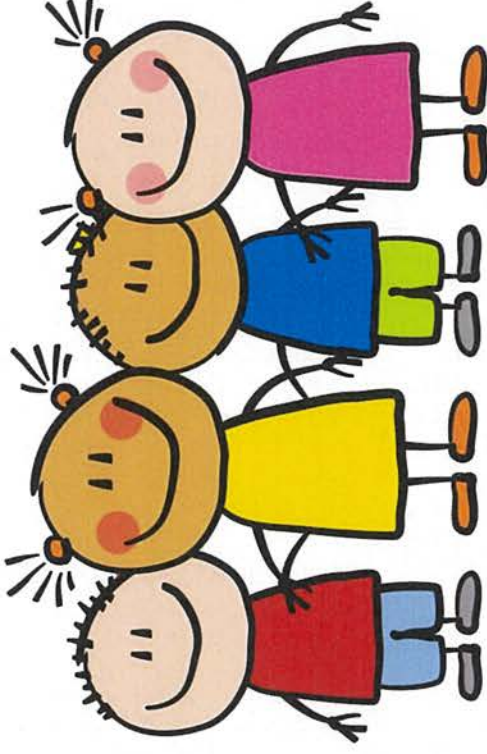




# Cambridge Gardens Public School

## Unit 5 - Year One



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Google Classroom Username: \_\_\_\_\_@education.nsw.gov.au

Class Code: c3lpj4f

# Cambridge Gardens P.S. – Year 1

## Framework for Remote Learning – Unit 5

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<p><b>Spelling</b> Refer to spelling list provided. Write out spelling words and create some sentences. <b>(15 minutes)</b></p> <p><i>Optional: Watch Miss Fry's spelling video on Google classroom to help you learn your spelling sound for this week.</i></p> <p><b>Reading</b> Students are to complete one Reading Eggs activity. <b>(10 minutes)</b></p> <p><b>Writing</b> What did you do on the weekend? Try and include who, when, where, why, what. <b>(25 minutes)</b></p>	<p><b>Jolly Spelling</b> Complete Jolly Spelling sheet. <b>(10 minutes)</b></p> <p><i>Optional: Watch Miss Fry's Jolly Spelling video on Google Classroom to help you complete your spelling worksheet today.</i></p> <p><b>Reading</b> Read a book from the Reading Eggs Library. Complete a retell of the book either verbally or written. <b>(20 minutes)</b></p> <p><b>Sentence A Day</b> Using the sentence provided underline the nouns in black, verbs in</p>	<p><b>Reading</b> Students are to complete one Reading Eggs activity. <b>OR</b> Listen to the story 'Mummies are Lovely' read by Mrs Smith on Google Classroom. Complete a retell of the book either verbally or written. <b>(20 minutes)</b></p> <p><b>Writing</b> Write a narrative using the picture in the booklet. <b>(25 minutes)</b></p> <p><i>Optional: Watch Miss Fry's Writing video on Google Classroom to help you with your narrative writing.</i></p>	<p><b>Jolly Grammar</b> Complete Jolly Grammar sheet. <b>(10 minutes)</b></p> <p><i>Optional: Watch Miss Fry's Jolly Grammar video on Google Classroom to help you complete your grammar worksheet today.</i></p> <p><b>Reading</b> Students are to complete one Reading Eggs activity. Read a book from the Reading Eggs Library. Complete a retell of the book either verbally or written. <b>(20 minutes)</b></p> <p><b>Sentence A Day</b> Using the sentence provided underline the nouns in black, verbs in</p>	<p><b>Spelling</b> Students complete a spelling test on their spelling words from the week. <b>(10 minutes)</b></p> <p><b>Reading</b> Students are to complete one Reading Eggs activity. Read a book from the Reading Eggs Library. Complete a retell of the book either verbally or written. <b>(20 minutes)</b></p> <p><b>Writing</b> Free Writing – Students can write about anything they like. <b>(30 minutes)</b></p>



	<p><b>Handwriting</b> With a sharp, lead pencil complete the worksheet provided revising the letter 'd'. <b>(10 minutes)</b></p> <p><b>Library Time</b> <b>Optional: Watch Mrs Antonelli's Reading Corner video on Google Classroom and enjoy listening to her read you a wonderful story.</b></p>	<p>red and adjectives in blue. <b>(5 minutes)</b></p> <p><b>Optional: Watch Miss Fry's Sentence a Day video on Google Classroom to help you parse your sentence today.</b></p> <p><b>Writing</b> Write a procedure for making fairy bread. <b>(25 minutes)</b></p> <p><b>Optional: Watch Miss Fry's Writing video on Google Classroom to help you with your procedure writing.</b></p>	<p><b>Handwriting</b> With a sharp, lead pencil complete the worksheet provided revising the letter 'p'. <b>(15 minutes)</b></p>	<p>red and adjectives in blue. <b>(5 minutes)</b></p> <p><b>Writing</b> Write a letter to your mum or important female in your life to wish her a Happy Mother's Day. Once written you can publish into the card provided. <b>(25 minutes)</b></p>	
<b>Break</b>	<b>Complete 15 minutes of physical activity.</b>	<b>Complete 15 minutes of physical activity.</b>	<b>Complete 15 minutes of physical activity.</b>	<b>Complete 15 minutes of physical activity.</b>	<b>Complete 15 minutes of physical activity.</b>
<b>Maths</b>	<p><b>Problem A Day</b> Complete the problem a day question provided. <b>(10 minutes)</b></p> <p><b>Optional: Watch Miss Fry's Problem a Day video on Google Classroom to help you remember Newman's</b></p>	<p><b>Number of the day</b> Choose a two-digit number and complete the worksheet. <b>(15 minutes)</b></p> <p><b>Optional: Watch Miss Fry's Number of the Day video on Google</b></p>	<p><b>Problem A Day</b> Complete the problem a day question provided. <b>(10 minutes)</b></p> <p><b>Optional: Watch Miss Fry's Problem a Day video on Google Classroom to help you remember Newman's</b></p>	<p><b>Number of the day</b> Choose a two-digit number and complete the worksheet. <b>(15 minutes)</b></p> <p><b>Mathematics</b> Complete the worksheet labelled 'Time- O'clock'. <b>(15 minutes)</b></p>	<p><b>Problem A Day</b> Complete the problem a day question provided. <b>(10 minutes)</b></p> <p><b>Mathematics</b> Follow the instructions to colour the objects provided in the correct colours. <b>(15 minutes)</b></p>

	<p><i>prompts as you work through Problem a Day.</i></p> <p><b>Mathematics</b> Complete the worksheet labelled 'Addition using number lines'. <b>(15 minutes)</b></p> <p><b>Mathletics</b> Complete two tasks set for you from your classroom teacher. <b>(15 minutes)</b></p>	<p><i>Classroom to help you complete your worksheet.</i></p> <p><b>Mathematics</b> Using your procedure from writing follow the instructions and make fairy bread. Then complete the provided worksheet. <b>(10 minutes)</b></p> <p><b>Mathletics</b> Complete two tasks set for you from your classroom teacher. <b>(15 minutes)</b></p>	<p><i>prompts as you work through Problem a Day.</i></p> <p><b>Mathematics</b> Complete the worksheets labelled 'Numbers to 20 location and order'. <b>(15 minutes)</b></p> <p><b>Mathletics</b> Complete two tasks set for you from your classroom teacher. <b>(15 minutes)</b></p>	<p><b>Mathletics</b> Complete two tasks set for you from your classroom teacher. <b>(15 minutes)</b></p>	<p><b>Mathletics</b> Complete two tasks set for you from your classroom teacher. <b>(15 minutes)</b></p>
<p><b>Break</b></p>	<p><i>Optional: Music &amp; Wellbeing – Engage with Mrs Smith's Music Activity on Google Classroom and enjoy listening, clapping and singing along to her wonderful music.</i></p>		<p><b>Complete 15 minutes of physical activity.</b></p>	<p><b>Complete 15 minutes of physical activity.</b></p>	<p><b>Complete 15 minutes of physical activity.</b></p>



<p><b>Other Key Learning Areas</b></p>	<p><b>D.E.A.R</b> Students choose a book to read for enjoyment. <b>(10 minutes)</b></p> <p><b>Creative Arts - Art</b> Colour in the Aboriginal flag using the correct colours. <b>(15 minutes)</b></p> <p>Follow the steps provided to create a lovely Mother's Day flower bouquet artwork for your mother or special female in your life. <b>(20 minutes)</b></p>	<p><b>D.E.A.R</b> Students choose a book to read for enjoyment. <b>(10 minutes)</b></p> <p><b>Geography</b> Listen to the clip on Google Classroom or read the story provided and match the landmarks to the correct state or territory. Colour in each state a different colour. <b>(30 minutes)</b></p>	<p><b>D.E.A.R</b> Students choose a book to read for enjoyment. <b>(10 minutes)</b></p> <p><b>PDHPE</b> Draw your favourite Australian food. What is it about this food that makes it Australian? Complete the worksheet provided. <b>(25 minutes)</b></p>	<p><b>D.E.A.R</b> Students choose a book to read for enjoyment. <b>(10 minutes)</b></p> <p><b>Science</b> Australia's Fauna – Ask a family member and/or research information about the Koala. Write down three <b>Very Interesting Points (VIP's)</b> about the Koala. <a href="https://kids.sandiegozoo.org/animals/koala">https://kids.sandiegozoo.org/animals/koala</a> <b>(25 minutes)</b></p>	<p><b>D.E.A.R</b> Students choose a book to read for enjoyment. <b>(10 minutes)</b></p> <p><b>Creative Arts – Music</b> Listen to the song <b>Waltzing Matilda</b> and practice singing along and moving to the music. <b>(15 minutes)</b></p> <p>Watch and listen to the song 'Mum' by Meghan Trainor. Learn the lyrics, create a dance and perform to your mum or special female in your life on Mother's Day. <a href="https://www.youtube.com/watch?v=v1VbOQPxpSU">https://www.youtube.com/watch?v=v1VbOQPxpSU</a> <b>(20 minutes)</b></p>
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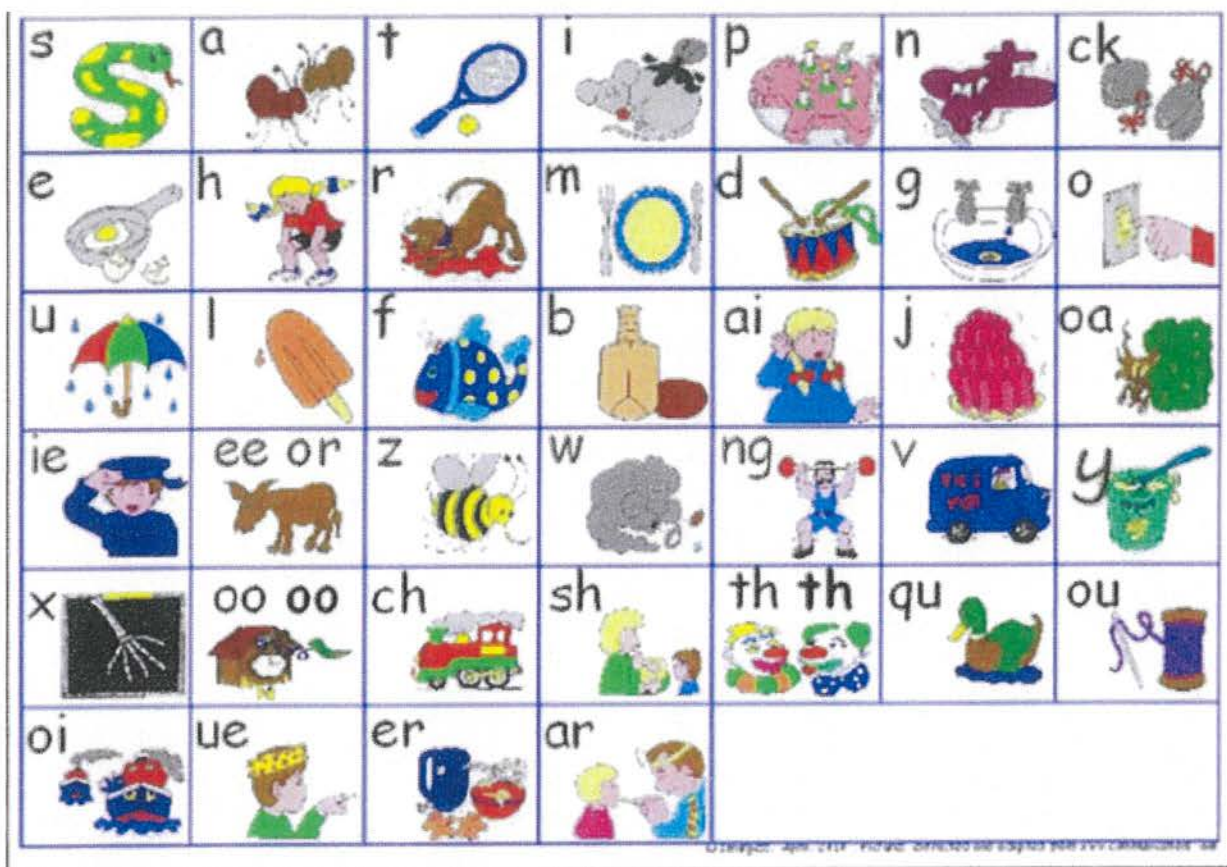


# Learning environment checklist

## In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
  - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
  - The chair backrest should support the lower back and allow your child to sit upright.
  - The chair should move freely and not be restricted by hazards such as mats and power cords.
  - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
  - The screen should be positioned directly in front of your child.
  - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
  - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?





BLUE	YELLOW	RED	GREEN	PINK	BROWN
I	you	one	why	saw	once
the	your	by	where	put	upon
he	come	like	who	could	always
she	some	have	which	should	also
me	said	live	any	would	of
we	here	give	many	right	eight
be	there	only	more	two	love
was	they	old	before	four	cover
to	go	little	other	goes	after
do	no	down	were	does	every
are	so	what	because	made	mother
all	my	when	want	their	father



# Monday

## Spelling Words - 'y'

bed	
wet	
prod	
holly	
party	
story	
happy	
so	
my	
family	

### Success Criteria:

I have used my knowledge of the 'y' sound to spell my words correctly.

I have used capital letters and full stops in my sentences.



## Sentences

1.

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---

---

2.

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---

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3.

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---

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Teacher Recognition: \_\_\_\_\_



**My Weekend**

On Friday afternoon, \_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

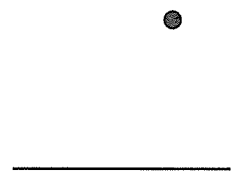
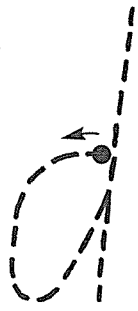
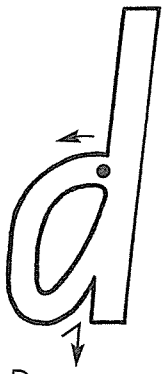
Then, \_\_\_\_\_

\_\_\_\_\_

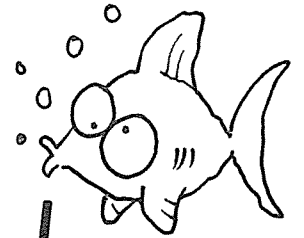
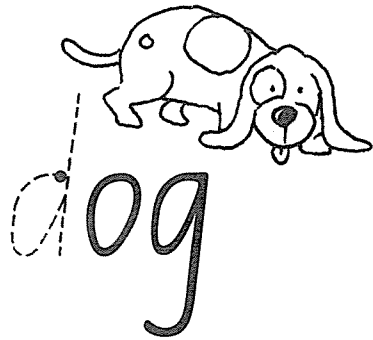
Finally, \_\_\_\_\_

\_\_\_\_\_





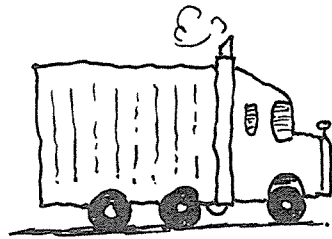
Draw a line to join the rhyming pairs.  
Trace the d's.



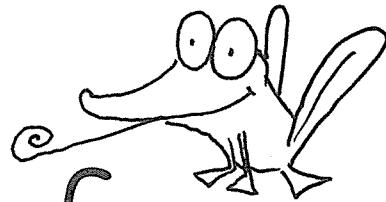
fish



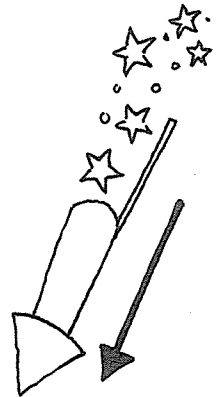
dish



truck



frog

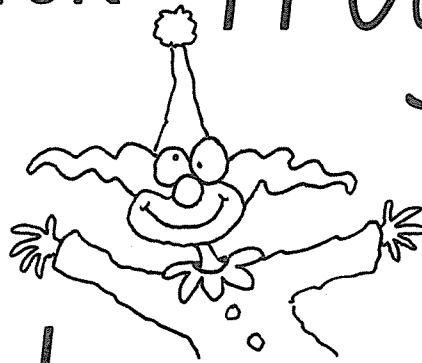


down

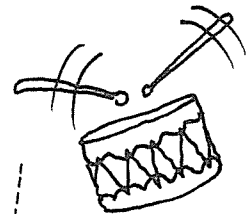
mum



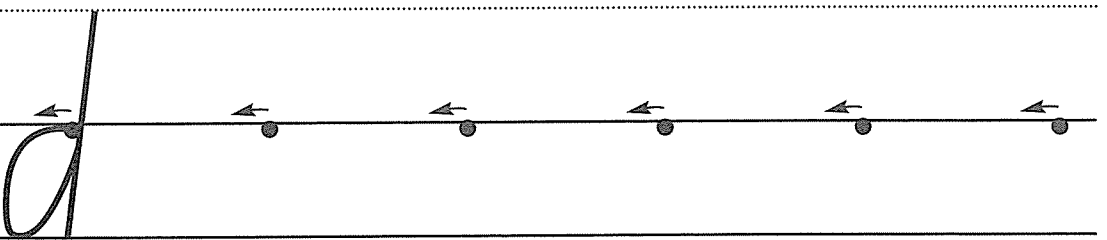
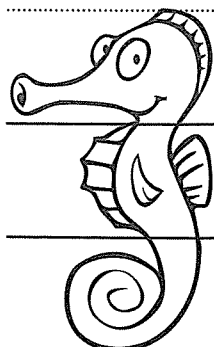
clown



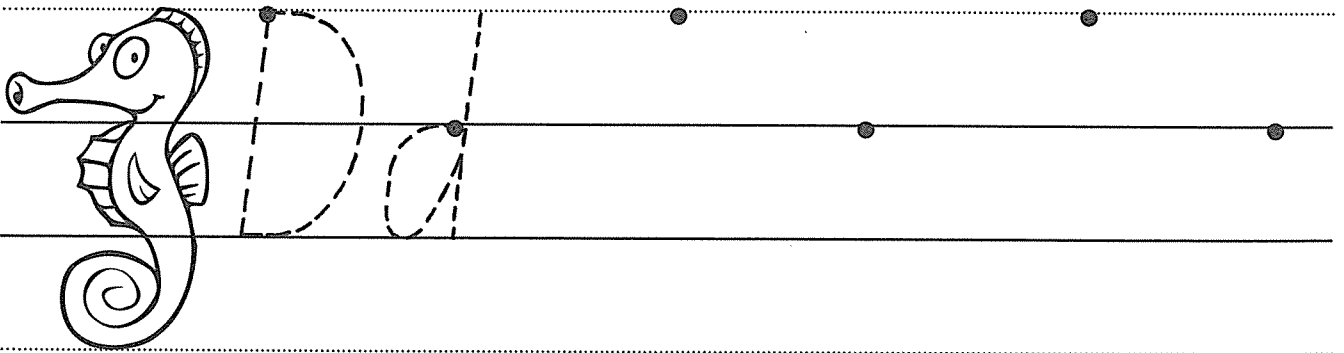
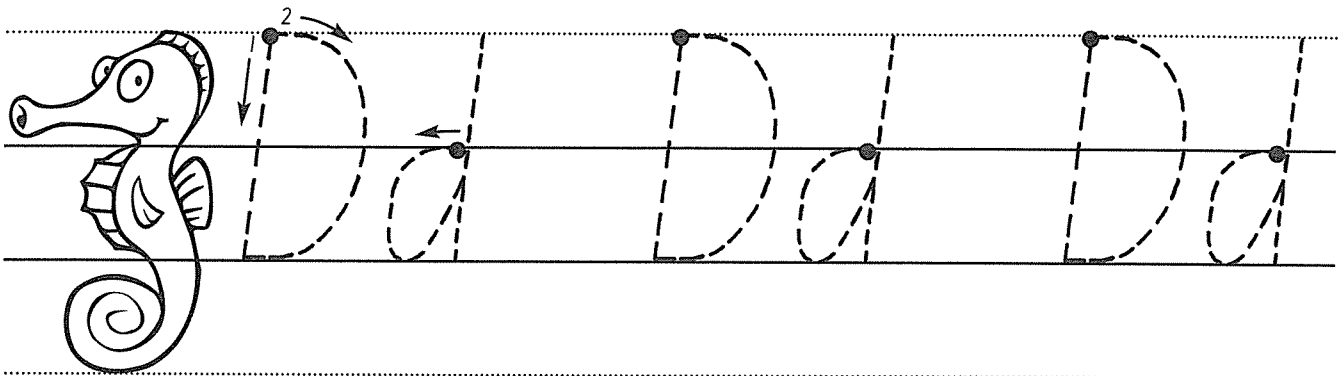
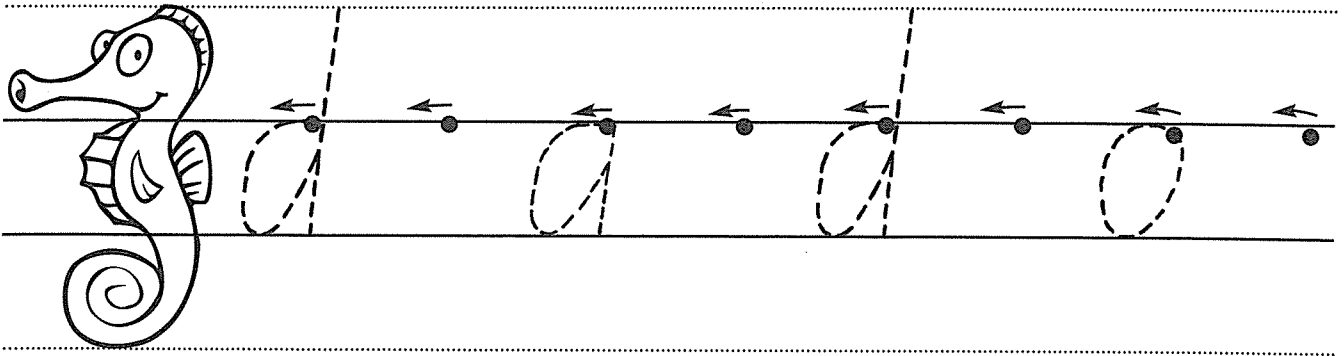
drum



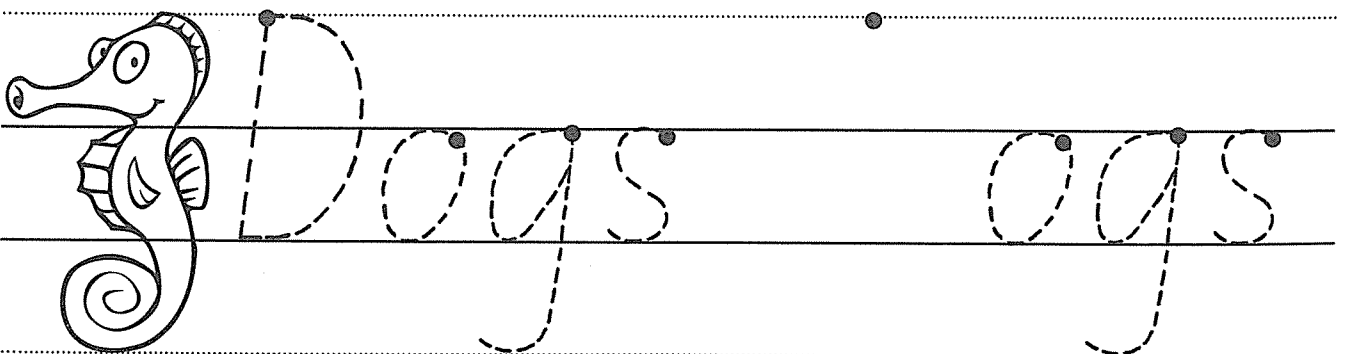
Colour the parts of the seahorse that show where the letter d sits in the lines.







Dogs dig deep holes.



### Writing: Recount

Use the page beside to write a recount of your weekend.

Teacher Recognition:

#### Success Criteria:

I have used capital letters at the beginning of my sentences.



I have used full stops at the end of my sentences.



**Reading Eggs:** Complete one Reading Eggs activity.



Name of activity I completed: \_\_\_\_\_

**Handwriting:** Using a sharp, lead pencil, complete the handwriting sheet for the letter 'd'.



#### Success Criteria:

I have formed the letter 'd' correctly on my handwriting worksheet.



Teacher Recognition: \_\_\_\_\_

**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.





**Problem A Day:** Use Newman's prompts on the following page to complete the problem for today.

Date: \_\_\_\_\_

Isabella has 50 cents. She finds two 10 cent coins on her way to school. How much money does Isabella have altogether?

- 20 cents
- 50 cents
- 70 cents
- 90 cents

Working out - Transformation step

**Success Criteria:**

I have used Newman's Prompts to solve my Problem a Day question.



**Teacher Recognition:**

\_\_\_\_\_

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.



Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.



Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

**Mathematics:** Complete the 'Addition Using Number Lines' worksheet on the next page.

### Success Criteria:

I added the given numbers together using the number line. 😊 😐

### Teacher Recognition:

\_\_\_\_\_

## Mathletics

Complete two tasks set for you from your classroom teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



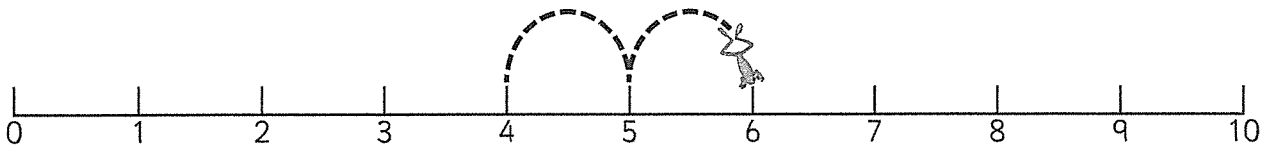


# Addition – using number lines

Number lines are handy tools to use when adding.

Look at  $4 + 2 = \boxed{?}$

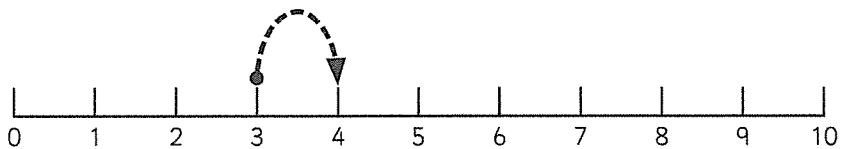
We start at 4 and hop 2 spaces.



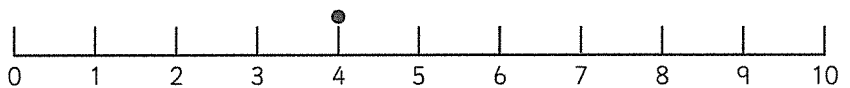
$4 + 2 = 6$

1 Hop along the number line and finish the number fact.

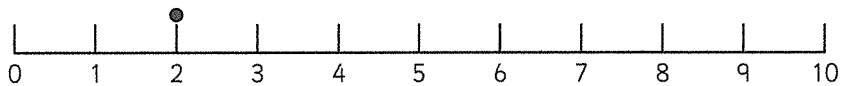
a  $3 + 1 = \boxed{\phantom{00}}$



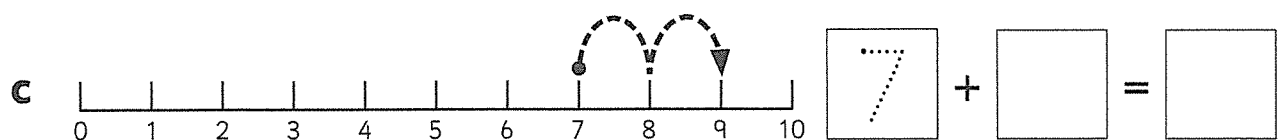
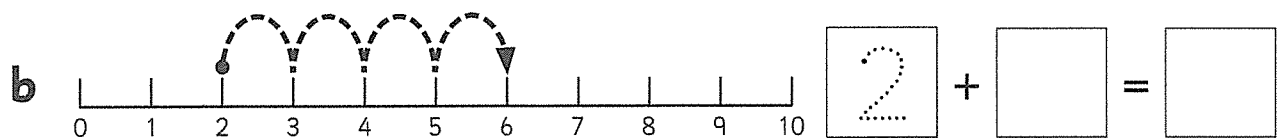
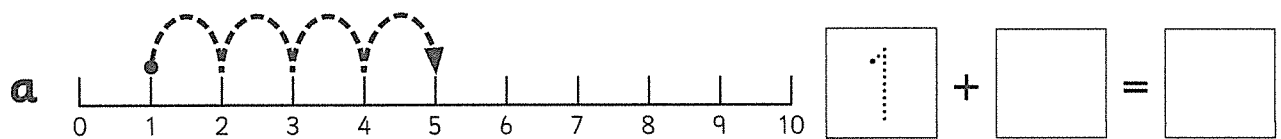
b  $4 + 4 = \boxed{\phantom{00}}$



c  $2 + 3 = \boxed{\phantom{00}}$



2 The hops are on the line. Write the number fact to match.



**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.



**DEAR: Drop Everything And Read!**  
Choose a book of your choice to read for enjoyment.



**Creative Arts:** Colour in the Aboriginal flag on the next page using the correct colours.



**Success Criteria:**

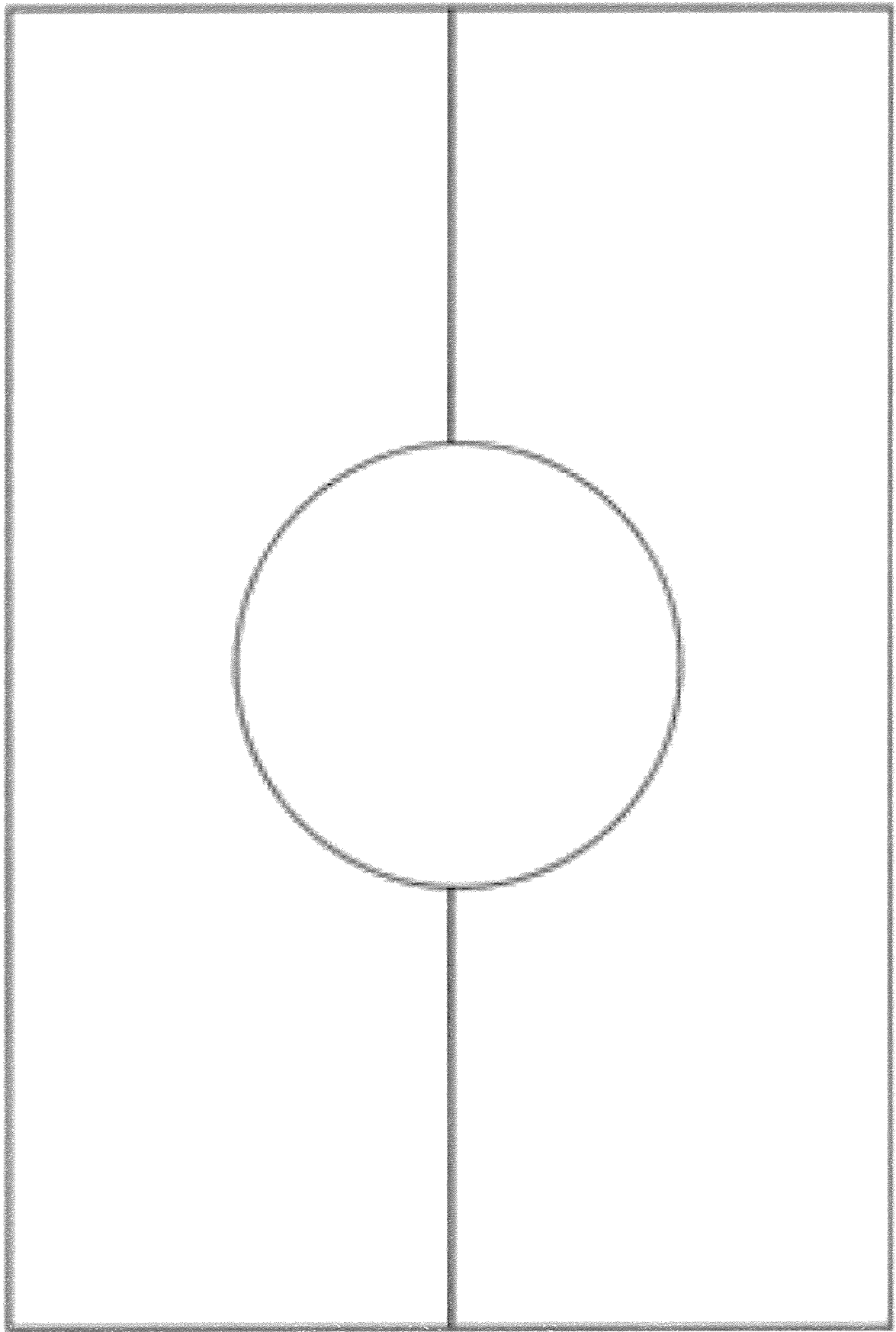
I coloured in the Aboriginal flag using the correct colours.



**Teacher Recognition:** \_\_\_\_\_



**Mother's Day Art:** Follow the steps below to create a lovely Mother's Day flower bouquet artwork for your mother or special female in your life.





## How to Make Mother's Day Handprint Art Flowers

### What you need:

- coloured pencils (optional: non-toxic washable paints - selection of floral colours)
- a green pencil (or green paint)
- white paper (2x)
- scissors
- glue
- ribbon (optional)

### Instructions:

1. Pick your favourite colours. Outline one of your hands onto a piece of white paper and colour. Optional: Paint your hands by using a paintbrush or dip your palms in paint and press onto white paper.
2. Make one, two, three, four or more handprints in one or more colours.
3. Cut along the handprint (allow the paint to dry if painted).
4. Glue the handprints onto a sheet of paper to represent a bunch of flowers.
5. Draw flower stems with a green pencil (or green paint).
6. Decorate with a bow if desired and write your Mother's Day message for your mum or special female in your life.
7. Surprise your mum or special female in your life with this beautifully personalised flower bouquet artwork on Mother's Day and give her a huge cuddle!



# Tuesday

**Jolly Spelling** - Complete the Jolly spelling worksheet on the next page.

**Success Criteria:**

I have used my knowledge of the 'y' sound to write five 'y' words on my Jolly Spelling page.



**Teacher Recognition:** \_\_\_\_\_

**Reading Eggs**

Read a book from the Reading Eggs Library. Complete a retell of the book either verbally or written.

Name of book I read from the Reading Eggs Library: \_\_\_\_\_



**Sentence A Day**

Using the sentence below underline the nouns in black, verbs in red and adjectives in dark blue.

**The fluffy dog ate his big bone and then he ran around the yard.**

**Nouns** are things that I can see, touch and take a photo of.  
Examples: chair, mug, bathroom.

**Verbs** are doing or action words.  
Examples: jumped, washed, slept.

**Adjectives** are describing words that give more detail about the noun.  
Examples: shiny, brown, funny.

**Success Criteria:**

I have identified three nouns, two verbs and two adjectives in this sentence.



**Teacher Recognition:** \_\_\_\_\_

Write a word with <y> at the end, and draw a picture in each holly leaf.



**Action:** Put your hands on your head, like a donkey pointing its ears up, and say *ee*. (This comes from the *ee* or action.)



## Writing

Use the template on the next page to write a procedure for making fairy bread.

### Success Criteria:

- I have included the title of the procedure.
- I have included the equipment/ingredients needed.
- I have included the steps.



Teacher Recognition:

**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.



**Maths:** Using the procedure from writing, follow the instructions and make fairy bread. Then complete the worksheet provided on the next page (if you do not have the ingredients, perhaps you could make a sandwich).

### Success Criteria:

- I have cut my bread into two equal parts to show halves.
- I have cut the shapes into two equal parts to show halves.



Teacher Recognition:

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

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---

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2.

---

---

---

3.

---

---

---

4.

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---

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Write in words

\_\_\_\_\_  
\_\_\_\_\_

Pick a 2 digit number

\_\_\_\_

Now answer all the questions in the boxes 😊

Count up by 10s:

\_\_\_\_\_  
\_\_\_\_\_

The number before

\_\_\_\_\_

10 more +

\_\_\_\_\_

5 less -

\_\_\_\_\_

Partition (expand) using place value

+



Colour in the correct amount

Find your number and colour it in below

## Hundreds 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

Next even number

\_\_\_\_\_



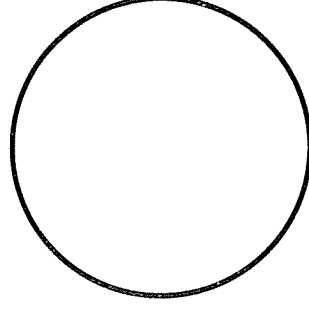
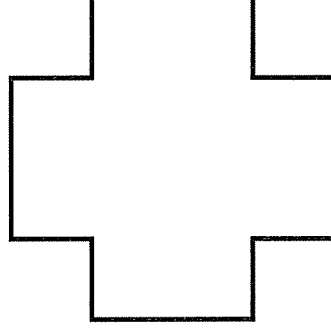
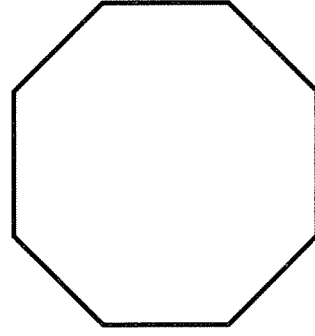
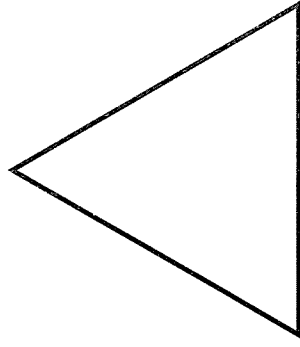
## Fairy bread- halves and quarters

Follow the instructions you wrote this morning and make fairy bread. Cut it in half and then in quarters and draw what it looks like now.

Note: If you cut in half you will have 2 equal pieces.  
When cut in quarters you will have 4 equal pieces.

Are there any other ways you could have cut it in half and quarters? Draw your answer.

With a coloured pencil draw a line on each shape below to show how you would cut it in half. With a different colour show how you could cut into quarters if possible.



Can you draw other shapes that you could cut in halves or quarters?

## Mathletics

Complete two tasks set for you from your classroom teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.



**DEAR:** Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



**Geography** - Listen to the clip on Google Classroom or read the story provided and match the landmarks to the correct state or territory on the worksheet provided on the next page. Colour in each state a different colour.

**Success Criteria:**



I have matched the Australian landmarks to the correct state or territory.

Teacher Recognition: \_\_\_\_\_

## Unit 5- Geography- A trip around Australia.

One day a family went on an adventure around Australia. They started in New South Wales and saw a big metal structure. They caught a ferry under it and even drove their car over it. On the ferry they saw people walking right over the top of it. They looked so tiny.

They continued on their adventure and travelled north. They reached Queensland and got on a boat. Their boat took them out into the ocean where they went for a swim. The water was so clear that they saw beautiful formations of coral that brightly coloured fish were swimming through.

Once they got back to shore they drove to the west and into the Northern Territory. They came across very dry areas of land and the dirt was red. They went on a tour of a sacred aboriginal site special to the Anangu people. They walked around a giant rock formation that during sunrise and sunset glows red.

They got back into their car and drove south-west for a long time and into Western Australia. They drove through a section of desert and saw what looked like big rocks sticking out of the ground. These limestone pillars were naturally formed many, many years ago. Some were small but others were reaching up to 3 and a half metres tall.

They continued their travels to the east to South Australia where it was almost like navigating the unexplored face of Mars. There were towering ancient cliffs and deep craters bordering dusty red roads. They drove to great heights and could see the beautiful landscape around them.

The family then continued to travel east and arrived in Victoria. They travelled to the south of Victoria where they drove across the bridge onto a little island. This little island is known for its population of small flightless birds that waddle around. These birds are very good swimmers and come to this island throughout the year to feed, build nests and lay their eggs.

They drove back to Victoria where they drove onto a big boat that took them across the ocean to Tasmania. They got to see a heritage listed site. It was the oldest stone arch bridge in Australia. There are six arches that hold the bridge up out of the water.

They got back to the mainland and drove north to the Australian Capital Territory. Here they saw a big white building with an Australian flag on top. This building is where the men and women who run our country work.

Thank you for travelling around Australia with us.

# A trip around Australia



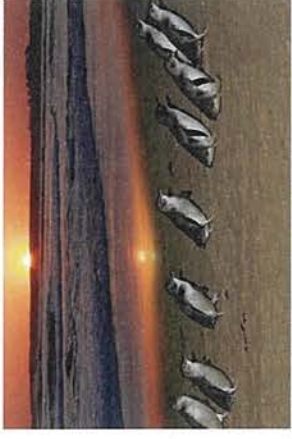
Parliament House



Great Barrier Reef



Richmond Bridge



Phillip Island



Flinders Ranges



Uluru



The Pinnacles





# Wednesday

**Reading Eggs:** Complete one Reading Eggs activity.

Name of activity I completed: \_\_\_\_\_



**Writing:**

Write a narrative using the picture in the booklet. Be sure to include a beginning, middle and end to your story.

**Success Criteria:**

I have used a capital letter at the start of every sentence.

I have used a full stop at the end of every sentence.

I have included a beginning, middle and end to my narrative.

I have included a variety of adjectives in my writing.



Teacher Recognition:

Title: \_\_\_\_\_



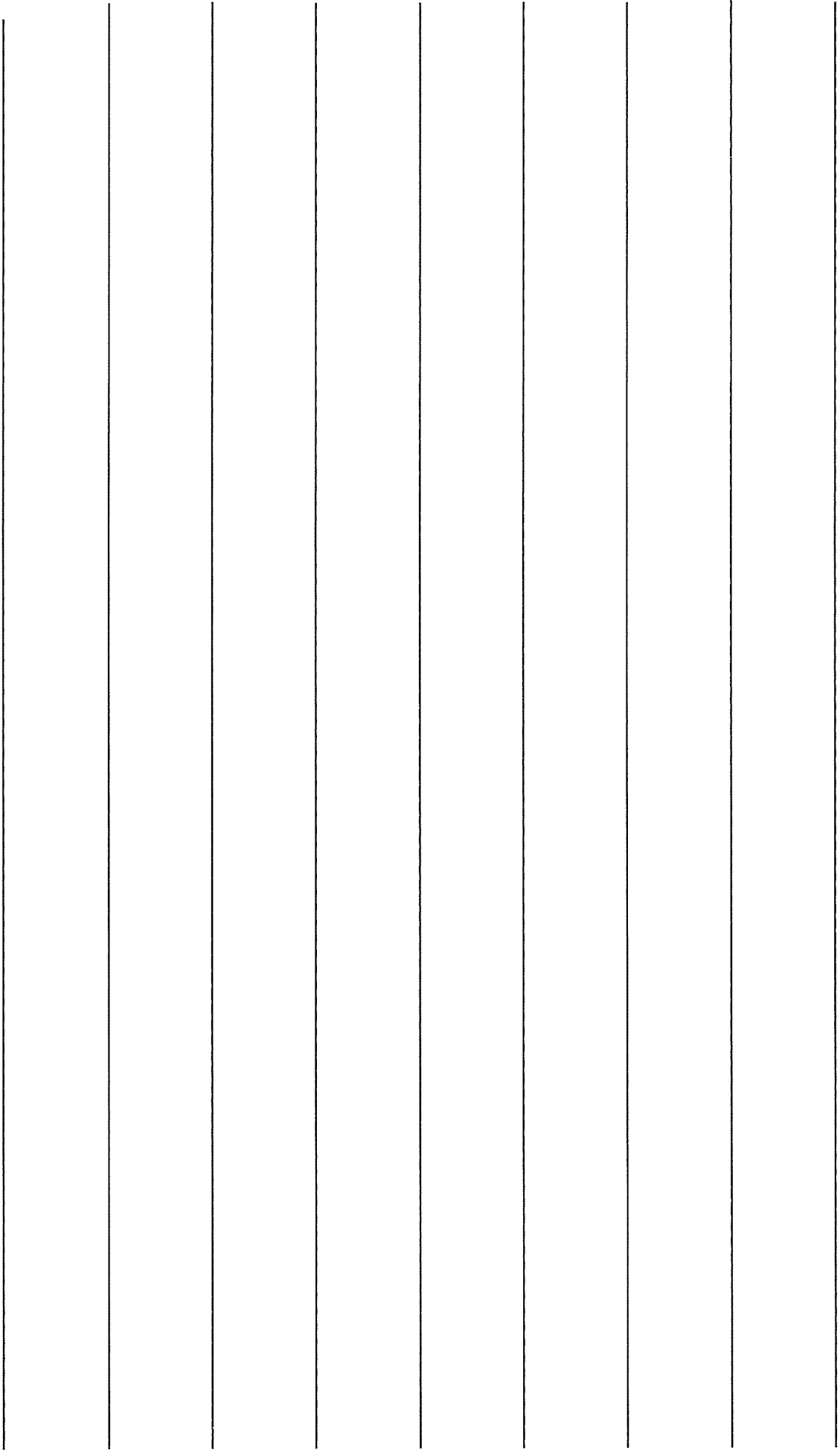
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**Handwriting:** Using a sharp, lead pencil, complete the handwriting sheet for the letter 'p'.

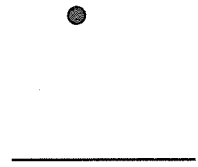
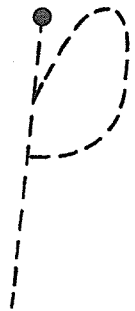
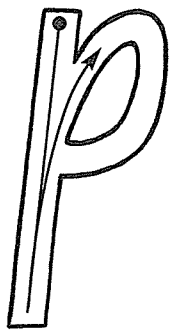


**Break:** Do 15 minutes of physical activity .

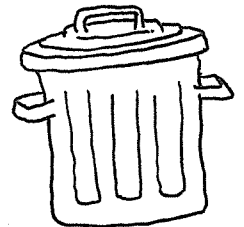
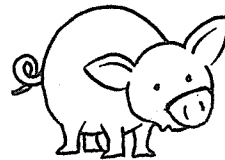
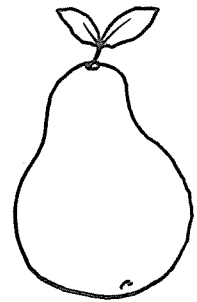
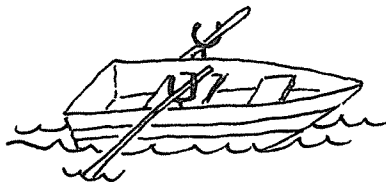
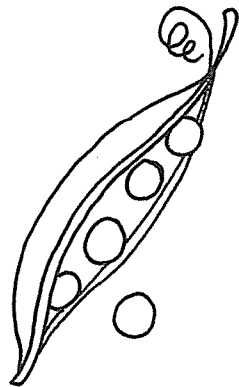
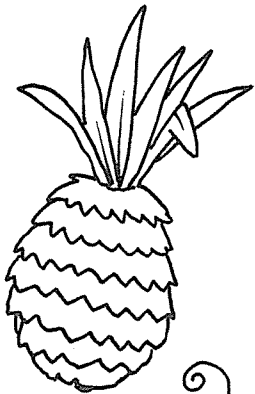
E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.







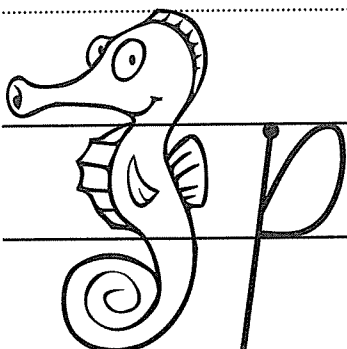
Colour the pictures of things that start with p.  
Write p next to the picture.

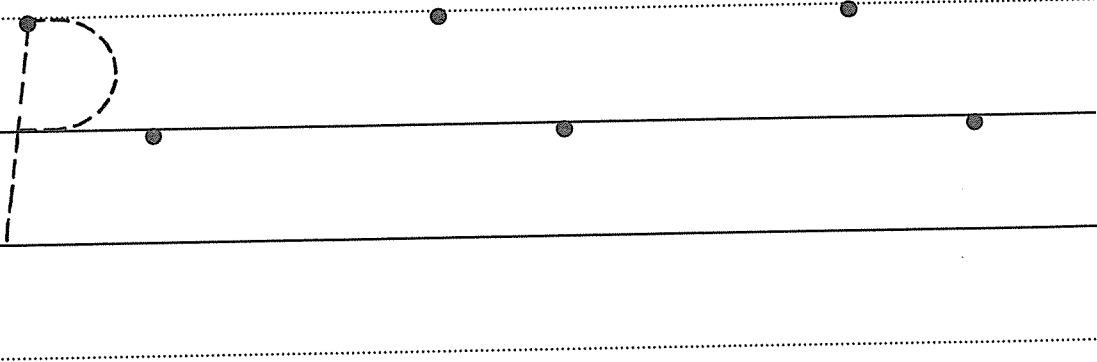
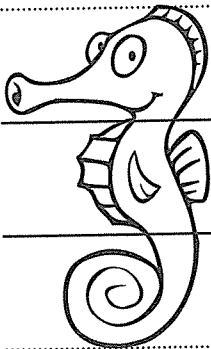
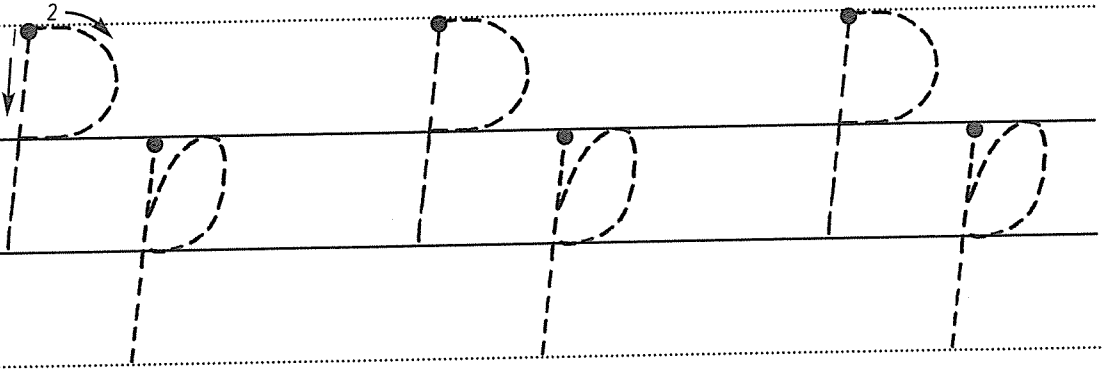
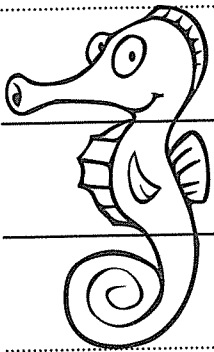
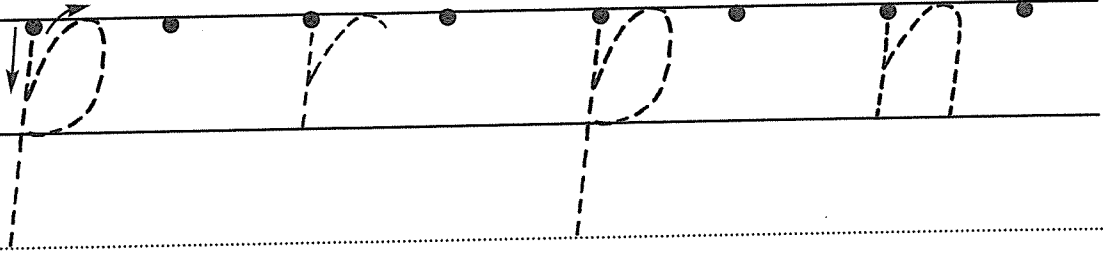
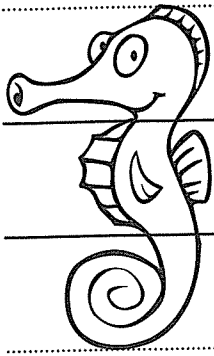


Draw a \* to show where the letter p starts.

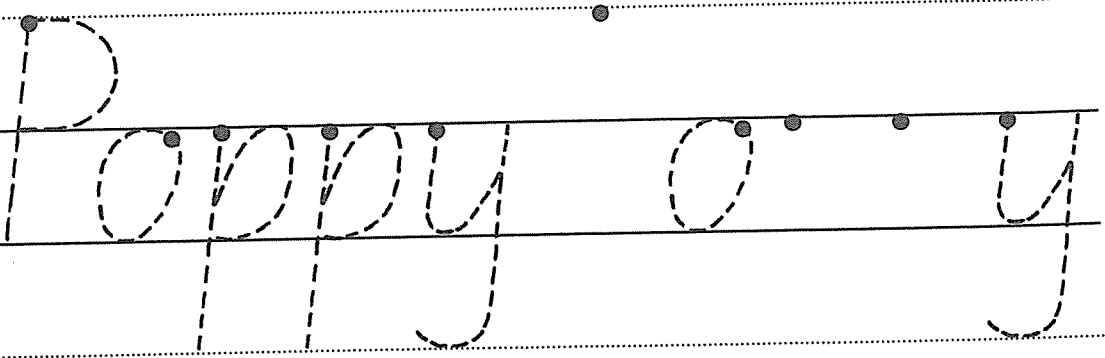
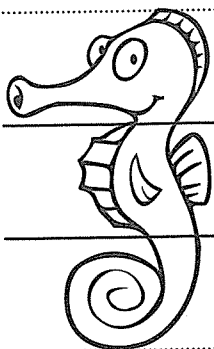


Colour the parts of the seahorse that show where the letter p sits in the lines.





Poppy Pig picks pansies.



**Problem A Day:** Use Newman's prompts to complete the problem for today.

Date: \_\_\_\_\_

Jayden's mum gave him 45 cents to spend at the canteen. He finds three five cent coins in his school bag. How much money does Jayden now have to spend at the canteen?

- 60 cents
- 45 cents
- 90 cents
- 55 cents

Working out - Transformation step

**Success Criteria:**

I have used Newman's Prompts to solve my Problem a Day question.



**Teacher Recognition:**

\_\_\_\_\_

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.



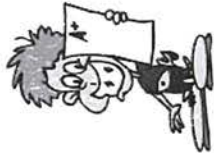
Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.



Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

**Mathematics:** Complete the 'Numbers to 20 Location and Order' worksheet on the next page.

### Success Criteria:

I have identified the numbers that come before and after the given number.



Teacher Recognition: \_\_\_\_\_

## Mathletics

Complete two tasks set for you from your classroom teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_





# Numbers to 20 — location and order

1 Write the numbers that come before and after.

a

		3		
--	--	---	--	--

b

		7		
--	--	---	--	--

c

	12			
--	----	--	--	--

d

		15		
--	--	----	--	--

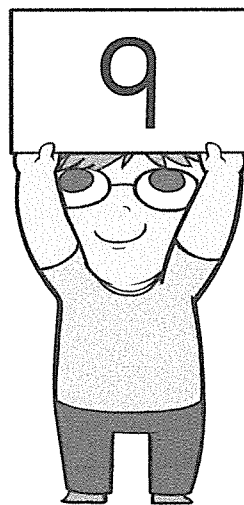
2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

---

---

---



more than

---

---

---

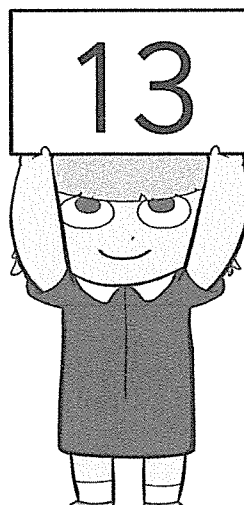
3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

---

---

---



more than

---

---

---

**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.



**DEAR: Drop Everything And Read!**

Choose a book of your choice to read for enjoyment.



**PDHPE** - Draw your favourite Australian food. What is it about this food that makes it Australian? Complete the worksheet provided on the next page.

**Success Criteria:**

I have drawn my favourite Australian food.



I have described what it is about this food that makes it Australian.



**Teacher Recognition:**

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Australian Food

Draw your favourite Australian food.



What is it about this food that makes it Australian?

.....

.....

.....

.....

.....

.....

.....

.....

# Thursday

**Jolly Grammar** – Complete the Jolly Grammar worksheet on the next page.

**Success Criteria:**

I have used my initial blends wheel to write a word that matches each picture on my worksheet.



**Teacher Recognition:** \_\_\_\_\_

**Reading Eggs:** Complete one Reading Eggs activity. Read a book from the Reading Eggs Library.



Name of activity I completed: \_\_\_\_\_

Name of book I read from the Reading Eggs Library: \_\_\_\_\_

**Sentence A Day**

Using the sentence below, underline the nouns in black, verbs in red and adjectives in dark blue.

**A slimy frog jumped out of the pond and climbed up the big tree.**

**Nouns** are things that I can see, touch and take a photo of.  
Examples: chair, mug, bathroom.

**Verbs** are doing or action words.  
Examples: jumped, washed, slept.

**Adjectives** are describing words that give more detail about the noun.  
Examples: shiny, brown, funny.

**Success Criteria:**

I have identified three nouns, two verbs and two adjectives in this sentence.



**Teacher Recognition:**

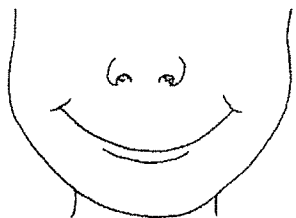
\_\_\_\_\_



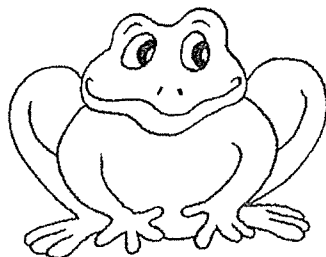
# Initial Blends

Write the word for each picture.

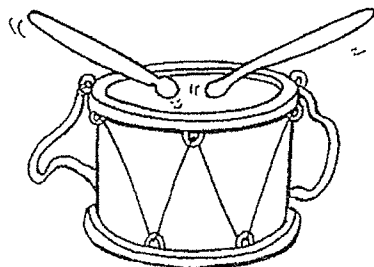
Use your initial blends wheel to help you.



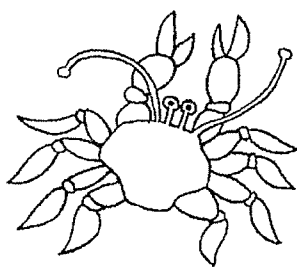
g r i n



\_\_\_\_\_



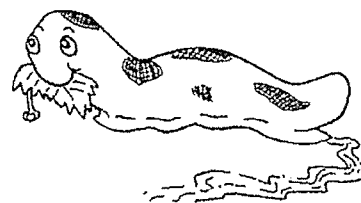
\_\_\_\_\_



\_\_\_\_\_

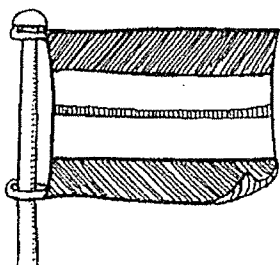


\_\_\_\_\_



\_\_\_\_\_

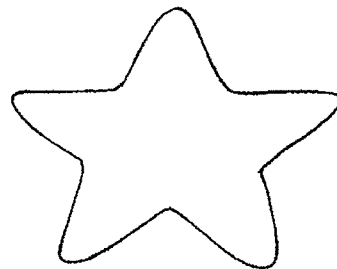
These words are not on your wheel but you can use the initial blends on the inner wheel to help you.



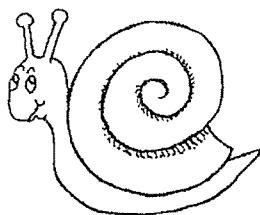
\_\_\_\_\_



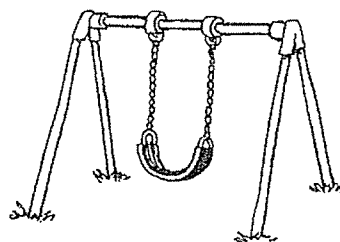
\_\_\_\_\_



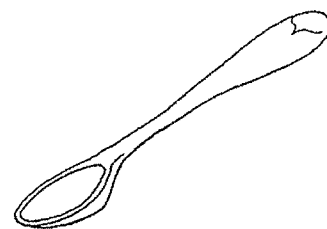
\_\_\_\_\_



\_\_\_\_\_

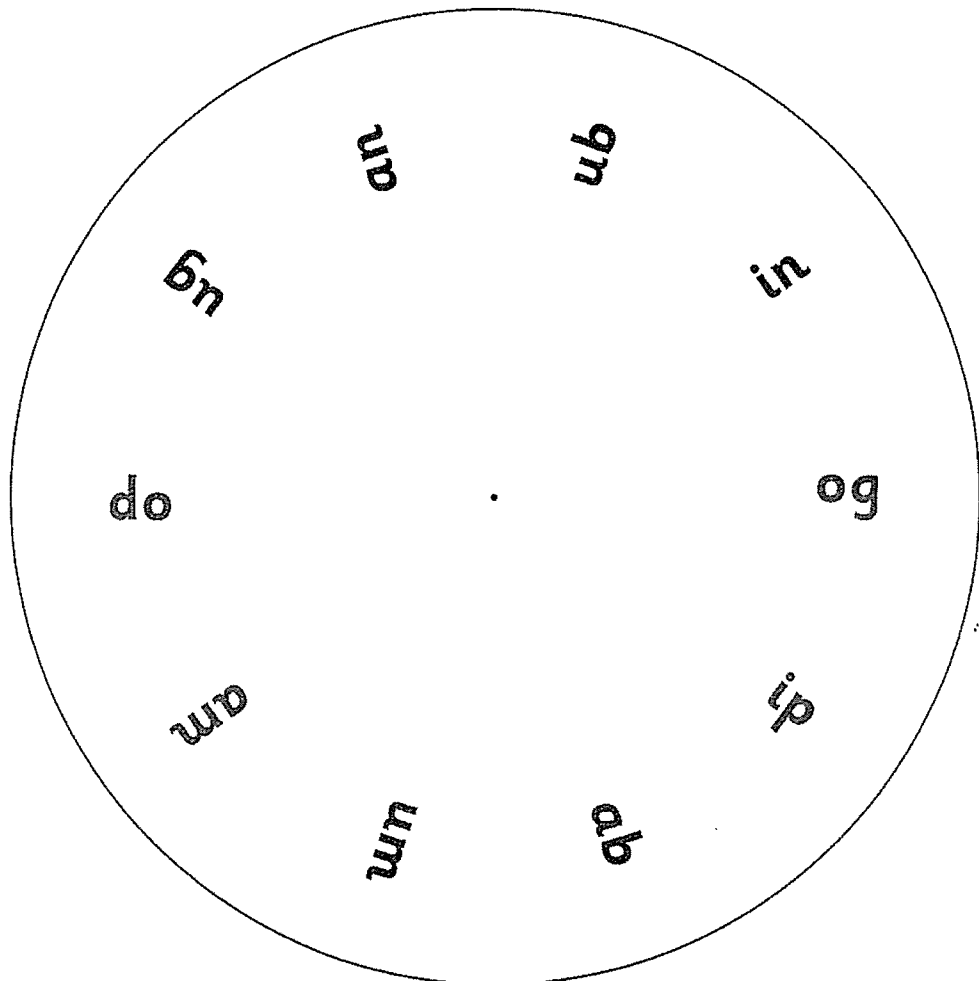
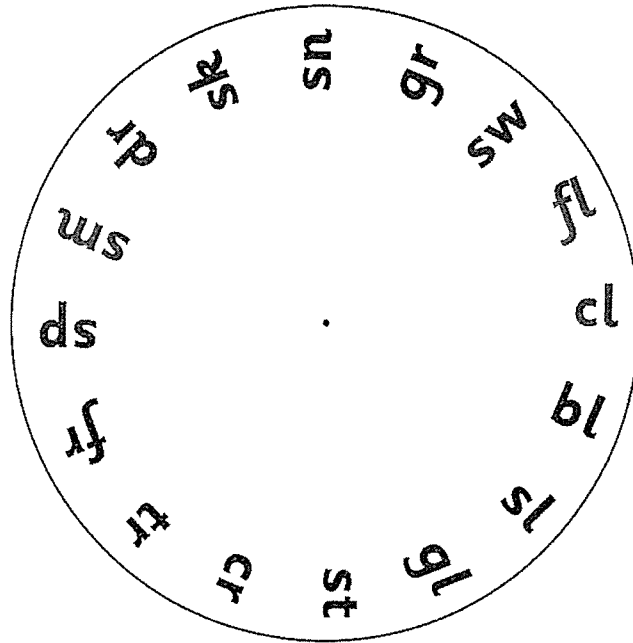


\_\_\_\_\_



\_\_\_\_\_

# Initial Blends Wheel







### Writing

Write a letter to your mum or important female in your life to wish her a happy Mother's Day. Once written you can publish it into the card provided on the next page.

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### Success Criteria:

I have used a capital letter at the start of every sentence.



I have used a full stop at the end of every sentence.



My writing makes sense.



Teacher Recognition:

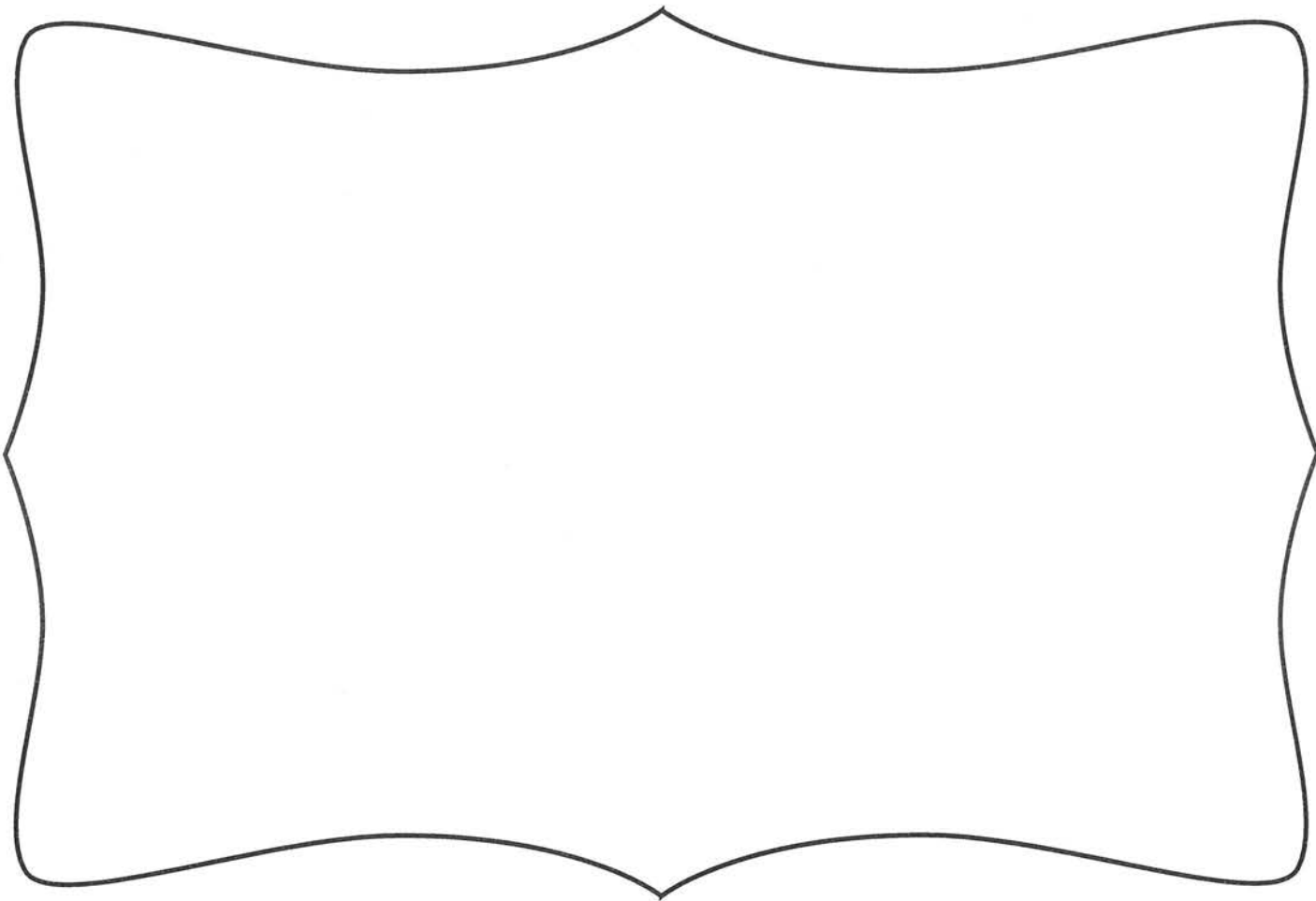
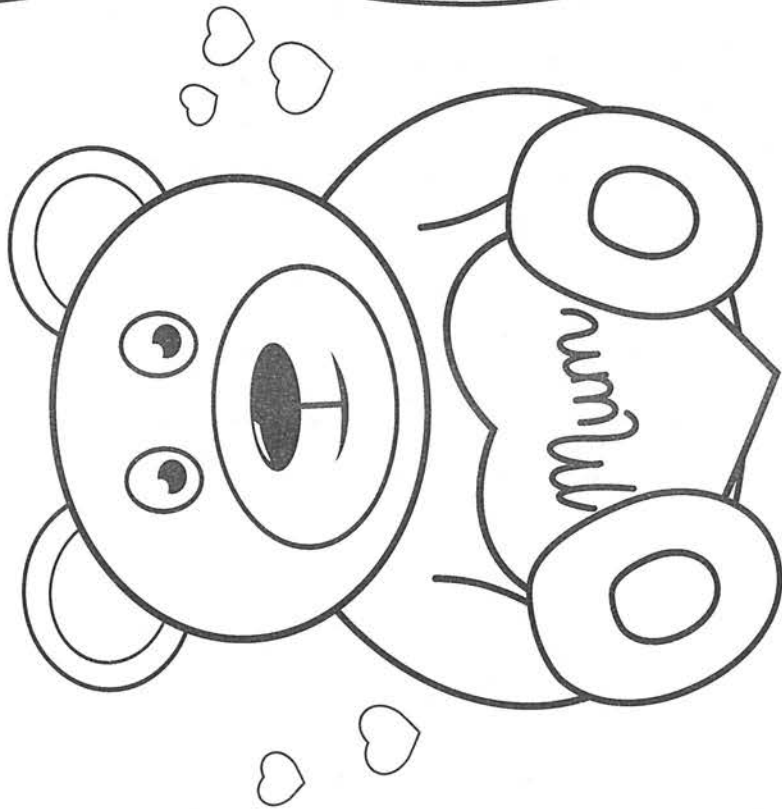
**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.





Happy  
Mother's Day





Write in words

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Pick a 2 digit number

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Now answer all the questions in the boxes 😊

Count up by 10s:

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---

The number before

---

10 more +

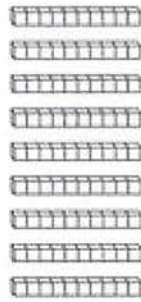
---

5 less -

---

Partition (expand) using place value

+



Colour in the correct amount

Find your number and colour it in below

## Hundreds 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

Next even number

---

**Mathematics:** Complete the 'Time - o'clock' worksheet on the next page.

**Success Criteria:**

I have written the correct  
o'clock time shown on each  
clock.



**Teacher Recognition:**

\_\_\_\_\_

**Mathletics**

Complete two tasks set for you from your classroom teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.





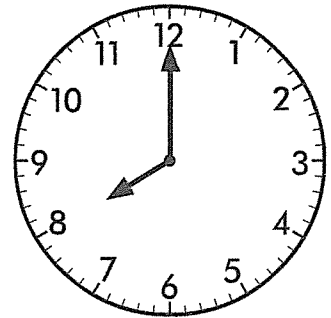
# Time – o'clock

Look at this clock.

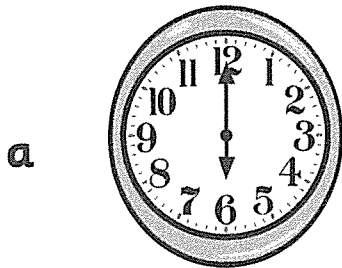
The minute (big) hand is pointing to the 12.  
When this happens we know that it is  
an **o'clock** time.

The hour (little) hand is pointing to the 8.

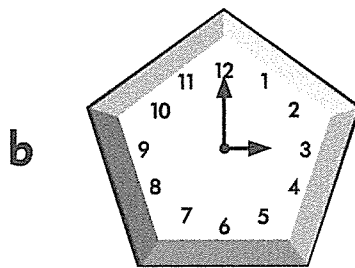
The time is **8 o'clock**.



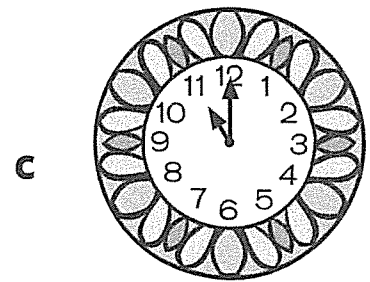
1 What's the time, Mr Wolf?



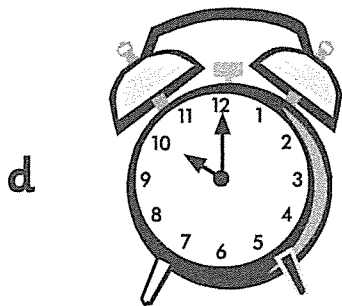
\_\_\_ o'clock



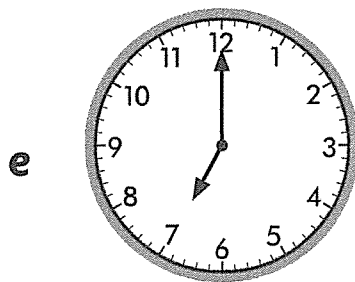
\_\_\_ o'clock



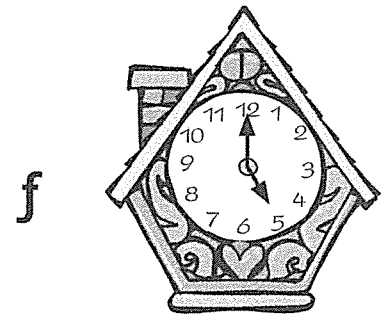
\_\_\_ o'clock



\_\_\_ o'clock

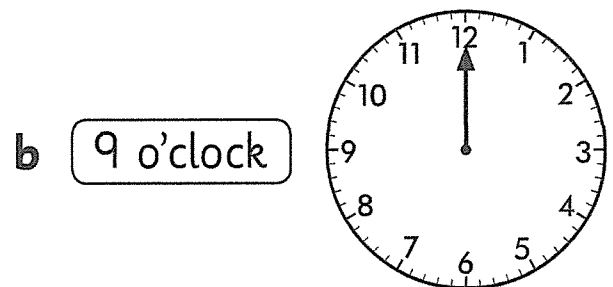
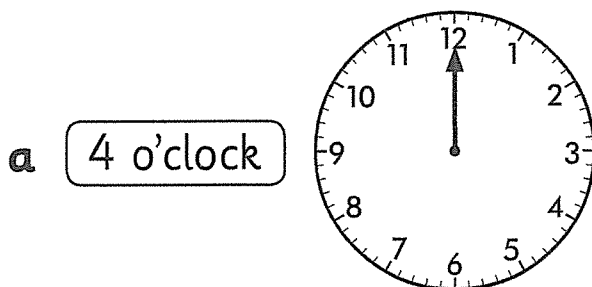


\_\_\_ o'clock



\_\_\_ o'clock

2 Draw the hour hands on the clocks to show the times.



**DEAR: Drop Everything And Read!**

Choose a book of your choice to read for enjoyment.



### **Geography - Australia's Fauna**

Ask a family member and/or research the koala. Write down three **Very Important Points (VIP's)** about the koala.

## The Koala



**Success Criteria:**  
I have written  
three **VIP's** about  
the koala.



1.

2.

3.

**Teacher Recognition:**

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## Spelling Test


**Success Criteria:**  
I have used my understanding of the 'y' sound to spell my spelling words.



**Teacher Recognition:**

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Score: \_\_\_ / 10

## Free Writing

Use the pages below to write about anything you like. Here is a link you can use for ideas:  
<http://www.scholastic.com/teachers/story-starters/>



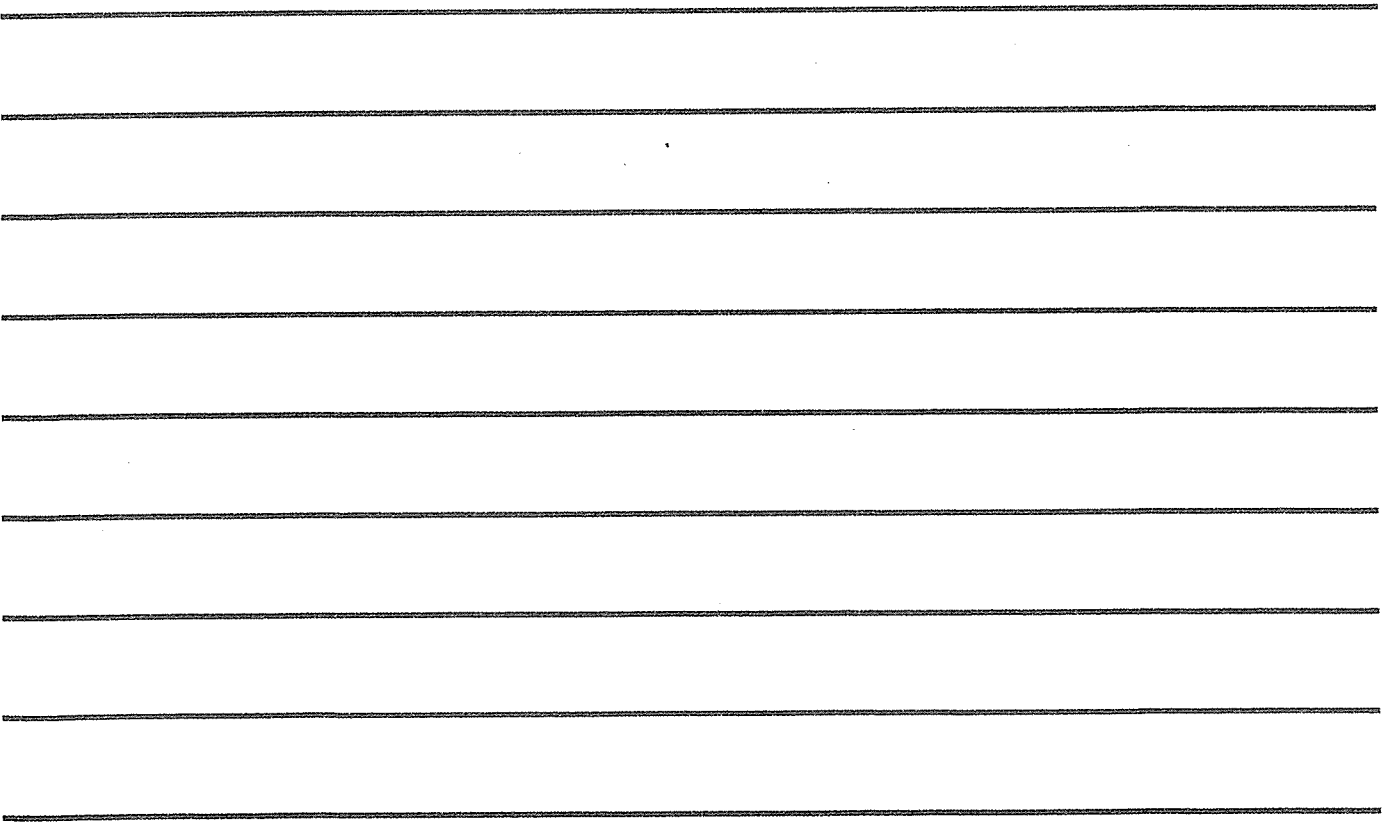
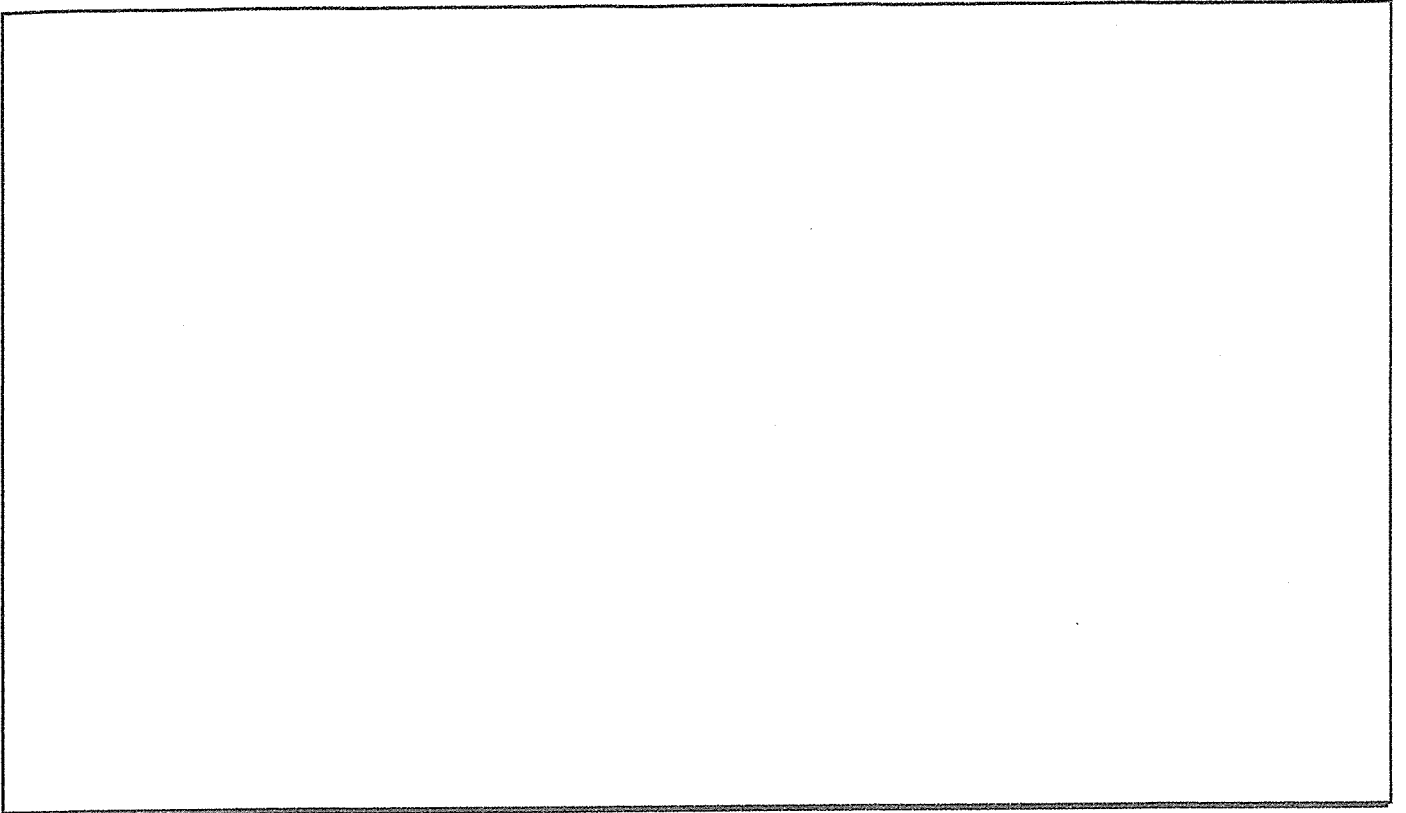
**Success Criteria:**

- I have used a capital letter at the start of every sentence.
- I have used a full stop at the end of every sentence.
- My writing makes sense.



**Teacher Recognition:**

--





Blank lined writing area with 18 horizontal lines.

**Reading Eggs:** Please complete one Reading Eggs activity. Read a book from the Reading Eggs Library and complete a retell either verbally or written.



Name of activity I completed: \_\_\_\_\_  
Name of book I read from the Reading Eggs Library: \_\_\_\_\_

**Problem A Day:** Use Newman's prompts to complete the problem for today.

Date: \_\_\_\_\_

Erika had 90 cents. She spent 50 cents on lollies at the canteen.  
How much money does Erika have left?

10 cents     30 cents     40 cents     50 cents

Working out - Transformation step

**Success Criteria:**  
I have used Newman's Prompts to solve my Problem a Day question.



**Teacher Recognition:**

\_\_\_\_\_

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.



Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.



Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

**Mathematics:** Complete the 'Half the Fun' worksheet on the next page.

### Success Criteria:

I have identified halves by colouring one out of two equal parts in each picture.



Teacher Recognition:

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## Mathletics

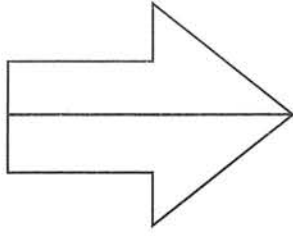
Complete two tasks set for you from your classroom teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_

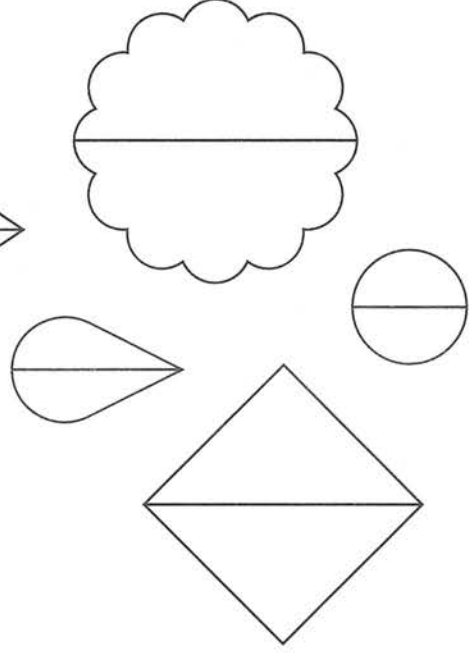
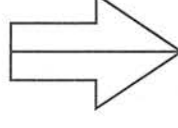


# Activity Instructions

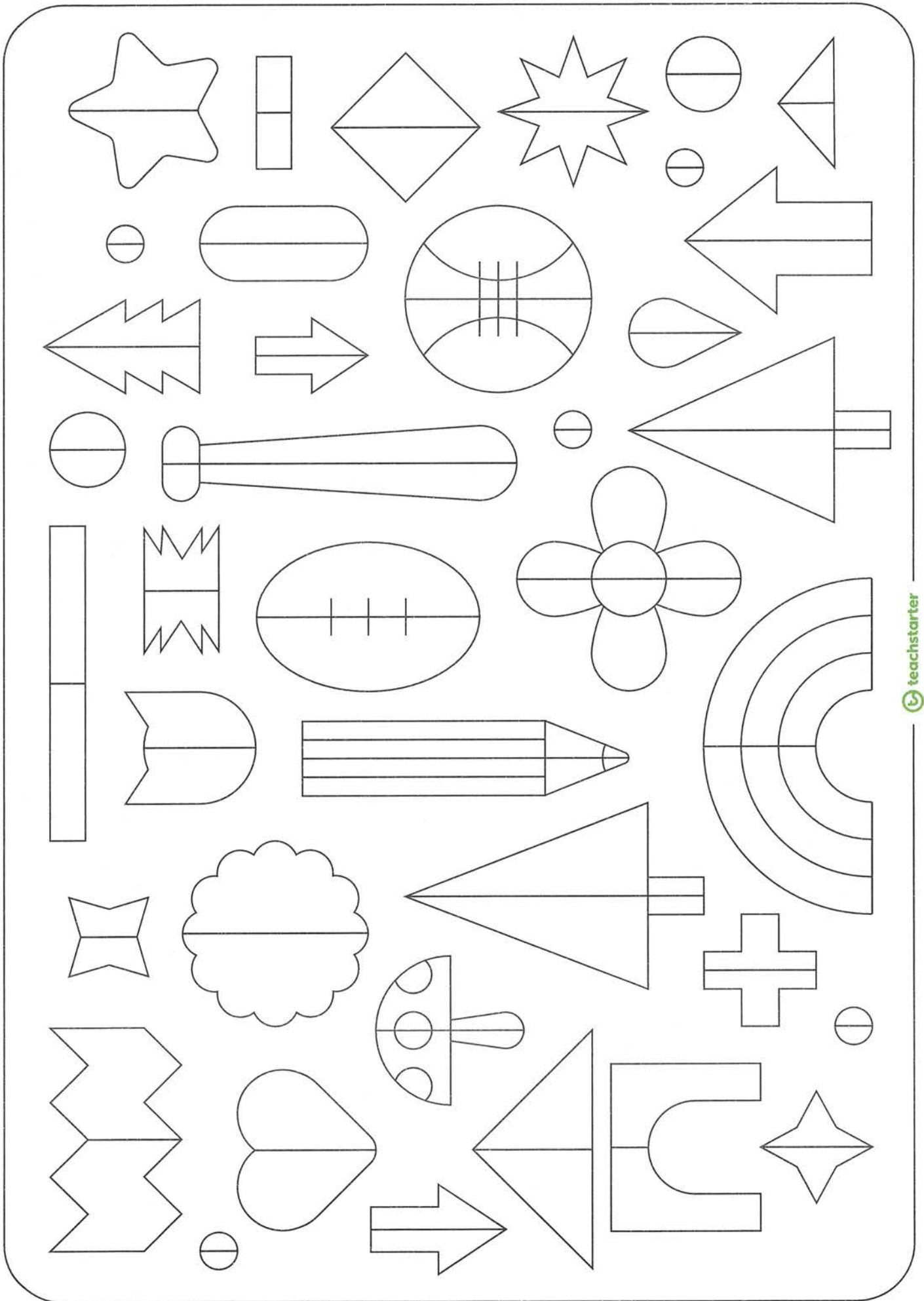


Read and follow these instructions carefully.

1. Colour half of all the tree shapes green.
2. Colour half the flower pink.
3. Colour half of the star shapes yellow.
4. Colour half the rainbow red, purple and blue.
5. Colour the whole mushroom red.
6. Colour half the heart pink.
7. Colour the whole house roof black.
8. Colour half the house green.
9. Colour half the sports balls blue.
10. Colour the whole cat grey.
11. Do not colour any of the pencil yellow.
12. Colour the whole baseball bat orange.







**Break:** Do 15 minutes of physical activity .

E.g. play a game outside, join in with one of Miss Fry's videos or run 3 laps of your yard.



**DEAR:** Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



**Creative Arts - Music:** Use the link below to listen to the song 'Waltzing Matilda'. Practice singing along with the lyrics on the next page and moving to the music.

<https://www.youtube.com/watch?v=FqtttbbYfSM>

**Success Criteria:**

I sang and moved along to  
the song Waltzing Matilda.



**Teacher Recognition:** \_\_\_\_\_

**Mother's Day Music:** Watch and listen to the song 'Mum' by Meghan Trainor. Learn the lyrics, create a dance and perform to your mum or special female in your life on Mother's Day.

<https://www.youtube.com/watch?v=v1VbOQPxp5U>



## Waltzing Matilda - Slim Dusty

Once a jolly swagman camped by a billabong  
Under the shade of a coolibah tree,  
He sang as he watched and waited 'til his billy boiled  
You'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda  
You'll come a-Waltzing Matilda, with me  
He sang as he watched and waited 'til his billy boiled,  
you'll come a-Waltzing Matilda, with me

Down came a jumbuck to drink at the billabong,  
Up jumped the swagman and grabbed him with glee,  
he sang as he shoved that jumbuck in his tucker bag,  
you'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda  
you'll come a-Waltzing Matilda, with me  
he sang as he shoved that jumbuck in his tucker bag,  
You'll come a-Waltzing Matilda, with me

Up rode the squatter, mounted on his thoroughbred,  
Up rode the troopers, one, two, three,  
With the jolly jumbuck you've got in your tucker bag?  
You'll come a-Waltzing Matilda, with me.

Waltzing Matilda, Waltzing Matilda  
You'll come a-Waltzing Matilda, with me  
With the jolly jumbuck you've got in your tucker bag?  
You'll come a-Waltzing Matilda, you scoundrel with me.

Up jumped the swagman and sprang into the billabong,  
You'll never catch me alive, said he,  
And his ghost may be heard as you pass by that billabong,  
you'll come a-Waltzing Matilda, with me.

Waltzing Matilda, Waltzing Matilda  
You'll come a-Waltzing Matilda, with me  
his ghost may be heard as you pass by that billabong,  
You'll come a-Waltzing Matilda, with me.  
Oh, you'll come a-Waltzing Matilda, with me.

# Student and Parent Reflection:

## Student

I am happy with the amount of work I completed



I know I did my best



I am learning to work at home



I found it hard

Year 1 - Ask Mum or Dad to write for you if needed.

Year 2 - Have a go at answering the question if you need Mum or Dad may help.

What did I enjoy most in this unit of work?

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What did I need help with?

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## Parent

I was happy with the amount of work completed by my child: \_\_\_\_\_

Any comments or queries?

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Teacher's Response:

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Cambridge Gardens Public School  
Year 1 Fast Finishers Grid  
Unit 5



With an adult, discover two different ways you can cook an egg.	Do 30 high knees and 10 star jumps.	Read a book that makes you laugh.	Help a family member to cook dinner.	Tidy your bedroom.
Find two things around your home that are purple.	Weed the garden.	Help an adult to fold the clothes.	Play a board game with a family member.	Write a letter to your teacher.
List as many objects around your home that are pyramids.	Write as many words as you can beginning with the sound 'k'.	Write my spelling list in alphabetical order.	Find three things that are squishy.	Join in with one of Miss Fry's dance videos on Google Classroom.
Do something kind to make your mum or special female in your life smile.	Name as many objects around your home beginning with 'o'.	Write a list of words that rhyme with 'stall'.	Find five different leaves and two sticks. Form these into a piece of art.	List five things that make you happy.