What did Jacob hope to see in space?

\_\_\_\_\_



2. Which adjective has the author used to show that the boys didn't have an easy trip into space?

\_\_\_\_\_

Why were the boys '*being very brave*'?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. What do you think happened next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

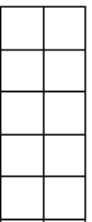
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# Area

Lesson 112

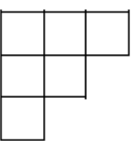
What is the area?

1



\_\_\_\_\_ squares

2



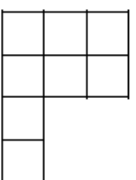
\_\_\_\_\_ squares

3



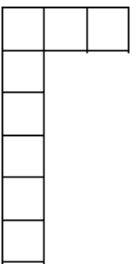
\_\_\_\_\_ squares

4



\_\_\_\_\_ squares

5



\_\_\_\_\_ squares

6

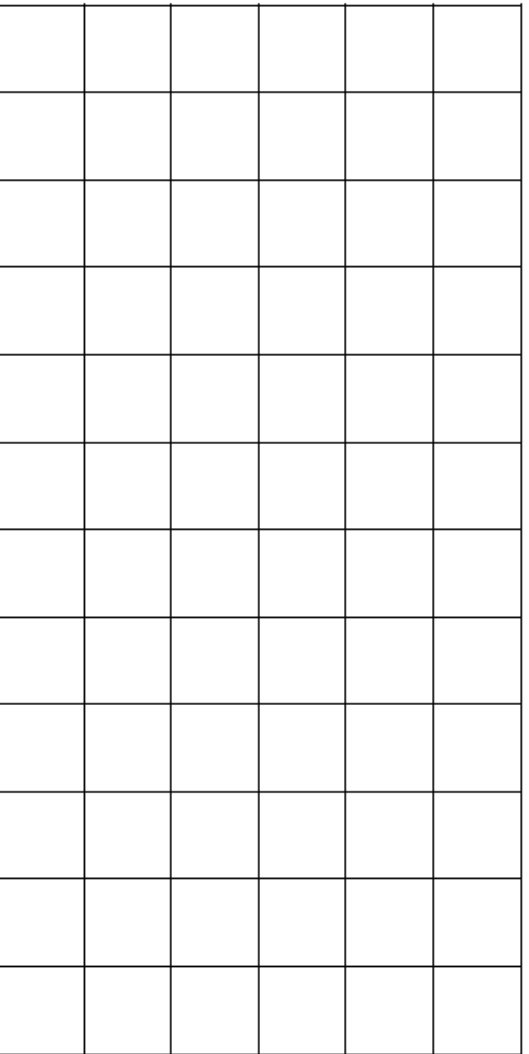


\_\_\_\_\_ squares

Colour the shapes with the same area blue.

7 Colour a shape that covers

- 6 squares red.    7 squares orange.    3 squares pink.
- 4 squares yellow.    5 squares green.    8 squares blue.



AREA  
Lesson 149 Rectangles



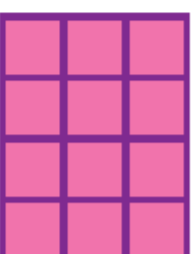
What is the area?



AREA  
Lesson 149 Rectangles



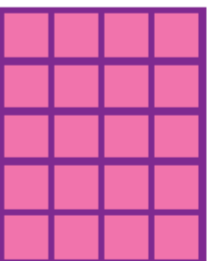
What is the area?



AREA  
Lesson 145 Quadrilaterals



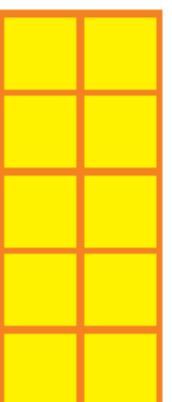
What is the area?



AREA  
Lesson 149 Rectangles



What is the area?



AREA  
Lesson 149 Rectangles



What is the area?



AREA  
Lesson 149 Rectangles



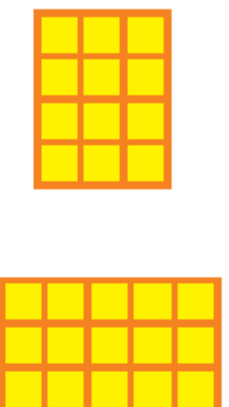
What is the area?



AREA  
Lesson 149 Rectangles



What are the two areas?



AREA  
Lesson 149 Rectangles



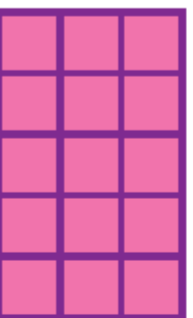
What are the two areas?



AREA  
Lesson 149 Rectangles



What is the area?



AREA  
Lesson 149 Rectangles



What are the two areas?



# FRIDAY – HISTORY

## Changing Technology Around The World

Communication used to be more difficult and could take a long time. People would write long letters and make formal phone calls. Technology has made communication faster and easier.

Use the abbreviations and emojis to create your own text messages.

