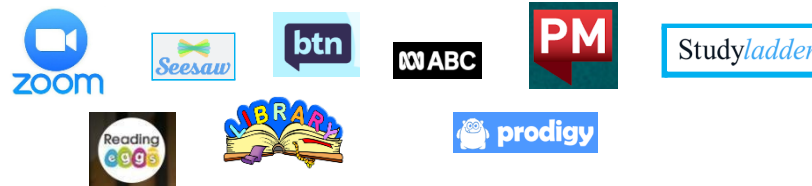














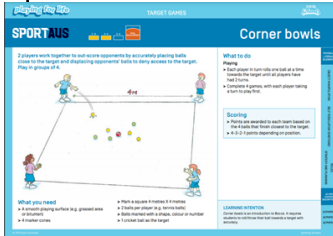





KSN





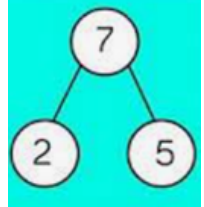







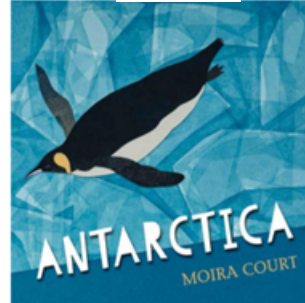


11/10/21 – 15/10/21

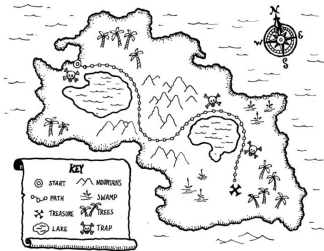



This pack includes a variety of both digital and non-digital activities. You will need help from a parent/carer and the resource pack from your teacher.

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|----------------|--|---|---|--|---|
| Morning | <p>9:00am English Morning Circle Writing lesson </p> <p>Learning Intention- Plan ideas for an orientation to a story</p> <p>Success Criteria- 1. I can draw characters for a spooky story. 2. I can draw when the story is taking place. 3. I can draw the setting of a spooky story.</p> <p>Book:Pig the Monster https://www.youtube.com/watch?v=vFZ4av6tyCo</p> | <p>9:00am English Morning Circle Writing lesson </p> <p>Learning Intention- Write an orientation for a spooky story</p> <p>Success Criteria- 1. I can include when, where and who. 2. I can include adjectives to make my writing more interesting. 3. I can use the ch digraph when spelling words that contain a ch sound.</p> <p>Book:Those Shoes https://www.youtube.com/watch?v=pz7-e2zu8QA</p> | <p>9:00am English Morning Circle Writing lesson </p> <p>Learning Intention- Write an orientation for a spooky story</p> <p>Success Criteria- 1. I can include when, where and who. 2. I can include adjectives to make my writing more interesting. 3. I can use the ch digraph when spelling words that contain a ch sound.</p> <p>Book: Did I ever tell you how lucky you are? https://www.youtube.com/watch?v=c2H6et57fT8</p> | <p>9:00am PDH </p> <p>Zoom lesson: Water Safety with Mrs Sandberg</p>  <p>Activity - Colour in the beach flags </p> <p>Book:Ribbit, Rabbit, Robot https://www.youtube.com/watch?v=GP7qnwuo5ls</p> | <p>English Writing lesson </p> <p>Learning Intention- Comprehension</p> <p>Success Criteria- 1. I can find directly stated information in a text.</p> <p>Activity- Questions 1. What did Pig egg if people were stingy? 2. What can't dogs eat? 3. What happens to dogs when they eat chocolate? 4. Who warned Pig that dogs can't eat chocolate? 5. At the end of the story, what does Pig now share?</p> <p>Book:No! Never! https://www.youtube.com/watch?v=Emg1kwbE</p> |

| | | | | | |
|--|---|--|--|--|--|
| | <p>Daily</p> <ol style="list-style-type: none"> 1. List word practice 2. Cloze passage 3. Read a book from your bookshelf on PM reader.   | <p>Daily 5</p> <ol style="list-style-type: none"> 1. Phonemic awareness activity 2. Design and describe your own Halloween costume. 3. Read a book from your bookshelf on PM reader.   | <p>SPORT</p> <p>Learning Intention: Bowl or roll a ball to hit the target from varying distances.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can roll the ball with the right amount of speed and strength. - I can aim and roll the ball to the target. <p>Warm up:</p>  <p>Activity:</p>  | <p>Daily 5</p> <ol style="list-style-type: none"> 1. Reading eggs 2. Letter from Pig apologising to the people whose property he damaged. 3. Read a book from your bookshelf on PM reader.    | <p>6TQ</p> <p>Daily 5</p> <ol style="list-style-type: none"> 1. List word test 2. Vocabulary graphic organizer "greedy". 3. Read a book from your bookshelf on PM reader.   |
|--|---|--|--|--|--|

| Break | Break | Break | Break | Break | Break |
|---------------|---|---|---|--|--|
| Middle | Number Talk   What order do these coins go in? Mathematics 11:30am  Learning Intention- Partitioning Success Criteria- 1. I can break (partition) numbers into smaller parts. 2. I can work out all the combinations or ways to make the same total. | Number Talk   Prove this is true. Mathematics 11:30am  Learning Intention- Partitioning Success Criteria- 1. I can figure out all the ways to make different numbers. | Number Talk   What do you notice? Mathematics 11:30am  Learning Intention- Compare and describe the length of items Success Criteria- 1. I can describe an object as long or short. 2. I can compare and describe objects as longer or shorter. | Mathematics  Learning Intention- Success Criteria- 1. Activity- Differentiated activities posted to Seesaw Mrs Mitchell 12:30pm    https://storyboxlibrary.com.au/authors-and-illustrators/moira-court Story Box Library: Username: jps Password: 2234 Listen to the story and complete the activity on | Mrs Mitchell Spelling  Revision of single sounds. Activity on seesaw. Mathematics  Learning Intention- Combinations to 10 Success Criteria- 1. I can recall the combinations that add to 5. Activity- Complete activity on seesaw |

| | | | | | |
|-----------|--|--|---|--|--|
| | | | | Seesaw. | |
| Break | Break | Break | Break | Break | Break |
| Afternoon | <div>Science</div> <div>What do we notice about living things?</div> <div>Listen to: "The Tiny Seed" by Eric Carle</div> <div>https://www.youtube.com/watch?v=ls6wTeT2cKA</div> <div>What are the needs of plants?</div> <div>Listen to the song: "5 needs of plants"</div> <div>https://www.youtube.com/watch?v=dUBIQ1fTRzI</div> <div>Fill a plastic cup with soil and plant some seeds. You can either use ones from a shop or try to plant seeds from a piece of fruit or vegetable.</div> <div>Write a prediction about how the seed might grow. Look at your seed each day. Date and draw your observations.</div> | <div>Geography</div> <div>How can we find places?</div> <div>Brainstorm: What things do you usually find on a map?</div> <div>Pre Assessment:</div> <div>Find the following places listed in the KEY on the treasure map and colour them in.</div> <div>1.start</div> <div>2.path</div> <div>3.treasure</div> <div>4.lake</div> <div>5.mountains</div> <div>6.swamp</div> <div>7.trees</div> <div>8.trap</div> <div></div> | <div>Creative Arts</div> <div>Introduce seasons -</div> <div>https://www.youtube.com/watch?v=TotB6fCAgGg</div> <div>Discuss temperature briefly:</div> <div>-blow air onto hand using mouth</div> <div>- blow air onto hand using hair dryer (teacher directed)</div> <div>- blow air onto hand using fan</div> <div>How did the air feel? How were they different? Why were they different?</div> <div>Create an artwork showing the 4 seasons using toilet paper rolls as tree trunks and any other craft resources you have at home.</div> <div></div> | <div>PE</div> <div>Watch the GetActive@Home video about Throwing:</div> <div>https://vimeo.com/419847269</div> <div>Complete the Throwing Challenges on the Activity Card in Seesaw.</div> <div>Upload a video of yourself to Seesaw doing one of the throwing challenges.</div> | <div>Number Talk</div> <div>25</div> <div>How can we partition 25?</div> <div>Reflection/Sharing</div> |

Monday 12th October

Writing

Listen to the book: Pig the Monster

<https://www.youtube.com/watch?v=vFZ4av6tyCo>




Learning intention- Plan ideas for an orientation for a story.

Success Criteria-

1. I can draw characters for a spooky story.
2. I can draw when the story is taking place.
3. I can draw the setting of a spooky story.

Planning Ideas

Daily 5

| Activities | | Completed |
|--------------------|---|-----------|
| List word practice |  | |
| Cloze passage |  | |
| PM reader online |  | |

List word practice- write your words outside with chalk

| 1-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | 61-70 |
|------|-------|-------|---------|---------|--------|--------|
| and | on | you | have | house | played | came |
| the | in | so | that | saw | up | dog |
| I | is | there | when | time | were | school |
| a | then | got | said | home | going | out |
| to | had | me | go | weekend | all | very |
| my | she | but | mum | play | get | be |
| was | he | like | day | fun | some | will |
| it | they | one | for | can | his | after |
| went | of | are | her | love | do | little |
| we | with | at | because | dad | once | big |

Cloze Passage

Fill in the missing words to make the sentences make sense.

1. Pig collected treats and put them in his _____.
2. Pig _____ through the streets on a monstrous rampage.
3. If you were stingy, Pig would be miffed and then he'd be _____.
4. Dogs can't eat _____.
5. When Pig breathed in the chocolate he started to _____.

gag

basket

chocolate

vengeful

lurched

Mathematics- Number Talk



What order to these coins go in? _____

Lesson

Learning Intention- Partitioning

Success Criteria- 1. I can break (partition) numbers into smaller parts.

2. I can work out all the ways to make the same total.

Activity

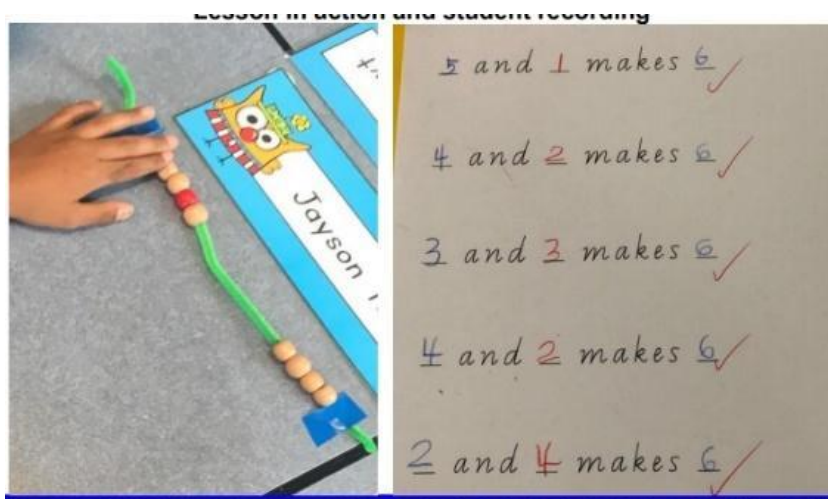
Grab 5 pieces of pasta.

Place them in a line and push some to the left and some to the right.

What two amounts have you made?

Complete the process over and over again and record all the different ways to make 5.

Remember the order the numbers are in doesn't matter.



Look at this example with someone using beads to make the number 8 and some combinations someone has found to make the number 6.

Continue playing this game by adding another piece of pasta.

Find all the combinations that add to your new total.

Assessment question-

Circle 8

| | | | | | |
|---|---|---|---|---|---|
| 4 | 2 | 1 | 8 | 3 | 4 |
| 4 | 7 | 5 | 2 | 1 | 4 |
| 3 | 2 | 6 | 3 | 4 | 7 |
| 2 | 7 | 2 | 1 | 6 | 1 |
| 2 | 6 | 1 | 7 | 1 | 2 |
| 6 | 2 | 4 | 4 | 3 | 5 |
| 1 | 3 | 0 | 8 | 2 | 1 |
| 7 | 8 | 3 | 8 | 0 | 4 |
| 5 | 1 | 3 | 4 | 4 | 1 |
| 2 | 6 | 1 | 7 | 6 | 2 |
| 1 | 8 | 0 | 5 | 2 | 1 |

Circle 5

| | | | | | |
|---|---|---|---|---|---|
| 4 | 2 | 1 | 5 | 3 | 4 |
| 4 | 7 | 5 | 2 | 1 | 3 |
| 3 | 2 | 3 | 3 | 4 | 7 |
| 2 | 7 | 2 | 2 | 1 | 1 |
| 2 | 6 | 1 | 7 | 1 | 2 |
| 6 | 2 | 4 | 1 | 3 | 5 |
| 1 | 3 | 0 | 5 | 2 | 1 |
| 7 | 6 | 3 | 5 | 0 | 4 |
| 5 | 1 | 3 | 2 | 4 | 1 |
| 2 | 6 | 1 | 7 | 1 | 2 |
| 1 | 3 | 0 | 5 | 2 | 1 |

Science

What do we notice about living things?

Listen to the story “The Tiny Seed” by Eric Carle

<https://www.youtube.com/watch?v=ls6wTeT2cKA>

What do plants need?

Listen to the song “5 needs of a plant”.

<https://www.youtube.com/watch?v=dUBIQ1fTRzI>

Fill a plastic cup with soil and plant some seeds. You can either use ones from a shop or try to plant seeds from a piece of fruit or vegetable.

Write a prediction about how the seed might grow. Look at your seed each day. Date and draw your observations.



Tuesday 13/10/21

Writing-

Learning Intention- Write an orientation for a spooky story



Success Criteria-

1. I can include when, where and who
2. I can include adjectives to make my writing more interesting
3. I can use the ch digraph when spelling words that contain the ch sound.



























Daily 5

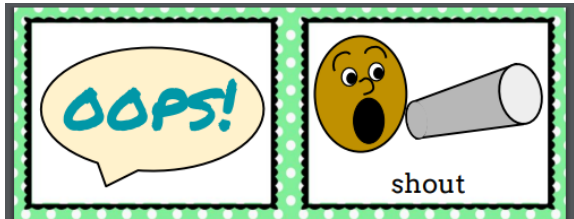
Listen to the story “Those Shoes” <https://www.youtube.com/watch?v=pz7-e2zu8QA>

| Activities | | Completed |
|--|---|-----------|
| Phonemic Awareness Activity |  | |
| Design and describe your own Halloween costume |  | |

Phonemic Awareness activity- phoneme deletion.

Look at each picture and find the matching picture. The matching picture is the with the initial sound missing.

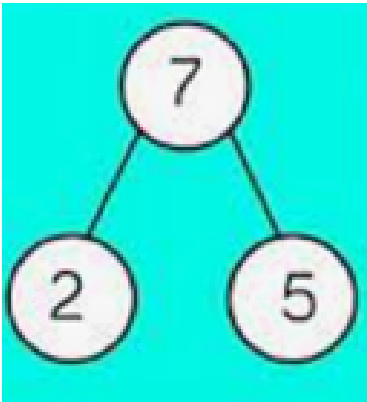
| | | | | | |
|---|--|--|---|--|---|
|  face |  East |  air |  oar |  cup |  bear |
|  eyes |  beast |  ants |  ox |  out |  cape |
|  up |  ape |  cup |  bear |  Ace |  oats |
|  |  |  |  |  |  |



Halloween Costume Design

Description: _____

Mathematics- Number Talk



Prove this is true.

Lesson

Learning Intention- Partitioning

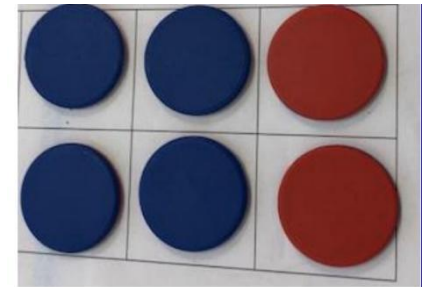
Success Criteria- 1. I can figure out all the ways to make different numbers.

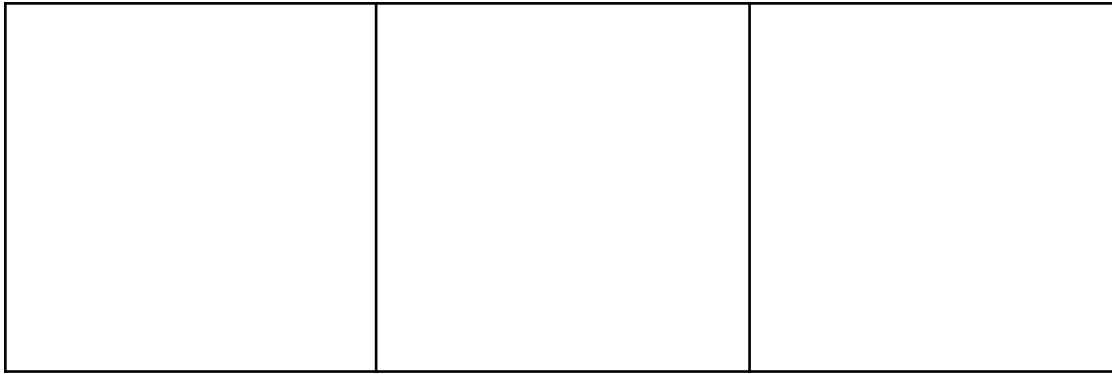
Problem: You can invite 6 superheroes to your party. Some of the superheroes can be red and some can be blue. What are the combinations of superheros you can have at your party?

How many blue vs how many red?

Use the ten frame below to work out your combinations.

| | | |
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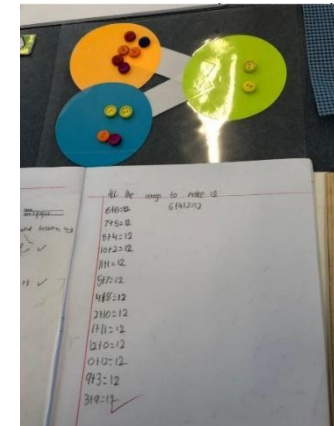




Activity- Go outside and draw a big number bond out of chalk.



Place the centre circle on the left and the two circles on the right. Put the starting number in the single circle on the left. Push some rocks, leaves, sticks up and some down. Record your findings.



Example:

Questioning:

What patterns are you noticing? _____

When you move an object from this side to this side, what happens to both sides?

What happens to the total? _____

As your starting total increases, are you finding more or less ways to make it?

Do higher numbers have more combinations that make them? _____

Geography

How can we find places?

Brainstorm: What things do you usually find on a map?

Pre Assessment:

Find the following places listed in the KEY on the treasure map and colour them in.

1.start

5.mountains

2.path

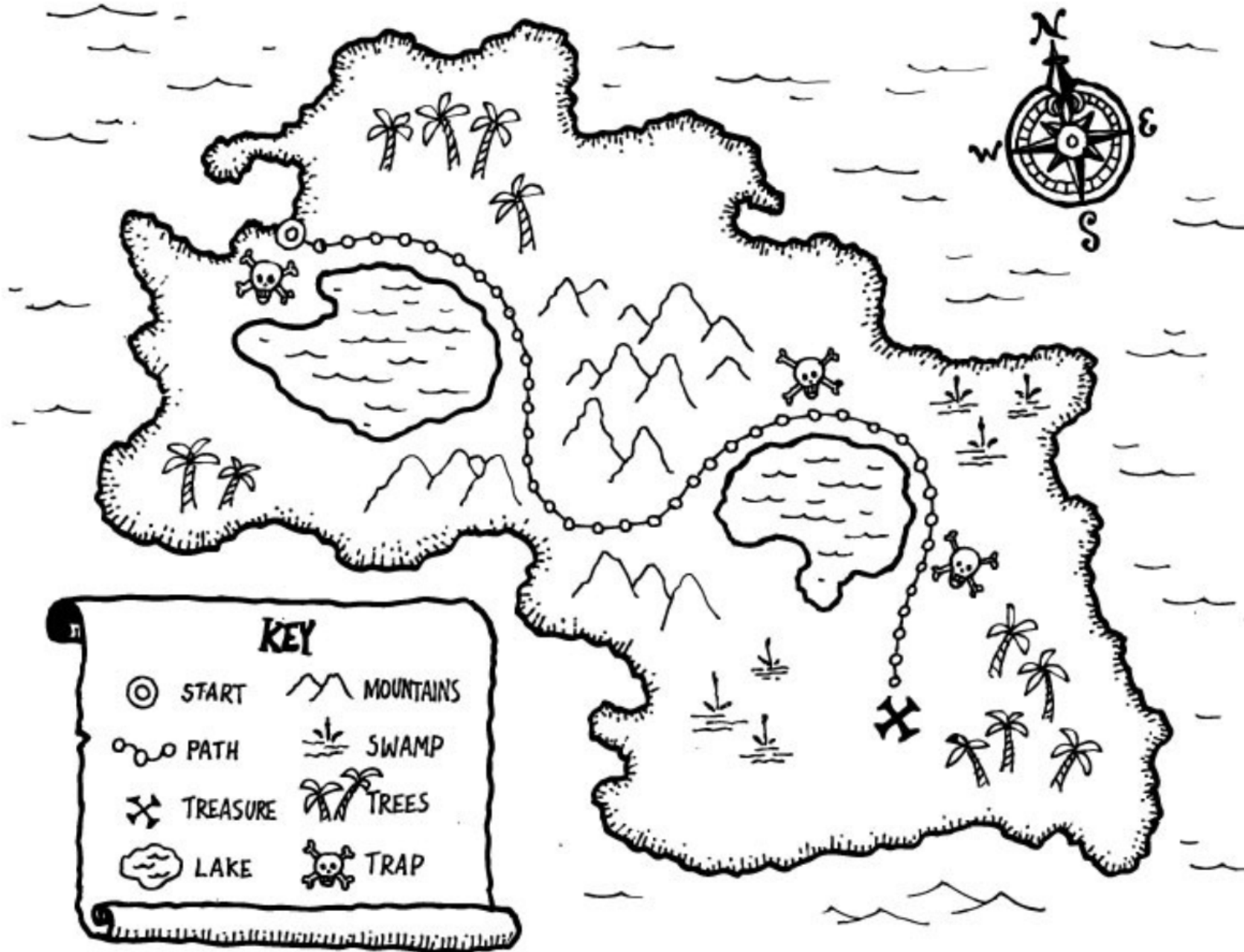
6.swamp

3.treasure

7.trees

4.lake

8.trap



Friday 16/10/21

Comprehension-

Book: Pig the Monster <https://www.youtube.com/watch?v=vFZ4av6tyCo>

Answer the following questions from the story “Pig the Monster”

The answers to these questions are directly stated in the story. All you need to do is find where the author tells you and you get the right answer.

- 1.What did Pig egg if people were stingy? _____
2. What can't dogs eat? _____
- 3.What happens to dogs when they eat chocolate? _____
4. Who warned Pig that dogs can't eat chocolate? _____
- 5.At the end of the story, what does Pig now share? _____

Daily 5

Listen to the story: No! Never! <https://www.youtube.com/watch?v=Emg1kwbE6TQ>

| Activities | | Completed |
|------------------|---|-----------|
| List word test |  | |
| Vocab “greedy” |  | |
| PM reader online |  | |

List word test- Ask a family member to test you reading and writing your words. Let Mrs Neil know on seesaw if you can read and write your list.

| 1-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | 61-70 |
|------|-------|-------|---------|---------|--------|--------|
| and | on | you | have | house | played | came |
| the | in | so | that | saw | up | dog |
| I | is | there | when | time | were | school |
| a | then | got | said | home | going | out |
| to | had | me | go | weekend | all | very |
| my | she | but | mum | play | get | be |
| was | he | like | day | fun | some | will |
| it | they | one | for | can | his | after |
| went | of | are | her | love | do | little |
| we | with | at | because | dad | once | big |

List 1

List 2

List 3

List 4

List 5

List 6

List 7

What does the word mean?

What are some words that have a similar meaning?

greedy



Use the word in a sentence.

Draw the word.



Spelling- single sound revision with Mrs Mitchell

Circle the beginning sound of each picture.



Let's Practice Letters & Sounds!

| | | | | |
|---|----------|---|----------|--|
|  | b |  | j | |
| | e | | o | |
| | i | | q | |



Let's Practice Letters & Sounds!

| | | | | |
|---|----------|---|----------|--|
|  | a |  | n | |
| | m | | o | |
| | j | | t | |



Let's Practice Letters & Sounds!

| | | | | |
|---|----------|---|----------|--|
|  | o |  | c | |
| | i | | l | |
| | k | | u | |



Let's Practice Letters & Sounds!

| | | | | |
|---|----------|---|----------|--|
|  | s |  | p | |
| | r | | i | |
| | o | | q | |



Let's Practice Letters & Sounds!

| | | | | |
|---|---|---|---|--|
|  | q |  | r | |
| | s | | g | |
| | f | | j | |



Let's Practice Letters & Sounds!

| | | | | |
|---|---|---|---|--|
|  | d |  | p | |
| | f | | k | |
| | u | | v | |

Let's Practice Letters & Sounds!

| | | | | |
|--|---|---|---|--|
|  | w |  | i | |
| | s | | g | |
| | x | | t | |

Let's Practice Letters & Sounds!

| | | | | |
|--|---|--|---|--|
|  | t |  | x | |
| | w | | i | |
| | c | | e | |

Let's Practice Letters & Sounds!



a

m

j



k

g

b

Let's Practice Letters & Sounds!



e

h

p



u

f

z

Let's Practice Letters & Sounds!



a

c

w



i

x

d

Let's Practice Letters & Sounds!



v

n

g



y

r

h

Mathematics- Number Talk



How can we partition 25?

Think about groups of tens and ones we have been learning about.

Lesson

Learning Intention- Combinations to 10

Success Criteria- I can recall the combinations that add to 5.

Activity



Basketball shootout- Use 6 basketballs (scrunched up post-it notes/paper). Place 6 rubber bands on your mat – this is your total number of shots. Practice shooting into a cup. Record all the ways the shots could go – 4 in 2 out, 3 in 3 out, 6 in 0 out, 0 in 6 out.

– Who can reach the highest level possible and improve the most from their starting total. For example, if you finish all the ways to make 6, you get to 7. How many levels can you conquer before time is up and the buzzer goes?

-Record combinations thrown.

Support/extension- Focus on teen numbers.

Combinations:

| Game 1 Combinations | Games 2 Combinations | Game 3 combinations |
|---------------------|----------------------|---------------------|
| | | |

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| | | |
|--|--|--|

