











**This booklet belongs to**

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# Things you need

Activity	You will need
<b>English and phonics</b>	 Pencils  Workbook
<b>Mathematics</b>	 Pencils  Workbook  26 items (e.g. pegs, pencils, pasta)  6 blocks
<b>GetActive@Home</b>	 Soccer ball, netball or similar sized ball  3 small items (socks or soft toys)
<b>Creative Arts</b>	 Pencils  Workbook

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## MONDAY

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – Melting snowman



Try to find a sunny spot in your house. Pretend you are a snowman. Close your eyes. How cold and still would you be? Scrunch your fingers and toes as tight as you can and feel your muscles tighten. Slowly begin to melt as you start to feel warm. Wiggle your fingers and toes. Let your body slowly melt into the floor.

Image by Please Don't sell My Artwork AS  
IS from Pixabay

### Brain break

Put as many small balls as you can find into a big bowl or container. Get some kitchen tongs and move the balls from one container to another. You can have your containers close together, or far away for a challenge. Time yourself. How many can you do in one minute? Now try it with chopsticks



### Physical activity

Check out the GetActive@Home activity in the pack.

# English – Activity 1 – Ideal Pet

This week we are learning about stories. We call these narratives.

Choose your ideal pet.



Susan Schmitz | Shutterstock

My ideal pet would be a \_\_\_\_\_

Describe your ideal pet. Remember to use describing words.

We call these 'adjectives'.

My ideal pet would have \_\_\_\_\_

\_\_\_\_\_

It would also \_\_\_\_\_

\_\_\_\_\_

Give three reasons why you want this pet.

Try and use persuasive language.

1. I need this pet because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I must have this pet because \_\_\_\_\_

\_\_\_\_\_

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3. Getting this pet will \_\_\_\_\_

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# English – Activity 2 – There’s a hippopotamus on our roof eating cake



Listen to the book 'There's a Hippopotamus on our Roof Eating Cake' by scanning the QR code.



If you can't listen to the book, choose one of your favourite picture books.

Here is a drawing of the characters and the places from the book. Look at the labels.



Now think about the story you listened to:



- Draw and label the characters from the book.
- Draw and label the places (setting) from the book.

**Characters**

**Places**

# English – Activity – Dinosaur Party



This week we are going to write a story about a dinosaur party. Let's get started!



Look carefully at the picture. What clues tell you it is a party?

- They are wearing party hats.
- You can see a slice of cake.

Today's planning is to think about:

- Who will be in your story? Will there be other characters? Other animals? People?
- Where will it take place? A school, a cave? Will there be more than one setting? What time of day will the story take place?

In your workbook:

- Draw and label the people or animals that are going to be in your story. These are the characters.
- Draw and label all of the different places where the story is going to take place. This is the setting.



# Phonics – Phonemes and Graphemes – or, ore, aw

We are learning to match graphemes and phonemes.

Hint: Phonemes are the smallest sounds we can hear in words, for or b/oa/t. You use only your ears to hear phonemes.

Graphemes are the letters on the page and they represent the phonemes. You use our eyes to recognise graphemes.



Watch the video and join in the activity.

- How many sounds do you know?

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## Our Learning Intention



We are learning the graphemes that represent phonemes to help us read and spell words.



Say these graphemes out loud

igh	ore	ee
ss	ue	aw
th	x	or
ai	ck	

Let's practise some phonemes and graphemes.

Say the phonemes and then blend together to make the word.

c o r n

d r a w

c r a w l

s c o r e

Say the phonemes then blend it together. What is the word?

saw	crawl	score
shore	corn	horse



We will write some words.

Use these 4 steps.

1. Say the word
2. Segment the phonemes
3. Write the graphemes
4. Check the word



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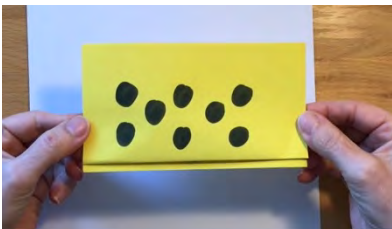
# Mathematics – Activity 1 – Dot Card Talk



Let's explore adding numbers together.

You will need:




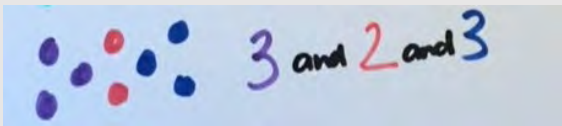
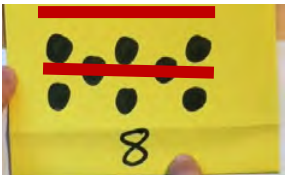
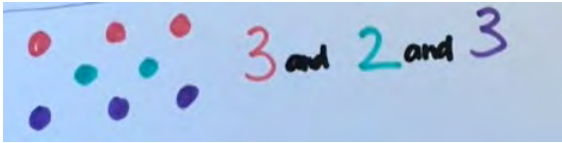
- pencils
- your workbook.



Take just a quick look. How many dots?

**Tip** – think about the ‘chunks’ and how you see the collection of dots.

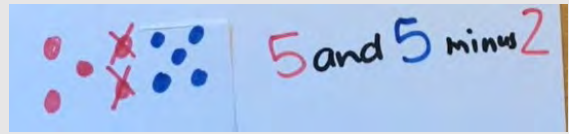
There is **8** in the collection. How do you see the collection? What are the ‘chunks’?

Collection	Recording
 <p>You may see 5 dots like on a dice.</p>	<p>We can record this collection like this</p> 
<p>You may see 3 dots at one end and 3 at the other and 2 dots in the middle.</p> 	<p>We can describe it this way</p> 
<p>Somebody else might see it differently.</p> 	<p>And represent it this way</p> 

## Collection

## Recording

You may see the collection in another way. Mathematicians can see the same number and think about it differently.



How did you see the dots? Record your thinking in your workbook.

# Mathematics – Activity 2 – Number Busting 26

You will need:

- 26 items (e.g. pegs, pencils, pasta)
- pencils
- your workbook



Watch the video and join in the activity or follow these instructions.

Instructions	Pictures
<p>Check your collection. Do you have 26 items? How do you know?</p>	
<p>You could write this as 2 tens + 6 ones</p>	
<p>You can also describe the collection in different ways. 1 ten + 1 ten + 6 ones 1 ten + 16 ones 13 + 13</p>	



Are you able to:

- Organise and describe your collection?
- Reorganise and describe your collection as many times as you can in 5 minutes. Draw and record your thinking.

# Mathematics – Activity 3 – Numberblocks

## Stampolines



Watch the video and join in the activity.  
Scan the QR code for the instructions.


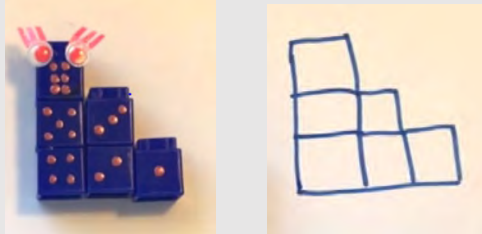
If you don't have a device, follow the steps (instructions) below to play the game

Stampolines is a game played by number block characters made out of the same number of blocks as their name, for example Two is made out of 2 blocks. They can rearrange themselves into different shapes.

You will need:

- 6 blocks
- pencils
- your workbook.

What would the Stampolines look like for Six?

Instructions	Pictures
Here is Six blocks and a shape it can make.	
Here is Six blocks and a different shape it can make.	



After playing 'Numberblocks - Stampolines':

- What are all the different shapes Six could make playing Stampolines?
- Can you come up with at least five different ways?
- Record your thinking in your workbook.

# GetActive@Home – Foot Skills and Dribbling

You will need:



3 small items (socks, shoes, soft toys)



Soccer ball, netball or similar sized ball



Are you ready to move? Watch the video and join in or try these activities.

1. Running on the spot, keep your knees high!

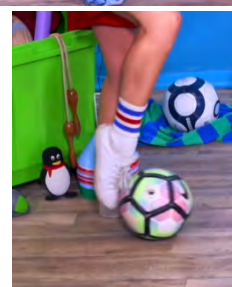


2. Sole tap.

Tap the top of the ball with the bottom of your foot. Swing your arms as you swap feet.



3. Practise dribbling the ball using the laces part of your shoe to tap the ball along. Use small taps for control.



4. Set up a course to weave your ball around using the socks, shoes or soft toys as markers.





# Creative Arts – Activity 1 - Little Miss Muffet



Let's explore some nursery rhymes!

Do you know the words to Little Miss Muffet?



You may wish to watch the video using the QR code to join in.



*Little Miss Muffet*

*Sat on a tuffet,*

*Eating her curds and whey;*

*Along came a spider,*

*Who sat down beside her,*

*And frightened Miss Muffet away.*

[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

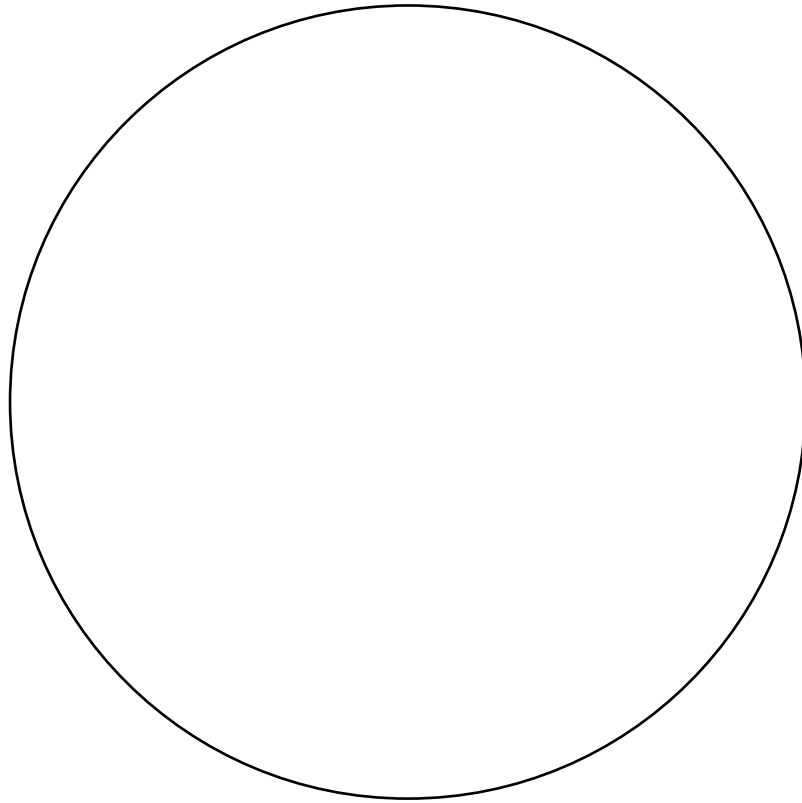
As you sing the nursery rhyme:

- keep the beat on your knees or by patting the floor
- find another way to play along with the song, such as repeating some spoken words like 'Little Miss Muffet'
- add some body movements or actions.

For those who like a challenge:

- Sing your nursery rhyme and move around the room at the same time. Can you change how quickly or slowly you do this?
- Was it easier or harder when you tried to move and sing at the same time?
- Was it easier or harder to sing and move quickly or slowly?







Do you know any other nursery rhymes?



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# Things you need

Activity	You will need
<b>English and phonics</b>	 Pencils  Workbook
<b>Mathematics</b>	 Pencils  Workbook  24 items (e.g. pegs, pencils, pasta)  scissors

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Butterfly breathing



Close your eyes and picture a butterfly. The wings of the butterfly are like lungs.

Form a butterfly with your hands, hook your thumbs and curl your fingers into your palms

As you take a breath in stretch your fingers out

As you breathe out curl your fingers in towards your palm.

Repeat for 1 minute

## Brain break

Look around your garden. There are lots of different types of interesting shadows. Choose a shadow and with paper and a pencil. Draw the shadow that your plant makes. You may need to shade some areas.



## Physical activity

Check out the GetActive@Home activity in the pack.

# English – Activity 1 – Mr Fox

Yesterday we were learning about stories. Remember, we call these narratives.  
Let's learn some more!



Have a good look at Mr Fox.



OpenClipArt-Vectors from Pixabay



What type of character do you think Mr Fox is?

- I think Mr Fox is...

Who do you think Mr Fox's friends are?

- I think Mr Fox's friends are...

What do you think Mr Fox does in the story

- In the story, I think Mr Fox

# English – Activity 2 – There’s a hippopotamus on our roof eating cake



Listen to the book 'There's a Hippopotamus on our Roof Eating Cake' by scanning the QR code.



If you can't listen to the book, choose one of your favourite picture books.



Watch the video to learn about the beginning, the middle of the story.



Draw what happened in the story

- at the beginning
- in the middle
- at the end.

<p><b>Beginning</b></p>
-------------------------

<p><b>Middle</b></p>
----------------------

<p><b>End</b></p>
-------------------

Write sentences about what happened in the story

- at the beginning
- in the middle
- at the end.

# English – Activity – Dinosaur Party

Yesterday we started to write a story. Today we are going to work on it some more!



Watch the video – Dinosaur Party Part 2



In your workbook draw pictures for the following parts in your Dinosaur Party story:

- who
- what
- when
- where
- why
- how



<b>Who</b>	<b>What</b>	<b>When</b>
<b>Where</b>	<b>Why</b>	<b>How</b>

# Phonics – Phonemes and Graphemes – e, u, r

We are learning to match graphemes and phonemes.



Watch the video and join in the activity.

- How many sounds do you know?



NSW Department of Education

## Our Learning Intention



We are learning the graphemes that represent phonemes to help us read and spell words.



Say these graphemes out loud

s	a	t	p
i	n	d	m
g	o	c	k
ck	e	u	r

Let's practise matching some phonemes and graphemes by playing the Memory Game.

**Memory game:** Students use the letter cards (appendix B) to practise matching a phoneme to its corresponding grapheme. Working with a partner, students spread the cards out with the grapheme-side facing down. Each player then takes turns to turn two letter cards face up. They must say the corresponding phoneme for each of the letters. If a player turns over two matching letters they get to keep the two cards. When all the letter cards have been matched, each player counts their total number of cards and the winner is the player with the most cards.



Hint: Phonemes are the smallest sounds we can hear in words, for example c/a/t or b/oa/t. You use only your ears to hear phonemes.

Graphemes are the letters on the page and they represent the phonemes. We use our eyes to recognise graphemes.

**Memory game activity: Phoneme-grapheme correspondence**

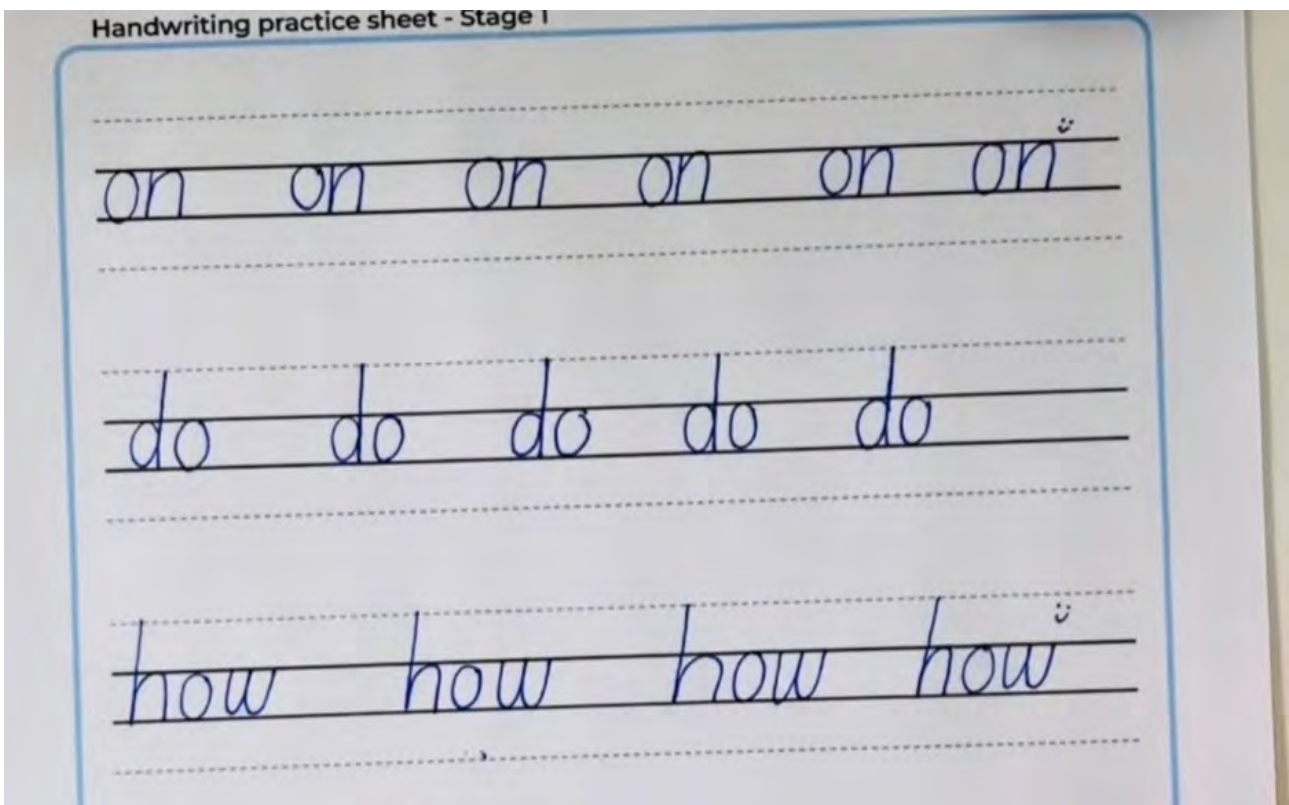
r	e	u
r	u	e
e	r	u
u	e	r

# Handwriting – ‘on, do, how’

It's time to practise our handwriting skills. Get your workbook and your pencil ready!



Watch the video and join in the activity.



Handwriting practice sheet - Stage 1

The page contains ten sets of handwriting lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

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# Mathematics – Activity 1 – Exploring Measurement and Geometry



Watch the video 'MathsXplosion 7 feet Follow up'

and join in the activity

You will need:

- pencils
- paper
- scissors



Trace around your foot



Carefully cut out your foot.



Investigate:

- Find some things that are more than your 7 feet tall. Write or draw these in your workbook.
- Find some things that are less than your 7 feet tall. Write or draw these in your workbook.

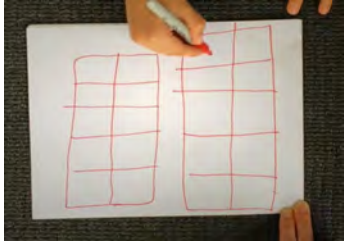
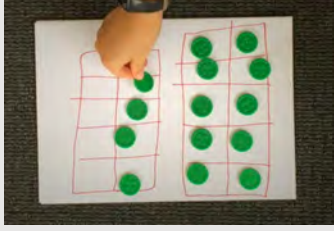
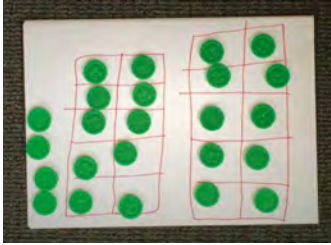
# Mathematics – Activity 2 – Counting Game 24

You will need:

- 24 items (e.g. pegs, pencils, pasta)
- pencils
- your workbook



Watch the video and join in the activity or follow these instructions.

Instructions	Pictures
<p>Draw 2 ten frames.</p> <p>Use 24 as a target number.</p>	
<p>Take turns with a partner placing up to 3 counters into the ten frame. Count on as you place the counters in the 10 frame.</p>	
<p>Continue until you get to 24.</p> <p>The winner is the person who can make it to 24.</p> <p>Try playing forwards and backwards.</p>	



After playing 'Counting game 24':

- How could we change the game to make it more/less challenging?
- What did you notice about playing the game by counting backwards?  
Did it make your brain work harder or was it less difficult?
- Did you work out a way to play this game so that you didn't lose? What was your strategy? Did it work?

# Mathematics – Activity 3 – Counting Game 100




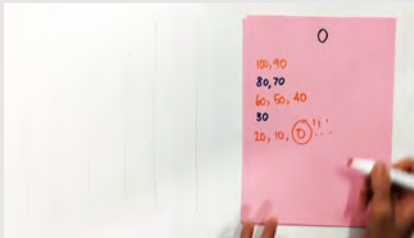


Watch the video and join in the activity. Scan the QR code for the instructions.



You will need:

- pencils
- your workbook.

Instructions	Pictures
<p>Select a starting number, for example 110. The target number is 0.</p>	
<p>Count backwards by 10. For example, removing 2 bundles of 10, leaves 90. Write this down.</p> <p>You may only remove up to 3 bundles at a time.</p>	
<p>The next person takes their turn to remove up to 3 bundles. Record their thinking.</p>	
<p>Repeat taking turns until you get to 0.</p>	

After playing 'Counting game 100':

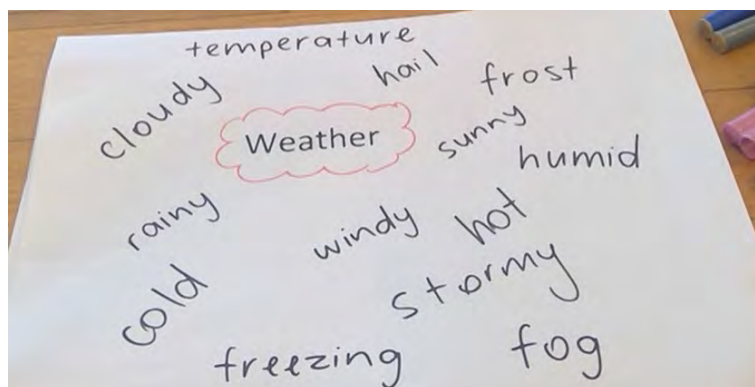
- What did you notice about playing the game by counting backwards? Did it make your brain work harder or was it less difficult?
- Did you work out a way to play this game so that you didn't lose? What was your strategy? Did it work?

# Geography – Weather Patterns

Watch the video and join in or follow the instructions below.



- List **3** reasons why it's important to know about what the weather is going to be?
- Write or draw everything you know about the weather. You may wish to do this as a brainstorm.



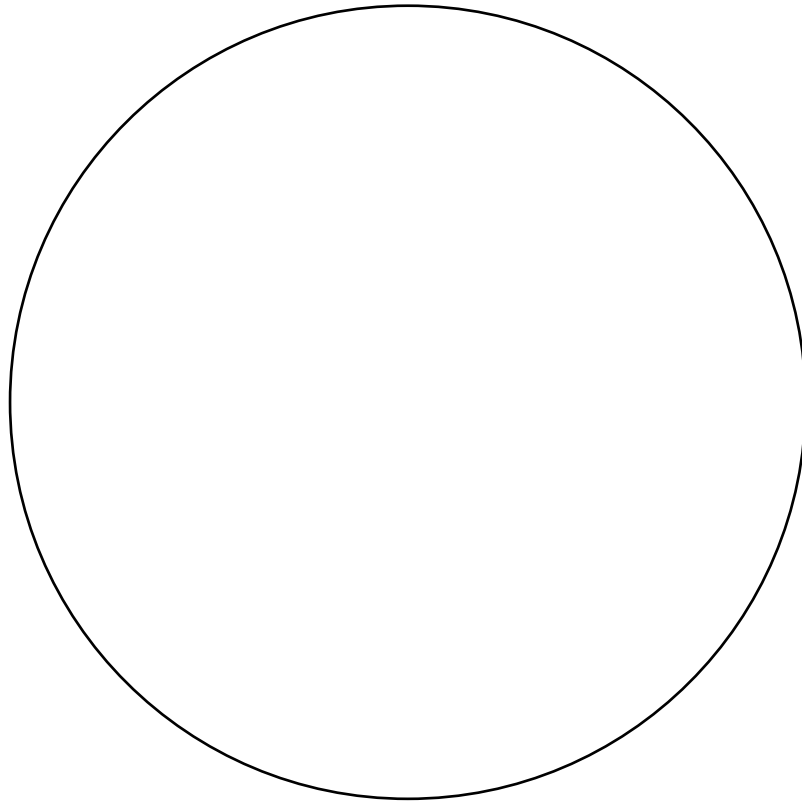
- Look outside your window and draw what the weather is like today. Label your picture. If you can, use a weather app to see what the weather should be like today. Is it correct?
- Record today's weather and then the daily weather information over a week.

Day	Date	Weather	Temperature High	Temperature Low
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

For those that like a challenge

- How can you predict what the weather is going to do?
- Can you use your senses and observations to pick up signs in weather changes?












**This booklet belongs to**

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# Things you need

Activity	You will need
<b>English and phonics</b>	 Pencils  Workbook
<b>Mathematics</b>	 Pencils  Workbook  a collection of objects  0-9 cards, dice or spinner  5 soft objects that are safe to throw ( eg socks or soft toys)

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Crossing the midline

Stand up nice and tall with your arms by your side. Imagine there is an invisible line down the middle of your body.

Try touching your right elbow to left knee .

Try touching your left elbow to right knee

Do this until you've mastered it!

Can you jump and cross your feet over when you land?



## Brain break – Let's recharge!



Move some ping pong balls or other light objects from one container to another. For an added challenge, why not put the containers across the room. How many can you do in a minute?

"kids dancing" by kristine431 is licensed under CC BY 4.0

## Physical activity

Check out the PE Challenge in the pack.

## English – Activity 1 – Mr Fox



This week we are learning about narratives. Let's learn some more!  
Have a good look at Mr Fox.



OpenClipArt-Vectors from Pixabay



Where do you think Mr Fox lives? I think Mr Fox lives...

This is called the **Setting**. This is where a story takes place.

Show someone in your family the picture of Mr Fox and tell them where you think Mr Fox lives and why.

*You might imagine Mr fox as being kind and friendly, you might think he lives in a lovely happy place with lots of other friendly animals. However, if you think Mr fox is cunning or greedy, you might think he lives in a drain because it is wet and dark and scary.*

## English – Activity 2 – There’s a hippopotamus on our roof eating cake



Listen to the book ‘There's a Hippopotamus on our Roof Eating Cake’ by scanning the QR code.



If you can’t listen to the book, choose the same picture book you read yesterday. Every time you read the story you will notice something a bit different.

Imagine what 5 questions you would ask the characters.

- Write down five questions you would like to ask the main character.
- Remember to include punctuation with a capital letter at the start and a question mark at the end.



These are the questions I would ask the hippopotamus. What would you ask?

### Questions for hippopotamus

What cake are you eating on the roof?

Do you have any family members?

Do you get cold sitting on the roof at night?

How do you stop yourself from falling off the roof?

Why did you choose to sit on the girl’s roof?

# English – Activity – Dinosaur Party

Use your planning sheet (who, what, when, where, why, how) from yesterday to write the beginning of your story about the dinosaur party.



Watch the video – Dinosaur Party Part 3



## Beginning of my story

- **Who** – toy dinosaurs
- **When** – Billy’s birthday party (Sunday)
- **Where** – Billy’s house
- **What** – toys came to life



Use your plan to help write the beginning or **orientation** of the story. Here are three different ways I could start my story.

The toy dinosaurs came to life at Billy’s party.

At Billy’s party on Sunday the toy dinosaurs came to life.

On Sunday, Billy was having his birthday party at his house when all of the toy dinosaurs started moving.

The second and third examples include the who, what, when and where information. Try to include this information in the beginning of your story.

## English - Sight words – every

We are learning to read, say and write words quickly. Let's practise some more!



Watch the video and join in the activity.



Today, we will learn the word:

- every



Say the word out loud.

# every



Quick Write

Practice writing the word 'every'

You will need

- paper
- pencils

In the game 'Quick Write' you have 30 seconds to write the word 'every' as many times as you can.

- How many times did you write the word?
- Did you spell it right every time?



Point to the word 'every'. Did you get it right?

they

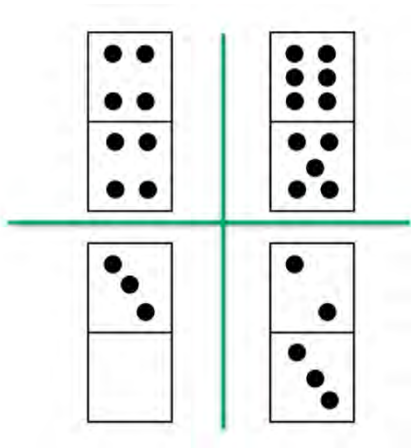
every

# Mathematics – Activity 1 – Exploring numbers

Let's practice our number skills!



Watch the video 'Which one doesn't belong' and join in the activity.



- Which one doesn't belong?
- Can you make a case for why each one doesn't belong?

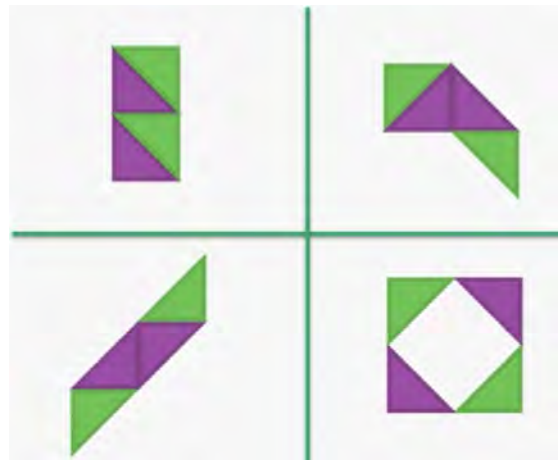
Some ideas might include

- This one is the only even number.
- This one shows a double fact. It's the only one to show a double.
- It's the only one that is half of ten.



Look at this collection:

- Which one doesn't belong?
- What's your initial thinking?
- Can you think of a reason why each one doesn't belong?





# Mathematics – Activity 2 – Order! Order! 1

You will need:

- sticky notes or blank number cards
- pencils
- 2 x 0-9 dice, spinners or playing cards.



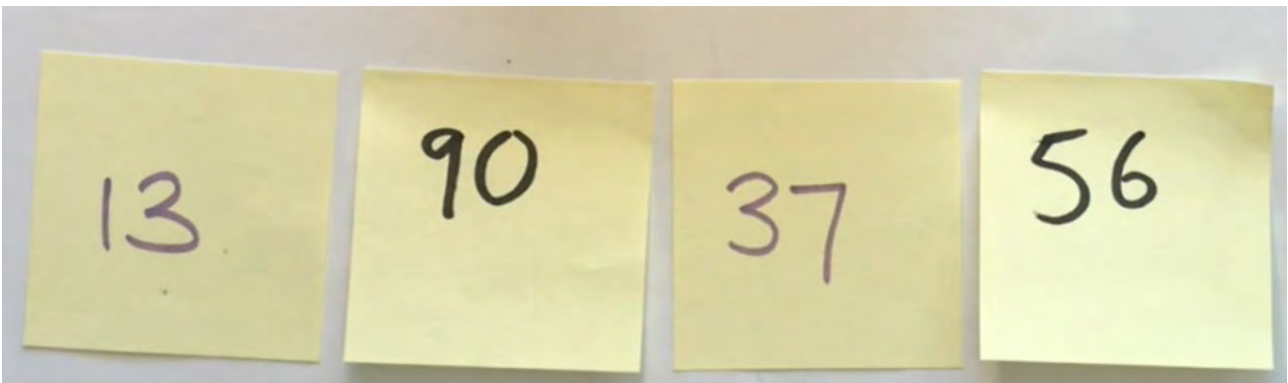
Watch the video and join in the activity or follow these instructions.



Instructions

- Roll the dice and create and record a 2-digit number.
- Repeat until you have 4 numbers.
- Order them from smallest to largest, and largest to smallest in the fewest moves possible, moving adjacent cards only.

Order these numbers from largest to smallest.



Record how many moves it takes to order them. Try to use the least number of moves as possible!

For those who like a challenge!

- Make bigger numbers by using more dice.
- Use only a few playing cards to make more numbers. For example, use A, 1 and J (to represent 0) only. Does that increase the challenge of working out the order.

# PDHPE – Healthy foods- Water

The past couple of weeks we have been learning about healthy foods. Today, let's learn about water!



Look at the poster and answer the questions:



## Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day. Drink plenty of water.



- Can you find the tap on the poster?
- Why is the tap turned on?
- Why do you think there is a tap and full glass of water on the poster?



Now it's your turn to create a poster about water.

- Design a poster about why we need to drink water.
- On your poster, make sure you include the reasons why we need to drink water. You can use pictures or write words.



## PDHPE – Challenge – Throwing skills



Watch the video and join in or follow the instructions



It's your turn!

You will need:

- 5 soft objects that are safe to throw.
- a pencil and your workbook.



To set up your space:

- Select 5 soft objects that are safe to throw (e.g. socks or soft toys).
- Create or find a playing area for you to safely throw your object.
- Choose a 'starting point' where you will throw the objects from.

To play:

- Underarm throw one object at a time, aiming to place each object behind the previous one. This will form a 'snake'.
- Underarm throw the first object and mark where it lands. This creates the 'head' of the snake'.
- Underarm throw the next object trying to land it before the 'head'.
- Repeat the underarm throws with your remaining throwing objects
- Repeat the game using an overarm throw.

In your workbook record:

- What type of throw was easier? Why?
- What type of throw was harder? Why?
- Which object was easier to throw? Why?
- Which object was harder to throw? Why?

For those wanting a challenge!

- use a throwing style of your choice
- 3 times for each throwing style.

# Environmental Education – Local Places

Thank you to the staff at Gibberagong Environmental Education Centre for creating and sharing these activities.



Watch the video and join in or follow the instructions

- What natural features did Lisa mention?
- What human or built features did Lisa mention?
- What do you think is the difference between built and natural features?



Let's learn some more about built and natural features!

Explore the 360 photo. Use your mouse or touch the picture to move the screen around.

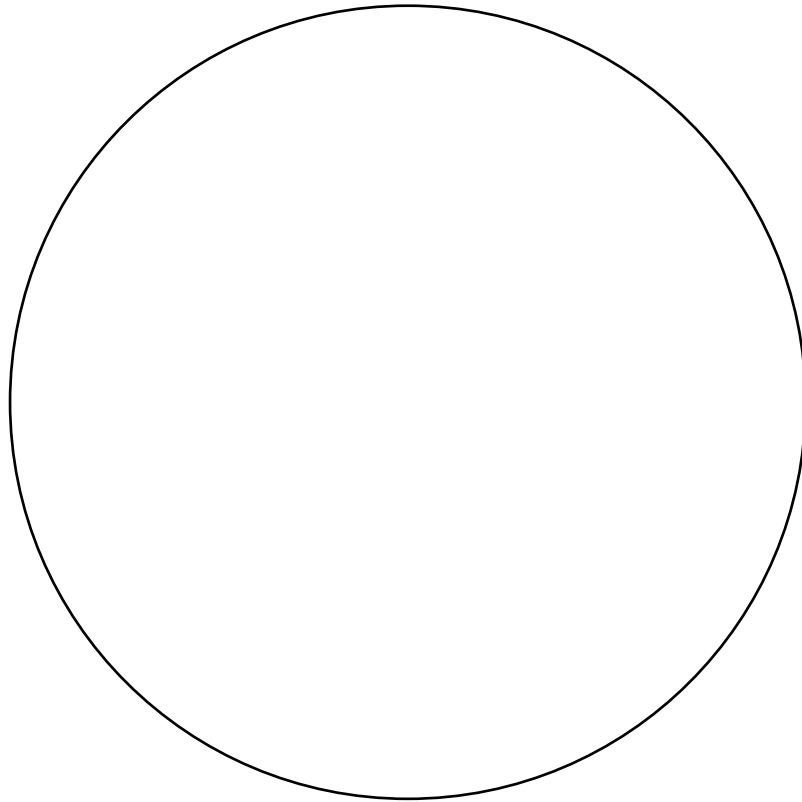
Let's explore some built and natural features you can see from your home. Have a look outside your window or, if you are allowed, go outside.

In your workbook, make a list of:

- the built features you can see
- the natural features you can see.










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# Things you need

<p><b>English and phonics</b></p>	<p> Pencils</p> <p> Workbook</p>
<p><b>Mathematics</b></p>	<p> Pencils</p> <p> Workbook</p> <p> dice</p>
<p><b>GetActive@Home</b></p>	<p> soccer ball, netball or similar sized ball</p> <p> 2 field markers or shoes.</p>

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Sitting meditation



Focus on our Breathing

Sit with your feet on the floor.

Sit nice and straight.

Close your eyes.

Breathe in through your nose and out through your mouth.

Repeat and focus on your breath.

## Brain break – Let's recharge!



Draw the bedroom of your favourite character, explain why you think their room would look the way you drew it.

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## Physical activity

Check out the GetActive@Home section in this pack.

## English – Activity 1 – Mr Fox



Let's learn some more about narratives.  
Watch the video or follow the instructions.



OpenClipArt-Vectors from Pixabay

Think about what you decided Mr Fox looked like and where he lived and then describe what he does in your story.

For example:

*If Mr Fox is selfish and greedy and he lives in a wet drain underneath the old bridge.*

You might think that:

*He comes out at night-time, in the dark and he goes around to everyone's bin to steal their food.*

This matches up what he looks like, how he acts and where he lives.



What do you think Mr Fox does in the story?

- In the story, I think Mr Fox...



# English – Activity 2 – There’s a hippopotamus on our roof eating cake



Listen to the book 'There's a Hippopotamus on our Roof Eating Cake' by scanning the QR code.



If you can't listen to the book, choose the same picture book you read yesterday. Every time you read the story you will notice something a bit different.

After listening to the story

What do you think the hippopotamus did when he went down the ladder at lunch time?



You may need to do think about the activities your character did in the story you read.



Draw or write about the adventures they had.



Divide your page into 4 boxes like this example.

## English – Activity 3 – Dinosaur Party

Use your planning page (who, what, when, where, why, how) and the beginning of the story from yesterday to write the middle of your story.



Watch the video – Dinosaur Party Part 4 or follow these instructions.



### Beginning of my story

- **Who** – toy dinosaurs
- **When** – Billy's birthday party (Sunday)
- **Where** – Billy's house
- **What** – toys came to life



Use the beginning that you have already started.

On Sunday, Billy was having his birthday party at his house when all of the toy dinosaurs started moving.

Now you need to write the middle of the story.

The middle is the part of the story where you share what happens, what the problem is going to be. In this example, the toy dinosaurs are doing things that only humans can do. This is the problem or **complication**.

Here is an example.

Billy thought he was seeing things. He saw his toy dinosaurs walking, moving and eating. They were eating the birthday cake, lollies and chips.

Reread what you have written to check it makes sense or if you need to include more information.

Today you will just focus on writing what happens in the middle.

# Mathematics – Activity 1 – 101 and you're out!

You will need:

- dice or numeral cards 1-6
- pencils
- your workbook.



Watch the video '101 and you're out!' and join in the activity.

- Make a game board by drawing a 6 x 4 table. Label the first column as 'tens', the second column as 'ones', the third column as number and forth column as total.

Tens	Ones	Number	Total

- Each time you roll the dice, you have to decide whether the number is representing 'ones' or 'tens'.



For example this number could be 14 or 41. If you choose to use your 4 as 4 ones, record the number in the ones column. If you choose to use your 4 as 4 tens (40), record your number in the left column.

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- Continue to play for six rolls. Once you write a number, you can't change it.
- The winner is the player with the sum that is closest to 100 without going over!
- Draw up 4 new game boards. Using the same numbers you rolled, use the game boards to get closer to 100 than you did in your first game.
- Play again with someone at home!

After playing '101 and you're out!':

- Did you get closer to 100 on your second go with the same numbers? Why do you think that was?
- What advice would you give to someone playing this game for the first time?

For those who like a challenge!

- Increase the challenge by using numbers from 0-9.
- Roll the dice four times and only use four lines on the game board.

# GetActive@Home – Foot Skills and Passing

You will need:

- soccer ball, netball or similar-sized ball
- 2 field markers or shoes.



Follow along with the video or follow the instructions below.

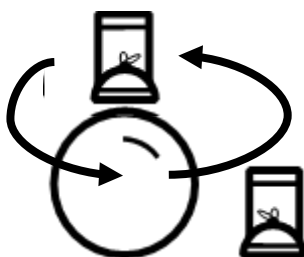
5. Running on the spot, keep your knees high!

6. Sole tap.

Tap the top of the ball with the bottom of your foot. Swing your arms as you swap your feet.



7. Apple Slinky – Place your foot on top of the ball and see if you can roll it around without taking your foot off the top of the ball. Try doing both directions with both feet.



8. Roll the ball side to side with the side of your foot, left and right.



4. Practise passing the ball to a family member if you can using the different ball control techniques.

5. Set up the markers as a goal and practise aiming the ball into the goal. You might have a family member who will be the goalie for you.



# Science and Technology – Algorithms

Let's explore algorithms

## Algorithms

Algorithms are a series of steps used to solve a problem or complete a task



"Fire On The Rim 2016" by cogdogblog is marked with CC0 1.0



"Go Fly a Kite!" by Greenville, SC Daily Photo is marked with CC0 1.0

"Recipe: Blueberry yogurt cake" by Smaku is licensed under CC BY-NC-ND 2.0

This could be baking a cake or learning to ride a bike or how to fly a kite.

Dancing can also follow an algorithm.

Watch the video Make Some Noise (Dance Along). This might give you some ideas about repeating dance moves. You may already know a dance that has repeating moves, such as the Chicken Dance.



Make up your own Dance Algorithm

- Write down your steps in the order you want to dance to them. Don't forget, good dances repeat steps.
- Make sure you write down how many times you do a step. For example 'Wave both hands above your head for 8 beats'.
- Use directions like left and right to help you remember which way to move. For example 'Go around in a circle to your left'.
- Find some fun music to put your steps to. The steps might need some changes to fit with the music's beat.
- The dance only needs to go for 1-2 minutes.

For those that like a challenge

- Make an algorithm about how to make your favourite recipe. Remember to write the steps in the correct order from beginning to end.

Step 1: \_\_\_\_\_

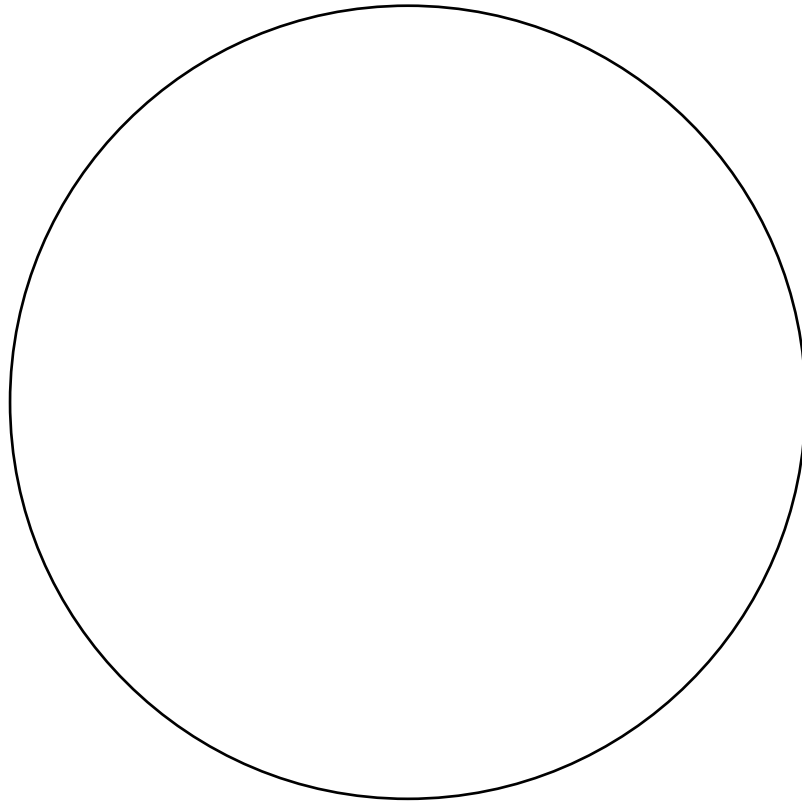
Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

Repeat \_\_\_\_\_













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# Things you need

Activity	You will need
<b>Brain Break</b>	 tea towel
<b>English and phonics</b>	 Pencils  Workbook
<b>Mathematics</b>	 Pencils  Workbook  small object  playing cards (Ace -10)
<b>STEM</b>	 recycled material ( piece of paper, sandwich bag)  string, dental floss or wool  sticky tape

## Activity

## You will need



toy that can be tied to string



scissors



timer (optional)

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – How to do a magic trick

Equipment required:

- Tea towel
- Any small object example- spoon, toy, pencil



Put your object on the table.

Place the tea towel over the top.

Wave your hands over the tea towel and say some magic words.

Grab the tea towel and object showing that's the item has GONE!

Do a magic show for someone at home or a family member or friend online!

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## Brain break – Let's recharge!



Using some coloured pencils try and match the colours found in nature with your coloured pencils.

How many matches can you find?



## English – Activity 1 – Mr Fox



We have been learning about narratives all week.  
Let's learn some more!  
Watch the video or follow the instructions.



OpenClipArt-Vectors from Pixabay

Look at the picture of Mr Fox and think about how your story may end.

Remember in my story..

*Mr Fox is selfish and greedy and he lives in a wet drain underneath the old bridge. He comes out at night-time, in the dark and he goes around to everyone's bin to steal their food.*

I've decided that

*Mr Fox gets caught by someone else while he is stealing the food, they get really angry with him because he isn't sharing the food with the other hungry foxes. Mr Fox starts to feel bad and starts to think that he shouldn't be stealing the food. He says sorry to all the other hungry foxes and he starts sharing all his food.*



Describe how your story with Mr Fox ends.

- At the end of the story, Mr Fox...

## English – Activity 2 – There’s a hippopotamus on our roof eating cake



Listen to the book 'There's a Hippopotamus on our Roof Eating Cake' by scanning the QR code.



If you can't listen to the book, choose the same picture book you read yesterday. Every time you read the story you will notice something a bit different.

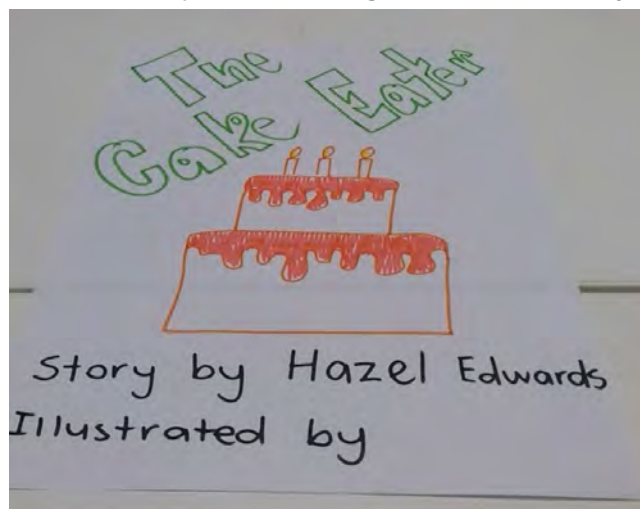
After listening to the story, you are going to design a new book cover for this book with a brand new name.



*Come up with a new name for your story and use a whole page to design a new cover for your book.*

### *Tips!*

- *Use large writing to help the reader to see what your book is called.*
- *Decide what pictures you will use. These should relate to the story.*
- *We need to know who the story is written by. The author is Hazel Edwards.*
- *Include 'Illustrated by \_\_\_\_\_' and put your name in that space. Illustrators draw the pictures to go with the story.*



## English – Activity 3 – Dinosaur Party

We have been working on writing our story all week. Let's finish it off!



Watch View View Dinosaur Party Part 4 or follow these

instructions.



Use your planning page, beginning and middle of the story from yesterday to write the end of your story.

You need to write the end of your story; this is called the resolution.

Here is an example.

On Sunday, Billy was having his birthday party at his house when all of the toy dinosaurs started moving.

Billy thought he was seeing things. He saw his toy dinosaurs walking, moving and eating. They were eating the birthday cake, lollies and chips.

**Billy picked up his dinosaur and the hat fell to the ground. His dinosaur stopped moving. Billy thought the hats must be magic. He was going to keep this a secret. This was the best birthday ever!**

The ending of the story has to solve the problem. The problem was the dinosaurs were moving around. In the end, the hat fell off and that stopped the dinosaurs from moving.



You might notice the last sentence has an exclamation mark instead of a fullstop, this shows the reader that Billy is really excited because 'this is the best birthday ever!' and that is why there is an exclamation mark at the end of the sentence.

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Make sure you check the middle of your story and look at the problem, when you are writing the ending, you have to solve the problem.

- How will you fix the problem in your story?

# English - Sight words – they

We are learning to read, say and write words quickly. Let's practise some more!



Watch the video and join in the activity.



Today, we will learn the word:

- they



Say the word out loud.

# they



Quick Write

Practice writing the word 'they'

You will need

- paper
- pencils



In the game 'Quick Write' you have 30 seconds to write the word 'they' as many times as you can.

- How many times did you write the word?
- Did you spell it right every time?



Point to the word 'they'. Did you get it right?

every

they

# Mathematics – Activity 1 – ReSolve Double Decker Bus

You will need:

- pencils
- your workbook.



Watch the video 'ReSolve Double Decker Bus' and join in the activity.



Look at the picture:

- How many children altogether? Explain how you worked out the total number of children.
- Are there other ways you can solve this problem?



# Mathematics – Activity 2 – Go Fish Relationships

You will need:

- Playing cards



## Instructions

- Each player gets 7 cards. The rest of the cards are placed in a pile in the middle.
- Players try to make pairs that are 1 more, 1 less, 2 more, or 2 less. For example:-



- Once they can't make any more pairs, they can take turns to ask their opponent
  - If their opponent has a card of that number, they must give it to the asking player.
  - If they don't, they say 'Go Fish' and the player gets a card from the central pile of cards.
- Play continues until one player has no more cards left in their hand. They are the winner!

For those that like a challenge

- Play the game until there are no cards left.
- Play the game so that the player with the most pairs is the winner.

# STEM – Parachute Challenge



You will need:



- recycled material for the canopy, such as a sandwich bag, piece of paper, scrap materials or a plastic bag
  - string, dental floss or wool
  - sticky tape
  - a toy that can be tied to string
  - scissors
- timer (optional)

Brainstorm and design your parachute



- Sketch some designs
- What materials could you use for the canopy of the parachute?
- How long should the string be?
- Does your design meet the challenge rules?
- Which solution are you going to trial? Why did you choose that solution?

Make your parachute



- Do a test run. Test the parachute by dropping it from your outstretched arm as high as you can reach.
- Time how long it takes to reach the ground (optional)
- Draw or take a photo of your design
- Why do you think it did/did not work?

For those who like a challenge:

- Change the size or shape of the toy being held by the parachute.
- How slow can you make the parachute go?
- Adjust the test height.
- Test the parachute indoors and outdoors and compare results.