

# St Joseph's Catholic Primary School Bulli

## Learning Schedule Term 4 Week 1 - Year 1








**Be Respectful**

**Be Responsible**

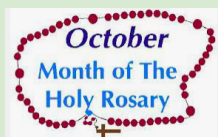
**Be Safe**

Follow Home Learning Expectations

REMOTE LEARNING <b>MONDAY - PUBLIC HOLIDAY</b>				
Key Learning Areas	Day 1- Tuesday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u>	Day 2- Wednesday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u>	Day 3- Thursday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u>	Day 4- Friday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u>
 <b>9.30am</b>	 <u>Welcome back Week 1!</u>  <b>WHOLE GRADE ZOOM</b> Please click the link below <a href="https://dowcatholic.zoom.us/j/67715792390?pwd=V1BHV0dxNUxjYlRjTGQ1VnlucE1qdz09">https://dowcatholic.zoom.us/j/67715792390?pwd=V1BHV0dxNUxjYlRjTGQ1VnlucE1qdz09</a>	 <u>Welcome back Week 1!</u>  1M Please click the link below <u>Zoom link</u> 1J Please click the link below <u>Zoom Link</u>	No Zoom Meetings today	<b>FREE CHOICE FRIDAY</b>



## Religion



**WORLD  
MISSION  
MONTH**

Say [school prayer and/or sing the school song.](#)

Religion:

**Feast Day of  
St Francis of Assisi  
4 October**

Patron Saint of the Poor. He is also patron saint of ecology and of animals.



Click on the link below to learn more about St Francis of Assisi.

<http://www.viewpure.com/53EwseKjkh8?start=0&end=0>

In your Home Learning Pack take out the 'St Francis of Assisi' craft activity. Colour and cut out St. Francis. Glue the tab to form a 3D model. Place your 'Mini Saint Statue' of St Francis of Assisi on your prayer space.



Optional:

Click the link below to join in a prayer and meditation to St Francis:

<http://www.viewpure.com/M4G2EJBd3HQ?start=0&end=0>

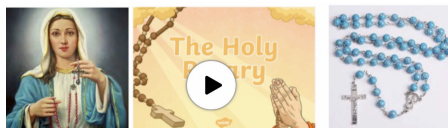
Say [school prayer and/or sing the school song.](#)

Religion: October - Month of the Holy Rosary

The Rosary is a form of prayer using beads. People use the beads to keep track of where they are up to in their prayers.

The Lord's Prayer and the Hail Mary are repeated while thinking about important events in the lives of Jesus and Mary.

Go to the Seesaw activity titled: 'The Holy Rosary' and listen to the story.



In your Home Learning Book write the title: **The Holy Rosary**

Click on the video below and draw your rosary beads under your title.

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

Optional:

Using the rosary beads you made last term, make the Sign of the Cross and pray the Hail Mary.

Click the link below to pray the Hail Mary.

<https://www.youtube.com/watch?v=3K98p1qznw>

Say [school prayer and/or sing the school song.](#)

Religion: Creation

**Learning Intention:**

We are learning to understand that God is the creator of all things and that all of creation is good.

Today you will set up your prayer place. Click on this [video](#) to help you. Add an item that reminds you of God's creation.

Go to the Seesaw activity titled: 'The Story of Creation' and listen to the story.



**FRIDAYS  
FREE  
CHOICE  
FRIDAYS**

**OPTIONAL**

Click on the **TASKBOARD** image below or [HERE](#) to access the Optional TaskBoard Activities

WEEKS 8, 9 & 10			
<b>CHOOSE A CREATURE</b> <small>Choose the creature to draw or paint.</small> <a href="#">Click here</a>	<b>THE FOUR ARTS</b> <small>View the video assembly.</small> <a href="#">Click here</a>	<b>SCIENTIFIC</b> <small>View the video assembly.</small> <a href="#">Click here</a>	<b>WEEK 8, 9 &amp; 10</b> <small>View the video assembly.</small> <a href="#">Click here</a>
<b>READ AND REACT</b> <small>Read the story and react to it.</small> <a href="#">Click here</a>	<b>VIEW THE VIDEO ASSEMBLY</b> <small>View the video assembly.</small> <a href="#">Click here</a>	<b>JOIN A VIDEO</b> <small>Join a video assembly.</small> <a href="#">Click here</a>	<b>JOIN IN THE PRAYER</b> <small>Join in the prayer.</small> <a href="#">Click here</a>
<b>CHOOSE A CREATURE</b> <small>Choose the creature to draw or paint.</small> <a href="#">Click here</a>	<b>VIEW THE VIDEO ASSEMBLY</b> <small>View the video assembly.</small> <a href="#">Click here</a>	<b>JOIN A VIDEO</b> <small>Join a video assembly.</small> <a href="#">Click here</a>	<b>JOIN IN THE PRAYER</b> <small>Join in the prayer.</small> <a href="#">Click here</a>
<b>CHOOSE A CREATURE</b> <small>Choose the creature to draw or paint.</small> <a href="#">Click here</a>	<b>VIEW THE VIDEO ASSEMBLY</b> <small>View the video assembly.</small> <a href="#">Click here</a>	<b>JOIN A VIDEO</b> <small>Join a video assembly.</small> <a href="#">Click here</a>	<b>JOIN IN THE PRAYER</b> <small>Join in the prayer.</small> <a href="#">Click here</a>

**Optional Learning**

You have the option to select two or more tasks to complete today.

It is recommended that you reduce your screen time today.





## English

### Phonics



#### Learning Intention:

We are learning about alternate graphemes so that we can read and write words using these graphemes.

#### Success Criteria:

I know I will be successful in my learning when I can:

- hear the 'long u' sounds in words.
- identify alternative graphemes in words that can make the 'long u' sound
- read words using the 'u-e' and 'ue' graphemes for the long u sound .
- write words using the 'u-e' and 'ue' graphemes for the long u sound .

## Phase 5

### Introducing alternate grapheme

- split vowel digraph u-e (long /u/ sound)



### Tuning into the grapheme

Tune into the magic 'e' syllable type by clicking the link below.

[Magic 'e'](#)

Go to the Seesaw video titled 'Split Vowel Digraph u-e'. Listen to the video to help you with today's learning.

**Activity 1** - Write the yellow words below into your Home Learning Book.

huge, cube, tube, use

Optional words

computer

Write each phoneme in a different colour. Don't forget to include your sound buttons under each phoneme!

For example:

huge

What do you notice about the digraph 'u-e'? Can you make any generalisations about this grapheme?

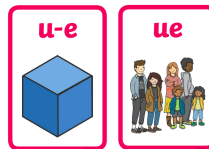
**Activity 2** - Choose ONE OR TWO 'u-e' words from the words in yellow above. Write ONE OR TWO interesting sentences using these words in your Home Learning Book.

## Phase 5

### Consolidating - split vowel digraph

'u-e'

Revisiting - 'ue'



Go to the Seesaw video titled: 'Alternate Graphemes u-e and ue' Listen to the video to help you with today's learning.

#### Background information

u-e - this grapheme is called a split vowel digraph. It makes a long /u/ sound as in the word 'huge' or 'perfume' The 'e' at the end makes the first vowel say its name or make its long sound.

ue - makes a long /u/ sound at the end of a word

**Activity 1** - Write the yellow words below into your Home Learning Book.

cue, due, hue, venue,

value

Optional words

pursue, statue, rescue,

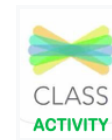
argue

Write each phoneme in a different colour. Don't forget to include your sound buttons under each phoneme!

For example:

## Grammar - consolidating contractions

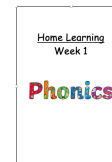
Go to the Seesaw activity titled: 'Using an apostrophe for contractions'. Listen to the video and complete the activity.



Click on the link below to watch a video about contractions

[Contractions](#)

Find your Week 1 Phonics Booklet in your Home Learning Pack.




Find the page Karate Kick Out.







Have a go at playing 'Karate Kick Out' (a game about contractions) with a family member.



	<p>Challenge yourself to use:</p> <ul style="list-style-type: none"> <li>• A fanboy to join two sentences together</li> <li>• 'because' to add more information to your sentence</li> <li>• an adjective in your sentence to describe your noun</li> </ul> <p><b>Activity 1</b> - Turn to the find-a-word for u-e in your Home Learning Books and complete.</p> 	<p style="text-align: center; color: green; font-size: 2em;">cue</p> <p>What do you notice about the digraph 'ue'? Can you make any generalisations about this grapheme?</p>	
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### BRAIN BREAK

<p style="text-align: center;">English Reading</p>  <p><b><u>Weekly Learning Intent</u></b> We are learning to read and view a variety of books so that we can respond to, summarise and form opinions about them</p> <p><b><u>Weely Success Criteria:</u></b></p>	<p style="text-align: center;"><b>Daily Reading</b></p>  <p>Choose a book from Bug Club (or alternatively a home reader or book of your choice). Read the book aloud to an adult.</p> <p>Click on the link below to listen to the story: <a href="#">Imagination Vacation</a></p> <p>After listening to the story discuss the follow with an adult:</p> <p>What happened in the story? Did the family really go on a holiday? What connections can you make to the story? How is the time you have spent with your</p>	<p style="text-align: center;"><b>Daily Reading</b></p>  <p>Choose a book from Bug Club (or alternatively a home reader or book of your choice). Read the book aloud to an adult.</p> <p>Click the link below to revise how stories can be told from different character's points of view. <a href="#">Point of View Video</a></p> <p>The traditional story of the 'Three Little Pigs' is told from the point of view of the Pigs. How do you know this? Discuss with a family member.</p> <p>Click on the link below to view the story,</p>	<p style="text-align: center;"><b>Daily Reading</b></p>  <p>Choose a book from Bug Club (or alternatively a home reader or book of your choice). Read the book aloud to an adult.</p> <p>Click on the link below to listen to the story: <a href="#">Piranha's Don't Eat bananas</a></p> <p>After viewing the story discuss these questions with a family member:</p> <p>Whose point of view is this story from? What is this character like? When he asks if the other piranhas want peas, what would they rather eat? Why do you think Brian wants the other piranhas to try fruit and vegetables? Is he</p>	<div style="border: 2px solid #0070C0; padding: 10px; text-align: center;"> <p style="color: #0070C0; font-weight: bold;">FRIDAYS</p> <p style="color: #000080; font-weight: bold; font-size: 1.5em;">FREE CHOICE</p> <p style="color: #000080; font-weight: bold;">FRIDAYS</p> </div>
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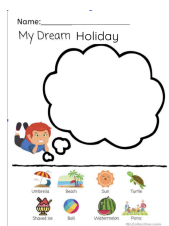
I know I will be successful in my learning if I can:

- use events from a story to respond to the text
- identify a Point of View in a text.
- form an opinion about a text and explain why

family at home this year similar to the story?  
Using your imagination, where would you have gone during these past holidays if you could have?

In your Home Learning Pack, find the sheet title 'My Dream Holiday.' Using your imagination, draw a colourful picture of your dream holiday. Write a sentence below your drawing to describe it.

For example, 'My dream holiday would be to an island resort.'



told from a different point of view.

### The True Story of the Three Little Pigs

After viewing, discuss the following questions with a family member:  
-How is this story different from the story we have just read?  
-Who is the 'good guy' in this story? How do you know?  
-How are the pigs presented in this story?  
-Whose point of view is this text written from?

In your Home Learning Book, write a sentence that expresses your **opinion** about which story you find more convincing (chance of being true) and why. For example:

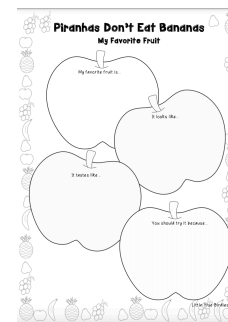
I believe the pigs/wolf is telling the truth because \_\_\_\_\_

\_\_\_\_\_

successful?  
What type of fruit and vegetable do you think they should try and eat?

In your Home Learning Book, find the sheet titled: 'Bananas Don't Eat Piranhas: My favourite fruit'.

Complete the sheet by drawing and describing your favourite fruit in the apples. In the last apple, write a reason that convinces a Piranha to eat it.



## English Writing



### Weekly Learning Intent

We are learning to write for a range of purposes so that we can express our thoughts, feelings and point of view

Think about some things that you did during the holidays. Talk about the following questions with a family member:

What was your favourite holiday experience?  
Why was it your favourite?  
Who did you experience it with?  
Where did it happen?  
How can you describe what you did?

Using the 'Spring Letter' writing template in your Home Learning Pack, write a letter to your teacher telling them about your favourite holiday experience. Include lots of adjectives and time sequence words to help paint a picture in their mind.

Go to the Seesaw announcement video titled '**Opinions and Point of View**' to listen to Miss D describe and model this key concept when writing.

Listen carefully to the end of the video for your writing activity.

### **Handwriting: Letter O**

Warm up your fingers by clicking the link below.

[Handwriting finger warm up](#)

Complete the handwriting sheets for the letter O that are in your Home Learning Pack.



about topics

**Weely Success Criteria:**

I know I will be successful in my learning if I can:

- write a friendly letter that retells an event
- list words to describe thoughts towards a topic.
- list words to describe feelings towards a topic
- form an opinion about a topic

Remember to use 'Letter Larry' from last term to help you write your letter.

Include:

- date
- greeting
- body
- closing
- signature

Optional:

Include a picture and colour in the patterns on your letter.

Drop your letter off to school on Friday when you pick up your Home Learning Pack or upload it to Seesaw.



**BREAK 1**

**Mathematics**

**Number Sense**

Find your Number Sense Booklet in your Home Learning Pack and complete page 1.

Year 1 Term 4 Australian Maths Activity Mat

**Section 1**  
Put in the missing numbers.  
12 14 16 18 20

**Section 2**  
Add 2 more lollies.  
There would be  lollies altogether.

**Section 3**  
What's the missing number?  
 $12 + \square = 10$

**Section 4**  
Which worm is the shortest?  
A B

**Section 5**  
Two dogs eat 5 biscuits each. How many biscuits did they eat altogether?

**Section 6**  
Colour half of these shapes.

**Section 7**  
Circle the even numbers:  
13 12 16 8 7

**Section 8**  
Fill in the boxes:  
 $16 + \square = 20$   
 $11 + \square = 20$

**Number Sense**

Find your Number Sense Booklet in your Home Learning Pack and complete page 2.

Year 1 Term 4 Australian Maths Activity Mat

**Section 1**  
Draw 4 more flowers. Fill in the boxes to show how many flowers there are altogether.  
 $\square + \square = \square$

**Section 2**  
Draw and colour the next 3 beads in the pattern.

**Section 3**  
What day was it yesterday?  
Thursday Friday Saturday Sunday **10th**

**Section 4**  
How many feet are there on 3 penguins?

**Section 5**  
How many of each shape are there?  
Cubes =  Cones =

**Section 6**  
Match up the words which describe the jugs.  
  
full empty half full

**Section 7**  
Draw the hands on the clock to show half past 2.

**Section 8**  
Draw the coins that I need to buy the toy.  
 75c

**Number Sense**

Find your Number Sense Booklet in your Home Learning Pack and complete page 3.

Year 1 Term 4 Australian Maths Activity Mat

**Section 1**  
There are 15 cows in a field. 9 cows leave the field. How many are in the field now?

**Section 2**  
Match up the coins to the amounts.  
  
\$1.40c 60c 55c \$2.15c

**Section 3**  
Draw something that would weigh less than this:

**Section 4**  
22  $\rightarrow$   (10 less)  
31  $\rightarrow$   (10 less)  
44  $\rightarrow$   (10 less)  
62  $\rightarrow$   (10 less)

**Section 5**  
Draw the coins you need to make \$2.35c.

**Section 6**  
23 people are on the bus. 5 get off. 2 more get on. How many are on the bus now?

**Section 7**  
Draw a picture to show this:  $15 - 6 = 9$

**Section 8**  
16 children go to a party. There are only 10 party hats. How many more hats are needed?



1 2 3  
4 5 6  
7 8 9

**Learning Intent:** We are learning about half past the hour so that we can read these times on analog and digital clocks.

I know I will be successful in my learning when I can:

- \*describe the o'clock and half past time in words
- \*describe the o'clock and half past time on a digital clock
- \*match the analog and digital time to each other
- \*record the time on an analog and digital clock

'Telling the time for kids - o'clock times'

## 'Telling the time for kids - half past times'

Go to the Seesaw activity titled '**O'clock and Half past**'. Listen to the presentation and complete the activity.



Find your Week 1 Maths Booklet in your Home Learning Pack.

**Learning Intent:** We are learning to identify the features of 3D objects so that we can name and describe some three-dimensional objects.

I know I will be successful in my learning when I can:

- \*name three-dimensional objects, including **cones, cubes, cylinders, spheres and prisms**
- \*describe these three-dimensional objects
- \*use the terms flat surfaces, curved surfaces and faces

Click on the link below to rewatch a video of Mrs Rollestone discussing the 'Features of three dimensional objects'.

## Features of Three Dimensional Objects

Go to the Seesaw activity titled '**Guess the 3D Object**'. Listen to the presentation and complete the activity.



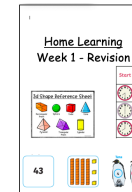
Find your Week 1 Maths Booklet in your Home Learning Pack.

**Learning Intent:** We are learning to use our knowledge of place value to partition numbers up to 100 so that we understand the value of 2 digit numbers.

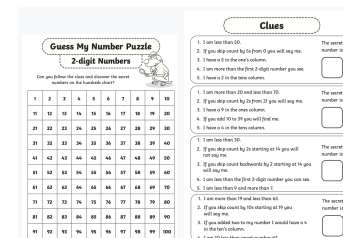
I know I will be successful in my learning when I can:

- \*understand how many tens and ones in a two digit number
- \*show how many tens and ones in a two digit number
- \*communicate how many tens and ones in a two digit number

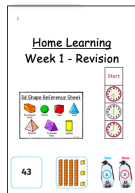
Find your Week 1 Maths Booklet in your Home Learning Pack.



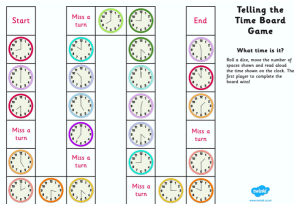
Find the 'Guess My Number Puzzle - 2 digit Numbers' and 'Clues' pages. Complete the 'Clues' page using the hundreds chart to help you with your answers..







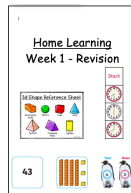
Find the page 'Telling the Time Board Game'.



Play this game with a family member to practice your o'clock and half past times.

Click on the link below to play a game consolidating our learning on o'clock and half past times.

[Telling the time interactive game](#)



Find the pages '3D Shape Colouring' and complete ONE of the pages.

Click on the two links below and rewatch videos to consolidate your learning on place value.

[Place value house](#)

[Place value](#)

Go to the Seesaw activity titled '**Using Place Value**'. Listen to the presentation and complete the activity.



Click on one of the links below to play a game consolidating your learning on place value.

[Shark numbers](#)

[Place value basketball](#)

Optional Extension activity -

Complete the 'Guess My Number Puzzle - 3 digit Numbers' included in your Maths Booklet.



## Other KLA Learning Activities



The suggested amount of time on these activities is **30 minutes per day**. However, the amount of time spent on these activities throughout the week is at the discretion of parents.

### Geography: What are Natural Features?

#### Learning Intention:

We are learning about natural features so that we can identify natural features in our environment.

Natural features are things that are part of the land, which have not been made by people. Some examples include rocks, rivers and mountains.

Go to the Seesaw Activity titled: **'What are Natural Features?'** Listen to the story 'Tiddalik The Frog'. As you are listening, see if you can identify any natural features.

List the natural features on slide 4 of the Seesaw Activity around the picture of Tiddalik.



### Personal Development and Health:

#### Nutrition

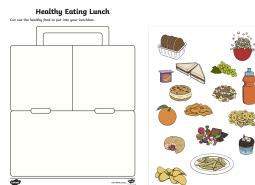
#### Learning Intention:

We are learning to identify food groups and explore how eating healthy foods and drinks can benefit health and wellbeing.

Go to the Seesaw activity titled: **'Healthy Living'** and watch the slides.



Complete the 'Healthy Lunch Box' worksheet in your Home Learning Pack and glue into your Home Learning Book.



### Creative Arts: Visual Art

Go to the Seesaw activity titled: **'Drawing Nature Scenery'** and complete.



1. Complete any unfinished work from the week.
2. View the school assembly via the shared link.

**SJB Online Assembly**

## Looking After Myself



**All people benefit greatly from participating in activities to focus on self-care. It is important to look after your physical, mental, and emotional wellbeing. Please select activities from the options below to take care of yourself throughout the week or choose to do something with your family to keep physically active every day and to focus on self-care.**

#### Being Mindful

- ☐ Complete a wellness activity with Mrs Welch using the following link <https://www.youtube.com/watch?v=f8WSXnhCRcM>
- ☐ Complete an activity each day from the 'Everyday Movement' table below:





## Everyday Movement

Encourage movement everyday,  
in as many ways as possible



Encourage playing  
in the backyard

Create a ninja  
warrior course in  
your house or  
backyard

Dance to  
music/have a  
family dance  
party

Ride your bike

Have a clean up  
race

Jump on a  
trampoline

Play balloon  
tennis or balloon  
toss

Take the dog for a  
walk

### Some indoor options and brain breaks:

- Cosmic kids yoga <https://www.cosmickids.com/category/watch/>
- Go noodle Get Moving <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw>
- Jack Hartman Physical Education Songs <https://www.youtube.com/playlist?list=PLQK2XiUY9C2h0LzYWh1guigAzeymdnQPj>
- Lets Exercise/pinkfong <https://www.youtube.com/watch?v=6e2ibUq65tA>
- KidsBop Dance [https://www.youtube.com/watch?v=sHd2s\\_saYsQ](https://www.youtube.com/watch?v=sHd2s_saYsQ)
- Just Dance for Kids <https://www.youtube.com/watch?v=66wCy2KwICk>

### Personal Development, Health & Physical Education

#### How to create a safe exercise space



### Physical Education: Skipping

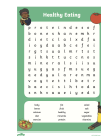
☐ Click on the link below to watch the following video and complete the activities.

#### GetActive@Home-Episode 1- Skipping



### Optional Extra Task/s

- ☐ Complete the 'Healthy Eating Word Search' in your Home Learning Pack
- ☐ With the help of an adult cook a recipe from another country. You might choose a recipe from your dream holiday destination.





**Dismissal- Family  
check-in time.**

**The following questions would support you when checking in with your child.**

- What are you learning today?
- What are your learning tasks or goals in this session?
- How will you be spending your time?
- What resources do you require?
- What support do you need?

**The following questions would support you to check in with your child after a learning session**

- What did you learn as you completed your work today or what did you work on improving?
- Consider 2-3 things that went well today or that you enjoyed about your learning task, tell me about them.
- Can you acknowledge one challenge or something difficult? Discuss how this can be overcome tomorrow.
- How did you go with the new learning presented this week?
- Are you okay? Do you need to ask your teacher for something or do you need support with anything to make tomorrow more successful?