

Tuesday Term 4 Week 1 – Stage 1

Student activity resources



English

Student resources

Task a- Spelling

Learning Intention: I can use the 'er' sound to spell words.

Success Criteria:

- I know what sound 'er' makes
- I can spell words with the 'er' sound



Task a

Can you fill in the blanks to make 'er' words? E.g Term

f _ _ n
h _ _ d
k _ _ b
h _ _ b
g _ _ ms
n _ _ ves
s _ _ ve
tow _ _
flow _ _

show _ _
numb _ _
fing _ _
farm _ _
pow _ _
ord _ _

Choose 5 words and put each in a sentence.

Upload your work to Google Classroom

Task b



Grammar Revision- Pronouns

Do you remember what a pronoun is?

Pronoun

A word that can be used instead of a noun is called a **pronoun**.

Example:

Thomas went to bed because **Thomas** was tired.

Thomas went to bed because he was tired.

Task b

Grammar Revision- Pronouns

Kahoot!

Pronoun Revision Kahoot.

Please use your first name and last name initial.



Click below

https://kahoot.it/challenge/01972906?challenge-id=8b2745b4-8a8d-4954-b71d-bd3e1df4b5ee_1631583330794

Pin- 01972906

Task c Writing



What did you do in the school holidays?

Write a holiday recount in the Google document or your work book.

Upload your work to Google Classroom

When you have finished your writing check that you have:

- Capital letters at the start of a sentence
- Full stops at the end of a sentence
- Used adjectives
- Written a detailed recount of your holidays

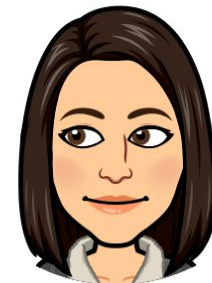
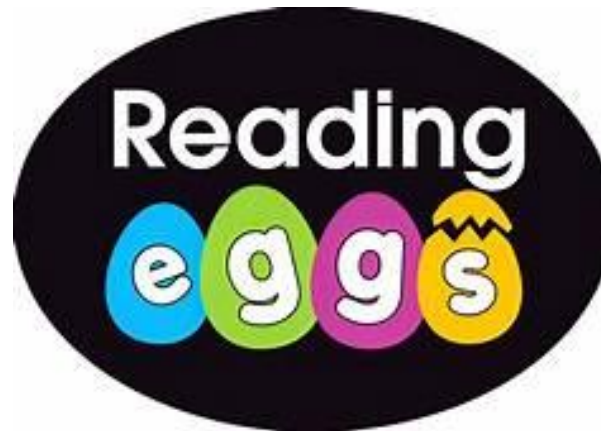
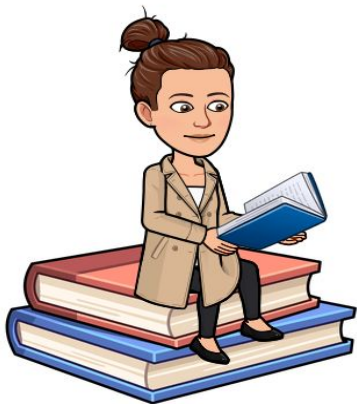


Task d

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) Spelling
- b) Pronoun Revision Kahoot
- c) Writing- holiday recount
- d) Reading Eggs
- e) PM Reader

Need help? Remember to ask your teacher!

Reflection

Can I think of any other words with the 'er' sound?

Brain Break

Watch the following Cosmic Kids Yoga clip and follow the moves

<https://video.link/w/RIO8c>





Mathematics

Patterns



Warm Up:

GUESS the NUMBER

I am a two digit number

I am an odd number

My first digit is $3 + 5$

My second digit is $7 - 6$

What number am I?



Patterns

Learning Intention: To create, represent and continue a variety of patterns with numbers and objects

Success Criteria:

I will be successful by:

- creating and repeating a pattern
- finding the missing element of a pattern
- identifying and continuing a pattern by using the pattern rule
- describing a pattern by identifying its rule



A pattern is something arranged following a rule

Patterns...

What do patterns look like?

Repeating Patterns

● ▲ ● ▲ ● ▲ AB
AAB ● ● ★ ● ● ★
□ ☁ ☁ □ ☁ ☁ ABB
● ● 😊 😊 ● ● 😊 😊 AABB
ABC ▼ ▲ ● ▼ ▲ ● ▼ ▲ ●

Growing Patterns

□ ▲ □ ▲ ▲ □ ▲ ▲ ▲
1 2 3

Key Vocabulary
Repeat Extend
Arrange Grow

Can you find any patterns?



Patterns

What is a pattern?

Discuss everything you know about patterns with an adult.

Watch the following video on patterns by clicking on the link.



<https://video.link/w/rNO8c>





Patterns

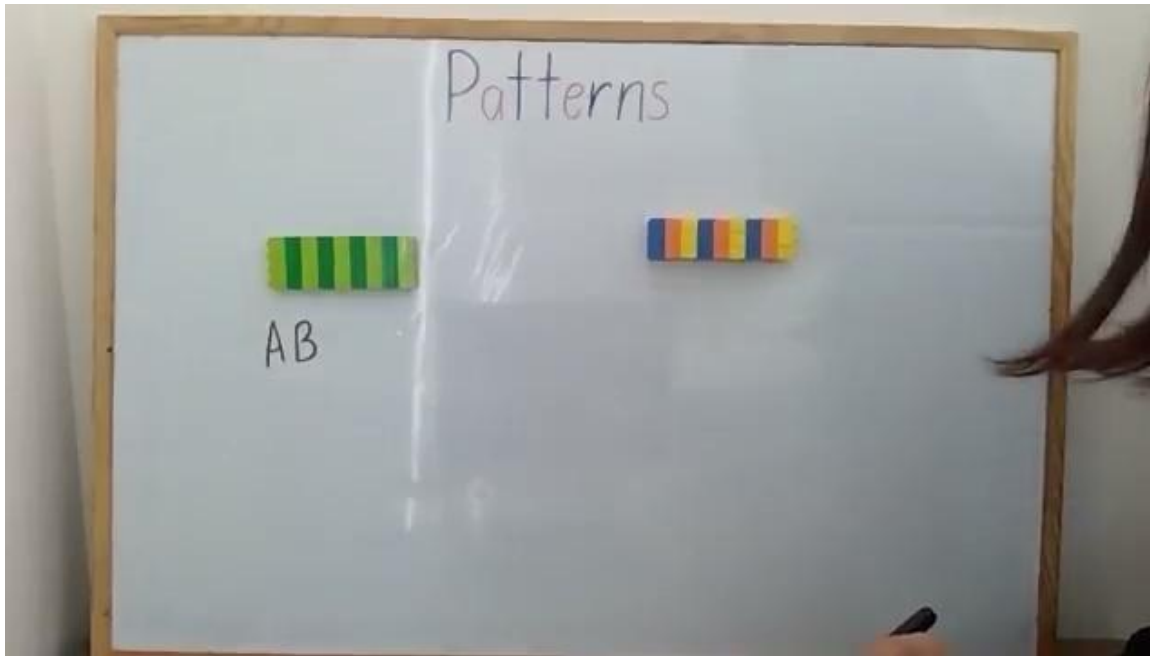
What is a pattern?

A pattern is a repeated sequence that follows a rule.

Can you see any patterns around you? Describe them to a family member.



Please watch the following video.



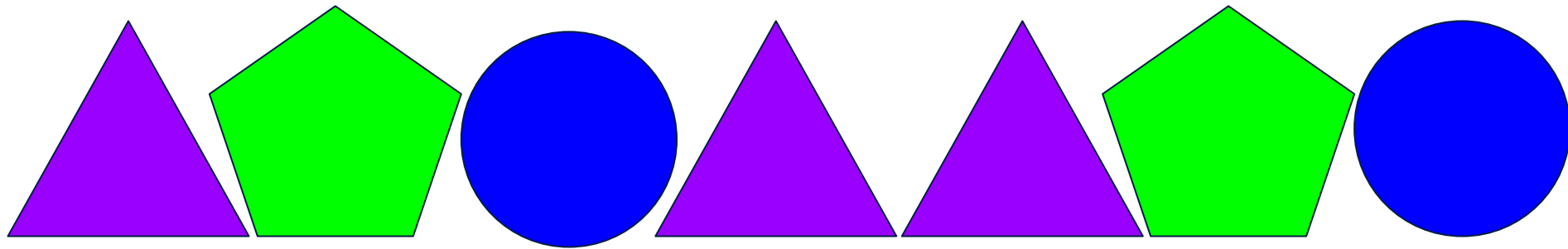
Create your own pattern using shapes, numbers, colours or things around your house (lego, leaves, rocks, pencils, toys) and explain your pattern.

Please **upload your work to Google Classroom.**

Reflection



Is this a pattern? Explain your reasoning.





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 - What's the number?
- b) Patterns activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Click on the link and learn how to draw Bluey.

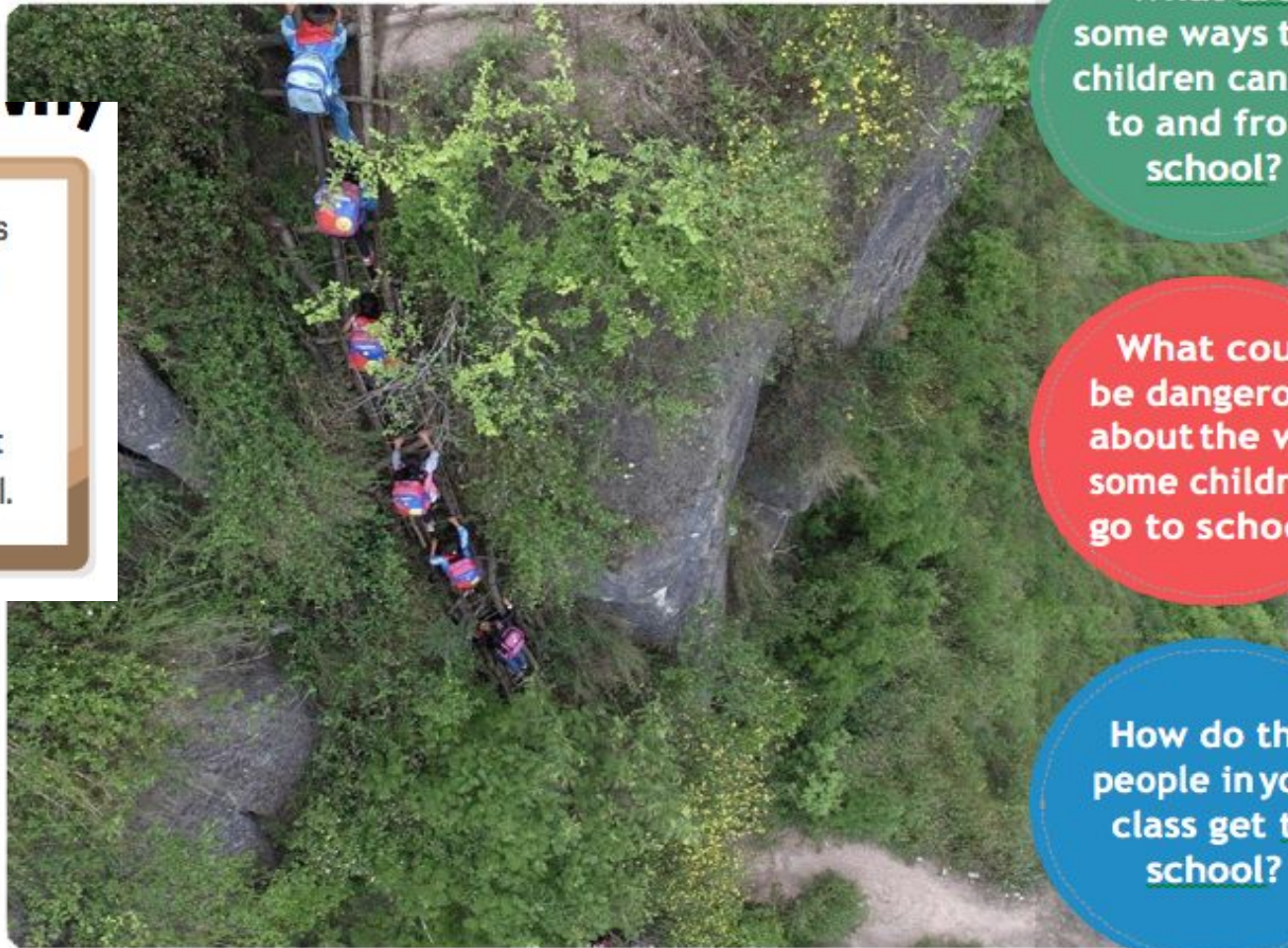
<https://video.link/w/3uO8c>





Geography

Why do people go to other places?



People go to places for lots of different reasons.

The place that children go to most frequently is school.

What are some ways that children can get to and from school?

What could be dangerous about the way some children go to school?

How do the people in your class get to school?

Watch the video below to see the unusual ways to get to school.

<https://www.inquisitive.com/video/1050-kids-who-risk-their-lives-going-to-school>

Apart from school,
most children will go
to other places near
to where they live.



Name some places that you visit near where you live.

Draw a map showing the places you have visited during the last week.

Mark the places with a symbol. Write in some street names and landmarks.

A large, empty rectangular box with rounded corners, intended for a student to draw a map of places visited during the last week. The box is white with a thin black border.

Wednesday Term 4 Week 1 – Stage 1

Student activity resources



Wednesday

Student resources

Task a

Spelling

Learning Intention: I can use the 'er' sound to spell words.

Success Criteria:

- I know what sound 'er' makes
- I can spell words with the 'er' sound



Task a

Spelling

Unjumble these 'er' words

breh

berk

rfen

rhde

mserg

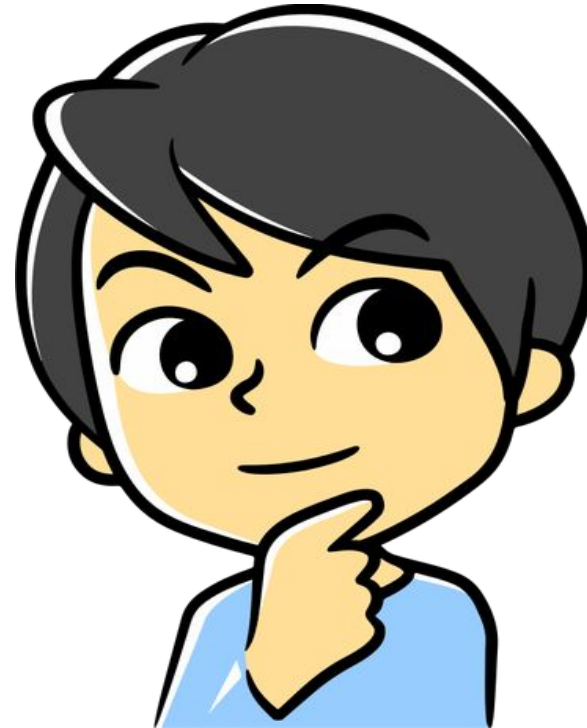
erbmun

werhso

twore

ermafr

lwfore



Upload your work to Google Classroom

Task b

Grammar- Common noun and Proper Noun Revision



Do you remember what a common noun and a proper noun is?

Common nouns and Proper nouns!

A noun can be a common noun or proper noun.

Common nouns can be a person, place, animal or thing. They are not names, so they do not have a capital letter unless they are the first word in a sentence.



boy



tree



temple



lion

Proper nouns are the names of specific people, animals, places or things. They begin with a capital letter.



India



Taj Mahal



Simba



HARRY POTTER

Task b

Grammar

Kahoot!

Common and Proper Noun Revision Kahoot.

Please use your first name and last name initial. Click on the link.

https://kahoot.it/challenge/03801833?challenge-id=8b2745b4-8a8d-4954-b71d-bd3e1df4b5ee_1631661633269

Pin 03801833



Task c

Learning Intention: To understand that a persuasive text is to convince the reader to agree with their opinion.

Success Criteria:

- I can give an example of a persuasive text
- I can try to persuade someone to agree with me



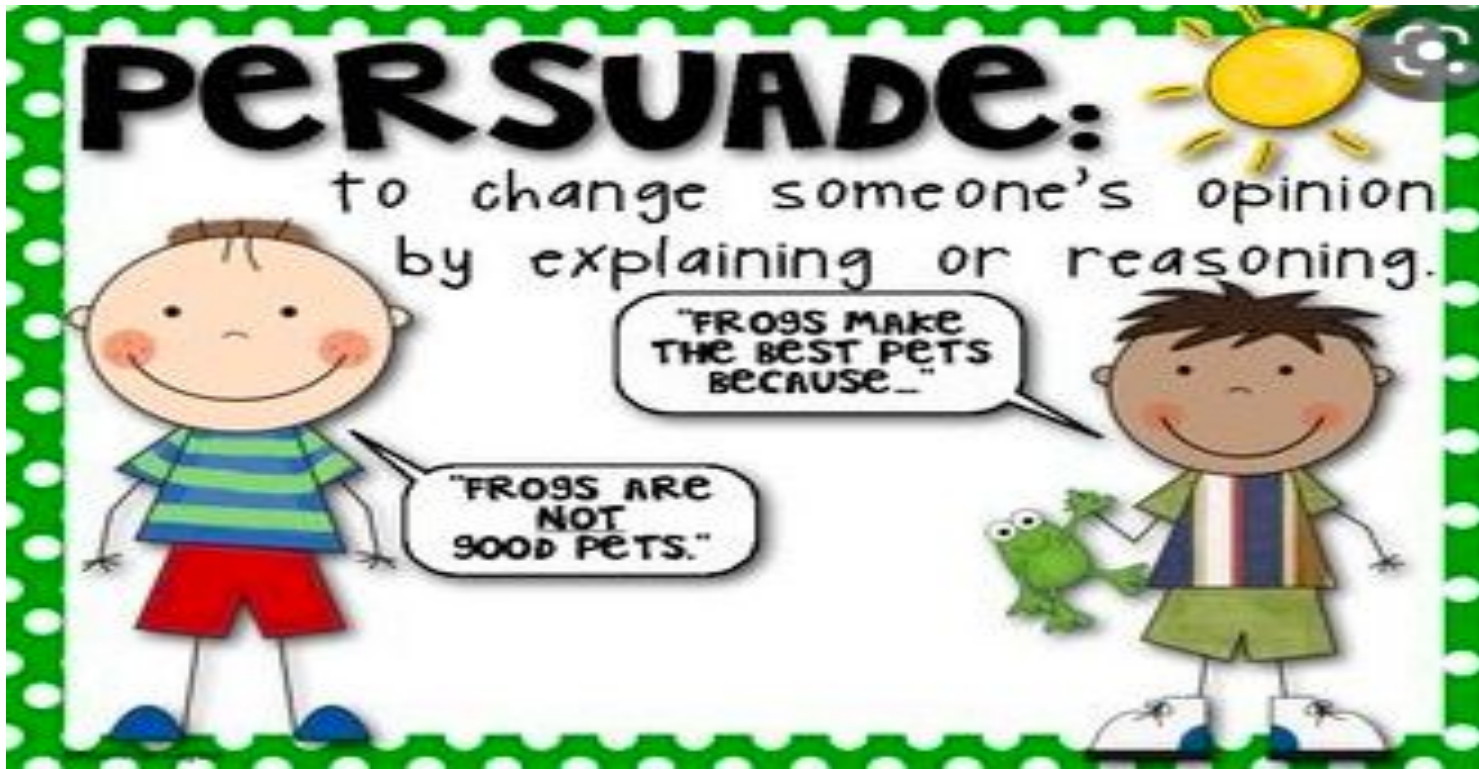
Task c



What is a Persuasive Text?

Watch the clip

<https://video.link/w/vlo9c>



Task c



What is a Persuasive Text?

We can find persuasive texts in many places.

Types of Persuasive Writing

Lots of different types of writing and media try to persuade us. Here are some examples:



Letters in a newspaper	Fliers posted through a letterbox	Shopping catalogues
TV, radio and Internet adverts	Holiday brochures	Billboards and posters
Book blurbs	Articles in a magazine	Movie trailers

Task c

Can you try to convince your teacher to buy these bananas?

List your reasons in your work book or the Google document and **upload to Google classroom.**



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) Spelling
- b) Grammar Kahoot
- c) Writing- Persuasive
- d) Independent Reading
- e) Reading Eggs
- f) PM Readers

Need help? Remember to ask your teacher!

Reflection

Can I persuade an adult to do something for me?

Brain Break

Click on the link and following along with the dances moves to the 'Space Jam - Dance Off'

<https://video.link/w/U1O8c>





Mathematics

Pattens



Warm Up: Fast Maths

Solve the following addition problems as quick as you can.

$5 + 6 =$

$2 + 6 =$

$3 + 6 =$

$8 + 6 =$

$6 + 6 =$

$4 + 6 =$

$5 + 6 =$

$9 + 6 =$

$2 + 6 =$

$1 + 6 =$



$1 + 6 =$

$8 + 6 =$

$4 + 6 =$

$7 + 6 =$

$2 + 6 =$

$4 + 6 =$

$2 + 6 =$

$8 + 6 =$

$6 + 6 =$

$4 + 6 =$



Warm Up: Fast Maths - Extension

Solve the following addition problems as quick as you can.

$36 + 14 =$

$18 + 22 =$

$33 + 16 =$

$37 + 11 =$

$5 + 39 =$

$4 + 26 =$

$29 + 19 =$

$13 + 21 =$

$2 + 34 =$

$11 + 8 =$



$76 + 22 =$

$90 + 5 =$

$15 + 33 =$

$29 + 19 =$

$91 + 8 =$

$7 + 27 =$

$6 + 82 =$

$65 + 12 =$

$64 + 27 =$

$92 + 7 =$



Patterns

Learning Intention: To Create, represent and continue a variety of patterns with numbers and objects

Success Criteria:

I will be successful by:

- creating and repeating a pattern
- finding the missing element of a pattern
- identifying and continuing a pattern by using the pattern rule
- describing a pattern by identifying its rule



A pattern is something arranged following a rule

Patterns...

What do patterns look like?

Repeating Patterns

● ▲ ● ▲ ● ▲ AB
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● ● ☺ ☺ ● ● ☺ ☺ AABB
ABC ▼ ▲ ● ▼ ▲ ● ▼ ▲ ●

Growing Patterns

□ ▲ □ ▲ ▲ □ ▲ ▲ ▲
1 2 3

Key Vocabulary
Repeat Extend
Arrange Grow

Can you find any patterns?



Pattern - Skip counting

When we create a pattern, we can use our skip counting knowledge to create and describe a pattern.



Skip counting by 2s -
<https://video.link/w/BEN4c>



Skip counting by 5s -
<https://video.link/w/FEN4c>



Skip counting by 10s -
<https://video.link/w/GEN4c>

If you would like to challenge yourself...



Skip counting by 9s
⁴¹<https://video.link/w/cFN4c>



Skip counting by 3's
<https://video.link/w/yFN4c>



Skip counting by 4's
<https://video.link/w/1FN4c>

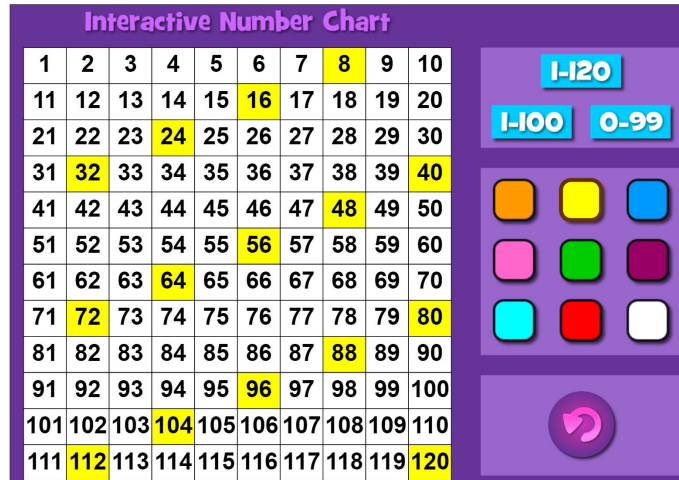
Pattern - Hundreds chart Patterns



1. Use the interactive hundreds chart by clicking on the link below.

https://www.mathplayground.com/interactive_hundreds_chart.html

2. Choose a number between 1-10 and colour this number on the number chart.
3. Continue to count by this number, colouring each number as you count. See the example below. In the example, I chose to start at 8 and I continued to skip count by 8 until I got to 120.



Once you have completed the chart, discuss the following question:

- What do you notice about the pattern on your hundreds chart?

Choose another two numbers and repeat the same activity.



Upload your thinking to Google Classroom



Pattern - Extension

Look at the number patterns on each card. What is each card skip counting by?

150, 250, 350,
450, 550, 650

20, 32, 44,
56, 68, 80

468, 466, 464,
462, 460, 458

twinkl.com

twinkl.com

twinkl.com



Reflection



What do you notice about the pattern below?

Interactive Number Chart

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



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) Pattern activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Sing along to one of your favourite songs.





Creative Arts

Drama

Drama

Learning Intention: To explore the role of interactions in a variety of dramatic situations.

Success Criteria:

I will be successful by:

- using my imagination to explore elements of drama



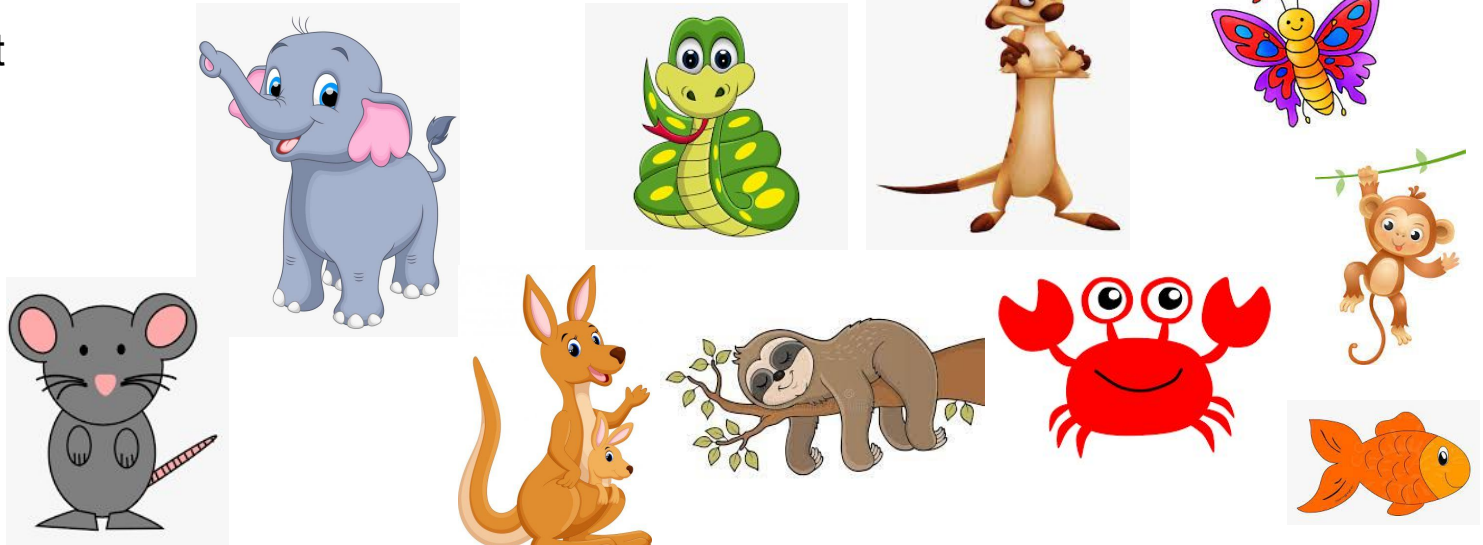


Drama - dynamics

In drama, we use our imagination to become other people, animals, objects, travel to places without even leaving our room.

You are going to use your bodies to become animals. Find a space in your house and move around like the following animals:

- An elephant
- A snake
- A kangaroo
- A mouse
- A meerkat
- A butterfly
- A monkey
- A crab
- A sloth
- A fish



While you are moving around as one of the above animals, call out words that describe the way the animal moves. For example: fast, soft, heavy.

These different qualities are called dynamics

Drama



Read or listen to the following story. Record yourself acting out the story, remembering to pay attention to variance in dynamics. Upload your video to Google Classroom.

I was laying in my big soft bed when I was suddenly woken by the loud alarm. It gave me such a fright that I quickly jumped out of bed. I gave a big, slow yaaaaaaawwwwnnnn and stretched my arms to the ceiling. I stumbled into the bathroom and looked in the mirror. Slowly, I rubbed my eyes and splashed the water on my face. Oh! It was so cold. I gasped. I squeezed the toothpaste onto my toothbrush and vigorously brushed my teeth. I walked back to my room and got dressed. I made sure all my buttons were fastened and my shoelaces were tied. I looked at the clock. Oh No! I was late. I ate my breakfast as fast as I could and ran all the way to school.

Thursday Term 4 Week 1 - Stage 1

Student activity resources



English

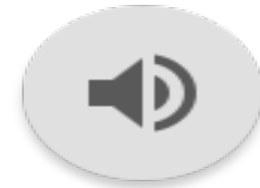
Student resources

Task a- Writing

Learning Intention: To understand that a persuasive text is to convince the reader to agree with their opinion.

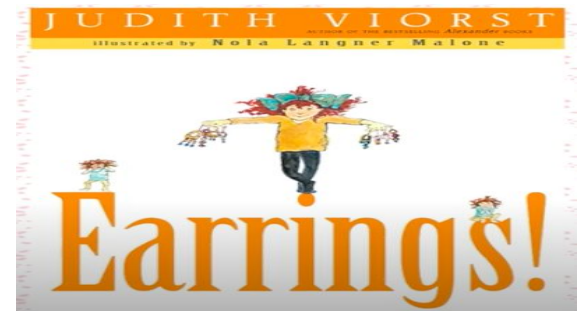
Success Criteria:

- I can give examples of being persuasive
- I can give reasons for and against a topic



Task a

Persuasive Text



Watch and listen to the story called 'Earrings!' by Judith Viorst and complete the activity. **Upload to Google Classroom.**

<https://video.link/w/kuo9c>

What are some reasons why she wants earrings?	What are some reasons why her parents do not want her to have earrings?

List some things she would do to try to persuade her parents to get her ears pierced.

Did it work?

Task b

Spelling

Learning Intention: I can use the 'er' sound to spell words.

Success Criteria:

- I know what sound 'er' makes
- I can spell words with the 'er' sound



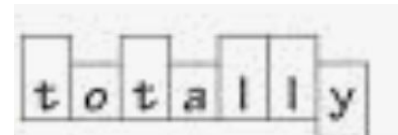
Task b

Spelling



fern	flower
herd	shower
kerb	number
germs	finger
nerves	farmer
serve	power
tower	order

- **Rainbow** write the words
- Find a minimum of **3** words in the dictionary
- Create word blocks for the **5** words.
- Can you think of other **er** words?















Task c

Noun Word Hunt

Can you find these pictures around the room? Write the word when you find it.

Grammar

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

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
- b) Spelling
- c) Grammar
- 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?

Brain Break

Take a break and go outside
and enjoy the sunshine





Mathematics

Patterns



GUESS the NUMBER

I am a two digit number

I am an even number

My digits added make 3

If you skip count by 2, I
will be the 6th number

What number am I?



Patterns

Learning Intention: To Create, represent and continue a variety of patterns with numbers and objects

Success Criteria:

I will be successful by:

- creating and repeating a pattern
- finding the missing element of a pattern
- identifying and continuing a pattern by using the pattern rule
- describing a pattern by identifying its rule



A pattern is something arranged following a rule

Patterns...

What do patterns look like?

Repeating Patterns

● ▲ ● ▲ ● ▲ AB
AAB ● ● ★ ● ● ★
□ ☁ ☁ □ ☁ ☁ ABB
● ● 😊 😊 ● ● 😊 😊 AABB
ABC ▼ ▲ ● ▼ ▲ ● ▼ ▲ ●

Growing Patterns

□ ▲ □ ▲ ▲ □ ▲ ▲ ▲
1 2 3

Key Vocabulary
Repeat Extend
Arrange Grow

Can you find any patterns?

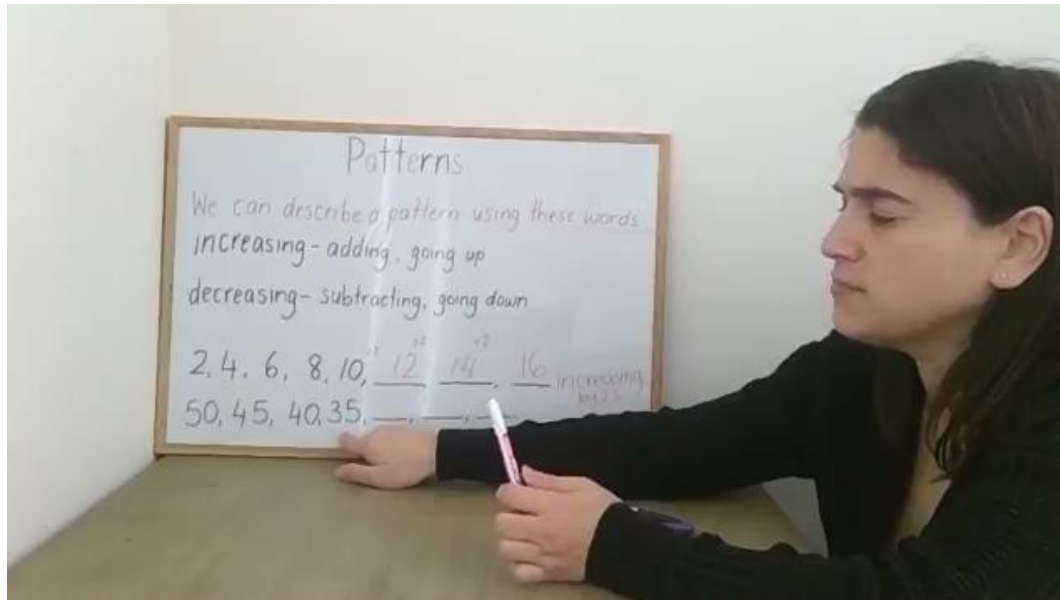


Patterns - Describing a pattern

There are different ways to describe a pattern. We can use the following words to describe a pattern:

- Increasing by...
- Going up by...
- Add/plus...
- Decreasing by...
- Going down by...
- subtract/minus ...

Please watch the following video.





Patterns - Identifying the Number Pattern Rule

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -). **Upload your work to Google Classroom.**

Use the rule to help you complete the number patterns.

- | | |
|---|------------------------|
| 1. 24, 36, 48, 60, _____, _____, _____ | Rule: increasing by 12 |
| 2. 4, 8, 12, 16, _____, _____, _____ | Rule: increasing by 4 |
| 3. 5, 10, 15, 20, _____, _____, _____ | Rule: _____ |
| 4. 12, 14, 16, 18, _____, _____, _____ | Rule: _____ |
| 5. 3, 6, 9, 12, _____, _____, _____ | Rule: _____ |
| 6. 20, 18, 16, 14, _____, _____, _____ | Rule: _____ |
| 7. 100, 97, 94, 91, _____, _____, _____ | Rule: _____ |





Patterns - Identifying the Number Pattern Rule **Extension**

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -). Upload your work to Google Classroom.

Use the rule to help you complete the number patterns.

14, 18, 22, _____, _____, _____	Rule:
28, 26, 24, _____, _____, _____	Rule:
65, _____, 75, 80, _____, _____	Rule:
150, 145, _____, 135, _____, _____	Rule:
36, 30, 24, _____, _____, _____	Rule:
90, _____, 96, 99, _____, _____	Rule:
201, 211, 221, _____, _____, _____	Rule:
77, 66, 55, _____, _____, _____	Rule:

Reflection



What is something new that you learned today?



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 - Guess the number
- b) Pattern activity - uploaded your work to Google Classroom
- c) Reflection
- d) Completed an activity on Mathletics

Need help? Remember to ask your teacher!

Brain Break

Take a break and get active outside.





PDH - Health



We are learning that personal hygiene routines help us to stay healthy.





What is healthy hygiene?



Oral Hygiene



Bathing Ritual



Hair Care



Foot Hygiene



Toileting Hygiene



Hand Hygiene



Coughing and Sneezing Hygiene



Home Hygiene



Why is Personal Hygiene Important?

To Kill Bad Bacteria (germs)

Avoid Bad Breath & Body Odor

Good Health & Prevent Sickness

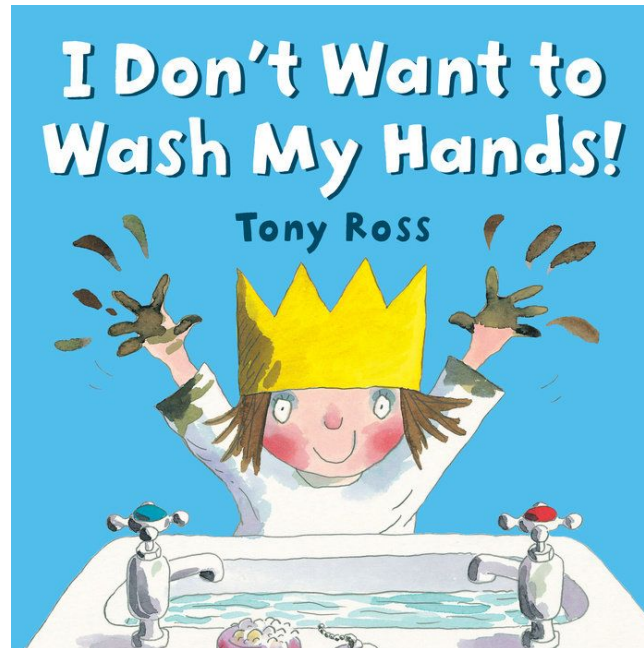


www.foodandbeveragetrainer.com



Read along to the book 'I Don't Want to Wash My Hands'

<https://video.link/w/GfQ8c>



Watch the clip below to learn more about germs and the importance of washing our hands.

<https://video.link/w/7hQ8c>



Watch the clip below to learn the correct way to wash our hands

<https://video.link/w/viQ8c>



There are 6 steps to follow. Read the poster carefully.





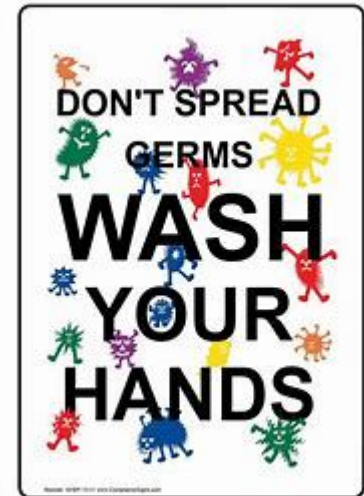
Test your knowledge of *Washing Hands* by playing this **Kahoot!**. Please type in your first name and the first letter of last name. The results will be published in your Google Classroom. Press [here](#) to play.





Task: Create a Poster

Create a poster to encourage others to wash their hands regularly. Use lots of colours and try and come up with a catchy slogan.



Reflection: Discuss with an adult what you learnt about the importance of washing your hands.



Friday Term 4 Week 1 – Stage 1

Student activity resources



English

Student resources

Task a



Spelling Test

Listen to Mrs Matthews read out the 'er' spelling words. Write your spelling words in your book and ask an adult to check.

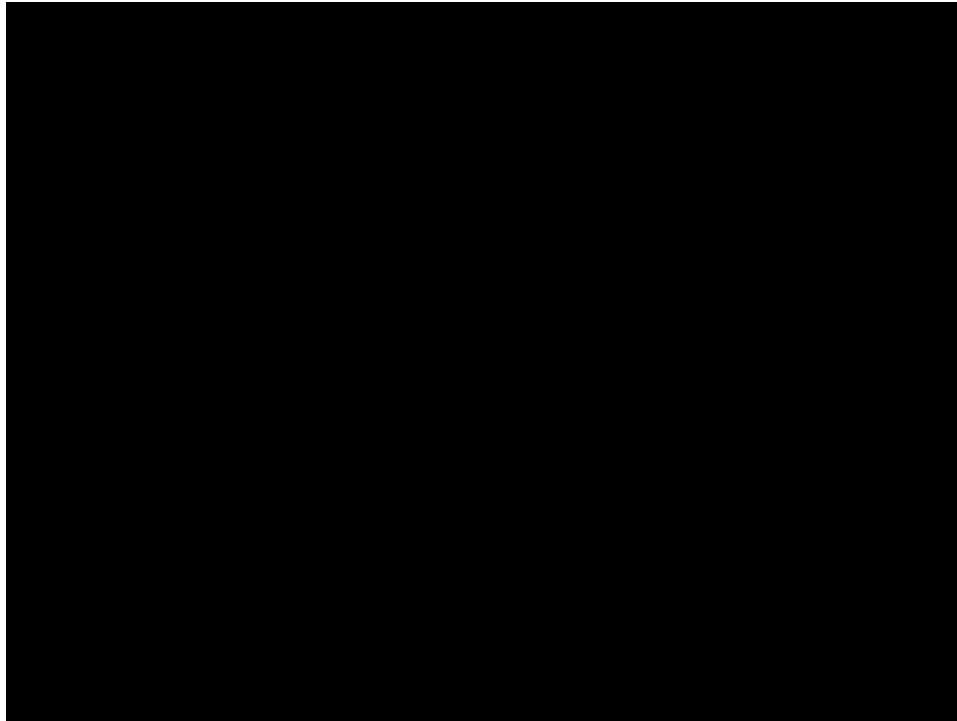
Upload your results to Google Classroom.



Task b

Handwriting

Watch the video lesson and **upload your work to Google Classroom.**



Task c

Creative Writing



Write a story about this picture.

When you have finished your writing check that you have:

- Capital letters at the start of a sentence
- Full stops at the end of a sentence
- Used adjectives



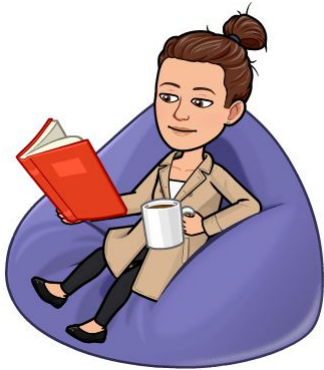
Task c

Independent Reading



Complete an activity on Reading Eggs or PM Readers.

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



Check your work

Have you completed all the following activities?



- a) Spelling Test
- b) Handwriting
- c) Creative Writing
- d) Independent reading
- e) Reading Eggs
- f) PM Readers

Need help? Remember to ask your teacher!

Reflection

What is something new I learned this week?

Brain Break

Take a break and have a picnic outside and enjoy the sunshine!





Mathematics

Patterns



Warm Up: Fast Maths

Solve the following addition problems as quick as you can.

$5 + 6 =$
$2 + 6 =$
$6 + 6 =$
$8 + 6 =$
$3 + 6 =$
$6 + 6 =$
$8 + 6 =$
$2 + 6 =$
$8 + 6 =$
$5 + 6 =$



$1 + 6 =$
$6 + 6 =$
$2 + 6 =$
$3 + 6 =$
$7 + 6 =$
$2 + 6 =$
$1 + 6 =$
$6 + 6 =$
$9 + 6 =$
$3 + 6 =$



Warm Up: Fast Maths - Extension

Solve the following addition problems as quick as you can.

$14 + 33 =$

$11 + 28 =$

$21 + 19 =$

$17 + 26 =$

$6 + 36 =$

$30 + 12 =$

$25 + 25 =$

$36 + 3 =$

$7 + 28 =$

$1 + 29 =$



$24 + 36 =$

$27 + 65 =$

$85 + 14 =$

$30 + 15 =$

$21 + 51 =$

$34 + 21 =$

$1 + 52 =$

$40 + 21 =$

$37 + 44 =$

$70 + 15 =$



Patterns

Learning Intention: To create, represent and continue a variety of patterns with numbers and objects

Success Criteria:

I will be successful by:

- creating and repeating a pattern
- finding the missing element of a pattern
- identifying and continuing a pattern by using the pattern rule
- describing a pattern by identifying its rule



A pattern is something arranged following a rule

Patterns...

What do patterns look like?

Repeating Patterns

● ▲ ● ▲ ● ▲ AB
AAB ● ● ★ ● ● ★
□ ☁ □ ☁ ☁ ABB
● ● ☺ ☺ ● ● ☺ ☺ AABB
ABC ▼ ▲ ● ▼ ▲ ● ▼ ▲ ●

Growing Patterns

□ ▲ □ ▲ ▲ □ ▲ ▲ ▲
1 2 3

Key Vocabulary
Repeat Extend
Arrange Grow

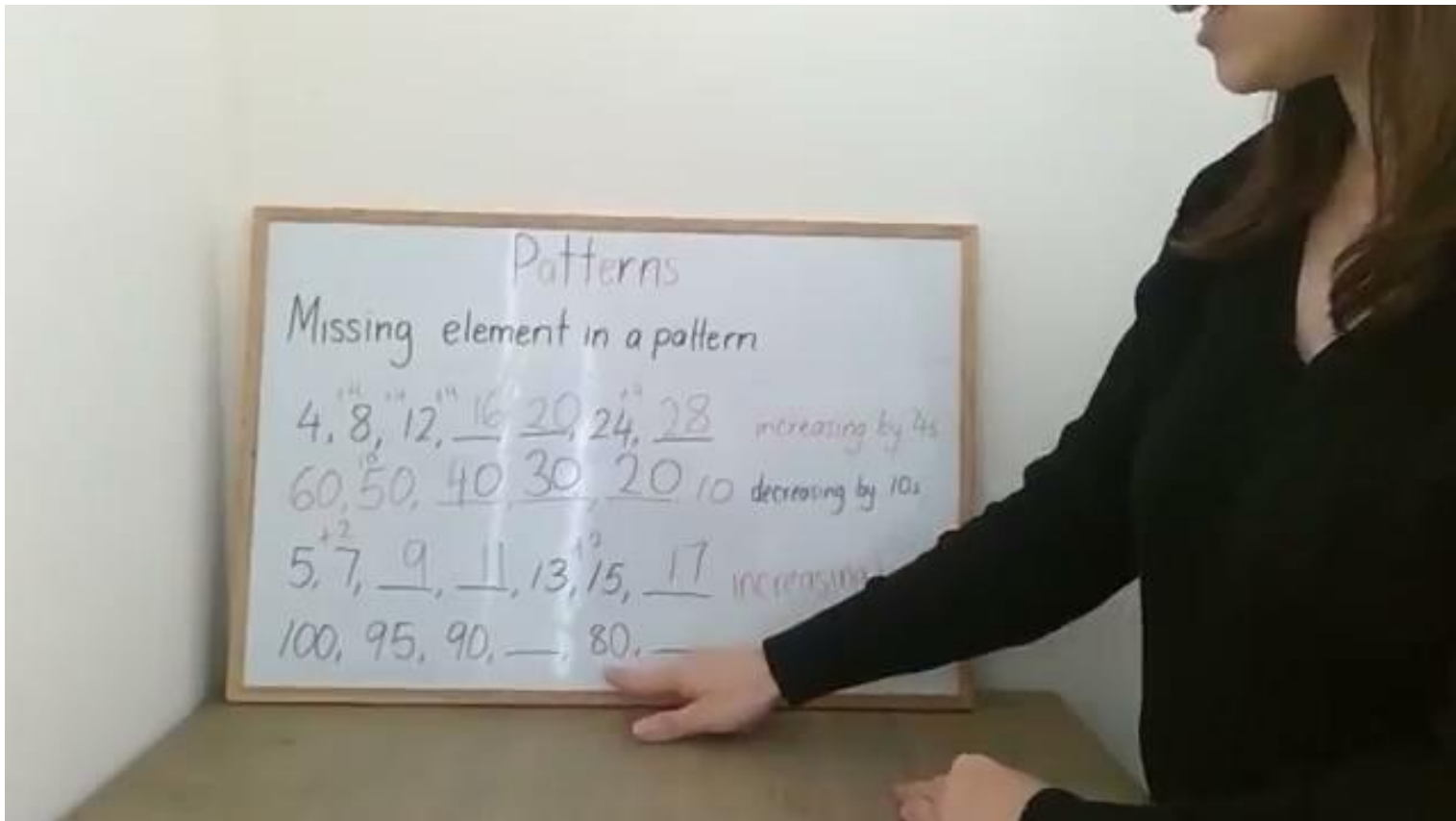
Can you find any patterns?



Patterns - Missing Element

Sometimes a pattern is missing a part and we need to use the rule to complete the pattern.

Please watch the following video.





Patterns - Missing Element

Work out the missing numbers for each pattern using the rule. Remember that increasing means addition (+) and decreasing means subtraction (-). Upload your work to Google Classroom.

9, ____, 19, 24, ____, ____	Rule: Increasing by 5
48, 44, ____, ____, 32, ____	Rule: Decreasing by 4
10, 20, ____, 40, ____, ____	Rule: Increasing by 10
1, 3, ____, ____, 9, ____	Rule: Increasing by 2
8, 12, ____, 20, ____, ____	Rule: Increasing by ____
100, 95, 90, ____, ____, 75	Rule: Decreasing by ____

Can you create your own pattern that includes missing elements? Don't forget to write down the rule.





Patterns - Extension

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -). Upload your work to Google Classroom.

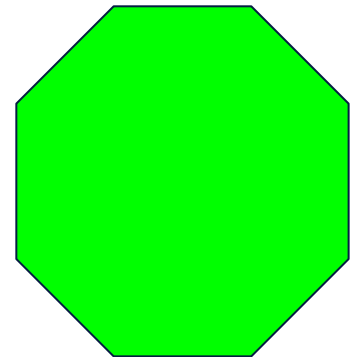
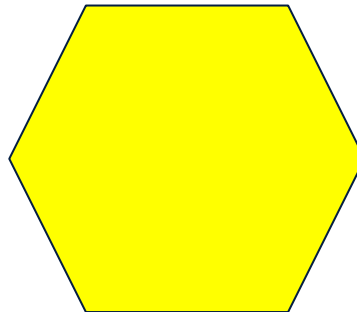
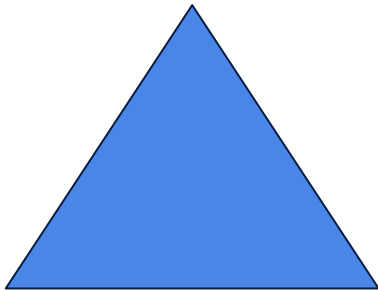
Use the rule to help you complete the number patterns.

9, _____, 19, 24, _____, _____, _____	Rule:
48, 44, _____, _____, 32, _____	Rule:
99, 90, _____, 72, _____, _____	Rule:
110, 130, _____, 170, _____, _____	Rule:
36, 42, _____, 54, _____, _____	Rule:
24, 36, 48, _____, _____, _____	Rule:
235, 233, _____, 229, _____, _____	Rule:

Reflection



Can you help Brendan?
Brendan is a tiler and he wants to
arrange these tiles into a pattern. How
different ways can he do this?
Remember he has more than one of
each tile.



Check your work

Have you completed all the following activities?

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

Need help? Remember to ask your teacher!

Brain Break

Draw or colour in a picture.





PDHPE

Fit Futures

Watch the following video and join in with Fit Futures.

Link is below

[Dance Stage 1 - Week 7](#)

