

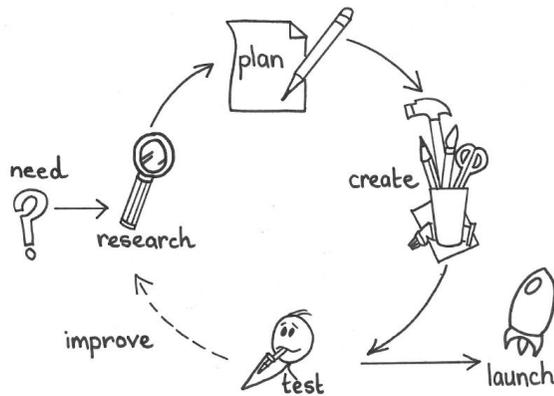
Year 1 Home Learning

Unit of Inquiry



Design and build a system using your toys. It could be a theme park, playground, zoo, bus, road or railway system. It might be something else! Draw the system first. Discuss the parts it will need. What will people's role be in the system? i.e. a bus has wheels, seats, a number, Octopus reader, windows, doors, an engine (parts). It has a driver and passengers (people). Photograph your finished system and email the photo to your teacher with a brief description.

Wednesday 13/11



1) Using our design cycle, test out the system you created yesterday. Are all of the parts working correctly? Are the people you added doing their role? If not, change the system so it works. Plan your changes on a piece of paper and add them to your system.

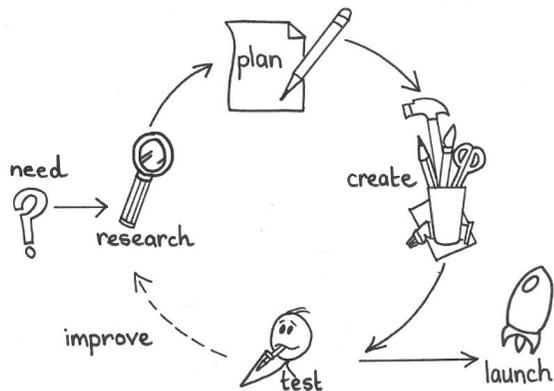
2) Add labels to the different parts of your system. Where is the entrance? Exit? What parts are very important for your system to work? Add their labels.

3) Draw the different parts of your system that make it work.

4) Draw the people in the system, who uses it, who makes it, who helps the system work?

Thursday 14 / 11

Design and build a system to solve a problem. Can you make a system that moves a marble or small ball into a container?



Using the design cycle, discuss the problem with your child and explain what they need to do. *Research* the problem by making connections to toys they have used at home or in school. Can the children think of something that moves marbles? *Plan* the system and think about the materials you will need. Draw and label your design. *Create* the system using cardboard, paper, or other items that you have around the house. Once it's built, *test* your system by *launching* it. Does it work or does it need some *improvements*? Discuss any improvements that are needed. What's going wrong? How could we fix it?



- 1) Practice writing or making the alphabet (both lowercase and uppercase) in a creative way, e.g pour sand or some uncooked rice into a shallow dish and use your finger to make the letter shape, or use playdough or a wet paint brush on concrete or tiles outside.
- 2) Cut out some letters from an old magazine and see if you can make your name, your friend's name, and anyone in your family, even your pet!
- 3) Walk around your house and either draw a picture or write the word for things that begin with any of these letters, S M C T or G. (e.g spoon, salt shaker, sugarbowl, saucepan etc).

Wednesday 13/11

- 1) Using an old magazine or newspaper, cut out both uppercase and lowercase letters. If you do not have either, write a lot of different letters on a piece of paper and cut them out (or use the letters you wrote and practiced yesterday). On a separate piece, draw a line down the middle. Glue or tape all uppercase letters on one side of the paper. Glue or tape all lowercase letters on the other side of the paper.
- 2) Continue with your word hunt by walking around your house and either draw a picture or write the word for things that begin with any of these letters, P R L D or H. (e.g pepper shaker, lettuce, dishes, hat etc).

Thursday 14 / 11

- 1) Practice writing your alphabet both lowercase and uppercase. Once you have done this, highlight the curved shape you see in the letter with one colour and use a different colour to highlight the straight lines in the letter. E.g 'a' I would highlight the round part of the a with pink and the straight line on the right side of the letter with blue. What do you notice? How are the upper case letters different to the lower case?
- 2) Write a story! Make sure that you are drawing pictures and trying to add writing to your story. Add the different skills that you have learned from authors like; thought bubbles, speech bubbles, actions and movement, feelings and

emotions expressed in the drawings, large print to show yelling or shouting, etc.



Can you use your toys or food to make repeating patterns?

- **Extend** this activity:

- Draw your patterns on paper
- Build patterns that include different elements in the one pattern including colours, sizes and shapes.
- Adult or brother / sister can begin pattern and you complete it

<https://www.youtube.com/watch?v=BQ9q4U2P3ig> - Can you make patterns using your body?

Mathematics-Numbers

Go on a number hunt around your apartment or building. Can you write the numbers you see and draw a picture of where the numbers are e.g. on a clock.

How many numbers can you find?

Discuss whether they are numbers for:

Naming (19th floor, Number 3 bus)

Money (\$20)

Measuring (300g flour, 100cm)

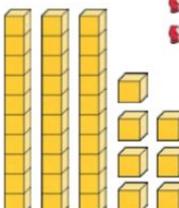
Time (3 o'clock, 12th November, 15:30))



Wednesday 13/11

Can you find one more?

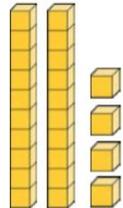
18  22 31

  36 45

Can you find one less?

 21 49

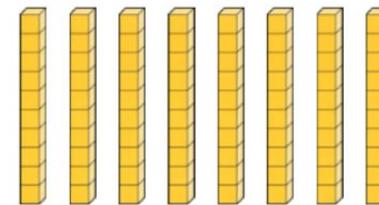
  33 43

Can you write these numbers correctly?

3	7	10	19	2
51	8	51	20	18
9	2	13	4	9
16	14	17		

How many blocks are there?



How did you count?
 Could you count another way?
 Can you make the same amount using objects?

Can you count the fingers?



How did you count?

Could you count another way?

Can you make the same amount using objects?

Can you write these numbers in numerals?

twelve eight fifteen twenty

seven nineteen zero two

eleven sixteen fourteen

eighteen six thirteen seventeen

Thursday 14 / 11

Exploring all the ways to make number 11. Watch the video of the story ['12 ways to get to 11'](#)

Use your toys to explore all the ways to make 11. Draw and write what ways you used or take pictures of it.

Extension or challenge: [100 ways to get to a 100](#) listen to the book. Explore groups of objects to can make to get to 100. What is the fastest way? What is the slowest way?



Explore concept of time.

Have a minute timer on a watch, clock or phone.

How many jumps can you do in a minute ? How many hops can you do in a minute? How many bends can you do in a minute?

Challenge someone else in the home. Can they do more than you ?

What else can you do in a minute? Draw and write down what you can do in a minute.

Wednesday 13/11

Exploring time and movement.

Use your minute timer /watch/phone to time a minute.

What happens when you do big jumps, how many can you do in a minute. Write the number down or tally it. Now do small jumps. How many did you do? Can you work out the difference?

Can you think of exercises you can do in a minute that will be fast? Find out which exercise you can do the most of in a minute.

Can you think of exercises you can do in a minute that will be slow? Find out which exercise you can do the least of in a minute.

Thursday 14 / 11

Fine motor skills

Cutting with scissors is an important life skill and helps build fine motor strength and hand eye coordination children need for writing letters and numbers.



Draw lines and curves onto paper and then cut along these lines.

Make playdough

Makes 1 coloured ball Prep 10 minutes

Remember to not skip any steps!

You will need:

- 8 tbsp plain flour
- 2 tbsp table salt

- 60ml warm water
- food colouring
- 1 tbsp vegetable oil

Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh.



Music

Explore sounds you can find at home. In the kitchen, in your room, in the bathroom.

What sounds do they make-soft, loud, quiet, calming? Can you make a pattern with the sounds? Can you make up a song with these sounds?



Classical Music

Can you draw a sound picture? Listen to the music and draw what it looks like in your imagination. Think about how it makes you feel. What kinds of sounds it has soft, loud, slow, fast. How you might show that in pictures, words and colours.

Wednesday 13/11

Listen to different kinds of music below. Move your body to the music. Think about how your body is moving, fast, slow, calm, angry.

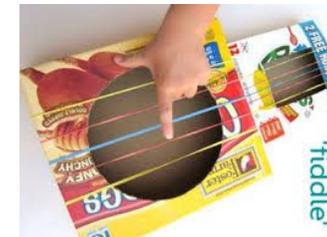
Draw what the different music sounds like, can you make an angry music picture, a happy music picture?

Sad Music Silly Music Angry Music Calm Music

Thursday 14 / 11



1) What musical instruments can you make from household items?



2) Can you make different sounding music? Try to make a song that makes you feel like you are in the different zones of regulation. What does it sound like if you are in the green zone? The yellow? Blue? Red?

What do you have to do differently to express all of those different feelings?