

# Specialist Remote Learning Grade One (Term 3 Week 8)

Date: Monday 7th September - Sunday 13th September

Please check Seesaw/Google Classrooms for the link to your specialist Webex Session and details about what to bring.

## ART

### Victorian Curriculum Components:

**Explore and Express:**-Explore ideas,experiences,observations and imagination and express them through subject matter in visual artworks they create

### Learning Intention:

Can I create my own Happy Hatch Day illustration inspired by the picture storybook 'Happy Hatch Day'?

### Success Criteria:

- I can draw and colour a picture inspired by the picture storybook 'Happy Hatch Day'.

### Learning Task:

- 1) Watch the video [Reading With Rogers, 10](#). You might want to pause at some pages to take a closer look at the pictures.
- 2) Think about what you would like your dinosaurs to be doing. They could be playing football or chasey? Playing in the park? At a birthday party?
- 3) Draw your picture, featuring 3 or more dinosaur juniors, first with a grey lead then colour it in.
- 4) Make sure each dinosaur junior is a different colour.
- 5) You can show me your picture during your Webex lesson in week 9.

### Reflection:

What would you name your dinosaurs? You can share your answer in Webex lesson in week 9.

No Webex lessons this week

## Music

### Victorian Curriculum Components:

Exploring contrasting tone colours on the same instrument.

### Learning Intention:

What are some different sounds that I can make with my home-made instrument?

What shapes can I create to represent those different sounds?

### Success Criteria:

- I have experimented with ways to make different sounds.
- I have drawn 3 images to show 3 ways to play my instrument or object.
- I have submitted my '3 Ways To Play....' task on Seesaw.

### Learning Task:

1. Look at the paper handout '3 Ways To Play A Tambourine' found in your remote learning pack. There is also a blank template there for you to use with a new instrument of your choice or making.

Webex Lessons:  
None for this week.

2. Watch the Loom video on Seesaw. I have provided a demonstration with the tambourine and another picture demonstration of the home-made lagerphone.
  3. Collect your home-made instrument that you made last week, OR find a real instrument in your house or some other object that can produce a variety of different sounds.
  4. Experiment with ways to produce THREE different sounds. Have a think about how you can show those sounds by drawing a shape, symbol or simple picture.
  5. Open the template on Seesaw and complete it by providing the instrument name, a drawing or photo of it and THREE different symbols or images to show THREE different ways of making sounds on it.
  6. Upload a video of you playing your 3 sounds on the instrument and your sound shape drawings on Seesaw.
  7. Use your new instrument or another object to keep the beat with this week's Dr Seuss Rap. It is called [Oh, The Things You Can Think](#)
  8. DANCING: Learn another song from the Stomp Dance Company. Watch and try each step separately with the aid of the instructors and then put it all together with the complete dance routine. HAVE FUN! [Zero To Hero](#)
- Reflection:**  
How were the three sounds you made with your home-made instrument different or similar to each other?

## Japanese

### Victorian Curriculum Components:

Translating: Using pictures to translate the meaning of single words

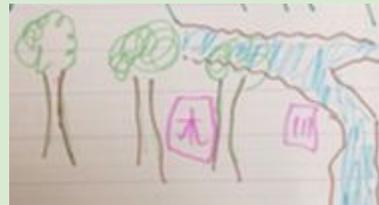
Informing: Expressing factual information about qualities such as colour あか、あお、しろ、くろ、きいろ

### Learning Intention:

How can I show what some words mean?

### Success Criteria:

- I can finish creating my own landscape picture
- I can label a picture with *kanji* characters to show the meaning
- I can be a risk-taker and describe my picture in Japanese
- Extension: I can describe the colours in my picture, in Japanese



### Learning Activity:

**\*Note\* 1L and 1R, we will do this in our Webex lesson this week. 1F and 1S you will do this lesson independently.**

1. Today we will finish creating our Japanese landscape picture. Drawing in the 日 (*hi*) and a picture of a 人 (*hito*) wherever you like in your picture.
2. Cut out the *kanji* labels and stick them to label the parts of your picture.
3. In class or with someone at home, have a go at using your Japanese to tell someone the different parts of your picture in Japanese. For example, 'This is a 山 (*yama*). It is a mountain'; 'This is a 日 (*hi*). It is the sun'.

### Webex Lessons:

**Week 8, Friday, 11<sup>th</sup> September**

Please bring:

- \*Japanese home learning pack
- \*Your artwork so far
- \*Coloured pencils
- \*Scissors (*hasami*)
- \*Glue (*nori*)

**1L** at 1:45 p.m.

**1R** at 2:15 p.m.

4. Challenge: Can you use your Japanese to tell someone any colours that you have used in your picture? You may like to look at your colours sheet or listen to the song again (on Seesaw).

**Reflection:**

Were you able to be a risk-taker and use your Japanese to tell someone about your picture?

**Physical Education**

**Victorian Curriculum Components:**

Identify rules and fair play when creating and participating in physical activities.

Development of locomotor and object control skills, participate in games demonstrating object control skills

Trial different ways to run, jump, leap and skip – which are more successful?

**Learning intention**

Why do we skip, hop and jump in triple jump?

**Success criteria**

- I can list three good things that happened this week, through Positive Education
- I know what games Diyari Koolchi is similar to
- I know how to do triple jump
- I can pace myself in middle distance running

**Learning activity**

**1.) Warm-up-**

\* Jog on spot for 1 min \* 30 sec stretch \* 10 leap frogs \* 10 walking lunges \* 15 squat kicks  
\* 25 mountain climbers \* 15 skips on spot \* 15 your choice

**2.) [Positive education week 3](#)**

**3.) Yulunga Indigenous game-** Diyari Koolchi **Fill out the worksheet and submit on Seesaw.**

**4.) Triple jump technique-** Watch this video if you miss the session on [triple jump](#). Practice your triple jump in your backyard, front yard, driveway or hallway. **(We will be going through triple jump in your Webex session)**

**5.) Middle Distance Running Challenge:** You will need to find a suitable space e.g. park, oval, footpath that meets the distance you are required to run for your age group. You will need to measure out your relevant distance using a smart watch, google earth or a bike computer. To find out more information about the set up for this activity click here for the [SSV Virtual Cross Country Challenge](#). Record your score on the event website above and try and beat your time.

**Reflection-** Why is thinking positive so important? What skills did you use to aim in Diyari Koolchi? Why is it important to look forward when jumping forward? What does pacing mean in middle and long distance running?

**No Webex lessons this week**