



**Barramurra**  
Public School

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# Learning from Home Package

Week 9 Term 3

**YEAR ONE**



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Home Learning Matrix

Monday Activities

Tuesday Activities

Wednesday Activities









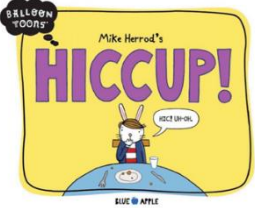







Thursday Activities














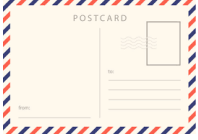




Friday Activities

# Home Learning Matrix - Term 3 Week 9

## Stage 1

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wacky Wednesday	Thursday	Friday
Learning Warm Up	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.
Zoom		<b>Class Zoom</b>  10:30am			<b>Class Zoom</b>  10:30am
Reading	<b>Reading Visual Literacy</b>   Listen to Miss Fedda read on Seesaw, then complete the activity on Seesaw or in your booklet.	<b>Reading Visual Literacy</b>   Listen to Miss Fedda read on Seesaw, then complete the activity on Seesaw or in your booklet.	<b>Reading Visual Literacy</b>  Complete the activity on Seesaw or in your booklet	<b>Reading Visual Literacy</b>  Read through the comic on Seesaw or in your booklet, then watch the short film on Seesaw.  Complete the activity on Seesaw or in your booklet.	<b>Reading Visual Literacy</b>  Read through the comic on Seesaw.  Complete the activity on Seesaw or in your booklet.
Writing	<b>Writing Adverbs</b>  Watch Mrs Berry's video, then complete the activity on Seesaw or in your booklet.  	<b>Writing Adverbs</b>  Complete the activity on Seesaw or in your booklet	<b>Writing Prepositions</b>  Watch Mrs Berry's video, then complete the activity on Seesaw or in your booklet.  	<b>Writing Prepositions</b>  Complete the activity on Seesaw or in your booklet	<b>Writing Comic Strips</b>  Complete the activity on Seesaw or in your booklet

	Monday (cont.)	Tuesday (cont.)	Wacky Wednesday	Thursday (cont.)	Friday (cont.)
<b>Maths</b>	<p><b>Maths Year 1</b> <b>Months of the Year</b></p>  <p><b>Maths Year 2</b> <b>Time</b></p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p><b>Maths Year 1</b> <b>Days in the Month</b></p>  <p><b>Maths Year 2</b> <b>Time</b></p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p><b>Maths Year 1 &amp; 2</b> <b>Calendar</b></p>  <p>Watch Mr Fairbairn's video, then complete the activity on Seesaw or in your booklet</p> 	<p><b>Maths Year 1</b> <b>Seasons</b></p>  <p><b>Maths Year 2</b> <b>Time</b></p>  <p>Watch Mr Fairbairn's video, then complete the activity on Seesaw or in your booklet</p> 	<p><b>Maths</b> <b>Seasons/Months</b></p>  <p><b>Maths Year 2</b> <b>Comparing Durations</b></p>  <p>Complete the activity on Seesaw or in your booklet</p>
<b>Other KLAs</b>	<p><b>PD/H/PE</b> <b>Being a Good Friend</b></p>  <p>Watch Miss Fedda's video, then complete the activity on Seesaw or in your booklet.</p> 	<p><b>Geography</b> <b>Postcard</b></p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p><b>Science</b> <b>Unit Wrap Up</b></p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p><b>Physical Education</b> <b>Spiderman Workout</b></p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p><b>CAPA</b> <b>Drama</b></p>  <p>Follow along with Mrs Samra's videos and learn how you can improvise using movements to tell a story!</p> 
<b>Additional Optional Activities</b>	<p><b>Reading Eggs/Fast Phonics (Online English)</b> Log on to Reading Eggs and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.</p> <p><b>Prodigy (Online Maths)</b> Log on to Prodigy and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.</p> <p><b>Outdoor Physical Activity and Play</b> Teachers will post some ideas for things you can do each day on Seesaw. You could post a picture or video of yourself getting out and getting active.</p> <p><b>Department of Education - Learning from Home Resources</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></p>				

# MONDAY

## What's Planned Today?

Reading

Writing

Maths

PD/H/PE



# Reading Eggs and Math Seeds

It's time for some fun on Reading Eggs and Math Seeds

1. Log onto your Reading Eggs account and go to the spelling section. Complete your spelling lesson for the day.



2. Log onto your Math Seeds account and go to the Mental Minutes section. Complete the activity that is there.



When you are finished playing, write down how many Eggs and Acorns you earned on Seesaw

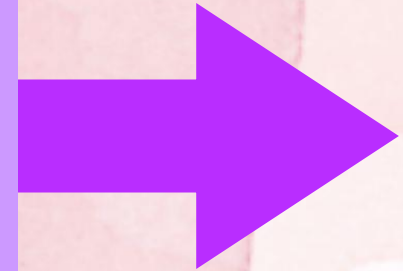
I have \_\_\_ eggs on Reading Eggs.



I have \_\_\_ acorns on Math Seeds.



Click onto the next two pages to find out how to log into Reading Eggs and Math Seeds





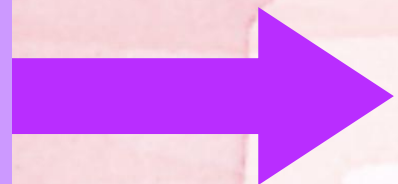
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1. Log onto your Reading Eggs account and click on Reading Eggs.
2. On Reading Eggs click on the Spelling house.
3. Complete your spelling lesson for the day.
4. When you are finished, write down how many eggs you now have!



Click on the next page to find out how to log into Math Seeds

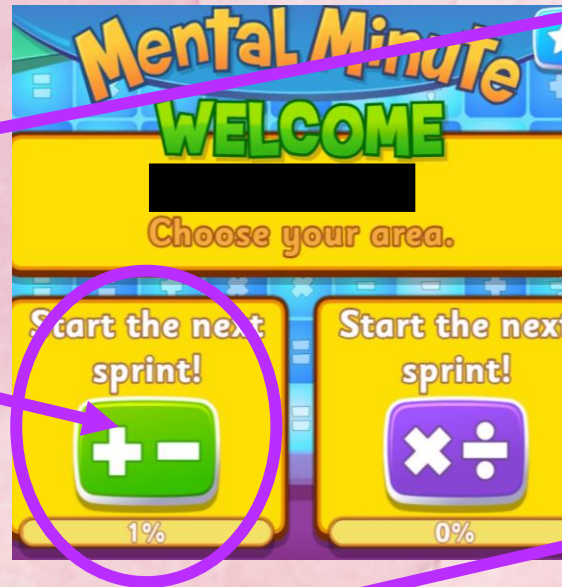
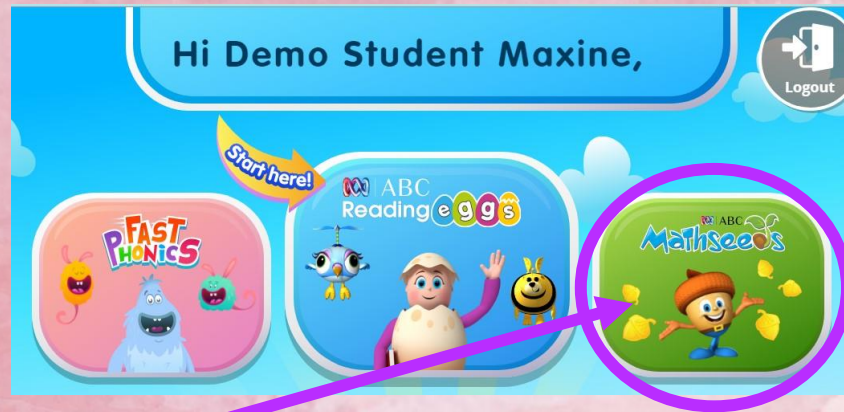




# Math Seeds

It's time for some fun on Reading Eggs and Math Seeds.

1. Log onto your Reading Eggs account and go to Math Seeds.
2. On Math Seeds go to the Mental Minutes section.
3. Click on the + - section and complete the activity that is there next.
4. When you are finished, write down how many acorns you now have!



Mental Minute

Complete!

Driving Tests







# How to find your student login codes

1. On Class Seesaw find the journal sidebar and click on the folder button, next to your name.
2. Select folder – Home Learning Codes and Logins.
3. Find your student login card.
4. Use the username and passcode to log into the app you are using.


**Step 1**







**Step 2**



**Step 3 & 4**



Program	Username	Password
 NSW Education	<input type="text"/>	<input type="text"/>
 Reading	<input type="text"/>	<input type="text"/>
 prodigy	<input type="text"/>	<input type="text"/>
 PM eCollection	<input type="text"/>	<input type="text"/>

Stage 1 Reading

Week 9 Monday

**See**

Watch Miss Fedda read 'The Red Book' on Seesaw WHILE completing this activity.

If you cannot access Seesaw, please contact your child's teacher for access to an alternate link.

**Think**

**Wonder**

Stage 1 Reading  
Week 9 Monday

Complete this activity  
after watching Miss Fedda  
read 'The Red Book' on  
Seesaw.



What will happen next?

Make your prediction by finishing these sentences.

I think that what could happen next is \_\_\_\_\_

\_\_\_\_\_

I say this because I know that \_\_\_\_\_

\_\_\_\_\_

The pictures in the book also showed me that \_\_\_\_\_

I think this because \_\_\_\_\_



## Writing Week 9 Monday - Adverbs

### Learning Intention

I am learning about adverbs and their purpose

### Success Criteria

- I can identify adverbs in sentences
- I can turn adjectives into an adverbs

Part of this lesson has been recorded. Please head to Seesaw to view the lesson video or ask your teacher for an alternate link



## Wanda's Spell Book

To change an adjective to an adverb, just add -ly to the end of the word. For example:

quiet = quietly

Except for:

- If the adjective ends in a y, change the 'y' to an 'i' before adding -ly. For example:

sleepy + ly = sleepily

- If the adjective ends in an -able, -ible or -le, change the 'e' to a 'y'. For example:

probable = probably

- If an adjective ends in -ic, just add -ally (except public = publicly).

basic = basically

Using the information in Wanda's Spell Book, circle the correct adverb of each adjective in the lists below:

- cheap   cheapily   cheapically   cheaply
- easy   easily   easily   easically
- terrible   terribly   terribly   terribly
- gentle   gently   genetically   gently
- tragic   tragically   tragicy   tragicely
- lucky   luckily   luckily   luckically
- slow   slowly   slowly   slowically
- happy   happily   happily   happically

Writing Week 9  
Monday - Adverbs

**Learning Intention**

I am learning about adverbs and their purpose

**Success Criteria**

- I can identify adverbs in sentences
- I can turn adjectives into an adverbs

Circle the adverb in each of the sentences on the page. Remember that an adverb describes a verb. A verb is a doing word. An adverb usually ends in 'ly'



I carefully glued the model aeroplane together.

The man shouted loudly.

We all slowly walked home.

The dog yawned lazily.

Go there quickly!

He was dangerously unpredictable.

He smiled happily at her.

# MATHS - MONDAY Week 9 - YEAR 1

Step 1: Watch the video Months of the Year Song at <https://youtu.be/Fe9bnYRzFvk>

Step 2: Complete the activity on the next page by writing the months of the year in the correct order.



# WRITE THE MONTHS IN THE CORRECT ORDER

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

March	February
April	May
October	September
December	June
August	January
November	July

# S1 PDHPE

## Friendship

Think about all the things we've learnt about being a good friend. Write down all the ways you can finish this sentence. One has been done for you.

Watch the video on Seesaw BEFORE completing this activity.

If you cannot access Seesaw, please contact your child's teacher for access to an alternate link.



fun to be  
around

## S1 PDHPE Friendship

Think about all the things we've learnt about what a good friend does. Write down all the ways you can answer this question. One has been done for you.



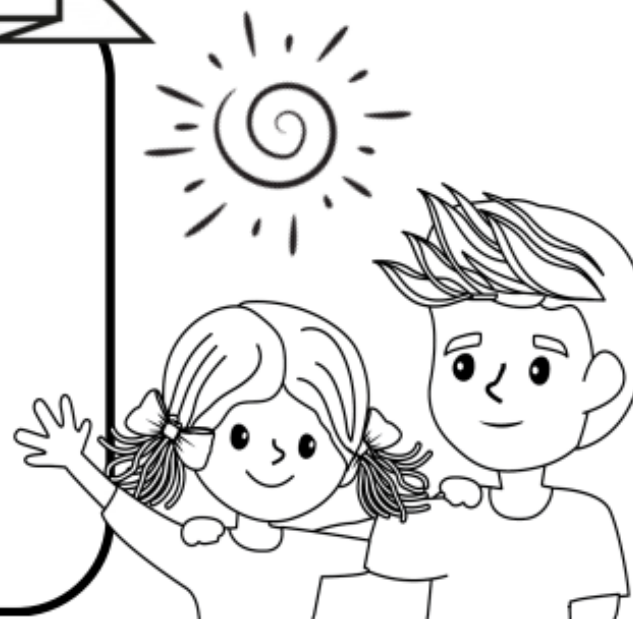
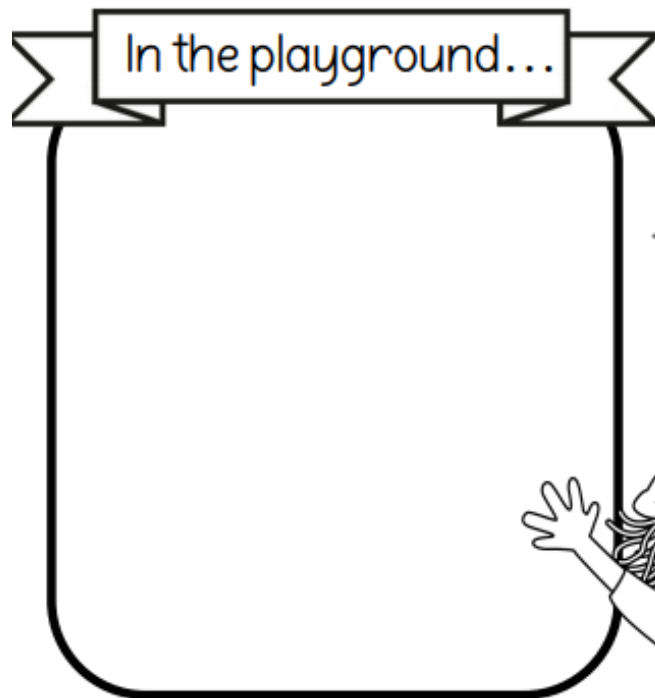
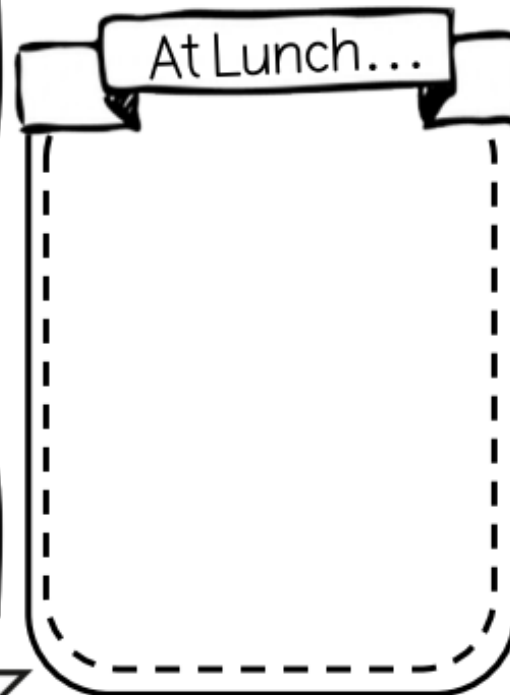
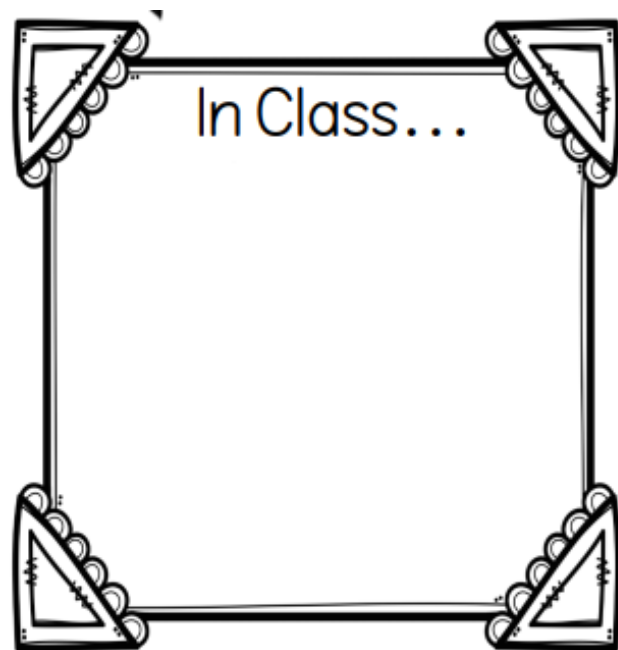
**WHAT DO  
FRIENDS DO?**

spend  
time  
together



**S1 PDHPE**  
**Friendship**

Think about all the things we've learnt about being a good friend. Write down or voice record how you can be a good friend in each scenario.



# TUESDAY

## What's Planned Today?

Reading

Writing

Maths

Geography

★ everything ★  
★ is ★  
figureoutable

# Reading Eggs and Math Seeds

It's time for some fun on Reading Eggs and Math Seeds

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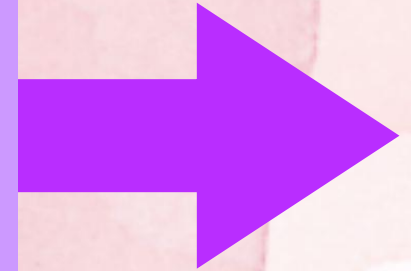
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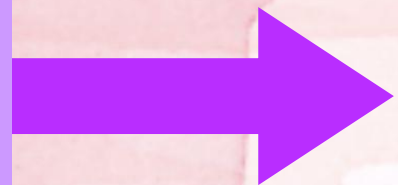
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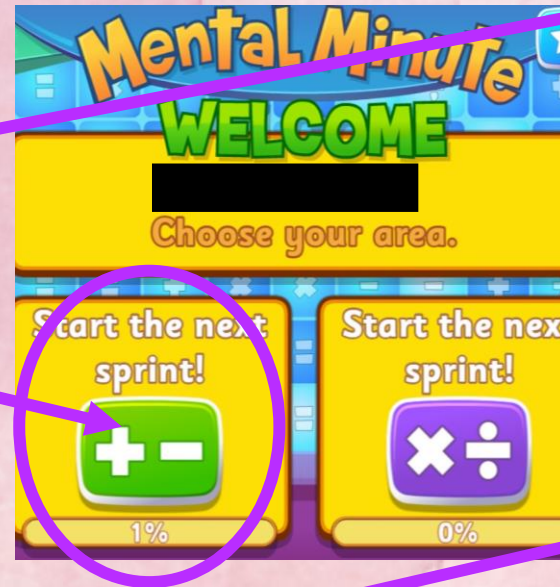




# Math Seeds

It's time for some fun on Reading Eggs and Math Seeds.

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# Stage 1 Reading

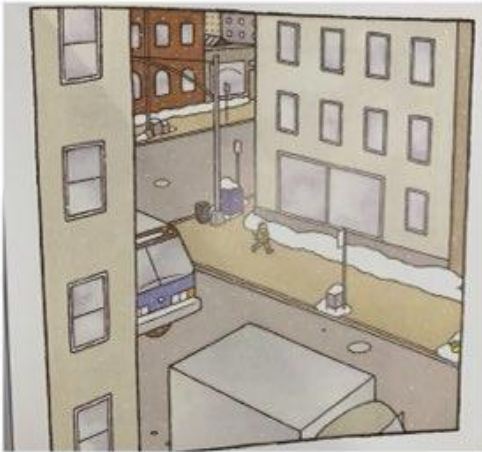
## Week 9 Tuesday

Watch Miss Fedda read the rest of 'The Red Book' on Seesaw BEFORE completing this activity.

If you cannot access Seesaw, please contact your child's teacher for access to an alternate link.

### The Red Book ~ Setting

Share what you know about the setting by answering these questions.



Where in the world do you think the girl is? How do you know?



What season do you think it is, where the girl lives?

# Stage 1 Reading

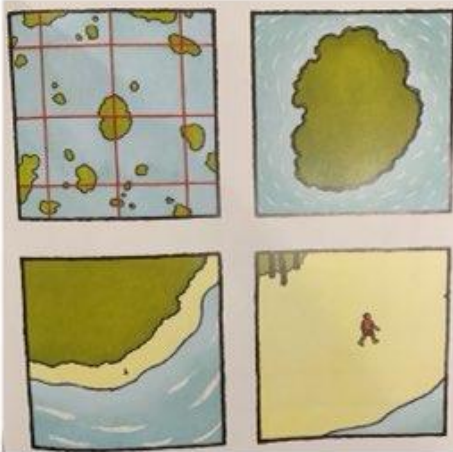
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# Writing Week 9

## Tuesday - Adverbs

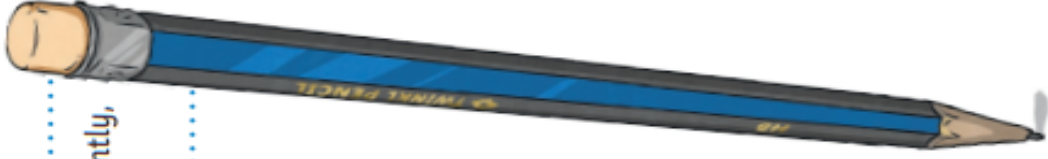
### Learning Intention

I am learning about adverbs and their purpose

### Success Criteria

I can choose an adverb to describe a verb

For each incomplete sentence below, add an **adverb of manner** to describe the verb. You may choose from the word bank below or include your own ideas.



.....  
..... quickly, quietly, foolishly, slowly, noisily, angrily, happily, neatly, silently,  
..... hurriedly, nervously, sleepily, gladly, busily, excitedly, crankily  
.....

1. "Where is your homework?" the teacher asked \_\_\_\_\_.
2. "Hooray!" cheered the children \_\_\_\_\_.
3. The lioness \_\_\_\_\_ waited for her prey.
4. "I need a drink of water!" demanded Jack \_\_\_\_\_.
5. She folded up her clothes \_\_\_\_\_ and put them away.
6. I \_\_\_\_\_ walked into the dark tangled woods.
7. "I've just found a magic key!" she exclaimed \_\_\_\_\_.
8. The ocean waves \_\_\_\_\_ crashed onto the shore.
9. The boy yawned \_\_\_\_\_ as he got ready for bed.
10. The music was playing \_\_\_\_\_ in the house next door.
11. "This weather today is awful," Grace grumbled \_\_\_\_\_.
12. I ran \_\_\_\_\_ toward the bus stop, hoping I wouldn't be late.

Write your own sentence for each of the following adverbs of manner:

- mysteriously: \_\_\_\_\_  
\_\_\_\_\_
- merrily: \_\_\_\_\_  
\_\_\_\_\_
- eagerly: \_\_\_\_\_  
\_\_\_\_\_

# TUESDAY MATHS YEAR 1

WRITE THE NUMBER OF DAYS NEXT TO EACH MONTH AFTER WATCHING THE VIDEO FROM [HTTPS://YOUTU.BE/BRU03B5RT3S](https://youtu.be/BRU03B5RT3S)

JANUARY

FEBRUARY

EXCEPT EVERY 4 YEARS DURING A LEAP YEAR, FEBRUARY HAS 29 DAYS.

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

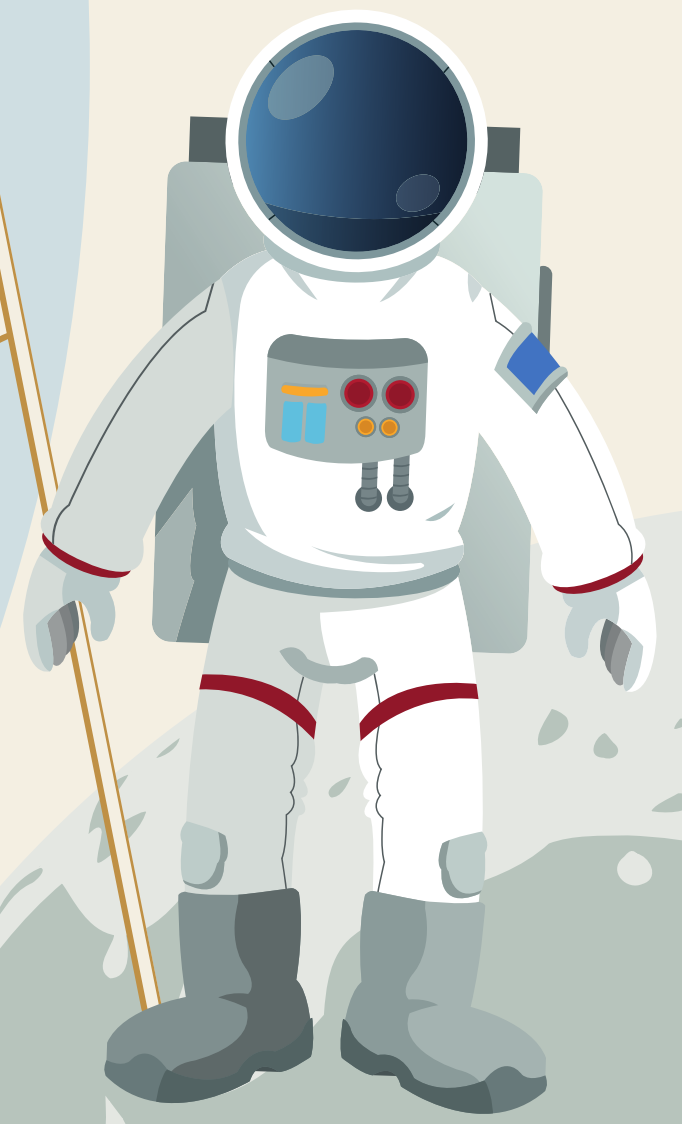
SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

MONTHS LINE UP WITH HOW LONG IT TAKES FOR THE MOON TO ORBIT THE EARTH



= 365 DAYS



FOR THE EARTH TO ORBIT THE SUN

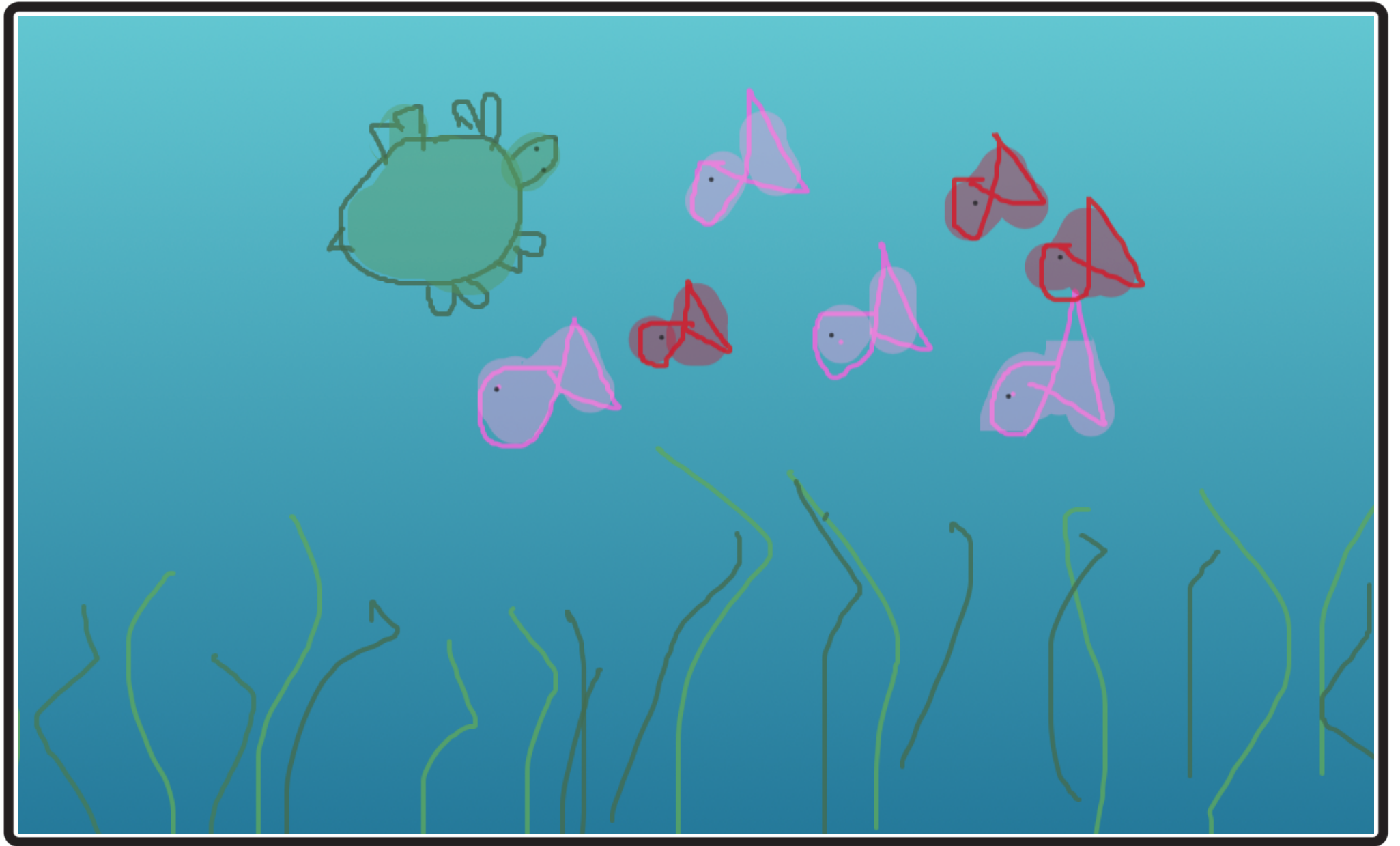
# **Geography Week 9**

## **Create a postcard of an imaginary holiday to the Great Barrier Reef**

Watch this YouTube clip before starting the activity to get ideas:

**<https://tinyurl.com/shxff42n>**

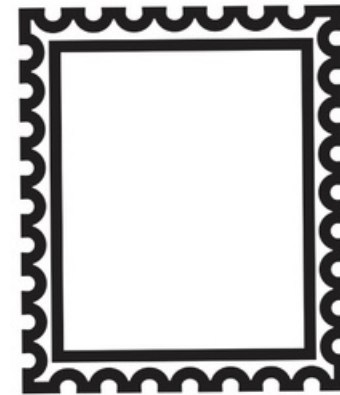
Draw a picture of the Great Barrier Reef (Example)





Write a postcard to your best friend describing what you did and saw on your holiday to the Great Barrier Reef. Below is an example of what you could write.

# POST CARD



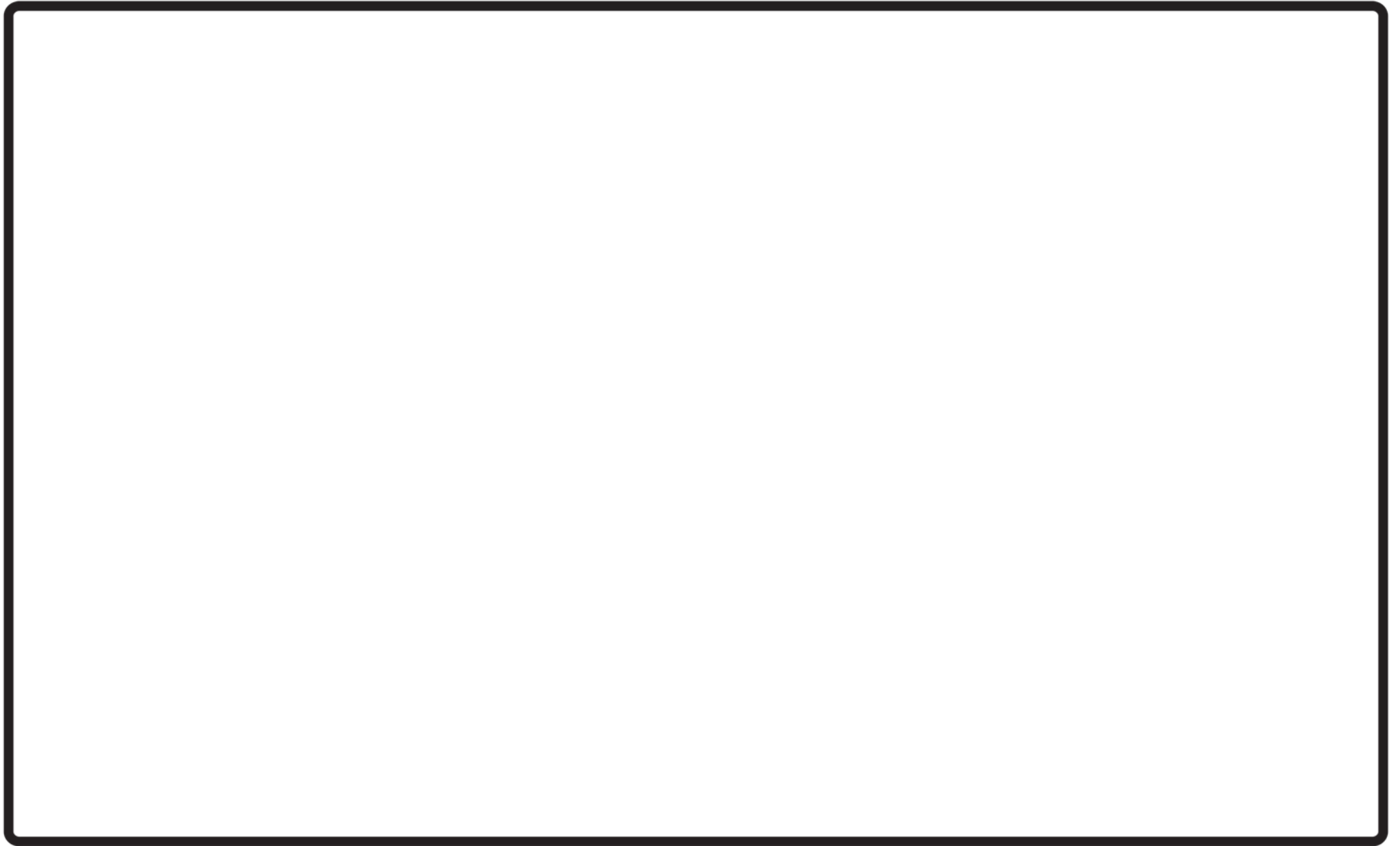
Dear Best Friend  
I am having a great holiday at the Great Barrier Reef. Yesterday we went snorkelling and I saw bright, colourful fish. I also saw a giant turtle when I went on a glass bottom boat.

From Your name

Barramurra P.S  
65 O'Keefe Dr  
Oran Park  
NSW 2570  
Australia

Write the address of Barramurra Public School

*Draw a picture of the Great Barrier Reef*





# WEDNESDAY

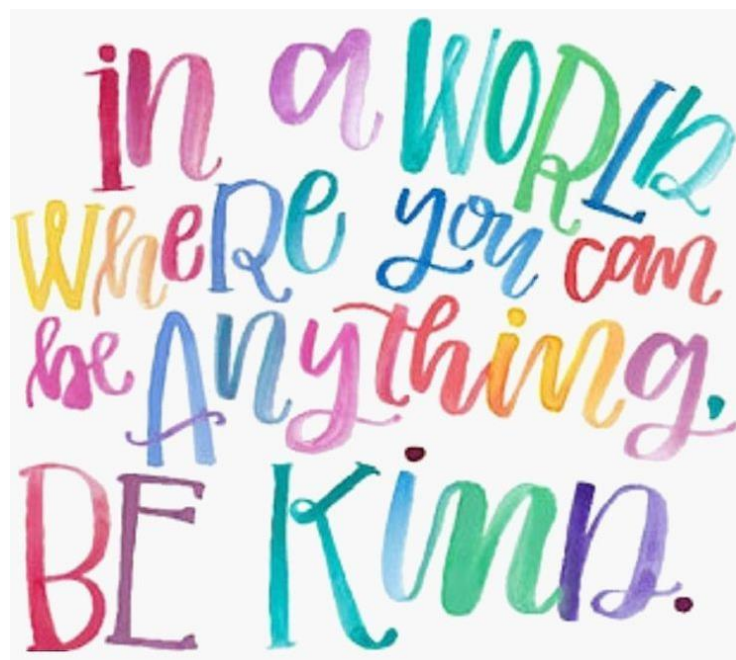
## What's Planned Today?

Reading

Writing

Maths

Science



in a world  
where you can  
be anything.  
BE KIND.



# Reading Eggs and Math Seeds

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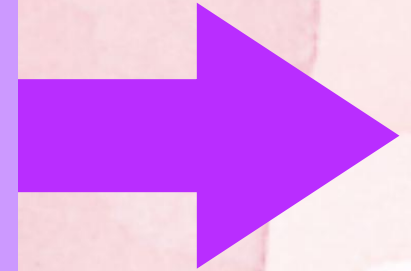
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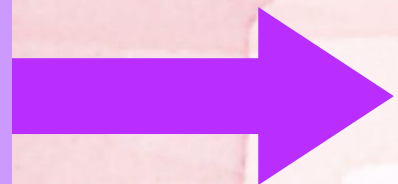
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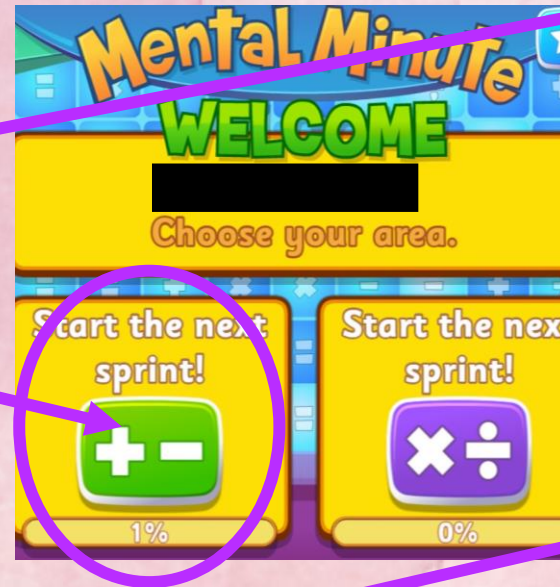




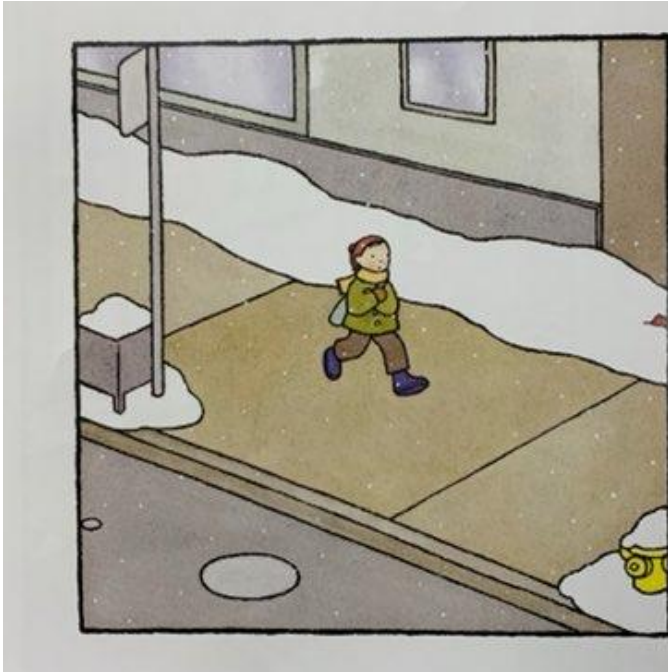
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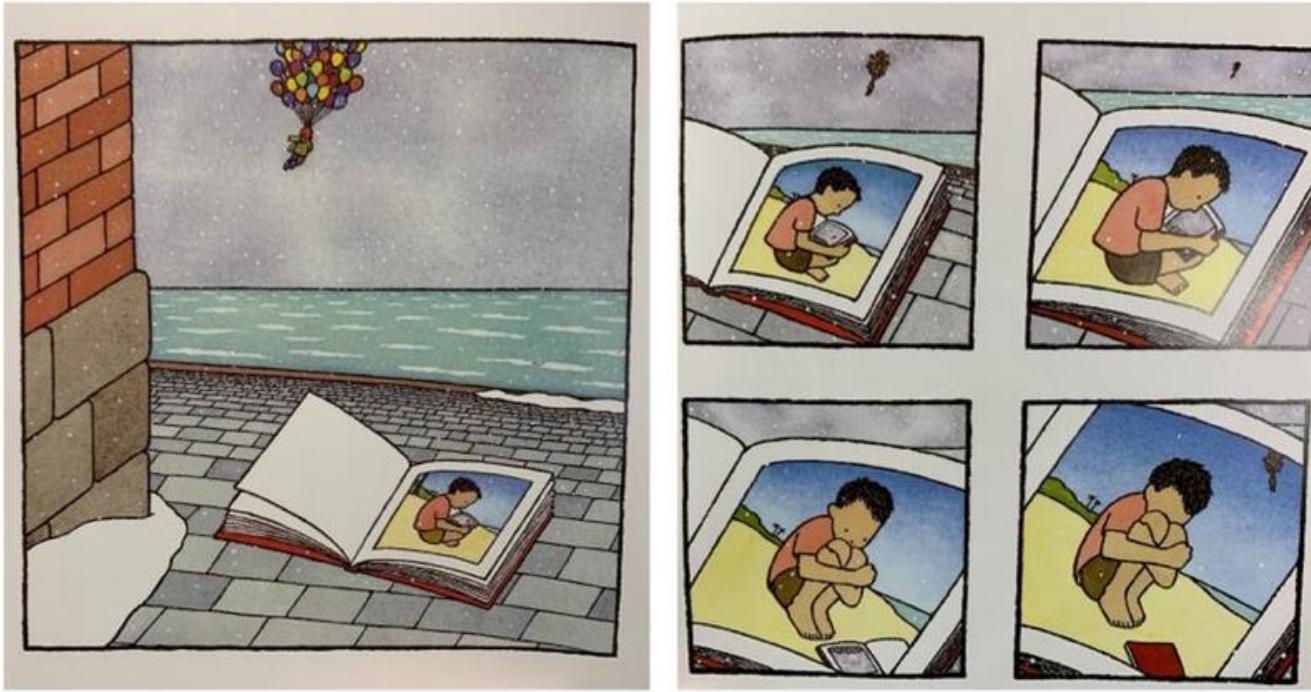
If these pages had writing, what would they say?



Three sets of horizontal dashed lines for writing, enclosed in a pink border.



If these pages had writing, what would they say?



Three sets of horizontal dashed lines for writing, enclosed in a pink border.



Writing Week 9  
Wednesday - Prepositions

**Learning Intention**

I am learning about prepositions.

**Success Criteria**

- ❑ Select the correct preposition to match the picture

Part of this lesson has been recorded. Please head to Seesaw to view the lesson video or ask your teacher for an alternate link



Match the prepositions in the box to the pictures

- |       |    |          |
|-------|----|----------|
| above | in | behind   |
| below | on | in front |



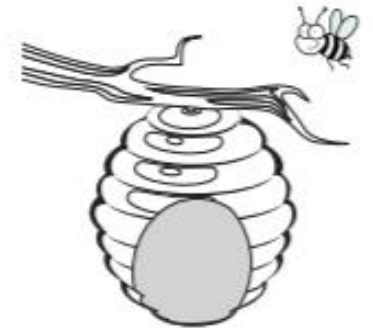
The bee is \_\_\_\_\_ the hive.



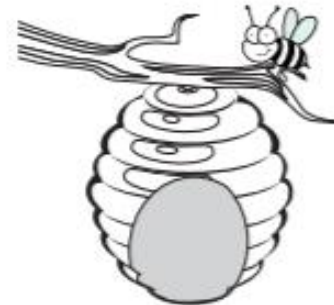
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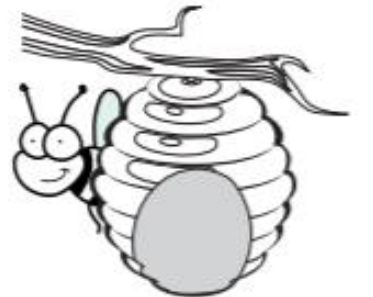
The bee is \_\_\_\_\_ the hive.



The bee is \_\_\_\_\_ the hive.



The bee is \_\_\_\_\_ the branch.



The bee is \_\_\_\_\_ the hive.

## WEDNESDAY WEEK 9 YEAR 1 MATHS

Please note that this lesson has been recorded and is available on Seesaw. If you cannot access Seesaw please contact your child's teacher for access to an alternate link. There is writing involved in this lesson. The template is provided on Seesaw or in this booklet.

Write the answers for each question below

# September 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. How many days are in September? \_\_\_\_\_
2. It is the 8th of September.  
What day is it today? \_\_\_\_\_
3. Circle today's date on the calendar above
4. Look at a calendar and write down the month when it is your birthday \_\_\_\_\_ What date is it? \_\_\_\_\_



# What did we learn this term?



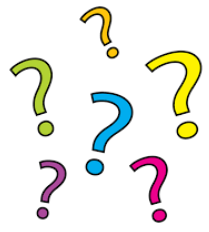
Complete the three activities to show your teachers what you learnt this term in Science!

## The Big Picture – looking at levels of understanding

**ACHIEVING**

Draw a landscape and sky. Label one thing that can change on the land and in the sky.

Activity 1



# What did we learn this term?

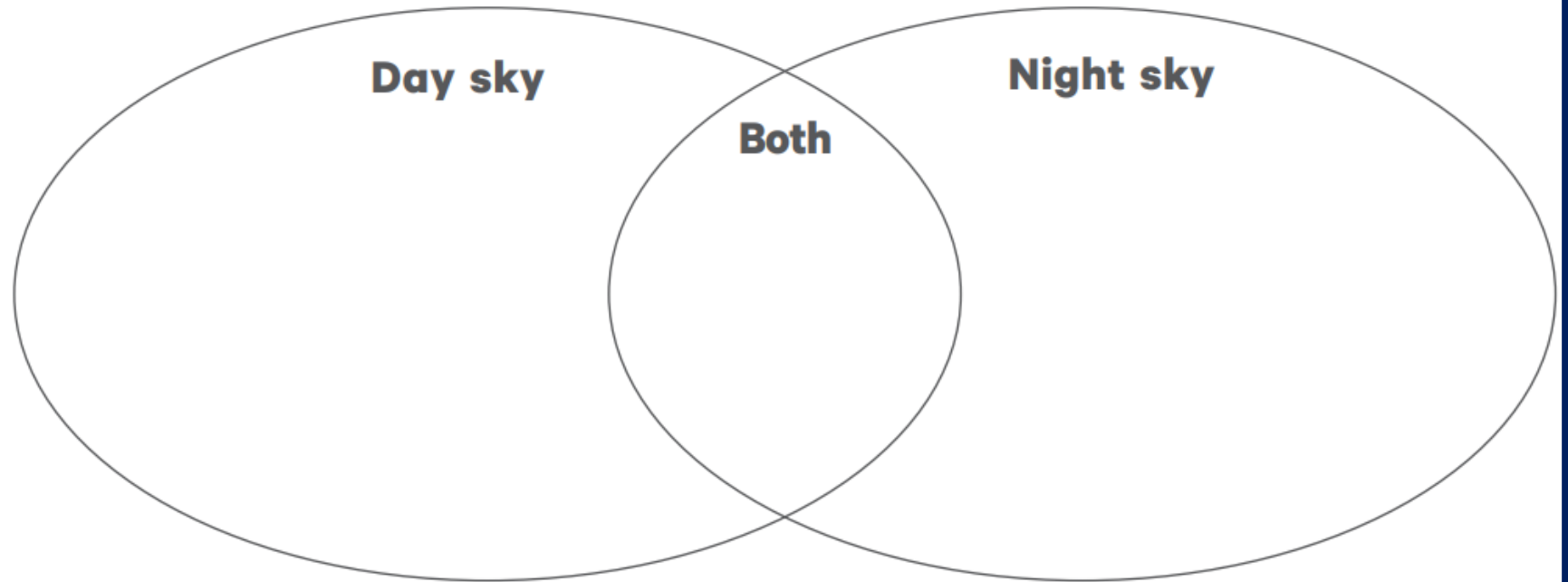


Complete the three activities to show your teachers what you learnt this term in Science!

## The Big Picture – looking at levels of understanding

### TAKING IT FURTHER

Draw and label what you could see in the sky during the day and night. In the middle, draw what can appear in both.



Activity 2



# What did we learn this term?

Complete the three activities to show your teachers what you learnt this term in Science!



## The Big Picture - looking at levels of understanding

### HIGHER ORDER THINKING

What if the weather never changed? How would you feel?  
What could happen?



Activity 3



# THURSDAY

## What's Planned Today?

Reading

Writing

Maths

PE

A PERSON  
WHO NEVER  
MADE A  
MISTAKE,  
NEVER  
TRIED  
ANYTHING  
NEW

Albert Einstein

# Reading Eggs and Math Seeds

It's time for some fun on Reading Eggs and Math Seeds

1. Log onto your Reading Eggs account and go to the spelling section. Complete your spelling lesson for the day.



2. Log onto your Math Seeds account and go to the Mental Minutes section. Complete the activity that is there.



When you are finished playing, write down how many Eggs and Acorns you earned on Seesaw

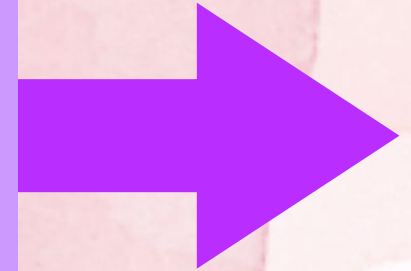
I have \_\_\_ eggs on Reading Eggs.



I have \_\_\_ acorns on Math Seeds.



Click onto the next two pages to find out how to log into Reading Eggs and Math Seeds



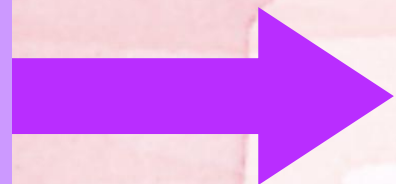
# Reading Eggs

It's time for some fun on Reading Eggs and Math Seeds.

1. Log onto your Reading Eggs account and click on Reading Eggs.
2. On Reading Eggs click on the Spelling house.
3. Complete your spelling lesson for the day.
4. When you are finished, write down how many eggs you now have!



Click on the next page to find out how to log into Math Seeds

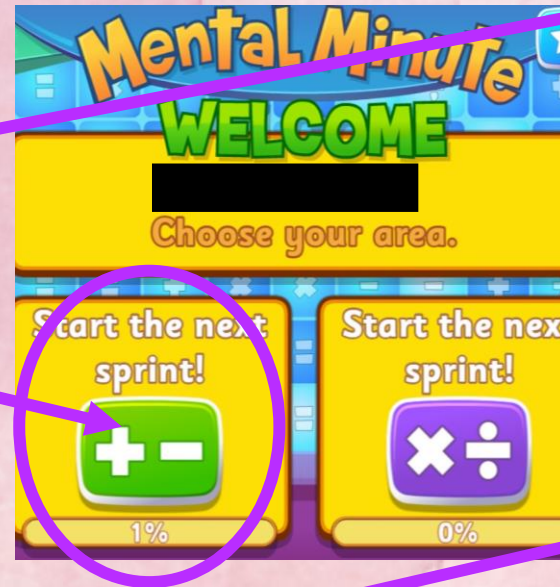




# Math Seeds

It's time for some fun on Reading Eggs and Math Seeds.

1. Log onto your Reading Eggs account and go to Math Seeds.
2. On Math Seeds go to the Mental Minutes section.
3. Click on the + - section and complete the activity that is there next.
4. When you are finished, write down how many acorns you now have!









The Present Comic

If you cannot access Seesaw, please contact your child's teacher for access to an alternate link.

## The Present

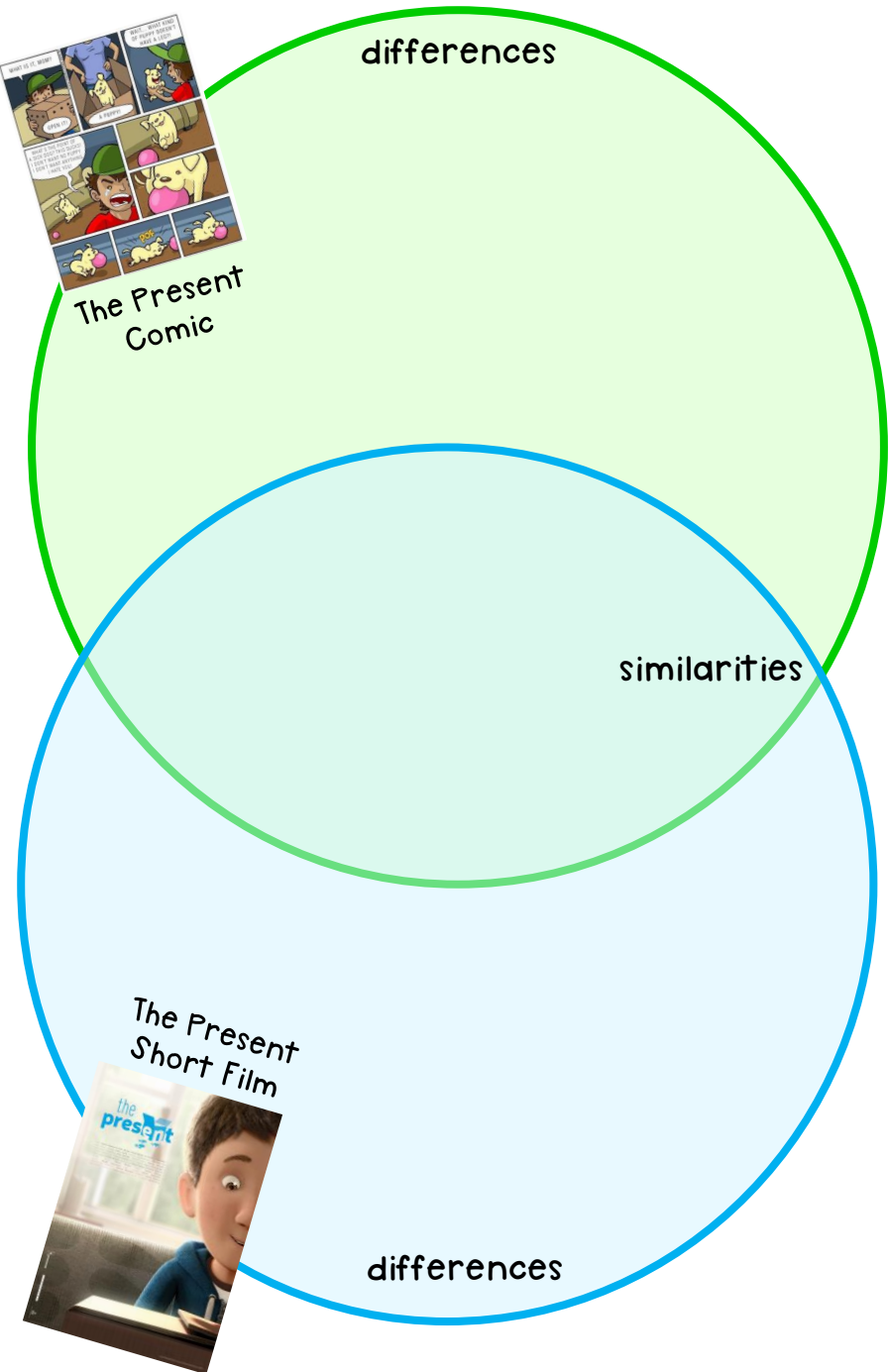
1. After reading the comic strip, go to Seesaw to watch the short film 'The Present'.
2. Once you've watched the short film, complete the Venn diagram. Compare the things that were similar in the middle and write the differences on the outside.
3. Then answer this question. Which version did you prefer? Why? \_\_\_\_\_

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The Present Short Film



## Writing Week 9 Thursday - Prepositions

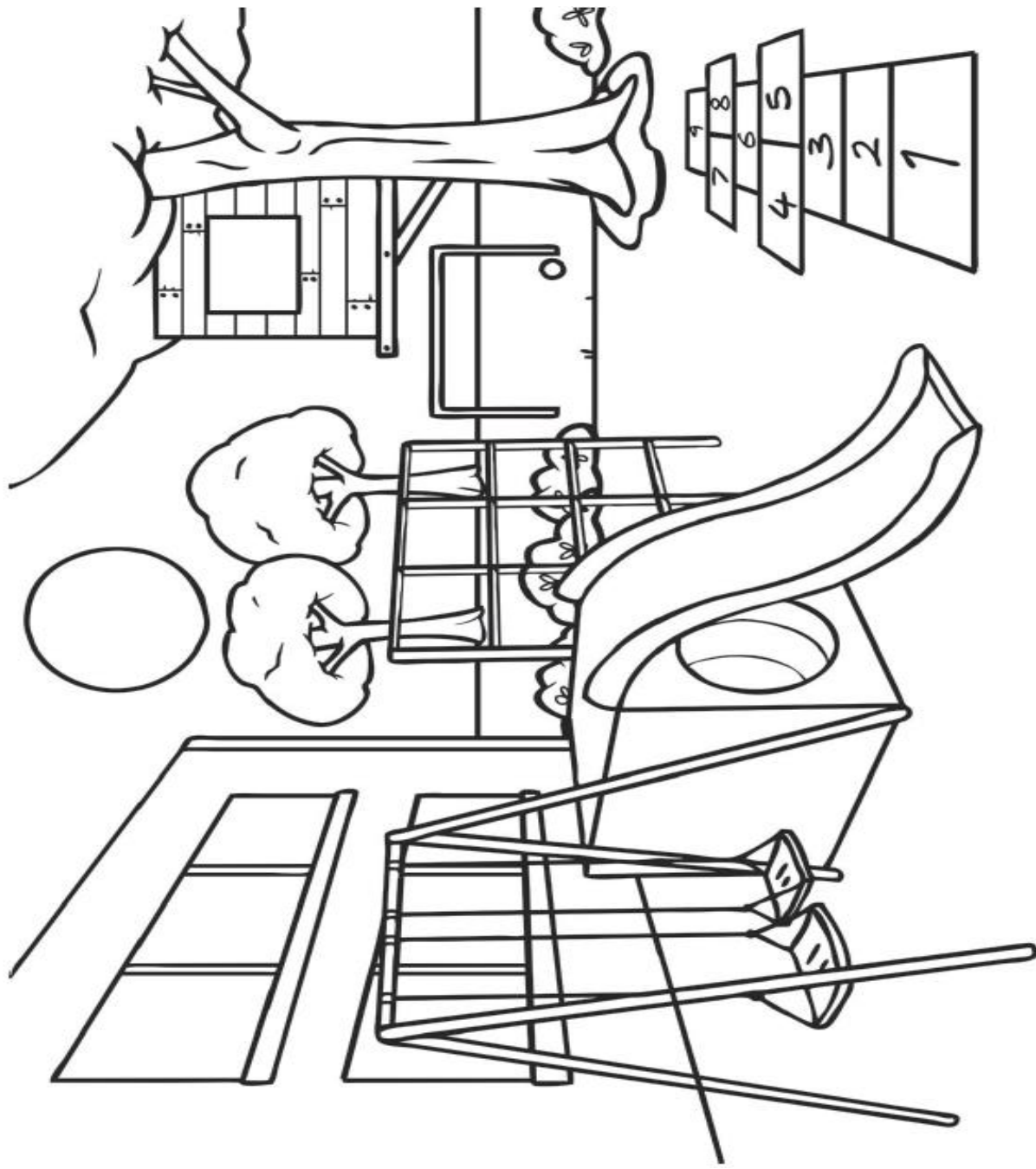
### Learning Intention

I am learning about prepositions.

### Success Criteria

- Circle the preposition in the sentence
- Use preposition word to accurately follow the instructions

1. Draw a young girl on the slide.
2. Draw a boy in the tunnel.
3. Draw a ball under one of the swings.
4. Draw a teacher standing beside the climbing frame.
5. Draw a young girl in front of the tree house.
6. Draw a rabbit behind the flower bushes.
7. Draw a ball between the two goal posts.
8. Draw a young boy inside the tree house.
9. Draw a nest on one of the branches of the tree and draw a bird outside the nest.
10. Draw a teacher next to the tree that has the tree house in it.

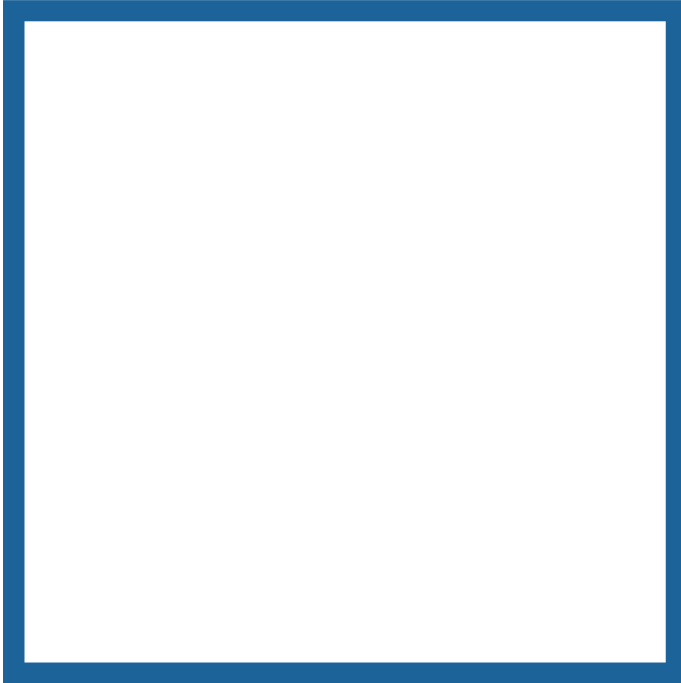


# THURSDAY WEEK 9 YEAR 1 MATHS

Before you commence this activity, watch the video at <https://youtu.be/UQjT5uKp2hg>  
Write the seasons in the correct order below. In the boxes, write or draw things you might see during that season. For example, in spring you might see flowers.

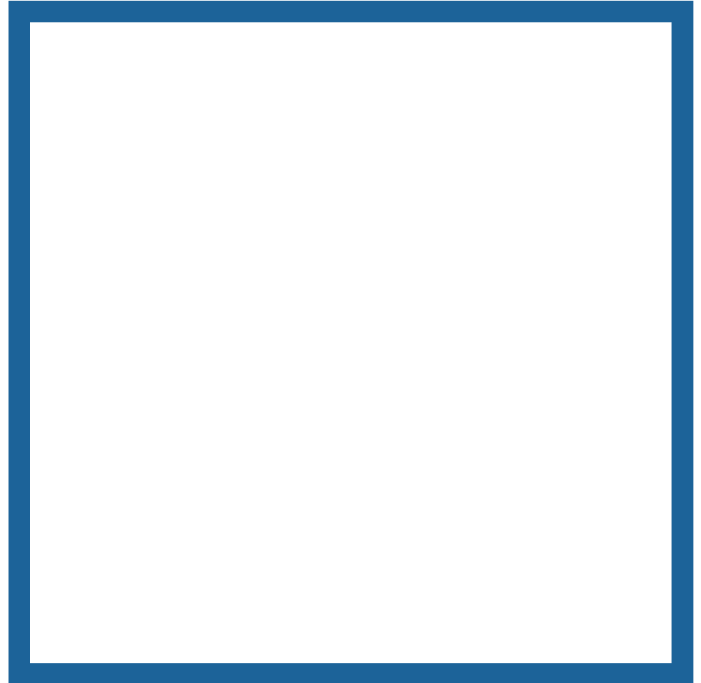
1. Summer

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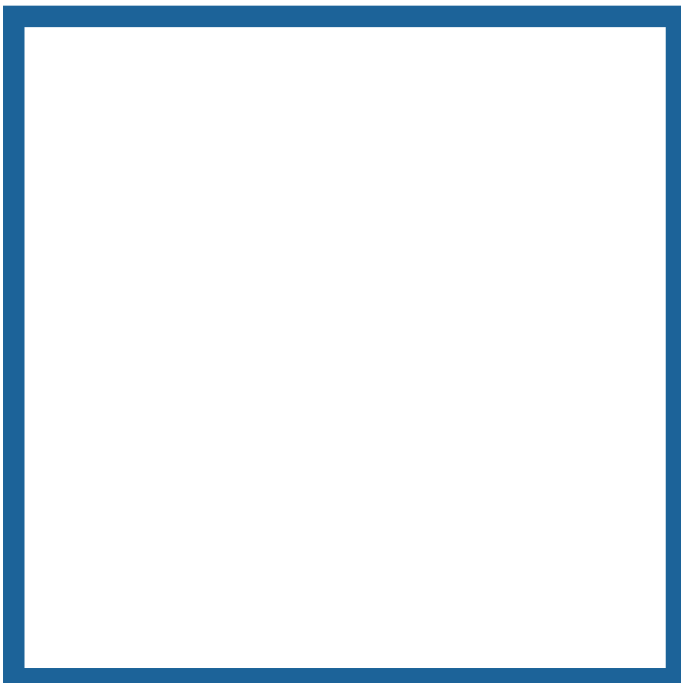
2.

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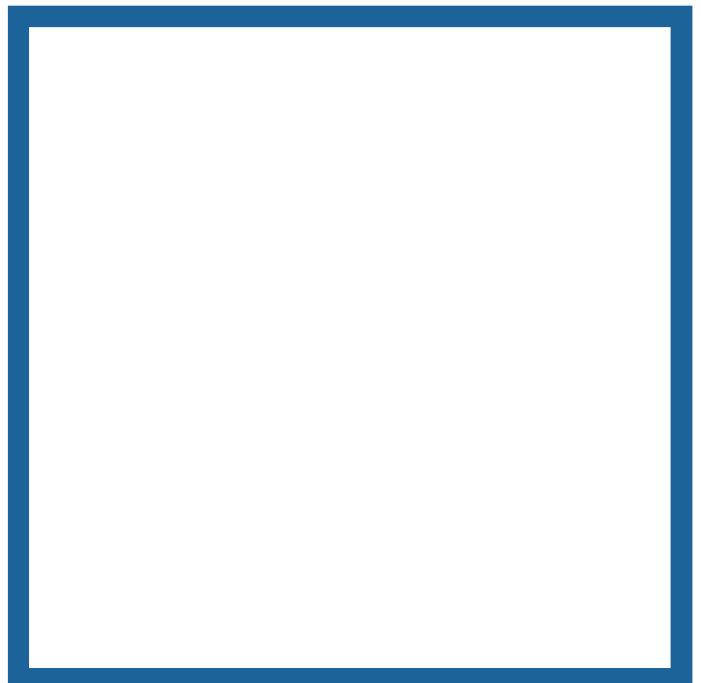
3.

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4.

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We live in the Southern Hemisphere. Write down what season it is in the Northern Hemisphere when:

When it is summer in the Southern Hemisphere, it is \_\_\_\_\_ in the Northern Hemisphere.

When it is autumn in the Southern Hemisphere, it is \_\_\_\_\_ in the Northern Hemisphere.

When it is winter in the Southern Hemisphere, it is \_\_\_\_\_ in the Northern Hemisphere.

When it is spring in the Southern Hemisphere, it is \_\_\_\_\_ in the Northern Hemisphere.

Why are the seasons different in the northern and southern hemispheres? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Watch the video again and look at the picture below if you are not sure**



# WEEK 9 - THURSDAY

## SPORT

Go to the following website:

<https://www.youtube.com/watch?v=2Xlp0Yd6WAo>

Complete the activities and upload a video or photo of yourself to Seesaw doing your favourite activity.



# FRIDAY

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## What's Planned Today?

Reading

Writing

Maths

Creative and Performing Arts



# Reading Eggs and Math Seeds

It's time for some fun on Reading Eggs and Math Seeds

1. Log onto your Reading Eggs account and go to the spelling section. Complete your spelling lesson for the day.



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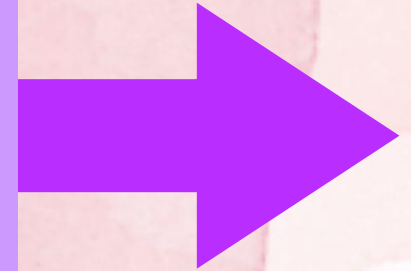
I have \_\_\_ eggs on Reading Eggs.



I have \_\_\_ acorns on Math Seeds.



Click onto the next two pages to find out how to log into Reading Eggs and Math Seeds





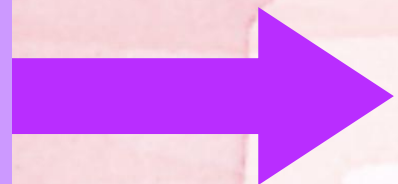
# Reading Eggs

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2. On Reading Eggs click on the Spelling house.
3. Complete your spelling lesson for the day.
4. When you are finished, write down how many eggs you now have!



Click on the next page to find out how to log into Math Seeds

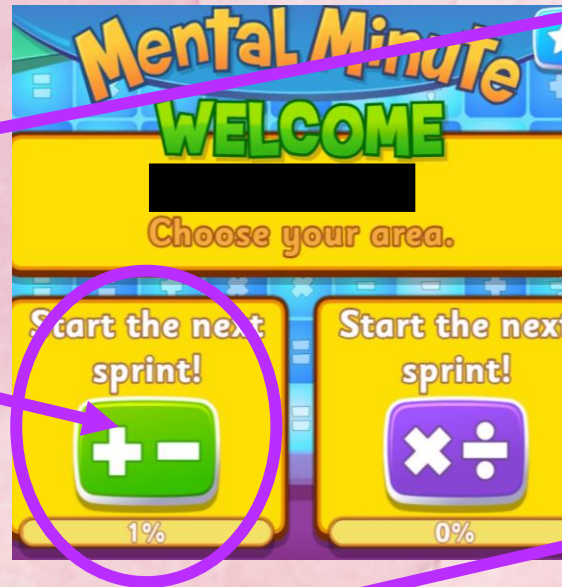
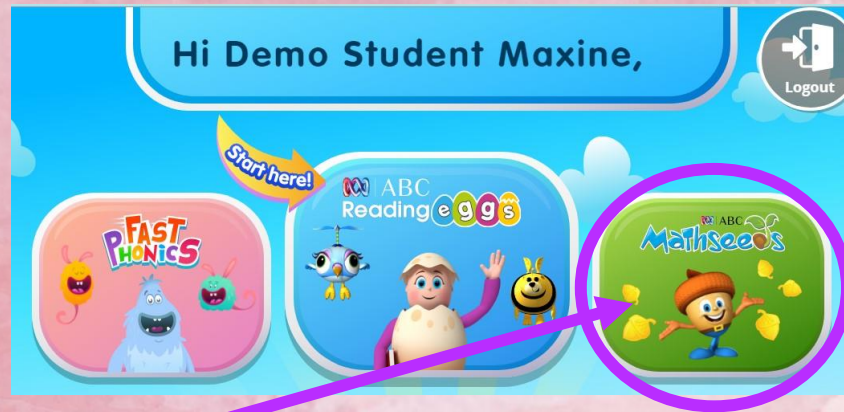




# Math Seeds

It's time for some fun on Reading Eggs and Math Seeds.

1. Log onto your Reading Eggs account and go to Math Seeds.
2. On Math Seeds go to the Mental Minutes section.
3. Click on the + - section and complete the activity that is there next.
4. When you are finished, write down how many acorns you now have!



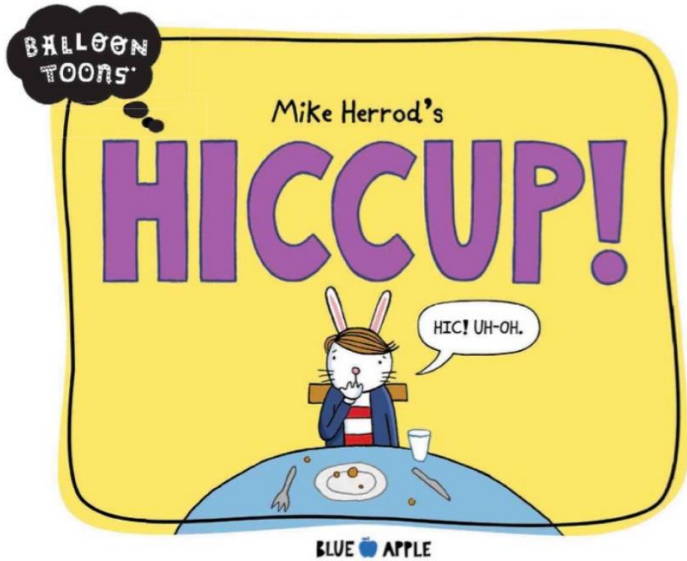
Stage 1 Reading

Week 4 Friday

# Hiccup!

By Mike Harrod

Listen to this comic book on Seesaw, then answer these questions.



What did like or dislike about the comic book?

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Why?

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Would you read more comics like these? Yes/No?

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Why?

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If you cannot access Seesaw, please contact your child's teacher for access to an alternate link.

## Writing Week 9 Fun Friday Comic Strips

### Learning Intention

I am learning to tell a story through a visually

### Success Criteria

- ❑ Create a simple story with a beginning, middle and end
- ❑ Use onomatopoeia and small amounts of writing to support your story
- ❑ Take your time to create colourful and clear pictures for your comic



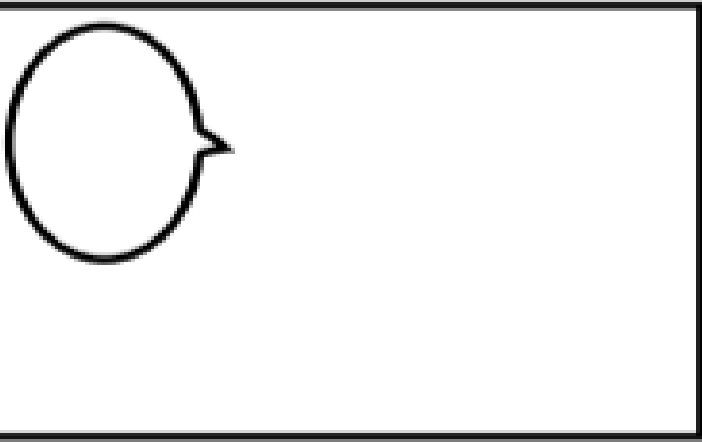
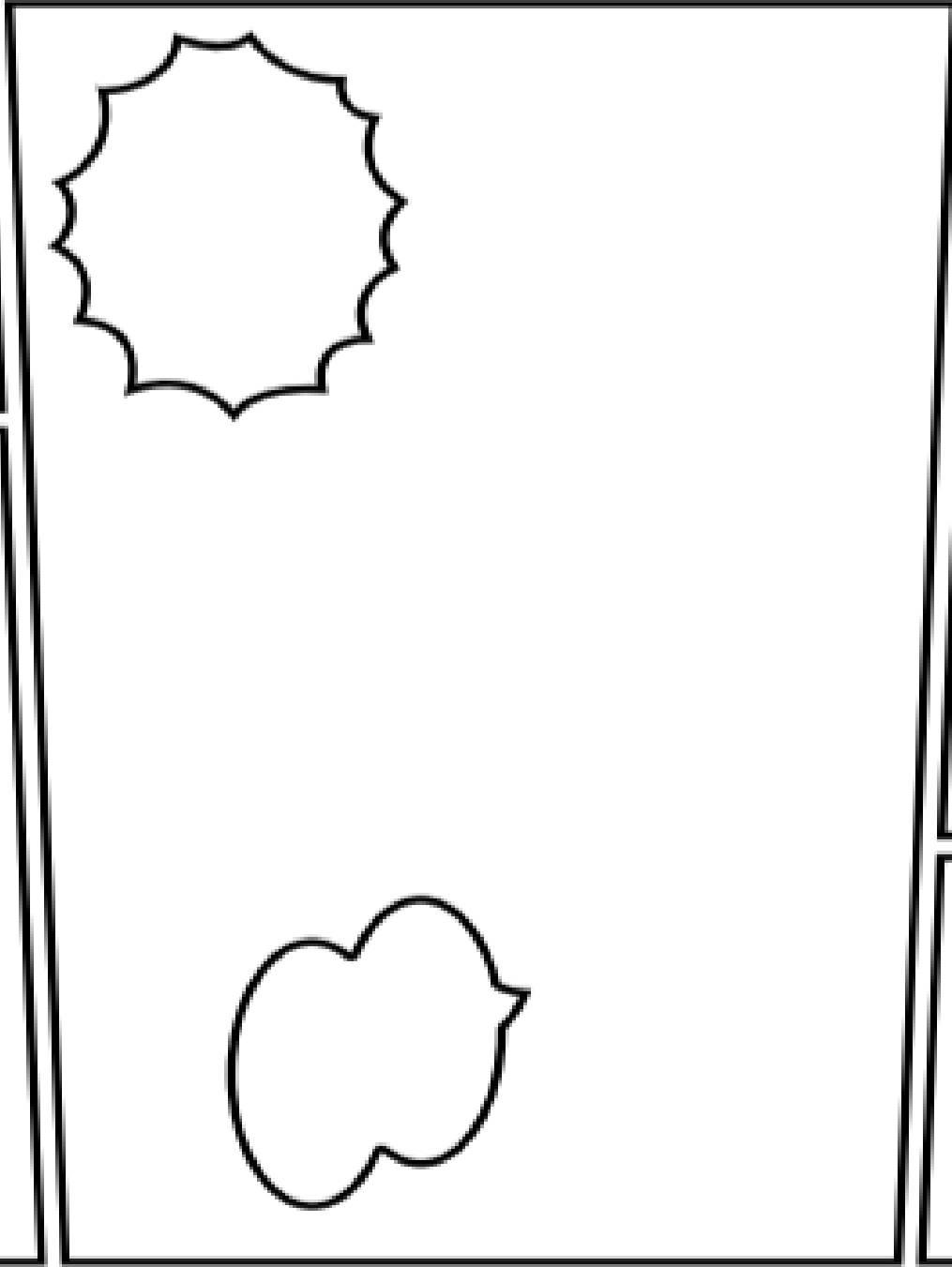
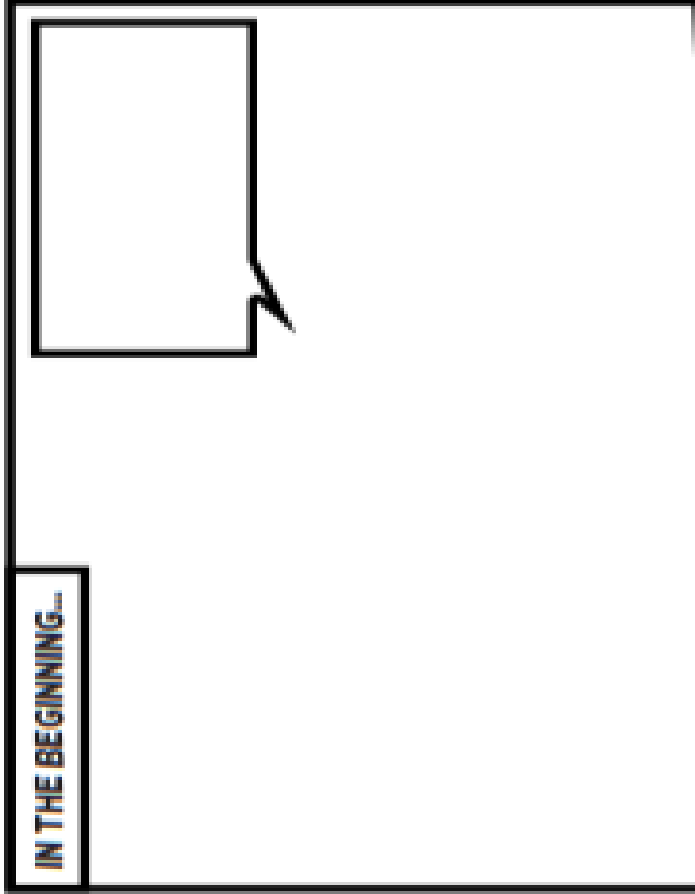
# Comic Strips

Your job today is to create your own comic strip! Choose one of the ideas below or choose an idea of your own!

Think carefully about what is most important in your story and taking your time to draw and colour clear pictures that communicate your stories.

- You receive a letter in the mail saying that you've won \$10,000. What do you do?
- You discover a magic button that will...
- You come home from school to find a box on your porch. What's inside?
- You find out that your teacher used to be...





# FRIDAY WEEK 9 YEAR 1 MATHS

Before you commence this activity, watch the video at <https://youtu.be/061ePX3k-hA>

Write the 3 months for each season in the boxes below

Summer

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Autumn

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Winter

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Spring

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# Answer the following questions

We are in the month of September, what season is it at the moment? \_\_\_\_\_

What month is your birthday in? \_\_\_\_\_ What season is it in? \_\_\_\_\_

New Year's Day is in January. What season is New Year's Day in? \_\_\_\_\_

What is your favourite season and what do you like about it? \_\_\_\_\_

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Term 3 Week 9

## Creative & Practical Arts - Drama

**Name:** \_\_\_\_\_

Today for our drama lesson we will be exploring the world of toys through improvisation, movement and storytelling.

This means you're going to create and tell a story through some actions and movements without much preparation and that's what we call improvisation.

### Warm Up Activity

(If you are able to logon to Seesaw please watch the video of Mrs Samra completing the warm up activity then upload your video in the box provided).

For our warm up activity, you need to find a space in a room and you need to move as if you were the following toys:

- A spinning top
- A teddy bear at a picnic that has just woken up from a nap
- A remote-control toy car
- A yoyo

### Activity-Storytelling

(If you are able to logon to Seesaw please watch the video of Mrs Samra modelling the activity then upload your video in the box provided).

Imagine you have a collection of toys that come to life inside your Magic Toy Box.



1. Pick 1 toy from your Magic Toy Box and introduce yourself in role as the toy chosen and tell the story of how you came to be in the Magic Toy Box

You might tell your story by:

- Telling me who you belong to? What's your story, have you run away from home? Were you lost and couldn't find your way back home
- What are your special features?
- How do you work?
- Why are you an important toy?

### Conclusion- Improvisation & Freeze Frames

(If you are able to logon to Seesaw please watch the video of Mrs Samra modelling the conclusion and then upload your video in the box provided).

Finally, you will need to improvise so create without much preparation some movements to show me your toy come to life.

Then you will need to stop your action at a random movement and freeze. This is called a FREEZE FRAME. You will be like a frozen picture - THINK OF YOUR BODY LANGUAGE AND FACIAL EXPRESSIONS when you freeze as that will give the audience a good understanding of your toy's personality and background based on the story you just told us earlier.