Package of Learning – Stage One

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**English** Read your sight words aloud from your sight word booklet. Write your sight words on paper – look, cover, write check (LCWC). Read a Home Reader /School Magazine to an adult. Answer these questions; • What happened in the beginning, middle and end of the story? Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Practice writing your sight words by writing a sentence for each one. Read a Home Reader /School Magazine to an adult. Before reading, talk about what you think is going to happen by looking at the pictures; • What do you think will happen at the end of the story? Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Practice writing your sight words in alphabetical order. Read a Home Reader /School Magazine to an adult. Are the characters interesting? What makes them interesting? Which illustration was your favourite and why? Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Write your sight words on paper – look, cover, write check (LCWC). Read a Home Reader /School Magazine to an adult. Draw, then write 2 sentences to describe one of the characters from the story and what they did. Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Have an adult test you on reading and then writing your sight words. Read a Home Reader/School Magazine to an adult. Think of 3 'feeling' words you could use to describe a character in the story; - nervous, angry, excited - Draw a face to show that expression. Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.
Break	Break	Break	Break	Break	Break

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	**Mathematics** Use sultanas, lollies or small biscuits like Tiny Teddies etc. Take a handful and without counting, estimate (guess) how many you have in your hand. Write your answer down. Count them. • Are there more or less items than you estimated? • How many more or less? Draw how you counted them, by 1's, 2's, 5's in your workbook. Complete one page of 'All About the Number' or 'Number of the Day' Complete one maths worksheet.	**Mathematics** Find 5 containers, bottles, cups or bowls for investigation. Estimate which container will hold the most water. Order your containers from most to least. Draw the containers in order in your workbook. Complete one page of 'All About the Number' or 'Number of the Day' Complete one maths worksheet.	**Mathematics** Pattern Hunt. What patterns can you find around your home? Draw the patterns you found in your workbook. Make your own pattern using shapes or numbers. Complete one page of 'All About the Number' or 'Number of the Day' Complete one maths worksheet.	**Mathematics** Use a pencil, pen or block to measure five of your favourite toys. Measure how tall your toys are. Order your toys from tallest to shortest. Draw your toys in order in your workbook. Complete one page of 'All About the Number' or 'Number of the Day' Complete one maths worksheet.	**Mathematics** Use a deck of playing cards. Take out the jacks, queens, kings and jokers. An ace equals 1. Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. The person with the highest score is the winner. Complete one page of 'All About the Number' or 'Number of the Day' Complete one maths worksheet.
Break	Break	Break	Break	Break	Break
Afternoon	**PDHPE** Complete the 'I am unique' activity.	**Science and technology** 'Science Alive' complete 'learning activity 1.'	**Science and technology** 'Science Alive' complete 'learning activity 2'.	**PDHPE** Complete the 'Fundamental Movement Skills' activity.	**Science and technology** 'Science Alive' complete 'learning activity 3'.

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Package of Learning – Stage One

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**English** Read your sight words aloud from your sight word booklet. Write your sight words on paper – look, cover, write check (LCWC). Read a Home Reader /School Magazine to an adult. List the main characters of the story and describe the setting. Choose one of the writing tasks and complete in your workbook. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Practice writing your sight words by writing a sentence for each one. Read a Home Reader /School Magazine to an adult. Was there anything you liked about this story? Was there anything you disliked about this book? Choose one of the writing tasks and complete in your workbook. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Practice writing your sight words in alphabetical order. Read a Home Reader /School Magazine to an adult. Be a noun detective and list at least 5 nouns from your story. Draw a picture with those 5 nouns included. Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Write your sight words on paper – look, cover, write check (LCWC). Read a Home Reader /School Magazine to an adult. Divide your story into 3 main parts. Draw a picture of each part and write a short description of what is happening in each part. Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.	**English** Read your sight words aloud from your sight word booklet. Have an adult test you on reading and then writing your sight words. Read a Home Reader/School Magazine to an adult. Write a short story to persuade your dog/fish/cat/pop/mum/dad to read this book. Choose one of the writing worksheets to complete. Complete 1 page of handwriting ensuring correct formation.
Break	Break	Break	Break	Break	Break

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	**Mathematics** Roll 1 dice and write the single digit number that shows on the face in the correct place on the blank hundreds chart e.g. number 6. Then roll 2 die and continue to write the numbers to complete the chart e.g. 1 face has 3 and the second face has 7 = 3+ 7 =37. This game may go over several days. Any numbers not filled in on the hundreds chart at the end of the week, write them in. Complete one page of 'All About the Number' or 'Number of the Day' Complete one page in the maths workbook.	**Mathematics** Make a hopscotch out of cardboard or chalk. Say each number as you land on it. Make it more challenging by having someone draw dots like on a dice and/or the number names – e.g. eight. Complete one page of 'All About the Number' or 'Number of the Day' Complete one page in the maths workbook.	**Mathematics** Learn to tell the time on an analogue clock (clock with hands). If you don't have one of these, get someone to draw clock faces showing hours and half hours. Complete one page of 'All About the Number' or 'Number of the Day' Complete one page in the maths workbook.	**Mathematics** Cut up paper plates, or draw some large circles on paper. On one, cut it in half, on another plate, cut it into quarters. How many halves equal a whole? How many quarters equal a half? How many quarters equal a whole? Draw what you discovered. Complete one page of 'All About the Number' or 'Number of the Day' Complete one page in the maths workbook.	**Mathematics** Australian coins do not all look the same. They are different shapes, sizes and colours. This helps people to recognise each coin. The 'cent' coins are a silver colour and the 'dollar' coins are a gold colour. Trace around the different coins you have at home and write the value of them on each picture. Play a game with an adult to pretend to buy something at the shop and try to work out which coins you will need. Complete one page of 'All About the Number' or 'Number of the Day' Complete one page in the maths workbook.
Break	Break	Break	Break	Break	Break
Afternoon	**Science and technology** Plan a diorama habitat – see 'Alive' Habitat Diorama instructions and worksheet.	**Science and technology** Create your Habitat Diorama.	**CAPA** Visual Arts – Texture See instruction sheet.	**CAPA** Visual Arts – Line Drawing See instruction sheet.	**PDHPE** Complete the Fundamental Movement Skills activity – same as Week 1.

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High Frequency Words

Skill Type
reading
writing

List 1	List 2	List 3	List 4
I	the	on	my
am	we	went	day
mum	go	look	us
is	to	at	ran
dad	come	me	over
here	and	school	under
a	see	he	where
big	liked	going	are
little	she	down	they
in	up	it	put

List 5	List 6	List 7	List 8
into	for	get	boy
can	thank	dog	ball
some	you	too	today
I'm	goes	park	car
new	back	fish	no
has	way	good	tree
with	catch	all	sleep
this	them	baby	not
play	mother	got	eat
said	her	girl	off

List 9	List 10			
bed	beach	Date:	Score:	/100
shouted	looked	Date:	Score:	/100
love	Monday	Date:	Score:	/100
away	your	Date:	Score:	/100
home	after	Date:	Score:	/100
shop	cat	Date:	Score:	/100
happy	came	Date:	Score:	/100
inside	Tuesday	Date:	Score:	/100
father	stayed			
weekend	will			

High Frequency Words

Skill Type
reading
writing

List 11	List 12	List 13	List 14
bread	river	well	red
Wednesday	Friday	ship	out
kitten	zoo	phone	please
hello	or	woke	lamb
book	ride	hospital	yes
garden	buy	bird	who
water	naughty	fire	played
seven	sit	need	brown
help	teacher	clever	pool
Thursday	show	cried	waves

List 15	List 16	List 17	List 18
month	team	gone	best
again	climb	lost	cake
ate	making	had	Sunday
read	road	toy	party
make	having	race	nice
lived	breakfast	bike	open
made	happily	three	coming
friends	upon	much	total
fast	blue	didn't	walk
let	that's	game	one

List 19	List 20			
OK	saw	Date:	Score:	/200
can't	soccer	Date:	Score:	/200
dinner	now	Date:	Score:	/200
won	movie	Date:	Score:	/200
let's	smell	Date:	Score:	/200
it's	house	Date:	Score:	/200
fun	birthday	Date:	Score:	/200
watched	shopping	Date:	Score:	/200
did	football			
brother	cousin			

High Frequency Words

Skill Type
reading
writing

List 21	List 22	List 23	List 24
was	our	time	castle
of	because	an	very
that	just	first	old
but	have	night	what
then	as	took	him
there	his	around	only
when	were	food	started
so	do	two	lots
about	next	from	could
be	people	by	Mr

List 25	List 26	List 27	List 28
their	left	something	morning
if	told	want	think
other	family	before	which
would	long	horse	called
door	really	man	name
last	five	still	snake
once	room	more	know
through	walked	thing	never
another	been	rabbit	year
everyone	found	heard	also

List 29	List 30	List 31	List 32
ever	don't	couldn't	princess
fairy	felt	gave	place
auntie/aunty	how	its	sister
always	later	six	most
monster	playground	even	ready
fell	find	getting	loved
black	yellow	I'll	while
knew	four	lunch	together
asked	live	every	suddenly
week	world	great	why

High Frequency Words

Skill Type
reading
writing

List 33	List 34	List 35	List 36
scary	wanted	hand	picked
right	any	myself	than
take	each	stop	boat
turned	ground	face	few
run	money	happened	hole
tell	soon	swimming	playing
until	funny	being	tried
outside	guard	magic	bought
say	bad	parents	finally
ten	everything	bit	hot

List 37	List 38	List 39	List 40
presents	small	animals	though
camp	dragon	January	jumped
finished	doing	remember	safety
hour	many	summer	surprise
wait	sometimes	August	better
dead	white	escape	February
walking	aloud	judge	light
side	eight	round	prism
work	interesting	sure	parallel
died	stopped	autumn	film

List 41	List 42	List 43	
sat	scissors	chips	Date:
these	children	city	Score: /430
calendar	half	hoping	Date:
shark	Mrs	peace	Score: /430
men	sea	since	Date:
Saturday	usually	writing	Score: /430
tired	destroy	diary	Date:
caught	hear	ambulance	Score: /430
give	must	spring	Date:
might	should	yesterday	Score: /430
			Date:
			Score: /430

High Frequency Words

Skill Type
reading
writing

List 44	List 45	List 46	List 47
allowed	fruit	fifth	brought
dictionary	forward	wasn't	English
Ms	tomorrow	believe	hopped
nearly	Australia	dollars	scared
they're	disappeared	probably	weight
pyramid	grabbed	watch	dressed
ice cream	police	green	everybody
front	video	holidays	second
threw	thousand	quiet	fourth
different	doesn't	we're	everyday

List 48	List 49	List 50	List 51
instead	lightening	minute	lawyer
sincerely	special	straight	protection
weren't	won't	you're	alphabet
centre	clothes	addition	cultivate
everywhere	favourite	country	geography
language	luckily	fraction	manage
someone	purple	landscape	representative
whole	wonderful	promise	angle
chocolate	third	adventure	decided
excited	number	courage	government

List 52	List 53	List 54	List 55
material	backwards	nature	paragraph
route	senior	separating	subtraction
attack	beautiful	central	compare
defence	disappear	education	encourage
grammar	honour	imagine	journey
equal	natural	neighbour	parliament
secret	separate	stomach	technical
barrier	capital	climate	complete
democracy	edge	election	enrichment
graph	imagination	instruction	juice

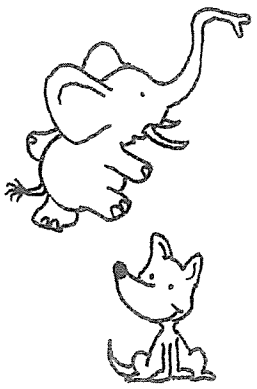
High Frequency Words

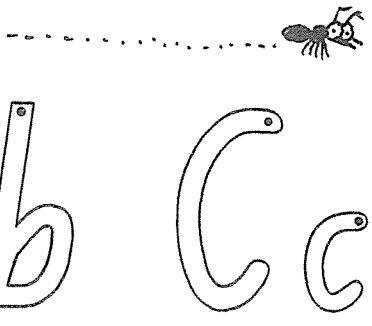
Skill Type
reading
writing

List 56	List 57	List 58	List 59
passenger	position	opportunity	organisation
technology	cylinder	scheme	settlement
computer	acceptance	agreement	application
environment	conductor	continent	court
junior	future	horizon	immediately
path	observe	opposition	permanent
vegetarian	schedule	serious	similar
construction	ache	analysis	ascend
experience	consequence	council	criticise
justice	guitar	illustrate	inspiration

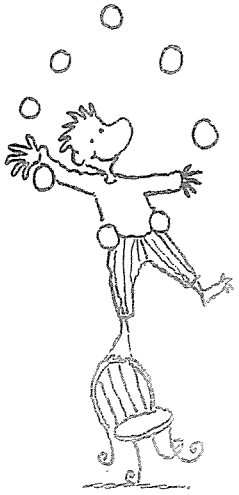
List 60	List 61	List 62	List 63
photograph	pieces	precious	principle
social	strategy	successful	surgery
temperature	atmosphere	automatic	business
instructor	curious	delicious	dissolve
physical	introduce	knowledge	majority
source	poverty	principal	problem
association	success	suitable	surround
cultural	audience	brilliant	campaign
criticism	definite	descend	ethnic
intelligent	introduction	major	manageable

List 64	List 65	List 66	
quality	tough	trouble	Date:
thoughtful	circular	compliment	Score: /660
celebrate	extensive	foreign	Date:
existence	moisture	navigate	Score: /660
manufacture	receive	reign	Date:
quantity	traffic	university	Score: /660
thoughtfulness	sphere	conclusion	Date:
certificate	extraordinary	forty	Score: /660
experiment	motivation	observation	Date:
receipt	recognise	responsibility	Score: /660



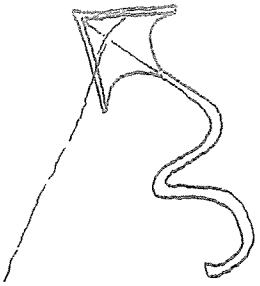


Aa Bb Cc



Dd Ee Ff

Gg Hh Ii



Jj Kk Ll

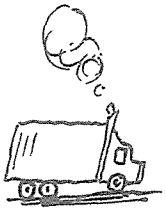
Mm Nn Oo

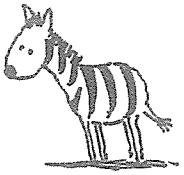
Pp Qq Rr

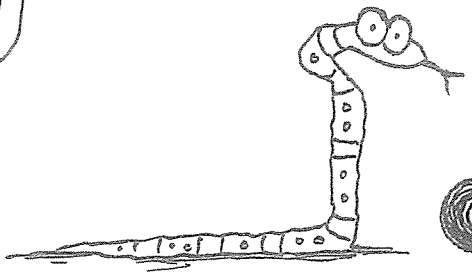
Ss Tt Uu

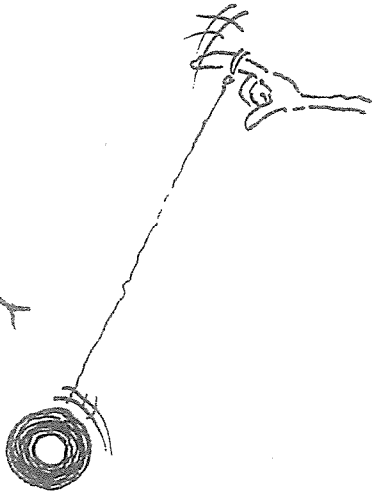
Vv Ww Xx

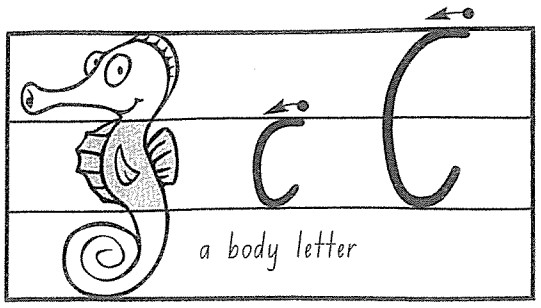
Yy Zz

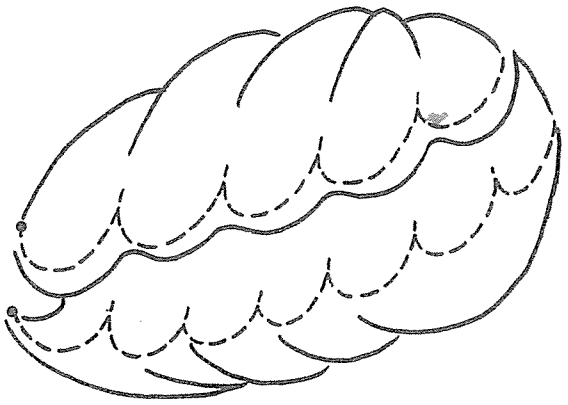






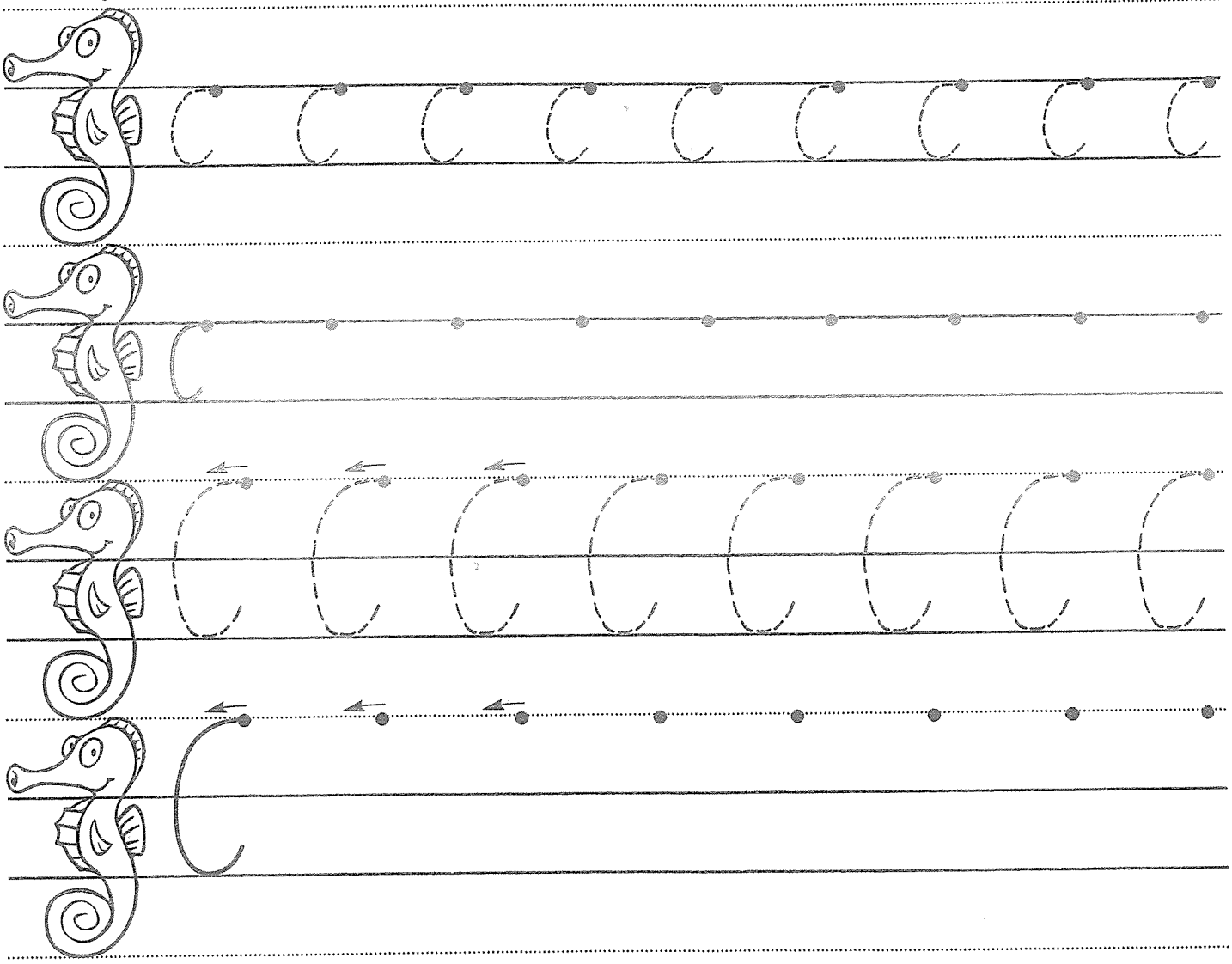


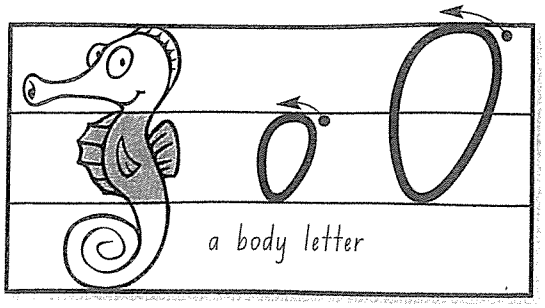




Track.

Colour the parts of the seahorse that show where the letter c sits.
Turn your best c and C into a curl 6.



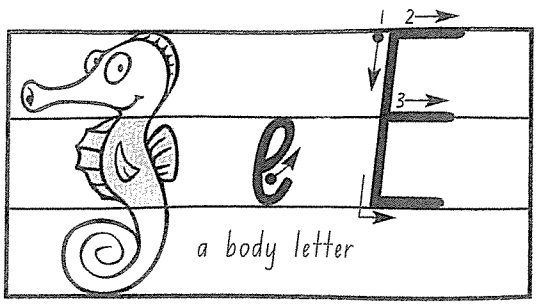


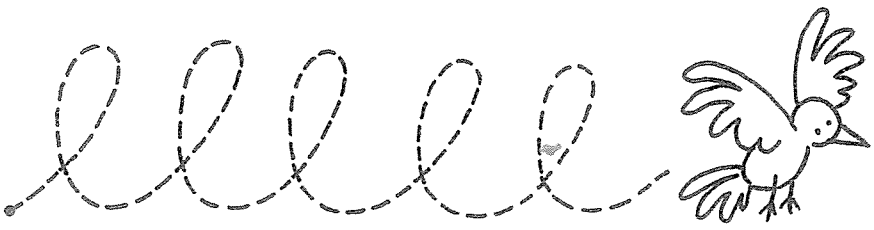
Trace the scribble pattern.

Track.

Colour the parts of the seahorse that show where the letter o sits.

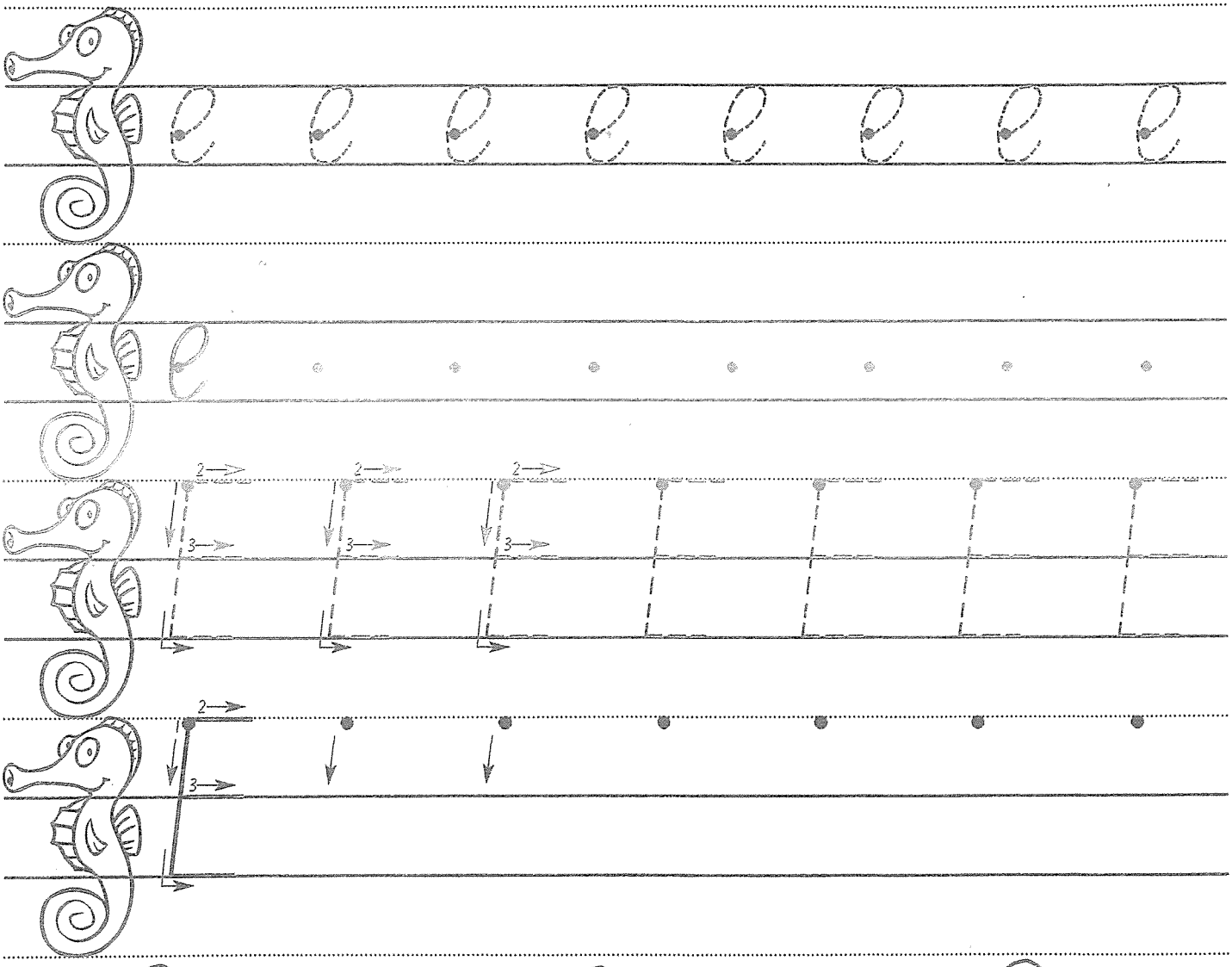
Put a ☐ around your best [o] and [O].

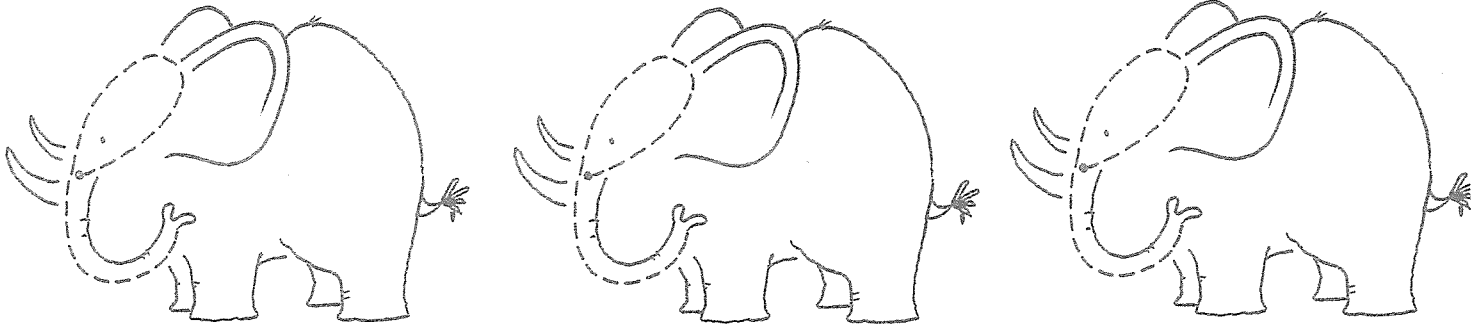


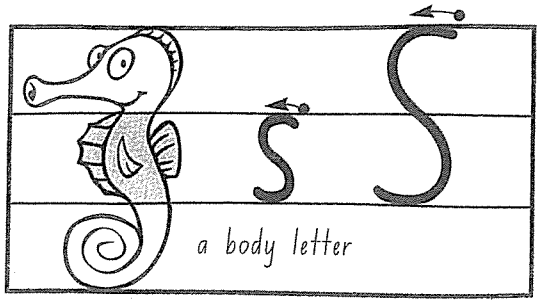


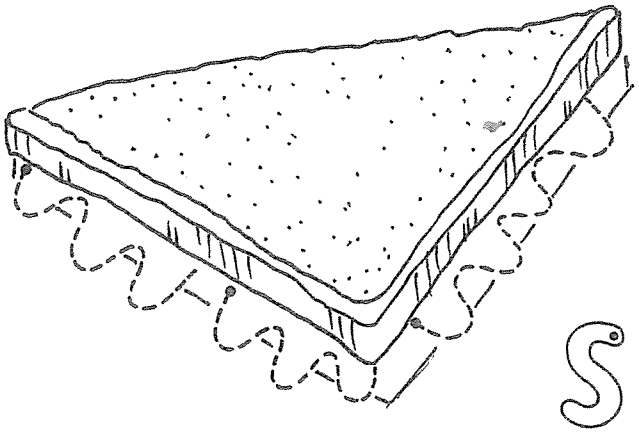
Track.

Colour the parts of the seahorse that show where the letter e sits.
Put a ☐ around your best e and E.



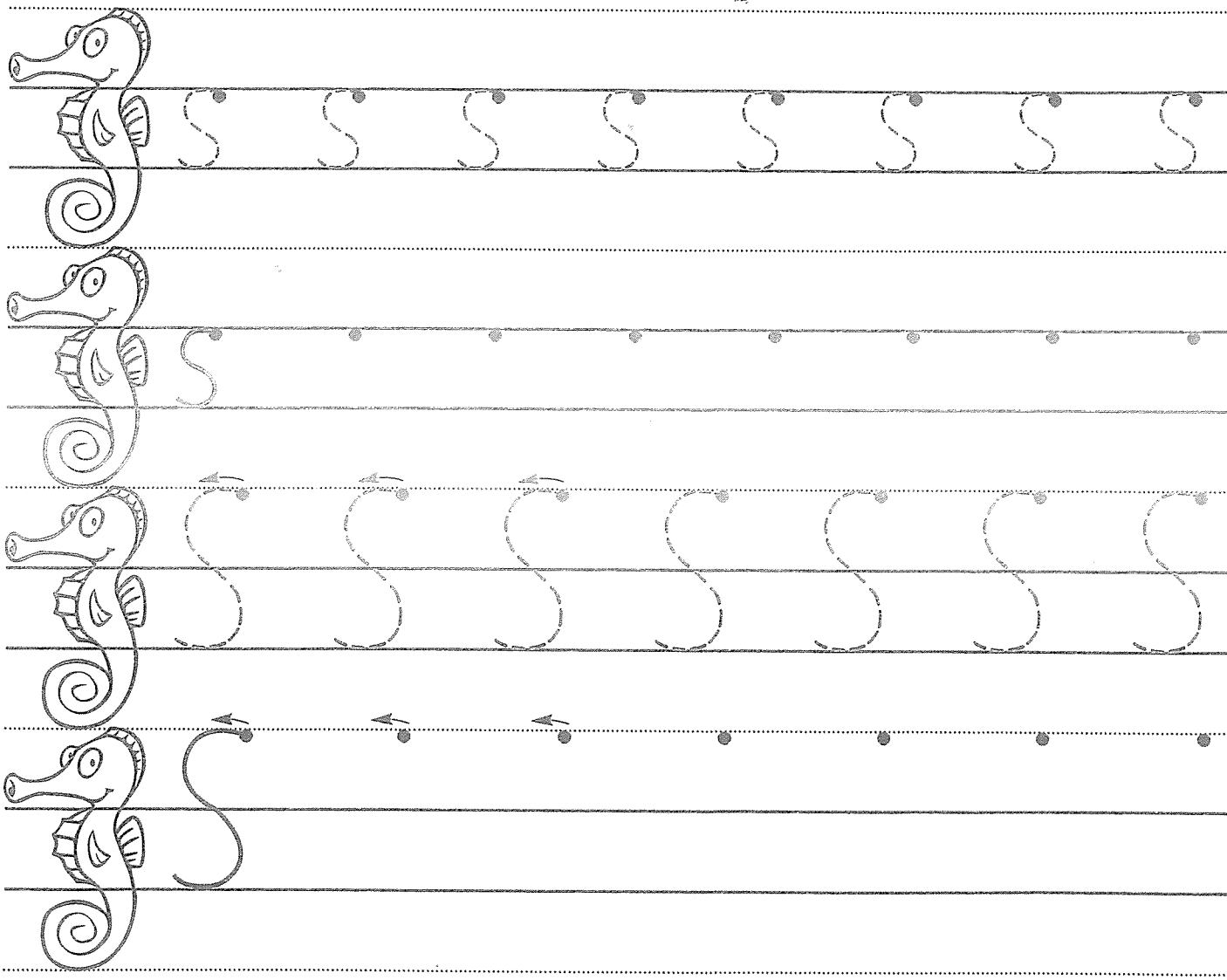


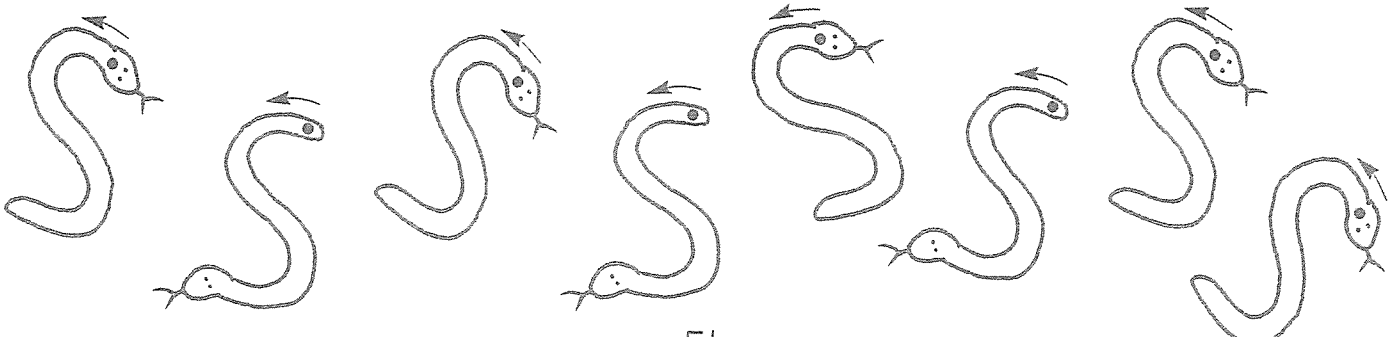


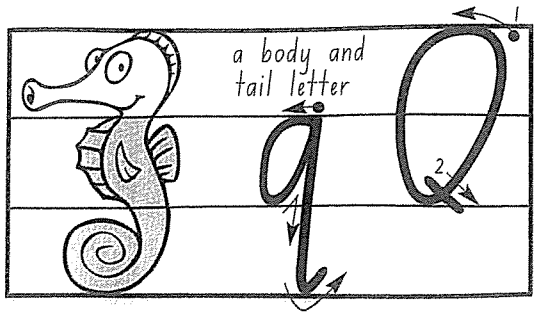


Track.

Colour the parts of the seahorse that show where the letter s sits.
Turn your best s and S into a snake.



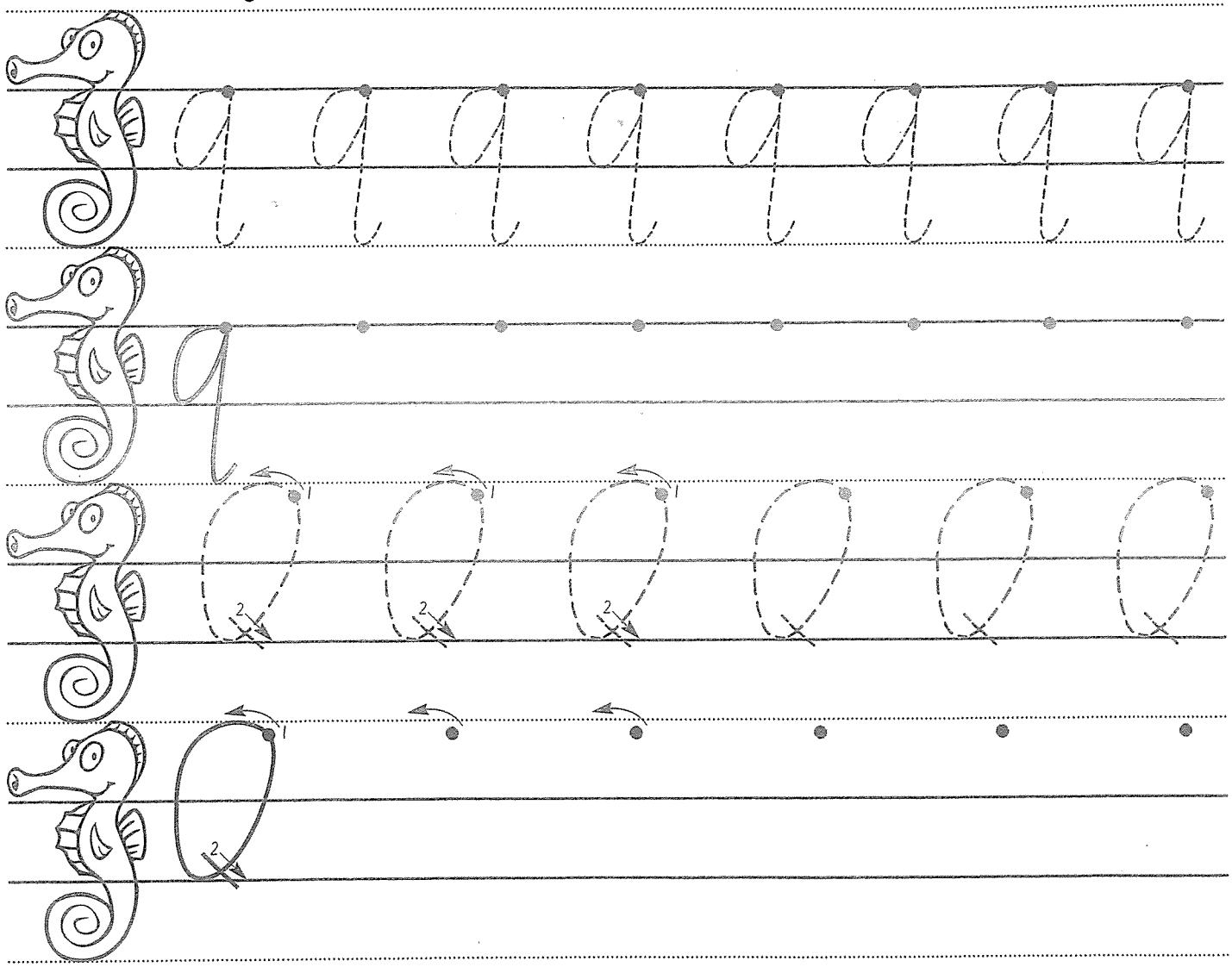


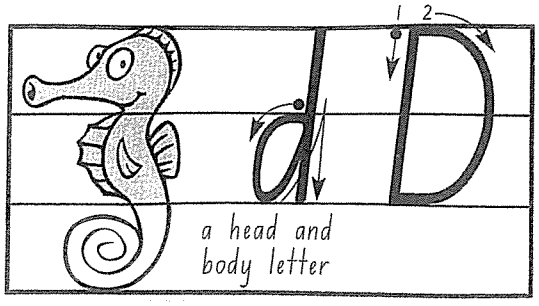


Track.

q q q q

Colour the parts of the seahorse that show where the letter q sits.
Put a * on your best q_* and Q_*.





Track.

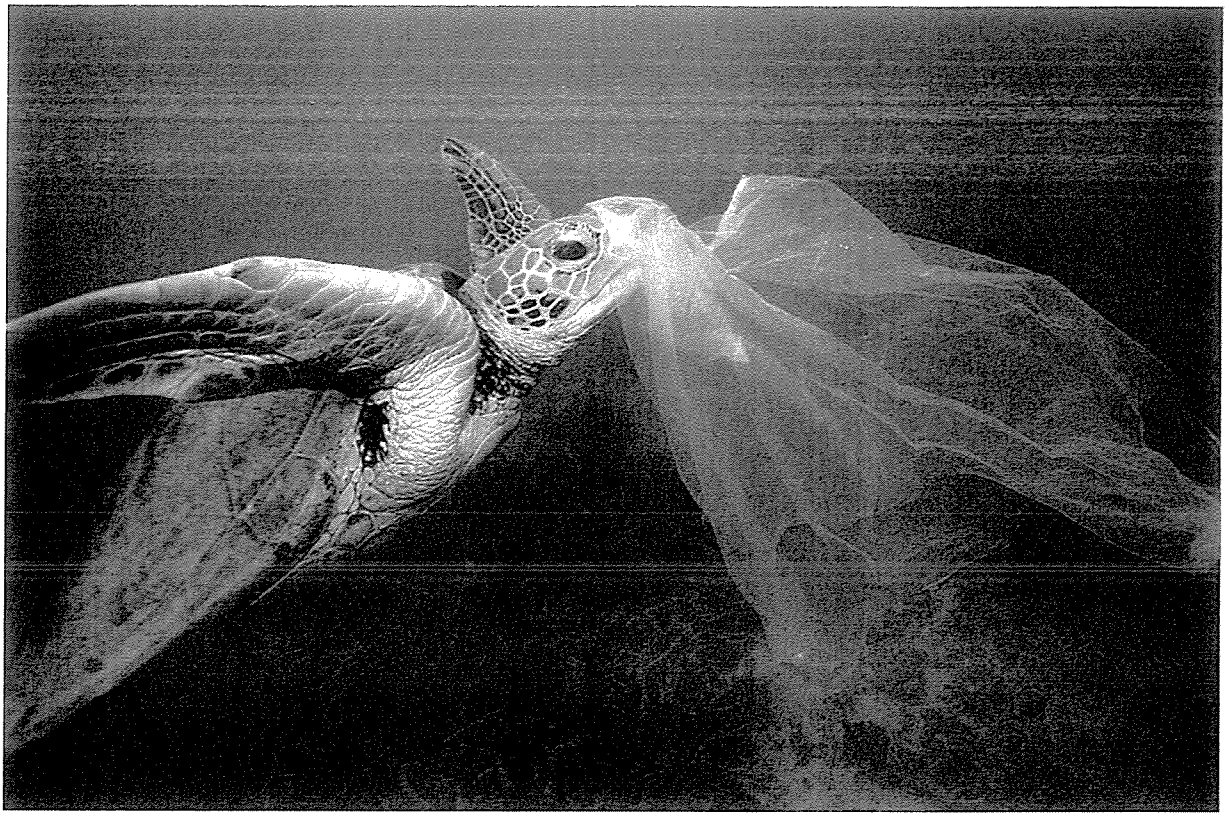
Colour the parts of the seahorse that show where the letter d sits.

Put a star inside your best d and D.

Imaginative writing

I can fly!

Imagine that you could fly. Write a story describing your adventures. Where would you go? What would it feel like? Illustrate your story with a picture.



Persuasive writing

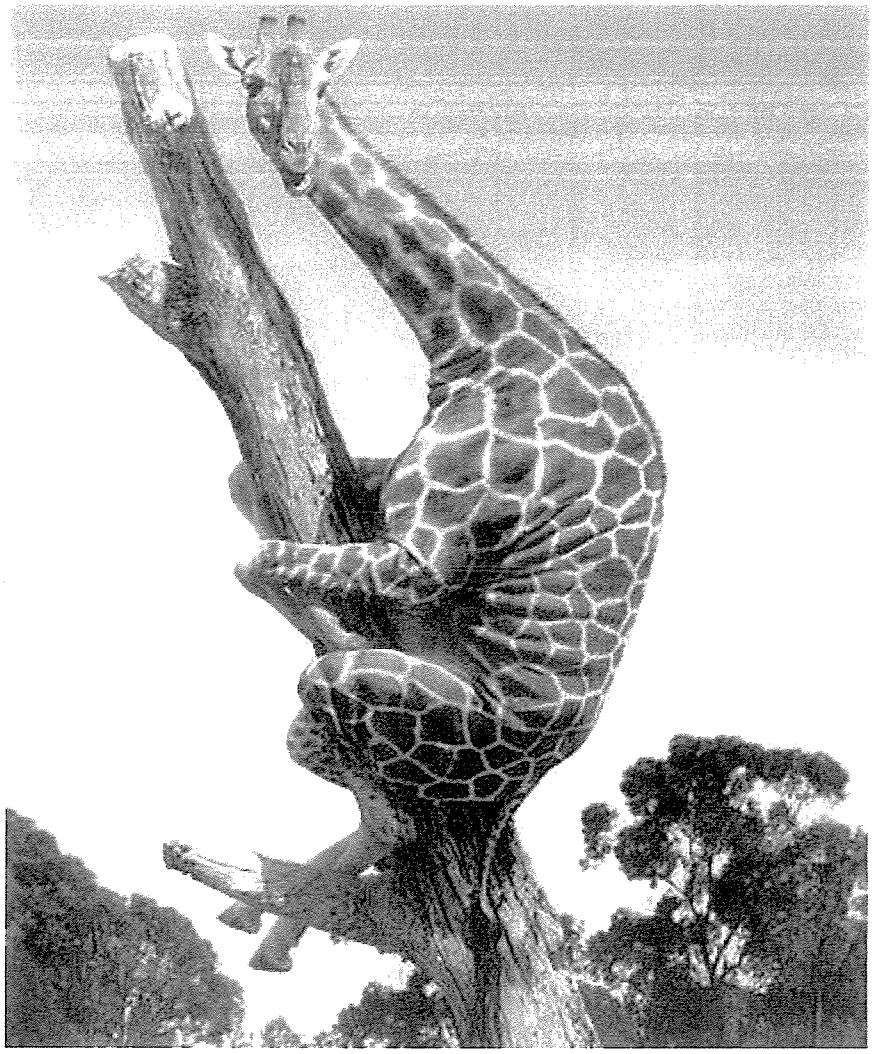
Protect the Environment!

Write a persuasive text. Persuade people to care for the environment. Explain what happens when rubbish goes into the ocean and what they can do to prevent it from happening. Use high modality (strong) words to really convince your audience.

Imaginative Writing.

Pig in a Puddle!

Write a list of adjectives (describing words) that you think of when you see this picture. Make sure you describe all of the parts of the picture.



Imaginative Writing.

Stuck!

Write a story using this picture. Think about how the giraffe got up the tree. Why did the giraffe go up the tree? What can the giraffe see? Who are the characters in your story? When does your story take place?

Informative Writing.

Frogs

Write an informative piece of writing about frogs. Use the headings: Habitat (where they live), Appearance (what they look like), Diet (what they eat) and Other Facts to group your information. Include an introduction and conclusion in your writing.

Imaginative Writing.

Two Friends on an Adventure!

Write a story about their adventure. Where are these children going? Where have they been? What will they see? Who will they meet?

Imaginative Writing.

Movie!

Look at this movie poster. What is this movie about? Write a story to describe what happens at the beginning middle and end. Use paragraphs and correct punctuation. Make it exciting!

Imaginative/Informative Writing.

Camping!

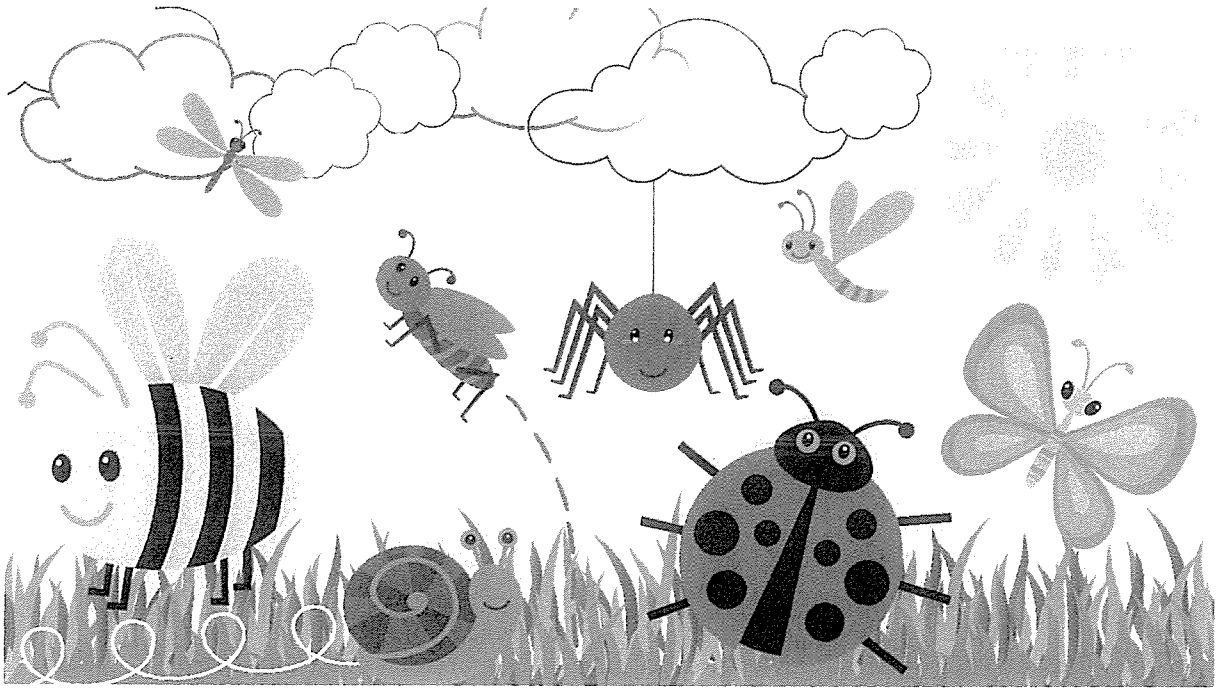
Write a list of all the things you would need to take on a weekend camping trip.

Draw a map of the campsite and label its features.

Persuasive Writing.

Going for a swim!

Write a letter to convince your grown-ups to take you to a water park with your friends. Use high modality (strong) words to really convince your audience.



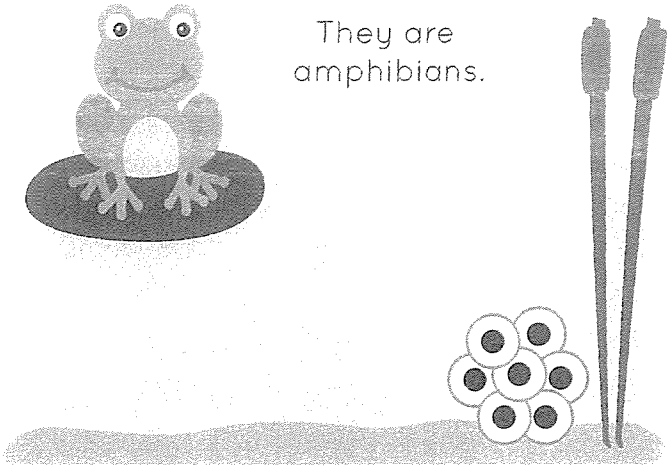
Informative Writing.

Mini beasts!

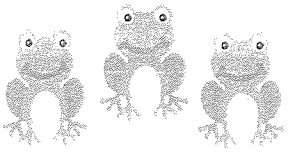
Pick an insect from the fact sheets provided, or research your own if possible. Write an informative piece of writing about your insect. Use the headings: Habitat (where they live), Appearance (what they look like), Diet (what they eat) and Other Facts to group your information. Include an introduction and conclusion in your writing.

Facts about Frogs

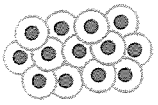
They are amphibians.



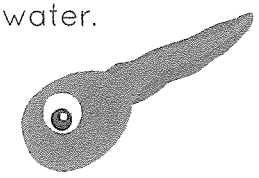
A group of frogs is called an army.



A group of eggs is called a frogspawn.



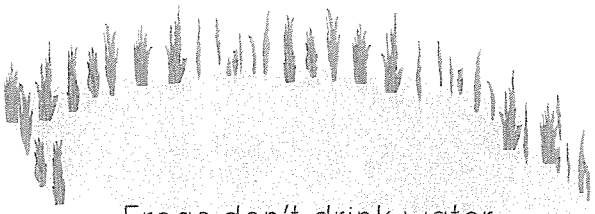
They typically lay their eggs in the water. The eggs hatch into tadpoles.



Tadpoles have no lungs, they have gills. They grow lungs before they mature into a frog.

Their vision field is almost 360° so they can see all that is around them all the time!

They need to live near water as their skin must constantly be moist. If it dries out the frog dies.

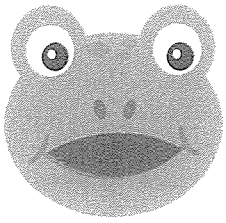


Frogs don't drink water - they soak it into their body through their skin.

Their eyeballs assist them in swallowing food - they push the food down their throat by pushing down the eyeballs.

Frogs can hibernate. In extreme conditions they can also enter a state called torpor which can last for months.

They catch their pray with their tongue.



They breathe through the nose and their skin.

Their call is called a croak.

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Literature: "common knowledge" and http://en.wikipedia.org/wiki/frog.

Ant

Scientific name: *Formicidae*

Class: *Insecta*

Average lifespan: 15 years (black garden ant)

Habitat: soil and cavities in wood and plants

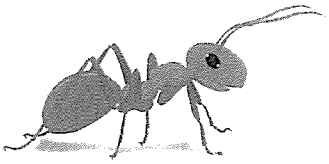
Diet: omnivore

Food sources: anything they can find

Predators: other insects, echidna, anteater

Did you know?

- Ants can be found on every continent except Antarctica.
- More than 12 500 of an estimated 22 000 ant species have been classified.
- The ant is one of the world's strongest creatures in relation to its size.



teachstarter

Honey Bee

Scientific name: *Anthophila*

Class: *Insecta*

Average lifespan: 122–152 days (western honey bee)

Habitat: sheltered forests and meadows

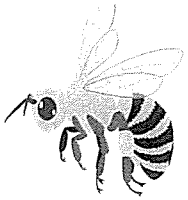
Diet: herbivore

Food sources: pollen from native plants

Predators: other insects, birds, small mammals, reptiles

Did you know?

- Bees are the only insects in the world that make food that people can eat.
- One bee will only make 1/12 of a teaspoon of honey in its entire life.
- Bees have been around for more than 30 million years.



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Beetle

Scientific name: *Coleoptera*

Class: *Insecta*

Average lifespan: 3-6 months (hercules beetle)

Habitat: most land and freshwater habitats

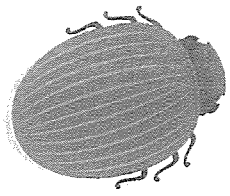
Diet: omnivore

Food sources: other insects, fruit, fungi, dead animal and plant material, wood

Predators: bats, frogs, reptiles

Did you know?

- There are over 350 000 species of beetles in the world.
- Beetles date back to the Permian period, roughly 270 million years ago.
- Beetles can be found almost everywhere on the planet.



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Butterfly

Scientific name: *Rhopalocera*

Class: *Insecta*

Average lifespan: 9 months (monarch butterfly)

Habitat: open areas, meadows, fields

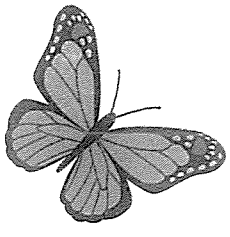
Diet: herbivore

Food sources: nectar, pollen

Predators: other insects, frogs, small mammals, reptiles

Did you know?

- Butterflies can only see the colours red, green and yellow.
- There are about 24 000 species of butterflies.
- Butterflies use their feet to taste, as this is where their taste receptors are located.



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Bumble Bee

Scientific name: *Bombus*

Class: *Insecta*

Average lifespan: 12 months

Habitat: *quiet forests and pastures*

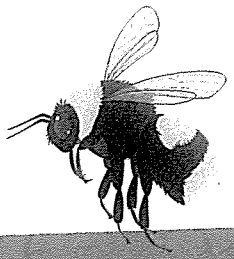
Diet: herbivore

Food sources: nectar, pollen, honey

Predators: other insects, spiders, birds

Did you know?

- Bumble bees only live for one season before they die.
- They can sting more than once.
- Each bumble bee has a special job. The queen bumble bee lays eggs while the workers bring food and build underground nests made of wax.



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Caterpillar

Scientific name: *Larva*

Class: *Insecta*

Average lifespan: 3-4 weeks until pupation

Habitat: almost everywhere

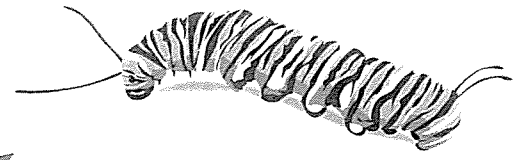
Diet: herbivore

Food sources: leaves, plants, flowers

Predators: birds, wasps, parasites

Did you know?

- During their lives, caterpillars increase their body mass up to 1000 times.
- A caterpillar's first meal is usually its eggshell.
- A caterpillar has as many as 4000 muscles in its body.



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Cicada

Scientific name: *Cicadidea*

Class: *Insecta*

Average lifespan: up to 17 years (underground), 5-6 weeks (above ground)

Habitat: *open forests and woodlands*

Diet: herbivore

Food sources: plants, grasses

Predators: birds, bats, spiders, wasps, ants, mantids and tree crickets

Did you know?

- Cicadas are the loudest insects in the world.
- Only male cicadas sing in an attempt to find a mate.
- Each species of cicada has a different song.

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Cockroach

Scientific name: *Blattaria*

Class: *Insecta*

Average lifespan: 12-18 months

Habitat: almost everywhere

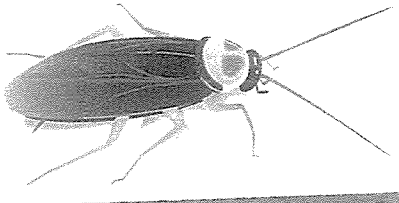
Diet: omnivore

Food sources: decaying organic matter

Predators: spiders, birds, mammals

Did you know?

- A cockroach can hold its breath for 40 minutes and can survive being submerged under water for half an hour.
- A cockroach can live for a week without its head.
- Cockroaches are believed to have originated more than 280 million years ago in the Carboniferous era.



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Cricket

Scientific name: *Gryllidae*

Class: *Insecta*

Average lifespan: 2-3 months (black field cricket)

Habitat: upper tree canopies, bushes, among grasses

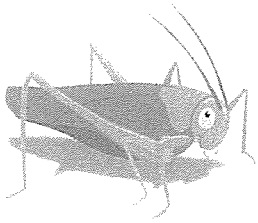
Diet: omnivore

Food sources: flowers, fruit, leaves, grasses

Predators: frogs, lizards, spiders, birds

Did you know?

- There are about 900 species of crickets worldwide.
- Only male crickets sing in an attempt to find a mate.
- In many parts of the world, crickets are thought to bring good luck.



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Dragonfly

Scientific name: *Anisoptera*

Class: *Insecta*

Average lifespan: 7 months

Habitat: close to water

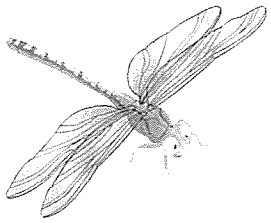
Diet: carnivore

Food sources: other small insects

Predators: other insects, fish, reptiles, small mammals, frogs

Did you know?

- Dragonflies were some of the first winged insects to evolve, some 300 million years ago.
- The largest living dragonfly lived over 250 million years ago and had a wingspan of over three feet.
- A dragonfly needs warmth to fly, so they will often land when the sun goes behind a cloud.



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Dung Beetle

Scientific name: *Scarabaeidae*

Class: *Insecta*

Average lifespan: 3 years

Habitat: grasslands, forests

Diet: dung of both herbivores and omnivores

Food sources: dung

Predators: ibis, crows, foxes

Did you know?

- In relation to its size, the dung beetle is the world's strongest animal.
- When moving balls of dung, a dung beetle can pull 1141 times its own bodyweight.
- Dung beetles' wings are transparent or whitish in colour and are only visible when they are in flight.

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Fire Ant

Scientific name: *Solenopsis*

Class: *Insecta*

Average lifespan: 5-7 years

Habitat: moist soil

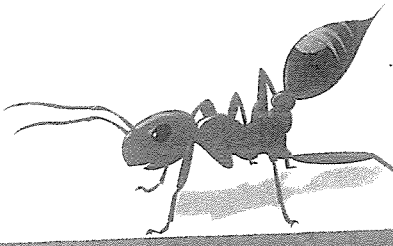
Diet: omnivore

Food sources: other insects, earthworms, ticks, spiders, honeydew, athropod eggs

Predators: phorid flies (found in America), venus flytraps

Did you know?

- Fire ant colonies have female worker ants and one queen, who is responsible for laying the eggs.
- They live in colonies which can contain over 200 000 ants.
- It can take several months for a colony to grow a mound that is large enough to be visible.



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Firefly

Scientific name: *Lampyridae*

Class: *Insecta*

Average lifespan: 2 months

Habitat: warm, moist environments

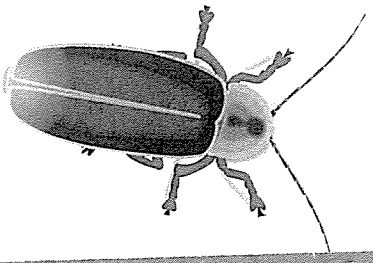
Diet: omnivore

Food sources: nectar, pollen

Predators: birds, spiders, frogs

Did you know?

- Fireflies 'talk' to each other using light signals.
- There are more than 2000 species of fireflies (a type of beetle).
- Fireflies are among the many species that are bioluminescent, meaning that they can produce their own light.



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Flea

Scientific name: *Siphonaptera*

Class: *Insecta*

Average lifespan: 2-3 months

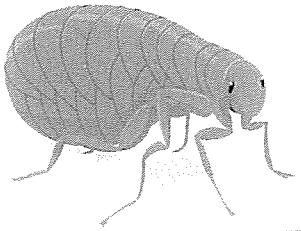
Habitat: inside homes, shrubs, leaves, trees

Food sources: organic debris (larvae stage), blood (adult flea)

Predators (natural): snakes, ants, beetles, spiders, frogs, lizards

Did you know?

- A female flea can lay up to 50 eggs per day, so a single flea can cause an infestation in less than 2 months.
- Fleas are some of the best jumpers in the world and are able to jump more than 150 times their body length.
- Fleas are carriers of all sorts of bacteria, including bacteria that can cause disease in people.



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House Fly

Scientific name: *Musca*

Class: *Insecta*

Average lifespan: 15-25 days

Habitat: anywhere close to organic waste and humans

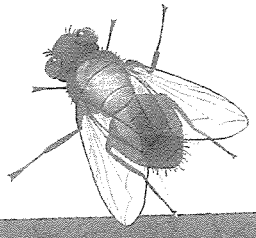
Diet: carnivore

Food sources: decaying matter, feces

Predators: beetles, mites, other flies

Did you know?

- House flies are actually grey in colour. They have four dark stripes on the back side of their bodies.
- House flies are able to move their wings 200 times per second.
- House flies produce a sticky substance which keeps them firmly attached to the ground.



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Common Fruit Fly

Scientific name: *Drosophila melanogaster*

Class: *Insecta*

Average lifespan: 40-50 days

Habitat: almost everywhere

Diet: herbivore

Food sources: overripe, fermenting fruits and vegetables

Predators: ants, beetles, wasps, mites, crickets

Did you know?

- A female fruit fly can lay up to 100 eggs each day and up to 2000 eggs in an average lifetime.
- Fruit flies beat their wings 200 times per second.
- Fruit flies have hairy bodies and sticky feet which transfer bacteria which can be harmful to humans.

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Mosquito

Scientific name: *Culicidae*

Class: *Insecta*

Average lifespan: 10 days (male), 40-60 (female)

Habitat: stagnant water, ponds, marshes, swamps, wetlands

Food sources: nectar, honeydew, blood from animals

Predators: fish, dragonflies, bats

Did you know?

- Mosquitoes carry a large number of deadly diseases, making them the deadliest animals on earth.
- Only female mosquitoes bite.
- A mosquito beats its wings 300-600 times per second, which is responsible for the buzzing sound they make.

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Grasshopper

Scientific name: *Caelifera*

Class: *Insecta*

Average lifespan: 12 months

Habitat: dry open habitats, grass, low plants

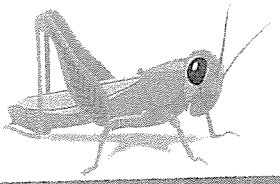
Diet: herbivore

Food sources: grass, weeds, shrubs

Predators: beetles, birds, mice, snakes, spiders, flies

Did you know?

- Grasshoppers have ears on their bellies which allows them to hear the songs of their fellow grasshoppers.
- Locusts are actually a species of short-horned grasshoppers.
- Grasshoppers cause billions of dollars in damage to crops annually as they eat half of their body weight in plants per day.



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Ladybug

Scientific name: *Coccinellidae*

Class: *Insecta*

Average lifespan: 1-2 years

Habitat: grasslands, forests, along rivers

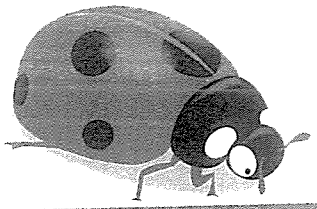
Diet: carnivore

Food sources: other insects with soft bodies

Predators: birds, dragonflies, wasps, ants, tree frogs, parasites, mites

Did you know?

- There are about 5000 different species of ladybugs (also known as lady beetles or ladybirds) worldwide.
- In many cultures, ladybugs are considered good luck.
- Ladybugs remain still and pretend to be dead to avoid danger.



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Termite

Scientific name: *Isoptera*

Class: *Insecta*

Average lifespan: 30-50 years (queens)

Habitat: nests formed in trees, soil mounds or underground

Diet: herbivore

Food sources: wood, wood products, leaves, bark, grass

Predators: ants, beetles, flies, wasps

Did you know?

- There is usually one main (first-form) queen who may have been the original founder of the colony.
- The original king fertilises the queen and helps to tend the young during the foundation of the colony.
- Termites have existed on Earth for more than 250 million years. There are more than 2600 known species.

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Louse (Lice)

Scientific name: *Pediculus humanus capitis*

Class: *Insecta*

Average lifespan: 30 days

Habitat: anywhere that animals and birds occupy

Diet: carnivore

Food sources: hair, blood, scales, skin, feathers

Predators: monkeys, spiders

Did you know?

- Lice are roughly the same size as a sesame seed.
- They crawl across your scalp using claws at the end of their legs.
- The eggs are commonly referred to as 'nits' and a louse can lay up to 10 eggs per day.

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Hornet

Scientific name: *Vespa*

Class: *Insecta*

Average lifespan: 12-22 days (workers), 12 months (queens)

Habitat: meadows, orchards, woodlands, urban settings

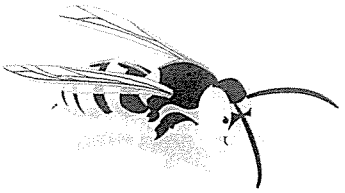
Diet: omnivore

Food sources: tree sap, flies, bees, other insects

Predators: praying mantis, dragonflies, cantipedes, flies, beetles, moths

Did you know?

- Hornets attack humans in self-defense. The painful sting may end up being fatal if someone is allergic to the venom.
- Each hornet can string a couple of times.
- Hornets live in organised societies composed of a queen, numerous workers and a few males.



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Tiger Moth

Scientific name: *Arctia caja*

Class: *Insecta*

Average lifespan: 1 week

Habitat: barks, leaves, on soil

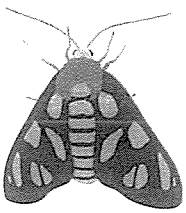
Diet: herbivore

Food sources: grasses, garden crops, shrubs, trees

Predators: native birds

Did you know?

- While not often eaten due to its toxicity, native birds will on rare occasion consume either the adult or larval stages of this species.
- Tiger moths are best known for their furry looking caterpillars which are known as 'woolly bears'.
- Tiger moths only have a wingspan of about 5.5 cm.



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Mealworm

Scientific name: *Tenebrio molitor*

Class: *Insecta*

Average lifespan: 2 months-15 years

Habitat: moist, dark places, beneath rocks or rotten logs

Food sources: decaying leaves and wood, dried grasses and grains

Predators: rodents, lizards, beetles, spiders, birds

Did you know?

- In some cultures, mealworms are consumed by humans as they are a rich source of proteins and contain low fats.
- If mealworms are maintained in a crowded condition, they start feeding upon each other.
- There are tiny vents on the bottom of the mealworm to allow it to breathe.

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Wasp

Scientific name: *Hymenoptera*

Class: *Insecta*

Average lifespan: 12-22 days (workers), 12 months (queens)

Habitat: nests constructed in soil, barks, roof spaces and cavities in trees and walls

Diet: omnivore

Food sources: nectar, insects, spiders

Predators: praying mantis, dragonflies, flies, beetles, moths, birds

Did you know?

- Wasps live everywhere except Antarctica.
- Wasps make nests from paper by chewing up strips of bark and spitting it out again.
- A queen starts a new colony each spring.

teachstarter

Praying Mantis

Scientific name: *Mantis Religiosa*

Class: *Insecta*

Average lifespan: 6-12 months

Habitat: rainforests, grasslands, meadowlands

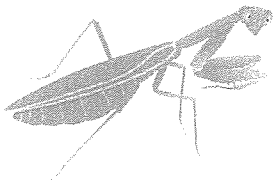
Diet: carnivore

Food sources: other insects

Predators: bats, birds, frogs, spiders, fish and aquatic insects

Did you know?

- The praying mantis is named after its front legs, which are bent and held together at an angle that suggests the position of prayer.
- They can turn their heads 180 degrees to scan their surroundings with two large compound eyes and three other simple eyes located between them.
- Females regularly lay hundreds of eggs.



teachstarter

Silkworm

Scientific name: *Bombyx mori*

Class: *Insecta*

Average lifespan: 6-8 weeks

Habitat: man-made habitats

Diet: herbivore

Food sources: leaves from white mulberry tree

Predators: other insects, salamanders, frogs, toads, turtles, lizards, snakes

Did you know?

- The silkworm is called a silkworm because it spins its cocoon from raw silk that it makes in its mouth.
- They have been raised to produce fabric for thousands of years and can no longer be found in the wild.
- In Korea, silkworm pupae are boiled and seasoned, then eaten as a popular snack food known as 'beondegi'.

teachstarter

Silverfish

Scientific name: *Lepisma saccharina*

Class: *Insecta*

Average lifespan: 2-8 years

Habitat: high humidity areas

Diet: omnivore

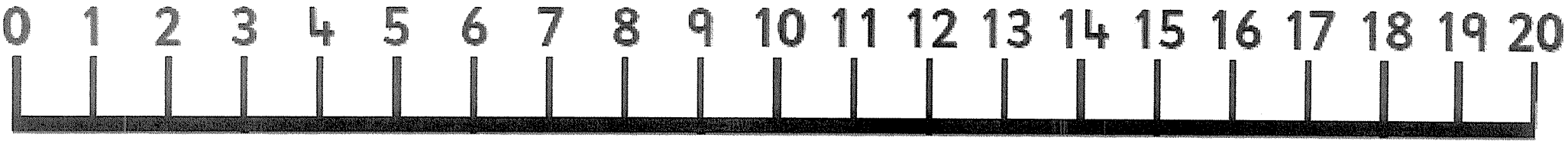
Food sources: matter that contains starches and dextrin in adhesives

Predators: centipedes, spiders, earwigs

Did you know?

- Silverfish predate the dinosaurs by 100 million years, meaning they've been crawling around for more than 400 million years.
- When silverfish run, their bodies wiggle, resembling the swimming motion of a fish.
- Unlike most insects, silverfish continue to shed their skin well into adult life.

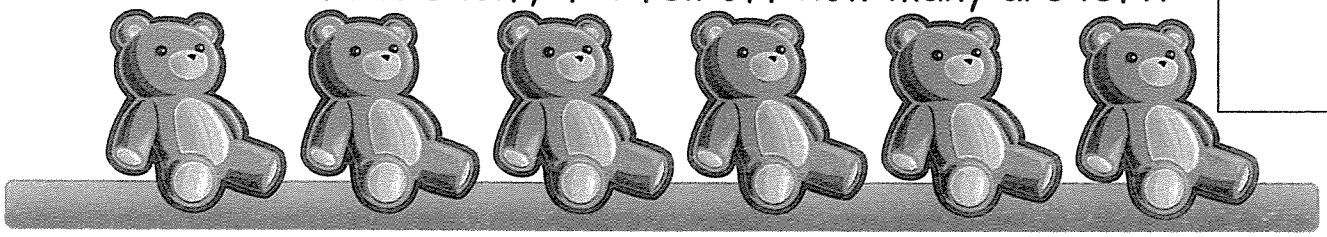
teachstarter



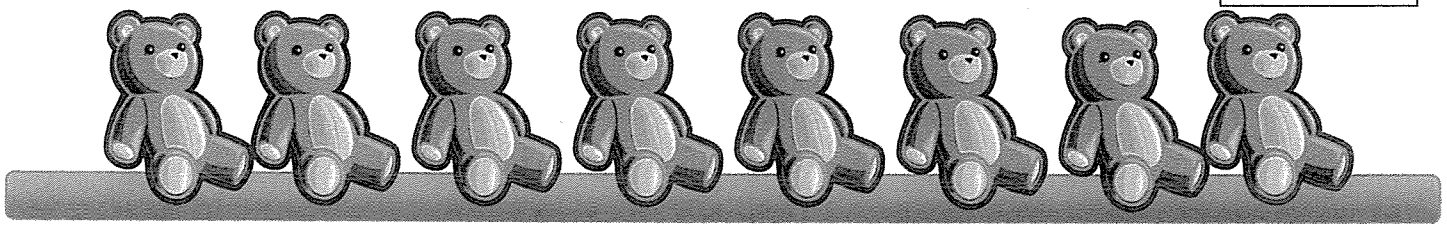
Using a Number Line to Add

3 + 5 =	4 + 2 =	8 + 5 =
1 + 4 =	5 + 3 =	9 + 3 =
7 + 3 =	4 + 1 =	5 + 8 =
9 + 2 =	3 + 7 =	3 + 9 =
2 + 9 =	2 + 4 =	6 + 7 =

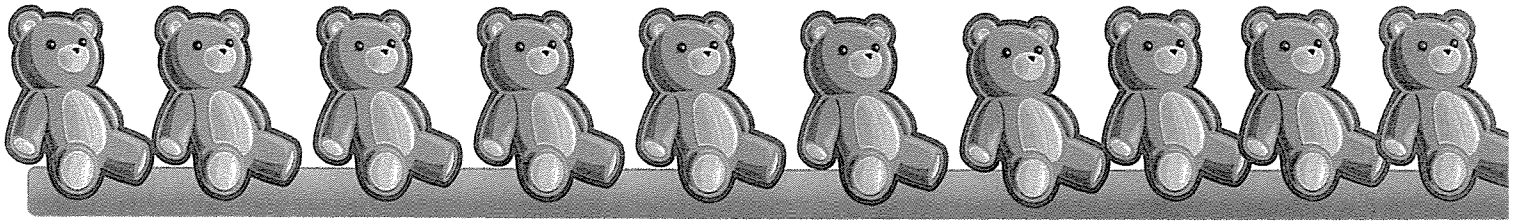
6 bears on the shelf, if 4 fell off how many are left?



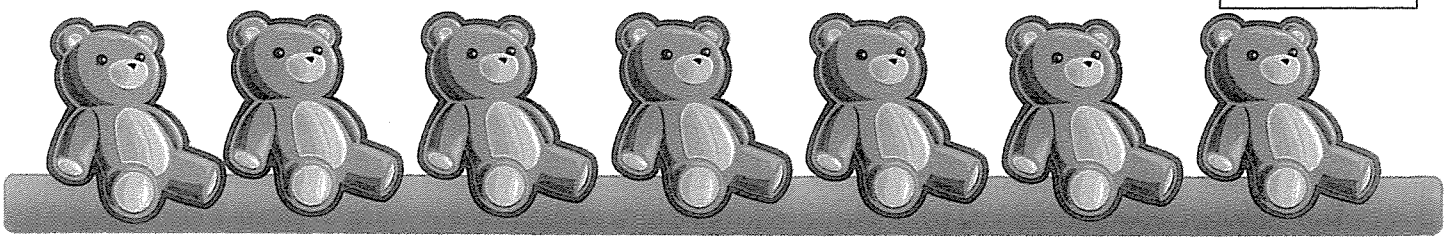
8 bears on the shelf, if 6 fell off how many are left?



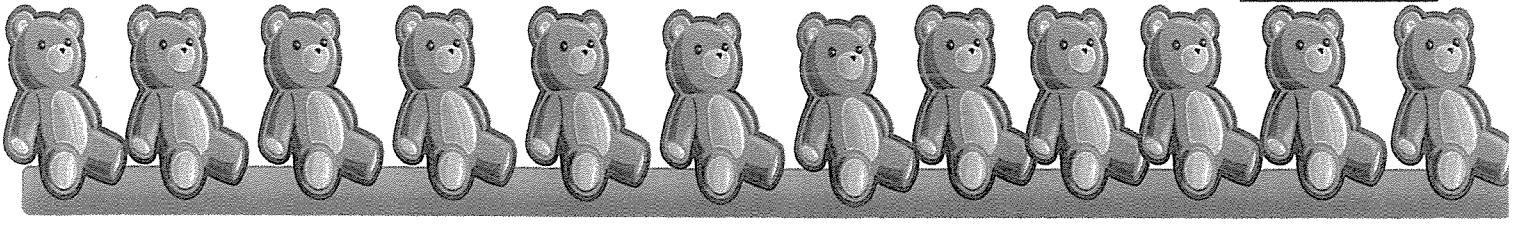
10 bears on the shelf, if 9 fell off how many are left?



7 bears on the shelf, if 5 fell off how many are left?

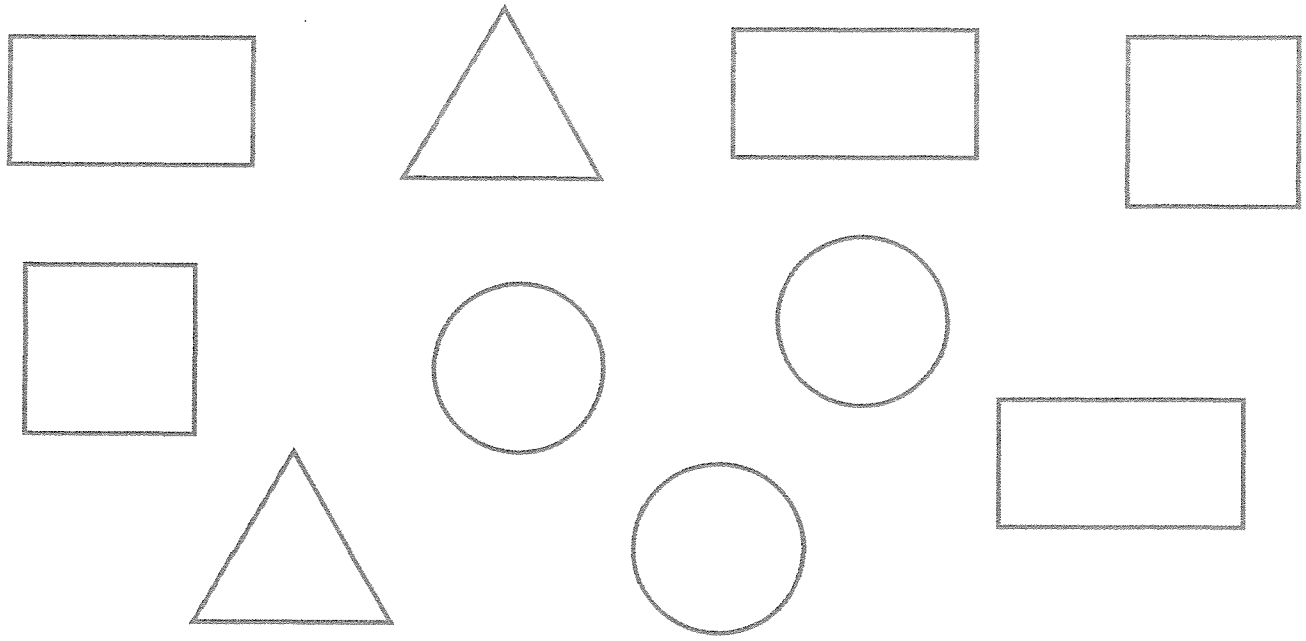


12 bears on the shelf, if 4 fell off how many are left?



2D Shapes

Name:



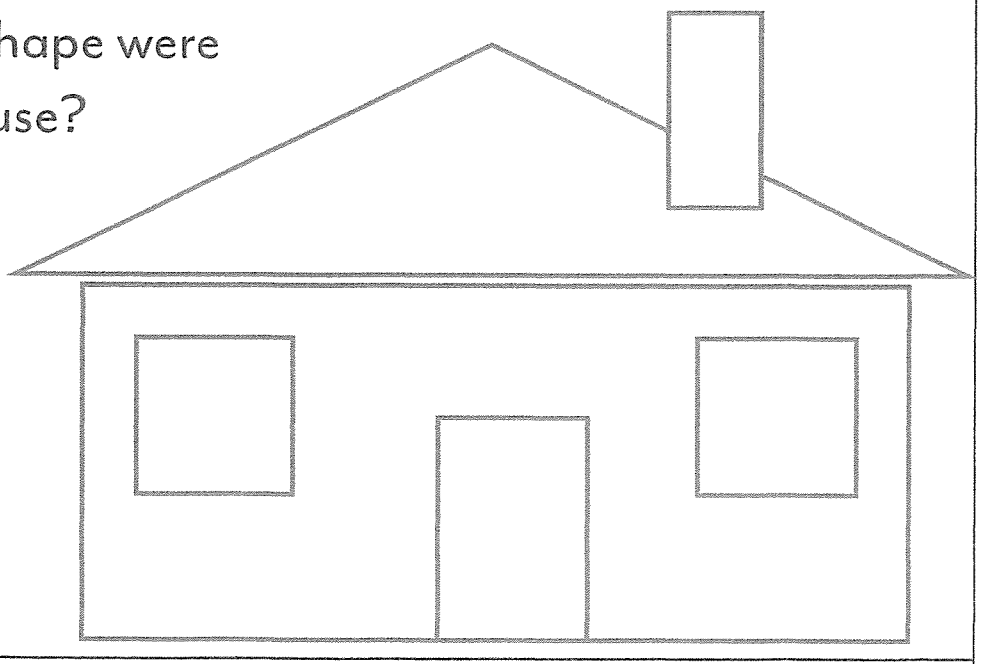
How many triangles can you see? _____

How many squares can you see? _____

How many rectangles can you see? _____

How many circles can you see? _____

How many of each shape were used to draw the house?



triangle: _____

square: _____

rectangle: _____

circle: _____

name: Counting

How many dots altogether?

_____

How many dots altogether?

_____

How many dots altogether?

_____

How many dots altogether?

_____

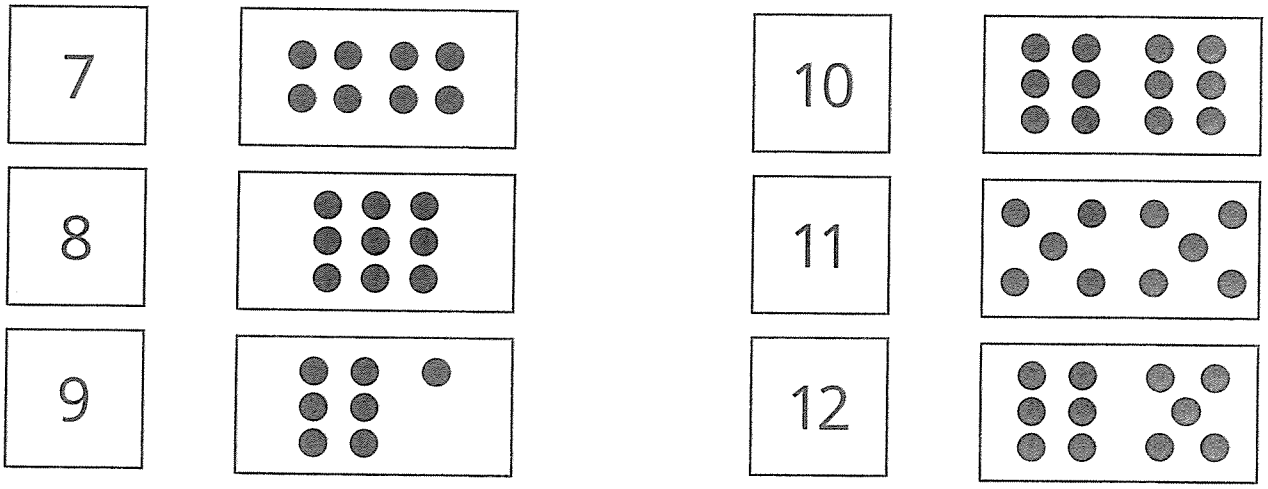
How many dots altogether?

_____

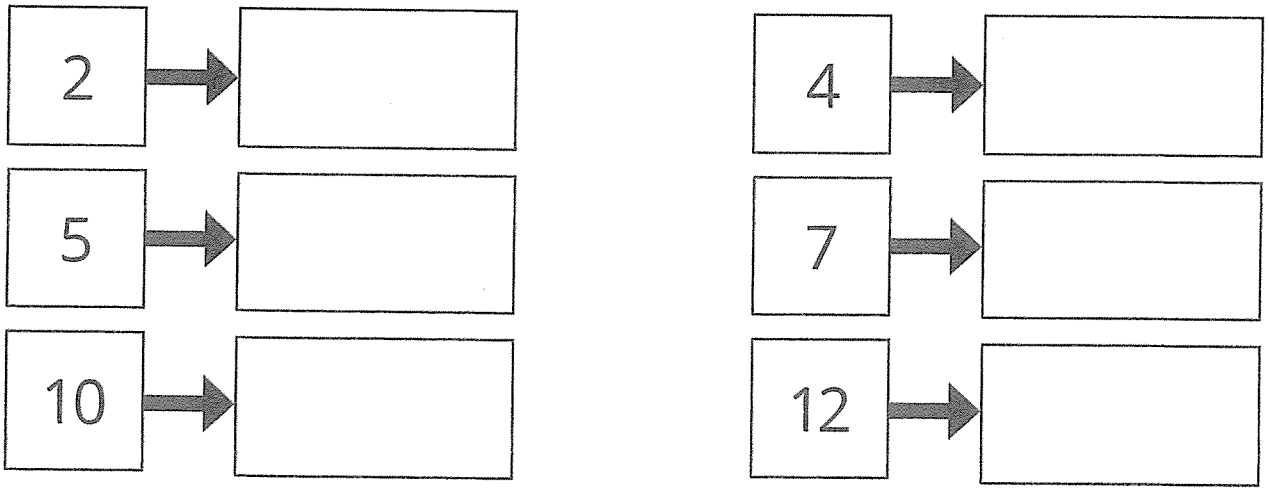
Name _____ Date _____

Subitising Numbers (B)

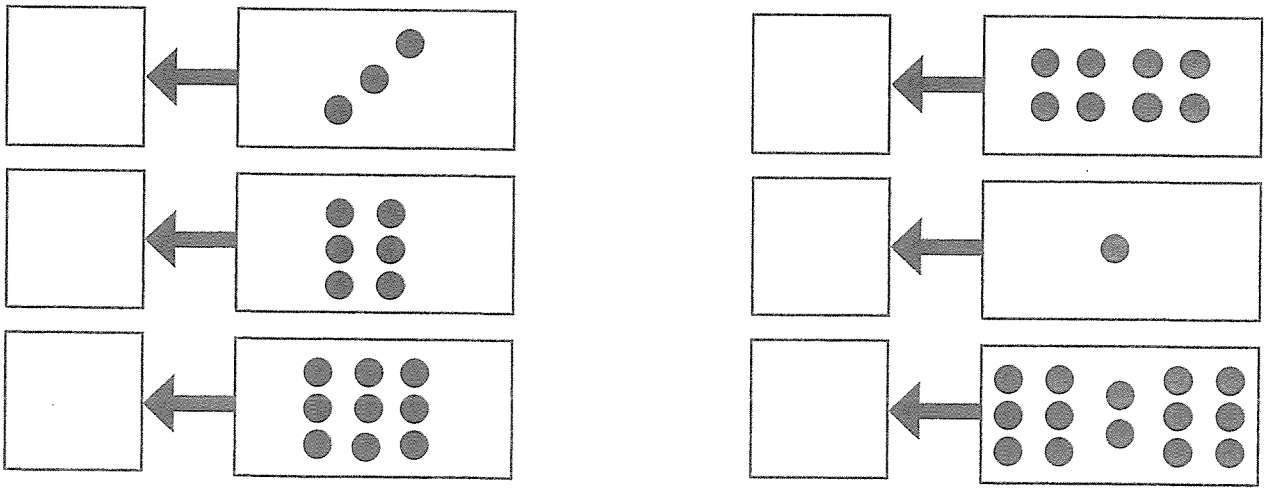
① Draw a line to match the numbers to the number of dots.



② Draw the correct number of dots to match the numbers.



③ Write the correct number to match the number of dots.

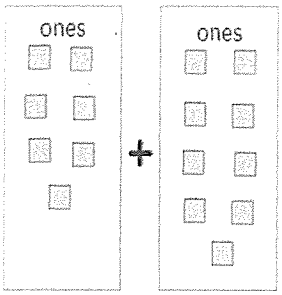


Name:

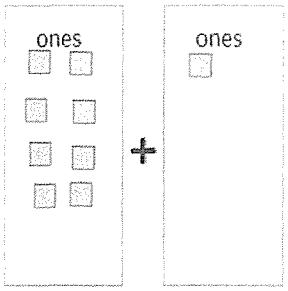
Adding Ones.

Date:

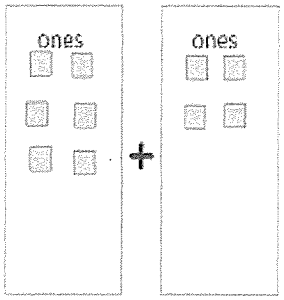
$7 + 9 =$



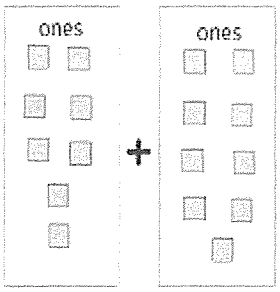
$8 + 1 =$



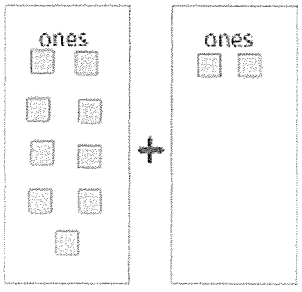
$6 + 4 =$



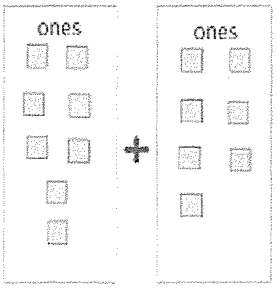
$8 + 9 =$



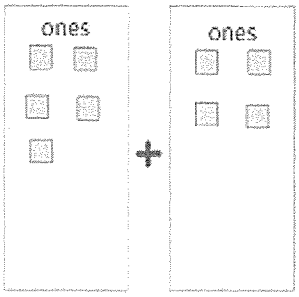
$9 + 2 =$



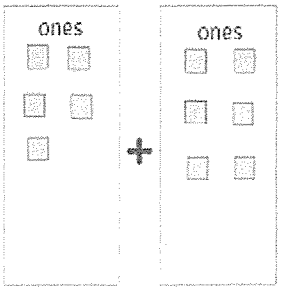
$8 + 7 =$



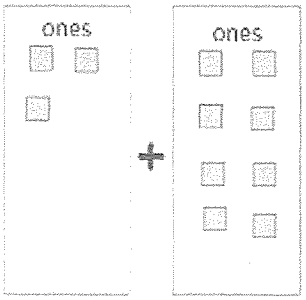
$5 + 4 =$



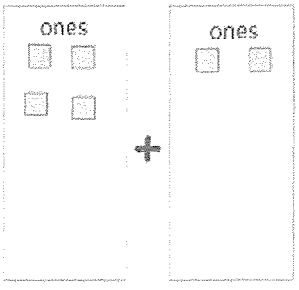
$5 + 6 =$



$3 + 8 =$



$4 + 2 =$



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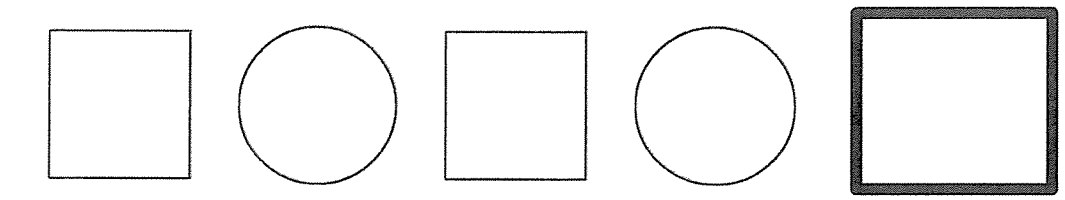
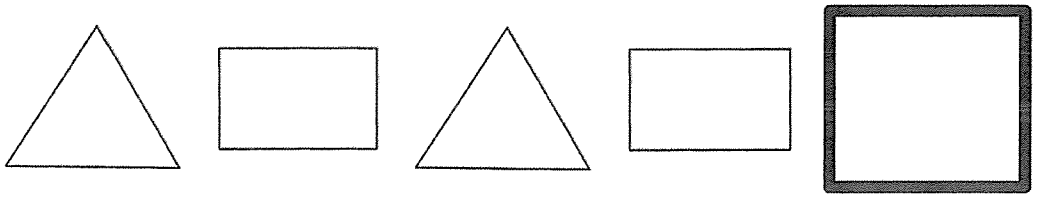
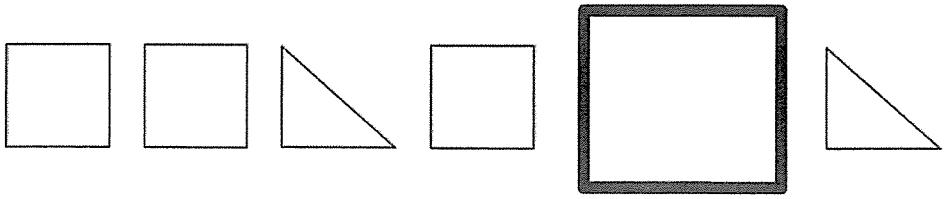
Patterns & Algebra

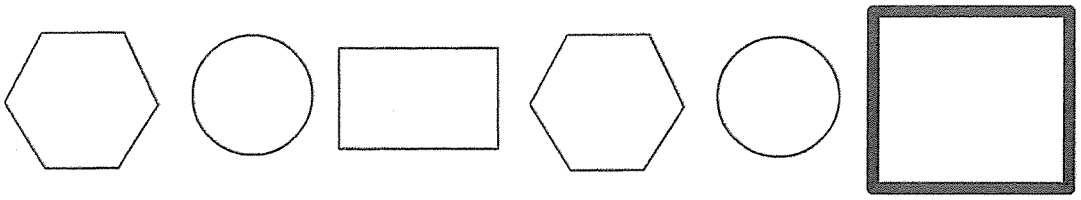
Name: _____

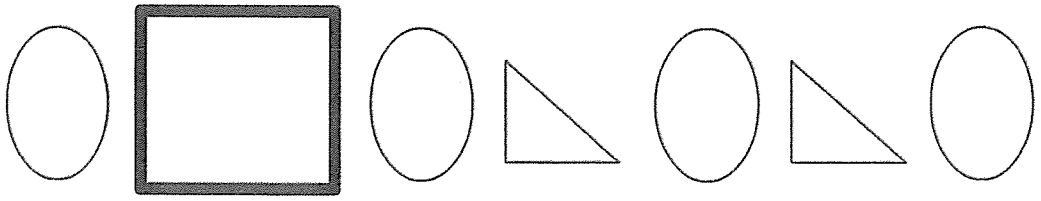
Recognising & continuing repeating patterns.

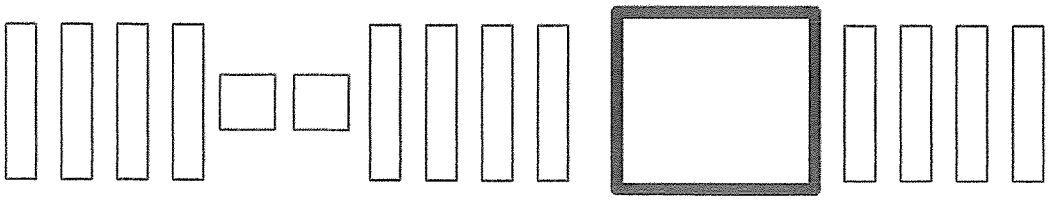










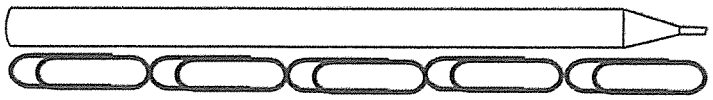


Length

Name: _____

Using informal units to measure length

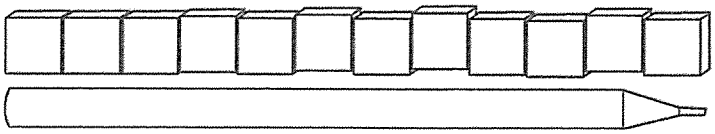
How many paperclips?



1) Use paperclips to measure the length of objects.
2) Draw a picture of each item in the boxes below.
3) Record how many paperclips fit along the length of each object.

_____	_____	_____	_____	_____

How many blocks?



1) Use blocks to measure the length of objects.
2) Draw a picture of each item in the boxes below.
3) Record how many blocks fit along the length of each object.

_____	_____	_____	_____	_____

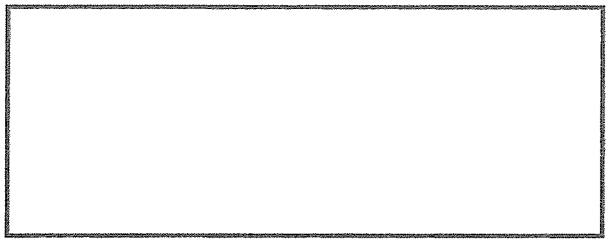
120 Chart
Chart 4

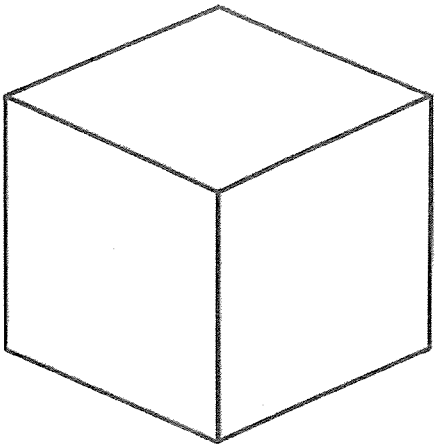
Name:_____

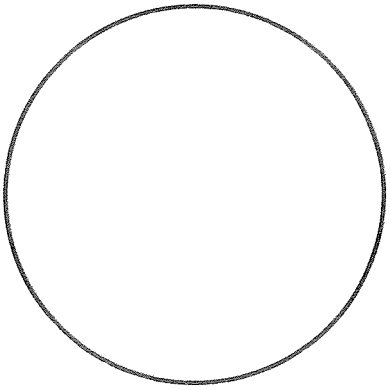
1									
									120

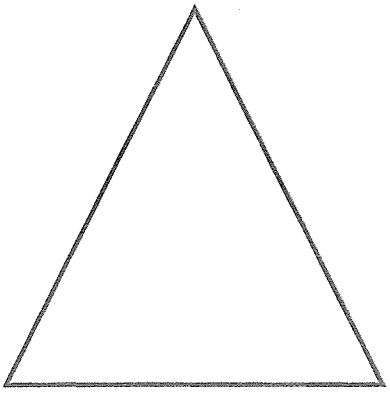
2D and 3D Shapes

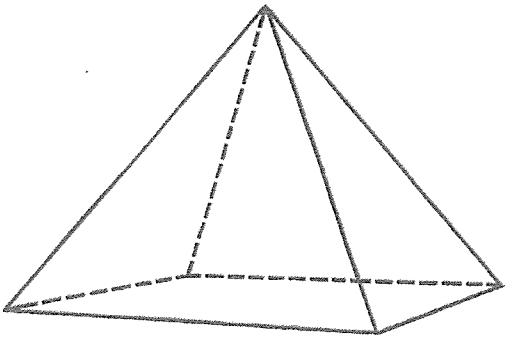
Colour the 3D shapes orange and the 2D shapes blue.

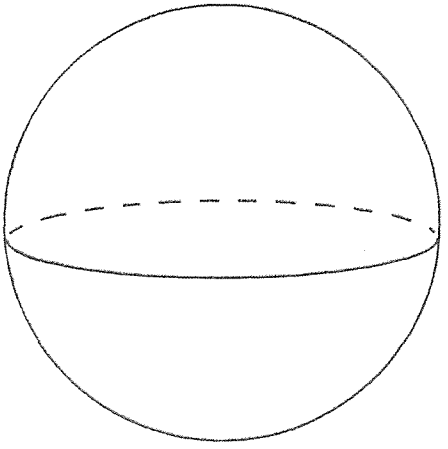


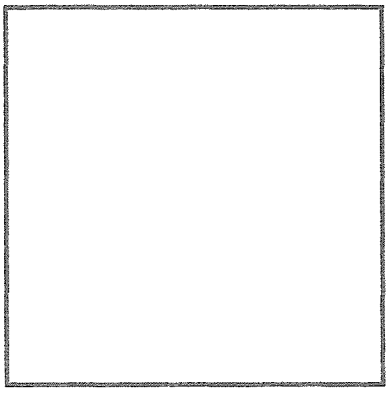


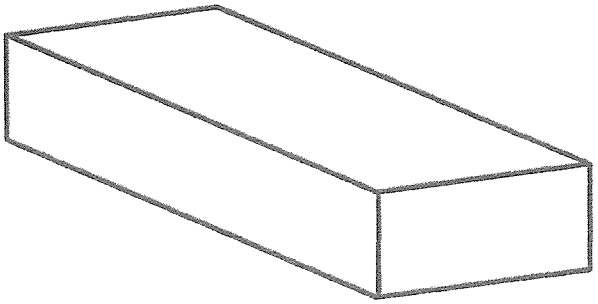












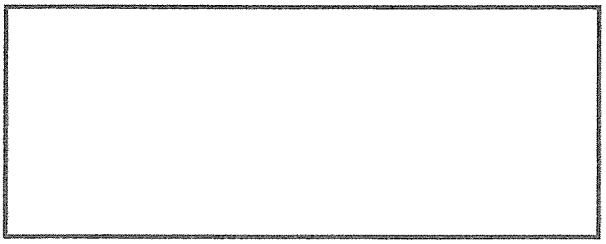
2D and 3D Shapes

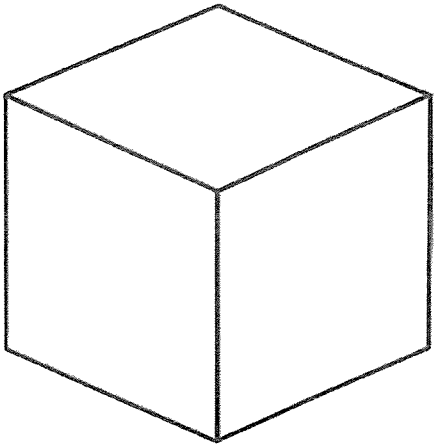
Colour the cube green and the square red.

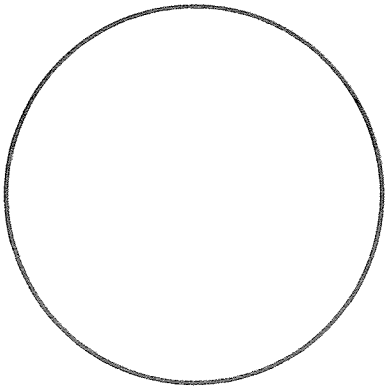
Colour the circle blue and the sphere yellow.

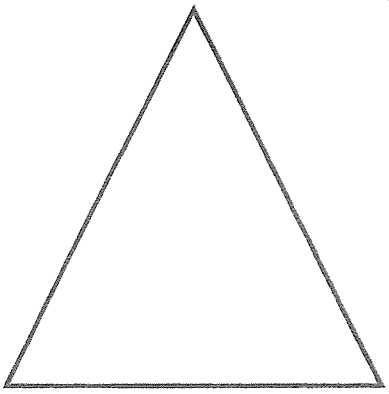
Colour the rectangle orange and the cuboid brown.

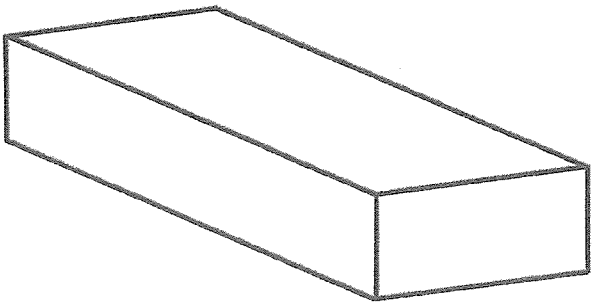
Colour the triangle purple and the pyramid pink.

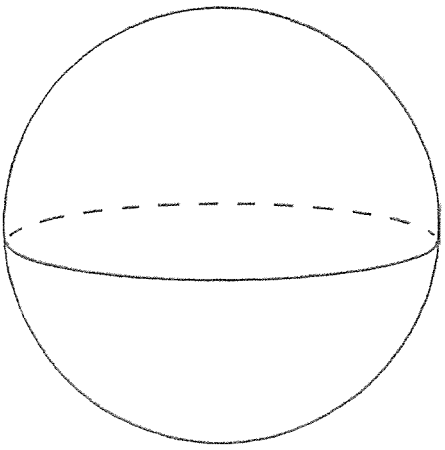


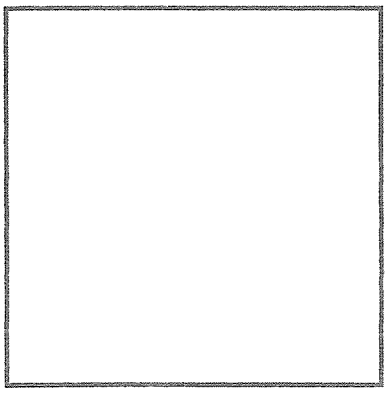


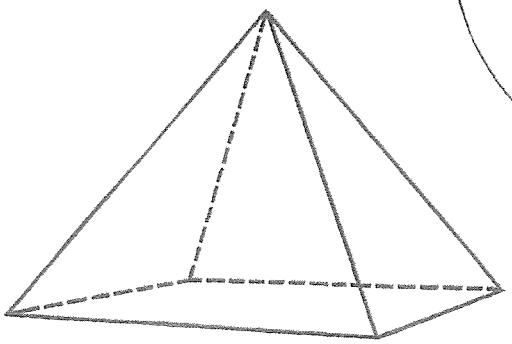












I can circle the number 10.

I can show the number 10 on a ten frame.

I can colour 10 objects.

I can draw a picture of 10 objects.

I can write the number ten.

What number comes before 10?

What number comes after 10?

I can trace the number 10.

All About the Number

10

By .....

All About the Number

11

By .....

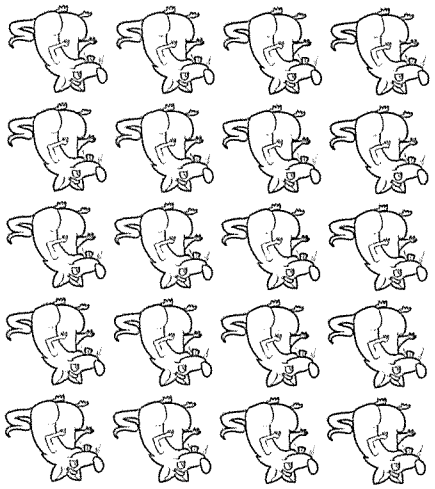
I can trace the number 11.

I can write the number eleven.

What number comes before 11?

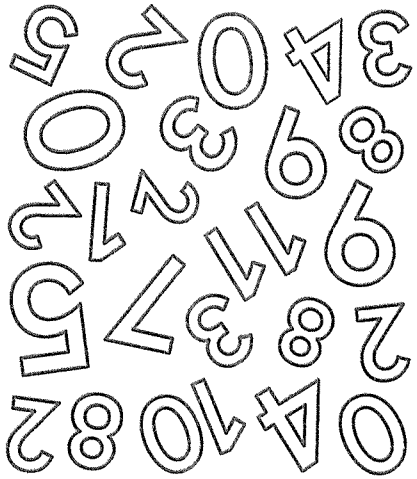
What number comes after 11?

I can colour 11 objects.

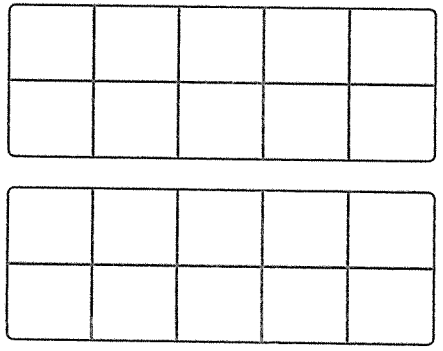


I can draw a picture of 11 objects.

I can circle the number 11.



I can show the number 11 on the ten frames.



I can trace the number 12.

All About the Number

12

By .....

I can write the number twelve.

What number comes before 12?

What number comes after 12?

I can colour 12 objects.

I can draw a picture of 12 objects.

I can show the number 12 on the ten frames.

I can circle the number 12.

I can trace the number 13.

All About the Number

13

By .....

I can write the number thirteen.

What number comes before 13?

What number comes after 13?

I can draw a picture of 13 objects.

I can colour 13 objects.

I can circle the number 13.

0 4 10 7 2
2 8 3 9 5
9 13 12 2 5
8 5 3 6 2
3 4 5 0 2

I can show the number 13 on the ten frames.

I can circle the number 14.

0 4 10 7 2
2 8 3 8 5
9 5 6 12 3 2
8 5 7 8 0
3 14 0 2 5

I can show the number 14 on the ten frames.

I can colour 14 objects.

I can draw a picture of 14 objects.

I can write the number fourteen.

What number comes before 14?

What number comes after 14?

I can trace the number 14.

All About the Number

14

By .....

I can trace the number 15.

All About the Number

15

By .....

I can write the number fifteen.

What number comes before 15?

What number comes after 15?

I can colour 15 objects.

I can draw a picture of 15 objects.

I can show the number 15 on the ten frames.

I can circle the number 15.

I can trace the number 16.

All About the Number

16

By .....

I can write the number sixteen.

What number comes before 16?

What number comes after 16?

I can draw a picture of 16 objects.

I can colour 16 objects.

I can show the number 16 on the ten frames.

I can circle the number 16.

All About the Number

17

By .....

What number comes before 17?

What number comes after 17?

I can draw a picture of 17 objects.

I can write the number seventeen.

I can trace the number 17.

I can show the number 17 on the ten frames.

I can colour 17 objects.

I can circle the number 17.

All About the Number 18

By .....

I can trace the number 18.

I can write the number eighteen.

I can colour 18 objects.

I can circle the number 18.

0 4 10 7 2
9 8 3 8 5
9 8 17 3 2
8 18 7 0
3 5 10 2 5

What number comes before 18?

What number comes after 18?

I can draw a picture of 18 objects.

I can show the number 18 on the ten frames.

All About the Number 19

By .....

I can trace the number 19.

I can write the number nineteen.

What number comes before 19?

What number comes after 19?

I can draw a picture of 19 objects.

I can colour 19 objects.

I can circle the number 19.

0 4 10 7 2
12 8 3 8 19
9 8 17 2 9
8 18 7 0 6
3 5 10 2 5

I can show the number 19 on the ten frames.

All About the Number

20

By .....

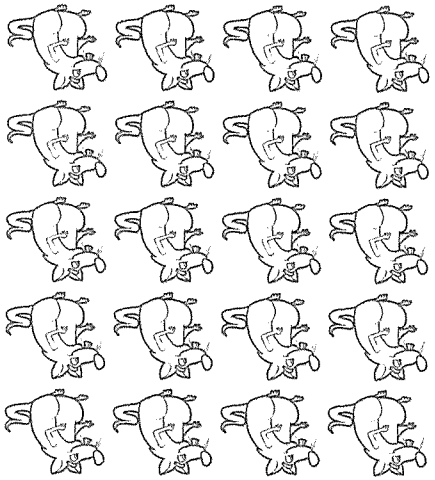
I can trace the number 20.

I can write the number twenty.

What number comes before 20?

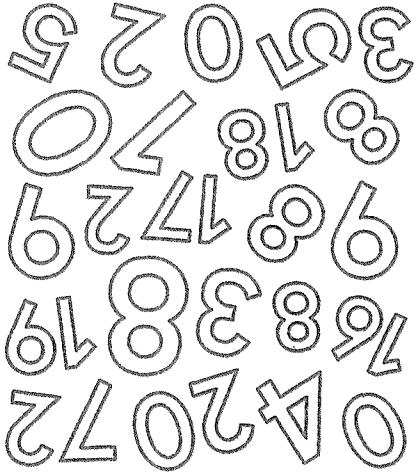
What number comes after 20?

I can colour 20 objects.

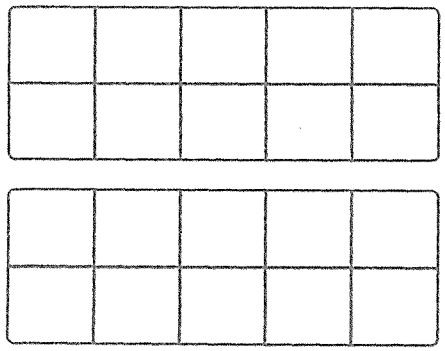


I can draw a picture of 20 objects.

I can circle the number 20.

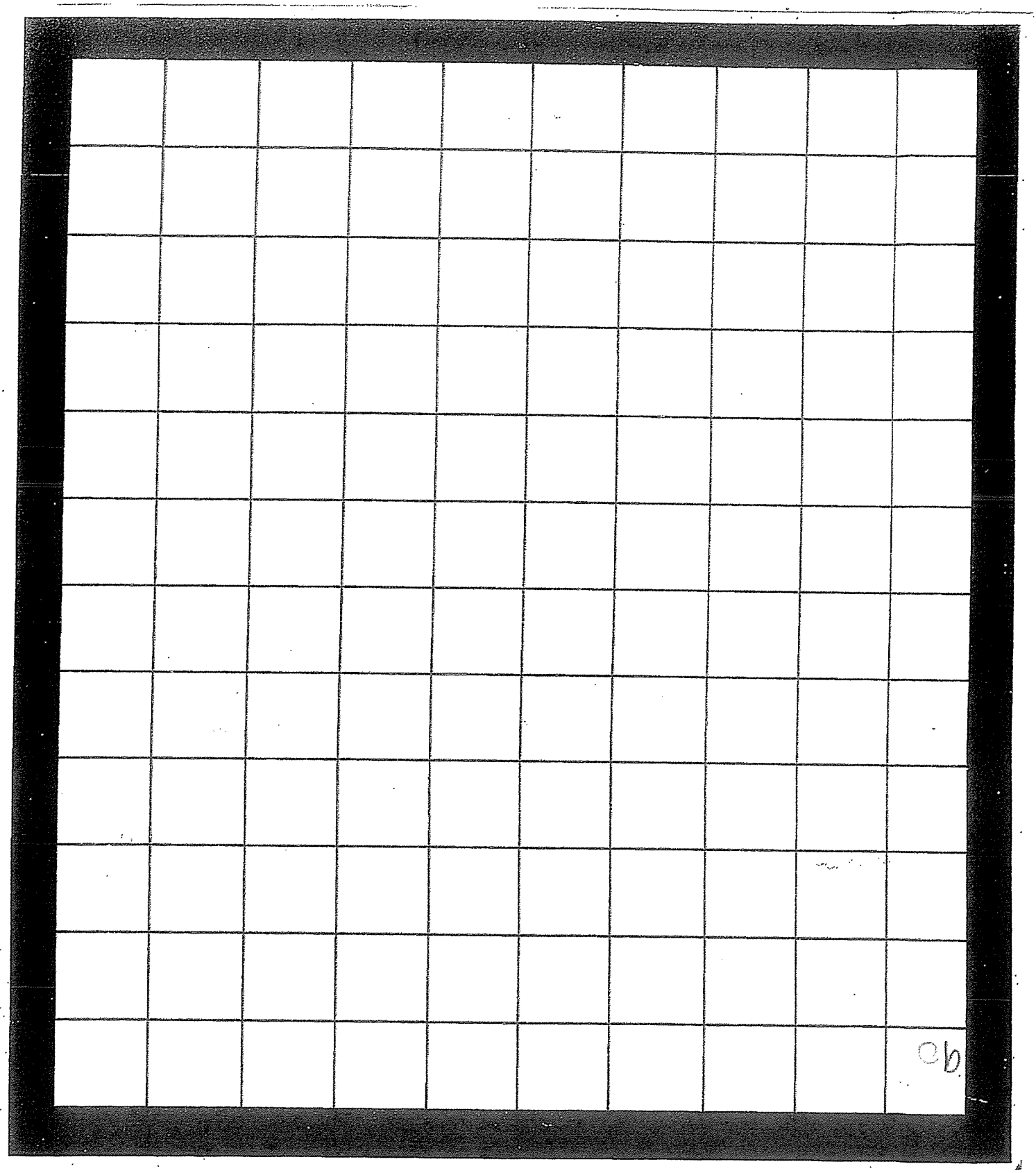


I can show the number 20 on the ten frames.



1-120 Number Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120


ab

PE Stage 1 – Fundamental Movement Skills activities to complete at home.

Dear parents.

The following are lessons planned for the Fundamental Movement Skills element of our PE unit. We have adjusted them to make it easier to teach, and complete this unit in a home environment. We hope you enjoy these activities as a family.

Regards,

Stage 1 Teachers

Walking & Running-

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during the recovery phase.
3. High knee lift (thigh almost parallel to the ground).
4. Head and trunk stable, eyes focused forward.
5. Elbows bent at 90 degrees.
6. Arms drive forward and back in opposition to the legs.

- Let students explore running at different speeds. Discuss with students how you land on different parts of the foot when running at different speeds. Students should land on the ball of the foot when sprinting, and when running slowly or jogging, land on the heel and then roll onto the ball of the foot for take-off.
- Students can use a hoop or skipping rope to create a personal space. They run on the spot in this space. They practise swinging bent arms, lifting legs up high and pretending to run up a hill.

Sliding (side gallop) –

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. Weight on the balls of the feet.
4. Hips and shoulders point to the front.
5. Head stable, eyes focused forward or in the direction of travel.

- Create a track for side galloping. Students move along tracks or lines, looking in the direction of the track or looking in the same direction as their hips and body.
- Students side gallop in different directions, using the left and right foot to lead.
- Students develop side gallop patterns, changing direction, using a half turn, or stopping and using a different leg to lead.
- If possible, get students to mirror a partner to develop the idea of using the side gallop to defend a player, as in basketball, netball or soccer.

Hopping-

1. Support leg bends on landing, then straightens to push off.

2. Lands and pushes off on the ball of the foot.

3. Non-support leg bent and swings in rhythm with the support leg.

4. Head stable, eyes focused forward throughout the jump.

5. Arms bent and swing forward as support leg pushes off.

- Have the students practise single leg balances first.
- Tell students to hop on the spot, using a chair, the wall or a partner for support.
- Students hop on one foot and then the other, using sequences, for example, L-L, R-R, L-L, R-R, L-L-L, R-R-R, L-L-R-L-L, R-R-L-R-R, on the spot, then travel.
- Students make hopping patterns by combining hopping in one place with hopping along a straight or curved pathway.
- Students make hopping patterns by combining left and right foot for support and hopping forwards, backwards and sideways.

Gallop-

1.Back leg lands behind lead leg.

2.Both legs bend slightly at the knees. A low-flight phase can be seen (both feet are off ground).

3. Contact with ground is made with a heel-toe pattern.

4. Arms are not needed for balance.

5. Movement is smooth and rhythmic with a moderate tempo.

- *Red Light Green Light*: Try this fun game outdoors where there is lots of galloping space. Choose one person to be the traffic controller, while others, line up pretending to be horses. The traffic controller will say "Green light!" when the horses are allowed to gallop towards the traffic controller and "Red light!" when the horses are to freeze. This game will exercise both the ability to gallop as well as the ability to stop.

PDH- Stage 1- 'I am unique' activities to complete at home.

Dear parents.

The following are lessons planned for the end of our PDH unit 'I am unique'. We have adjusted them to make it easier to teach, and complete this unit in a home environment. Your children and their teachers have had a great time learning about how they are different to others and we hope you enjoy these final activities.

Regards,

Stage 1 Teachers

Learning Activity

- Discuss how success comes from hard work and persistence/never giving up.
- Introduce Australian athlete, Cathy Freeman. Cathy Freeman is an Australian athlete. She was the first Aboriginal person to win an individual gold medal at the Olympic Games. With her talent she was able to bring new attention to Aboriginal peoples.
- Google an image of Cathy Freeman, if desired.
- View video- 'Australian Olympic Sprinter Cathy Freeman' on ABC Education website (http://education.abc.net.au/home#!/media/2818261/australian-olympic-sprinter-cathy-freeman) Discuss the obstacles Cathy Freeman has overcome in her life, through personal strength.
- Design a poster to persuade others to never give up, just like Cathy Freeman.

Cathy Freeman

As a little girl, Catherine Freeman had one dream: to compete in the Olympic Games.

In 2000, she competed in the Sydney Olympic Games, where she became the very first Aboriginal Australian to win an individual Olympic gold medal.

EARLY PROMISE

Catherine Astrid Salome Freeman was born on 16 February 1973 in Mackay, Queensland, Australia. The young Aborigine, known as Cathy, won her first gold medal at a school athletics championship when she was eight years old.

DETERMINATION

In 1993, Freeman was eliminated in the semi-finals of the World Championships. On the way back to Australia, she wrote on the back of an airsickness bag her goal for the 400m at the 1996 Olympic Games: "48.60 ATLANTA". In fact, she ran a 48.63 to earn the silver medal and become the first Aborigine to earn a medal in an individual event.

HOMECOMING WIN

World Championship 400m wins in 1997 and 1999 made Cathy Freeman the favourite for the 2000 Sydney Games, where she was also given the honour of lighting the Olympic cauldron. Under pressure to perform well for her home crowd, she won a resounding victory in the 400m final – Australia's 100th Olympic gold medal.

INSPIRING UNITY

In July 2003, Cathy Freeman officially announced her retirement. As an Aborigine, she is regarded as a role model for her people, and also seen by many as a symbol of national reconciliation between indigenous and non-indigenous Australians.

Science- Stage 1- 'Alive' activities to complete at home.

Dear parents.

The following are lessons planned for the end of our Science unit 'Alive'. We have adjusted them to make it easier to teach, and complete this unit in a home environment. Your children and their teachers have had a great time learning about how things grow and change and we hope you enjoy these final activities.

Regards,

Stage One Teachers.

Learning Activity 1

- Explain that humans grow plants for food. View the video *Visit a potato farm with George the Farmer* on the ABC Education website (http://education.abc.net.au/home#!/media/3374594/visit-a-potato-farm-with-george-the-farmer). Alternatively, use the fact sheet provided.
- Students draw and label a potato plant using the labels from the video- potato seed, sprout, leaves, tubers (potatoes).
- Discuss the way students prepare and eat potatoes at home. What do we do to prepare food safely and hygienically for healthy eating? If possible, prepare and eat a meal as a family using potatoes.
- Discuss the way farmers practise sustainable farming by reusing parts of the potato to grow more potatoes.

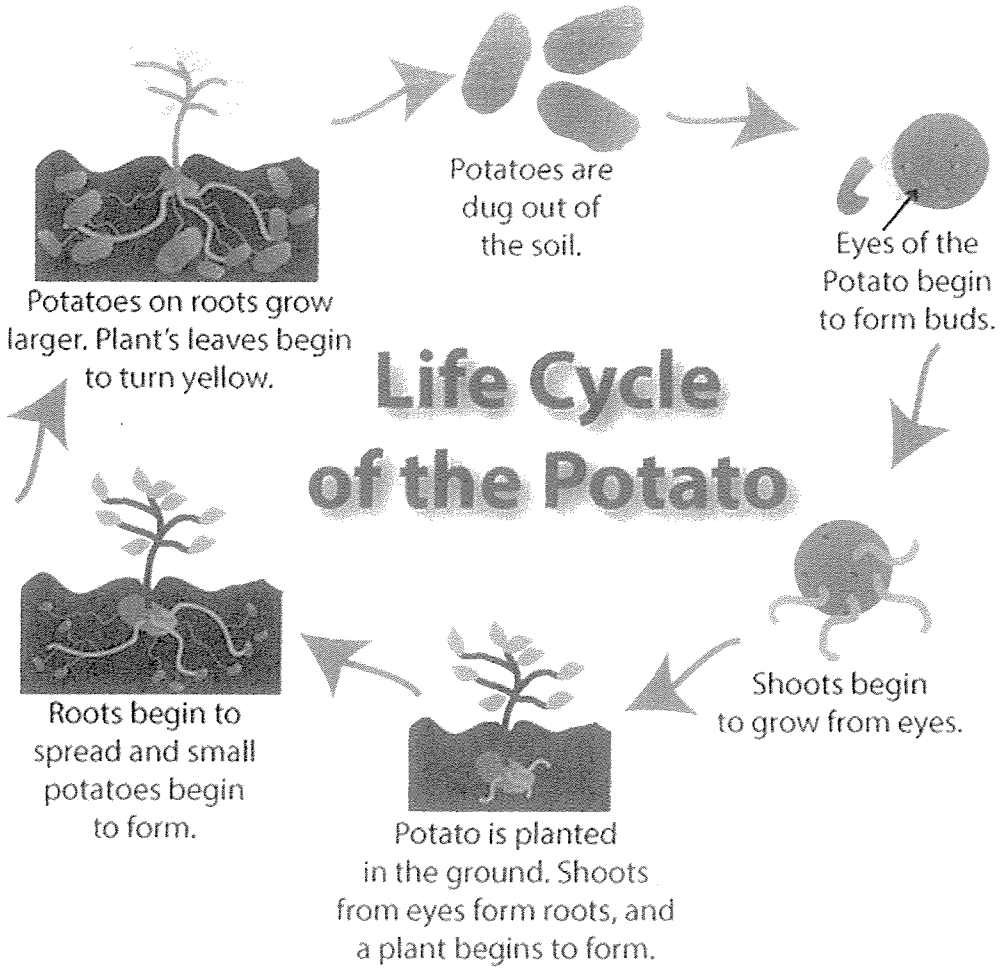
Learning Activity 2

- Explain that humans use animals for food production. View the video *Farming Bees. Buzzzzz!* On the ABC Education website (http://education.abc.net.au/home#!/media/30267/how-do-apiarists-farm-their-bees-). Alternatively, use the fact sheet provided.
- Rewatch the video. Ask students to draw a bee and write at least three interesting facts they learned from watching the video.
- First make a chart with the headings 'Smell', 'Feel' and 'Taste'. If you have honey at home, provide your child with a spoon of honey. Describe the smell and feel prior to tasting. Allow the student to taste the honey and explain what they can taste.

Learning Activity 3

- Watch Youtube clip: Farm to Market: Wool (clips) (https://www.youtube.com/watch?v=r1x8z7ew26k). Alternatively, use the fact sheet provided.
- Discuss how people use wool.
- Draw a sheep and write ways people use wool around the sheep.

Potatoes

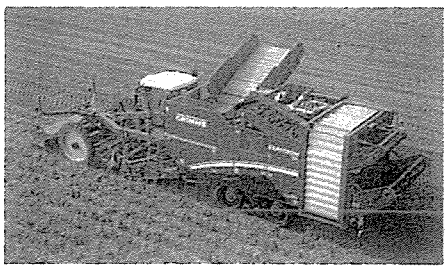


Potatoes can take several months to grow before they are ready to be harvested and eaten.

Humans eat potatoes in lots of ways, including:

- chips
- wedges
- hash browns
- potato gems
- mashed potato
- roast potatoes
- potato salad
- potato bake

At the end of summer, farmers use a big machine called a harvester to dig up potatoes.

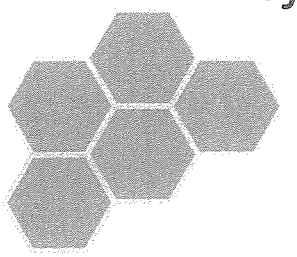


Farmers practise sustainable farming by cutting up potatoes and using them as seeds to grow the next crop.

Species Snapshot

Honey Bees

What animals have five eyes and six legs? Honey bees! Honey bees are insects. They live in a hive and make yummy honey.

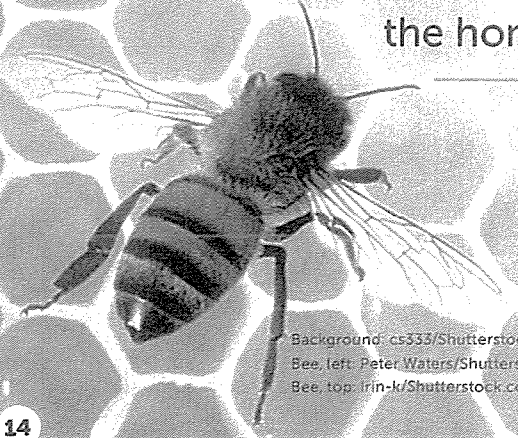


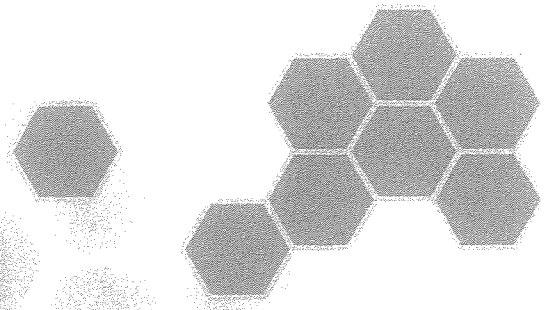
Honey bees live in hives. They make hives from wax. Rooms in the hive are shaped like hexagons and have six sides.

Honey bees move pollen so more flowers can grow. Flowers give honey bees nectar. They need each other.

Honey bees drink nectar from flowers. They turn this into honey. They feed baby bees with the honey.

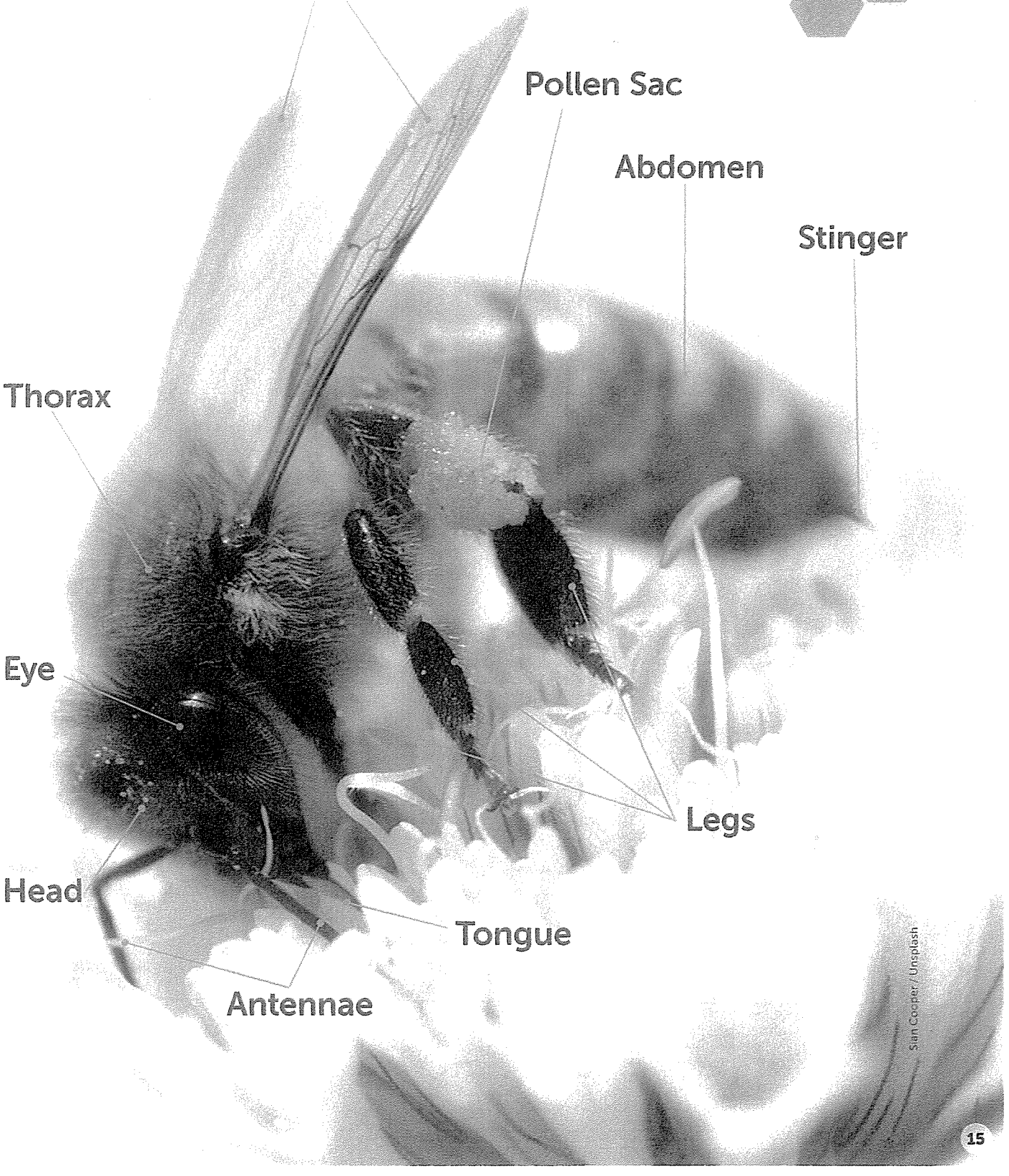
There are three types of honey bee – the queen, the drones, and the workers. They all have different jobs.





Background: cs333/Shutterstock.com
Bee, left: Peter Waters/Shutterstock.com
Bee, top: irin-k/Shutterstock.com

The Parts of a Honey Bee



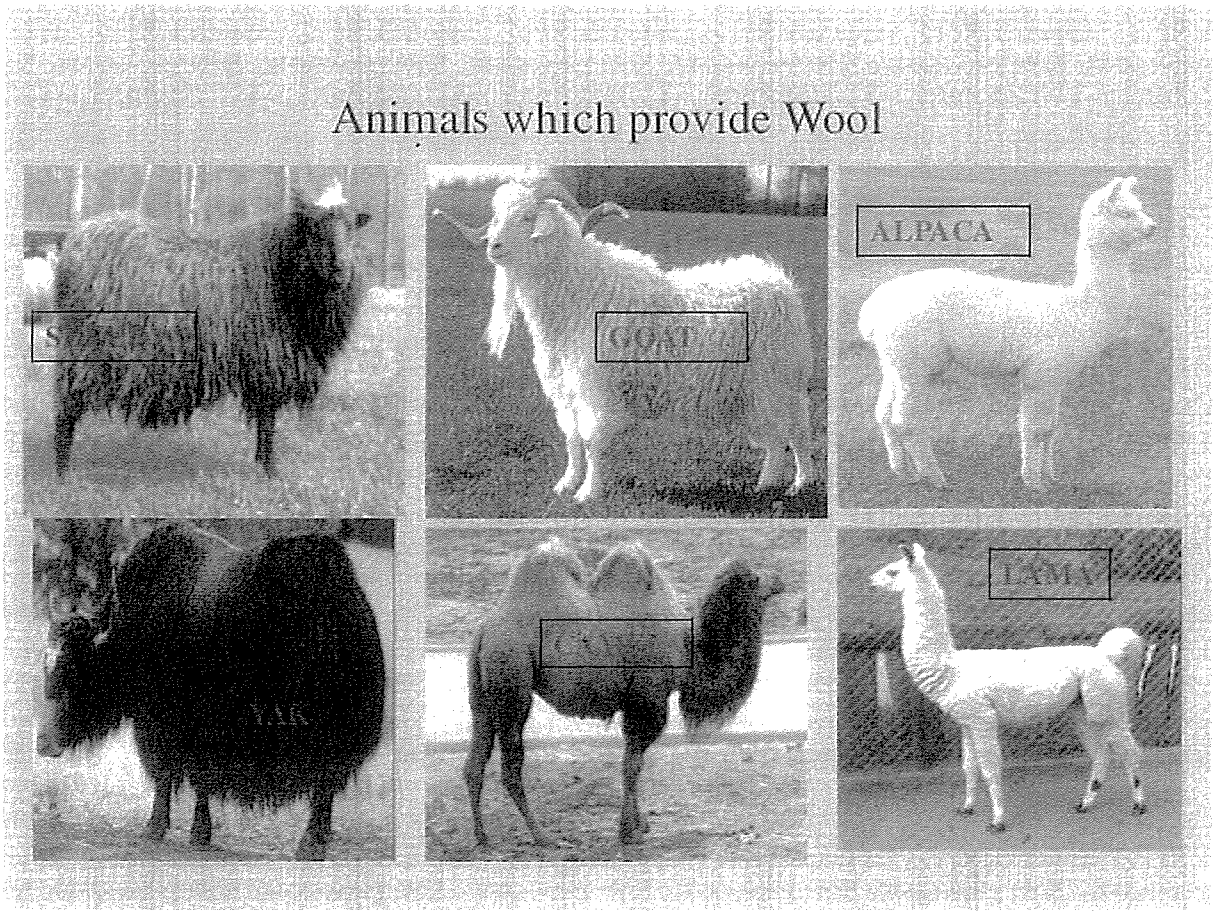
Wool

Wool is the hair of certain mammals. Most wool comes from sheep and goats, but wool is also taken from camelids (camels, llamas, etc.) and special rabbits. Wool is a natural material. Wool is also the name for the material made from raw wool; people use wool cloth to make clothes, blankets, and other things to keep warm.

Wool can be spun or made into yarn. The yarn is used to weave fabric or material. The yarn of wool can also be knitted into fabric or clothing like jumpers.

Wool can also be made into felt after it is boiled in hot water and rubbed together. Felt is a kind of fabric that is not woven. Felt can be used to make clothes to keep warm in cold weather.

Australia is the world's largest producer of raw wool, growing about 30 percent of the total world supply.



Stage 1 – Science – 'Alive'.

Living Things - Habitat Diorama

- A habitat is the natural environment in which an animal usually lives.
- A diorama is like a stage set, made from a cardboard box with a scenery and a figure of the animal.

You are going to plan and design a living thing's home. Choose an animal and create a home for it using any materials you have at home.

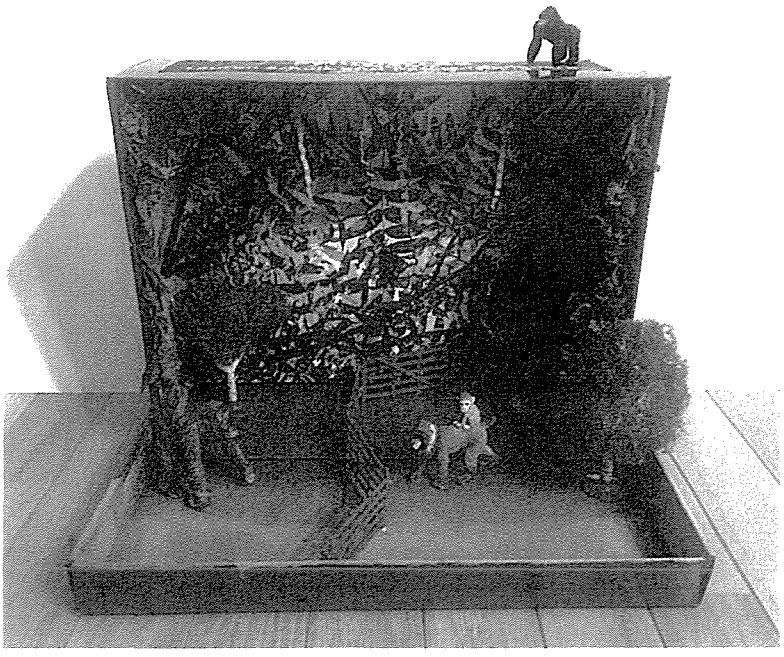
On Monday, you are going to plan your habitat diorama. Use the planning sheet provided.

On Tuesday, you are going to make your design and present it to your grown-ups.

Task
Design and make a habitat diorama. All living things chosen for the diorama must be real (not imaginary creatures).

Materials:
Cardboard box or shoebox (if possible)
Anything from your backyard or garden
Scissors
Glue
Toy of chosen animal or picture cut out
Background scenery can be any materials you find at home or make it out of paper

Steps:
1. Add a background scenery to the bottom of the box.
2. Stand the box up on its side.
3. Add animal figures, objects, natural objects and picture cut outs.
4. Glue all objects to the box so they don't fall.
5. Ensure your diorama has all the needs for a living thing (shelter, energy, air and water).
6. Present your diorama to your grown-ups to explain the needs of your living thing.



Name _____ Date _____

Living Things - Habitat Diorama

My design for my diorama will look like:

My living thing is a:

My living thing needs:

The materials I need to make my diorama are:

Stage 1 Visual Arts- Texture

Before you begin, discuss with your grown-ups what texture is.

Texture is how something feels when it is touched and is an important part of art.

Task: Create a textured painting using items from nature.

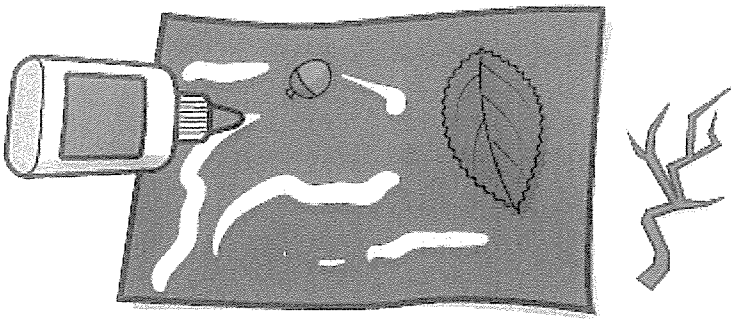
Materials: white paper, items from a nature walk (leaves, rocks, sand), glue

Directions:

1. Go on a nature walk in your backyard or garden and collect items in the environment that can be glued to a piece of paper.

2. Using a glue stick, paste your items onto the white paper. Use lots of glue to make sure that all of the items stick down as flat as possible.

3. Leave your artwork to dry overnight.



Stage 1 Visual Arts- Line Drawing

There are many types of **lines**: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. **Lines** are basic tools for artists—though some artists show their **lines** more than others.

Task: Create a portrait of yourself with crazy hair by experimenting with different types of lines.

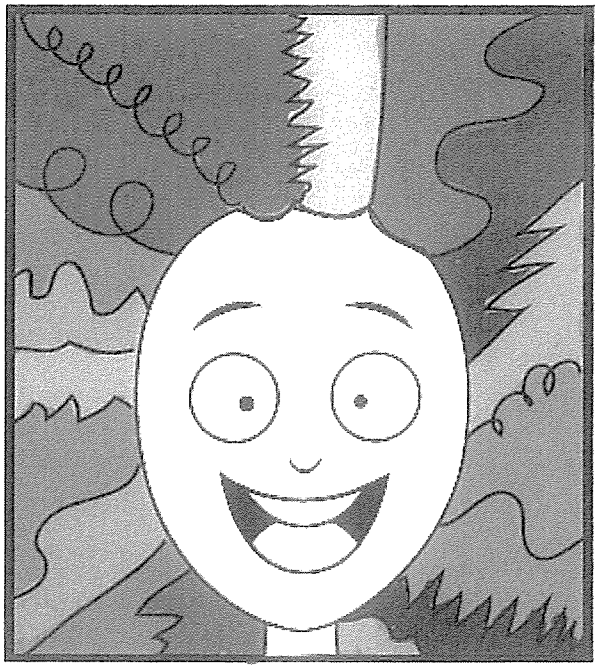
Materials: a lead pencil, white paper and coloured pencils or textas

Directions:

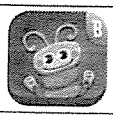
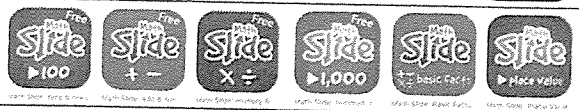
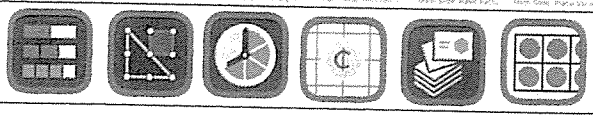
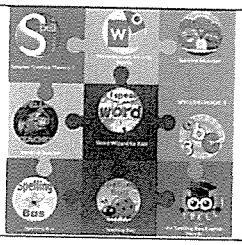
1. Draw your own face with a lead pencil on the bottom half of the white paper.

2. Draw a variety of different lines (curly, straight, wavy) from your head to the top and side edges of the page.

3. Once you are happy with your design, add colour to your crazy hair.



Helpful Websites and Apps to Support Student Learning and Achievement at Home

	http://bellamon.com/countingcaterpillar/
	https://www.mathsadventures.co.nz/
	https://www.mathlearningcenter.org/resources/apps
	https://www.splashlearn.com/
	https://www.reflexmath.com/
	https://www.educatorstechnology.com/2018/01/9-of-best-apps-for-learning-spelling.html

Literacy	
Phonics	Interactive games on each phoneme- Free for teachers https://www.phonicshero.com/ Phoneme Pop-Hear the Sound, Pop the Letter http://www.ictgames.com/phonemeFlop_v4.html
Letter Differentiation	Matching Upper and Lowercase Letters https://www.kizphonics.com/phonics/aa-to-ee-uppercaselowercase-letters-match/ Match the Upper and Lowercase Letters to Make a Rainbow http://www.abcya.com/uppercase_lowercase_letter_matching.htm b and d Story to Help Reversals https://www.youtube.com/watch?v=hkZG8wDBxp4
Sight words	Matching Sight Words http://www.primarygames.com/langarts/sightwords/ PM Sight Word Printable Bingo http://www.pmwords.com/ Roll a Sight Word- printable http://learningwithmrsparker.blogspot.com.au/2011/10/roll-sight-word.html Sight Word Parking Lot https://frompond.blogspot.com.au/2014/06/monday-meet-up-meet-brooke-from.html Action Sight Word Activities http://brainpowerboy.com/action-sight-word-games-for-boys-who-have-to-move/
Picture Books	Picture Books 5-7 http://www.storylineonline.net/
Reading	Break an Egg http://mrswheelerfirst.blogspot.com.au/2015/03/egg-cellent-activities.html

Letter Formations	Move the Ball to Create Letters- IWB http://www.doorwayonline.org.uk/literacy/letterformation/ Letter and Number Tracing- Interactive http://www.abcya.com/letter_trace.htm Letter Formation Card Ideas http://www.funwithmama.com/alphabet-letter-formation-cards/
Rhyme	Rhyme Concentration http://pbskids.org/superwhy/#/game/wonderredconcentration Frogs Rhyming Machine http://pbskids.org/wordworld/characters/game_frm.html Rhyming Pictures https://www.teacherspayteachers.com/Product/Apple-Rhymes-1391207 Rhyming Robots http://www.123homeschool4me.com/2016/08/rhyming-robots-game.html

Mathematics	
Whole Number	Units based on all whole number concepts https://nzmaths.co.nz/ao/na1-2-know-forward-and-backward-counting-sequences-whole-numbers-100
Dominoes	10 Activities with Dominoes https://www.teacherspayteachers.com/FreeDownload/10-Math-Games-to-Play-with-Dominoes-2142402 Subitising cards http://www.thesimplifiedclassroom.com/p/free-downloads.html Subitising game- printable https://mindfull.wordpress.com/2015/01/24/find-it-a-subitizing-bingo-game/
Number Line	Lego Number Line Beyond 10 http://royalbaloo.com/lego-number-line/
Hundreds Chart	Pin Pop 100's Chart http://myeducationstuff.com/maths/hundreds_chart/hundreds_chart.html Counting by 5's 100's Chart http://myeducationstuff.com/maths/counting_by_5s/5s.html Counting by 10's with a 100's Chart http://www.softschools.com/math/hundreds_chart/games/ Things to do with a 100's Chart https://denisegaskins.com/2008/09/22/things-to-do-hundred-chart/
Addition	Sums to 10 http://gregtangmath.com/includes/materials/downloads/worksheets/Add.Make10.Rhymes.pdf Make 10 http://mamapapabubba.com/2016/06/28/make-ten-an-easy-card-game-for-kids/ Making 10 and 20 with Ten Frames http://missgiraffesclass.blogspot.com.au/2016/01/making-10-to-add.html Making 10 Bingo with Ten Frames http://myfabulousclass.blogspot.com.au/2016/02/making-5-and-10-freebie.html
Subtraction	Subtraction to 10 printable game http://www.recipeforteaching.com/2016/04/pretzel-subtraction-problem-solving.html Subtraction Smash- Playdoh to 10 http://www.recipeforteaching.com/2016/04/subtraction-smash.html Addition and Subtraction games http://thisreadingmama.com/addition-subtraction-games-roll-race/

Dear Parents

Each week, your child will be bringing home a list of common words that they need to recognise instantly when they see them in text. Knowing these words automatically (and being able to write them quickly), are very important building blocks for reading and writing.

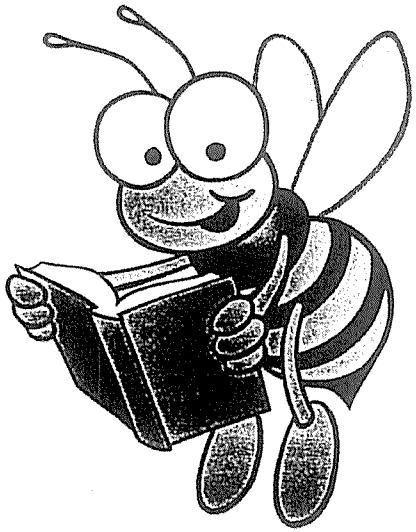
Your child is also working on the same words in class and we are seeking your support/help in the following way:

- Hear your child read the words every day.
- Tick in the boxes if they can recognise the word instantly.
- DO NOT LET THEM SOUND OUT THE WORDS, it is about having instant recognition in order to read fluently.
- Return the marked list to school each Friday in their homework folder.
- If your child is willing, it would also be very helpful for them to practice writing these words quickly at home.

If you have any problems or concerns, please see your child's class teacher.

Name: _____

Sight Words



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