


















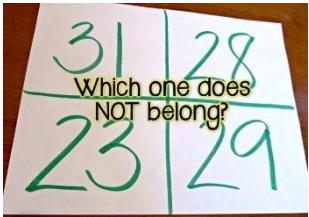





# KSN


## 13/9/21 – 17/9/21


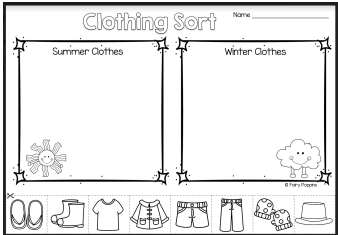




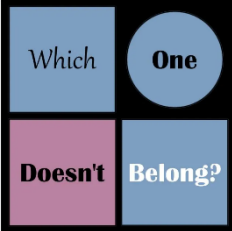


This pack includes a variety of both digital and non-digital activities. You will need help from a parent/carer and the resource pack from your teacher.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Morning</b>	<b>English</b> Writing lesson  <b>Learning Intention-</b> Identify the structure of a narrative.  <b>Success Criteria-</b> 1.I can identify what happened in the orientation, complication, and resolution.  <b>Activity-</b> Listen to the story and complete activity on seesaw.	<b>English</b> Writing lesson  <b>Assessment</b> <b>Purpose-</b> Plan ideas to use in my writing  <b>Audience-</b> Yourself  <b>Learning Intention-</b> Plan ideas for a bullying imaginative text  <b>Success Criteria-</b> 1.I can draw an orientation 2.I can draw a complication 3.I can draw a resolution for my story.  <b>Activity-</b> Draw ideas for a narrative (story) about bullying.	<b>English</b> Writing lesson  <b>Purpose-</b> write a narrative about bullying  <b>Audience-</b> Bullies  <b>Learning Intention-</b> Capital letters and full stops  <b>Success Criteria-</b> 1.I can use my plan to write my ideas. 2.I can use capital letters and full stops in the correct places.  <b>Activity-</b> Start writing your narrative about bullying.	<b>English</b> Writing lesson  <b>Purpose-</b> write a narrative about bullying  <b>Audience-</b> Bullies  <b>Learning Intention-</b> Capital letters and full stops  <b>Success Criteria-</b> 1.I can continue and finish my writing. 2.I can use capital letters and full stops in the correct places.  <b>Activity-</b> Finish writing your narrative about bullying.	<b>English</b> Writing lesson  <b>Purpose-</b> write a narrative about bullying  <b>Audience-</b> Bullies  <b>Learning Intention-</b> Capital letters and full stops  <b>Success Criteria-</b> 1.I can read my writing and check it makes sense. 2.I can check and fix my writing to ensure I have the correct capital letters and full stops.  <b>Activity-</b> Edit and submit

	<p><b>Text-</b> How to Catch a Star  <a href="https://www.youtube.com/watch?v=rDMnOx7w6OA">https://www.youtube.com/watch?v=rDMnOx7w6OA</a></p> <p><b>Daily 5</b>  1. List word practice  2. Write some instructions about how you could catch a star (use time connectives)  3. Read a book from your bookshelf on PM reader.</p>  	<p><b>Text-</b> How the birds got their colours  <a href="https://www.youtube.com/watch?v=pu-HG9yuU4Q">https://www.youtube.com/watch?v=pu-HG9yuU4Q</a></p> <p><b>Daily 5</b>  1. oo digraph activity  2. Editing activity  3. Read a book from your bookshelf on PM reader.</p>  	<p><b>Text-</b> Room on the broom  <a href="https://www.youtube.com/watch?v=PHxGe44wSCI">https://www.youtube.com/watch?v=PHxGe44wSCI</a></p> <p><b>Sport-</b>  Warm up:  Create an obstacle course around your yard using sticks, balls and things to jump over and see how quickly you can complete it.</p> <p>Activity:  Choose your favourite game that we have played in sport this term (french cricket, tennis, or tee ball) and play it with your family.</p> 	<p><b>Text-</b> The scarecrows wedding  <a href="https://www.youtube.com/watch?v=bzOA29k-gZk">https://www.youtube.com/watch?v=bzOA29k-gZk</a></p> <p><b>Daily 5</b>  1. Play reading eggs  2. Dictation  3. Read a book from your bookshelf on PM reader.</p>   	<p>your writing to seesaw.  <b>Text-</b> The tiger who came to tea  <a href="https://www.youtube.com/watch?v=BXgW9UCgpc8">https://www.youtube.com/watch?v=BXgW9UCgpc8</a></p> <p><b>Daily 5</b>  1. List word test  2. What animal would you like to come to tea? Tell me reasons why.  3. Read a book from your bookshelf on PM reader.</p>  
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Number Talk</b></p>  <p><b>Which one doesn't belong and why?</b></p> 	<p><b>Number Talk</b></p>  <p><b>Which one doesn't belong and why?</b></p> 	<p><b>Number Talk</b></p> <p>24 + 16 =</p> <p>How many tens and ones are there in this number?</p> <p>How else can we make this number?</p> <p><b>Mathematics</b></p> 	<p><b>Mathematics Learning Intention:</b></p> <p>Compare containers and identify which would hold the same/or similar amount of liquid.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can compare the size and shape of containers</li> </ul> 	<p><b>Mrs Mitchell Spelling</b></p> <p>Complete 'or' activities on seesaw.</p> <p><b>Mathematics Learning Intention-</b></p> <p>Ordinal Numbers</p> <p><b>Success Criteria-</b></p> <p>1. I can use ordinal numbers to describe the order of</p>  

	<p><b>Mathematics</b>  <b>Learning Intention-</b>          Use and record a range of mental strategies for addition of two-digit numbers.  <b>Success Criteria-</b>          1.I can record a variety of strategies for solving problems.</p> <p><b>Activity-</b> watch video and complete activities on seesaw</p>	<p><b>Mathematics</b>  <b>Learning Intention-</b> Find the difference  <b>Success Criteria-</b>          1.I can compare two amounts of objects to determine how many more.</p> <p><b>Activity-</b> watch video and complete activities on seesaw</p>	<p><b>Learning Intention:</b>          Compare and describe three or more objects as “will hold more than” or “will hold less than.”</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Identifies which container will hold more liquid.</li> <li>- Order a set of containers from least to most capacity.</li> </ul> <p><b>Activity:</b>          Collect 5 containers around the house of varying sizes. Order the containers from the one that would hold the least to the one that would hold the most liquid. Discuss your reasoning “This container goes at the start because...”</p>	<p>- I can identify containers with similar or equal capacity.</p> <p><b>Activity:</b>          Complete differentiated activities on Seesaw</p> <p><b>Mrs Mitchell</b>          “Too much for Turtle.”  <a href="https://storyboxlibrary.com.au/stories/too-much-for-turtle">https://storyboxlibrary.com.au/stories/too-much-for-turtle</a></p> <p>Username: jps          Password: 2234</p> <p><b>Activity</b></p>  <ol style="list-style-type: none"> <li>1. Design, draw and label your dream treehouse.</li> <li>2. List the animals who were in this book. Can you record them in alphabetical order?</li> <li>3. Research information about turtles. Record at least 2 facts.</li> <li>4. Book Review: Record 2 reasons why you liked or disliked this book.</li> </ol>	<p>items.          1. I can use ordinal language to describe the date.</p> <p><b>Activity-</b> watch video and complete activities on seesaw</p>
<b>Break</b>	Break	Break	Break	Break	Break

<b>Afternoon</b>	<b>Science</b>  <p>What are the seasons? What can the weather be like during the different seasons? Complete sorting by seasons assessment task on seesaw.</p> 	<b>Geography</b>  <p>Continue working on your speech about your favourite place. Speeches should be approx. 1-2min</p>	<b>Creative Arts</b>  <p>Think about your favourite thing to do (play video games, soccer, reading, birthday parties, ect.) and act it out for 30 seconds. Upload your video to Seesaw and Miss Schimann and Mrs Neil will try to guess what it is!</p>	<b>PDHPE</b>  <p><b>My 5 senses</b> Watch the YouTube video <a href="https://youtu.be/-2caC-ul714">https://youtu.be/-2caC-ul714</a> Human Sense Organs- learn about 5 senses or look through the pictures to learn about our five senses.</p> <p>Complete the activity “My 5 Senses Field Walk”- go for a walk outside and draw/ write something you can see, hear, feel, smell and taste.</p> <p>Sing along to the 5 senses song <a href="https://youtu.be/1xQqjryKO08">https://youtu.be/1xQqjryKO08</a></p> <p><b>PE- Dance like a robot</b> <a href="https://youtu.be/AeeHiO5NM8c">https://youtu.be/AeeHiO5NM8c</a></p>	<b>Number Talk</b>   <p><b>Which one doesn't belong and why?</b></p> <p><b>Reflection/Sharing</b></p>
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<b>Wellbeing</b>	<b>Complete and activity off the wellbeing grid</b> 	<b>Complete and activity off the wellbeing grid</b> 	<b>Complete and activity off the wellbeing grid</b> 	<b>Complete and activity off the wellbeing grid</b> 	<b>Complete and activity off the wellbeing grid</b> 
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