# Package of Learning – Stage One

# Week 1

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

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Middle** | **Mathematics**<br>Use sultanas, lollies or small biscuits like Tiny Teddies etc.<br>Take a handful and without counting, estimate (guess) how many you have in your hand.<br>Write your answer down.<br>Count them.<br>• Are there more or less items than you estimated?<br>• How many more or less?<br>Draw how you counted them, by 1's, 2's, 5's in your workbook.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one maths worksheet. | **Mathematics**<br>Find 5 containers, bottles, cups or bowls for investigation.<br>Estimate which container will hold the most water.<br>Order your containers from most to least.<br>Draw the containers in order in your workbook.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one maths worksheet. | **Mathematics**<br>Pattern Hunt. What patterns can you find around your home?<br>Draw the patterns you found in your workbook.<br>Make your own pattern using shapes or numbers.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one maths worksheet. | **Mathematics**<br>Use a pencil, pen or block to measure five of your favourite toys.<br>Measure how tall your toys are.<br>Order your toys from tallest to shortest.<br>Draw your toys in order in your workbook.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one maths worksheet. | **Mathematics**<br>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.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one maths worksheet. |
| **Break** | Break | Break | Break | Break | Break |
| **Afternoon** | **PDHPE**<br>Complete the 'I am unique' activity. | **Science and technology**<br>'Science Alive' complete 'learning activity 1.' | **Science and technology**<br>'Science Alive' complete 'learning activity 2'. | **PDHPE**<br>Complete the 'Fundamental Movement Skills' activity. | **Science and technology**<br>'Science Alive' complete 'learning activity 3'. |

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# Package of Learning – Stage One

## Week 2

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

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Middle** | **Mathematics**<br><br>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.<br><br>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.<br><br>This game may go over several days.<br>Any numbers not filled in on the hundreds chart at the end of the week, write them in.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one page in the maths workbook. | **Mathematics**<br><br>Make a hopscotch out of cardboard or chalk. Say each number as you land on it.<br><br>Make it more challenging by having someone draw dots like on a dice and/or the number names – e.g. eight.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one page in the maths workbook. | **Mathematics**<br><br>Learn to tell the time on an analogue clock (clock with hands).<br><br>If you don't have one of these, get someone to draw clock faces showing hours and half hours.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one page in the maths workbook. | **Mathematics**<br><br>Cut up paper plates, or draw some large circles on paper.<br><br>On one, cut it in half, on another plate, cut it into quarters.<br><br>How many halves equal a whole?<br><br>How many quarters equal a half?<br><br>How many quarters equal a whole?<br><br>Draw what you discovered.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one page in the maths workbook. | **Mathematics**<br><br>Australian coins do not all look the same. They are different shapes, sizes and colours. This helps people to recognise each coin.<br><br>The 'cent' coins are a silver colour and the 'dollar' coins are a gold colour.<br><br>Trace around the different coins you have at home and write the value of them on each picture.<br><br>Play a game with an adult to pretend to buy something at the shop and try to work out which coins you will need.<br><br>Complete one page of 'All About the Number' or 'Number of the Day'<br><br>Complete one page in the maths workbook. |
| **Break** | Break | Break | Break | Break | Break |
| **Afternoon** | **Science and technology**<br><br>Plan a diorama habitat – see 'Alive' Habitat Diorama instructions and worksheet. | **Science and technology**<br><br>Create your Habitat Diorama. | **CAPA**<br><br>Visual Arts – Texture<br><br>See instruction sheet. | **CAPA**<br><br>Visual Arts – Line Drawing<br><br>See instruction sheet. | **PDHPE**<br><br>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 | | | |
| 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 |
| can't | soccer |
| dinner | now |
| won | movie |
| let's | smell |
| it's | house |
| fun | birthday |
| watched | shopping |
| did | football |
| brother | cousin |

| | | |
|---|---|---|
| Date: | Score: | /200 |
| Date: | Score: | /200 |
| Date: | Score: | /200 |
| Date: | Score: | /200 |
| Date: | Score: | /200 |
| Date: | Score: | /200 |
| Date: | Score: | /200 |

# 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:<br>Score: /430 |
| these | children | city | Date:<br>Score: /430 |
| calendar | half | hoping | |
| shark | Mrs | peace | Date:<br>Score: /430 |
| men | sea | since | |
| Saturday | usually | writing | Date:<br>Score: /430 |
| tired | destroy | diary | |
| caught | hear | ambulance | Date:<br>Score: /430 |
| give | must | spring | |
| might | should | yesterday | Date:<br>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 |

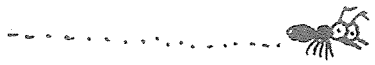
# High Frequency Words

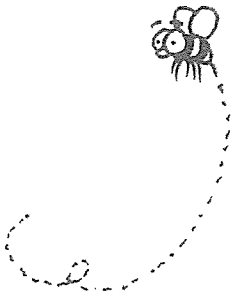
**Skill Type**
reading
writing

| 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 |

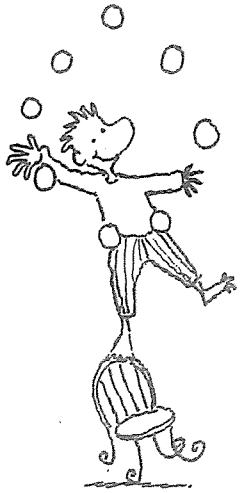
| List 60 | List 61 | List 62 | List 63 |
|---|---|---|---|
| photograph | pieces | precious | principle |
| social | strategy | successful | surgery |
| temperature | atmosphere | automatic | business |
| instructor | curious | delicious | dissolve |
| physical | introduce | knowledge | majority |
| 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 |
| | | | Date: |
| | | | Score: /660 |



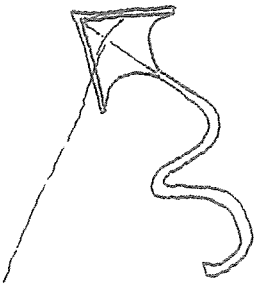


A a B b C c



D d E e F f

G g H h I i



J j K k L l

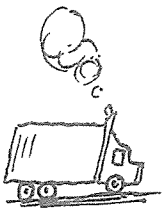
Mm Nn Oo

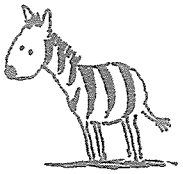
Pp Qq Rr

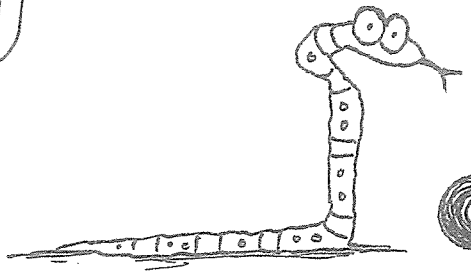
Ss Tt Uu

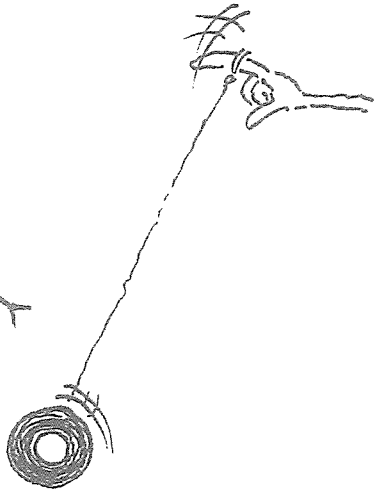
Vv Ww Xx

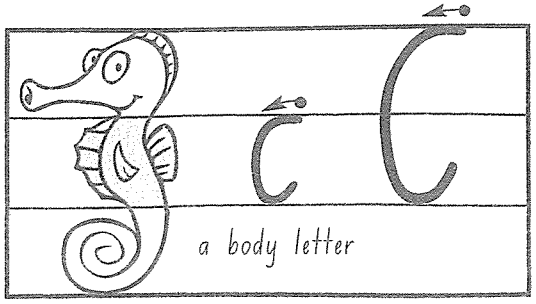
Yy Zz

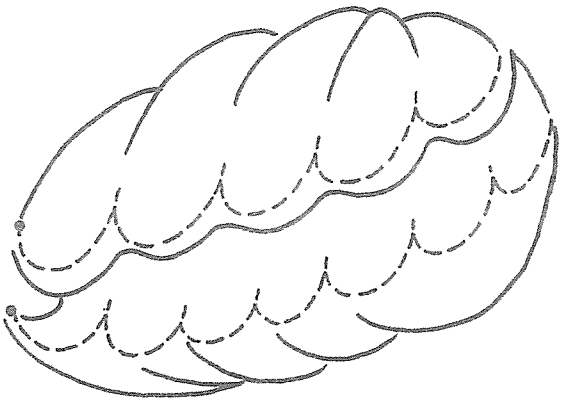








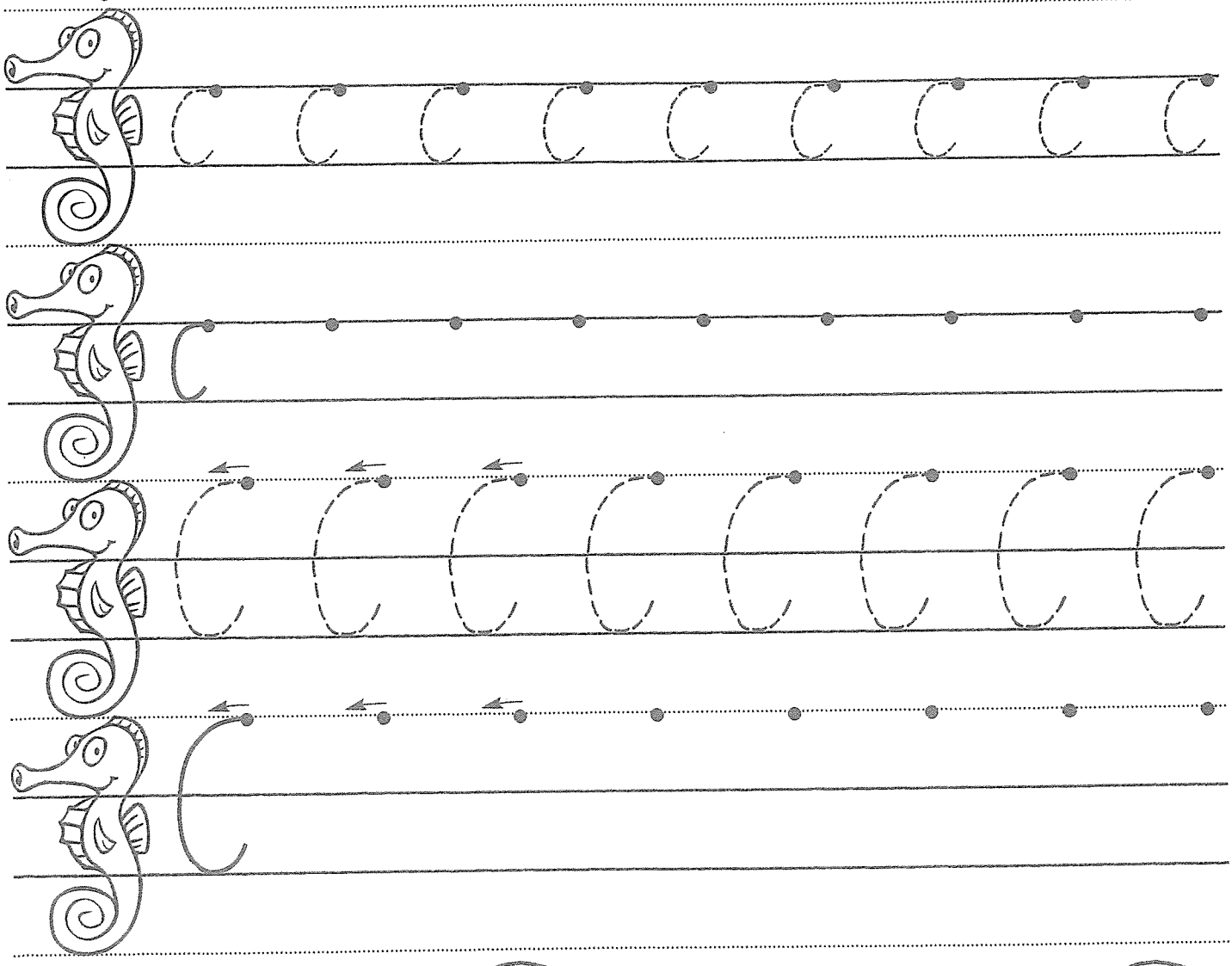


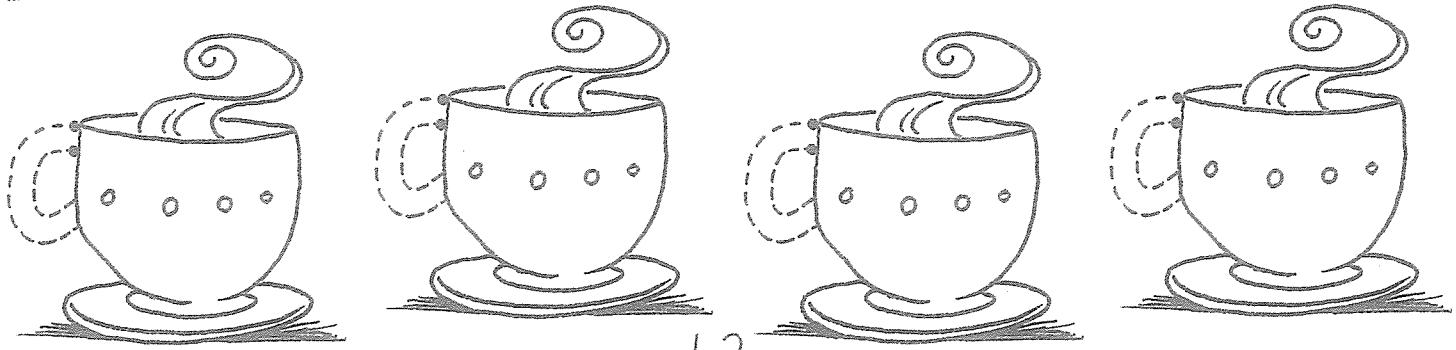



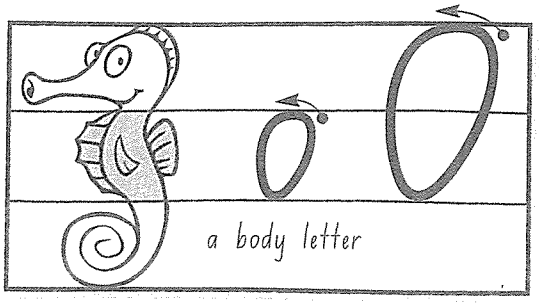
Track.

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

Turn your best c and C into a curl 6.



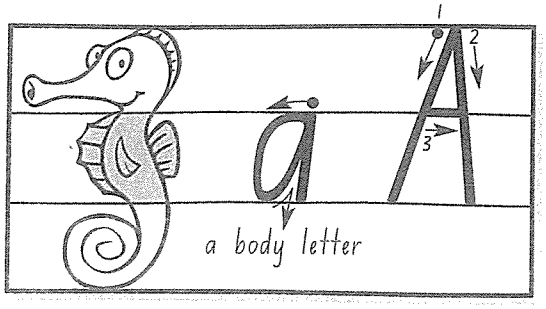





Trace the scribble pattern.

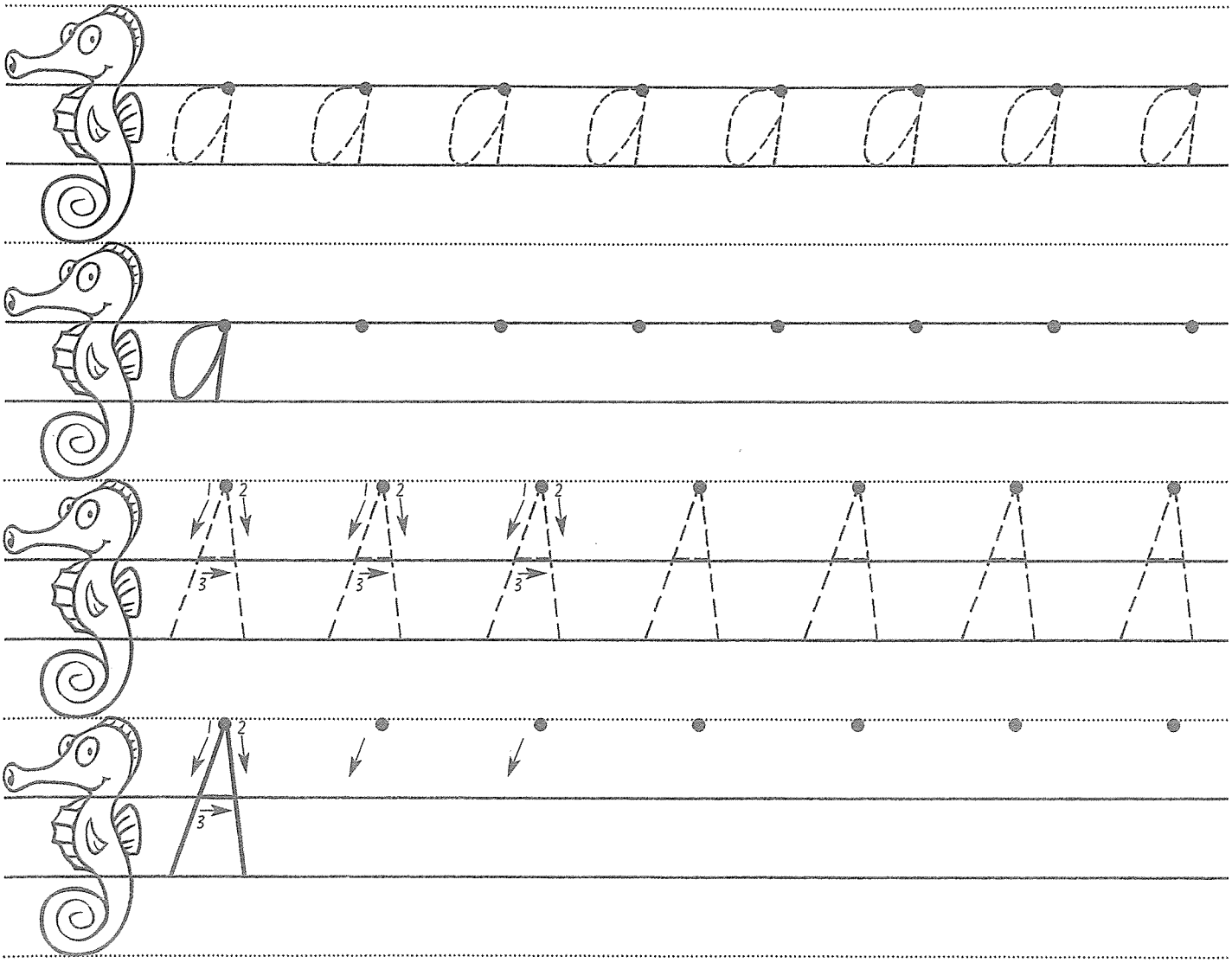
Track.

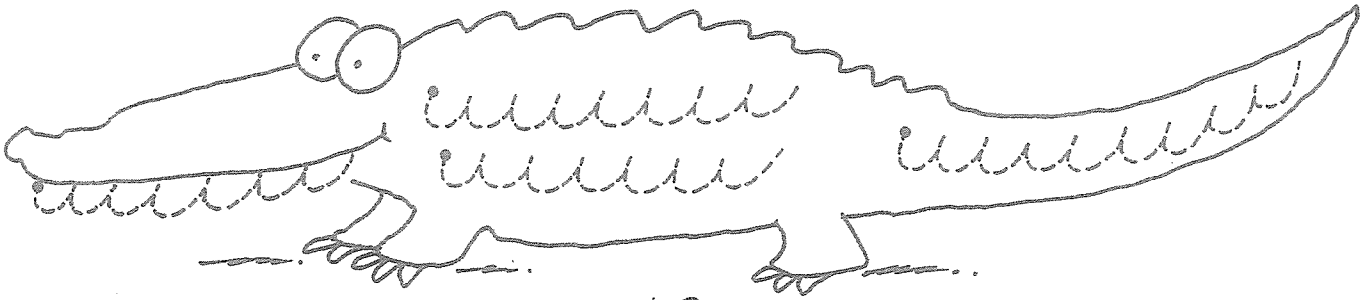
Colour the parts of the seahorse that show where the letter o sits.
Put a ☐ around your best o and O.

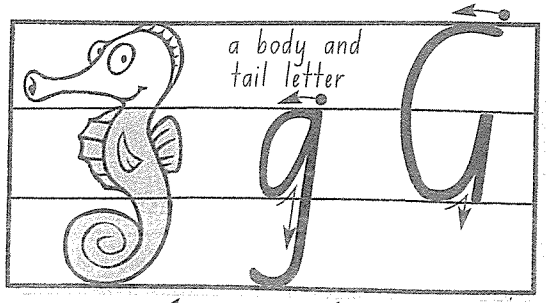


Track.

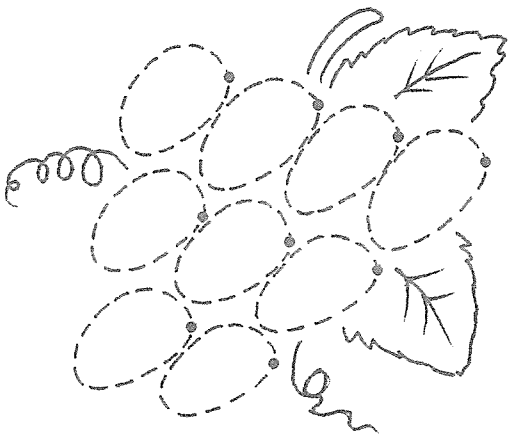
Colour the parts of the seahorse that show where the letter a sits.
Put an apple on top of your best a and A.







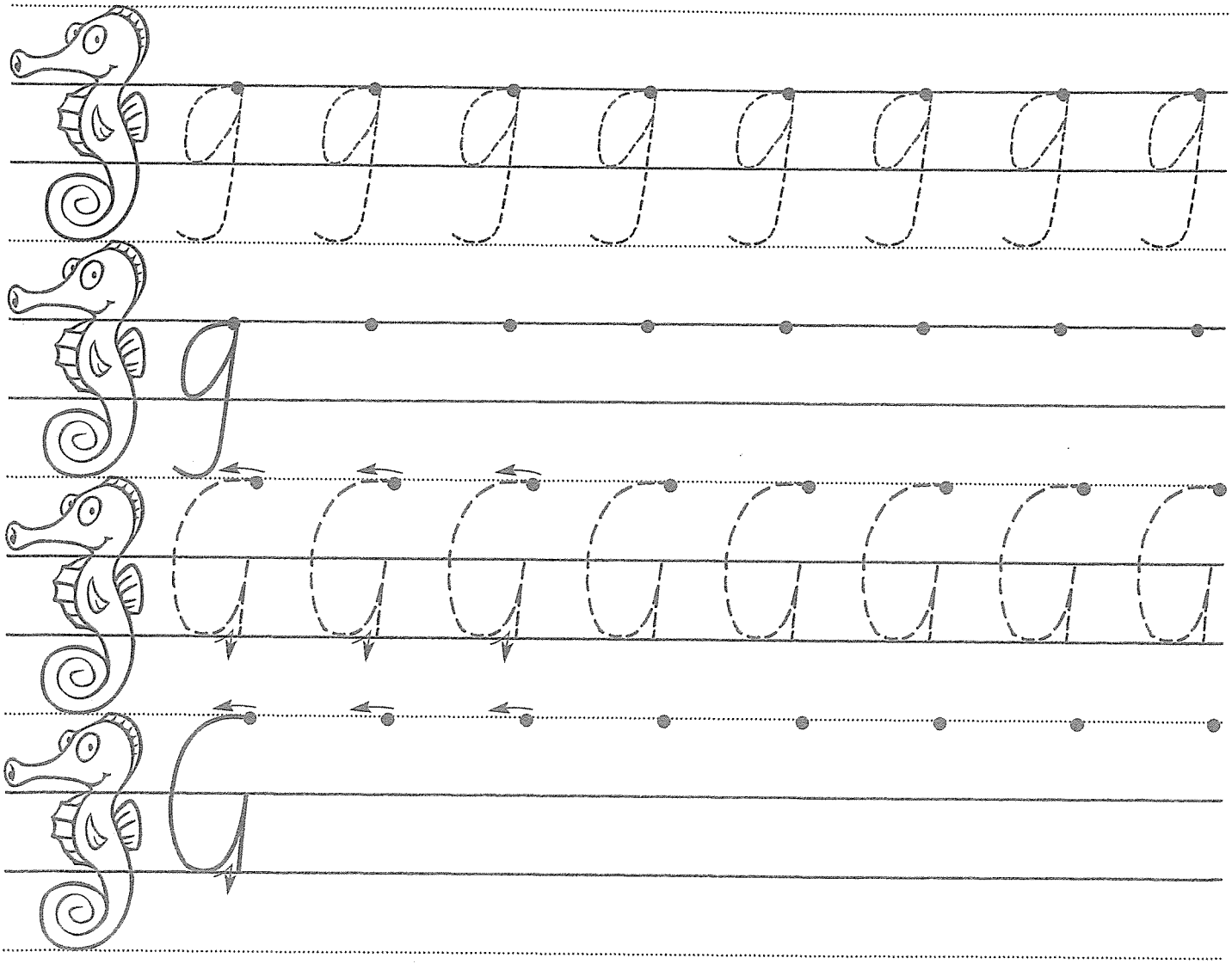

g g

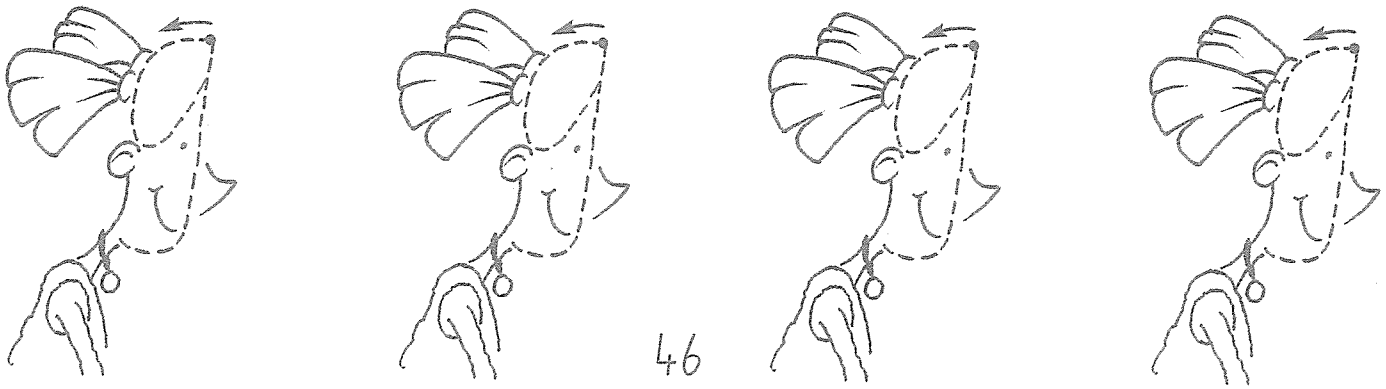


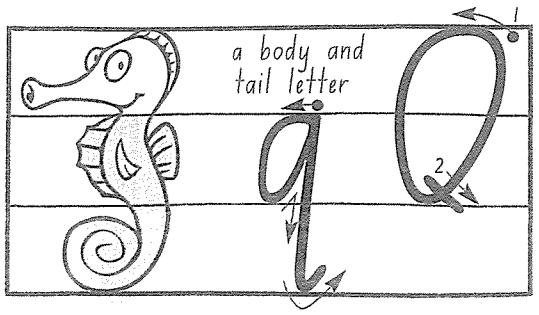
Track. g g g g g

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

✓ your best g and G.



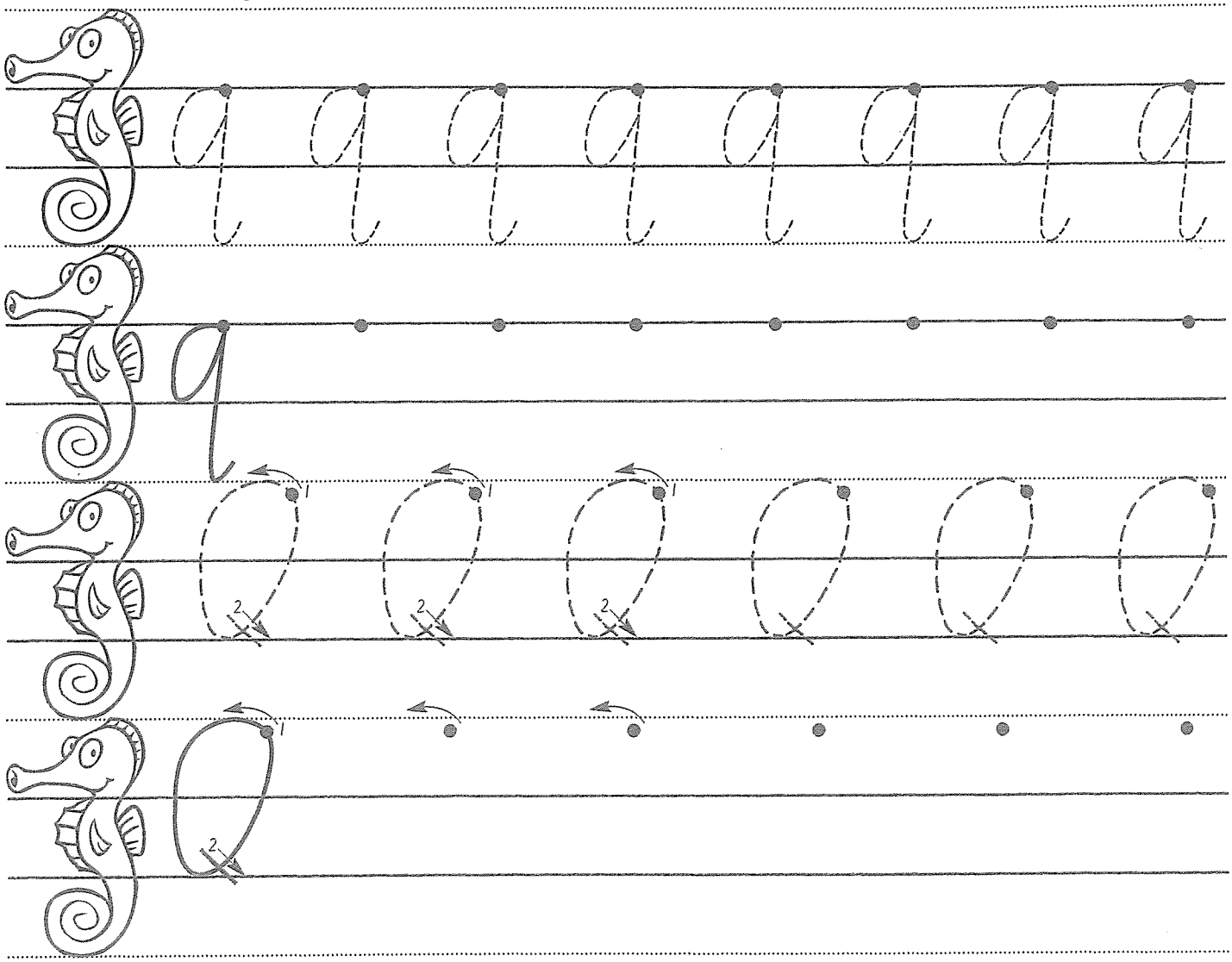


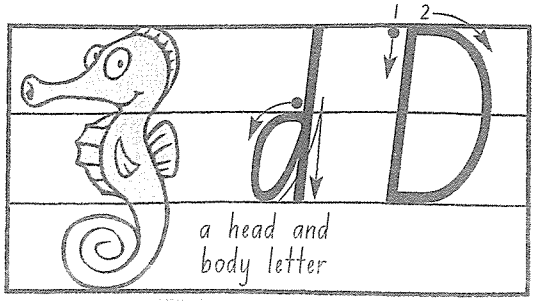



Track.

q q q q

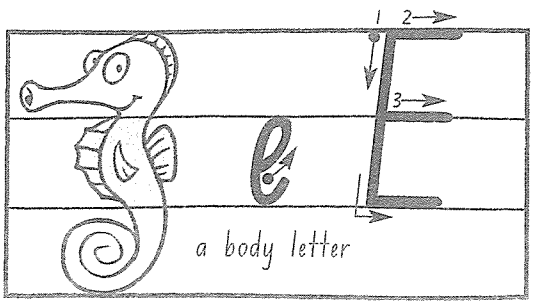
Colour the parts of the seahorse that show where the letter q sits.
Put a ✳ on your best q✳ and Q✳.

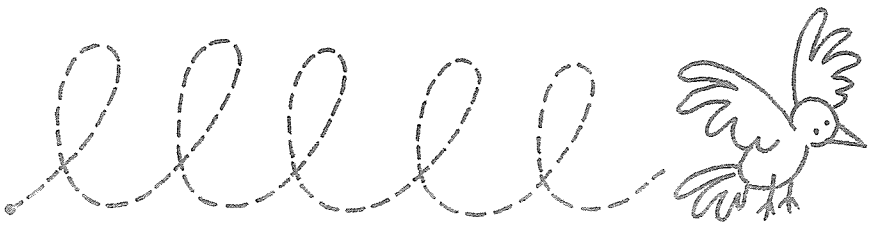





Track.

Colour the parts of the seahorse that show where the letter d sits.
Put a star inside your best d and D.

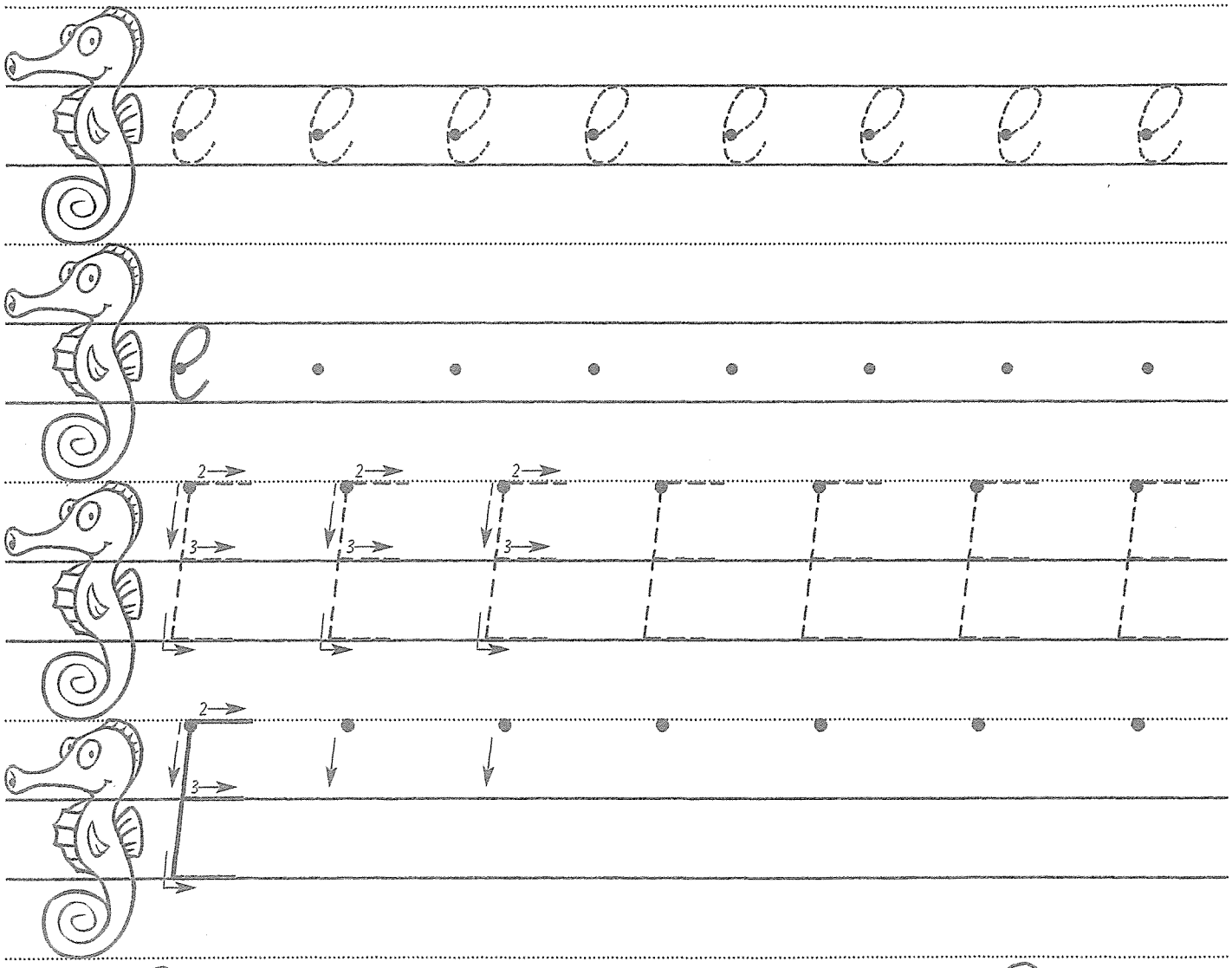


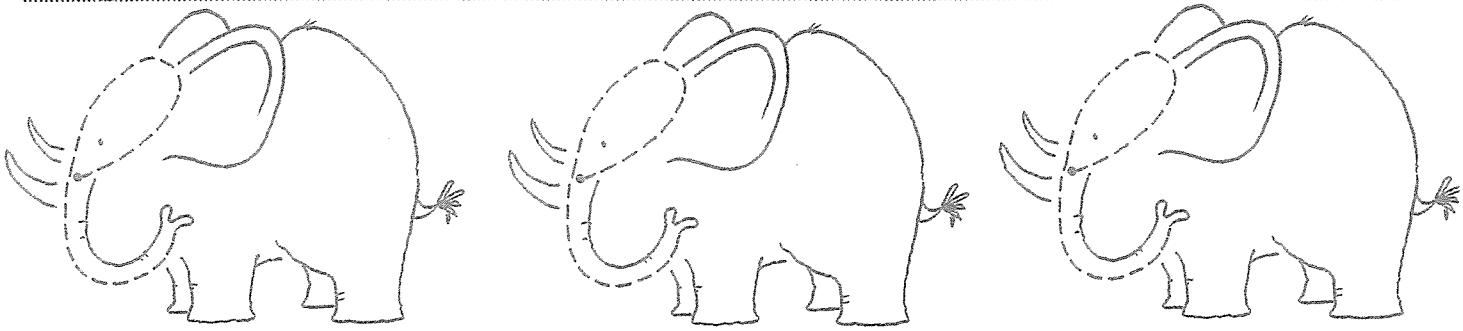



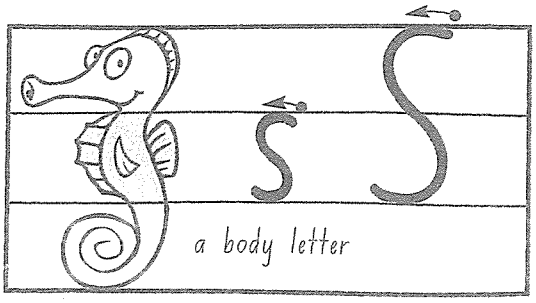
Track.

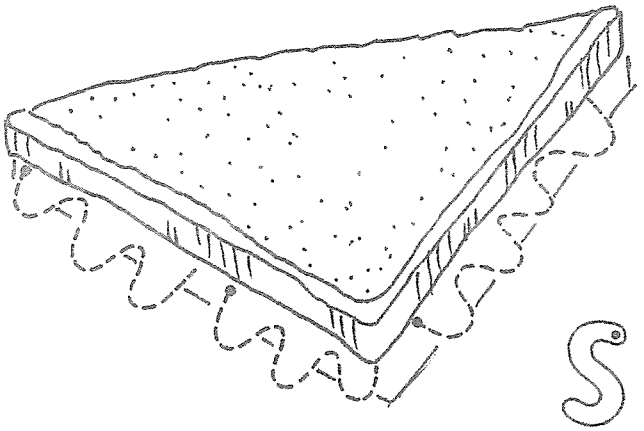
e e e e e e e

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





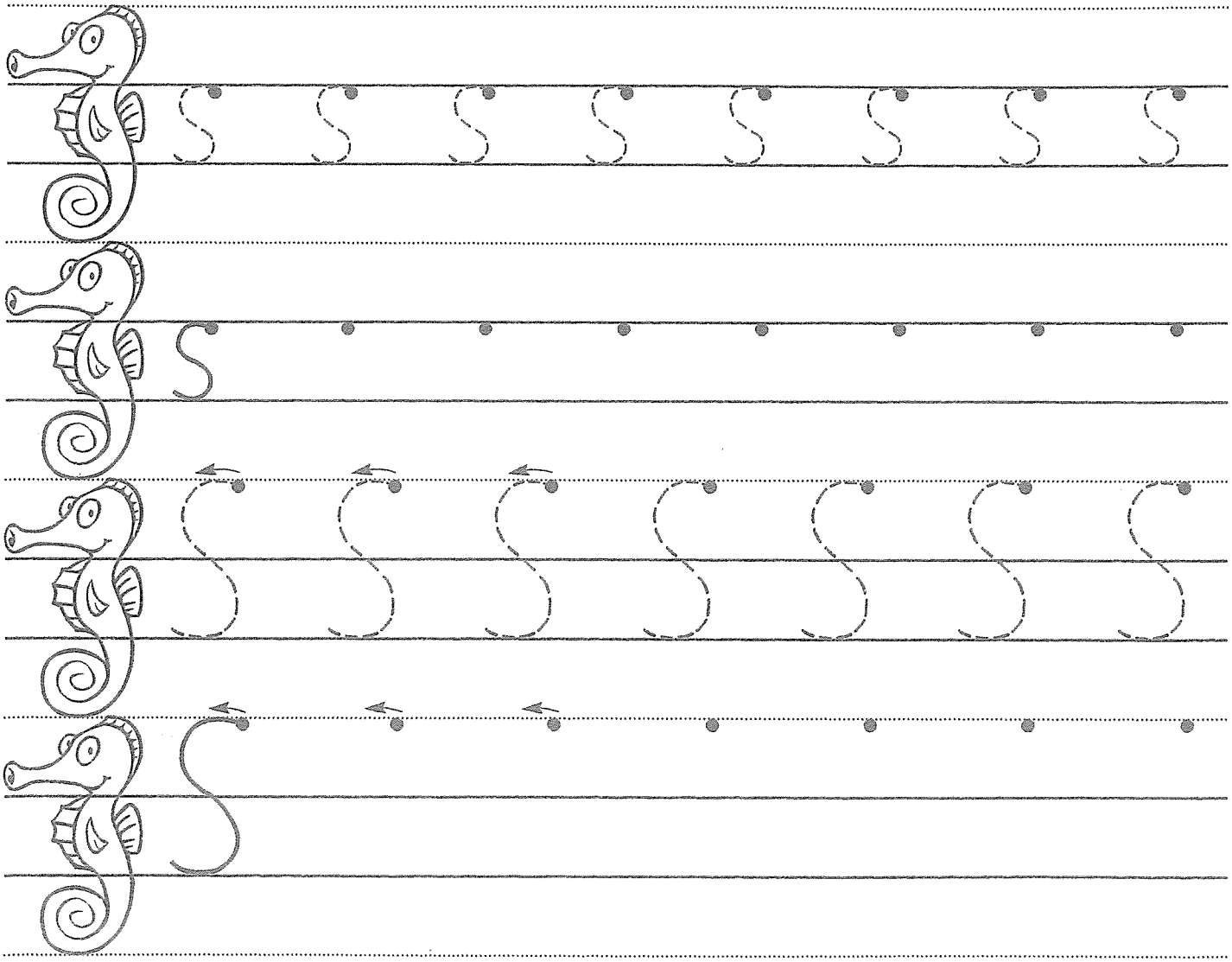


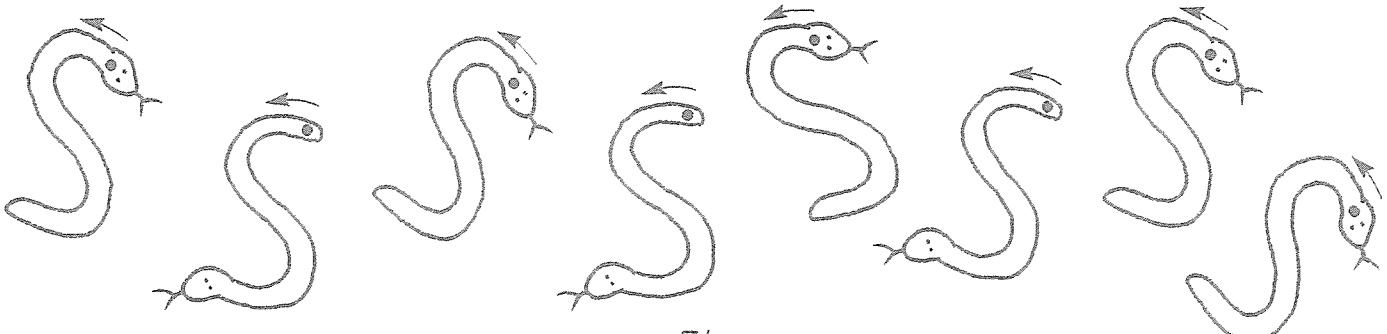



Track.

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

Turn your best s and S into a snake.

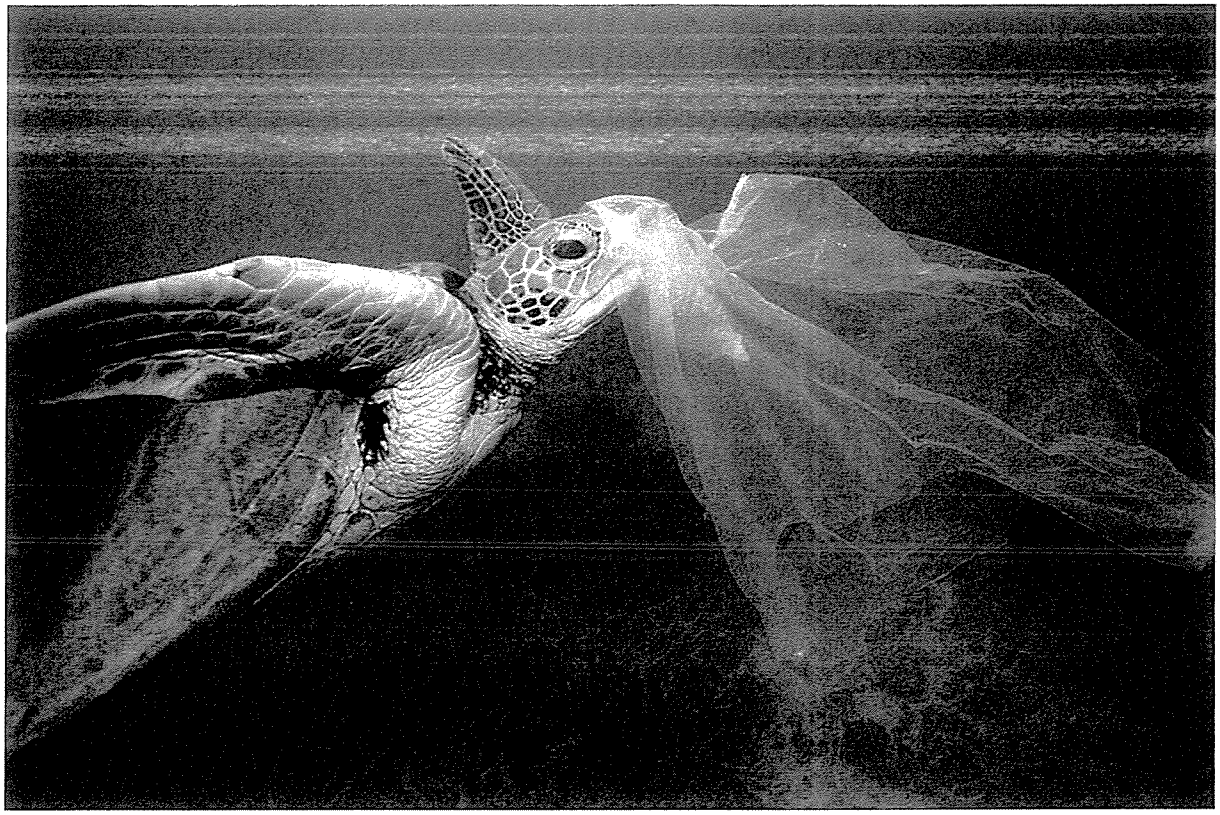




## Imaginative writing

### 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

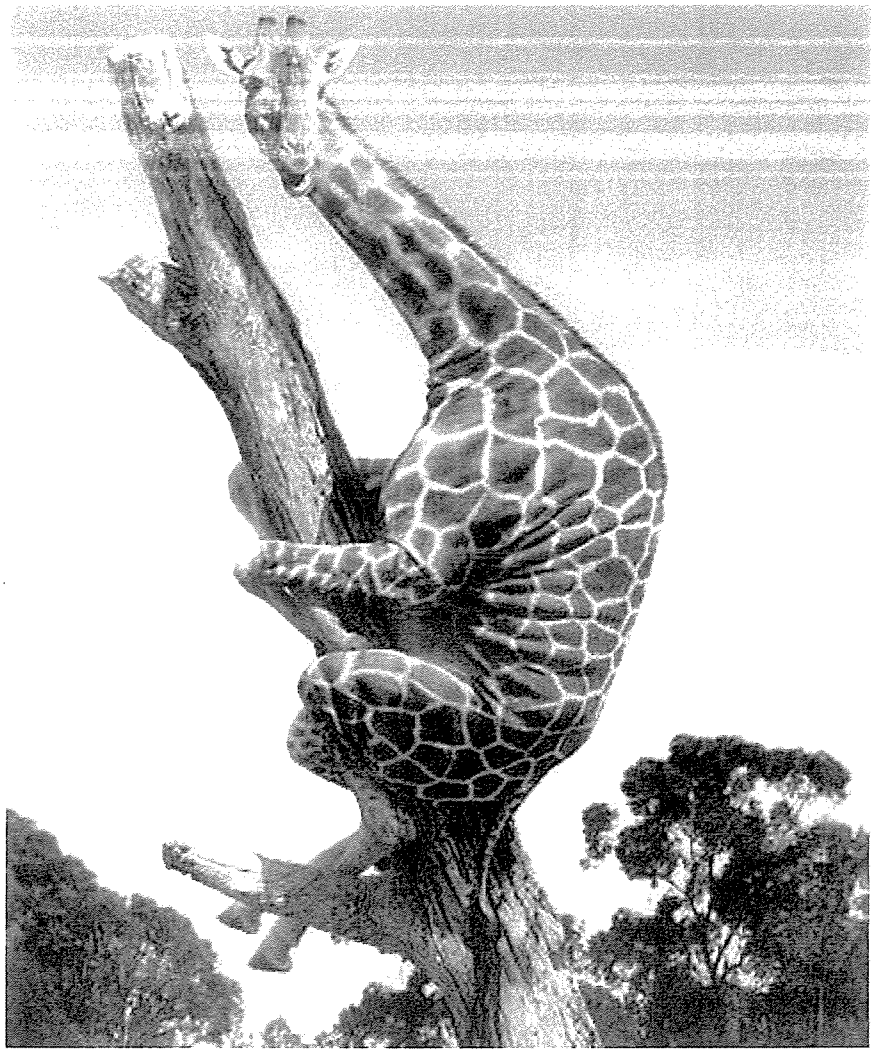
## Protect the Environment!

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!

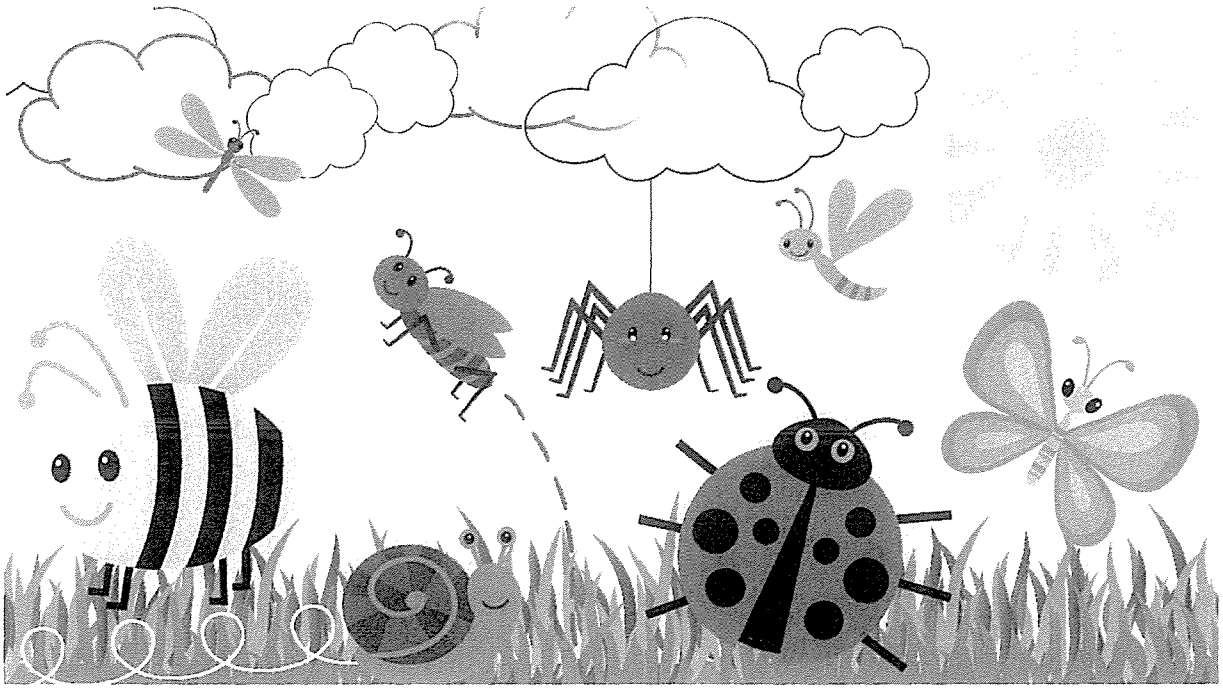
Write a list of all the things you would need to take on a weekend camping trip.

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.

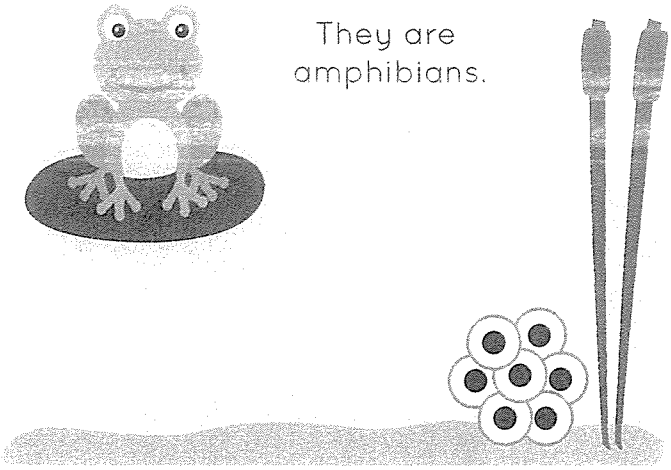
### Mini beasts!

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.

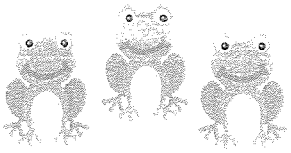
# Facts about Frogs



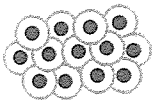
They are amphibians.



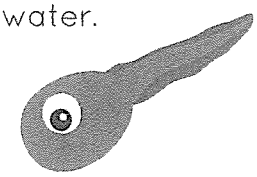
A group of frogs is called an army.



A group of eggs is called a frogspawn.



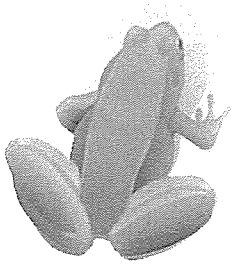
They typically lay their eggs in the water. The eggs hatch into tadpoles.



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!

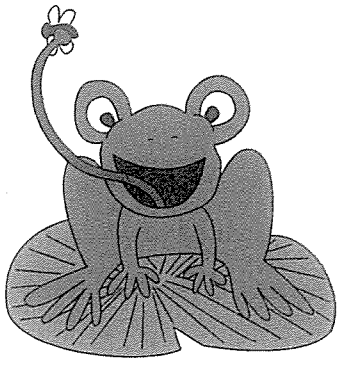
They need to live near water as their skin must constantly be moist. If it dries out the frog dies.



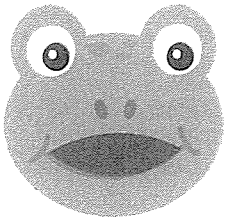
Frogs don't drink water - they soak it into their body through their skin.

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

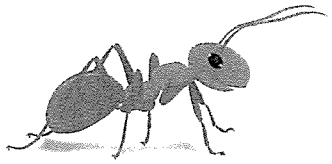
**Diet:** omnivore

**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.



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# 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

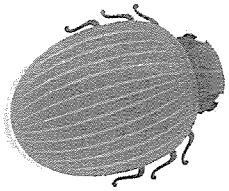
**Diet:** omnivore

**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

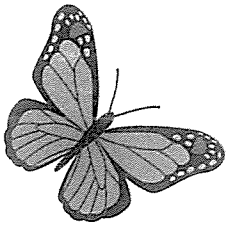
**Diet:** herbivore

**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

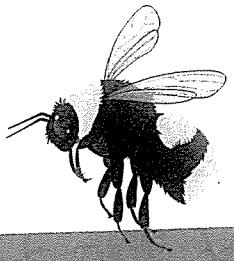
**Diet:** herbivore

**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

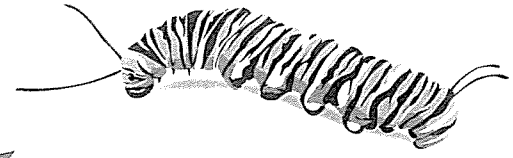
**Diet:** herbivore

**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

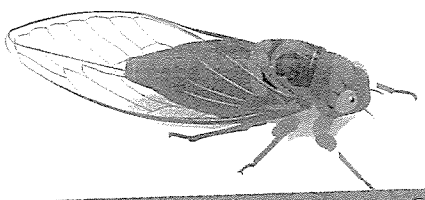
**Diet:** herbivore

**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

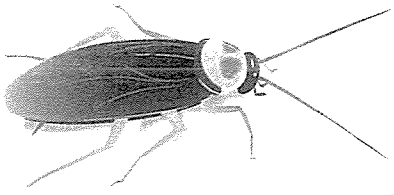
**Diet:** omnivore

**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

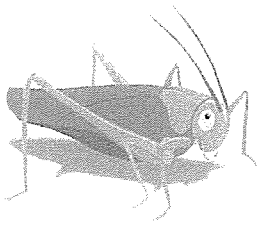
**Diet:** omnivore

**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

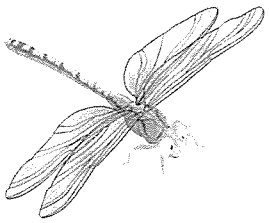
**Diet:** carnivore

**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

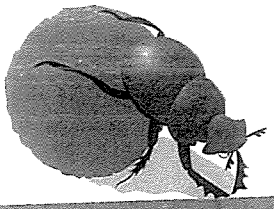
**Diet:** dung of both herbivores and omnivores

**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

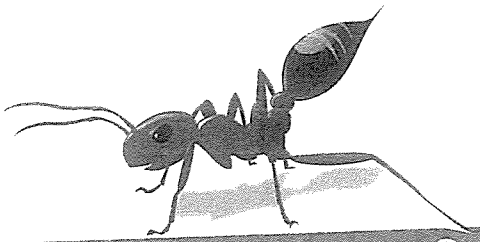
**Diet:** omnivore

**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

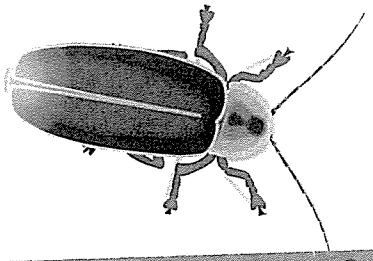
**Diet:** omnivore

**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

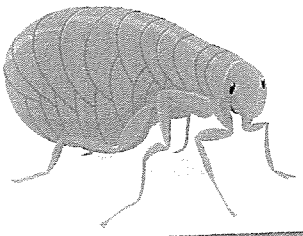
**Habitat:** inside homes, shrubs, leaves, trees

**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.



teachstarter

# House Fly

**Scientific name:** *Musca*

**Class:** *Insecta*

**Average lifespan:** 15-25 days

**Habitat:** anywhere close to organic waste and humans

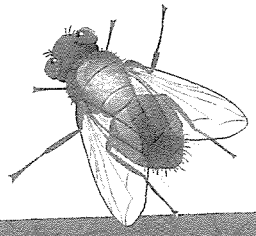
**Diet:** carnivore

**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.



teachstarter

# 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.

teachstarter

# 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.

teachstarter

# Grasshopper

**Scientific name:** *Caelifera*

**Class:** *Insecta*

**Average lifespan:** 12 months

**Habitat:** dry open habitats, grass, low plants

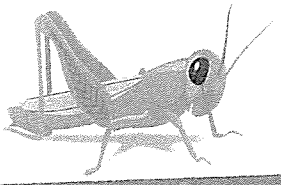
**Diet:** herbivore

**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.



teachstarter

# Ladybug

**Scientific name:** *Coccinellidae*

**Class:** *Insecta*

**Average lifespan:** 1-2 years

**Habitat:** grasslands, forests, along rivers

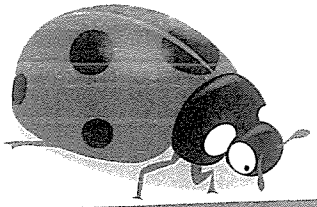
**Diet:** carnivore

**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.



teachstarter

# Termite

**Scientific name:** *Isoptera*

**Class:** *Insecta*

**Average lifespan:** 30-50 years (queens)

**Habitat:** nests formed in trees, soil mounds or underground

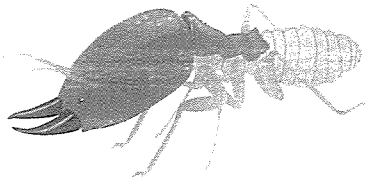
**Diet:** herbivore

**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.



teachstarter

# 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.

teachstarter

# 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.

teachstarter

# Tiger Moth

**Scientific name:** *Arctia caja*

**Class:** *Insecta*

**Average lifespan:** 1 week

**Habitat:** barks, leaves, on soil

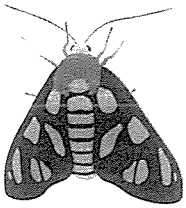
**Diet:** herbivore

**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.



teachstarter

# 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.

teachstarter

# 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

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.

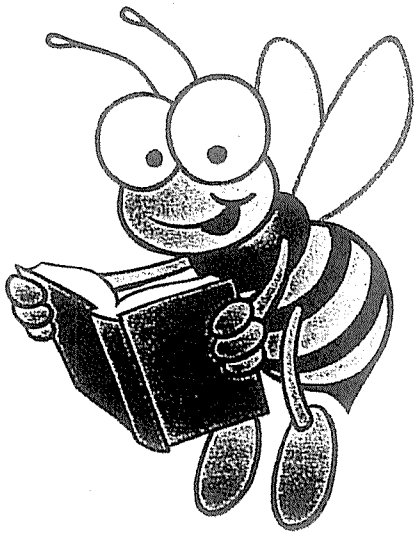
Your child is also working on the same words in class and we are seeking your support/help in the following way:

- 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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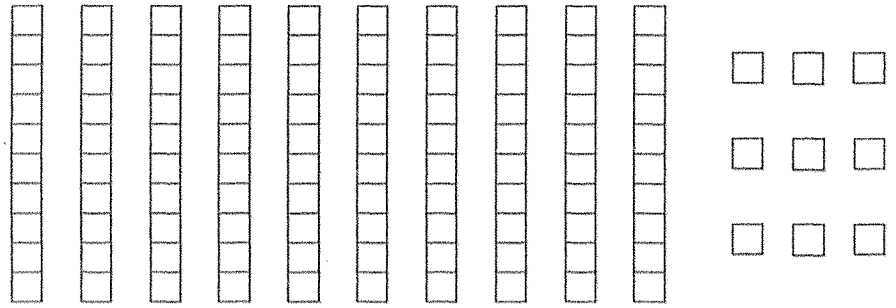

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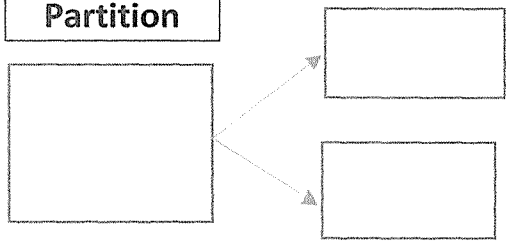

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**Counting forwards and backwards**

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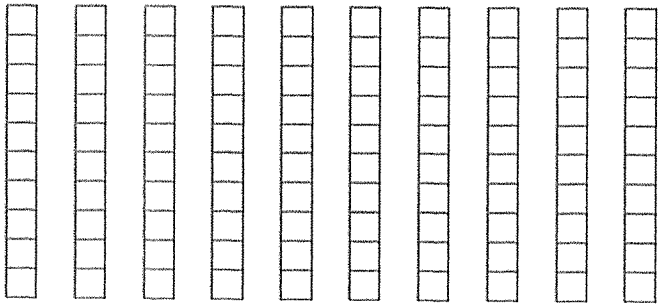
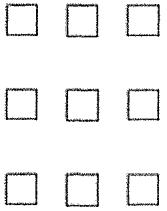
Color to show the number.





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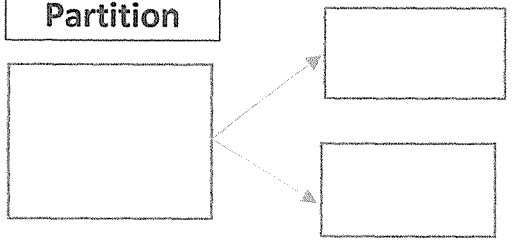

**Counting forwards and backwards**

## Number of the Day

**1 more**

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42

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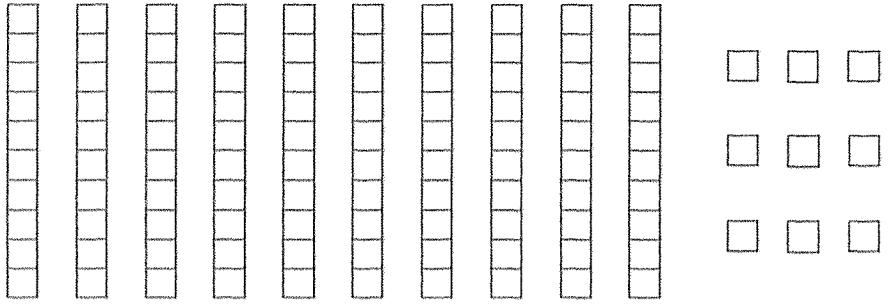
**Double it**

Color to show the number.



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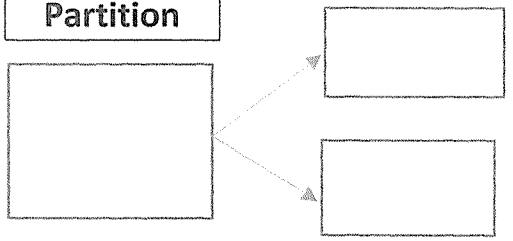

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**Counting forwards and backwards**

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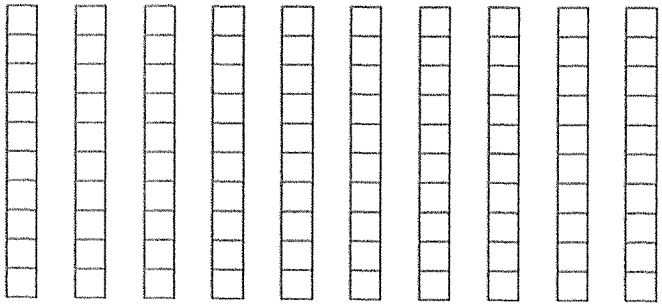

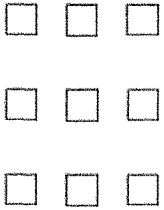

Counting forwards and backwards

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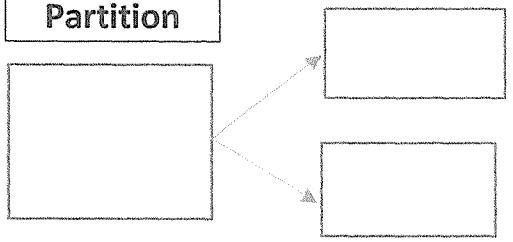

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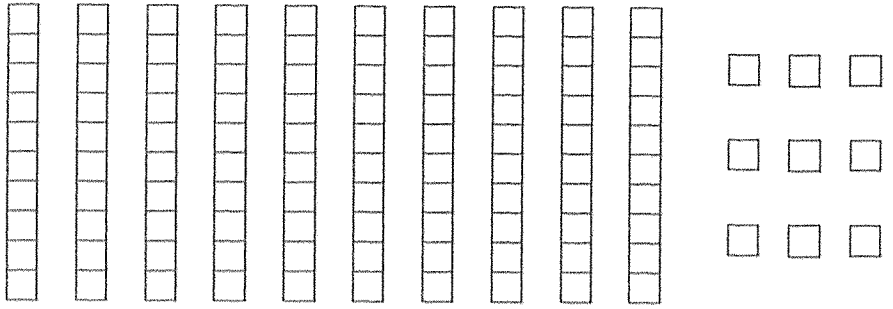
Color to show the number.



**Counting forwards and backwards**

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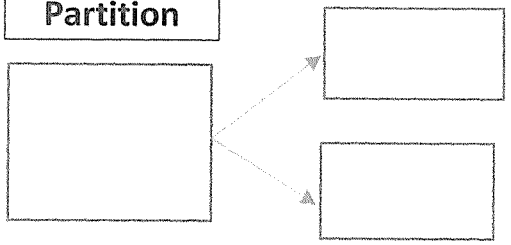

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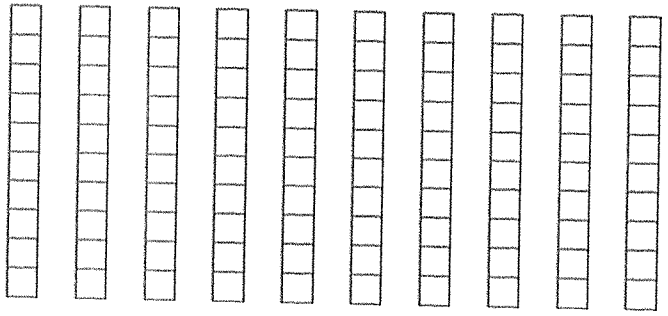

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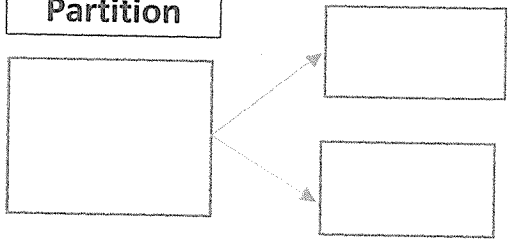

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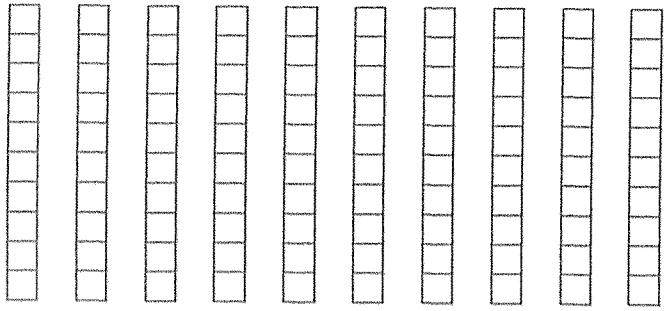
Color to show the number.



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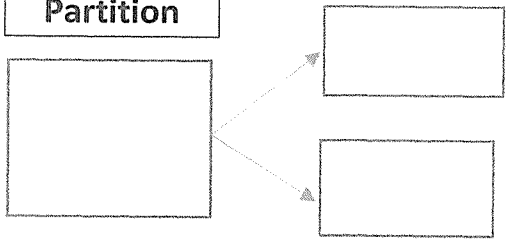

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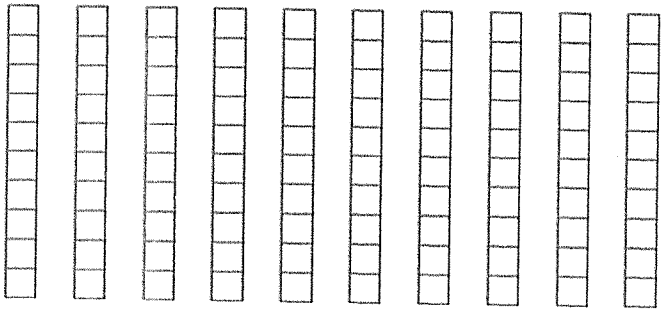

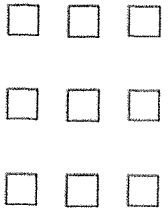

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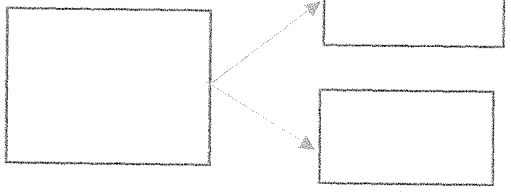

**Counting forwards and backwards**

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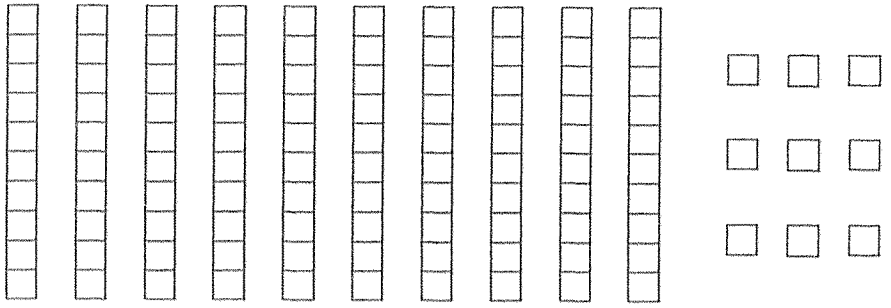

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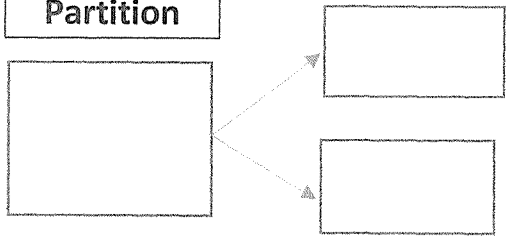

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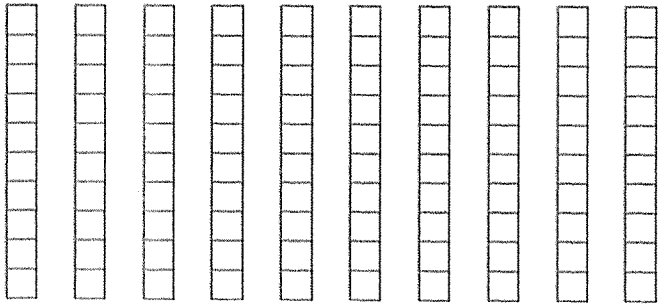

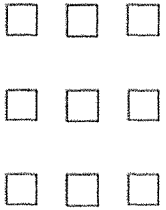

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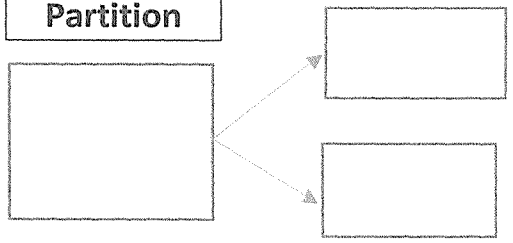
**Partition**



**Counting forwards and backwards**

Name: _____ Date: _____

# Skip Counting

**1. Continue counting in 2s**

a) 2, ____ , ____ , ____ , 10, ____ , ____ , ____ , ____ , 20, 22

b) 10, 12, 14, ____ , ____ , ____ , 22, ____ , ____ , ____ , 30

c) 30, 32, ____ , ____ , ____ , ____ , 42, ____ , ____ , ____ , 50

**2. Continue counting in 5s**

a) 5, ____ , ____ , ____ , 25, ____ , ____ , ____ , ____ , 50, ____ ,

b) 20, ____ , ____ , ____ , ____ , 45, ____ , ____ , ____ , ____ , 70

c) 40, ____ , ____ , ____ , ____ , ____ , 70, ____ , ____ , ____ , 90

**3. Continue counting in 10s**

a) 10, ____ , ____ , ____ , ____ , ____ , 70, ____ , ____ , 100

b) 80, ____ , ____ , 110 ____ , ____ , ____ , ____ , ____ , 170

c) 110, ____ , ____ , ____ , ____ , ____ , 170, ____ , ____ , ____

**4. Colour all of the numbers going up by 2 red.**

**5. Colour all of the numbers going up by 5 green.**

**6. Colour all of the numbers going up by 10 yellow.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

# Addition

Name:

## Warm Up

1) 3 + 4 =

2) 4 + 5 =

3) 6 + 4 =

4) 7 + 2 =

5) 3 + 9 =

6) 7 + 4 =

7) 5 + 8 =

8) 7 + 7 =

9) 9 + 6 =

1) My sister planted 3 trees in the morning and 4 trees in the afternoon. How many trees did she plant altogether?

2) My family drove to the park in 2 cars. There were 4 people in one car and 5 in the other. How many people went to the park?

3) Alisa has 7 flowers in one hand and 4 in the other. How many flowers is Alisa holding altogether?

4) How many coconuts has Marilyn got if she bought 1 box containing 8 coconuts, then bought 3 more coconuts?

5) Magda bought 7 small packets of sweets and 3 large packets. How many packets of sweets has she got altogether?

6) Rodger drew 4 stars and 9 circles. How many shapes did he draw in total?

7) Letitia sold 2 small dolls and 7 big dolls. How many dolls did she sell altogether?

8) There are 5 kiwi fruit in one bag and 6 in another. How many kiwi fruit altogether?

9) Ethan juiced 4 oranges and then juiced 5 more. How many oranges did Ethan juice?

10) In each box are 3 large paint brushes and 4 small paint brushes. What is the total number of paint brushes in each box?

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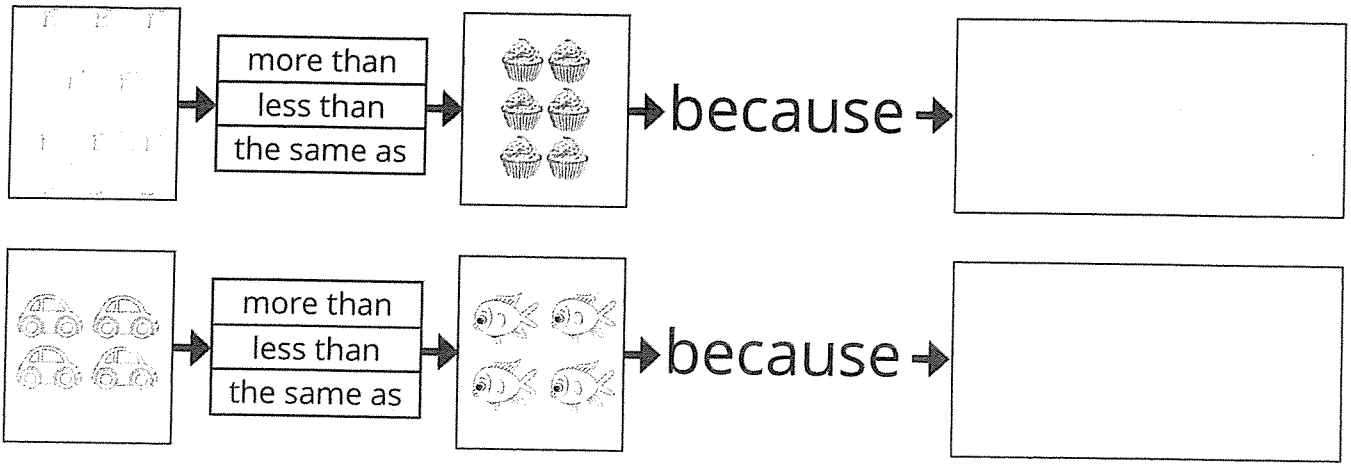
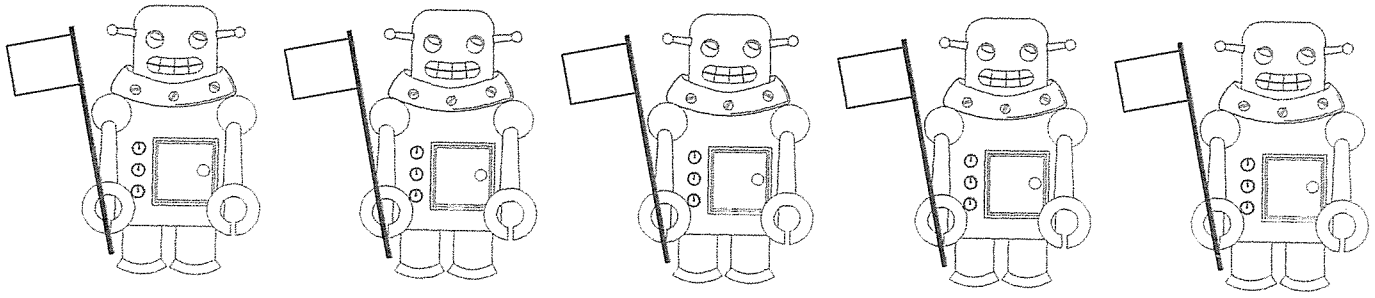
Name _____ Date _____

# Comparing and Ordering Numbers (B)

① Colour in the box to make the number sentences true and explain why.




② Label these robots from 1st to 5th then follow the instructions below.



| | | | | |
|---|---|---|---|---|
| Colour the 4th robot in blue. | Draw a hat on the 5th robot. | Give the 1st robot an apple. | Colour the 3rd robot in yellow. | Draw shoes on the 2nd robot. |

③ Order these numbers from smallest to largest.

a)

| | | | |
|---|---|---|---|
| 7 | 12 | 4 | 14 |

_____ _____ _____ _____

b)

| | | | |
|---|---|---|---|
| 19 | 3 | 10 | 9 |

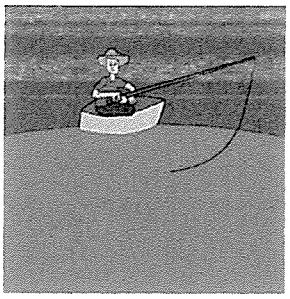
_____ _____ _____ _____

Name:

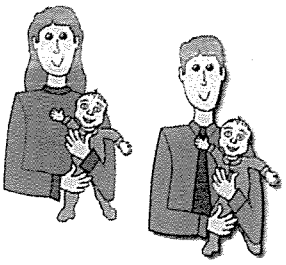
# Single digit addition

Date:

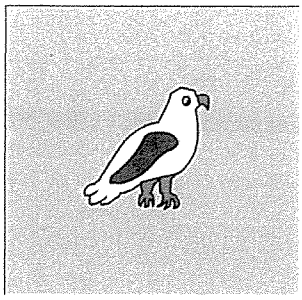
1. Con caught 7 fish in the morning and 3 fish in the afternoon. How many fish did Con catch in the day?



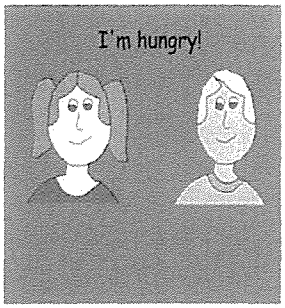
2. On Tuesday 4 girls and 5 boys were born. On Tuesday, how many babies were born?



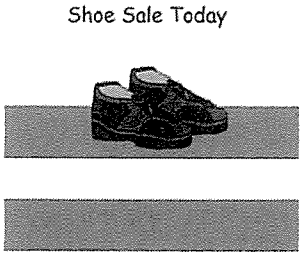
3. Jack counted 5 seagulls in his yard on Saturday and 9 on Sunday. What is the total number of seagulls that landed in his yard.



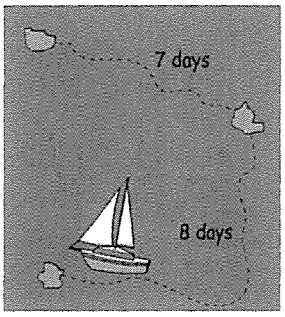
4. Both Sarah and Sam each ate 4 pieces of toast. How many pieces of toast did they eat altogether?



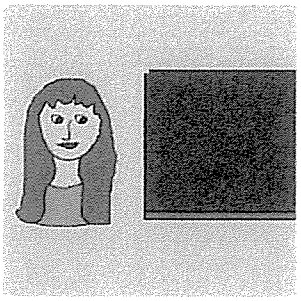

5. During the sale 7 pairs of black shoes and 3 pairs of red shoes were sold. How many pairs of shoes were sold during the sale?




6. It took the sailor 8 days to reach the first island and 9 days to reach the second island. How long did the journey take?

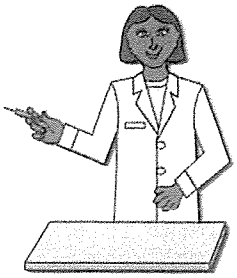



7. In my group there are 4 boys and 4 girls. How many students in my group?

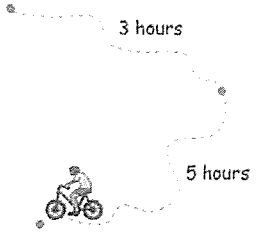


8. Joe took 2 steps. The he took another 4 steps. How many steps did he take?

9. Sally treated 2 white cats and 3 brown cats. How many cats did she treat?



10. Jim rode for 3 hours in the morning and 5 hours in the afternoon. What is the total number of hours ridden by Jim?

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# Write the missing numbers (1-20)

| | | | | | | |
|---|---|---|---|---|---|---|
| 13 | | | | 17 | | |
| | 16 | | | 19 | | 21 |
| 5 | | | | 9 | | 11 |
| 8 | | 10 | | | 13 | |
| 3 | | | 6 | | | 9 |
| | 9 | | | 12 | | 14 |

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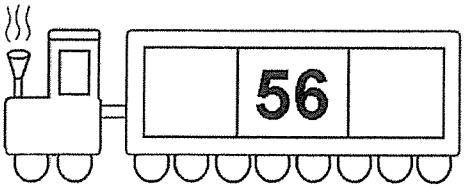
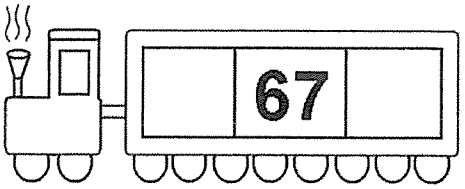
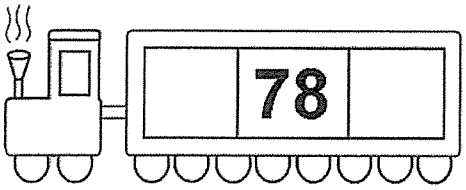
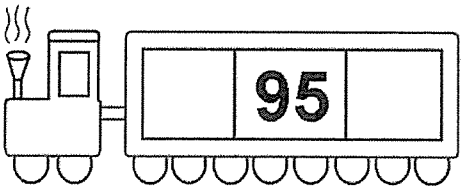
Name _____ Date _____

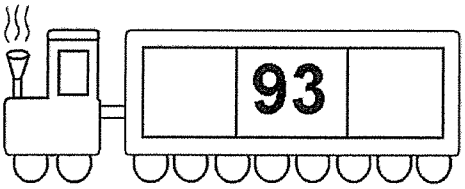
# Write the numbers that come before and after.

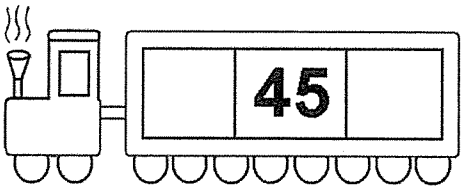


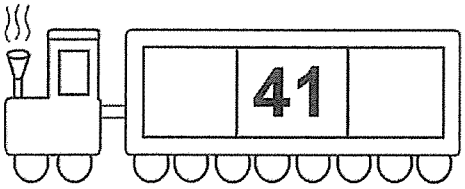



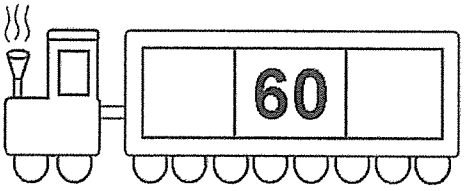



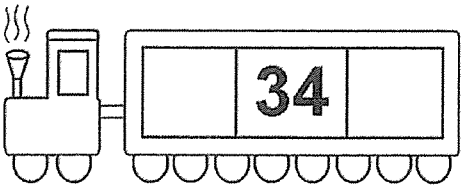



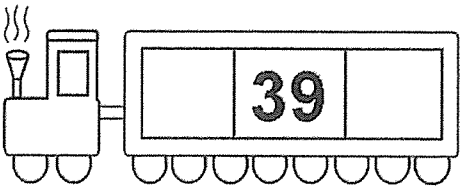



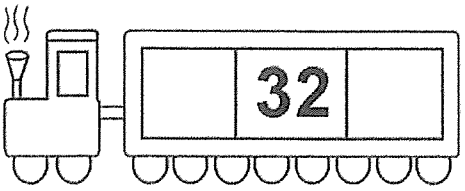



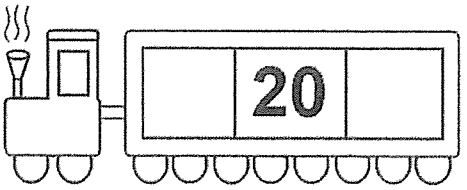



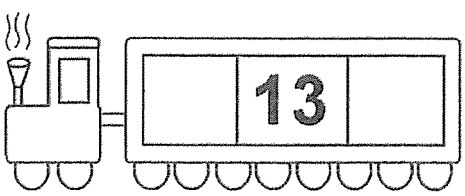



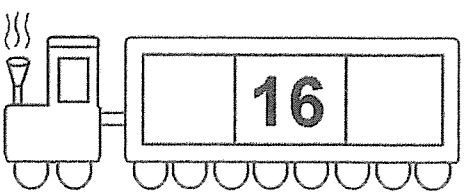

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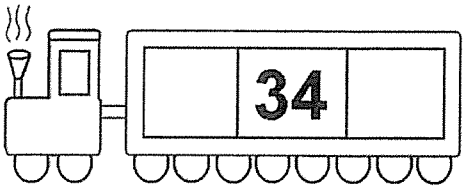
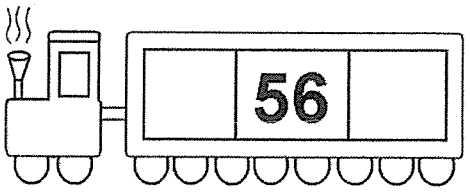
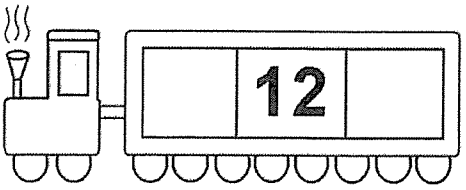
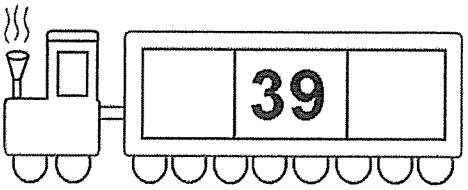
Name _____ Date _____

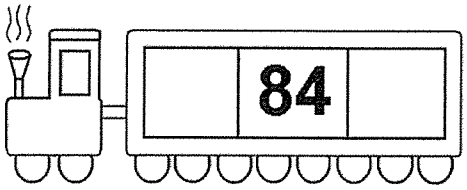
# Write the numbers that come before and after.

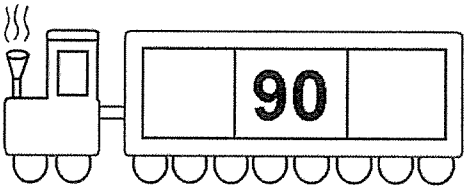


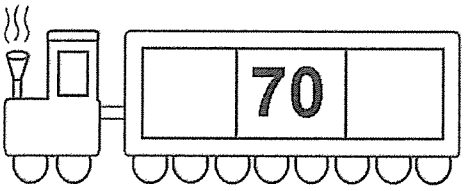



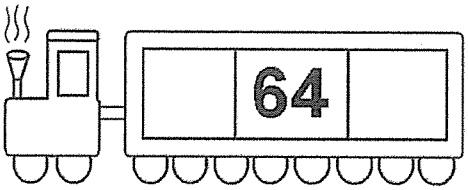



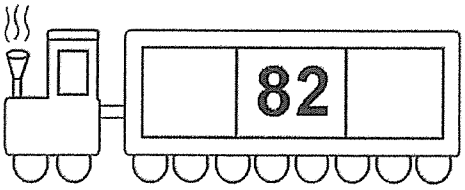



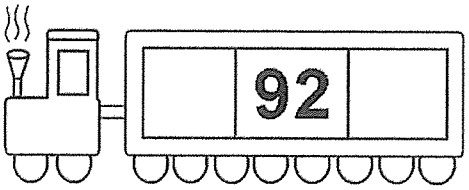



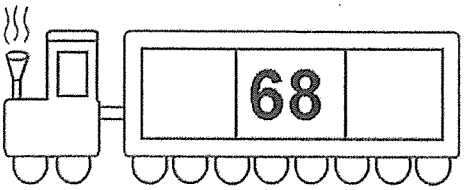



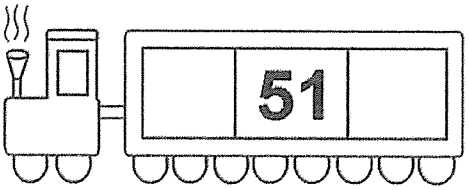



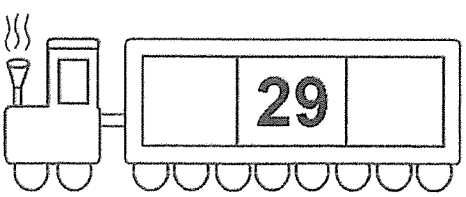



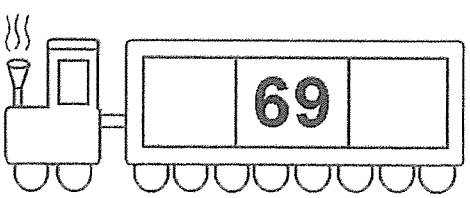





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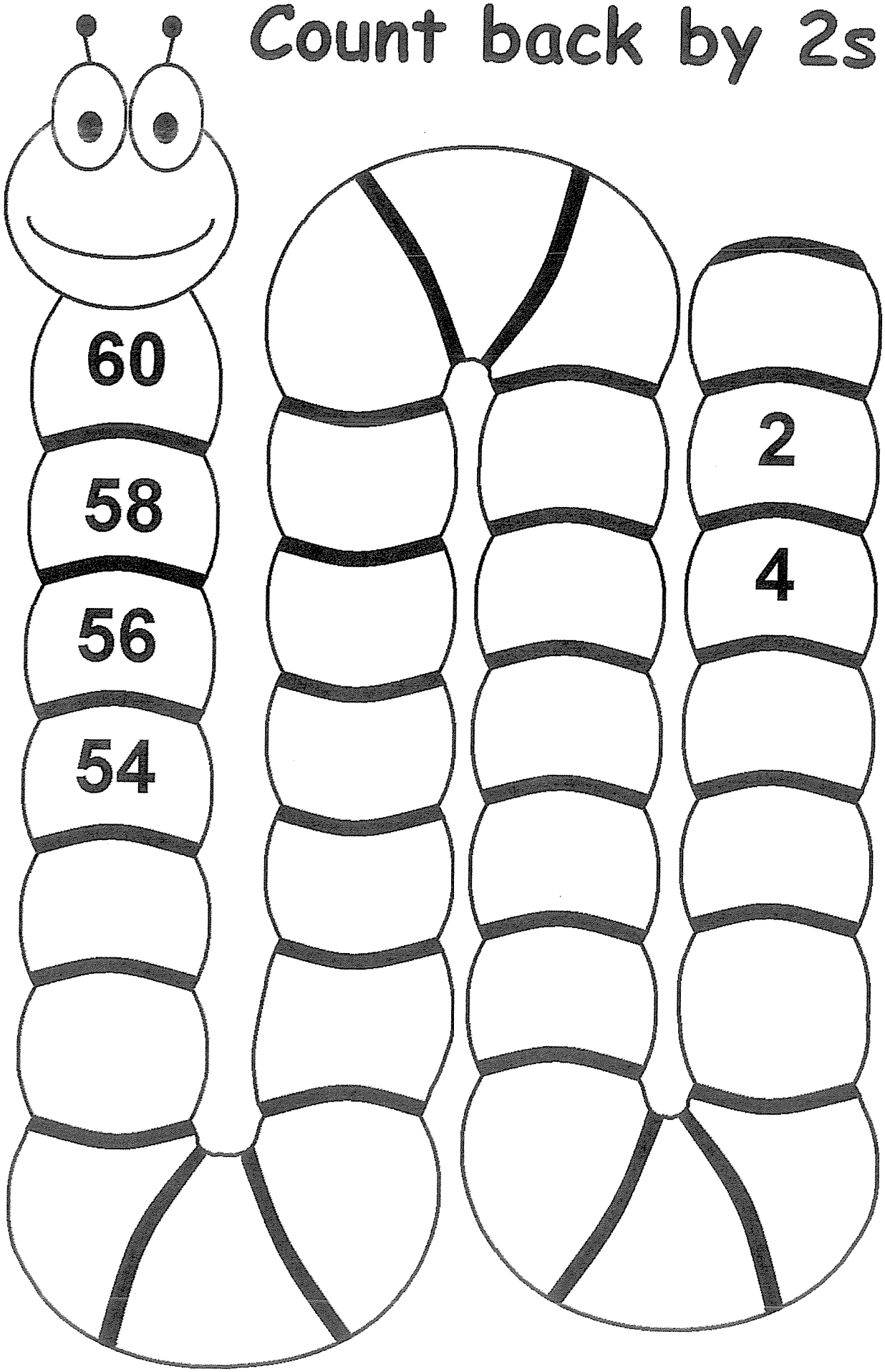
Name Date

# Count back by 2s

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Unit 2 - WorkSheet 1

## Making 10 and 20

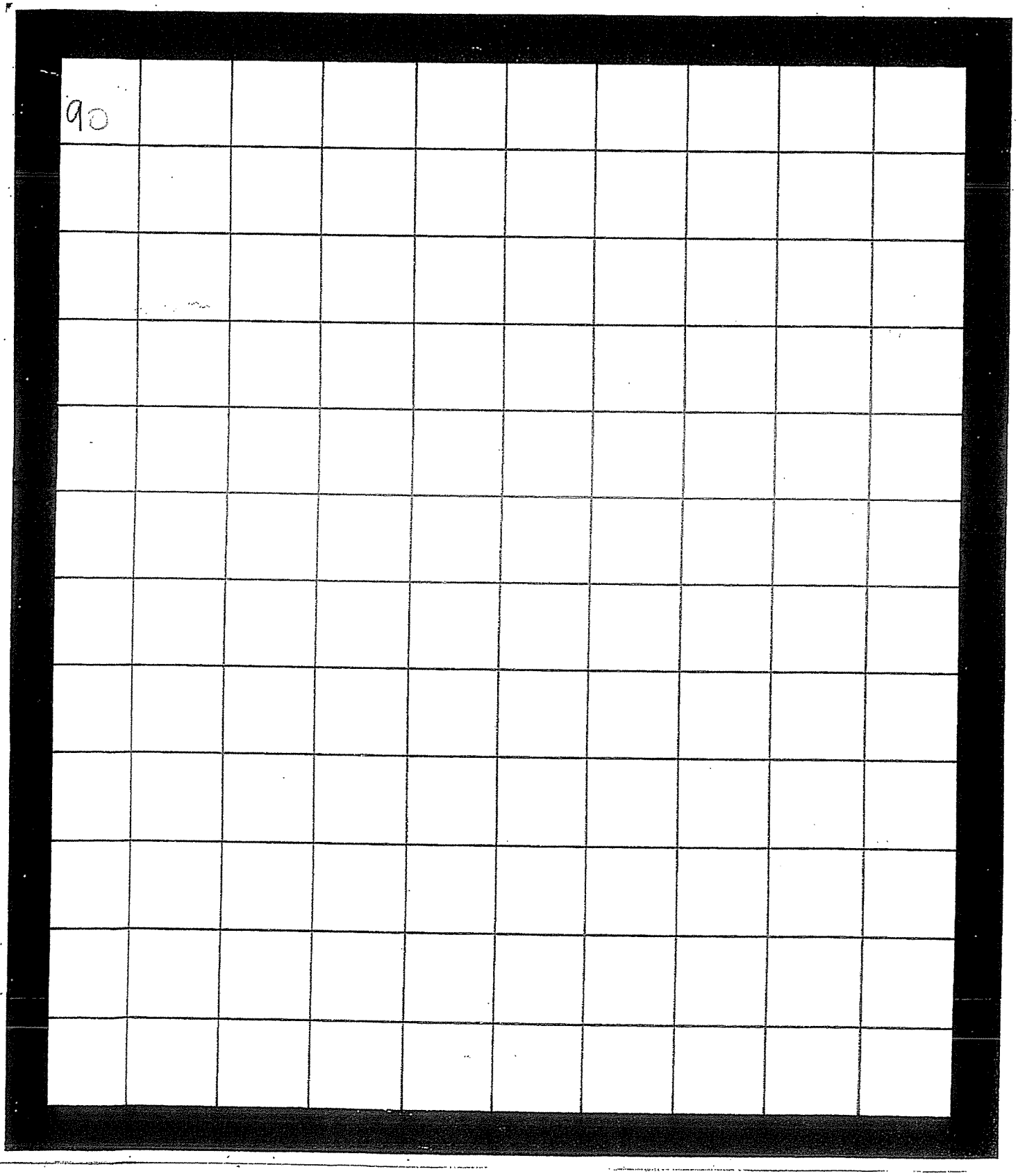
What do you have to add to these numbers to make 10 or 20?

| | | | | |
|---|---|---|---|---|
| 4 | + | | = | 10 |
| | + | 8 | = | 10 |
| 3 | + | | = | 10 |
| | + | 2 | = | 10 |
| 9 | + | | = | 10 |
| | + | 1 | = | 10 |
| 5 | + | | = | 10 |
| | + | 6 | = | 10 |

| | | | | |
|---|---|---|---|---|
| | + | 7 | = | 20 |
| 2 | + | | = | 20 |
| | + | 15 | = | 20 |
| 18 | + | | = | 20 |
| | + | 13 | = | 20 |
| 6 | + | | = | 20 |
| | + | 19 | = | 20 |
| 4 | + | | = | 20 |

# 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 |


90

**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.

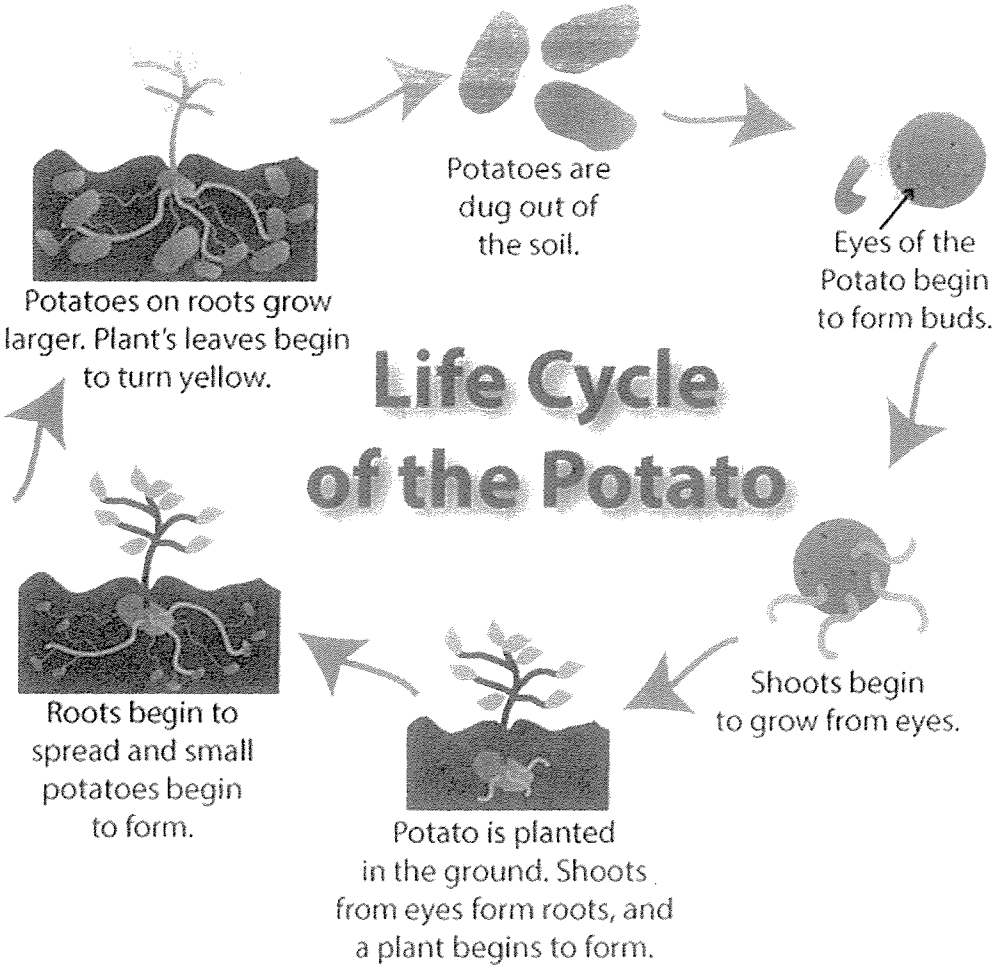
**Learning Activity 2**

- 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

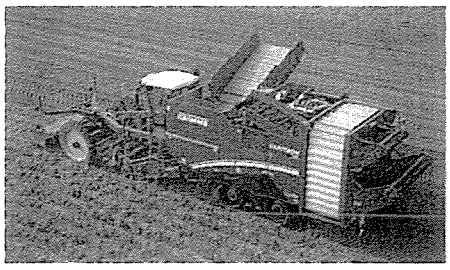



Potatoes can take several months to grow before they are ready to be harvested and eaten.

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.

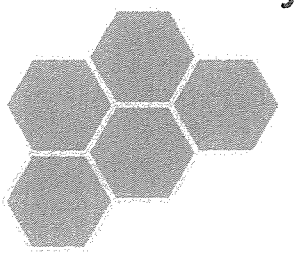


Farmers practise sustainable farming by cutting up potatoes and using them as seeds to grow the next crop.

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.**

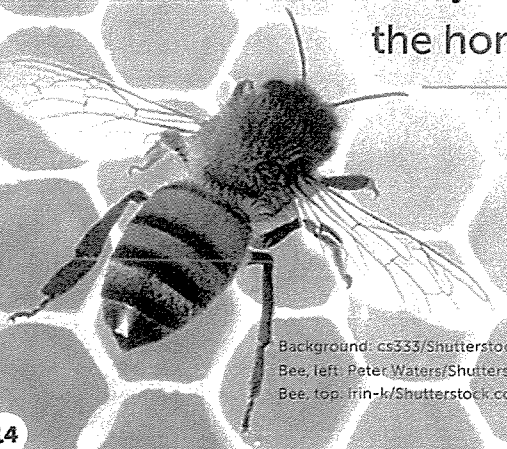


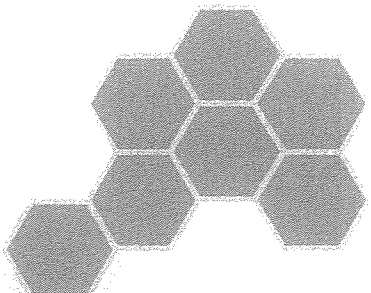
Honey bees live in hives. They make hives from wax. Rooms in the hive are shaped like hexagons and have six sides.

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.

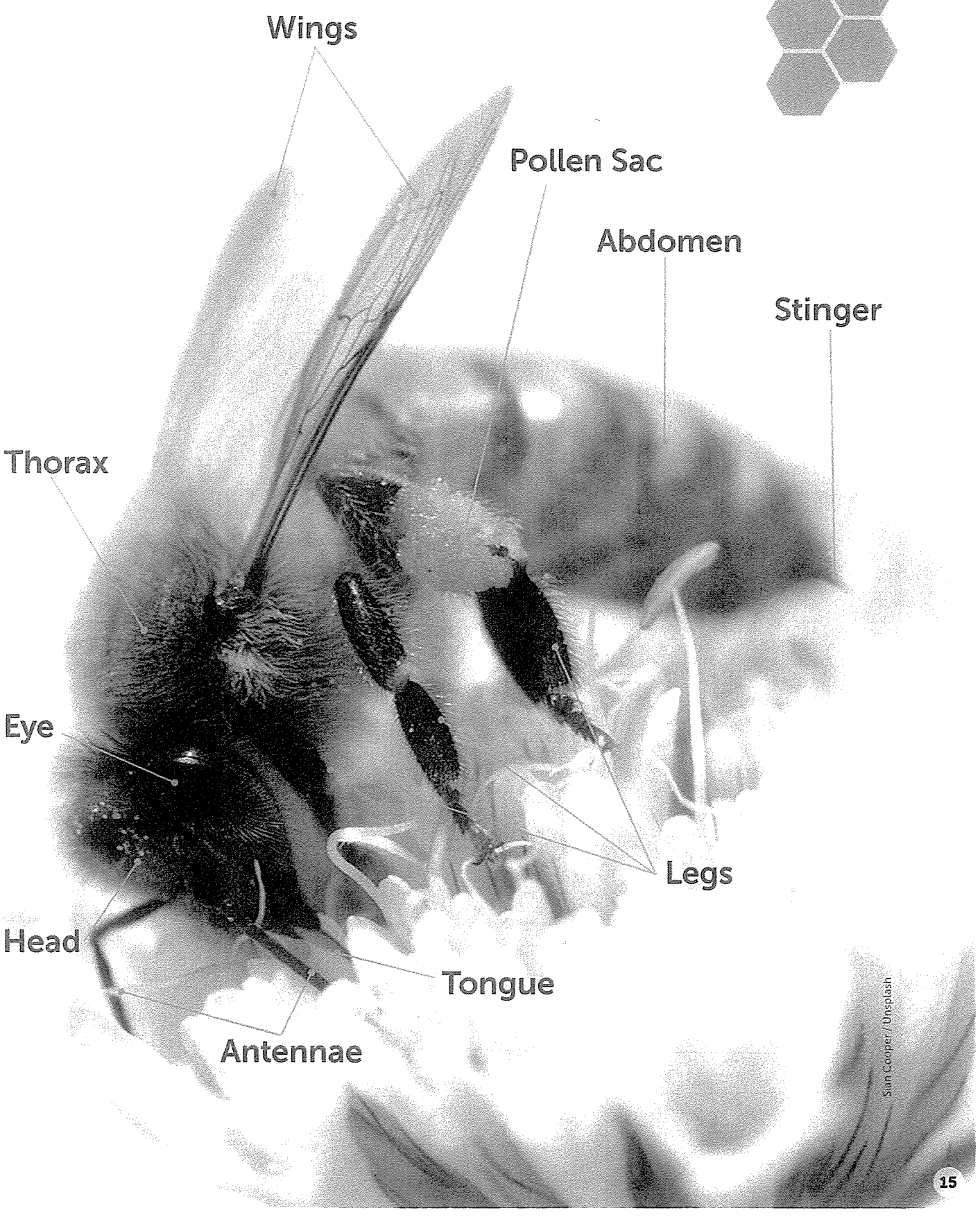
There are three types of honey bee – the queen, the drones, and the workers. They all have different jobs.





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

# The Parts of a Honey Bee



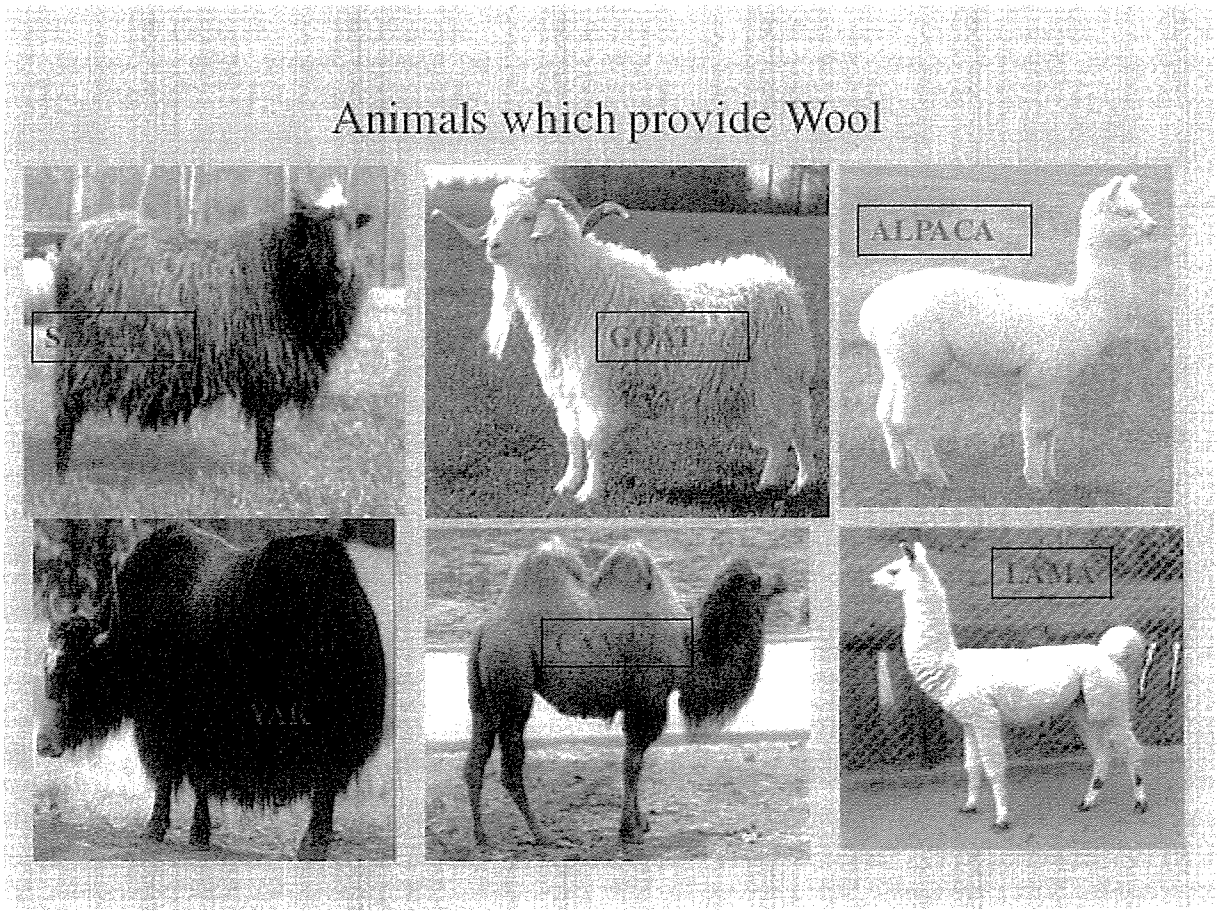
# Wool

**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.

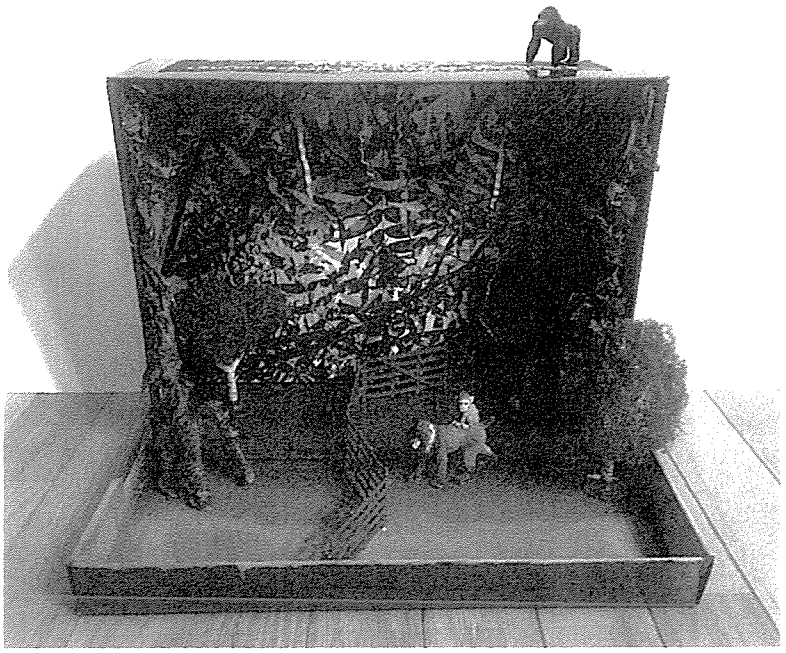
On Monday, you are going to plan your habitat diorama. Use the planning sheet provided.

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.

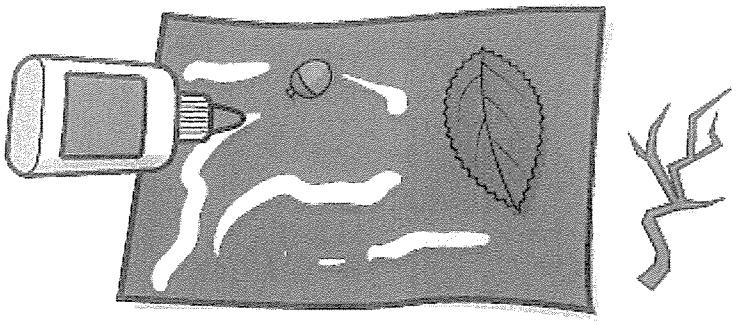
**Materials:** white paper, items from a nature walk (leaves, rocks, sand), glue

**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.

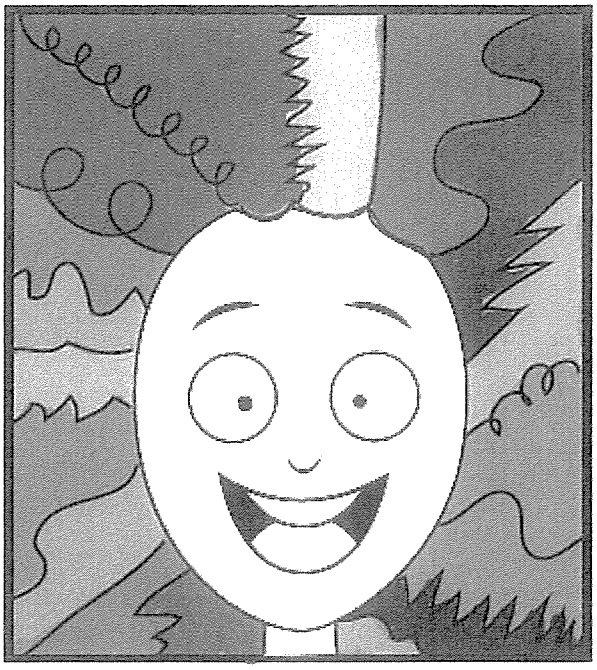
**Materials:** a lead pencil, white paper and coloured pencils or textas

**Directions:**

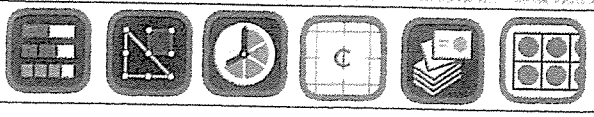
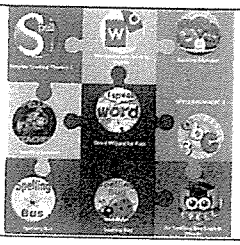
1. Draw your own face with a lead pencil on the bottom half of the white paper.

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

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

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