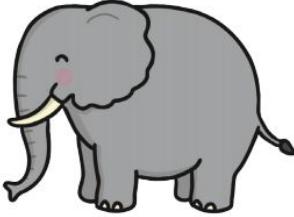


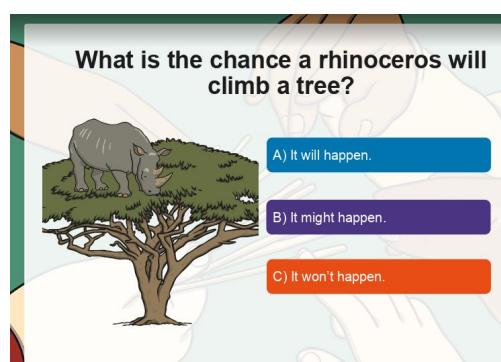
1 Violet Class Timetable Week 1

Term 2 Tuesday 28th April

Morning	<p>9am Learning Begins (5 minutes) Don't forget to mark your attendance in Google Classroom. Good morning. Visit www.starfall.com and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date.</p> <p>Maths</p> <p>Daily number sense (5-10 minutes)</p> <p>Does $4 + 5 = 5 + 4$? The order of numbers in an addition number sentence doesn't change the answer. In the above number sentence you need to solve $4 + 5 = 9$ and then check if $5 + 4 = 9$. These number sentences are equivalent, that means the same. Can you write down 5 number sentences like the above example $4 + 5 = 5 + 4$. Post one of your equivalent number sentences on our google classroom stream. If you need counters to check your answers, use some items you have at home to help you (e.g. coins, rubbers, jellybeans, pencils).</p> <p>Problem of the day (Approximately 5-10 minutes)</p> <div style="border: 2px solid orange; padding: 10px;"><p>2. A herd of 11 elephants joins up with another herd of 5. How many elephants are there now?</p></div> <p>How did you get your answer?</p> <p>Chance (Approximately 40 minutes) Identify possible outcomes of familiar activities and events</p> <ol style="list-style-type: none">1) Click on the Classwork tab at the top of the screen. Click on the Maths topic folder. Open the Chance Powerpoint for Tuesday 28th April. If you can't access, please see
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the screenshots below. This powerpoint explains what Chance is and gives some multiple choice questions for you to talk about with an adult at home.

'Will happen' means something that is certain to happen. **'Won't happen'** means something that is impossible to happen. **'Might happen'** is something that could happen.



Chance

Look at these statements. Which words could you use to describe how likely they are to happen?

Use the following words to describe it. 'Will happen' 'Won't Happen' 'Might Happen'

Statements	Likelihood Vocabulary
The principal will come to school tomorrow.	
It will get dark tonight.	
Your classmates will turn into fish.	
Your friend will be a train driver when he's a grown-up.	
If I roll a die, I will get an odd number.	
Humans will travel to Mars in a rocket.	
The supermarket will give away all their electronic games tomorrow.	
When I get home, Mum will tell me we are going to McDonalds for dinner.	

Go to the Classwork tab. Go to the Maths topic Folder. Click and open Chance Worksheet for Tuesday 28th April. Read the statements or listen to Mr Kilpatrick read them to you. The video of Mr Kilpatrick reading these statements is located in the same place as the worksheet. After reading these statements, decide whether these statements will happen, won't happen or might happen. Discuss these statements with someone at home.

Go to the Classwork tab. Go to Maths Topic older and open the Chance Problem Solving Worksheet. Print this or copy it and draw your own. You could also use this screenshot below to make the statements true. You will need the following coloured pencils: blue, red, yellow and green to color in the marbles in the jar to make the statements true.

Remember that an even chance is when the possibilities are equal.

Chance Problem Solving

Colour in the marbles to make the sentences true.



1. You might choose a red marble.



2. You won't choose a blue marble.



3. You might choose a yellow marble.



4. You have an even chance of choosing a green marble and a red.



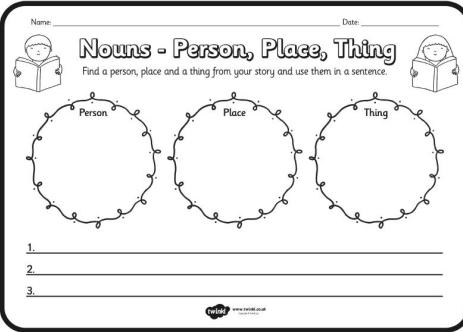
5. You will choose a blue marble.



6. You won't choose a green marble.

Fruitbreak/BrainBreak/Tri-reading (Approximately 15 minutes)

Visit go noodle [GoNoodle: Home](#) for a brain break or go play outside. Visit storyline online <https://www.storylineonline.net/> to hear a book being read to you or try Vooks and choose a story to listen to. <https://watch.vooks.com/browse> If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit.

	Computers with Miss Lin (60 minutes) See Miss Lin's assignment.
Break	11:00-11:30: Make sure you have recess and play (no screens)
Middle	<p>11:30 Learning Begins</p> <p>Tri reading: Listen to an adult read you a story or listen to a story online https://www.storylineonline.net/ or https://watch.vooks.com/browse</p> <p>Sentence-a-day (Approximately 20 minutes)</p> <p>NOUNS- Common Nouns - All non-special ‘person/place/thing’ words. To check if a word is a noun or something else, try putting THE in front of it. If you can, it’s a noun.</p> <p>Go to the Classwork tab at the top of the screen. Choose the Sentence-a-day topic folder. Open Noun Powerpoint for Tuesday 28th April that explains what nouns are. If you can't access this powerpoint the above explanation tells you what nouns are. Go to the Classwork tab again, choose the Sentence-a-day topic folder called Nouns-Person, Place or Thing. Draw an item in each circle that represents a noun as a person, noun as a place and a noun as a thing. Use the lines to write three sentences using each of the nouns you have drawn. If you can't access the worksheet online, here is a copy. Use a piece of paper to copy this and create your own.</p>  <p>Reading with a focus on PREDICTING- Read all instructions before reading your book (40 minutes)</p> <p>Go to Google Classroom. Go to the Classwork tab. Click and open the topic folder on the left hand side called Wushka. Wushka is an online reading program. You have been placed into your reading groups, just like school. Type in your username (which is the Wushka file) and our class password is 1V. Pick a story as there will be a few choices. Once you have read the</p>

story, complete the quiz and activities that follow. Post on our Google Classroom stream which book you read and what it was about.

PREDICTING (do this before you read the story)

Just by looking at the cover of the book, predict or guess what you think the story will be about. Write or talk to an adult about what you think the story will be about and WHY. You need to justify (explain) why you think this is what the story will be about.

If you do not have internet access, choose a picture book that you have at home, or possibly your home reader. Complete the predicting activity before you read the book. Read your book to an adult.

WRITING- (Approximately 40 minutes)

This term we are beginning a new style of writing. We are learning about Informative writing.

Informative writing is when we write about real information. We use facts to help us write. Read through the Twinkl Powerpoint called 'Imaginative and Informative Texts' located in the Classwork tab in the Writing topic folder. Open the document labelled Imaginative and Informative Texts for Tuesday 28th April.

The Powerpoint looks at the differences between imaginative (not real) texts and informative texts (real information). If you do not have access to the internet, read the slides below.

The image shows two separate worksheets side-by-side. The left worksheet is titled 'Imaginative Text' and features illustrations of characters from classic stories: Little Red Riding Hood, Cinderella, Goldilocks, and the Three Little Pigs. The right worksheet is titled 'Informative Text' and features illustrations of books titled 'Rocks and Volcanoes', 'All about Houses', and 'All about Frogs'. Both worksheets include text boxes for defining the types of texts and asking related questions.

Imaginative Text	Informative Text
What is an imaginative text? A piece of writing or a story that is not real. Can you name some imaginative stories?	What is an informative text? A piece of writing that is giving you real (factual) information about a topic or subject. Have you ever looked at or read something that has given you real information? What types of information have you seen books written about?

Go to the Classwork tab, click on the Writing topic folder and click on Imaginative and Informative Texts for Tuesday 28th April. Open the worksheet called Real and Imagined Cut and Paste Activity. Look at the pictures and decide whether they would be found in a real (informative text) or an imagined (not real) text. Explain to an adult why you have sorted your pictures this way. If you do not have access to this folder, use a piece of paper to draw or write the groups. You can discuss this with an adult and explain why you have sorted your pictures this way.

	<p>Real and Imagined Cut out the pictures and paste them into the correct boxes.</p> <table border="1"> <thead> <tr> <th>Informative (Real)</th><th>Imagined (Not real)</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	Informative (Real)	Imagined (Not real)												
Informative (Real)	Imagined (Not real)														
Break	1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)														
Afternoon	<p>1:45 Learning Begins</p> <p>Tri Reading (Approximately 7 minutes) You are going to listen to a story in Creative Arts today (see below). This can be your tri-reading. If you do not have internet access, get an adult to read you a story or informative book during.</p> <p>Topic Talks (Approximately 5 minutes) You can read your sentences about your holidays to your family or share a video of it on our google class stream.</p> <p>Creative Arts - DANCE (40-60 minutes) This term for Creative Arts we will be focussing on Dance. Listen to the story -Penguin Small. Click on the link to open the story. https://www.youtube.com/watch?v=4hq7DZ7PSQU If you do not have internet access, you do not need to read this story. The aim of the story is to explore different ways a penguin and a polar bear move. Explore different ways that penguins can move. Penguins can waddle, step side to side, slide on their tummy, glide and hover. Practise moving around your room like a penguin, experimenting with these different moves. How do polar bears move? They stretch, yawn, stamp, jump, make their bodies into big scary shapes. Experiment by using your body in these different ways to be a polar bear. Choosing any piece of music you like, use these movements to create a dance that uses penguin and polar bear moves. If this is too difficult, learn the penguin dance by clicking the link. https://www.youtube.com/watch?v=uf0uKmKwnKs. If you would like to upload your dance to share, please do so however it is not essential. Try and teach your family your new dance you have created or the new dance you have learnt.</p> <p style="text-align: center;">Good afternoon. Well done!</p>														

1 Violet Class Timetable Week 1

Term 2 Wednesday 29th April

Morning

9am Learning Begins (5 minutes)

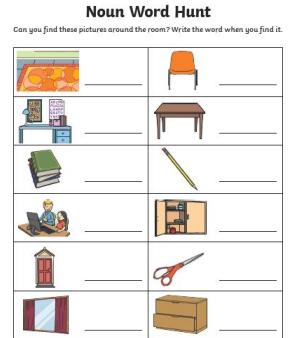
Don't forget to mark your attendance in Google Classroom.

Good morning. Visit www.starfall.com and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date.

Sentence-a-day (Approximately 15 minutes)

Nouns: A noun is the name of a person, place or thing.

Use the worksheet below to label each picture with the correct naming word (noun). Write 2 sentences using two of your nouns. On the back of the sheet or on a piece of paper, write another 10 nouns. Walk around your house or school to find inspiration if you are having trouble thinking of some nouns.



Reading with a focus on PREDICTING- Read all instructions before reading your book (40 minutes)

Go to Google Classroom. Go to the Classwork tab. Click and open the topic folder on the left hand side called Wushka. Wushka is an online reading program. You have been placed into your reading groups, just like school. Type in your username (which is the Wushka file) and our class password is 1V. Pick a story as there will be a few choices. Once you have read the story, complete the quiz and activities that follow. Post on our Google Classroom stream which book you read and what it was about.

PREDICTING (do this before you read the story)

Just by looking at the cover of the book, predict or guess what you think the story will be about. Write or talk to an adult about what you think the story will be about and WHY. You need to justify (explain) why you think this is what the story will be about. If you do not have internet access, choose a picture book that you have at home, or possibly your home reader. Complete the predicting activity before you read the book. Read your book to an adult.

Fruitbreak/BrainBreak/Tri-reading (Approximately 15 minutes)

Visit go noodle [GoNoodle: Home](https://www.gonoodle.com/) for a brain break or go play outside. Visit storyline online <https://www.storylineonline.net/> to hear a book being read to you or try Vooks and choose a

story to listen to. <https://watch.vooks.com/browse> If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit.

Geography (Approximately 45 minutes)

This will be our first week of our new geography topic. Our topic is Features of Place. You will be learning how to describe different features as natural and human-made and how we can look after different places.

During this activity you will explore the spaces in and around your environment and identify the features of them. You can share your responses on google docs by writing your answers on a piece of paper and taking a photo or there is a booklet attached that you can print in the Geography classwork, you can also submit any extra work here. You might like to go for a walk around your environment inside and outside or look out the window to complete these tasks. You are going to survey the environments by recording the features of the places that you use at school or at home on a T chart like the one below. (a survey is a tool that geographers use to collect data and information).

What are some of the places we use every day?

If you are at home or school think about each part of your environment that you use and brainstorm your ideas and place on the left side column of the chart.

What features can you think of in each of the environments?

A **feature** is a characteristic or trait that distinguishes one thing from another. Brainstorm your ideas by adding them to the right side of the T-chart.

*Great Job! Share your work if you can so we can discuss it in tomorrow's lesson.

T-CHART TEMPLATE

NAME	DATE

Break	11:00-11:30: Make sure you have recess and play (no screens)
Middle	11:30 Learning Begins Tri reading: (5-10 minutes) Listen to an adult read you a story or listen to a story online https://www.storylineonline.net/ or https://watch.vooks.com/browse

Maths-Daily number sense (5-10 minutes)

Read the number bond rhyme (below) about friends of 20 and complete the number bond robots sheet in maths classwork W1T2 Number bonds

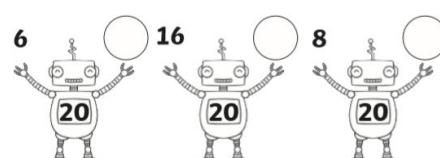
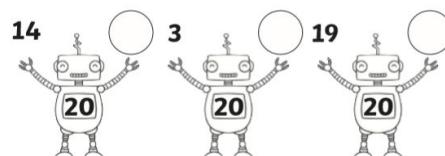
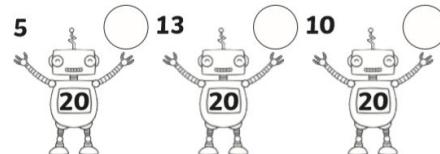
Number Bonds to 20.

I'm a number bond hero, 20 and 0
Work to be done, 19 and 1
I'm ready are you? 18 and 2
Time for tea? 17 and 3
Someone's at the door 16 and 4
Go for a drive 15 and 5
Magic tricks 14 and 6
Going to Devon 13 and 7
It's getting late 12 and 8
Feeling fine 11 and 9
Let's start again 10 and 10

*If you can't access the document you can make your own copy

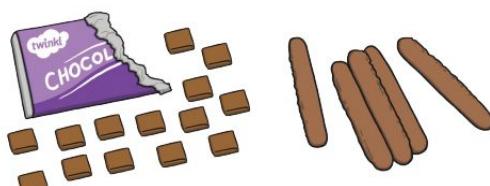
Number Bonds to 20

Can you find the missing number bond to make 20?



Problem of the day (Approximately 5 - 10 Minutes)

If you had 14 squares of chocolate and 5 chocolate fingers, how many do you have in total?



How did you get your answer?

Can you write a number sentence?

Chance (45 min)

This week we are learning all about chance. When we talk about chance in Maths, we are talking about how possible it is that something will happen. Yesterday, you looked at events that 'will happen', 'might happen' and 'won't happen'.

Go to the Maths folder in the Classwork tab, and find the Google Form 'chance statements' (29th April). Select the chance of the event happening ('will happen', 'might happen', 'won't happen'). If you don't have access, the questions are provided below. If you are having difficulty reading these cards, listen to Mr Kilpatrick read you these statements

1. What is the chance there will be a storm tomorrow?



- Will happen
- Might happen
- Won't happen

2. What is the chance you will be taller in 5 years?



- Will happen
- Might happen
- Won't happen

3. What is the chance you will get a 6 if you roll a die?



- Will happen
- Might happen
- Won't happen

4. What is the chance a dinosaur will visit your home?



- Will happen
- Might happen
- Won't happen

5. What is the chance you will read a story today?



- Will happen
- Might happen
- Won't happen

6. What is the chance you will drink something today?



- Will happen
- Might happen
- Won't happen

7. What is the chance you will go to the moon tomorrow?



- Will happen
- Might happen
- Won't happen

8. What is the chance you will see a bird in a tree today?



- Will happen
- Might happen
- Won't happen

9. What is the chance you will yawn this afternoon?



- Will happen
- Might happen
- Won't happen

10. What is the chance your bedroom will tidy itself?



- Will happen
- Might happen
- Won't happen

Now it's time to get creative! Make up your own events that will happen, might happen and won't happen. We'd love to see them on the classroom stream.

- Draw and label 3 things that **will** happen today:
- Draw and label 3 things that **might** happen today.
- Draw and label 3 things that **won't** happen today.

Break

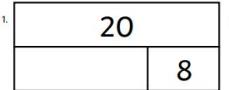
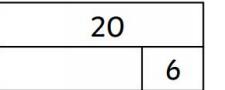
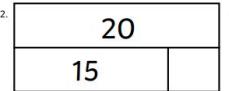
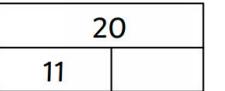
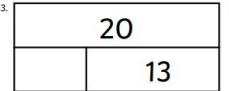
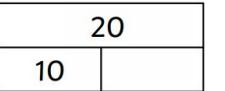
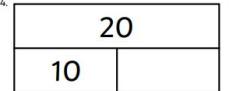
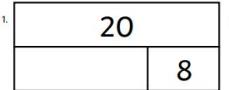
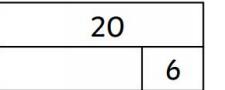
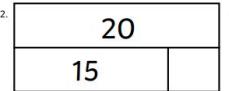
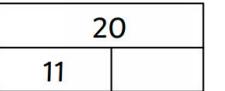
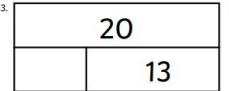
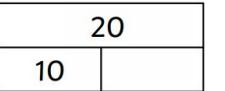
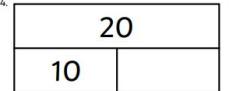
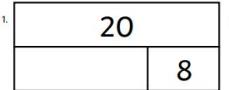
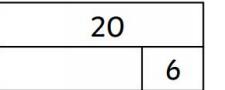
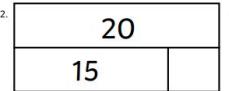
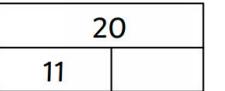
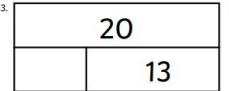
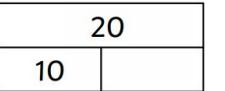
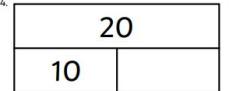
1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)

Afternoon	<p>1:45 Learning Begins</p> <p>Tri Reading (5-10 minutes) Listen to an adult read you a story or listen to a story online https://www.storylineonline.net/ or https://watch.vooks.com/browse</p> <p>Topic Talks (Approximately 5 minutes) You can read your sentences about your holidays to your family or share a video of it on our google class stream.</p> <p>Science with Miss Lin (60 minutes) See Miss Lin's assignment.</p> <p style="text-align: center;"><i>Good afternoon. Well done!</i></p>
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1 Violet Class Timetable Week 1

Term 2 Thursday 30th April

Morning	<p>9am Learning Begins (5 minutes) Don't forget to mark your attendance in Google Classroom. Good morning. Visit www.starfall.com and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date.</p> <p>Sentence-a-day (Approximately 15 minutes) Nouns: A noun is the name of a person, place or thing. It is a naming word. Think of a noun and write a clue to describe its' purpose. Example: Something you sit on at school that has 4 legs. Answer: Chair. Create 3 clues for 3 different nouns and share these on our google classroom. Read other clues posted on our stream and post your answer to them. Use the slide below as an example of what to do.</p> <div data-bbox="332 967 1532 1262" style="display: flex; justify-content: space-around;"><div data-bbox="332 967 718 1262"><p>Solve the puzzle below by finding the correct noun. Something you use for cutting bread. Choose the correct noun.</p><p>knife <input checked="" type="checkbox"/> spoon cat bed</p></div><div data-bbox="718 967 1103 1262"><p>Solve the puzzle below by finding the correct noun. A place you go to learn. Choose the correct noun.</p><p>park school recorder candle</p></div><div data-bbox="1103 967 1532 1262"><p>Solve the puzzle below by finding the correct noun. Something you use to write with. Choose the correct noun.</p><p>scooter strawberry book pencil</p></div></div> <p>Fruitbreak/BrainBreak/Tri-reading (Approximately 15 minutes) Visit go noodle GoNoodle: Home for a brain break or go play outside. Visit storyline online https://www.storylineonline.net/ to hear a book being read to you or try Vooks and choose a story to listen to. https://watch.vooks.com/browse If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit.</p> <p>Geography (45 minutes)</p> <p>Exploring the features and our special place</p> <ol style="list-style-type: none">1) Share your survey results with a family member/caregiver or on the class portal. Compare places and spaces by identifying features that are similar and different. * Think about which places have human features? (human features are made by people, they are a built feature)
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	<p>* Which places have natural features? (natural part of the environment)</p> <p>https://www.youtube.com/watch?v=pkL4PnSMaxQ *optional video about human and natural features</p> <p>2) Write the heading natural features in one column of a T-Chart and the heading human features in the other column.</p> <p>3) Look at each of the places features and make a tally of how many natural or human features you have found.</p> <p>4) Draw a picture of your favourite place, you can choose to do one of the places you looked at in your survey or you may choose something different. Think about the natural and human features in the place, is it all natural or is it all human features or perhaps a combination of both.</p> <p>5) Write a sentence about why this place is your favourite place.</p> <p>6) Write a sentence about the different features your favourite place has.</p> <p>* Take a photo of your drawing and share it to the google stream as we will be working on this more next week.</p>								
Break	11:00-11:30: Make sure you have recess and play (no screens)								
Middle	<p>11:30 Learning Begins</p> <p>Tri reading: Listen to an adult read you a story or listen to a story online https://www.storylineonline.net/ or https://watch.vooks.com/browse</p> <p>Maths- Daily number sense (5-10 minutes)</p> <p>We are going to practise some addition number facts up to 20.</p> <ol style="list-style-type: none"> 1) and find some counters to make the number sentence 2) Complete the sheet attached 3) Write a number sentence to match the sheet Write the number sentence a different way using addition e.g. $19 + 1 = 20$, $1+19 =20$ 4) Optional Challenge write the above as an inverse operation e.g $19+1= 20$, $20-19 = 1$ <p>Addition Facts to 20 Use known number facts to fill in the missing numbers on these bar models.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; width: 50%;">1. </td> <td style="text-align: center; width: 50%;">6. </td> </tr> <tr> <td style="text-align: center;">2. </td> <td style="text-align: center;">7. </td> </tr> <tr> <td style="text-align: center;">3. </td> <td style="text-align: center;">8. </td> </tr> <tr> <td style="text-align: center;">4. </td> <td style="text-align: center;">9. </td> </tr> </tbody> </table>	1. 	6. 	2. 	7. 	3. 	8. 	4. 	9. 
1. 	6. 								
2. 	7. 								
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Problem of the day (Approximately 5 minutes-10 Minutes)

If you had 8 milk cartons and 9 juice cartons, how many would you have altogether?



Which drink would you have more of?

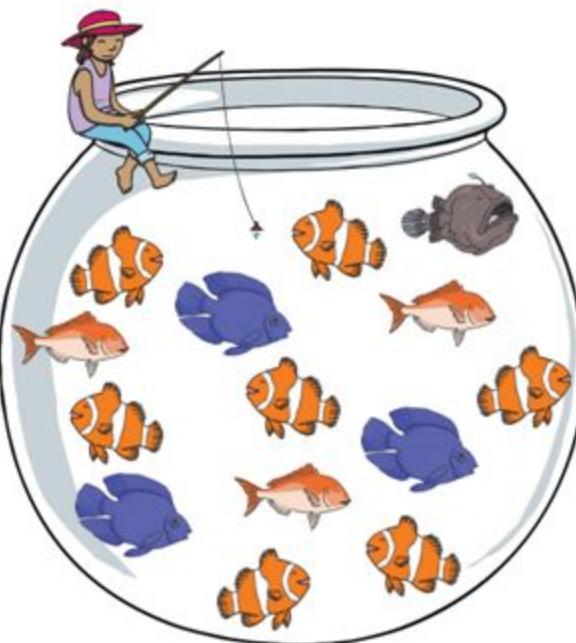
How do you know?

Can you write a number sentence for this problem?

How many more cartons of juice are there than milk?

Chance (Approximately 40 minutes)

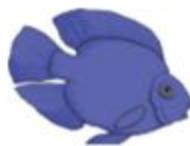
Fishing: Look carefully at this giant fishbowl and the fish inside.



1) Circle or draw the fish you **might** catch?

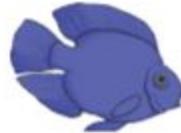


2) Circle or draw the fish (below) which you have the most chance of catching.



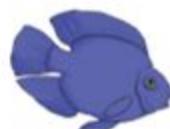
Why do you have the most chance of catching this fish?

3) Circle or draw the fish (below) which you have the least chance of catching.



Why do you have the least chance of catching this fish?

4) Circle or draw the fish (below) you **won't** catch.



Why do you have **no chance** of catching this fish?

Lucky dip: is a game of chance in which small prizes are hidden in a container. Players put their hand in and pull out a prize. Players are not allowed to look inside the bag. Imagine you are a player and you are not allowed to look when pulling out your prize. Go to the Lucky dip slide in the Maths folder in the Classwork tab. Make sure you start the slideshow, otherwise you will see the answers. If you don't have access to the slides, you can find them below.

What's the chance you will choose a pink hair bow from the lucky dip?

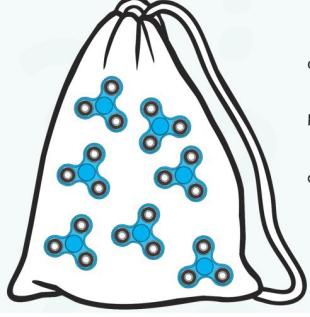


- a) It will happen.
- b) It won't happen.
- c) It might happen.

What's the chance you will choose a teddy bear from the lucky dip?



- a) It will happen.
- b) It won't happen.
- c) It might happen.

	<p>What's the chance you will choose a packet of pencils from the lucky dip?</p>  <ul style="list-style-type: none"> a) It will happen. b) It won't happen. c) It might happen. 	<p>What's the chance you will choose a fidget spinner from the lucky dip?</p>  <ul style="list-style-type: none"> a) It will happen. b) It won't happen. c) It might happen.
	<p>What's the chance you will choose the rubber duck from the lucky dip?</p>  <ul style="list-style-type: none"> a) It will happen. b) It won't happen. c) It might happen. 	<p>Which items do you have an equal chance of choosing from the lucky dip?</p>  <ul style="list-style-type: none"> a) A rubber duck and a packet of pencils. b) A fidget spinner and a packet of balloons. c) A packet of balloons and a rubber duck.
	<p>Which item do you have the most chance of choosing from the lucky dip?</p>  <ul style="list-style-type: none"> a) a fidget spinner b) the stickers c) the teddy bear 	<p>Which item do you have the least chance of choosing from the lucky dip?</p>  <ul style="list-style-type: none"> a) the packet of pencils b) the stickers c) a teddy
Optional		Click the link to play the game <i>The Slushy Sludger</i> . Select 'yes', 'no' or 'maybe' to answer the chance questions. Remember to look at the pipes. http://www.scootle.edu.au/ec/viewing/L115/index.html#
Break	1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)	

Afternoon

1:45 Learning Begins

Tri reading (5-10 minutes)

Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/> or <https://watch.vooks.com/browse>

Topic Talks (Approximately 5 minutes)

Record your topic talk and upload it to our Google Classroom. If you do not have access, complete your topic and talk to someone at home/school.

Sport (45 minutes) Warm up

I know some of you have used Joe Wicks's videos for your sport time, he is a very popular sports instructor on youtube right now. Some of you are not able to access these so I have included a demonstration of some of his routines here. You can follow the minute workout as your warm up by swapping to the next activity on the cards below. It is also nice to get outside and not be front of a screen. Do these exercises if you can or just get moving for at least 5 minutes for a warm up.

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Joe Wicks: 5-Minute Move Workout 1

Marching on the Spot

1. Stand with your feet hip-width apart.
2. Lift one foot and then the other.
3. Stay on the same spot.
4. Lift your knees up high, keeping your back straight.
5. Pump your arms as well.



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Joe Wicks: 5-Minute Move Workout 1

Star Jumps

1. Start with your feet close together.
2. Jump and land with your feet wide apart.
3. Stretch your arms out above your head.
4. Jump your feet in and your arms down.



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Joe Wicks: 5-Minute Move Workout 1

Low Sprint Shuffle

1. Crouch your body down.
2. Run quickly on the spot.
3. Pump your arms.
4. Turn to the middle and the side.
5. Make sure you have fast feet.



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https://www.youtube.com/watch?v=d3LPrhl0v-w&feature=emb_title

Joe Wicks: 5-Minute Move Workout 1

Climb the Rope

1. Pretend to climb a rope!
2. Reach your hands above your head one at a time and pull the rope down.
3. Lift your knees high and climb on the spot.



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Joe Wicks: 5-Minute Move Workout 1

Squat

1. Start with your feet a bit wider than your shoulders.
2. Squat down as if you're sitting into a chair.
3. Stand up tall again.
4. Keep a straight back.



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Main Game - Bucket Toss Golf

https://activeforlife.com/activity/bucket-toss-golf_34/

Requirements

- Beanbags, soft foam balls, or balls of socks
- Buckets, laundry baskets, or large cardboard boxes
- Pieces of cardboard, or paper to mark “golf tees”

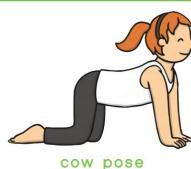
Instructions

1. Create a series of “golf holes” by placing the buckets, baskets or boxes around your living room, hallways and other available spaces.
2. Place scraps of cardboard or paper on the floor to mark “golf tees” where you throw from.
3. With your child, take turns standing on each golf tee and tossing a beanbag or ball underhand into the bucket, basket or box.
4. Continue tossing at each hole until each of you sinks one shot.
5. Go around the circuit of “golf holes” and keep track of how many tosses each of you requires to sink a shot at each hole.
6. If your child has too much difficulty sinking shots, consider having different tees with different distances for parent and child.

Cool Down: Yoga poses and breathe in and out stretching to your toes and then the sky.



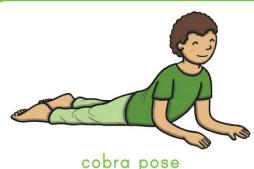
warrior pose



cow pose



tree pose



cobra pose



shoulder stand pose



downward facing dog pose



camel pose



lion pose

Good afternoon!

1 Violet Class Timetable Week 1

Term 2 Friday 1st May

Morning	<p>9am Learning Begins (5 minutes) Don't forget to mark your attendance in Google Classroom. Good morning. Visit www.starfall.com and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date.</p> <p>Sport (Approximately 40minutes) Warm Up (6 minutes) Get your muscles warmed up by doing a warm up with Joe. This is the same warm up you did yesterday. Click the link below to watch the video or if you have no internet access, do the following for 5 minutes and use the pictures from Thursday to remind you of what the exercises look like. https://www.youtube.com/watch?v=d3LPrhl0v-w 40 seconds: Marching on the spot 15 seconds: Have a break 40 seconds: Star jumps 15 seconds: Have a break 40 seconds: Fast jog on the spot as fast as you can 15 seconds: Have a break 40 seconds: Squats- up and down 15 seconds: Have a break 40 seconds: Climb the rope on the spot</p> <p>The Vertical Jump (10 minutes) We are learning the fundamental movement skill called 'The Vertical Jump'. Go to the Classwork tab on the top of your screen, click the Sport folder and click on the document called Vertical Jump for Friday 1st May. Open the video to watch how this skill is performed. There is a word document available for more teaching points of this skill. If you do not have internet access, the document is below. Practise doing this skill by yourself.</p>
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Vertical jump

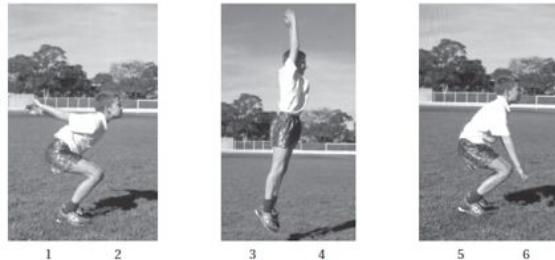
Practising the skill

- Students practise swinging the arms back above the horizontal position. They jump as high as possible to get maximum momentum.
- Incorporate the vertical jump into action songs and simple games, such as "Simon says."
- Students jump and touch the wall with finger tips. Record the height of the jump with chalk.
- Students use mini-trampolines or beat boards to gain height. Focus students on landing softly.
- Students jump from a range of steps or boxes onto soft mats, aiming for maximum height and a soft landing. They can also jump up onto steps, stable boxes or low benches using legs and arms to gain height.
- Incorporate this skill into games: for example, basketball or netball when reaching for a rebound or receiving a pass; or in volleyball or Newcombeball, when blocking or spiking at the net.

About the skill

The vertical jump is a locomotor skill that involves being able to jump as high as possible. It is the basis for jumps used in gymnastics, some forms of dance and a range of sports, such as basketball, volleyball and Australian Rules Football. It is similar to the standing broad jump in terms of its phases, components and preparation and landing. Because the vertical jump is related to a wider range of sports, games and physical activities, it is considered to be a more fundamental movement skill than the standing broad jump.

Skill components



1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. Forceful forward and upward swing of the arms.
4. Legs straighten in the air.
5. Lands on balls of the feet and bends knees to absorb landing.
6. Controlled landing with no more than one step in any direction.

Activity: Circle Jump (15 minutes)

Use chalk to draw circles outdoors or use hula hoops. Place 6 circles in a line around half a metre apart from each other. Jump from circle to circle using a double foot take-off and land. After jumping out of the last circle, run back to the beginning and repeat. If you have a family member playing with you, tag the next person and continue this until everyone has had a turn.

Activity: High Leap (15 minutes)

Get a family member to stand in front of you with their hand in the air. Using a good run up try and leap up and give them a high five. Have ten goes and see if you can get a little higher each time.

Remember to ensure the following:

- Correct jump technique:
- Eyes focused forward or upward.
- Crouches down with knees bent and arms behind the body.
- Forceful forward and upward swing of the arms.
- Legs straighten in the air.
- Lands on balls of the feet, and bends knees to absorb landing.
- Controlled landing with no more than one step in any direction.

Sentence-a-day (Approximately 15 minutes)

Complete your Nouns-exit slip. This is located in the Classwork tab on the top of the screen. Choose the Exit Slip topic folder. Click the document called Nouns Exit Slip for Friday 1st May. Open the Google form and complete the quiz. Once you have completed the 3 questions press Submit. If you don't have access to the internet, here is a copy of the quiz.

Record your answers and upload or post them if you can. If you can't, get an adult to check your answers.

Week 1, Term 2: Nouns Exit Slip

What is a noun?

- A describing word
- A naming word
- An action

Type the word or words in the sentence that is/are nouns. My mum likes to dance in the house.

Short answer text

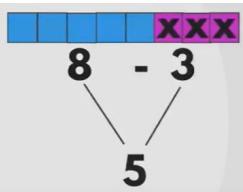
Type a sentence using a noun. After your sentence, type the words which are nouns.

Long answer text

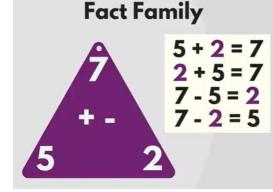
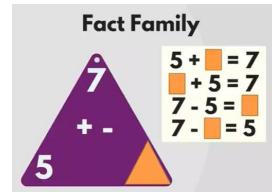
Handwriting (Approximately 25 minutes)

We are learning the stick letter 'j'. Watch the following link to assist how to write a 'j' <https://www.youtube.com/watch?v=4hmTW7rftKM> Practise forming the letter j on a whiteboard, chalk board, or chalk outside on the concrete or on paper. Practise writing the following words that begin with j- jolly, joke, jam, just. **REMEMBER: Capital J has no line across (no hats). The video has a hat on the J however in NSW Foundation style there is no hat, your capital J looks like this: J and lowercase looks like this: j**

Break	11:00-11:30: Make sure you have recess and play (no screens)
Middle	<p>11:30 Learning Begins</p> <p>Tri-reading (Approximately 15 minutes)</p> <p>Visit storyline online https://www.storylineonline.net/ to hear a book being read to you or try Vooks and choose a story to listen to. https://watch.vooks.com/browse If you can't access the internet, ask someone at home to read you a story.</p> <p>Maths- Daily number sense (5-10 minutes)</p> <p>Addition and subtraction facts are related. That means they can be used together to work different combinations. We call them fact families. For example: $5+3=8$, so $8-3=5$ and $8-5=3$. Watch the youtube link to have this explained in more detail. https://www.youtube.com/watch?v=3Tw_G6JYa48 If you don't have access to the internet, look at the screenshots below.</p>



5	+	3	=	8
3	+	5	=	8
8	-	3	=	5
8	-	5	=	3



Can you create two addition number sentences and two subtraction number sentences with the following numbers:

4, 6, 10

or

20, 9, 11

Number Facts

Knowing one fact can help with other facts.

Problem of the day (5-10 minutes)

Read the problem of the day. Show your working out. Can you write a number sentence to show your working out?

Challenge: Could you use both an addition and a subtraction number problem to show your working out?

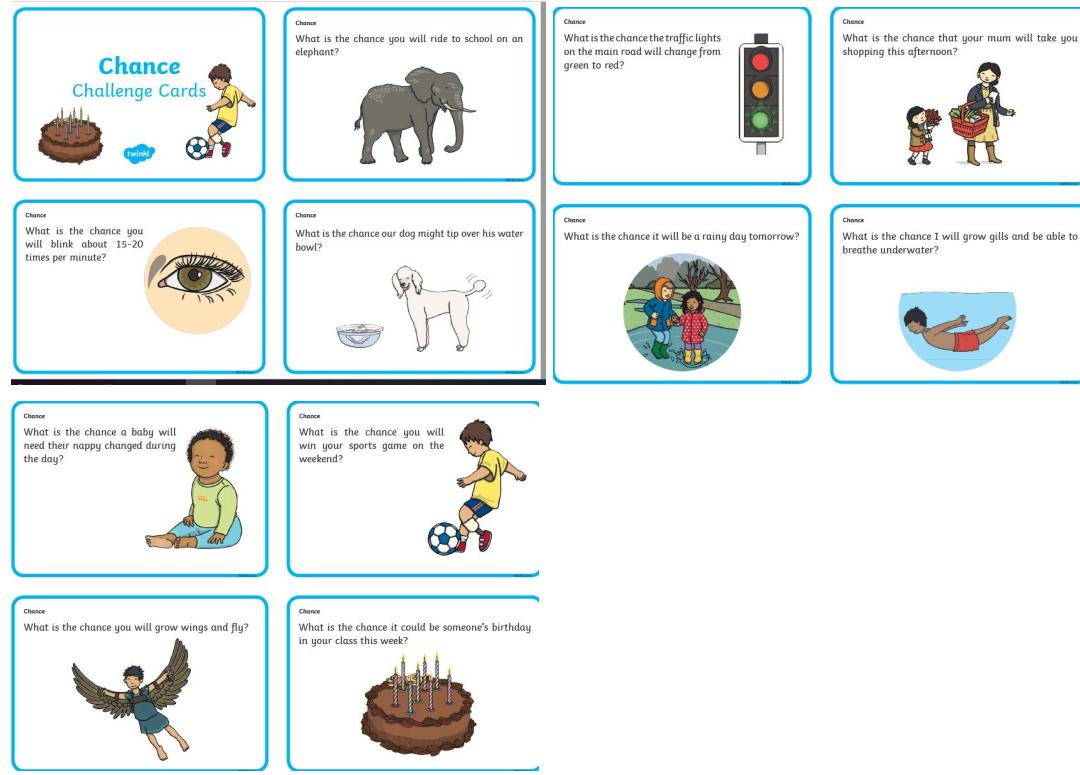
If you had 20 plums and you use 13 to make jam, how many would you have left?



Activity- Chance (Approximately 50 minutes)

Identify and distinguish between possible and impossible events

This activity aims at understanding that possible and impossible are opposites. Impossible are things that can not happen at all. Possible are things that can happen. Using the challenge statements below, decide which statements are either possible or impossible. Explain your reason why you think this. If you are having difficulty reading these cards, listen to Mr Kilpatrick read you these statements. To find the video go to the Classwork tab, click the Maths topic folder, click the Video of challenge statements.

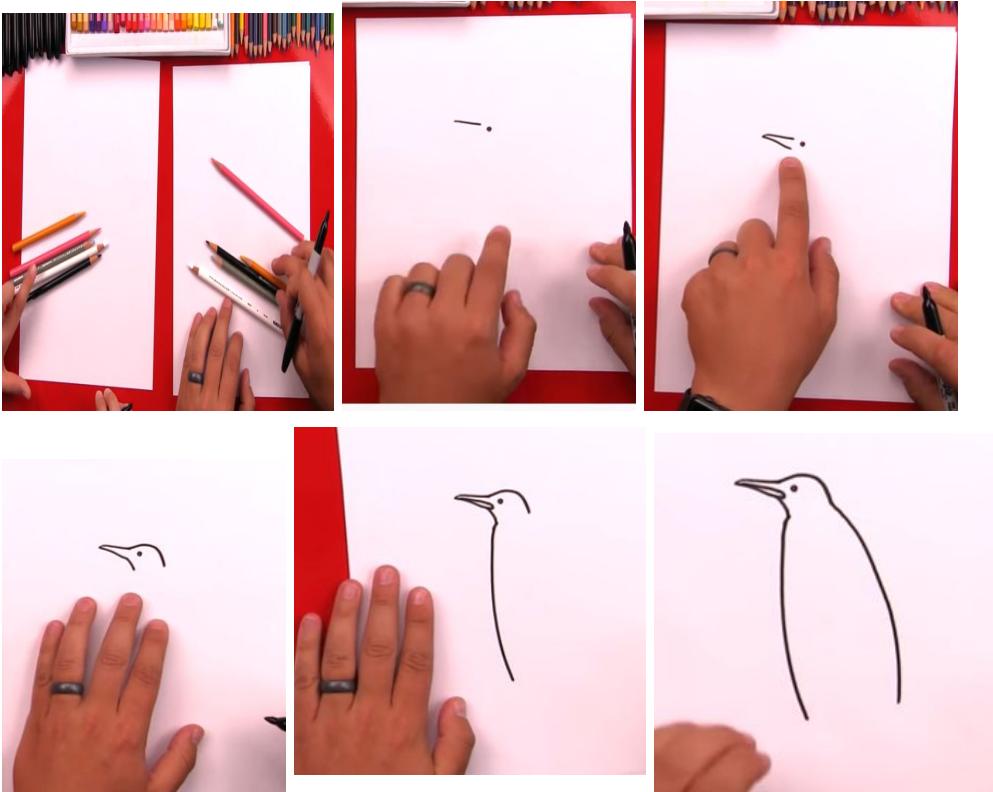


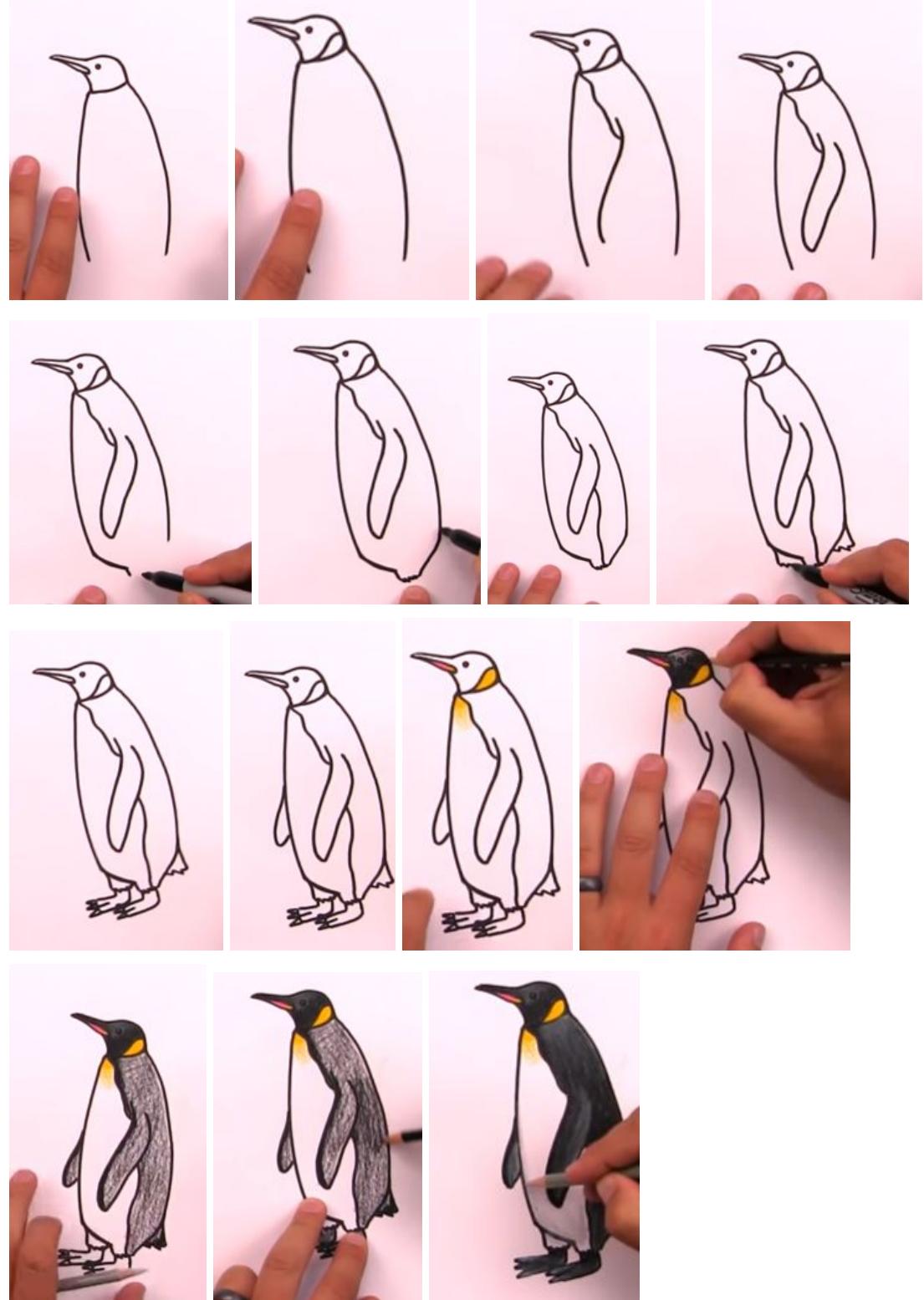
Using the 4 chance words 'impossible', 'unlikely', 'likely' and 'certain' as headings, sort the statement cards into these 4 groups. If you would like to print these, they are located in the Classwork tab, Maths topic Folder, Sorting template and statement cards. You could also draw your own table on a piece of paper and draw the symbol to represent the statement in the correct column. For example- you could draw a cloud with snow to represent -'It will snow tomorrow' or you could write the sentence.

Can you add a statement of your own to each column?

Impossible	Unlikely	Likely	Certain

It will snow tomorrow.	I will drive a car tonight.	I will eat something today.	I will watch TV tonight.
The supermarket will give away all their lollies tomorrow.	I won't have a birthday next year.	I will be famous one day.	I will see a dragon in the playground this week.
I will fly with my own wings next week.	I will go to the Moon one day.	It will be dark tonight.	My teacher will turn into a mermaid if they get wet.

Break	1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)
Afternoon	<p>1:45 Learning Begins</p> <p>Tri-reading (Approximately 15 minutes) Listen to an adult read you a story or listen to a story online https://www.freechildrenstories.com/</p> <p>Topic Talks (Approximately 5 minutes) You can read your sentences about your holidays to your family or share a video of it on our google class stream.</p> <p>Art- Directed Drawing of realistic Emperor Penguins You are doing a directed drawing of a realistic Emperor Penguin. This drawing is more difficult than the drawings from the previous weeks. Click the link to watch the directions. Remember you can pause it and rewatch it as many times as you need. Have a few practise turns and when you have mastered the skill, upload and share your drawing with everyone. It is a good idea to watch the video first before you begin to draw so you know what to expect. https://www.youtube.com/watch?v=Y1APW_4J8dw If you don't have internet access, see if you can find a picture of an emperor penguin to copy or copy the picture below. Colour it in.</p> 



Congratulations on a whole week of learning. Enjoy the weekend!