

2K

11/10/21 – 16/10/21



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
<i>Today is your day so don't let it get away!</i>					
9:00am	English, Literacy Groups Activities- Daily 5 literacy activities: 1. Response to text: Login to ePM readers or select from the library 2. Read to someone 3. Silly Sentence 4. Word Work 5. Handwriting 	Library Enjoy a library session with Mrs Mitchell (9:00am-9:30am) 	English, Literacy Groups Activities- Daily 5 literacy activities: 6. Response to text: Login to ePM readers or select from the library 7. Read to someone 8. Silly Sentence 9. Word Work 10. Handwriting 	English, Literacy Groups Activities- Daily 5 literacy activities: 11. Response to text: Login to ePM readers or select from the library 12. Read to someone 13. Silly Sentence 14. Word Work 15. Handwriting 	English, Literacy Groups Activities- Daily 5 literacy activities: 16. Response to text: Login to ePM readers or select from the library 17. Read to someone 18. Silly Sentence 19. Word Work 20. Handwriting
Morning	English Independent Writing	English Morning Circle & Modelled Writing (9:30am): Whole class modelled writing – Compose	English Morning Circle & Modelled Writing (9:30am): Whole class modelled writing - revising	English Morning Circle & Modelled Writing (9:30am): Whole class modelled writing - editing	English L.I: To publish my persuasive text. S.C: My published text includes:



1st read: *Meet the Dullards* by Sara Pennypacker and Daniel Salmieri.

<https://www.youtube.com/watch?v=b-IYGbWh2ek>

L.I: Plan a persuasive speech.

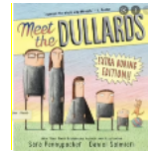
S.C: My plan includes:

- Topic/ view statement
- Vocabulary
- Evidence
- Arguments

Independent writing:

Complete plan of persuasive speech

Upload your plan to Seesaw



2nd read: *Meet the Dullards* by Sara Pennypacker and Daniel Salmieri.

<https://www.youtube.com/watch?v=b-IYGbWh2ek>

L.I: To compose my persuasive speech.

S.C: My composing includes:

- Topic
- Title
- Introduction stating your view/position statement
- At least three arguments
- Conclusion
- Words containing spelling focus

Independent writing:

complete composing text to persuade Mr and Mrs Dullard to let the kids go to school.

Upload your composed text to Seesaw.



3rd read: *Meet the Dullards* by Sara Pennypacker and Daniel Salmieri.

<https://www.youtube.com/watch?v=b-IYGbWh2ek>

L.I: To revise my persuasive text.

S.C: My revised text includes:

- Full stops and capital letters.
- I have read over composed text ensuring it makes sense.
- I have added at least 1 rhetorical question

Independent writing:

Revise your speech to Mrs and Mrs Dullard.

Upload your revised text to Seesaw.



L.I: To edit my persuasive text.

S.C: My edited text includes:

- I can read my own writing
- Close hearing and recording attempts
- I can include at least 1 rhetorical question

Independent writing:

Complete revision of your composed text.

Upload your edited poem to Seesaw



- I can ensure my writing is neat
- I can engage my audience
- I can think about the presentation of my text.
- Time connectives

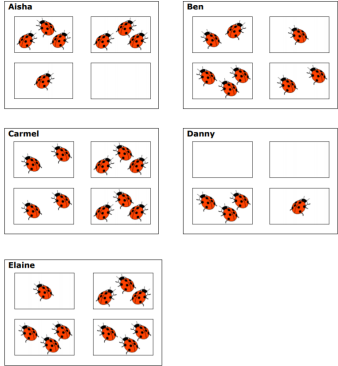




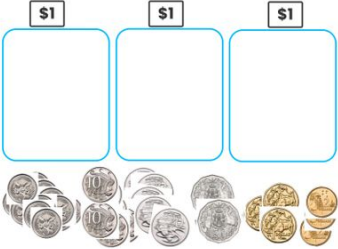





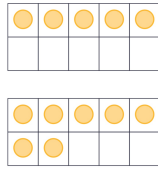

Independent writing:














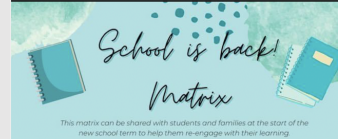

Publish my composed text.

Upload a picture of your published persuasive text (inc. illustration) to Seesaw

Upload your completed work to Seesaw.



Break	Enjoy a break and have some lunch!	Enjoy a break and have some lunch!	Enjoy a break and have some lunch!	Enjoy a break and have some lunch!	Enjoy a break and have some lunch!
Middle	<p>Mathematics Number Talk Some children were playing a game. They collected cards with ladybirds on them. Here are the cards they had at the end of the game:</p>  <p>What do you notice about the data collected?</p> <p>LI: We are learning to collect and create data</p> <p>SC: I can: -record data using tally marks -record data in a column graph -interpret the data to answer questions</p> <p>Independent activity: Complete the Outdoor Collect, Tally and Graph Activity </p>	<p>Mathematics Explicit Teaching (12:30pm):  Interpreting data</p> <p>LI: We are learning to interpret and create data displays</p> <p>SC: I can: -record data using tally marks -record data in a picture graph -answer questions about information in a picture graph -pose questions about data</p> <p>Independent Activity: Complete the assigned Counting and Representing Data activity </p>	<p>Mathematics  Number Talk</p>  <p>Explicit Teaching (12:30pm):  LI: we are learning to record equivalent number sentences.</p> <p>SC: I can describe equivalence as being 'the same as', 'equivalent to', 'equivalent in value to'. I can organise the same collection in different ways on a ten-frame.</p> <p>Independent Activity: Complete the equivalent number sentences activity. </p>	<p>Mathematics Explicit Teaching (12:30pm):  LI: we are learning to record equivalent number sentences.</p> <p>SC: I can explain the meaning of 'balance'. I can make a number sentence balance.</p> <p>Independent activity: Complete the balance the number sentences activity. </p>	<p>Mathematics  Number Talk</p>  <p>LI: We are learning to identify money.</p> <p>SC: I can correctly name Australian coins and notes.</p> <p>Independent activity: Complete the match coins and notes activity. </p>

<div>Break</div> <div>Afternoon</div>	<div>Enjoy a break</div> <div>Geography</div> <div>Login to Seesaw and complete the assigned task:</div> <div>My Place in the World.</div> <div></div>	<div>Enjoy a break</div> <div>PDH</div> <div>Login to Seesaw Complete the assigned task: PDH Week 2 / Term 4 / Having a Growth Mindset</div> <div></div>	<div>Enjoy a break</div> <div>Science</div> <div>Login to Seesaw and complete the assigned task: 'A plant is a living thing'.</div> <div></div>	<div>Enjoy a break</div> <div>CAPA</div> <div>Login to Seesaw and complete the task: Mouse for Sale activity.</div> <div></div>	<div>Enjoy a break</div> <div>PE</div> <div>Login to Seesaw and complete the activity: Term 4 / Week 2 / Virtual PE Fitness</div> <div></div>																																																																																
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