

LOVU SANGAM SCHOOL



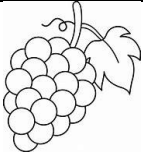
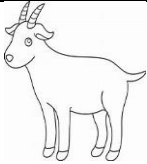


YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION


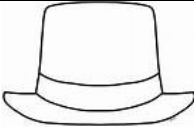




WEEK 16

Strand	Reading and Writing
Sub Strand	Reading, Writing and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.

1. **Phonics: Sound Gg.** Complete the words by filling in the missing letters.


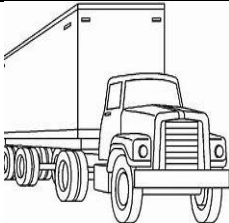
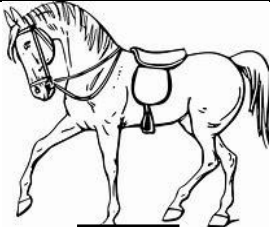
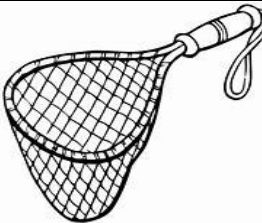

 gi_r_l_	 gi_f_t_	 gra_p__e_	 go_a__t_	 gl_o_v__e_	 gla_s_s_e_s
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2. Write a sentence for each noun in the given pictures. Use the sentence structure given for each set.





	This is my hand.		<u>This is my hat.</u>
	<u>This is my hen.</u>		<u>This is my heart.</u>
	<u>This is my hammer.</u>		<u>This is my house.</u>

3. Write the beginning sound.

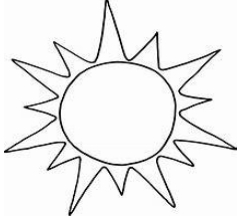



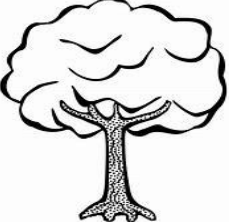
h	b	n	tr	t
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 <input type="text" value="t"/>	 <input type="text" value="tr"/>	 <input type="text" value="h"/>	 <input type="text" value="n"/>	 <input type="text" value="b"/>
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4. Write a sentence for each verb in the given pictures. Use the sentence structure given for each set.

	I like to play.		<u>I like to dance.</u>
	<u>I like to read.</u>		<u>I like to swim.</u>

5. Circle the correct word that matches with the picture.

				
sun	food	lion	cat	tree
school	flower	lemon	cake	table
soil	fruit	leaf	carrot	tap

6. Circle the correct article.

Apple	a	an
Pawpaw	a	an
Egg	a	an
House	a	an
Umbrella	a	an

Strand	Reading and Writing
Sub Strand	Reading, Writing and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.






Read the story and answer the questions.

I have a friend.
His name is Tim.
Tim has a remote control car.
We play with the car.



- I have **friend**.
 - a car.
 - a friend.
 - a pen.
- His name is **Tim**.
 - Tim.
 - Tom.
 - Ben.
- Tim has **car**.
 - a car.
 - a friend.
 - a pen.

3. Circle the correct word that matches with the picture.

	fish	Fin
	Car	cup
	Three	tree
	Bar	boat
	house	Hen

4. NOUNS-Circle the nouns.

- Tom** Jump
- Swim **Mum**
- Eat **Cat**
- Dance **dog**
- Ba** Fly

5. VERBS- Complete the following verbs.



eating



swimming





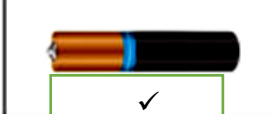



skipping



jumping

Strand	Early Mathematics
Sub strand	Revision
Content learning outcome	Children revise on the topics being covered.

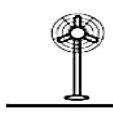

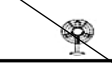




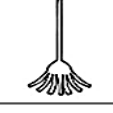
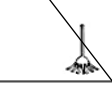
1. Put a tick ✓ beside the longest object.

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		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>

2. Draw the circles and add the given numbers

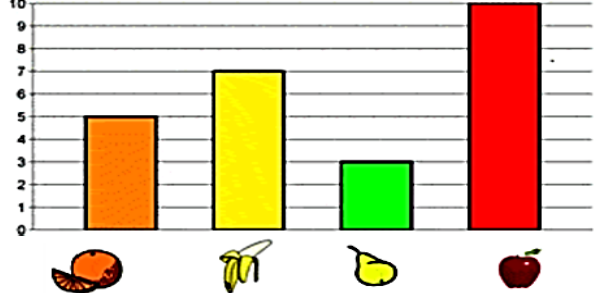
3	+	2	=	<input type="text" value="5"/>
5	+	3	=	<input type="text" value="8"/>
6	+	1	=	<input type="text" value="7"/>
2	+	4	=	<input type="text" value="6"/>
1	+	5	=	<input type="text" value="6"/>
3	+	3	=	<input type="text" value="6"/>

CROSS the shortest one.





		
		
		

4. Read the bar graph and answer the questions

Kid's Favourite Fruits



How many kids liked....

 Apples?	<input type="text" value="10"/>	 Oranges?	<input type="text" value="5"/>
 Bananas?	<input type="text" value="7"/>	 Pears?	<input type="text" value="3"/>

5. Complete The Pattern.

a) 1, 2, 3, 4, 6, 7, 8, 9,

b) 2, 6, 8, 10, 12, 14





c) 1, 3, 7, 9, 11, 13, 15

d) 10, 9, 8, 6, 5, 4, 3, 2, 1

e) 11, 12, 14, 16, 17, 18

f) 20, 19, 18, 16, 15, 14, 13, 12, 11

6. Count the things in the picture and circle the correct number.

<p>a) </p> <p>3 4 1</p>	<p>c) </p> <p>7 8 9</p>
<p>b) </p> <p>1 2 3</p>	<p>d) </p> <p>2 6 9</p>

a. 4 b. 7 c. 3 d. 9

SUBJECT: LEARNING TO KNOW (MATHS) - TERM 3 - WEEK 17

Strand	Early Mathematics
Sub strand	Revision
Content learning outcome	Children revise on the topics being covered.

1. Count pictures and match them to the correct numbers.

3	
4	
5	
6	
7	
8	

Circle the different one.

3. Draw lines to match the numerals to their names.

6			nine
7			ten
8			seven
9			six
10			eight

4. Draw * to match the given numbers.

5	*****	two	**	15
seven	*****	eleven	*****	
	*****	*****	****	*****

5. Counting to 10. Write the answers in the circle.

=

=

6. Count the number of objects in each set and circle the correct numeral.

2 1

8 4

LOVU SANGAM SCHOOL

YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 16


Strand	Healthy Living
Sub Strand	Safety
Content Learning Outcome	Children become aware of health seeking practices and behaviours and practice these wherever they can.

Learning and Teaching Focus: *Safety during a Flood*

Activities:

1. Discuss on that safety depends on the environment and the behaviour of others and themselves.
2. Read with your Parents and discuss the activities and notes on Safety during a Flood.

CAUSES OF THE FLOOD
Floods occur because of unavoidable natural circumstances. Can you label the causes of floods using the words in the box?



TSUNAMI OVERFLOWING RIVER
WINTER STORM DAM RELEASING WATER



BE FLOOD READY
BEFORE, DURING, & AFTER THE STORM



BEFORE BUILD OR RESTOCK YOUR EMERGENCY PREPAREDNESS KIT



DURING AVOID DRIVING OR WALKING THROUGH FLOOD WATERS



AFTER LISTEN TO LOCAL OFFICIALS FOR UPDATES AND INSTRUCTIONS

Be safe at all times.

LOVU SANGAM SCHOOL




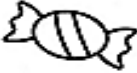




YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 17

Strand	Healthy Living
Sub Strand	Healthy Living
Content Learning Outcome	Children become aware of health seeking practices and behaviours and practice these wherever they can.

1. Healthy (Good) Food –Fruits.

Match with a ruler

Tick (✓) Foods that are good for the teeth and **cross (X) that are not good for the teeth.**

	
<input checked="" type="checkbox"/>	<input type="checkbox"/>
	
<input checked="" type="checkbox"/>	<input type="checkbox"/>
	
<input checked="" type="checkbox"/>	<input type="checkbox"/>
	
<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. Healthy (Good) Food –Vegetables

Bele Pumpkin Tomatoe Bean



bean



bele



pumpkin



tomato

Strand	Spiritual and Moral Development
Sub strand	Spiritual Awareness
Content learning outcome	Children wonder about the world around them and learn that they should always think before acting and don't become greedy.

Read the short story with your parents**The Golden Egg**

Once upon a time, a farmer had a goose that laid one golden egg every day. The egg provided enough money for the farmer and his wife to support their daily needs. The farmer and his wife continued to be happy for a long time. But, one day, the farmer thought to himself, "Why should we take just one egg a day? Why can't we take them all at once and make a lot of money?" The farmer told his wife his idea, and she foolishly agreed. Then, the next day, as the goose laid its golden egg, the farmer was quick with a sharp knife. He killed the goose and cut its stomach open, in the hopes of finding all its golden eggs. But, as he opened the stomach, the only thing he found was guts and blood. The farmer quickly realized his foolish mistake and proceeded to cry over his lost resource. As the days went on, the farmer and his wife became poorer and poorer. How unlucky and how foolish they were.

ActivityColoring

Strand	Spiritual and Moral Development
Sub strand	Spiritual Awareness
Content learning outcome	Children wonder about the world around them and always listen to what elders say and make right choices.

Read the short story with your parents

The Dog at the Well

A mother dog and her pups lived on a farm. On the farm, there was a well. The mother dog always told her pups never to go near or play around it. One day, one of the pups wondered why they weren't allowed to go near the well. So, he decided he wanted to explore it. He went down to the well and climbed up the wall to peek inside. In the well, he saw his reflection in the water but thought it was another dog. The little pup got angry when his reflection was imitating him, so he decided to fight it. The little pup jumped into the well, only to find there was no dog. He began to bark and bark until the farmer came to rescue him. The pup had learned his lesson and never went back to the well again.

Questions

1. On the **farm**, there was a well.
2. The little pup **jumped** into the well.
3. He began to bark and bark until the farmer came to **rescue** him.


jumped	farm	rescue
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Tracing





Strand	Reading and Writing
Sub Strand	Reading, Writing and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.


Yakacavara e na rorogo dodonu


vale


vula











moli


iri


ika

**ka
ri
li
la
le**

Wirina na i yalo yalo tabaki ka tekivu e na rorogo

te			
ta			
to			

NA ROROGO
Vola na vei rorogo oqo ena vanua dodonu

li go ba ki ra

1. Taubale	2. Tekivu
3. Wilika	4. Rogoca
5. Marama	

NA VEI ROKA VAKA VITI
Roka faka mai vaka dodonu


damudamu


dromedrome

Me na rokataki mai nai i yaloyalo


drokadroka


karakarawa

Oqo eso na tyaloyalo mai na rorogo ni "a". Mala dua.

4		
va	dra	ta

Wilika ka vola na mala dua e lutu.

	a	e	i	o	u
b					
c					
d					
f					
g					
h					
i					
k					
l					
m					
n					
p					
q					
r					
s					
t					
v					
w					
y					
dr					

Me ra na vakacuruma na gone na Mala Dua

Strand	Reading and Writing
Sub Strand	Reading, Writing and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.

NA WILIVOLA – NA DARI

E dau buli na dari e na qele.
E l yaya yaga sara vei keda na l
Taukei.
Oqo e dua na dari.
E a buli mai Nasigatoka.
E dari levu dina.
E dari vinaka ni kakana.



NA VOSA VOVOIL

dari	Taukei	Buli
yaga	Nasigatoka	kakana

3. Veisalaka na Vosa Veibasai:

Yaga ———— tailai
Levu ———— ca
Vinaka ———— ira
Keda ———— tawayaga

5. Vakacavara main a veiyalu vosa oqo.

a) Sa levu sara ga na _____
wai.

b) E tailai wale ga na _____
kakana.

c) Au kerea na _____
sasa.

1. Droinitaka mai oqo

dari	kakana
Me na droinitaki mai ken a dari kei na kakana.	

2. Sauma main a veitaro oqo:

a) E buli e na cava na dari?
aele

b) Na dari e talanoataki fiko e na l talanoa oqo, e a buli mai vei?
Nasigatoka

4. BULI VOSA – Bulia mai e 2 na vosa e tekivu e na veirorogo e soli koto oqo.

a) vi _____ **Buli yatuvosa mai...**

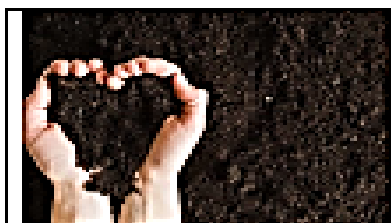
b) lo _____

c) ta _____

6. Veisalaka na vosa e rorogo vata.

Levu ———— leka
Kakana ———— kemu
Keda ———— masi
Dari ———— tamata

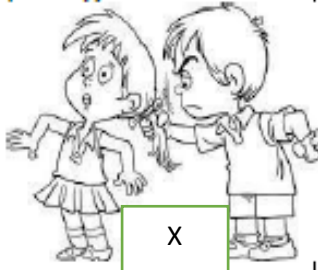


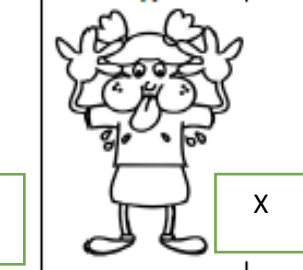

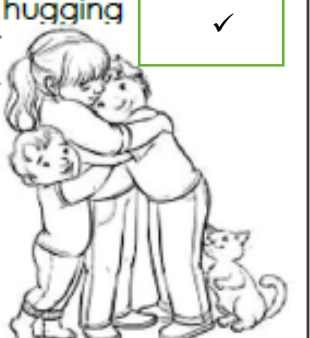

7. Vakacuruma na veirorogo e lufu koto e na veivosa oqo.








qele		teveli		tamata	
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Strand	Aesthetic Arts and Creativity
Sub strand	Arts / music Revision
Content learning outcome	Children revise to do different types of activity









1. My Friend. Tick ✓ beside the pictures with good friends and cross X beside the bad ones.

<p>pulling hair</p>  <p>X</p>	<p>sharing</p>  <p>✓</p>	<p>making them cry</p>  <p>X</p>	<p>teasing</p>  <p>X</p>
<p>playing</p>  <p>✓</p>	<p>hugging</p>  <p>✓</p>	<p>fighting</p>  <p>X</p>	

2. What do we get from the sea/river?
Match the picture to its name.

1. 	• Prawn
2. 	• shells
3. 	• Water
4. 	• Fish
5. 	• Eel

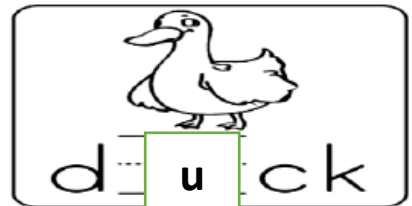
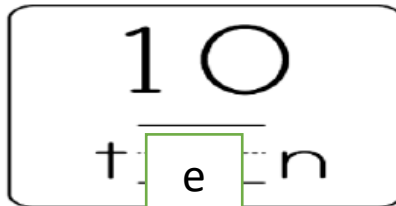
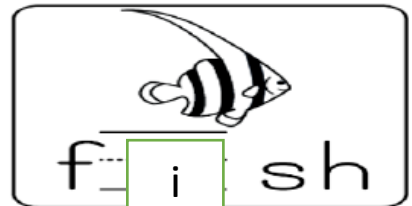
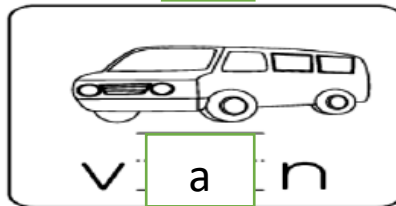
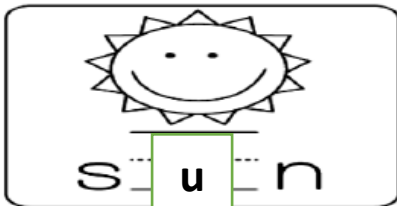
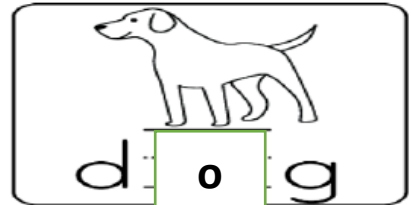
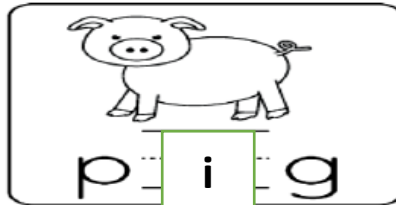
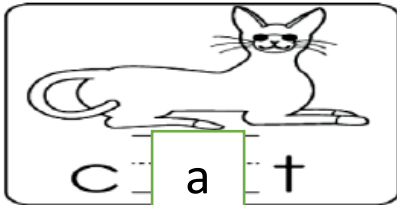
3. Tick (✓) Foods that are good for the teeth and cross (X) that are not good for the teeth.

	
✓	X
	
✓	X
	
✓	X
	
X	✓

Strand	Aesthetic Arts and Creativity
Sub strand	Arts / music Revision
Content learning outcome	Children revise to do different types of activity

1. Write the correct short vowel to complete each word.

a e i o u







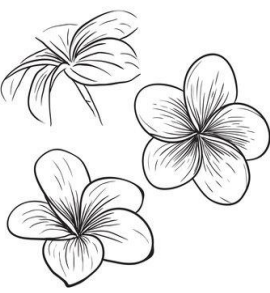
2. Draw and colour yourself helping your parents making a toilet paper roll butterfly.



Strand	Living Things and their Environment
Sub strand	Flowering and Non-Flowering Plants
Content learning outcome	Children are able to identify and differentiate between flowering and non-flowering plants.


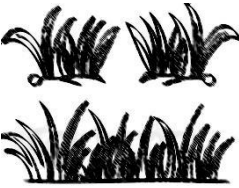



Flowering Plants

1. These are plants that have flowers.
2. Some are plants with fruits, example (pawpaw, mango, banana) and some are plants with no fruits, example (rose, hibiscus, balsam)

<u>Guava</u>	<u>Saijan</u>	<u>Jackfruit</u>	<u>Marigold</u>	<u>Frangipani</u>
				

Non – Flowering Plants

1. These are plants that have no flowers.
2. Some of the examples are :

<u>Fern</u>	<u>Grass</u>	<u>Palm Tree</u>	<u>Moss</u>	<u>Mushroom</u>
				

Activities

Look at the plants and write the names of these plants under the correct table.



lemon tree



fern



bush



fir tree



wheat



pine tree



moss



orchid

<u>Flowering Plants</u>	<u>Non –Flowering Plants</u>
Lemon tree	Fern
Fir tree	Bush
Wheat	Moss
Orchid	Pine tree

Draw and Colour

A Flowering Plant




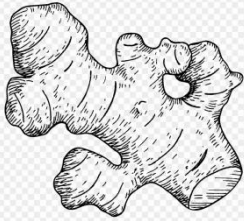
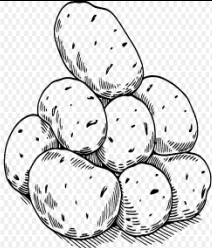

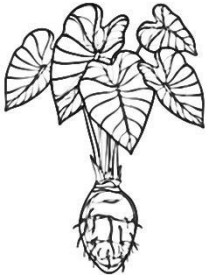
A Non- Flowering Plant



Strand	Living Things and their Environment
Sub strand	Root crops
Content learning outcome	Children are able to name some root crops and learn that these plants are underground plants eaten by humans as food.

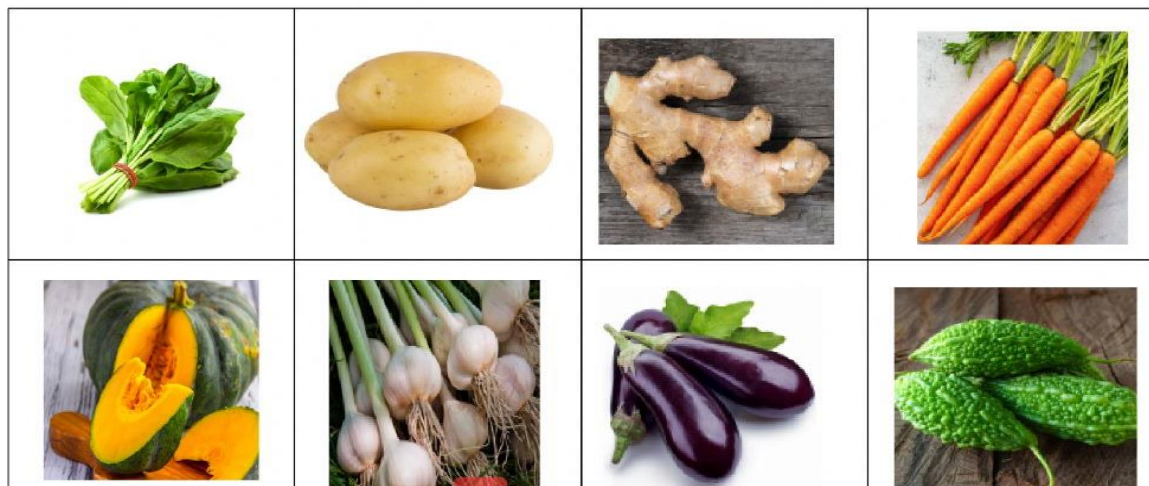
Root crops

1. Root crops are underground plants eaten by humans as food.
2. Some of the root crops found in Fiji are :

<u>Carrot</u>	<u>Ginger</u>	<u>Potatoes</u>	<u>Garlic</u>	<u>Dalo</u>
				

Activity

Look at the pictures and write in the box the names of those vegetables that are root crops.



Potatoes	Ginger	Carrot	Garlic
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Strand	Special Places In Our Environment
Sub strand	Recreational Facilities – Childrens Park
Content learning outcome	Define what recreational facility is and identify the use of the childrens park.

Recreational Facility

It is a building or a place that is used by a large group of people.

Example: Childrens Park

1. It is a play area for children with lots of playing things like sliding, swing, etc.
2. It should be kept clean at all times.



Questions

Fill in the blanks

1. The Childrens Park is a place for the children to play.
2. It can be kept clean by throwing rubbish in the bins.
3. This place makes the children happy.

<i>Happy</i>	<i>play</i>	<i>rubbish</i>
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Strand	Special Places In Our Environment
Sub strand	Recreational Facilities – The River
Content learning outcome	Define what recreational facility is and identify the uses of the river.

Recreational Facility

It is a place that is used by a large group of people.

Example: The River

1. River is a source of water.
2. It is the home of many living things like fish, prawns, eel and nakai.
3. People use the river for drinking, swimming, washing and bathing.



Activity

Colour some of the uses of the river.

