



Cambridge Gardens Public School

Unit 6 - Year 1 Wham



Name: _____ Class: _____

Google Classroom Username: _____@education.nsw.gov.au
Class Code: **c3lpj4f**

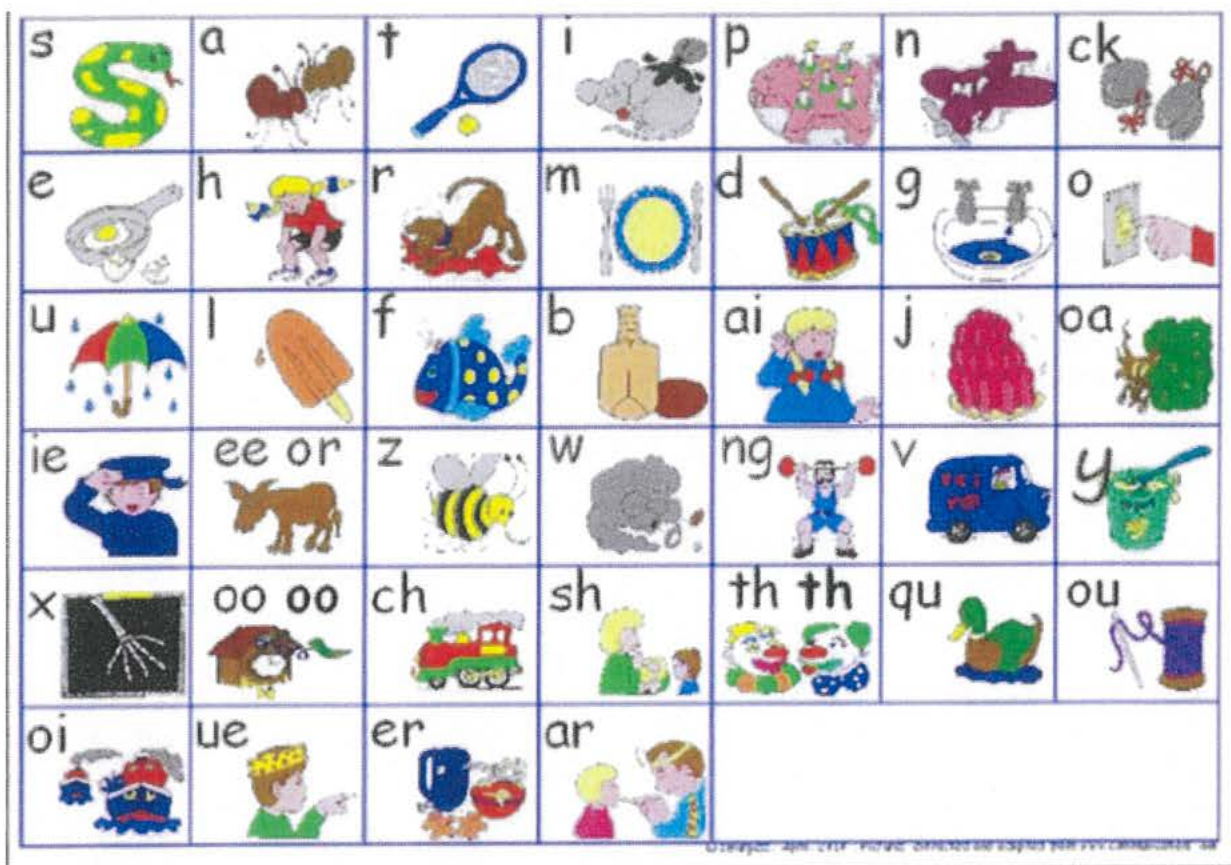
Cambridge Gardens P.S– Year 1

Framework for Remote Learning - Unit 6

Cambridge Gardens P.S– Year 1 Framework for Remote Learning - Unit 6					
English	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Spelling</u> Write your spelling words, underlining the sound of the week and write three sentences using some of your spelling words. <i>Optional: Watch the Spelling introduction video on Google Classroom to help you with this activity.</i> <i>Optional: You may like to revise your tricky words during this time.</i> <i>Optional: Complete the extra spelling words written in red for a challenge.</i> (15 minutes) <u>Sentence A Day</u> Complete the S.A.D activity <i>Optional: Watch the S.A.D video on Google Classroom to help you with this activity</i> (10 minutes) <u>Writing</u>	<u>Jolly Spelling</u> Complete the Jolly Spelling worksheet <i>Optional: Watch the Jolly Spelling video on Google Classroom to help you with this activity.</i> (10 minutes) <u>Handwriting</u> Complete the handwriting worksheet. (10 minutes) <u>Reading Eggs</u> Read a book from the Reading Eggs library and complete one activity. (15 minutes) <u>Writing</u> Choose activity A, B or C and write a recount about your weekend. (25 minutes)	<u>Sentence A Day</u> Complete the S.A.D activity. (10 minutes) <u>Reading Eggs</u> Complete one Reading Eggs activity. (15 minutes) <u>Writing</u> Using the 'informative pre-writing template' provided, choose activity A, B or C and fill in the template with some interesting facts about the kangaroo. (35 minutes)	<u>Jolly Grammar</u> Complete the Grammar worksheet. <i>Optional: Watch the Grammar video on Google Classroom to help you with this activity.</i> (10 minutes) <u>Handwriting</u> Complete the handwriting worksheet. (10 minutes) <u>Reading Eggs</u> Read a book from the Reading Eggs library and complete one activity. (15 minutes) <u>Writing</u> Using the 'report template' provided, choose activity A, B or C and fill in the template to complete your report on	<u>Spelling</u> Complete your spelling test on your spelling words for the week. (10 minutes) <i>Optional: Test yourself on the extra spelling words for this week.</i> <u>Sentence A Day</u> Complete the S.A.D activity. (10 minutes) <i>Optional: Watch the S.A.D video on Google Classroom to help you with this activity</i> <u>Reading Eggs</u> Complete one Reading Eggs activity. (15 minutes) <u>Writing</u>

Choose activity A, B or C and highlight the information about the kangaroo <i>Optional: Watch the introduction to information reports video on Google Classroom to help you with this activity.</i> (35 minutes)			the kangaroo. (25 minutes)	Free writing – Choose activity A, B or C and use the picture to complete your free writing task. (25 minutes)
Break	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.
Maths	<u>TEN time</u> Complete the TEN activity suggested by your teacher <i>Optional: Watch the TEN time video on Google Classroom to help you with this activity.</i> (15 minutes) <u>Problem A Day</u> Complete the problem a day question provided (10 minutes)	<u>TEN time</u> Complete the TEN activity suggested by your teacher (10 minutes) <u>Number of the day</u> Choose a two-digit number and complete the worksheet (10 minutes)	<u>TEN time</u> Complete the TEN activity suggested by your teacher (10 minutes) <u>Problem A Day</u> Complete the problem a day question provided (10 minutes)	<u>TEN time</u> Complete the TEN activity suggested by your teacher (10 minutes) <u>Mathematics</u> Complete the 'Investigating 3D Shapes' activity (20 minutes) <u>Mathletics</u> Complete two tasks set for you from your classroom teacher (15 minutes)

Break	Optional: Optional: Engage with Miss Vella's Virtual Workout Video on Google Classroom.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.
Other KLAs	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>HSIE</u> Watch the video https://www.youtube.com/watch?v=mXh8e2m6qSM or use the information provided to complete the activity about natural and built environments (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>Creative Arts</u> Collect some leaves from your yard and complete the Autumn leaf rubbing activity (keep the leaves for Friday's activity) (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>Science</u> Using the table, think about how these things may or may not change over time (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>PDHPE</u> Look at the healthy plate picture and read the information, you may need an adult or older sibling to help you. Then, create your own healthy plate, making sure to include vegetables, protein and grains (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>HSIE</u> Listen to the book 'The last tree in the city' https://www.youtube.com/watch?v=JayQXcLzXx4 and use the table to think about the positive and negative impacts of built environments



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- short vowels

sad	
let	
trip	
blue	
orange	
grey	
black	
one	
by	
colour	
chicken	
helicopter	
elephant	

Sentences

1.	
2.	
3.	

Success Criteria:

I have used my knowledge of short vowels to spell my words correctly.

I have used a capital letter and full stop at the beginning and end of each sentence.



Teacher Recognition: _____

Sentence A Day

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

The small, strong ant took the tasty crumb to his big nest.

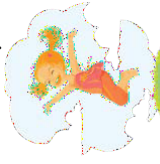
Nouns are things
that I can **see**,
touch and **take** a
photo of.

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.



Articles are words that
introduce the noun.

There are only three

articles:

'a', 'an' and 'the'.

Success Criteria:

I have identified three nouns, one verb, four adjectives and
two articles in this sentence.



Teacher Recognition: _____

Writing: Informative Texts

Select one of the activities below and highlight the information about the kangaroo.

Activity A

Read the information with a parent or older sibling.

Using a highlighter or coloured pencil underline the important information about food, where it lives, what it looks like and anything you find interesting.

Activity B

Read the information.

Using a highlighter or coloured pencil underline the important information about food, where it lives, what it looks like and anything you find interesting.

Activity C

Read the information. Using a highlighter or coloured pencil underline the important information about

- Food
- Habitat - where it lives
- Description - what it looks like
- Life cycle
- Interesting information

Kangaroo

Kangaroos are marsupial mammals that are found in Australia including Tasmania. They are also found in New Guinea.

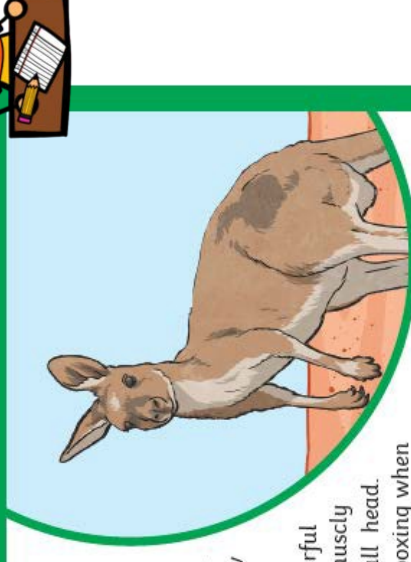
The kangaroo has large, powerful hind legs, large feet, a long muscular tail for balance, and a small head. Male kangaroos can be seen boxing when competing for the attention of a female.

Kangaroos are social animals that live in groups called 'mobs'. They are herbivores so they eat plants, leaves and different grasses.

Kangaroos can reach a weight of 90kg, and can hop at speeds of up to 60km/h.

A male kangaroo is known as a boomer, buck, jack, or old man. The female kangaroo is known as the doe, jill, or flyer. A baby kangaroo is known as a joey.

The Red Kangaroo is the largest marsupial in the world. It can leap as far as 8m and 3m high.



Did You Know...?

Kangaroos cannot move backwards, and adult kangaroos can live for months without drinking anything at all.

Success Criteria:

I have highlighted two very important points about what kangaroos eat.



Success Criteria:

I have highlighted two very important points about what kangaroos look like.



I have highlighted two very important points about where kangaroos live.



Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



Problem A Day

Use Newman's prompts to complete the problem for today on the following page.

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?

Date: _____

Kaellan had 60 cents to spend at the canteen. He bought two 10 cent lollies. How much money does Kaellan have left?

O O O O

20 cents 30 cents 40 cents 60 cents

Working out - Transformation step

Success Criteria:

I used counting back to find the answer.



I used Newman's prompts to solve this mathematics problem.



Teacher Recognition:

TEN Time: Select one of the activities below to complete.

Activity 1	Activity 2	Activity 3
Refer to worksheet: Bump and Jump: Spin - Add 2 1. Use a dice or a paperclip spinner. Roll the dice and add 2 to the answer then claim the square by colouring the outer square in your colour. 2. If another person has claimed that square you can bump them off by colouring the inner square. If a square has been claimed by your colour, then you can colour the inner square to win that square. 3. Keep playing until all squares are shaded. The winner is the person with the most inner squares coloured at the end.	Refer to worksheet: Bump and Jump: Spin - Add 4 1. Use a dice or a paperclip spinner. Roll the dice and add 4 to the answer then claim the square by colouring the outer square in your colour. 2. If another person has claimed that square you can bump them off by colouring the inner square. 3. If a square has been claimed by your colour, then you can colour the inner square to win that square. 4. Keep playing until all squares are shaded. The winner is the person with the most inner squares coloured at the end.	Refer to worksheet: Bump and Jump: Roll 2 & Add 2 More 1. Use a dice or a paperclip spinner. 2. Roll two dice and add 2 to the answer then claim the square by colouring the outer square in your colour. 3. If another person has claimed that square you can bump them off by colouring the inner square. 4. If a square has been claimed by your colour, then you can colour the inner square to win that square. 5. Keep playing until all squares are shaded. 6. The winner is the person with the most inner squares coloured at the end.
 Success Criteria: I can add 2 to any number confidently and quickly.	 Success Criteria: I can add 4 to any number confidently and quickly.	 Success Criteria: I can roll 2 dice and add 2 confidently and quickly.

Teacher Recognition: _____

Bump & Jump

Spin - Add 2



Player 1	red
Player 2	blue

A game for 2 players

You need 1 paper clip and a pencil for each player
 To Play: Players take turns to spin and add 2. They claim this number by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If the number has been claimed by the player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

8	7	5	4
8	3	7	4
5	3	8	6
7	6	4	3

Bump & Jump

Spin - Add 4



Player 1	orange
Player 2	green

A game for 2 players

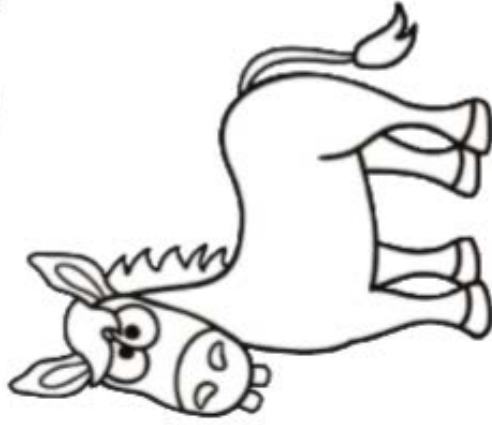
You need: 1 paper clip and a pencil for each player
 To Play: Players take turns to spin and add 4. They claim this number by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If the number has been claimed by the player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

9	7	5	5
9	10	7	10
5	8	9	6
7	6	5	8

Bump & Jump

Roll 2

Add 2 More



5	10	6	14
9	5	12	8
13	7	6	4
4	14	7	11

Player 1

green

Player 2

orange

A game for 2 players

You need: 2 dice and a pencil for each player

To Play: Players take turns to roll and add 2 more. They claim this number by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If the number has been claimed by the player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

Mathematics – Blocks on a bowl

Place a non-transparent container upside down. Collect five small items (e.g. paper clips) and have a parent/carer place them on top of the container. Count them. Now look away while your parent/carer takes some of the items away and puts them underneath the container. Turn back around and count how many are left on top of the container.

- How many items have been taken away?

When you have worked out the answer, look under the container to check that you were right.

- Record the number sentences below. The first one is an example:

1. Example: $5 - 2 = 3$

2. _____

3. _____

4. _____

5. _____

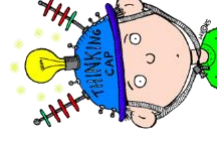


Differentiation:

For more of a challenge: Try beginning with 15 items instead!

If your child is still developing this skill:

Instead of using the container, keep the items visible as you take some away.



Success Criteria:

I counted backwards from the original number to find the answer.



I recorded four number sentences.



Teacher Recognition: _____

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



HSIE

In the spaces below draw and/or list as many natural and built environments that you can think of. This link <https://www.youtube.com/watch?v=mXh8e2m6qSM> will define the terms "Natural" and "Built" and give you some examples of both.

Success Criteria:

I have identified three natural environments.

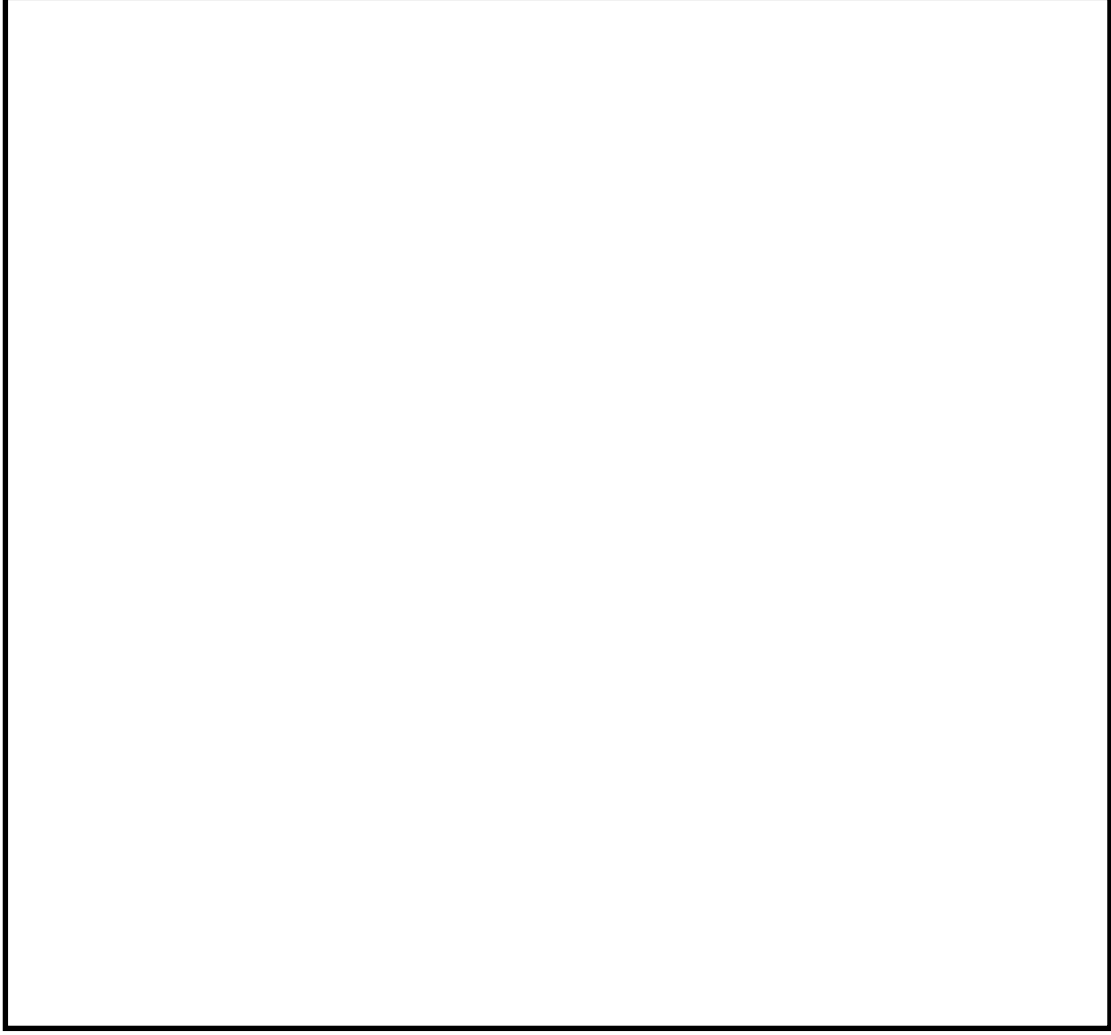


I have identified three built environments.



Teacher Recognition: _____

Natural Environments



Built Environments



Tuesday

Jolly Spelling – Complete the Jolly spelling worksheet on the following page.

Success Criteria:

I have coloured the leaves that contain a short vowel sound in yellow.



Teacher Recognition: _____

Handwriting: Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'j'.



Success Criteria:

I have formed my upper and lower case 'j' letters correctly.



Teacher Recognition: _____

Reading Eggs

Read a book from the Reading Eggs Library and complete one activity.

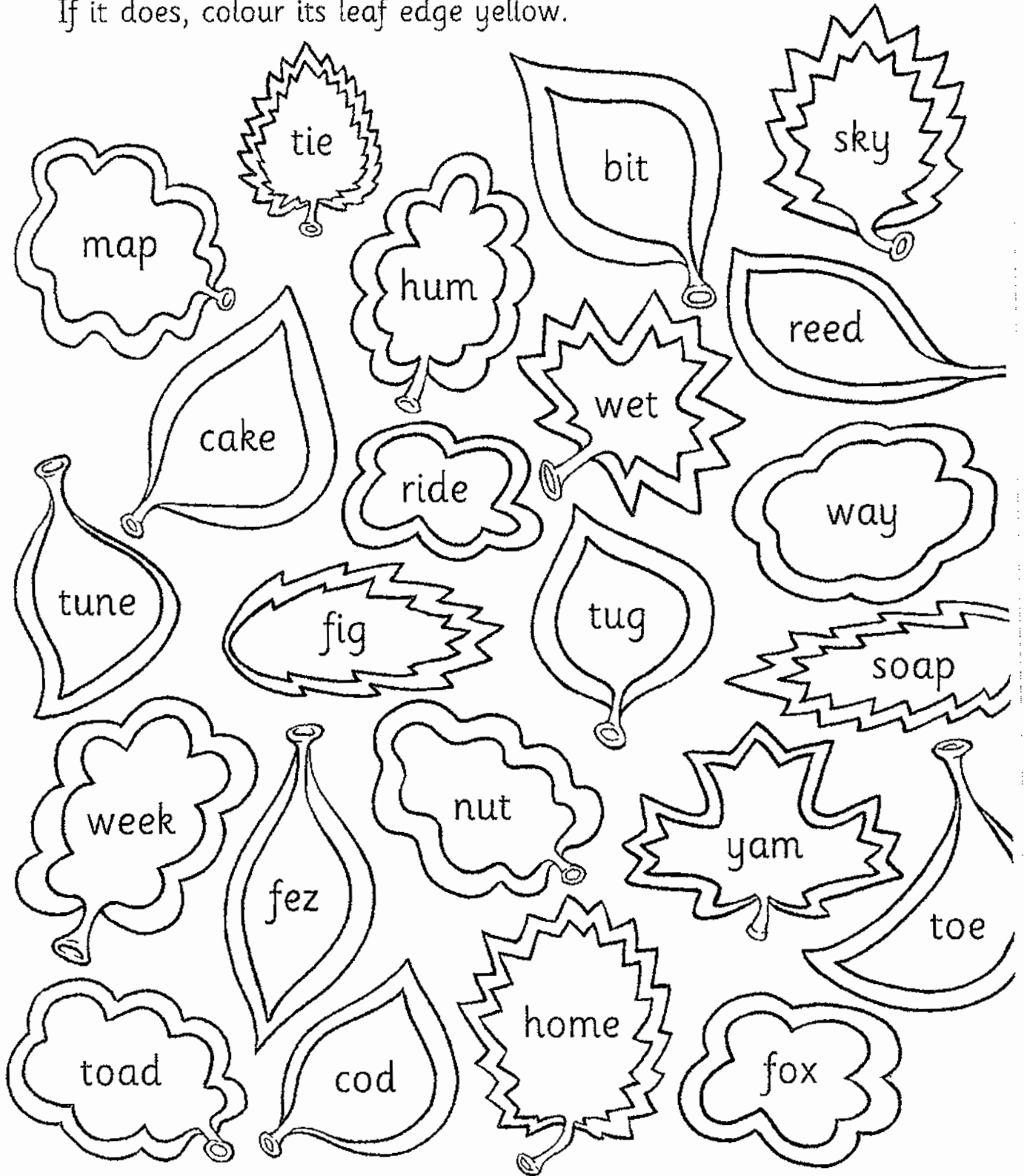
Name of book I read from the Reading Eggs Library: _____

Name of activity I completed: _____

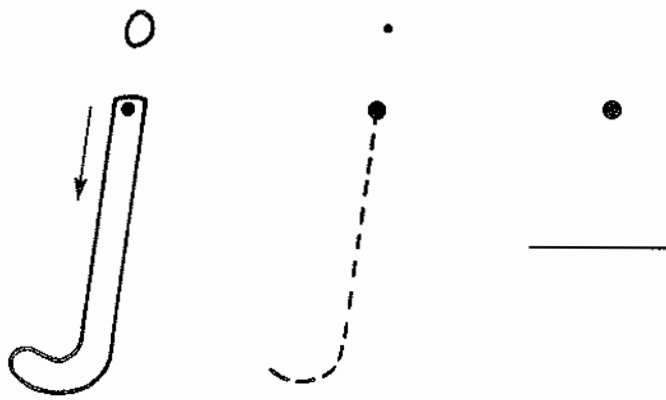


Vowels

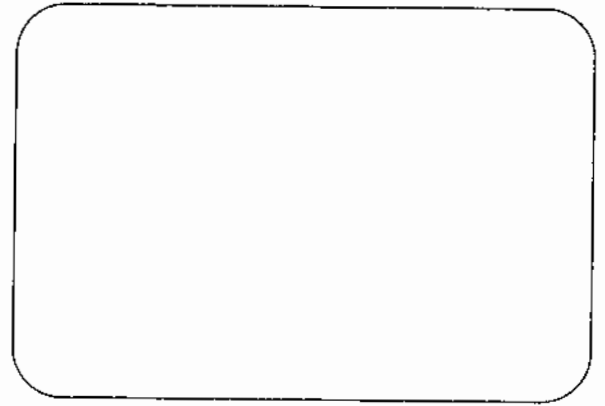
Decide whether each word has a short vowel sound.
If it does, colour its leaf edge yellow.



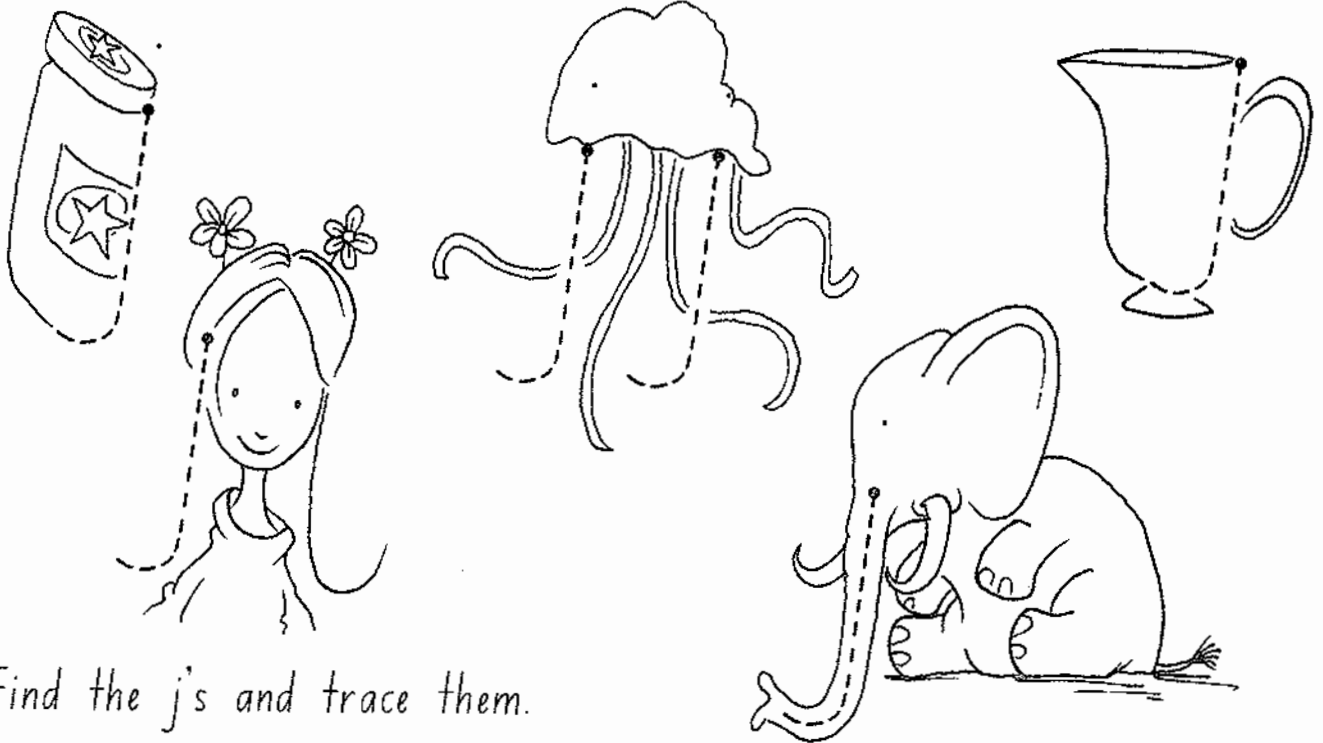
Aa Ee Ii Oo Uu



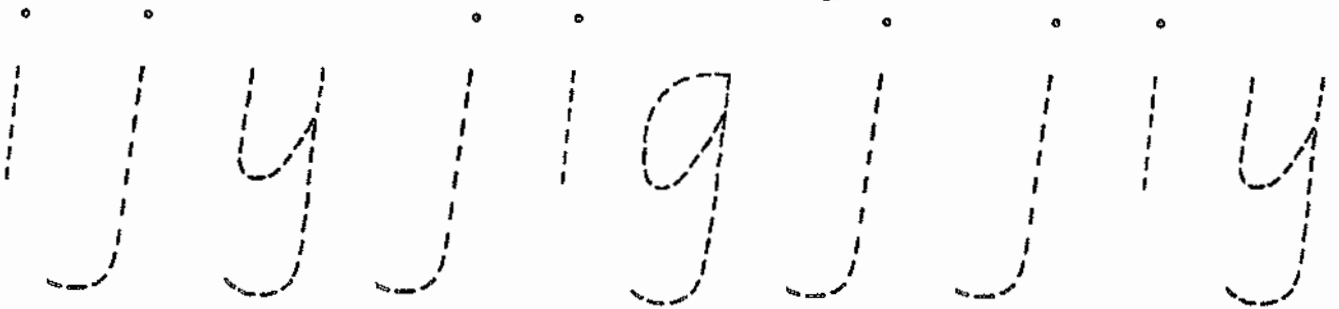
Draw something that starts with j.



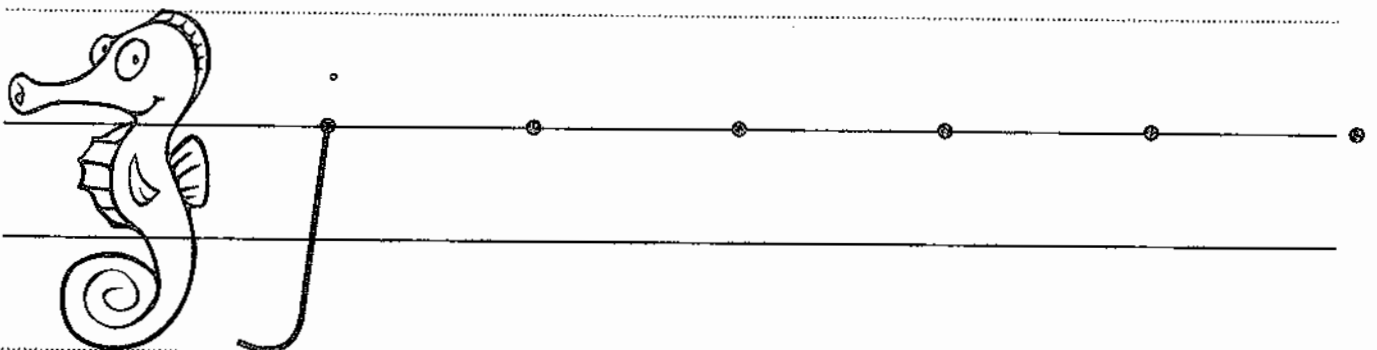
Trace the j if the picture starts with the sound j makes.

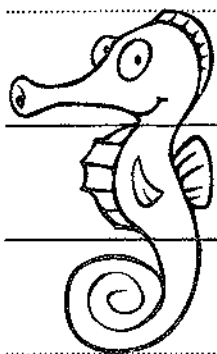


Find the j's and trace them.

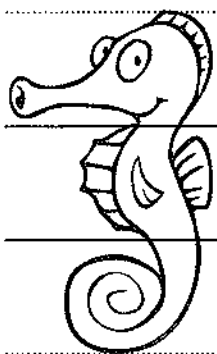


Colour the parts of the seahorse that show where the letter j sits in the lines.

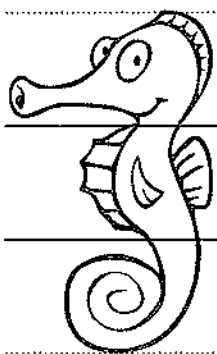




j y i j

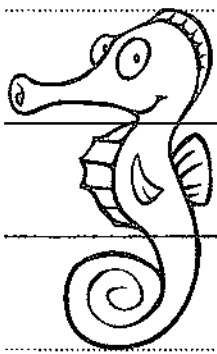


j j j j j



j j j j j

July is just after June.



July July



Writing: Recount

Select one of the activities below and write a recount about your weekend using the following page. You may draw pictures to help you.

Activity A Write 2-3 sentences about your weekend.	Activity B Write about 2 things you have done over the weekend. Remember to have 2 or 3 sentences for each thing you did.	Activity C Write 3 to 4 paragraphs about your weekend. Remember to you can group your ideas by writing about one of the things you did in each paragraph.
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Success Criteria:

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

I have used a capital letter for each proper noun.

I have stretched out my words to help me spell them.

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



Teacher Recognition:

My Weekend

___/___/2020

Firstly,

After that,

The next

Finally,

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

Activity 1	Activity 2	
   Success Criteria: I can add 2 to any number confidently and quickly.	   Success Criteria: I can add 4 to any number confidently and quickly.	   Success Criteria: I can roll 2 dice and add 2 confidently and quickly.

Write in words

Pick a 2 digit number

Now answer all the questions in the boxes 😊

Count up by 10s:

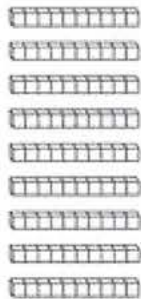
The number before

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

Mathematics – Sharing the Whole

You will need: a slice of bread, paper plate, plastic knife, piece of fruit, pencil and paper.

Part A

With a parent/carer or sibling share a slice of bread so that both people receive the same amount of pieces and there are none left over. Discuss and record your strategies using the language of equal sharing. Draw your findings.



Draw: Halves



Draw: Quarters

Part B

With a parent/carer, cut a piece of fruit into 2 pieces and 4 pieces

1. Count the pieces
2. Describe how the pieces are alike.
3. Describe the pieces as "halves" or "quarters"
4. Make paper shapes e.g circles and squares

Success Criteria:



I can recognise and describe one half as one part of two equal parts of a whole.



I can cut bread into halves and quarters (equal parts).

Teacher Recognition: _____

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



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



Creative Arts: Autumn Leaves Artwork

Watch

Leaf Rubbings

<https://www.youtube.com/watch?v=ExuW4ks6Uf8>



You will need

- A flat surface to work on.
 - A piece of paper
 - Different types of leaves (ones with veins work best).
 - Crayons or pencils.
- * You may like to use Autumn colours (red, yellow, orange, brown) or any other colours.



Instructions:

1. Place one leaf under your piece of paper with the veins of the leaf facing up.
2. While holding the leaf still on top, gently rub over the top of the leaf using a colour of your choice.
3. Move the same leaf, or choose a different leaf to place under a different part of the page. Repeat steps 1 and 2.

Teacher Recognition: _____

Success Criteria:

I have used the rubbing technique to create my artwork.



My Autumn Leaves Artwork

Wednesday

Sentence A Day

Using the lines below, write your own interesting sentence today. You must include at least two nouns, one verb, three adjectives and two articles. Underline each of your **nouns** in black, **verbs** in red, **adjectives** in dark blue and **articles** in light blue.

Success Criteria:

I have written one interesting sentence that makes sense.

I have included two nouns, one verb, three adjectives and two articles in my sentence.



Teacher Recognition: _____

Reading Eggs: Complete one Reading Eggs activity.

Name of activity I completed: _____





Writing: Select one of the activities below and fill in the template with some interesting facts about the kangaroo.

Activity A Using the 'My Informative Prewriting Template' add some key words or sentences to each box about the kangaroo.	Activity B Using the 'My Informative Prewriting Template' write 1 or 2 sentences for each of the following • what they eat • where they live • what they look like • Interesting information	Activity C Using the 'My Informative Prewriting Template' write several sentences about the kangaroo for each of the following • Food: what they eat • Habitat • Description- what it looks like • Interesting information
Success Criteria: I have written three or more key words or sentences about the kangaroo.	Success Criteria: I have written one or two sentences about each of the four topics.	Success Criteria: I have written three or more sentences about each of the four topics.

My Informative Prewriting Template

Fact	Topic	Fact
Fact		Fact

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

Activity 1	Activity 2	Activity 3
 Success Criteria: I can count on to add by one, two or three, ten twenty or thirty.	 Success Criteria: I can add two-digit numbers without regrouping.	 Success Criteria: I can add three-digit numbers without regrouping.

Mathematics - 2D and 3D Shape Revision

1. Collect a selection of 2D and 3D shapes (found around the home).
2. Sort the shapes into two groups (2D and 3D).
3. Go through the 2D and 3D shapes one at a time, and name them. Take a photo and submit with your booklet or draw them below.
4. Complete the worksheet below.

Cube		
Rectangular Prism		
Sphere		
Cone		
Cylinder		

2D Shapes:

3D Shapes:

Success Criteria:

I can describe the features of three-dimensional objects.



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 or join in with one of the videos on *Google Classroom*.



DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



Science

Find a place in your backyard where you can observe at least three features in the land or sky including:

- Something natural that moves position in a day (e.g. sun or moon)
- Something natural or made that changes how it looks seasonally (e.g. deciduous tree, flowering plant)
- Something made that has not changed for some time (e.g. building or play equipment)

Predict whether these things will look the same in two weeks or will move in two weeks and record in the table below.



What we saw	After two weeks, will it look the same?	After two weeks, will it have moved?

I have identified something that will look the same and something that will have moved.



Teacher Recognition: _____

Thursday

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

Success Criteria:

I have used my knowledge of alphabetical order to complete my Jolly Grammar worksheet.



Teacher Recognition: _____

Handwriting: Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'f' on the following page.



Success Criteria:

I have formed my upper and lower case 'f' letters correctly.



Teacher Recognition: _____

Reading Eggs

Read a book from the Reading Eggs Library and complete one activity.

Name of book I read from the Reading Eggs Library: _____

Name of activity I completed: _____



Name _____

Date _____

CVC Words

Fill in the missing letter to complete the word.



p _ _ g



v _ _ n



b _ _ d



m _ _ p



c _ _ t



l _ _ g



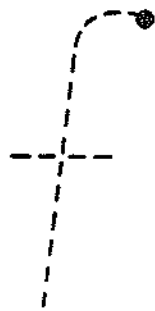
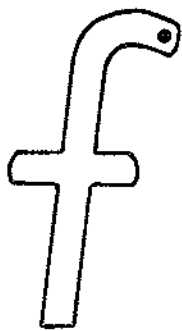
s _ _ n



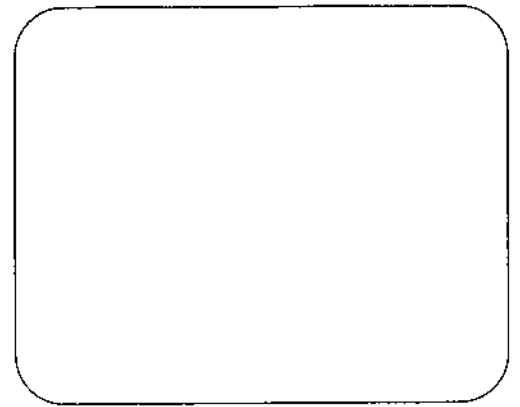
j _ _ m



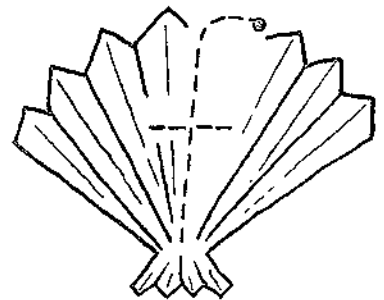
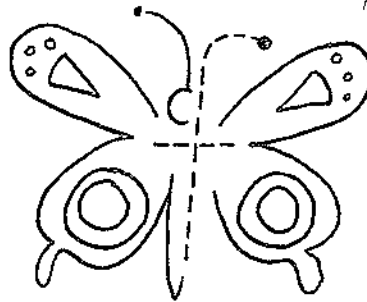
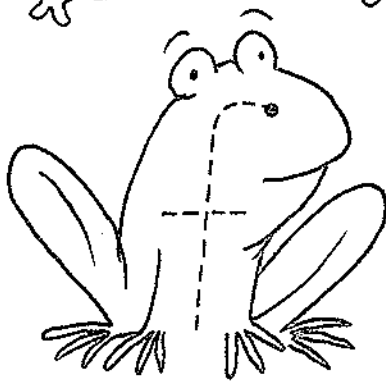
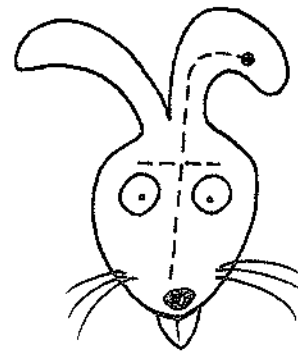
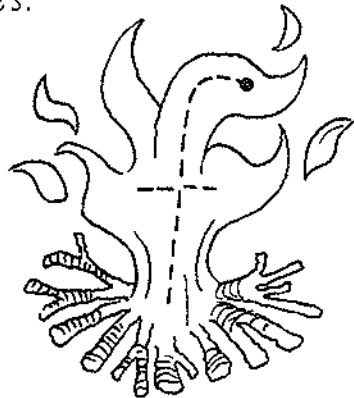
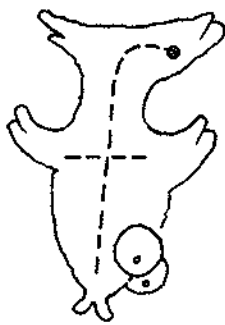
h _ _ n



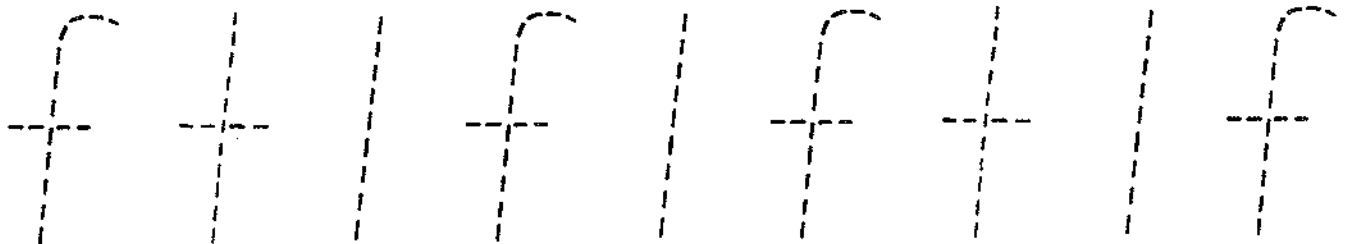
Draw something that starts with f.



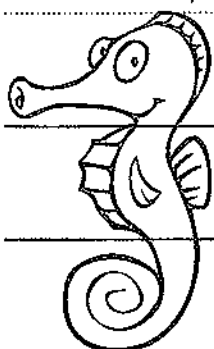
Trace the f if the picture starts with the sound f makes.

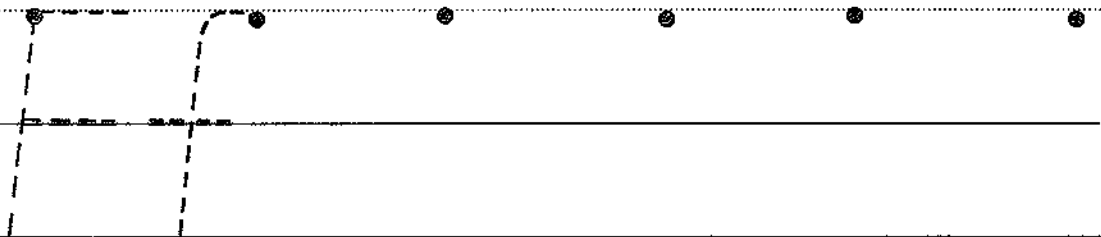
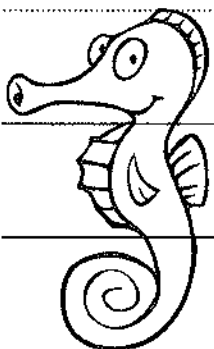
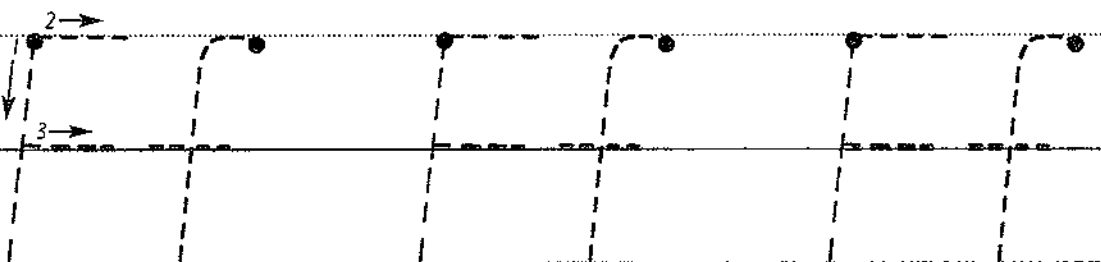
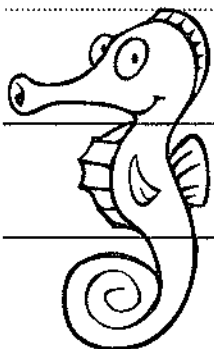
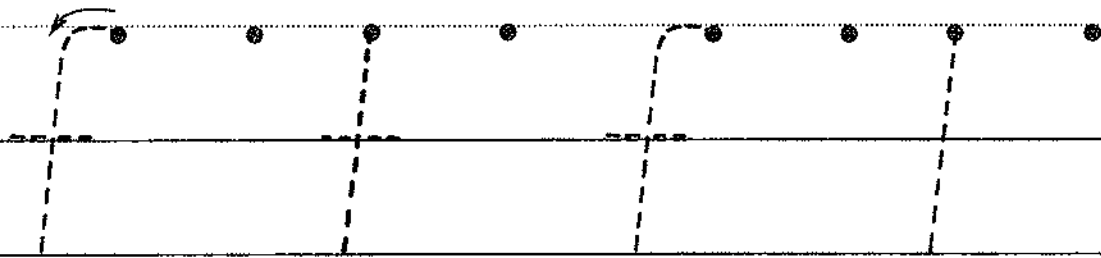
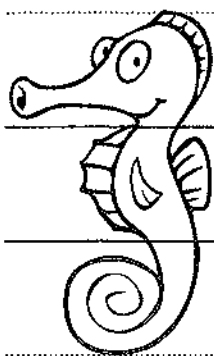


Find the f's and trace them.

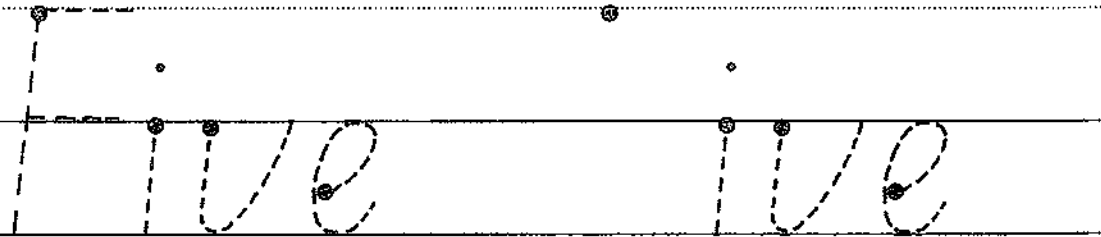
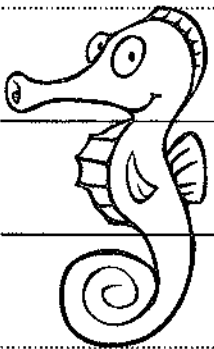


Colour the parts of the seahorse that show where the letter f sits in the lines.





Five fat frogs fry flies.





Writing: Select one of the activities below and fill in the 'Report Template' to complete your report on the kangaroo.

Activity A Using the report template fill in as much information as you can using sentences and drawings.	Activity B Using the report template write sentences to give information about the kangaroo. You can use drawings to help you.	Activity C Using the report template write sentences to give information about the kangaroo. You can use drawings to help you.
Success Criteria: I have filled in five very important points about the kangaroo.  	Success Criteria: I have filled in important information for each of the sentences about the kangaroo.  	Success Criteria: I have filled in important information for each of the sentences about the kangaroo.  

Teacher Recognition: _____

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



Australian Animal Report

Name of the animal: _____

Scientific classification (circle one):

amphibian	bird	fish
reptile	mammal	insect

Aboriginal name: _____

Size: _____

Average weight: _____

It is covered in (circle one):

fur	feathers	scales	skin
-----	----------	--------	------

Diet: _____

It gets its food by _____

Lifespan: _____

Habitat: _____

Interesting facts: _____

Picture

Where Is It Found?

Life Cycle

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



Problem A Day

Use Newman's prompts to complete the problem for today.



Success Criteria:

I used counting back to find the answer.

I used Newman's Prompts to solve this problem.

Teacher Recognition: _____

Date: _____

Jai has 95 cents to spend at the canteen. He bought three 10 cent lollies. How much money does Jai have left?

☐ ☐ ☐ ☐ ☐

25 cents 35 cents 40 cents 65 cents

Working out - Transformation step

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?

TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

Activity 1	Activity 2	Activity 3
 Success Criteria: I can add 2 to any number confidently and quickly.	 Success Criteria: I can add 4 to any number confidently and quickly.	 Success Criteria: I can roll 2 dice and add 2 confidently and quickly.

Mathematics - Questioning

Some things have more chance of happening than others. Some things are certain to happen. Some things are impossible. Draw or write some things below that you know will happen, won't happen or might happen.



e.g. I will swim on a hot day.

I will go to school this week.

My teacher will turn into a robot.

Will Happen	Won't Happen	Might Happen

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



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



PDHPE

Look at the healthy plate picture and read the information. Then, create your own healthy plate using the template below, making sure to include vegetables, protein and grains.



Success Criteria:

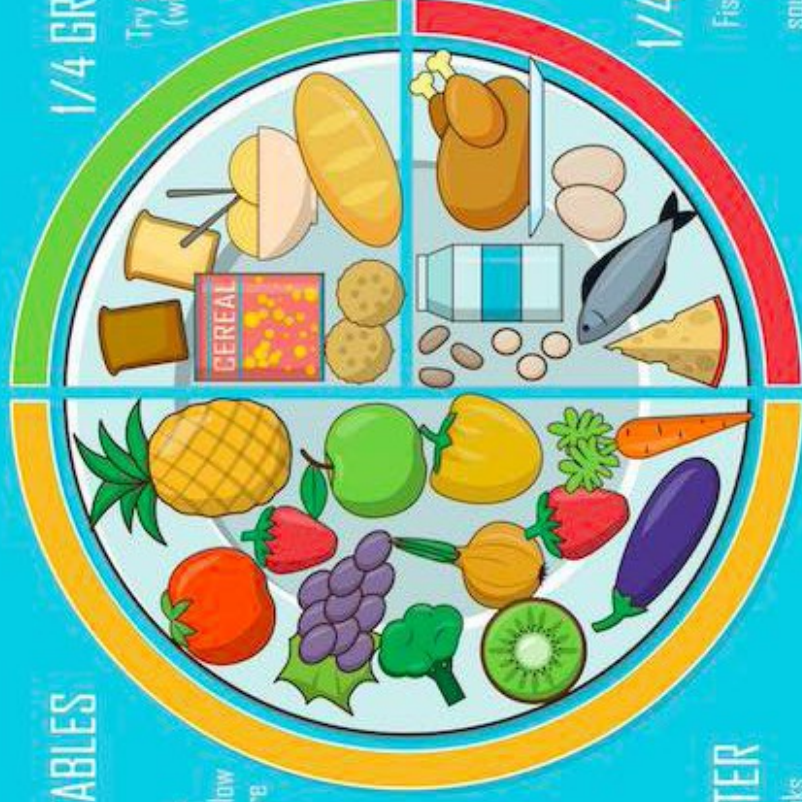
I have drawn a healthy dinner that includes at least three vegetables, one serving of protein and one serving of grains.

Teacher Recognition: _____

HEALTHY PLATE

1/2 VEGETABLES & FRUIT

Choose variety of colors. Green, yellow, orange and red are the best choices



1/4 GRAIN FOOD

Try to avoid refined (white) grains and prefer whole (brown) grains

1/4 PROTEIN

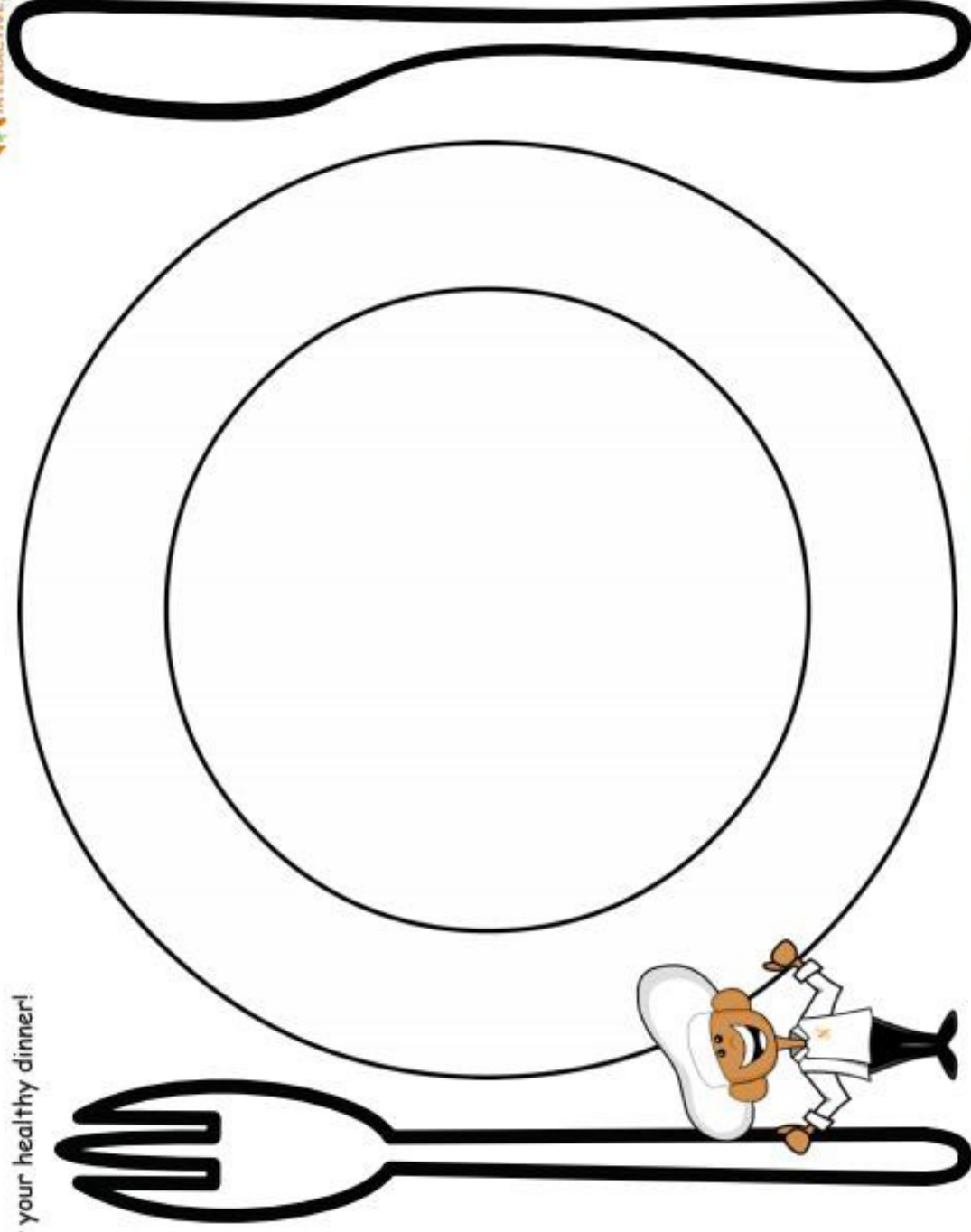
Fish, poultry, nuts, dairy are ideal sources of protein

WATER

Avoid sugary drinks

Whats Your Healthy Dinner?

Draw your healthy dinner!



Spelling Test

Sentence A Day

Using the lines below, write your own interesting sentence today. You must include at least two nouns, one verb, three adjectives and two articles. Underline each of your nouns in black, verbs in red, adjectives in dark blue and articles in light blue.

Challenge Words (optional):

Success Criteria:

I have written one interesting sentence that makes sense.

I have included two nouns, one verb, three adjectives and two articles in my sentence.

Score: ___ / 10

Success Criteria: I have used my understanding of the 'ai' 'ay' a_e' sound to spell my spelling words.



Teacher Recognition: _____



Reading Eggs: Complete one Reading Eggs activity.

Name of activity I completed: _____



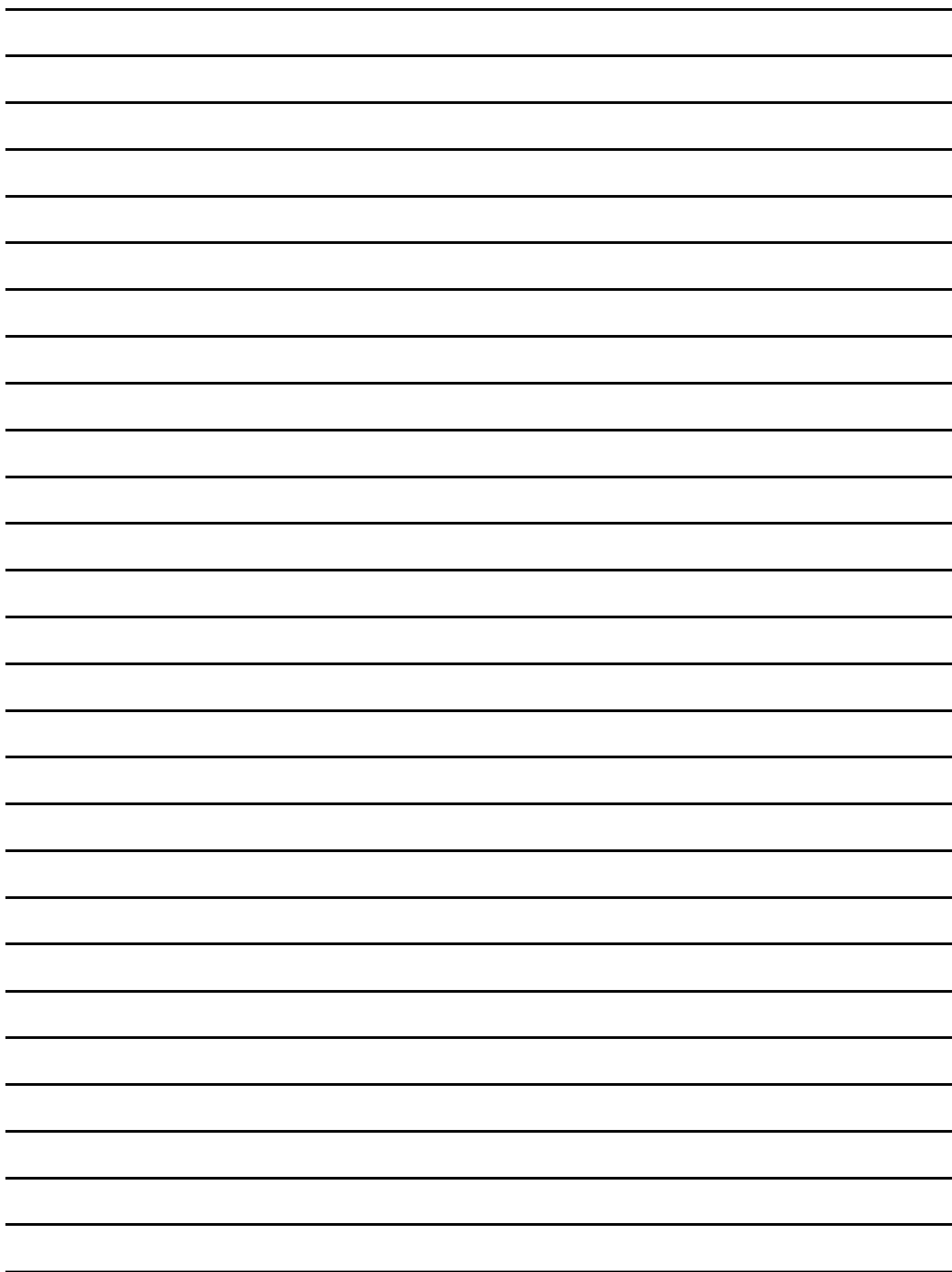
Writing: Free writing - **Select one of the activities below** and use the picture on the following page to complete your free writing task.

Activity A Write 2-3 sentences using the picture to give you ideas.	Activity B Using the picture write about 2 ideas it makes you think of. Remember to have 2 or 3 sentences for each idea.	Activity C Write 3 to 4 paragraphs using the picture as a stimulus. Remember to you can group your ideas by writing about one idea in each paragraph.
 I have written at least two sentences that make sense.	 I have written at least two sentences that make sense for each of my ideas.	 I have used paragraphs to organise my ideas.

Free Writing

___/___/2020





Break: Do 15 minutes of physical activity .

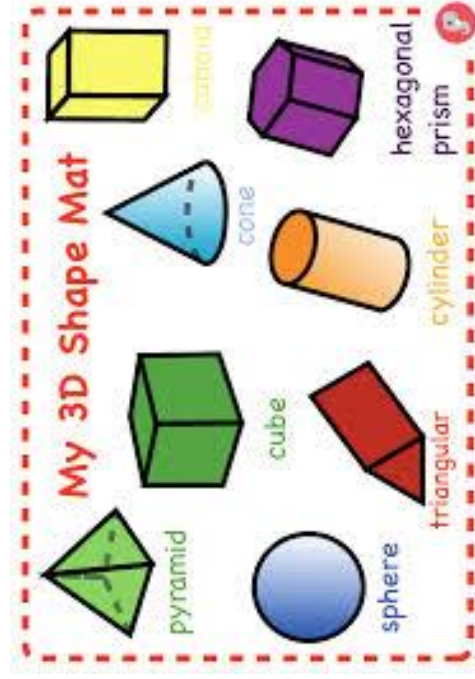
E.g. play a game outside or join in with one of the videos on Google Classroom.



TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

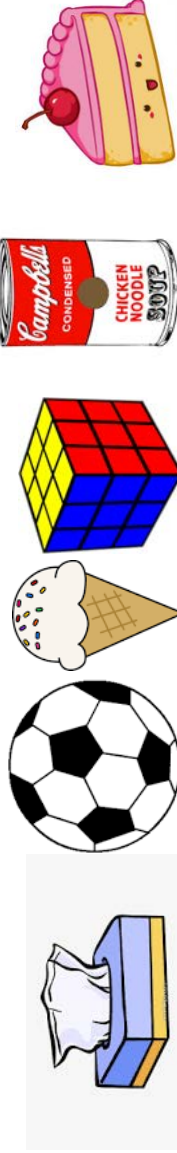
Activity 1	Activity 2	Activity 3
 Success Criteria: I can add 2 to any number confidently and quickly.	 Success Criteria: I can add 4 to any number confidently and quickly.	 Success Criteria: I can roll 2 dice and add 2 confidently and quickly.

Mathematics – Investigating 3D Shapes

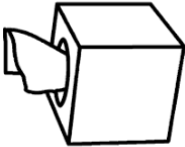
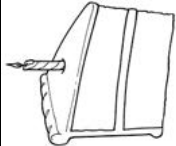


Have a range of 3D shapes, including boxes and containers you can find around the house, set out to view.

e.g spheres, rectangular prisms, cones, cubes, cylinders, triangular pyramids



With help from a parent/carer, sort the shapes and discuss each item while filling in the table below.

Draw house hold item	Name 3D Shape	How many faces?
	sphere	
		
	cone	
		

Make 3D Shapes

Look at the shape from different viewpoints and make some with play dough or plasticine.



Success Criteria:

I can recognise and classify familiar three-dimensional objects using obvious features.



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 or join in with one of the videos on Google Classroom.



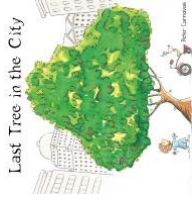
DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



HSIE

Listen to the book 'The last tree in the city' <https://www.youtube.com/watch?v=JayQXcLzXx4>. Use the table to think about the positive and negative impacts of built environments. You may wish to speak to an adult to help you complete this activity. Use the examples below to help you get started.



Positive Impacts of Built Environments

- Healthcare including hospitals and general health medical centres

Negative Impacts of Built Environments

- Pollution including litter



Success Criteria:

I have identified at least two positive impacts of built environments.



I have identified at least two negative impacts of built environments.

Teacher Recognition: _____



Cambridge Gardens Public School

Year 1 Fast Finishers Grid

Unit 6



With an adult, make some popcorn and design a popcorn holder out of paper.	Run around your backyard 10 times, do 10 star jumps or skip to 100	Google kid jokes to tell your dad	Help a family member to cook dinner.	Play a musical instrument like a ukulele, guitar or piano and watch beginner tutorials on Youtube
Find two things around your home that are 1 Litre	Plant a pumpkin seed. Pat it in and water it regularly.	Go to https://www.australiancurriculum.edu.au/media/5908/computational-thinking-in-practice-parent-teacher-cards.pdf	Play a board game with a family member.	Write a letter to your teacher with tongue twisters in it that you can say fast
List as many objects around your home that are the same shape as a tissue box. Rectangular Prism	Play "I" spy with my little eye something beginning with /r/	Write my spelling list on somebody's back and see if they can guess the word.	Make a video call to an older person and read to them or video yourself and see if you are reading smoothly and if it sounds like talking	Join in with one of Miss Fry's dance videos on Google Classroom. Do a dance to a Youtube song and video it
Make a voucher book to make your mum or special female in your life smile.	Name as many objects around your home beginning with /p/	Write a list of words that rhyme with 'song'.	Sit in the sun and look for animals in the clouds.	Send an emoji or an SMS to a friend or family member to check in

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 and Dad if needed.

Year 2 – Try and complete the questions.

What did I enjoy most in this unit of work?

What did I need help with?

Parent

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

Attendance

My intentions for Phase One:

- ☐ I will continue to send my child following the Phase One Guidelines of one day face to face learning, 4 days remote learning.
- ☐ I am an essential service worker and/or it is not possible for my child to do remote learning
- ☐ I will be keeping my child home at home fulltime doing remote learning until further notice due to Covid-19 concerns.

Any comment or queries?

Teachers Response
