

	Monday 11 th May	Tuesday 12 th May	Wednesday 13 th May	Thursday 14 th May	Friday 15 th May																																																		
Morning	<p>English</p> <p>See Weekly Literacy Checklist.</p> <p>Please see unit 13 'ai as in snail'</p> <p>Weekly literacy Checklist</p> <table border="1"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td> <p>Read your list words and read to someone in your house.</p> <p>Complete 3 activities from your handwriting book.</p> <p>Read a book for 15 minutes.</p> </td> <td> <p>Use your writing book to write at least 3 reading words, using 10 pictures of your writing words.</p> <p>Complete 3 activities from your handwriting book.</p> <p>Read a book for 15 minutes.</p> </td> <td> <p>Use your writing book to write at least 3 reading words, using 10 pictures of your writing words.</p> <p>Complete 3 activities from your handwriting book.</p> <p>Read a book for 15 minutes.</p> </td> <td> <p>Use your writing book to write at least 3 reading words, using 10 pictures of your writing words.</p> <p>Complete 3 activities 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	<p>Write in your writing book about what you did on the weekend. Describe at least one activity using three adjectives.</p> <p>Hint: an adjective describes an animal, person, place, thing or thought.</p> <p>Example: I was given a big, red present for my birthday.</p>	<p>Complete one page from Mindful map</p>	<p>Creative Writing Book</p> <p>Complete the page that has a picture of two pirates standing on a sandy beach.</p> <p>Label all the different objects you see in the picture such as the palm tree, sand, male and female pirate, swords, hook and pirate ship.</p> <p>Use these words to help guide you in your writing.</p> <p>Take a photo OR share a good copy of your writing on Google Classroom.</p>	<p>In your writing book write about your favourite food, tell me why it is your favourite.</p>	<p>Do:</p> <ul style="list-style-type: none"> 10 Jumps on the spot. 9 Star jumps. 8 Up downs. 7 Seconds worth of stretching high. 6 Rolls of your shoulders. 5 Lunges. 																																																		

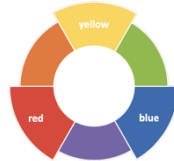
Break					
Middle	<p align="center">Mathematics</p> <p>See Whole Number Daily Activities. Complete odd week Monday activity.</p> <p>Level one, Level two & Level three</p> <p>Complete: Do addition 1 in Maths Facts booklets.</p>	<p align="center">Mathematics</p> <p>See Whole Number Daily Activities. Complete odd week Tuesday activity.</p> <p>Level one</p> <p>Complete addition on 10-frames on page 40 from year 1 textbook.</p> <p>Level two</p> <p>Complete Addition Facts on page 40 in your textbook.</p> <p>level three</p> <p>Complete Odd and Even numbers page 18 in your textbook.</p>	<p align="center">Mathematics</p> <p>See Whole Number Daily Activities. Complete odd week Wednesday activity.</p> <p>Level one</p> <p>Complete Modelling numbers on page 41 from year 1 textbook.</p> <p>level two</p> <p>Complete Bridging to ten on page 41 in your textbook.</p> <p>level three</p> <p>Complete Rounding Numbers to Ten on page 19 in your textbook.</p>	<p align="center">Mathematics</p> <p>See Whole Number Daily Activities. Complete odd week Thursday activity.</p> <p>Level one</p> <p>Watch: https://www.youtube.com/watch?reload=9&v=gRbwFq9665k</p> <p>Complete Left and Right on page 42 from year 1 textbook.</p> <p>Level two</p> <p>See Study ladder week 3: Position pod.</p> <p>Complete Position on page 42 in your textbook.</p> <p>level three</p> <p>Complete Triangles on page 20 from your textbook. Use straws to assist you.</p>	<p align="center">Mathematics</p> <p>See Whole Number Daily Activities. Complete odd week Friday activity.</p> <p>Level one, Level two & Level three</p> <p>Complete: Do subtraction 1 in Maths Facts booklets.</p>
Break					
Afternoon	<p align="center">PDHPE</p> <p>Play a game of fitness Bingo game with someone from your family and see how well you can perform the challenges!</p>	<p align="center">Creative Arts</p> <p>The colour wheel</p> <p>Colour is produced when light hits an object and is reflected back to a person's eye. It is one of the most basic elements of art.</p> <p><u>Discussion questions:</u></p> <p>How does an artist choose their colours?</p> <p>Do they consider what would please their eye or the eye of the person they are doing the</p>	<p align="center">Personal Health and Development.</p> <p>Road Safety- Visit the website and complete Kit me up for a Ride activity. Investigate both as a Pedestrian and On Wheels</p> <p>https://www.safetytown.com.au/town/student/stage-2/#list</p> <p>Discuss why some clothing is more appropriate than others</p>	<p align="center">Science</p> <p>In your Science booklet 'All Mixed Up' complete week three's activities.</p> <ol style="list-style-type: none"> Complete 'crazy cooking' worksheet. <p><u>Materials needed</u></p> <p>3 small bowls/cups. 3 Tablespoons icing sugar 2 Tablespoons cocoa powder 2 Tablespoons puffed rice.</p> <p>NOTE: If you don't have</p>	<p align="center">Physical Education</p> <p><u>Movement in different formations</u></p> <p>Warmup: On YouTube search "HealthWorks! Youth Fitness 101 - Warm Up Cincinnati Children's". Following along with the instructor complete the warm-up exercises.</p> <p>Let's have a think: Lay down in a nice straight line and roll across the floor. Now Lay</p>

art for?

The colour wheel

We have **Primary colours:** yellow, blue and red

These colours cannot be formed by mixing any combination of colours.



We have **secondary colours:** Orange, green and purple.

These colours can only be created if you mix two primary colours together.

On the wheel they are found in the middle of two primary colours that are mixed together to form the secondary colour.



Have a go at creating your own colour wheel.

to wear while riding and being a pedestrian.

Compare the outfits, what is similar and what is different?

these ingredients, use what you have at home and write the ingredients on your worksheet.

Students need to be demonstrated how to properly use the tablespoon. Ask your child to describe the mixtures (smooth, gritty, brown, white lumpy)

Enjoy your chocolate crackles! Don't forget to post a picture on Google Classroom of your experiment!

down again but this time have your elbows sticking out. Try to roll again. Was it easier or harder? Why do you think it was? Try rolling in different positions. Tucked up in a ball, knees bent, one arm in and one arm out. Which ones were easier to roll in. Why do you think they were?

- **Body Letters:** Use your body to try and make all the letters of the alphabet

Dance it out: On YouTube search "Boom Chicka Boom | Fun Dance Song for Kids | Brain Breaks | Jack Hartmann"