

Landscape Description

Read the description. Does the author create a picture in your mind? Draw what you see.

- In the middle of the picture there is a big house.
- The house has a door and two windows.
- On the roof of the house there is a chimney.
- In the top right-hand side of the picture there is a very big sun.
- Beside the house and under the sun there is a little hill.
- On top of the hill there is a big apple tree.
- In front of the hill there are a little girl and little boy skipping.
- In front of the house there is a little garden path.
- In the left-hand side of the picture there is a big pond.
- There is a small toy boat on the pond.
- There is long grass all around the pond.
- In the top left-hand side of the picture there are two clouds.
- Below the two clouds there are two big birds flying.

Name _____

Date _____

Informative Texts - Scaffold

Title

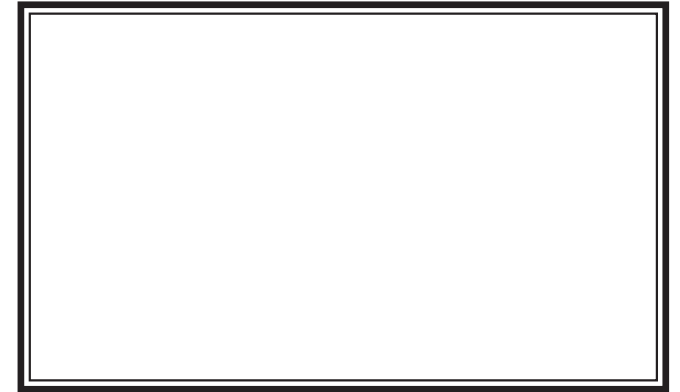
Classification

Fact 1

Fact 2

Fact 3

Concluding Sentence



Information Report Structure

General Classification

Eagles of all kinds are a type of bird.

Fact 1: Habitat

They mostly live in trees in wetland areas, all around the world.

Fact 2: Appearance

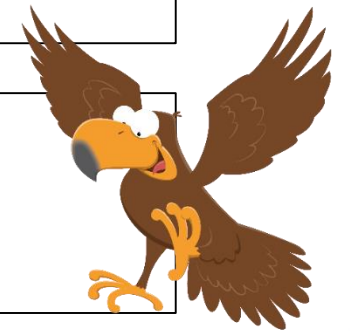
Eagles have strong wings, a sharp beak and long talons.

Fact 3: Diet

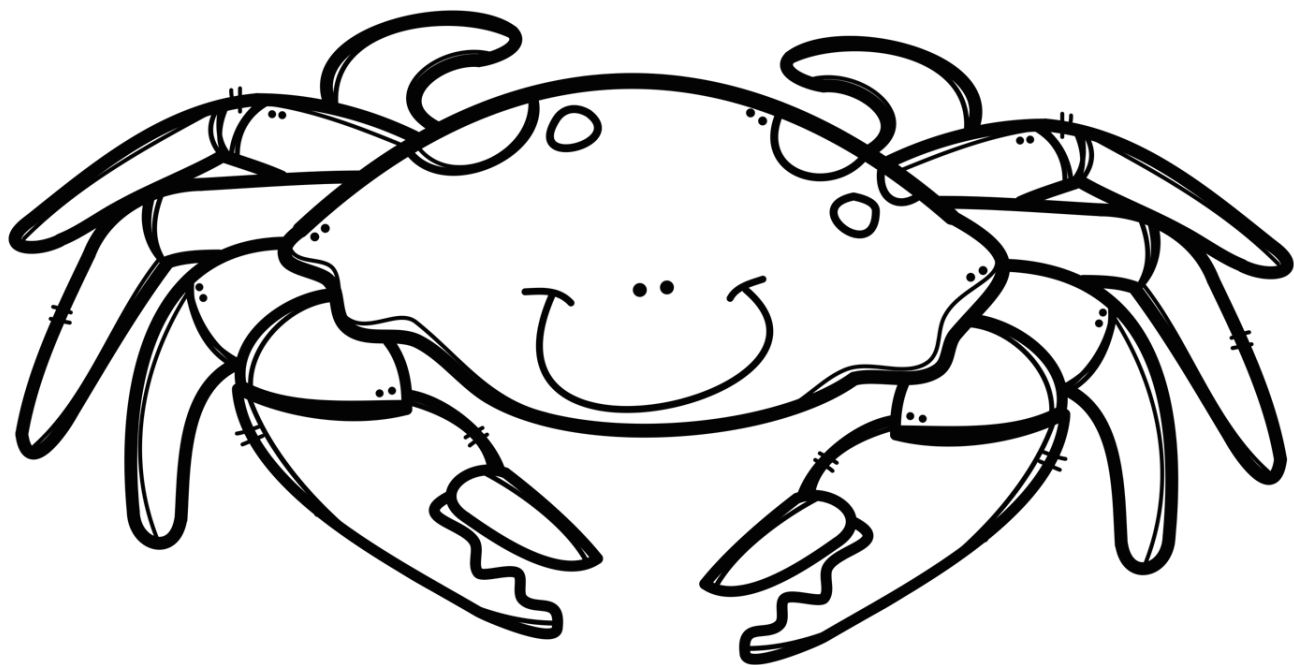
They are all carnivores, crushing their prey with their sharp claws.

Concluding Sentence

Most eagles can live for 20 to 25 years in the wild.

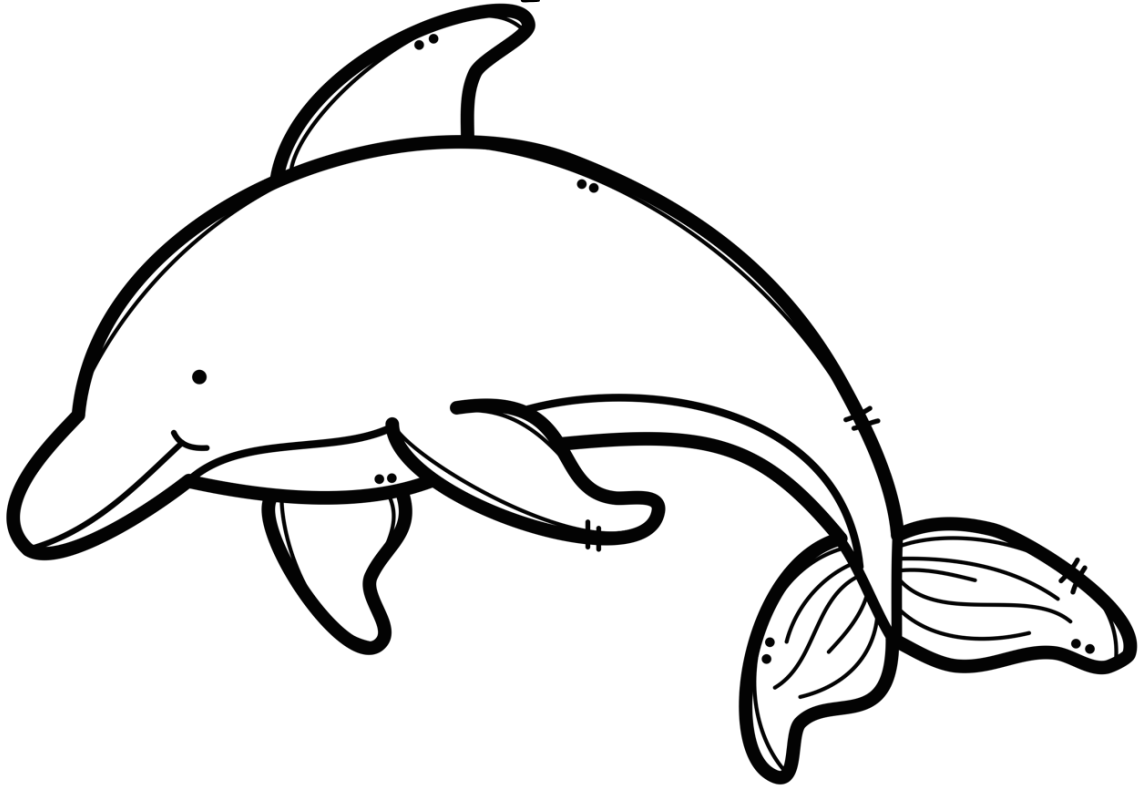


Crab



Crabs live on land and in the ocean. They can move their eyes in all directions. They walk sideways and backwards. Many crabs can not swim instead they walk on the ocean floor. They eat algae, seaweed, fish or mostly anything that they can find. They burrow themselves in the sand to hide from their enemies.

Dolphin



Dolphins live in the ocean. They swim in a group. They are very smart and can follow commands and learn tricks. A dolphin is a mammal. They give birth to live baby called a calf. They talk to each other by making clicking or high pitch whistling. They eat fish. They can not smell but have great hearing.

Name: _____

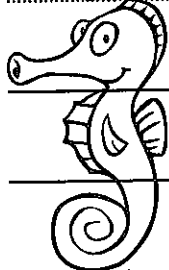
Turn the l's into f's. Put a dot first to show where you start.



f



f



f

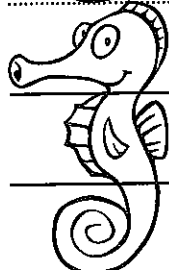
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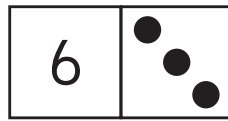


.

Draw a small feather under your best word.

Addition – counting on strategy

Counting on is most useful when we are adding 1, 2 or 3.



$$6 + 3 = 9$$

1 Count on. Write the number fact to match.



$$5 + \boxed{1} = \boxed{}$$



$$\boxed{2} + \boxed{} = \boxed{}$$



$$\boxed{6} + \boxed{} = \boxed{}$$



$$\boxed{7} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$

Addition – counting on strategy

1 Draw the extra carriages to match the problems. Complete the facts.



a $3 + 1 = \square$



b $4 + 2 = \square$

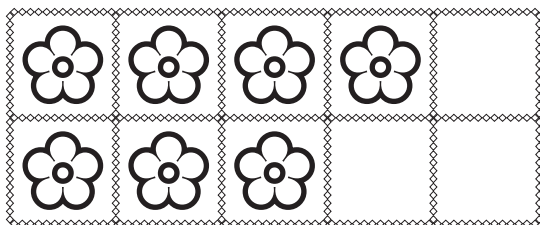


c $2 + 3 = \square$

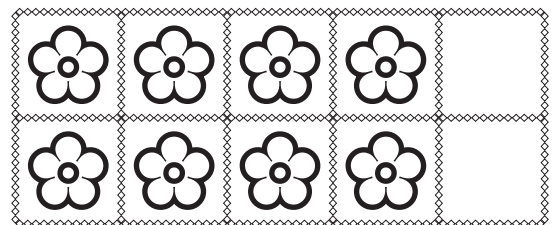


d $3 + 3 = \square$

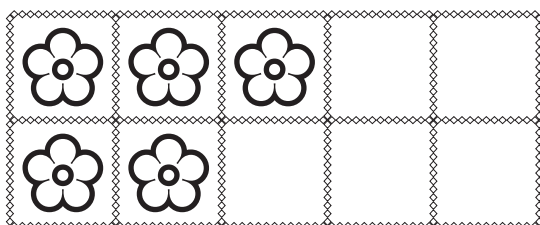
2 Draw the extra flowers. Complete the number facts.



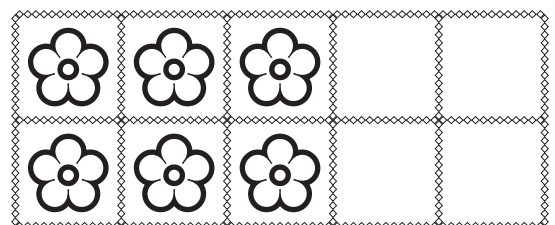
a $7 + 2 = \square$



b $8 + 2 = \square$



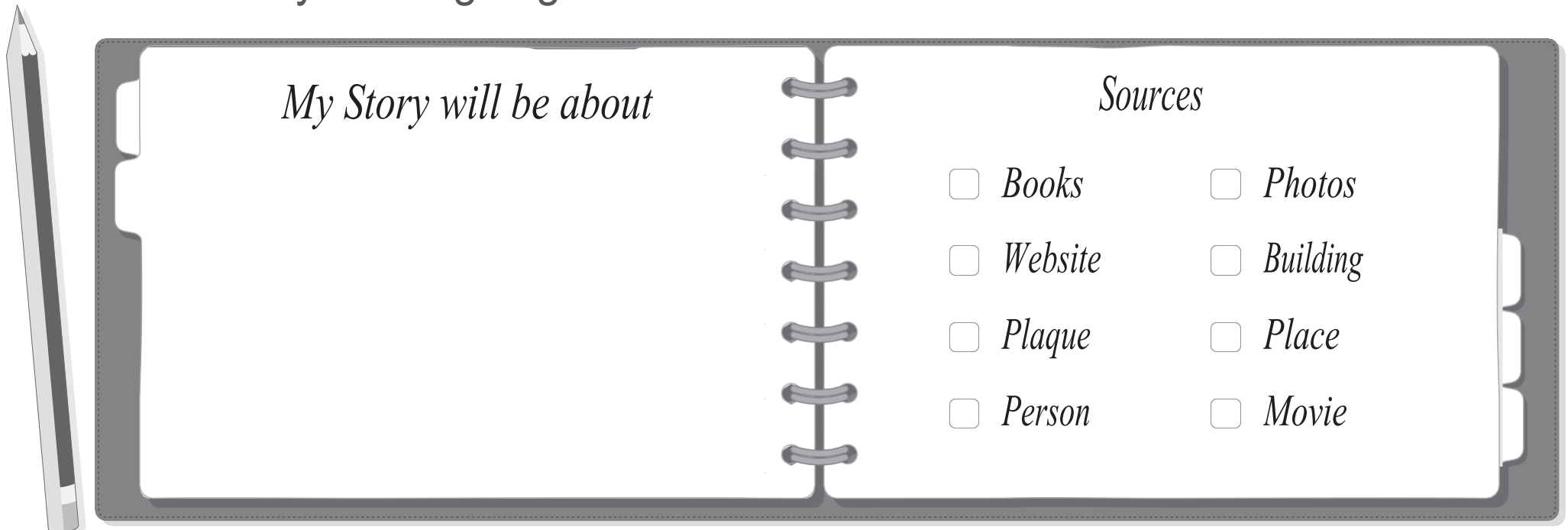
c $5 + 3 = \square$



d $6 + 2 = \square$

Now it's your turn! You are going to be a local historian for your area and tell a story about a person, building, event or site that you've learnt about.

- 1** What special place, local hero, event or park/building in your community would you like to tell the story of? Write it in the notebook below.
- 2** Use different sources to find out more about your choice. Select which sources you are going to use.



My Story will be about

Sources

<input type="checkbox"/> <i>Books</i>	<input type="checkbox"/> <i>Photos</i>
<input type="checkbox"/> <i>Website</i>	<input type="checkbox"/> <i>Building</i>
<input type="checkbox"/> <i>Plaque</i>	<input type="checkbox"/> <i>Place</i>
<input type="checkbox"/> <i>Person</i>	<input type="checkbox"/> <i>Movie</i>

3 Fill in the squares with the information you find about your story.

What	When	Who
Where	The three most important facts	
	<div> <div>1</div> <div></div> </div> <div> <div>2</div> <div></div> </div> <div> <div>3</div> <div></div> </div>	
Why		



4 Choose how you're going to tell your story.

☐

Painting

☐

Play

☐

Poem

☐

Newspaper article

☐

Picture book

☐

Song

☐

Sculpture

☐

Other?

5 Give your historical story a title.

6 Create your story. Write it here or take a photo of it and add it here:

Stage 1 PE Week 4 Term 2

Learning intention - For students to participate in fun activities to develop their catching skills.

Skill focus – See attached Skill Card for *The Catch*

Equipment required – closed in shoe, a pair of socks, a pencil and the activity log book (see below) or download at www.sports.det.nsw.edu.au

SUGGESTED ACTIVITIES

Warm Up

Stretch arms out nice and wide, followed by taking 2 steps forward, 2 steps to the right, 2 steps backwards, 2 steps to the left, jogging on the spot for 20 seconds followed by 15 star jumps, 10 lunges and 4 high kicks.

Daily activity

Using a pair of socks folded together to make a ball shape. Pretend the socks are an egg. Toss and catch the egg following the activities below.

GETACTIVE@Home - <https://vimeo.com/413420570/0a66eb3963> (Episode 1- The Catch)

Use activity log book to record your results for each activity. You can practise each day and improve on your 'personal best'.

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin and catch - throw the ball in the air and try to spin on the spot before catching the ball.
- Drop and catch - drop the ball from shoulder height and try to catch it before it hits the ground.

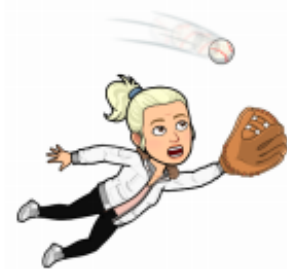
Mega Challenges

- Throw and catch while running on the spot.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



Teaching cues

Family member can use the following catching teaching cues to support student:

- Throw the ball - 'toss the egg'
- Eyes on the ball - 'laser eyes'
- Arms extended and hands together - 'make the nest'
- Bend the knees and slightly lower hands - 'soften the nest'

Discussion Questions

Where do you look to catch the ball?

How do you move to make catching easier?

What do we say to make catching easier?

Cool Down

Watch and join in with the move and freeze action songs for children by the Learning Station

<https://www.youtube.com/watch?v=388Q44ReOWE>

How High: Follow the instructions on the card below to practice your catching skills.

Players work in pairs, one player is the 'clown' and the other is the lion tamer, positioned at the starting line [centre of diagram]. Clowns throw their juggling object and try to run to the line behind them before the lion tamer catches it.

What you need

- > 1 juggling object per pair e.g. scarves, plastic shopping bags (easier), bean bags, juggling balls or juggling rings (harder)

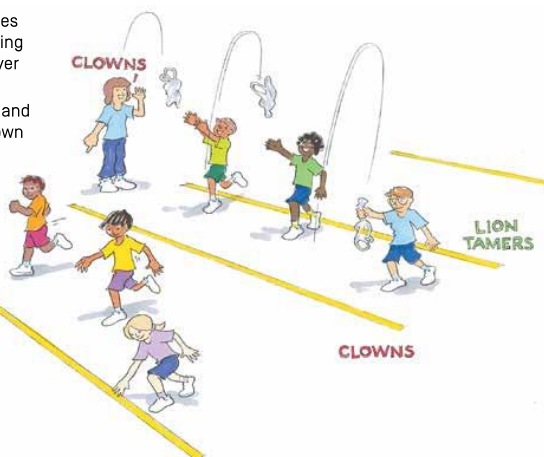
What to do

Setting up

- > Arrange the players into 2 even lines approximately 2 metres apart, facing each other, making sure each player is facing their partner.
- > One player in the pair is the clown and the other is the lion tamer. The clown holds the juggling implement.

Playing:

- > On the call 'THROW', the clown throws the juggling object as high as possible and sprints to the line behind them. The lion tamer tries to catch the juggling object before the clown reaches the line.
- > After 3-5 attempts, partners switch roles.



Scoring

- > A point is scored each time a player makes it to the line before their partner catches the juggling object.

Safety

- > Check there is enough space between each pair.
- > Make sure players run in a straight line when running to the line.

Ask the players

- > What is the cue you use to move to catch the thrown object (e.g. verbal, visual)?
- > How can you change your throw so the object travels higher?
- > What's the best way to throw the juggling object high?
- > Are some objects easier to throw high than others?
- > Why do you think this is the case?

LEARNING INTENTION

How high? is a simple energetic and fun activity that teaches proper throwing and catching technique and helps develop hand-eye coordination.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
REACTION TIME

PERCEPTUAL AWARENESS

REASONING

ACHPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

Skill components



1



2

3

4



5



6

1. **Eyes focused on the object throughout the catch.**
 2. **Feet move to place the body in line with the object.**
 3. **Hands move to meet the object.**
 4. Hands and fingers relaxed and slightly cupped to catch the object.
 5. Catches and controls the object with hands only (well-timed closure).
 6. Elbows bend to absorb the force of the object.
- (Introductory components marked in bold)

GetActive@Home



Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?

A large, empty rounded rectangle with a blue border, intended for writing the activity for Monday.

TUESDAY

HOW DID YOU GET ACTIVE TODAY?

A large, empty rounded rectangle with a blue border, intended for writing the activity for Tuesday.

WEDNESDAY

HOW DID YOU GET ACTIVE TODAY?

A large, empty rounded rectangle with a light blue border, intended for writing the activity for Wednesday.

THURSDAY

HOW DID YOU GET ACTIVE TODAY?

A large, empty rounded rectangle with a red border, intended for writing the activity for Thursday.

FRIDAY

HOW DID YOU GET ACTIVE TODAY?

A large, empty rounded rectangle with a pink border, intended for writing the activity for Friday.

For ideas on how to GetActive visit:
<https://app.education.nsw.gov.au/sport/participation/getactive>



Education

getactive@det.nsw.edu.au



GetActive@Home



Education



Name

Week 1

Week 2

Week 3

Week 4

Week 5

Make a smiley face on a circle each time you watch an episode or do something active.

How many smiley faces can you make in one week?

Remember to write your total down each week.

How many smiley faces do you have altogether?

11- 15 = Active Challenger

16 - 20 = Super Active Challenger

21- 25 = Mega Active Challenger

What is your total?

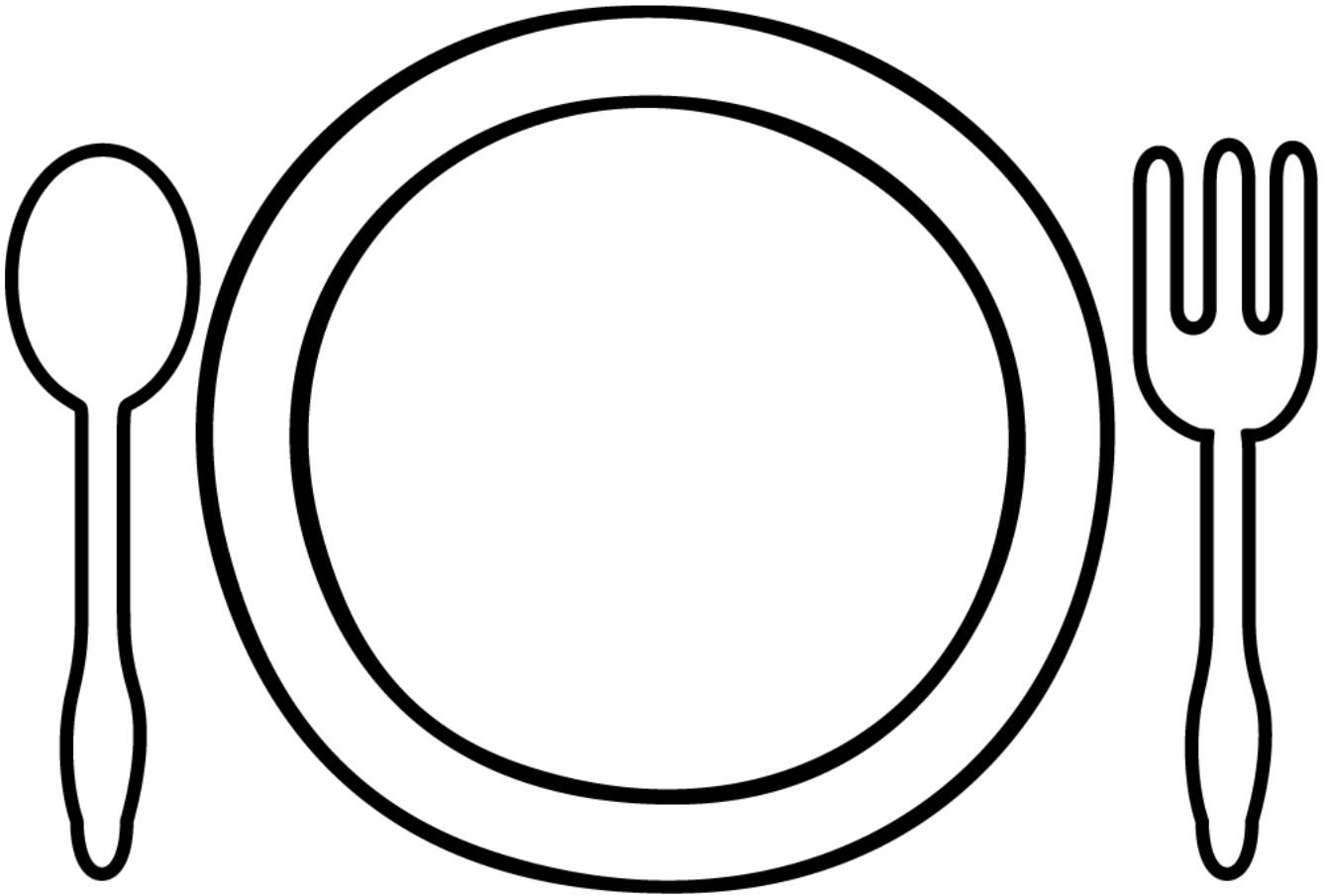


getactive@det.nsw.edu.au

Name: _____ Title: _____

Dinner Time!

Choose a character and draw what they would have for dinner.



Why do you think the character would eat this meal?

Addition – missing addend problems

1 Solve these problems. You can draw pictures or use counters to help.

a 2 + = 5

b 3 + = 8

c + 8 = 10

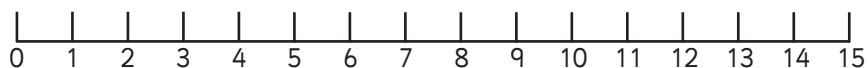
d 6 + = 11

e 3 + = 10

f + 4 = 13

2 The answer is 14. How many different adding facts can you think of? Here is one to get you started.

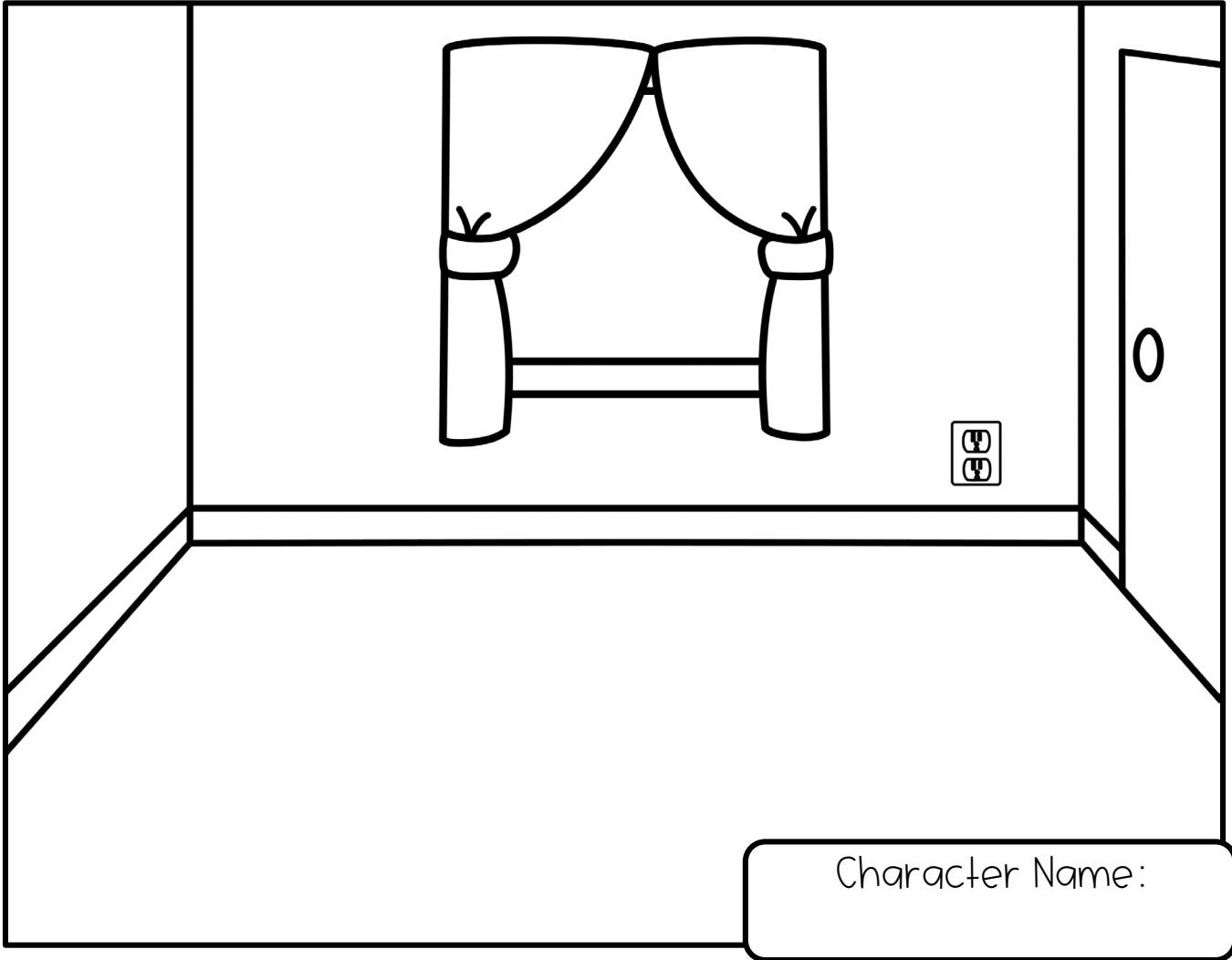
+ = 14



Name: _____ Title: _____

Design a Bedroom

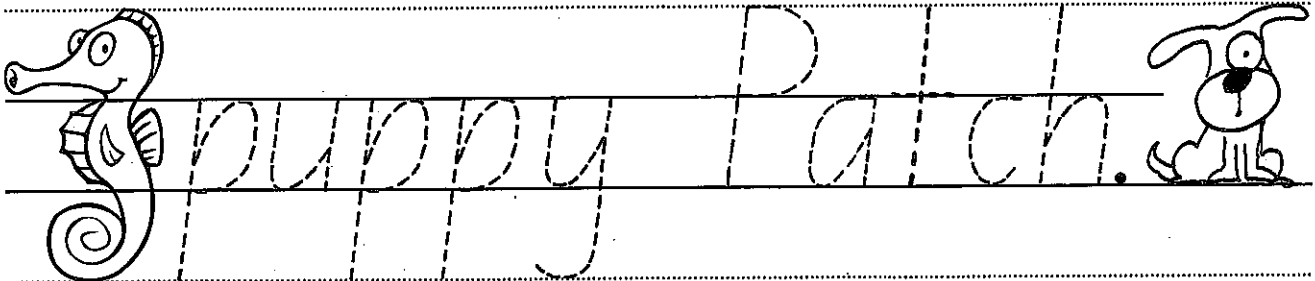
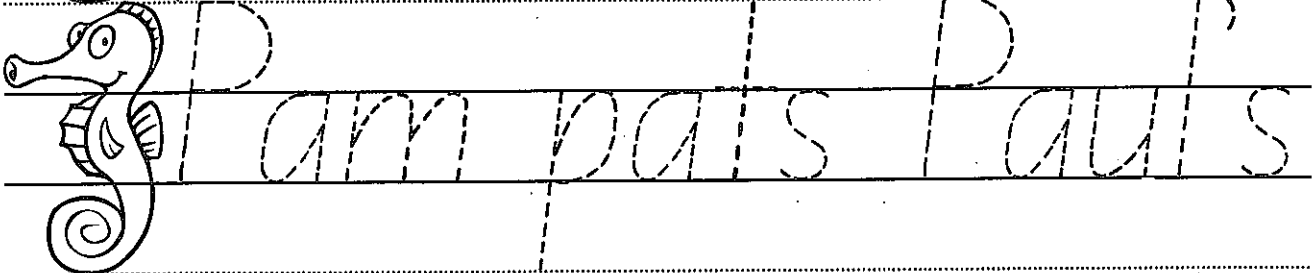
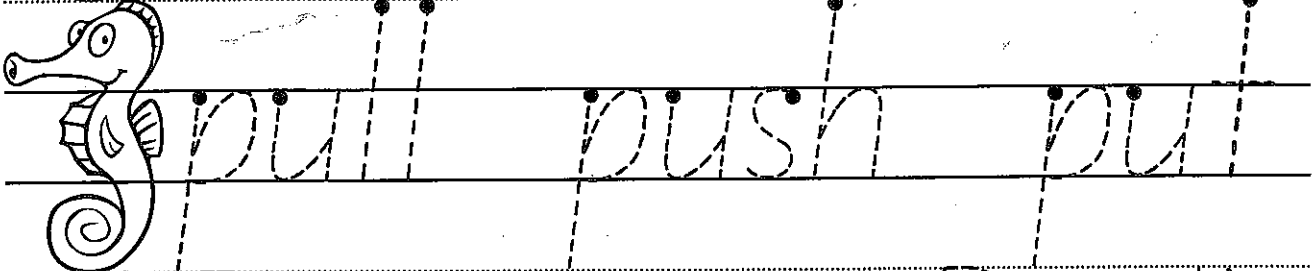
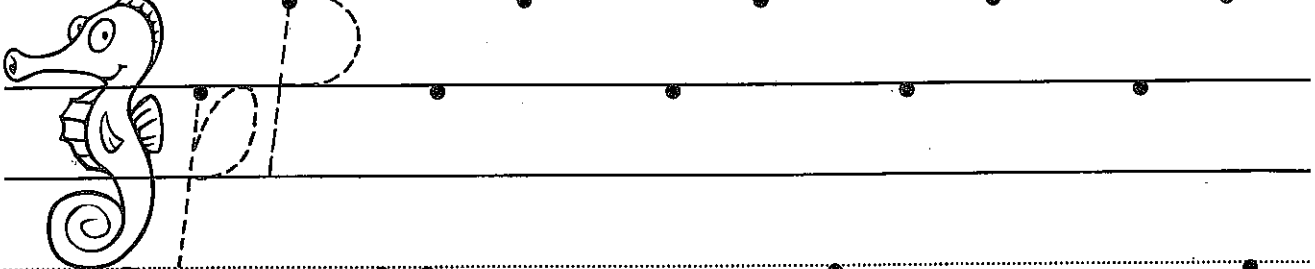
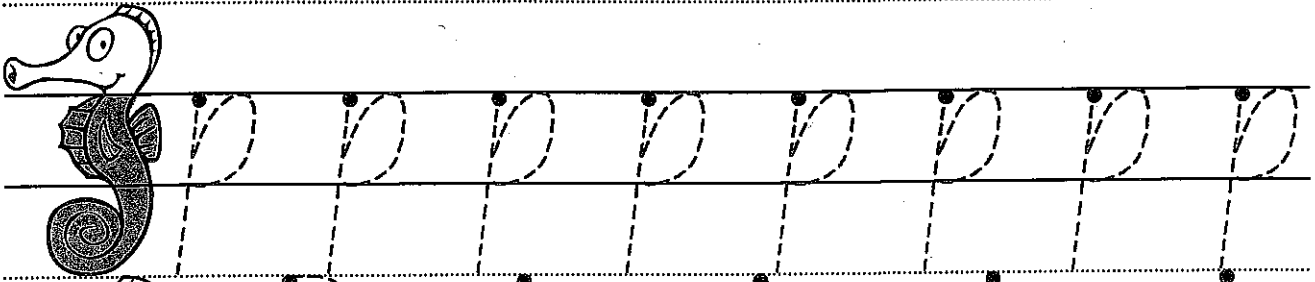
Design a bedroom for one of the characters.



Why would the character's bedroom look like this?

Name: _____

Trace the p's. Colour the wedges.

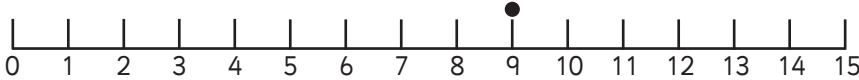


Put a pink tick under your best word.

Addition – using number lines

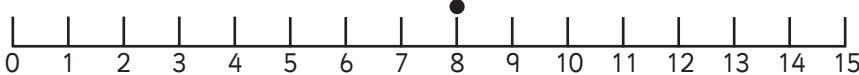
1 Hop along the number line and finish the number fact.

a $9 + 2 = \square$



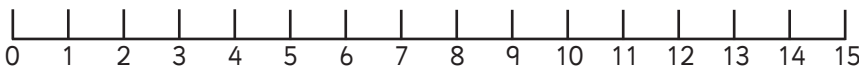
A horizontal number line with tick marks from 0 to 15. A solid black dot is placed on the tick mark for the number 9.

b $8 + 5 = \square$



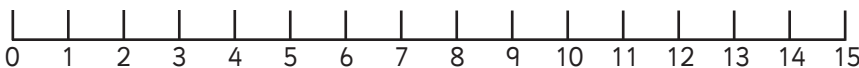
A horizontal number line with tick marks from 0 to 15. A solid black dot is placed on the tick mark for the number 8.

c $7 + 7 = \square$



A horizontal number line with tick marks from 0 to 15.

d $11 + 2 = \square$



A horizontal number line with tick marks from 0 to 15.

2 Show the story on the number line and as a fact.

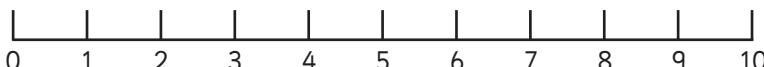
a Tahlia had **6** stickers. Her friend gave her **4** more. How many stickers does she have now?



A horizontal number line with tick marks from 0 to 10.

$$\square + \square = \square$$

b Mohammed kicked **3** goals on Tuesday and **6** goals on Wednesday. How many goals did he kick altogether?



A horizontal number line with tick marks from 0 to 10.

$$\square + \square = \square$$

Addition sum sleuth



Can you find 20 ways



to make **20**



4	5	13	7	14	2	11	1
9	16	11	19	10	18	12	15
12	8	20	2	1	9	11	5
6	13	4	7	3	16	7	0
1	19	18	5	13	15	2	6
8	0	13	14	17	18	17	14
10	16	5	2	6	8	3	5
10	9	15	1	17	0	14	16
6	17	4	8	11	15	20	4
3	12	19	12	10	9	3	7

Library Week 4— Technology in the Community

In the past, people communicated by writing letters to each other and sending them by post using a stamp. News could take weeks or months to arrive.



1. Look at the photos.

What do you see in each photo?

What do you think of?

What do you wonder about?

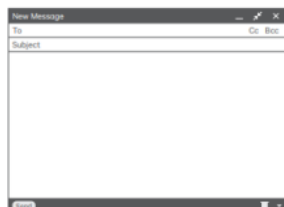
2. Match the correct label to the picture to show the ways people communicate using technology.

email

video call

text message

telephone



3. When you have news to share with family or friends what technology do you like to use?

4. Look at the photo of the library from the past. List all the things you can see.



I can see..

5. Draw or take a photo of your classroom. Circle all the technology you can see.

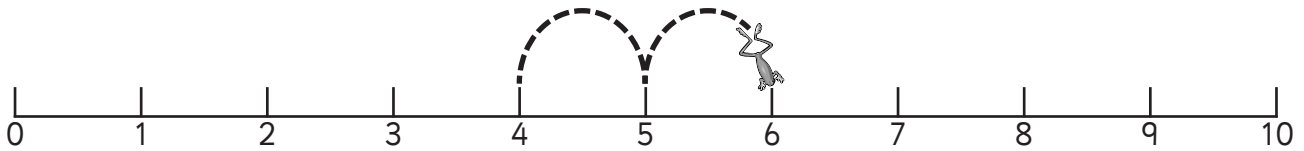


Addition – using number lines

Number lines are handy tools to use when adding.

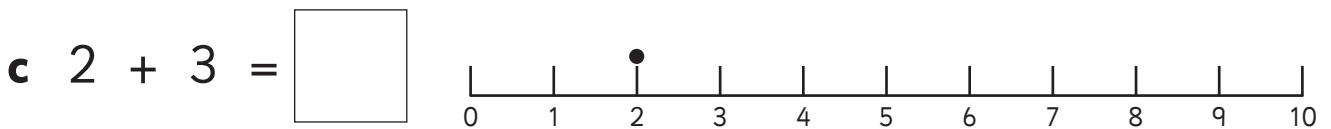
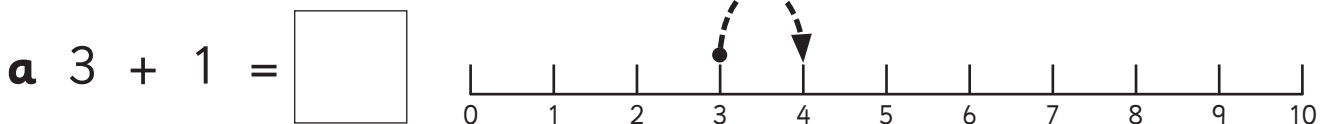
Look at $4 + 2 = \boxed{?}$

We start at 4 and hop 2 spaces.

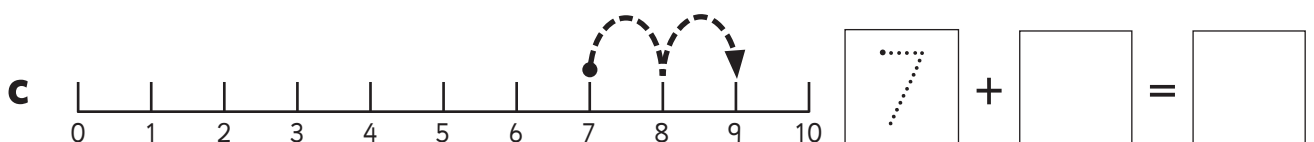
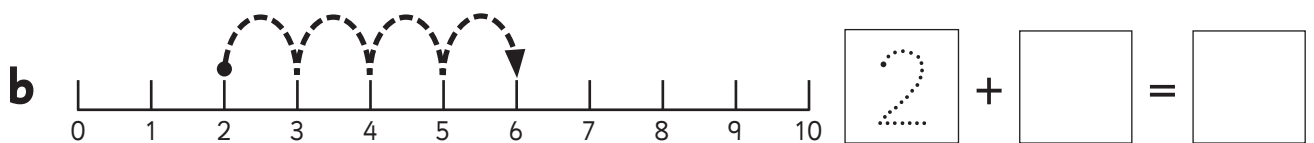


$$4 + 2 = 6$$

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



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



Emoji Addition to 20 Mosaic

Solve the maths problems to reveal the hidden picture. Each answer has a special colour:

20, 12, 16, 19, 8 = white

18, 15, 11, 13, 9, 7, 3 = yellow

17 = black

10, 14, 5 = red

$2+18$	$6+6$	$10+8$	$0+9$	$11+7$	$1+2$	$5+2$	$18+2$	$16+4$
$19+1$	$0+3$	$1+8$	$3+0$	$9+9$	$4+5$	$1+6$	$13+5$	$5+7$
$5+4$	$19+1$	$10+6$	$7+5$	$15+3$	$10+2$	$10+10$	$7+5$	$8+10$
$6+5$	$5+7$	$3+14$	$18+2$	$4+7$	$19+1$	$9+8$	$4+12$	$9+2$
$6+12$	$9+7$	$2+18$	$6+6$	$7+11$	$6+6$	$5+7$	$5+15$	$18+0$
$5+10$	$2+13$	$8+7$	$15+0$	$7+4$	$14+4$	$7+6$	$4+14$	$2+13$
$4+11$	$3+10$	$3+8$	$9+5$	$4+6$	$2+3$	$8+1$	$11+4$	$8+5$
$2+11$	$8+1$	$6+5$	$2+3$	$0+5$	$11+3$	$1+6$	$7+11$	$4+5$
$8+8$	$8+5$	$4+7$	$9+1$	$10+4$	$5+9$	$2+9$	$9+4$	$7+5$
$10+6$	$0+20$	$4+9$	$2+11$	$9+2$	$5+6$	$10+3$	$11+5$	$4+12$