

BPS Learning from Home - Stage 1, Week 10 - OFFLINE



You may need help from a parent/carer to complete your Home Learning tasks. This program does not require you to use a device or access resources online. Please keep a record of the work that you complete.

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English - Writing</p> <p>TIME: 15 - 25 Min:</p> <p>Task- Write a weekend recount and draw a picture.</p> <p>Something Easier-</p> <p>Draw a picture from your weekend and label it.</p> <p>Challenge- Write a speech about why your weekend was fun. Present your speech to someone in your family.</p>	<p>English - Writing</p> <p>TIME: 15 - 25 Min:</p> <p>Task- Create a set of (at least) 9 chore cards for your household. Include pictures and explanations of how to complete each chore.</p> <p>Something Easier-</p> <p>Draw picture chore cards of at least 9 chores around your house. Label them with the name of the chore.</p> <p>Challenge- Create the chore cards as well as a chore roster for you and any family members.</p>	<p>English - Writing</p> <p>TIME: 15 - 25 Min:</p> <p>Task- Write a recipe for making your favourite sandwich. Remember to have a list of ingredients and step by step instructions.</p> <p>Something Easier-</p> <p>Draw your favourite sandwich with labels.</p> <p>Challenge- Write a menu for a restaurant and the recipe for at least one of the menu items.</p>	<p>English - Writing</p> <p>TIME: 15 - 25 Min:</p> <p>Task- Choose an animal you know a lot about. Write an information report about your animal. Include headings: Appearance, Habitat and Behaviours.</p> <p>Something Easier-</p> <p>Choose an animal and make dot points about it.</p> <p>Challenge- Edit and publish your information report with a labelled diagram.</p>	<p>English - Writing</p> <p>TIME: 15 - 25 Min:</p> <p>Task- Write a gratitude journal that includes 5 things you are grateful for today.</p> <p>Something Easier -</p> <p>Write a gratitude journal including 3 things you are grateful for today.</p> <p>Challenge- Include the reason why you are grateful for each thing you have written.</p>

English - Reading

TIME: 10 - 20 Min:

Task- Read a book you have at home and answer the following questions:

- Is this story similar to one that you already know? Write about it.
- How is this similar to your life?
- How is this story different to your life?
- Is this character like another character you know?

Challenge- Write a book review about the above book.

English - Reading

TIME: 10 - 20 Min:

Task- Read a book you have at home and answer the following questions:

Before reading:

- What characters do you think will be in the text?
- Where do you think the story will take place?

During reading:

- What do you think will happen next?
- What words do you think will be next?

Challenge- Draw a new book cover for the above book.

English - Reading

TIME: 10 - 20 Min:

Task- Read a book you have at home and answer the following questions:

- How did the character feel in the story and why?
- How do you feel about what is happening in the text?
- Who is this about?
- Who is telling the story?

Challenge-

Write an alternate ending to the above book.

English - Reading

TIME: 10 - 20 Min:

Task- Read a book you have at home and answer the following questions:

- What does the character taste?
- What does the character smell?
- What does the character hear?
- What pictures have you had in your mind while reading?

Challenge-

Choose your favourite page from the above book and draw a new illustration for it.

English - Reading

TIME: 10 - 20 Min:


Task- Read a book you have at home and answer the following questions:

- What was the text about?
- Who was in the story?
- Were you surprised by the ending? Why? Why not?
- Did you enjoy the piece? Why? Why Not?

Challenge- Write about your favourite character from the above book and why.

	<p>English - Spelling</p> <p>TIME: 15 Min:</p> <p><u>Task-</u> Look, Cover, Write and Check your sight/personal words.</p> <p><u>Something Easier-</u> Write your sight/personal words in rainbow colours.</p> <p><u>Challenge-</u> Write your sight/personal words in sentences.</p>	<p>English - Spelling</p> <p>TIME: 15 Min:</p> <p><u>Task-</u> Do a sound treasure hunt around your house finding objects with the SOUND /i/ in it. Eg light.</p> <p>Make a list of the items.</p> <p><u>Something Easier-</u></p> <p>Do a sound treasure hunt around your house finding 5 objects with the SOUND /i/ in it. Eg light.</p> <p><u>Challenge-</u></p> <p>Imagine another 5 items you would find at school and list these too.</p>	<p>English - Spelling</p> <p>TIME: 15 Min:</p> <p><u>Task-</u> Create a table using the /e/ graphemes (i, ie, y, igh, i_e) and brainstorm as many words for each.</p> <p><u>Something Easier-</u> Use the graphemes ie, igh and y.</p> <p><u>Challenge-</u> Write sentences that include your brainstormed words.</p>	<p>English - Spelling</p> <p>TIME: 15 Min:</p> <p><u>Task-</u> Using the words you brainstormed yesterday, underline and count how many phonemes in each word.</p> <p><u>Challenge-</u> Think of some words that have 3 phonemes in it. Eg /n/igh/t = night</p>	<p>English - Spelling</p> <p>TIME: 15 Min:</p> <p><u>Task-</u> Write your sight/personal words with your opposite writing hand.</p> <p>Something Easier- Spell your sight/personal words out loud in a funny voice.</p> <p>Challenge- Put a pencil in your toes and write your sight/spelling words.</p>
<p>Break</p>					

Middle	<p>Handwriting</p> <p>TIME: 15 - 20 Min:</p> <p><i>Remember to write small, neat and with finger spaces.</i></p> <p>Write a line of uppercase C.</p> <p>Write a line of lowercase c</p> <p>Write the following sentence:</p> <p>Charlie chooses Cadbury chocolate over caramel cake.</p>	<p>Handwriting</p> <p>TIME: 15 - 20 Min:</p> <p><i>Remember to write small, neat and with finger spaces.</i></p> <p>Write a line of uppercase M.</p> <p>Write a line of lowercase m</p> <p>Write the following sentence:</p> <p>My mum Molly is humming a merry song.</p>	<p>Handwriting</p> <p>TIME: 15 - 20 Min:</p> <p><i>Remember to write small, neat and with finger spaces.</i></p> <p>Write a line of uppercase P.</p> <p>Write a line of lowercase p</p> <p>Write the following sentence:</p> <p>Peter Piper picked a peck of pickled peppers.</p>	<p>Handwriting</p> <p>TIME: 15 - 20 Min:</p> <p><i>Remember to write small, neat and with finger spaces.</i></p> <p>Write a line of uppercase R.</p> <p>Write a line of lowercase r</p> <p>Write the following sentence:</p> <p>Really rad friends of mine like Ryan are strong.</p>	<p>Handwriting</p> <p>TIME: 15 - 20 Min:</p> <p><i>Remember to write small, neat and with finger spaces.</i></p> <p>Write a line of uppercase T.</p> <p>Write a line of lowercase t</p> <p>Write the following sentence:</p> <p>Terrific Tony takes turns on the trampoline.</p>
	<p>Mathematics</p> <p><u>Warmup Task -</u></p> <p>TIME: 5 - 10 Min:</p> <p>Race to 100 using a dice. Use a watch to time yourself. Play again and see if you can beat your first time.</p> <p><u>Task-</u> Estimate how many books are on your bookshelf. Now count</p>	<p>Mathematics</p> <p><u>Warmup Task-</u></p> <p>TIME: 5 - 10 Min:</p> <p>Race to 100 using a dice. Use a watch to time yourself. Play again and see if you can beat your first time (and times from yesterday)</p> <p><u>Task-</u> Make a list of at least 5 things in</p>	<p>Mathematics</p> <p><u>Warmup Task-</u></p> <p>TIME: 5 - 10 Min:</p> <p>Race back from 100 using a dice. Use a watch to time yourself. Play again and see if you can beat your first time.</p> <p><u>Task-</u> 2 cats and 3 dogs were at the</p>	<p>Mathematics</p> <p><u>Warmup Task-</u></p> <p>TIME: 5 - 10 Min:</p> <p>Roll two dice</p> <p>The first number is how many paddocks you draw and the second number is how many animals go in each paddock. Use coloured pencils to draw the paddocks and animals.</p>	<p>Mathematics</p> <p><u>Warmup Task-</u></p> <p>TIME: 5 - 10 Min:</p> <p>Roll two dice</p> <p>The first number is how many pools you draw and the second number is how many swimmers go in each pool. Use coloured pencils to draw the pool and swimmers.</p>

	<p>them by 2s. Repeat with things like toys in your room and count by 3s, items in the pantry counting by 4s etc.</p> <p>Something Easier- As above but count each item individually.</p> <p>Task- Miss Stafford wrote an addition sum on the board, but the numbers were accidentally smudged out. The sum looked like this $____ = 16$. Write 3 sums that Miss Stafford might have written on the board. You could use addition, subtraction, times or division.</p>	<p>your house that you would measure in centimetres.</p>	<p>park. 2 of them were brown, 1 was white and 2 were black. Draw 2 different colour combinations of the cats and dogs.</p>	<p>Then complete the following sentences:</p> <p>$__ \times __ =$</p> <p>$__ \text{ divided by } __ =$</p> <p>Task- Draw 3 things that are certain to happen today</p> <p>Draw 3 things that won't happen today</p>	<p>Then complete the following sentences:</p> <p>$__ \times __ =$</p> <p>$__ \text{ divided by } __ =$</p> <p>Task- The answer is 11 apples. What could the question be?</p>
Break					
Afternoon	<p>Science</p> <p>Coding and algorithmic thinking -</p> <p>SETTING THE TABLE</p>	<p>Philosophy</p> 	<p>Library</p> <p>Choose a book that you can read on your own</p> <p>Before you read the book, look at the</p>	<p>Music</p> <p>In Music, we have been learning about Volume (loud and soft), Tempo (fast and slow)</p>	<p>PDHPE</p> <p>Task-</p> <p>Stretches</p> <p>Do a workout to your favourite songs:</p>

In Science we have been learning about robotics and how to control robots using coding language. This means giving step by step instructions, in the correct order to achieve a certain goal.

Today you are going to achieve a certain goal, but trying 2 different ways of doing it to see which is the FASTEST - or most efficient.

Today's goal -

Setting the Table

You need to set the table for a family meal. You will need 1 of each of these for your family:

- 1 Fork
- 1 Knife
- 1 Spoon
- 1 Plate
- 1 Cup, filled with water
- 1 Napkin

Set up a timer, and set the table as fast as you can. **1st - set each person's spot FULLY**

Many of you know the story of Peter Rabbit, a little rabbit-boy who lives with his three sisters and his Mother. Peter's mother told him 'not to get into mischief and not go into Mr McGregor's garden'. But Peter did what he wanted to do and he went into the garden and ate many of Mr McGregor's vegetables.

Many things happen in this story, but we will just talk about this question.

Is Peter a rabbit or a boy?

Write down some things that make Peter a boy and some things that make Peter a rabbit. I have written one idea for each column. Can you think of other things?

Things that make Peter a boy	Things that make Peter a rabbit.
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front cover, the back cover and the in pages of the book. Can you guess what the story might be about?

- What is the name of the Author?
- What is the name of the Illustrator?
- What if there is only one name on the front?

Read the story.

Reflect after the story.

- Was your prediction correct?
- Who was the main character/s
- Did you see anything interesting in the book that you might have seen before in real life e.g. I saw the harbour bridge in this story, remember when we went to circular quay and saw the harbour bridge.

and Pitch (high and low).

- Can you find five things in your house with a LOUD volume?
- Can you find five things at home that have a SOFT volume?
- Can you find five things that you can adjust the volume of (both loud and soft)?

Take turns at singing and being the conductor. The conductor is to signal to the singer if he/she wants the singer to sing loudly or softly; either by cupping your hand behind your ear (loud) or putting your finger on your lips (soft). The conductor can alternate between loud and soft during the song and the singer has to follow with their voice.

- 10 star jumps
- 10 sit ups
- 10 pushups
- 10 lunges
- Repeat as many times as you can.

at the table, one spot after the other. That means the cutlery, and crockery and water poured into the cup, then move onto the next person's spot at the table and repeat.

Now put EVERYTHING BACK, let's time another way of doing it.

2nd - set up each item one after the other. That means get all the forks in place, then all the knives in place, then all the cups in place, then fill water, then the plates and so on.

So which way of setting the table is fastest?!

You can use this type of thinking the next time we are giving Bluebot instructions to move around on a grip or Dashbot to zoom around on the floor.

Keep setting the table for every family dinner, see if you can beat your time?

Peter can talk

Peter lives under a tree.

What do you think now – is he a rabbit or a boy?

Ask your parents what they think?

Can you think of other half animal/half human characters in stories?

Invent a mixed animal/human character. I love zebras so I am thinking of creating a black and white striped human. Draw a picture of your invention, give it a name and share it.

Next week at the Philosophy lesson when we will think about other parts of the Peter Rabbit story.

Mrs KKW

