

Monday Week 9 – Stage 1

Student activity resources



English

Student resources

Task a- Grammar

Learning Intention: To recognise when a sentence is in the past, present or future tense.



Success Criteria:

- I know the past is 'Then'
- I know the present is 'Now'
- I know the future is 'Later'
- I can give examples of past and present tense.

Task a

Activity- Grammar

Click on the link and watch the song to learn about past, present and future tense.

<https://video.link/w/KTx7c>

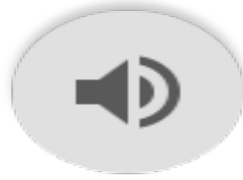
The past is **THEN.**

The present is **NOW.**

The future is **LATER.**

Task a

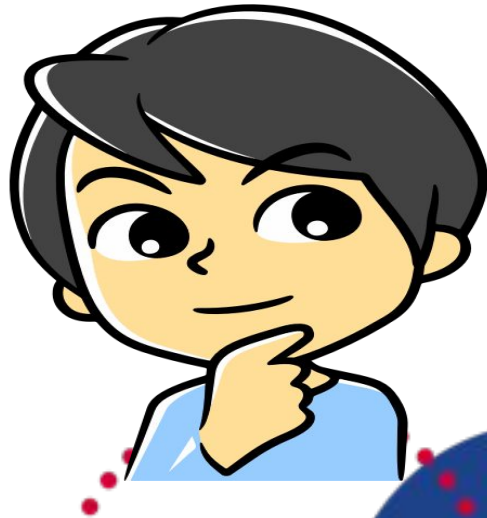
Activity- Grammar



A sentence can tell us when something has happened. This is called **tense**. The words we use can tell us if something has happened in the past, present or future.

Verb Sorting Activity

On the next slide, sort the following verbs into the correct past or present column.



Task a- Grammar

Sort these verbs into the correct column. **Upload your work to Google**

Classroom

Past	Present
------	---------

slept

smell

spoke

kick

give

buy

gave

sing

looked

sang

hug

walk

grabbed

got

ate

kissed

jumped

kicked

jump

go

growl

yelled

Task b

Spelling

How many words can you make using these letters?

[Upload to Google Classroom](#)

S	K	E	P
M	A	R	I
G	O	T	N
F	L	A	B



Task c

Information Texts

Read or listen to the text about emus on the next slide. What other important information can you find out about emus?



Emu

The emu is Australia's largest bird and the world's second largest. It comes second to the ostrich.



Emus are very unique in the way they look. They have long necks and very sharp beaks.



Their ears are quite small and they have two sets of eyelids. One eyelid is used to keep the dust out while the other is used for blinking. Altogether they have six toes, three on each foot. On each foot there is a talon which is used for fighting and protecting themselves against predators. Emus have very soft light brown feathers. They are also known to grow between 1.5-2 metres in height and can weigh up to 60kg. They are flightless birds.

Emus like to eat whatever they can find. However, they really enjoy grains, flowers and berries. They also like to eat insects and grubs which they find by digging around in the ground.

Emus like to eat a lot of food, especially if there is a lot around them. When they eat lots, the food is stored as fat. They can then survive for longer periods as they go in search of more food. Emus live in flocks or pairs.

Did you know...?

Males make a grunting sound like a pig and females make a loud booming sound.



Task d

Reading



Complete an activity on Reading Eggs

Read a book from your PM Readers



Check your work

Have you completed all the following activities?



Check your work

Check you have completed all these tasks

- Task a - Grammar
- Task b – Spelling
- Task c – Information Text
- Reading Eggs
- PM Readers

Reflection

Can I think of some past tense words that I have learned in English today?

Can I sing the tense song to an adult?

Brain Break

Play a game of silent ball.





Mathematics

Time

Warm Up: Number Talks



What do you know about this number...

77



Time

Learning Intention: To name and order the months of the year.

Success Criteria:

I will be successful by:

- ordering the months of the year
- identifying the number of days in each month
- identifying the seasons and the months for each season



Time



Things we need to remember about time.

Time

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week





365 days = 1 year

52 weeks = 1 year

10 years = 1 decade

100 years = 1 century

1000 years = 1 millennium





Time

Click on the link below and listen to the months of the year song.

<https://video.link/w/VJX6c>





Time - Months of the Year

Can you order the months of the year?

Write the order of months in your work book or in the google document. Start with the first month and end with the last month of the year. Don't forget your capital letter for each month.

January

February

June

May

December

April

November

March

September

August

July

October

Upload your work to Google Classroom once you have completed the next two activities



Time

How many days are there in each each?

Write the number of days next to the months that you wrote in the previous activity. You can use the rhyme to help you.



Days in a Month

Thirty days hath September,
 April, June and November:
 All the rest have 31,
 Except February alone,
 Which hath 28 days clear
 And 29 in each leap year:

July						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Time - Seasons



What season is it?

Watch the clip to revise the seasons of the year.

<https://video.link/w/6VX6c>



Using the months of the year that you have written in the first activity, add the season for each month. Remember the seasons are summer, autumn, winter and spring.

Upload your work to Google Classroom after this activity.

Time - Extension



Using all of your knowledge about the seasons of the year, create a 'seasons' book or poster. You can either do this on paper or electronically using drawings, digital photos/images.

You can include the following:

- Weather - e.g. sunny, rainy, windy
- Temperature - e.g. hot, cold
- Observational changes in the environment - e.g. some trees lose their leaves in autumn, flowers bloom in spring and summer
- How people respond to the season in terms of clothing, household adjustments and activity - e.g. we wear coats and scarves in winter, we go to the beach in summer
- How animals respond to the seasons - e.g. my pet loses more fur in summer than winter or some birds fly to other places in winter.

Reflection



What is your favourite month of the year and why? Draw a picture of your favourite month.



Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Check your work

Have you completed the following activities?

- a) Warm up activity - Number Talks
- b) Time activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Sing along with the planet song.

<https://video.link/w/aW86c>





Science

Digital Technology

Digital Systems

Hardware



Things that you can touch

Software



Things that you cannot touch

Network



Things that you cannot see



Last lesson, we looked at these different parts of the digital system.

Digital Technology

What components might make up a digital system?

A digital system is a system made up of hardware, software, networks and their use.

An example of a digital system is a computer, which is made up of parts that you can see, and parts that you can not see.



NSW Department of Education

Digital Systems

Hardware



Things that you can touch

Software



Things that you cannot touch

Network



Things that you cannot see

Last lesson, we looked at these different parts of the digital system.



Digital Systems



Things that you can touch



Things that you cannot touch



Things that you cannot see

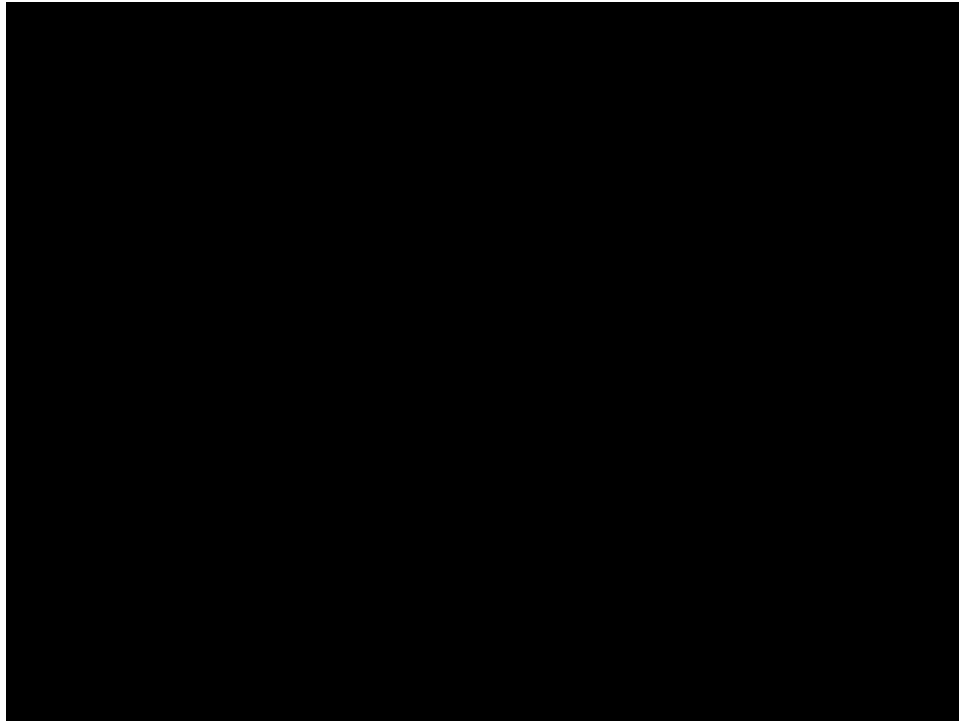
Network

Networks allow us to get access to information from anywhere in the world, or to connect to different devices. We can either connect different digital systems together with wired connections or wireless connections



Network

One way to network is through the internet!



The Internet

The internet helps to connect us!

The internet allow us to connect to lots of different devices and people, and allows us to communicate (talk to each other) and collaborate (work with each other).
How do you think we have been learning from home?!

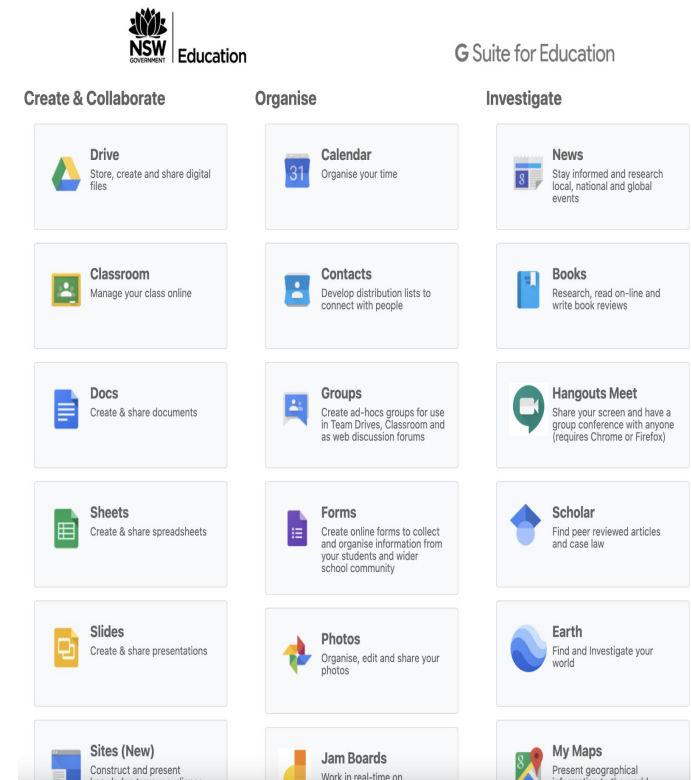


Collaborating and Communicating

Did you know how many tools you have to work with others?



This button in your student portal lets you use so many tools to share and create ideas and information.



Your turn!

Click on the link below and create and share your own documents, slides, sheets, whatever you'd like!

<https://drive.google.com/drive/folders/1zUsO2JRjuYtUUap8azSo8usnE0AZ9s53?usp=sharing>

Tuesday Week 9 – Stage 1

Student activity resources



English


























Student resources

Task a- Vocabulary

Read these words and then see if you can find them outside. Write 5 words in a sentence.

Nature Walk Scavenger Hunt

Mark each item as you find it. Can you find five in a row?

<p>worm</p>  <input type="checkbox"/>	<p>leaf</p>  <input type="checkbox"/>	<p>insect</p>  <input type="checkbox"/>	<p>grass</p>  <input type="checkbox"/>	<p>flower</p>  <input type="checkbox"/>
<p>twig</p>  <input type="checkbox"/>	<p>bush</p>  <input type="checkbox"/>	<p>rocks</p>  <input type="checkbox"/>	<p>bird</p>  <input type="checkbox"/>	<p>squirrel</p>  <input type="checkbox"/>
<p>river</p>  <input type="checkbox"/>	<p>field or meadow</p>  <input type="checkbox"/>	<p>tree</p>  <input type="checkbox"/>	<p>cloud</p>  <input type="checkbox"/>	<p>spider</p>  <input type="checkbox"/>
<p>dirt</p>  <input type="checkbox"/>	<p>ant</p>  <input type="checkbox"/>	<p>butterfly</p>  <input type="checkbox"/>	<p>mushroom</p>  <input type="checkbox"/>	<p>dew</p>  <input type="checkbox"/>
<p>web</p>  <input type="checkbox"/>	<p>breeze</p>  <input type="checkbox"/>	<p>branch</p>  <input type="checkbox"/>	<p>nest</p>  <input type="checkbox"/>	<p>stones</p>  <input type="checkbox"/>

Task b

Learning Intention: To recognise when a sentence is in the past, present or future tense.

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Task b

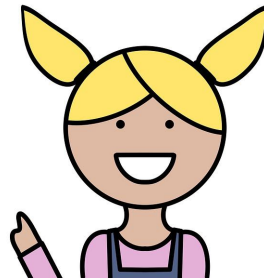
Grammar

Match the past tense word to the verb.

For Example- buy → bought

Verb

run
walk
play
show
drink
break
work
pay
cook
eat
draw
swim
find



Past Tense

swam
cooked
showed
walked
ate
found
drew
drank
ran
broke
played
worked
payed



Information Text

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic

Read or listen to the text about Emus again and write down any tricky words or technical language that you find.



Emu

The emu is Australia's largest bird and the world's second largest. It comes second to the ostrich.



Emus are very unique in the way they look. They have long necks and very sharp beaks.



Their ears are quite small and they have two sets of eyelids. One eyelid is used to keep the dust out while the other is used for blinking. Altogether they have six toes, three on each foot. On each foot there is a talon which is used for fighting and protecting themselves against predators. Emus have very soft light brown feathers. They are also known to grow between 1.5-2 metres in height and can weigh up to 60kg. They are flightless birds.

Emus like to eat whatever they can find. However, they really enjoy grains, flowers and berries. They also like to eat insects and grubs which they find by digging around in the ground.

Emus like to eat a lot of food, especially if there is a lot around them. When they eat lots, the food is stored as fat. They can then survive for longer periods as they go in search of more food. Emus live in flocks or pairs.

Did you know...?

Males make a grunting sound like a pig and females make a loud booming sound.



Task c



Information Text

Complete the **Glossary** by finding the meaning of these words. You can use Google or a dictionary to find the meaning. This will help you to understand the technical language in the text.

Upload your work to Google Classroom.

Unique-

Talon-

Predator-

Flightless-

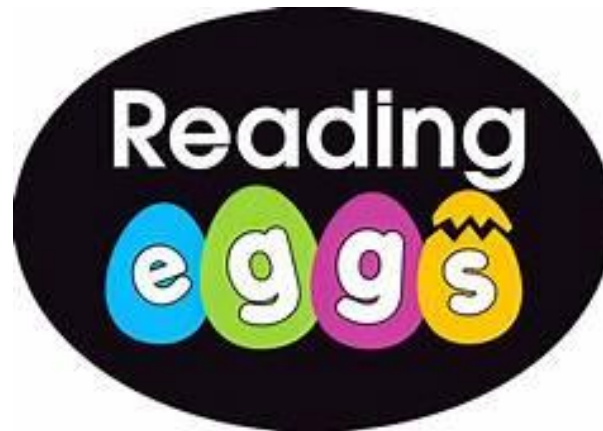
Flock-

Task d

Reading Response

Complete an activity on Reading Eggs

Read a book on PM Readers



Check your work

Have you completed all the following activities?



- a) Vocabulary
- b) Grammar
- c) Information Text- Glossary
- d) Reading Eggs
- e) PM Reader

Need help? Remember to ask your teacher!

Reflection

What do we use a glossary for and where can I find it?

Upload your answer to Google Classroom.

Brain Break

Move your body to some music





Mathematics

Time

Warm Up: Fast Maths



Solve the following addition problems as quick as you can.

$4 + 5 =$

$3 + 4 =$

$1 + 7 =$

$5 + 3 =$

$7 + 2 =$

$1 + 8 =$

$0 + 7 =$



$4 + 4 =$

$2 + 5 =$

$9 + 0 =$

$4 + 3 =$

$8 + 0 =$

$5 + 2 =$

$4 + 4 =$



Time

Learning Intention: To name and order the months of the year.

Success Criteria:

I will be successful by:

- ordering the months of the year
- identifying the number of days in each month
- identifying the seasons and the months for each season



Time - Calendars



What is a calendar?

A calendar is a chart or series of pages showing the days, weeks, and months of a particular year, or giving particular seasonal information.

Please watch the following video.

Calendar Questions

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1. How many days are there in August? 31 days

2. What day of the week is the 15th of August?

3. How many Mondays are there in August?

4. If today is Tuesday 10, what will the date be in one week's time?



Time - Calendars

Using the calendar below, answer the following questions in your book or on the Google Doc.



2021 SEPTEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. How many days are in September?
2. What day of the week is September 17?
3. What day of the week is September 29?
4. How many Mondays are in September?
5. How many Wednesdays are in September?
6. If today is Tuesday 7, what will the date be in one week's time?

Please upload your work on Google Classroom



Time - Calendars - Extension

Using the calendar below, answer the following questions in your book or on the Google Doc.



2021 SEPTEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. Which day of the week is the first day of spring?
2. How many weeks are there in September?
3. If today is September 10 and my birthday is in three weeks time. What day is my birthday?
4. What day is 13 days after September 6?
5. What is the date 3 days before the second Sunday in September?
6. On what day will October 1 fall on?
7. On what day was the 31 of August?

Please upload your work on Google Classroom

Reflection



Why are calendars important?



Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Check your work

Have you completed all the following activities?

- a) Warm up activity - Fast Maths
- b) Time activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break



See how long you can skip for using a skipping rope.





Geography

Australia's Location

Hi Stage 1,

Welcome to Week 9
Geography.



<https://video.link/w/exp7c>



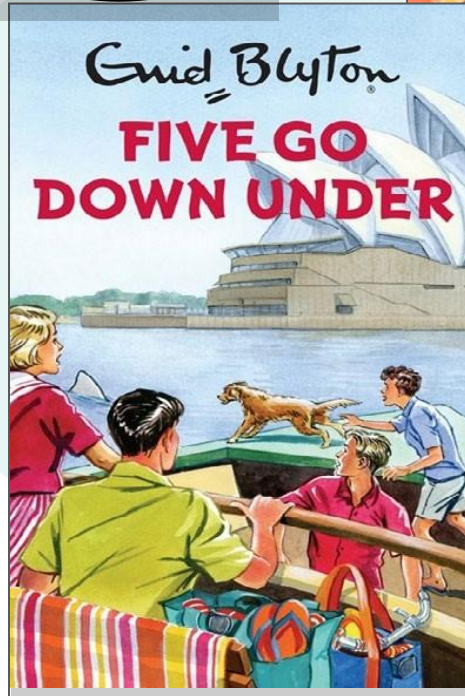
What is The Land Down Under?

Look at the movie and book covers.

What two words are the same in each title?


What country are we in?

What makes you say that?



How many clues can you find to support your answer?



 Watch the video of a famous song called 'Down Under' by Men at Work. It is sung by a group of children from Arnhem Land in the Northern Territory. The song is sung in English and their local language, Kunwinjku.

You could make up some actions and have a turn to chant the chorus.



Chorus

We come from
The Land Down Under.

Where children grow
and often wonder.

Can't you hear,
can't you hear
the thunder?

You better run,
you better take cover.



Australia is often called The Land Down Under.

Look at the image of the globe of the Earth.
Why do you think Australia is called The Land Down Under?



Read the eBook [*One World - Two Hemispheres.*](#)

Connect, Extend, Challenge

Think about:

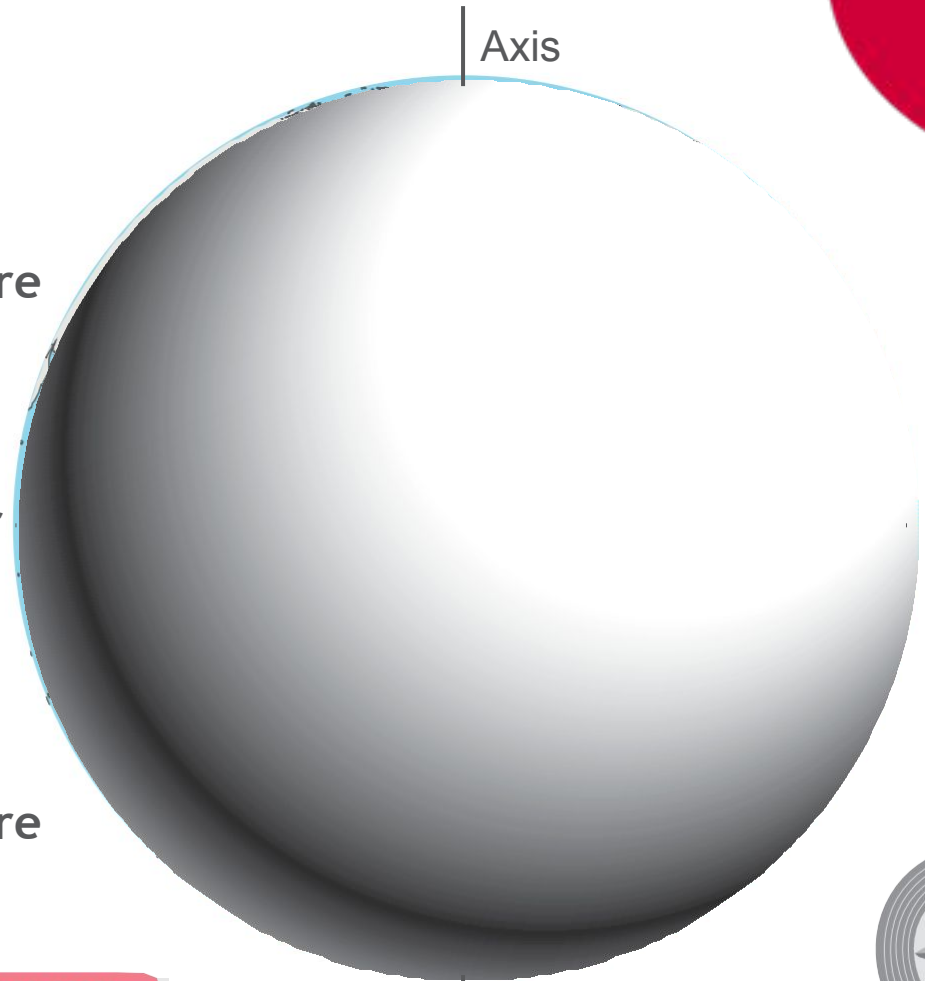
- what you already knew
- what you learnt
- what questions you now have

Northern Hemisphere

Equator

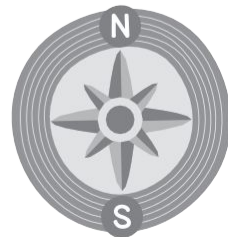
Southern Hemisphere

A globe is a round, ball-shaped map of the Earth.



Axis

South Pole





Think about the information in the eBook *One World-Two Hemispheres*. Write or draw four things you learnt about the hemispheres. [Upload to your Google Classroom](#)

Southern Hemisphere

Northern Hemisphere

Southern Hemisphere

Northern Hemisphere

Wednesday Week 9 – Stage 1

Student activity resources



English

Student Resources



Learning Intention: To recognise when a sentence is in the past, present or future tense.

Success Criteria:

- I know the past is 'Then'
- I know the present is 'Now'
- I know the future is 'Later'
- I can give examples of past and present tense.



Task a Grammar

Past Tense Verbs

Past tense verbs describe an action that has happened in the past.

Many past tense verbs are formed by adding, "ed", to the verb.

play - played



The children played in the park yesterday.

Can you think of other past tense verbs?



Task a

Grammar- Tense

Fill in the sentences with the correct tense. Change the word in red to the correct tense. **Upload your work to Google Classroom.**

Will your sister _____ a puppy in the holidays? (got)

I _____ there yesterday afternoon and bought two hats. (shop)

I _____ over every hurdle in the race. (jump)

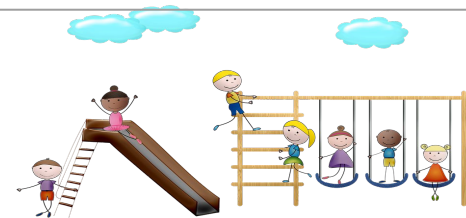
We finally _____ to have a cup of orange juice. (decide)

When I was young, I _____ to be a pilot. (want)

It _____ for a few hours yesterday. (rain)

The bus _____ at the lights. (stop)

We _____ Sam and Mia at school. (meet)



Task b

Spelling

How many words can you make using these letters?

Challenge:

How many words can you find in 2 minutes?

E	T	R	A
H	G	A	B
L	J	N	G
U	H	M	E



Information Text



Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic

Task c

Information Text

You have read some information about emus this week. Watch the video for some more information that may help you to fill in the table on the next slide.

<https://www.yout-ube.com/watch?v=L4l8LYR4e1o>

<https://www.yout-ube.com/watch?v=b8VuUp8UB2Q>



Task c

Writing

Write down facts about emus in point form in your work book. (Planning)

Upload to Google Classroom.

Classification (animal group)	Diet (what do they eat?)	Habitat (where do they live?)
Appearance (what do they look like?)	Predators (what animal hunts them?)	Interesting Facts

Task d

Independent Reading

Complete an activity on Reading Eggs

Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Grammar- tense
- b) Spelling
- c) Writing- Information Text
- d) Independent Reading
- e) Reading Eggs
- f) PM Readers

Need help? Remember to ask your teacher!

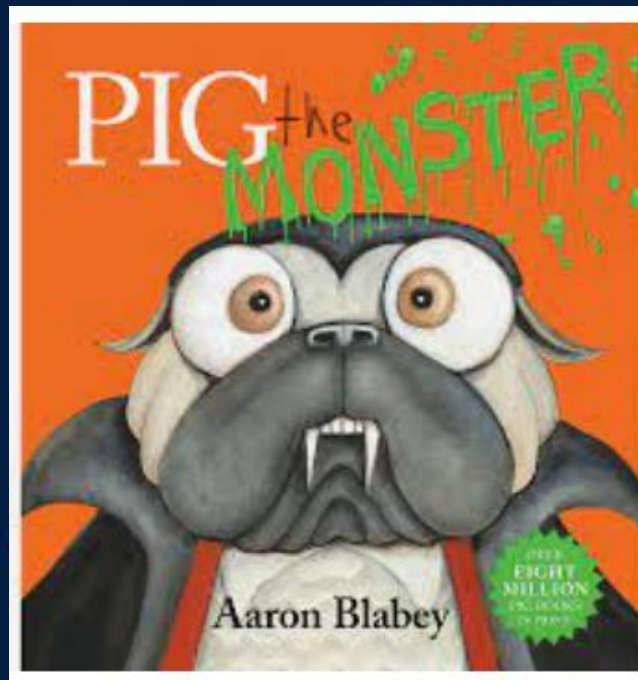
Reflection

Could I tell an adult some interesting facts about emus?

Brain Break

Take a break and listen to a story.

<https://video.link/w/Bw96c>





Mathematics

Time

Warm Up: Months of the Year Poem



Practise reading the Months of the Year Poem.



Days in a Month

Thirty days hath September,
April, June and November:
All the rest have 31,
Except February alone,
Which hath 28 days clear
And 29 in each leap year:

July						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Time

Learning Intention: To read time on a clock

Success Criteria:

I will be successful by:

- telling the time to the half hour on analogue and digital clocks
- telling the time to the quarter hour
- using the language 'half past', 'quarter past' and 'quarter to' to tell the time





Time

Estimate the time it will take to do the following activities. Draw the table in your book or complete the table on the Google Doc.

Informal unit: Hand Claps	Estimate	Measurement	Order
How many claps does it take to:	I think it will be:	The number of claps was:	From the shortest to longest duration (1-6)
Write my name			
Say my name			
Wash my hands			
Push in a chair			

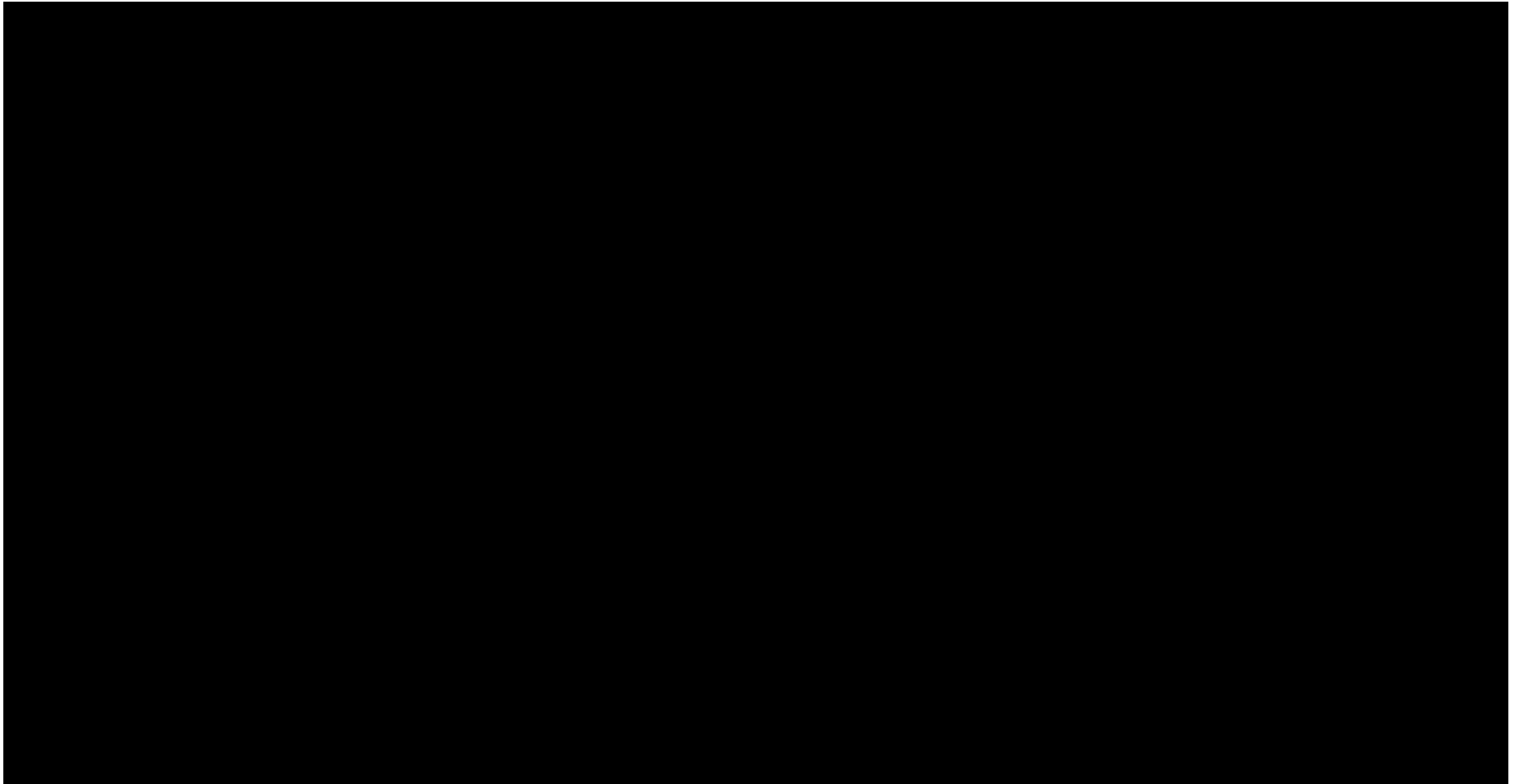
Making comparison:

It takes me _____ claps to _____ but only
 _____ claps to _____.



Time - Reading time on a clock - Half past

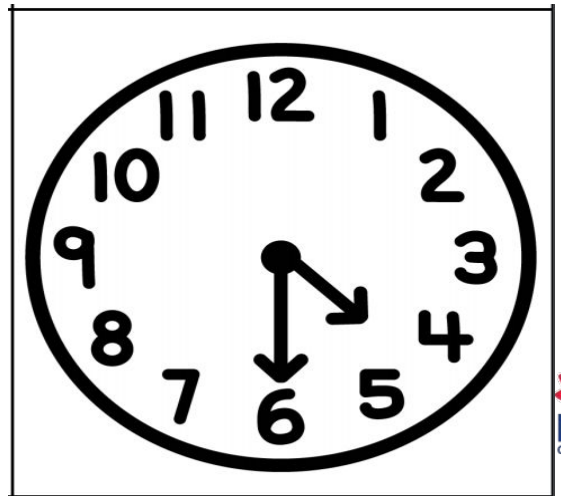
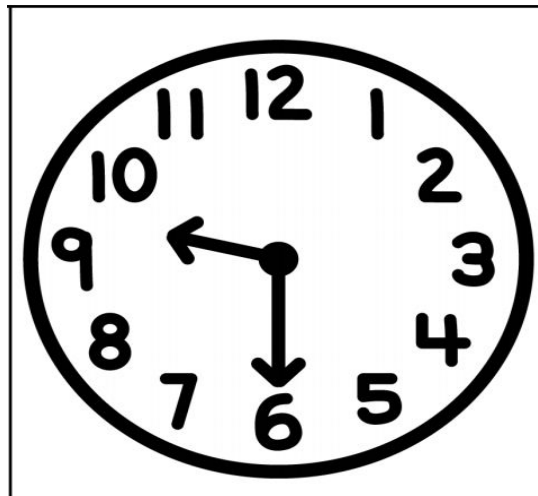
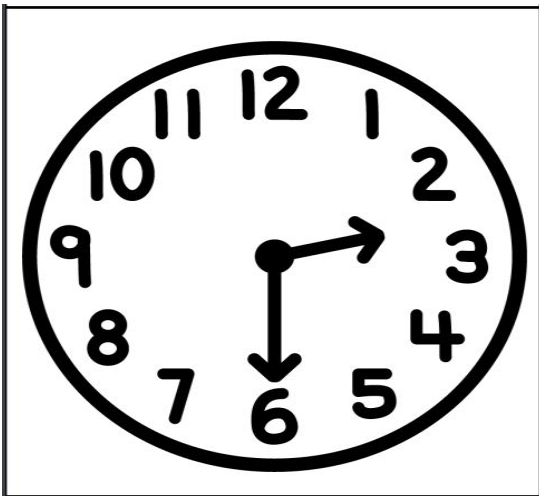
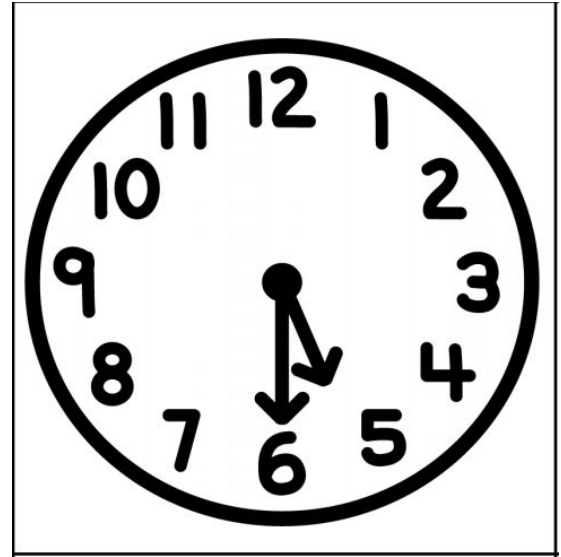
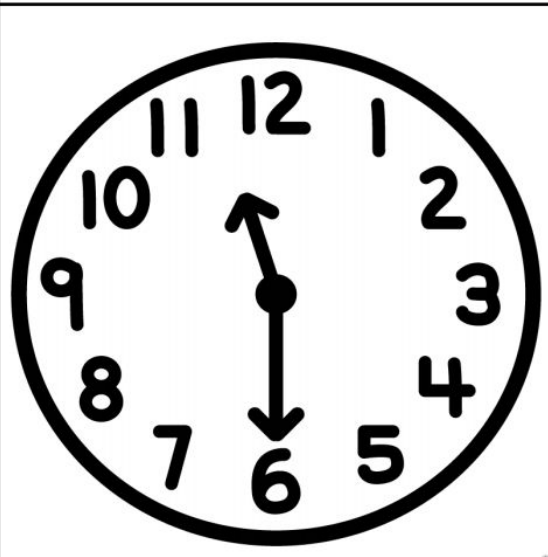
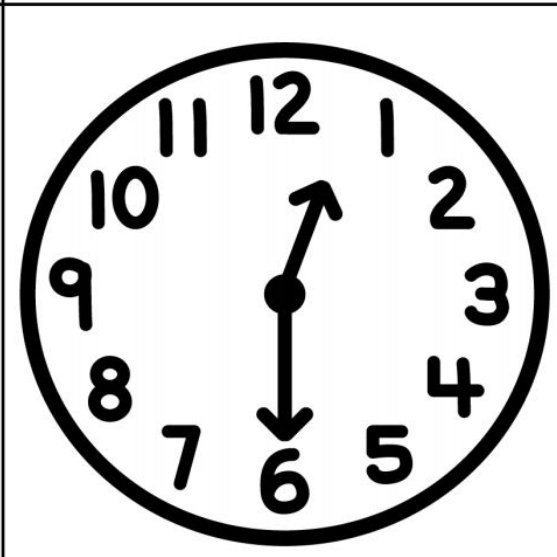
Please watch the following video.





Time - Reading time on a clock

What time is shown on the following clocks? Write the time for each clock in your book or on the Google Doc. **Upload your work to Google Classroom.**





Time - Extension

Read the following problem and solve the answer by drawing the hands on the clock.



My hour hand is on the 11. My minute hand is on the 10. What's the time?

Reflection



Watch the following video to consolidate your understanding.

<https://video.link/w/w7Z6c>





Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Check your work

Have you completed all the following activities?

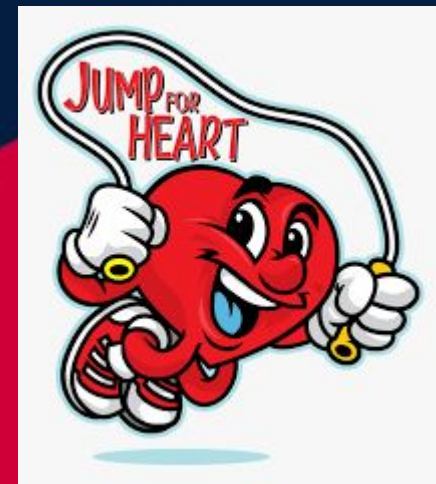
- a) Warm up activity - Problem solving
- b) Time activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break



See how long you can skip for using a skipping rope. Can you beat your time from yesterday?





PDHPE

Fit Futures

Watch the following video and join in with Fit Futures.

Link is below

[Dance Stage 1 - Week 5](#)



Kearns PS Online Learning Creative and Practical Arts Stage 1

Week 9



Learning Intention

We are learning to look at how water and nature are blended in art.

Success Criteria

I can:

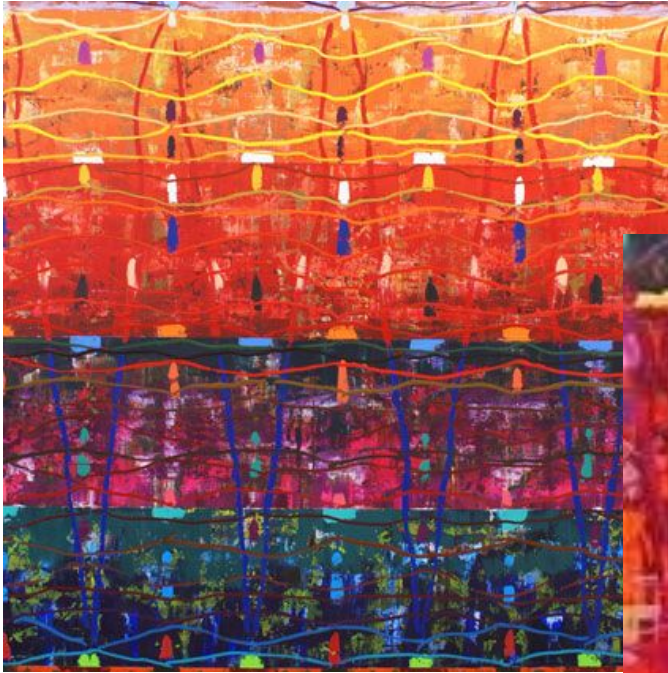
- see how Michael Johnson shows flowers in water
- create an interpretation of Johnson's *After Sirius*.

Michael Johnson

- Background



Some of Michael Johnson's work



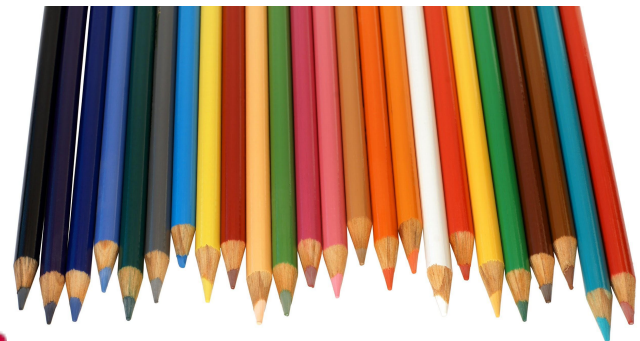
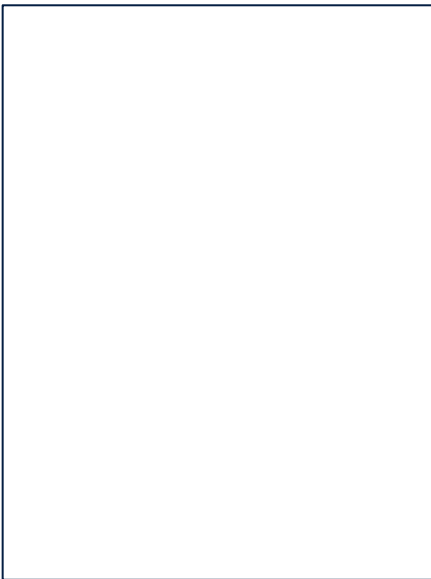
After Sirius



You are going to try and create your own *After Sirius*.

You will need:

- a white piece of paper or a page in your workbook
- crayons or pencils





When you have finished your ***After Sirius*** please upload a photo of them to your Google Classroom.

My Creation

Thursday Week 9 - Stage 1

Student activity resources



English

Student resources

Information Report



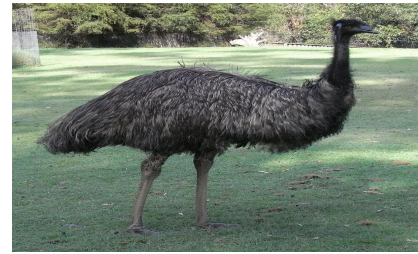
Learning Intention- To be able to organise information into simple paragraphs.

Success Criteria

- I can write my information in simple paragraphs
- I can use full sentences in my writing

Task a

Writing- Information Report



Remember when you wrote your facts about emus in a table in point form? Now it is time to write your information into simple paragraphs. Write as much information as you can and use full sentences in your writing.

What is a emu? (Classification)

What do emus look like? (Appearance)

What do emus eat? (Diet)

Where do emus live? (Habitat)

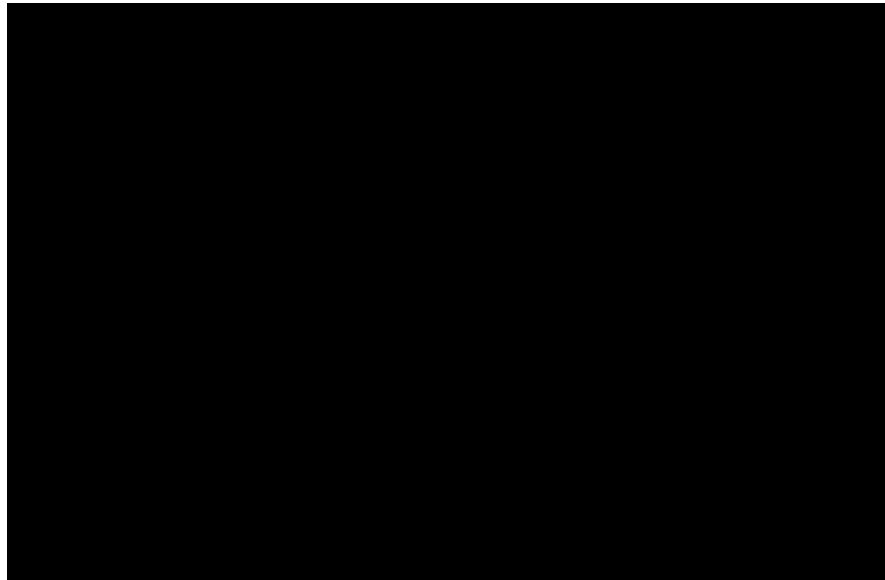
What hunts emus? (predators)

What other interesting facts did you find?

Task b

Handwriting

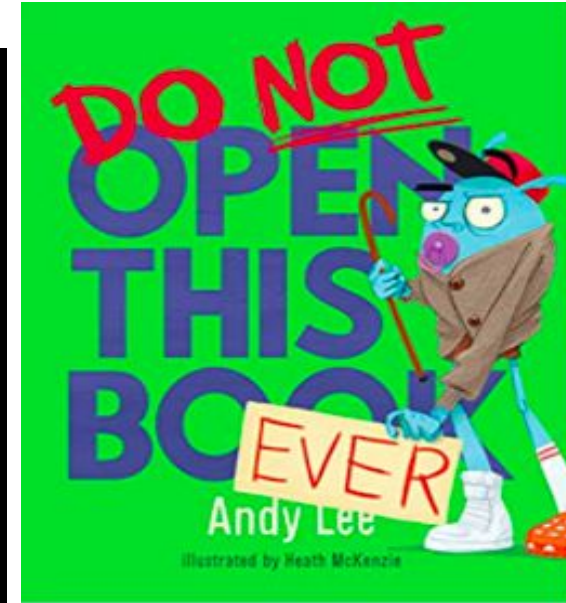
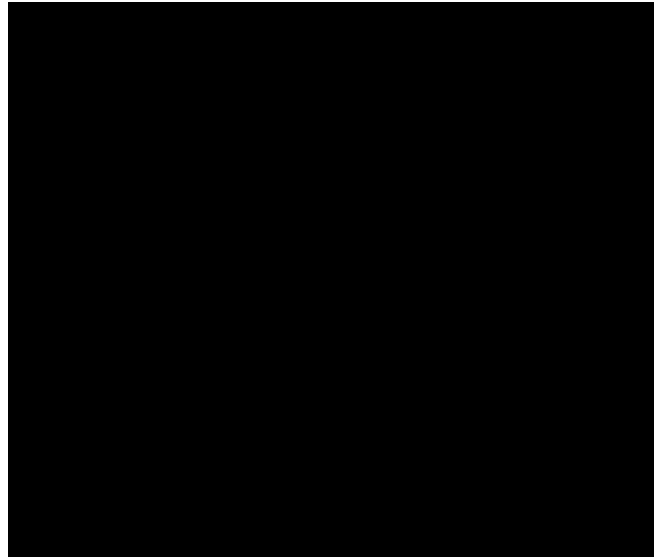
Write your work into your workbook or the lined paper provided and **upload to Google Classroom.**



Task c

Modelled Read with Mrs Matthews

Watch the video of the story and complete the activity.



Activity

What age do you think would be a good age to stay forever? Give reasons for your response.

Draw a picture of the character Whiz.

Task d

Independent Reading



Complete an activity on Reading Eggs and PM Readers

Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Writing- Information Report
- b) Handwriting
- c) Modelled Read
- d) Independent reading
- e) PM Readers
- f) Reading Eggs

Need help? Remember to ask your teacher!

Reflection

What is something new that I have learned this week? What do I need to improve on?

Upload your reflection to Google Classroom.

Brain Break

Take a break and go outside
and enjoy the sunshine





Mathematics

Time

Warm Up: Fast Maths



Solve the following addition problems as quick as you can. Can you beat your time from Tuesday?

$4 + 5 =$

$3 + 4 =$

$1 + 7 =$

$5 + 3 =$

$7 + 2 =$

$1 + 8 =$

$0 + 7 =$



$4 + 4 =$

$2 + 5 =$

$9 + 0 =$

$4 + 3 =$

$8 + 0 =$

$5 + 2 =$

$4 + 4 =$



Time

Learning Intention: To read time on a clock

Success Criteria:

I will be successful by:

- telling the time to the half hour on analogue and digital clocks
- telling the time to the quarter hour
- using the language 'half past', 'quarter past' and 'quarter to' to tell the time

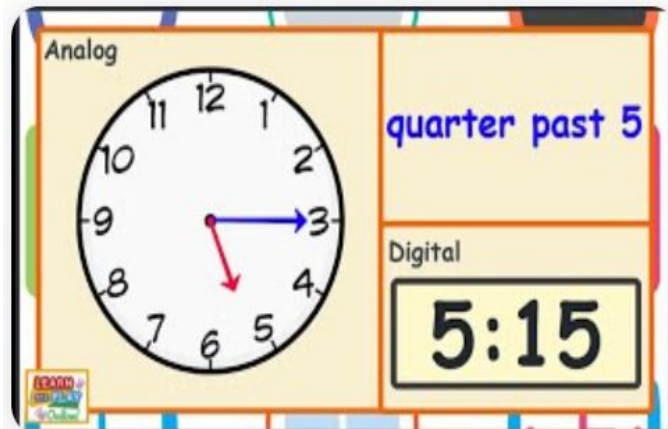




Time

Watch the following video on quarter past

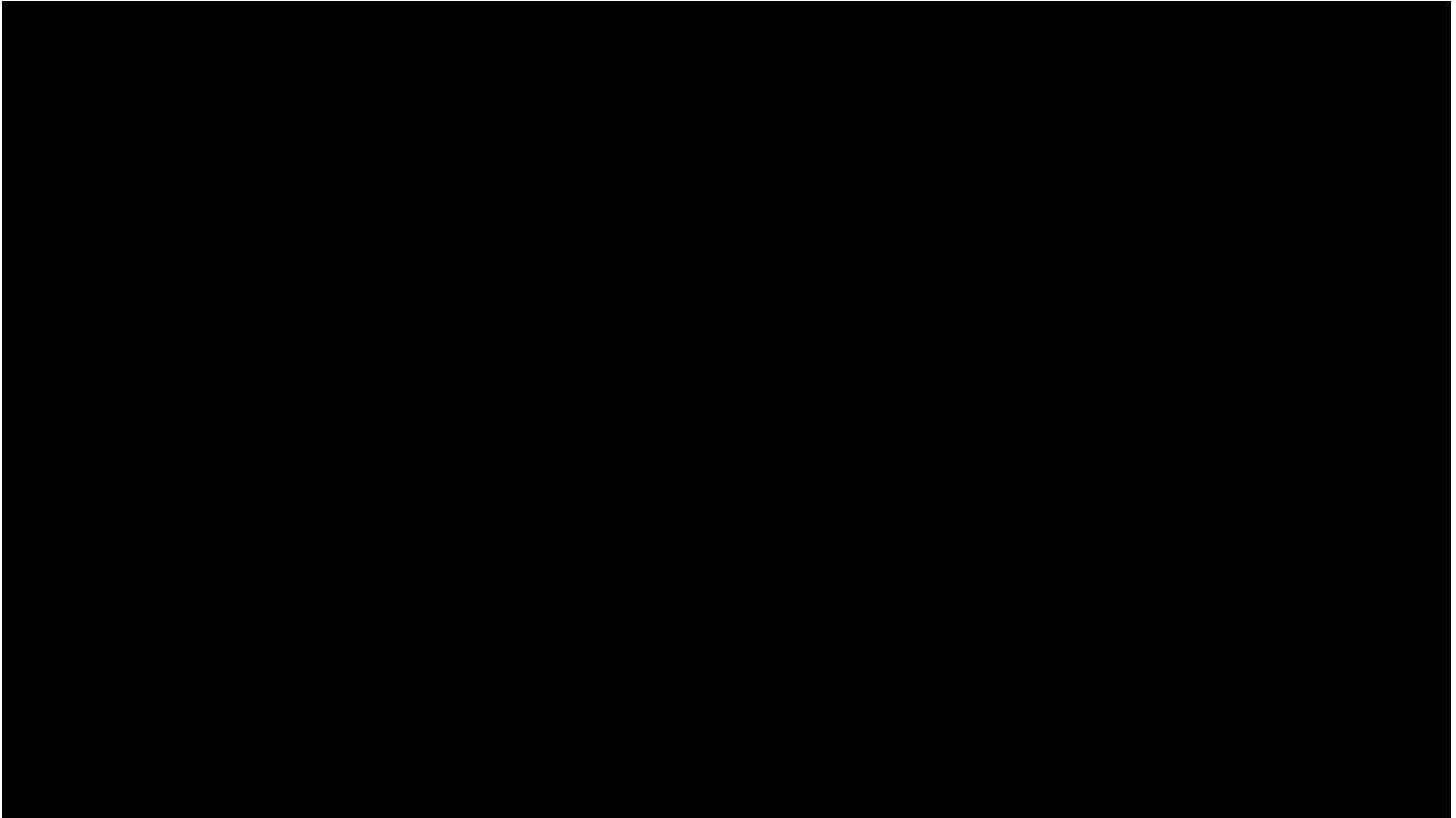
<https://video.link/w/c8Z6c>





Time - Reading the time on a clock - quarter past

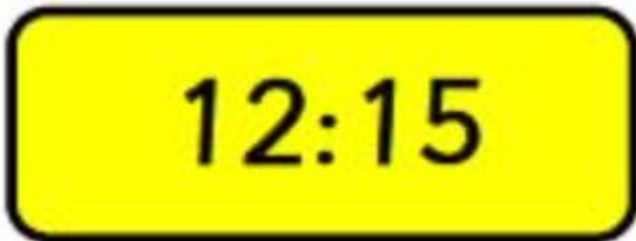
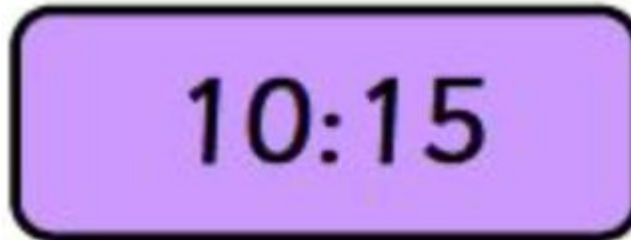
Can you read the following times? Please watch the the video.





Time - Reading the time on a clock

Can you read these digital times and write the times on an analogue clock and as a word? Upload your work to Google Classroom.





Time - Reading time on a clock - Extension

Read the following problem and solve the answer by drawing the hands on the clock.



Top Teacher RESOURCES

My hour hand is on the 10. My minute hand is on the 11. What's the time?

Reflection



What do I know about time?

Check your work

Have you completed all the following activities?

- a) Warm up activity - Problem solving
- b) Fraction activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break



See how long you can skip for using a skipping rope. Can you beat your time from yesterday?





PDH - Safety





Staying Safe Outside

We are learning to recognise safe decisions when out in the sun.

We will learn how to slip, slop, slap, seek and slide.





Staying Safe Outdoors

Watch the video below about Sun Safety



I wear a hat!



To be safe in the sun we need to remember to -

1.

Slip

Slip on protective clothing, such as shirts with long sleeves and collars.

Cover as much skin as possible.

Wear a lycra shirt when swimming to protect your skin from the sun.



To be safe in the sun we need to remember to -

2.

Slop

Slop on sunscreen that is SPF30 or higher. Apply to your skin at least 20 minutes before going outside.

Make sure it is water resistant and reapplied every 2 hours.





To be safe in the sun we need to remember to -

3.

Slap

Slap on a hat.

Make sure it is broad-brimmed and protects your face, nose, neck and ears.

Wear sunglasses and sunscreen to increase protection of your skin.



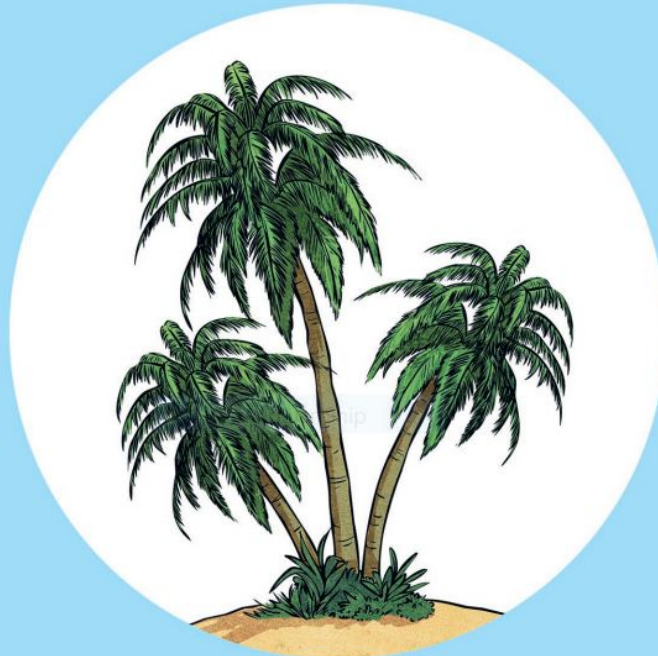
To be safe in the sun we need to remember to -

4.

Seek

Seek shade.

Bring your own umbrella, or rest under a tree or man-made shelter.





To be safe in the sun we need to remember to -

5.

Slide

Slide on sunglasses.

Children and adults should wear high-protection sunglasses (9 or above) to reduce UV radiation exposure.

Sunglasses should be close-fitting with a wrap-around style.



Staying Safe in the Sun

Watch the song You've Gotta Be SunSmart – Jay Laga'aia

<https://video.link/w/HeX6c>





Activity: Test your knowledge of sun safety by playing this **Kahoot!** Please type in your first name and the first letter of last name. The results will be published in your Google Classroom. [Click here to play.](#)

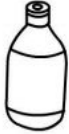






Activity: Fill in the missing words

1) Always wear a _____  when you are in the sun.

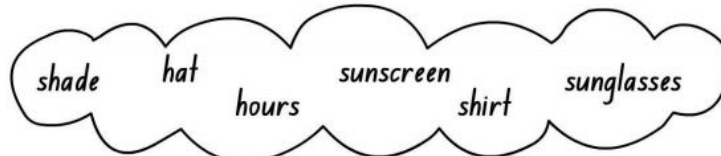
2) _____  will help to protect your eyes from harmful rays of the sun.

3) Apply plenty of _____  to protect your skin from harmful rays.

4) After a few _____  you need to reapply.

5) Cover your skin with a _____  if you can.

6) Play in the _____  for even better protection from the sun.





Staying Safe when Outside

Reflection: Discuss with an adult what you learnt today about staying safe when outside. What will you remember to do when you are out in the sun? What does it mean to slip, slop, slap, seek and slide?



Kearns PS Online Learning – Stage 1

Daily Lessons



Friday

Student resources

Friday Week 9



Day

Friday

Happy Wellbeing Day!

Wellbeing means being healthy, hopeful and comfortable. Learning is a part of good wellbeing, but sometimes it's good to take a break. Today I will not be posting or marking any work. You will still need to check in and upload a picture of you completing one activity from the grid on the next slide.

We would like you to limit your screen time today and encourage you to go outside, play and spend time doing something you enjoy. Take some time to refresh, look after yourself and *smile!*




*Remember to check in on
Google Classroom*

Wellbeing Day Week 9

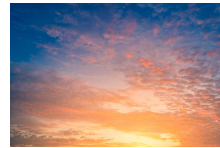
STEM: Can you build the tallest card tower?



Act of Kindness:  Create a 'Thank You' card for your parent or carer for supporting you through learning from home.

Thank You

Watch: Go outside and look up into the sky. What do you see? What do you notice? Draw what you can see.



Fitness Challenge: It's time to get active. Put together a 4 station circuit in your backyard. Each rotation can be 10 minutes long! Make sure to warm up!



Enjoy: It's time for a picnic! Pack some supplies like a blanket, some drinks and snacks and picnic with your family in the backyard.



Art: Bird Watch! Go and sit outside and see if you can spot any birds. If you do, draw it in your journal. If you can't find any, look up your favourite bird in a book or on the internet and draw that.



Play: Take a tennis ball outside and challenge family members to a handball game.



Photography: Using your digital device, take some photos of natural things you find outside. Any flowers, trees, insects or birds?



Theme: Spring

*Upload photos and videos of your
Wellbeing activities to Google
Classroom*