




Term 4 Week 1 - At Home Learning Overview

Activities have been modified on Wednesday to allow students to consolidate and complete work independently, as teachers will be offline completing professional development from 12pm-3pm and unable to respond or provide feedback on student work. After 12pm students can take a break from Learning From Home and engage in activities of their choice. A well-being afternoon for students and caregivers



	Tuesday 5 th October	Wednesday 6 th October	Thursday 7 th October	Friday 8 th October
Literacy				
Spelling	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘c’ and ‘y’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them form other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words saying the sounds as you write them.</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘c’ and ‘y’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them form other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘c’ and ‘y’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them form other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words saying the sounds as you write them.</p>	<p>Phonemic Awareness and Spelling Test (Alternative pronunciations of ‘c’ and ‘y’)– seesaw. Students to upload their words from their spelling to seesaw for the week. Please try not to help them with the test. We need to know where they are truly up to.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Test</p> <p>Complete 10-15 min reading eggs – spelling</p>



	Complete 10-15 min reading eggs – spelling	page and write your words saying the sounds as you write them. Complete 10-15 min reading eggs – spelling	Complete 10-15 min reading eggs – spelling	
Reading and Viewing	Read your text set on seesaw Reading Eggs/express 10-15min 	Read your text set on seesaw Reading Eggs/express 10-15min 	Read your text set on seesaw. Upload the answers to the comprehension questions. Reading Eggs/express 10-15min 	Record yourself reading your text set on seesaw Reading Eggs/express 10-15min 
Writing and Representing	Simple Sentences – Revision Watch the simple sentence video Write a list of nouns, verbs, adjectives Write 3-5 simple sentences Learning Intention To write a simple sentence Success Criteria I will use a capital letter at the start of every sentence I will add a full stop, question mark or exclamation mark at the end I will include a noun (The name of a person, place or thing) I will include a verb (describes what the noun is doing) I will read my sentence to make sure it makes sense Extension:	Complex Sentences Watch the video Complete the complex sentence Extension- Write your own complex sentences Learning Intention To write a complex sentence Success Criteria I will use a capital letter at the start of every sentence I will add a full stop, question mark or exclamation mark at the end I will include a noun (The name of a person, place or thing)	Compound Sentences Watch the video Complete the compound sentences Extension – write your own compound sentences Learning Intention To write a compound sentence Success Criteria I will use a capital letter at the start of every sentence I will add a full stop, question mark or exclamation mark at the end I will include a noun (The name of a person, place or thing) I will include a verb (describes what the noun is doing) I will put a comma before the conjunction I will include a conjunction (for, and, nor, but, or, yet, so)	Journal entry Write all about your week! Some things you might like to think about.... 1. What was my favourite thing I learnt this week and why? 2. What has been the hardest thing I have had to do this week and why? 3. What I am looking forward to when I come back to school? 4. Anything else I want to share with my teachers about my week? Upload to seesaw Learning Intention: To write a recount about my week Success Criteria



	I will add detail (use adjectives to describe the noun)	I will include a verb (describes what the noun is doing) I will put a comma before the conjunction I will include a conjunction I will read my sentence to make sure it makes sense Extension: I will add detail (use adjectives to describe the noun)	I will read my sentence to make sure it makes sense Extension: I will add detail (use adjectives to describe the noun)	I started with Dear Diary, I ended with from (name) I have included at least three things I did this week I have used capital letters and full stops My sentences make sense I have written the events in order Extension: I have included adjectives I have included compound or complex sentences to add detail to my writing. Handwriting - Hats
Speaking and Listening	Record yourself and describe what you did in the holidays			Record yourself reading your text for the week.
Mathematics				
Number and Algebra/ Measurement and Geometry	Fractions of a collection Learning intention: We are learning to divide a collection of objects into halves and quarters. Success Criteria: I can count how many objects there are in the collection I can divide the collection in half making sure there are equal amounts in the two groups I can divide the collection in thirds making sure there are equal amounts in the three groups	Fractions of a collection Learning intention: We are learning to divide a collection of objects into halves and quarters. Success Criteria: I can count how many objects there are in the collection I can divide the collection in half making sure there are equal amounts in the two groups I can divide the collection in quarters making sure there are equal amounts in the four groups	Volume Learning intention: We are learning to identify the volume of an object. Success Criteria: I can create an object using cubes I can measure the volume of the object by counting how many cubes it holds I can compare volumes of different objects 1. Mathemachat Discuss the image provided and build on your prior knowledge of volume.	Volume Learning intention: We are learning to identify the volume of an object. Success Criteria: I can create an object using cubes I can measure the volume of the object by counting how many cubes it holds I can compare volumes of different objects 1. Mathemachat Discuss the image provided and build on your prior knowledge of volume. 2. Video Watch the video to build on your knowledge of volume. https://www.youtube.com/watch?v=YECQ5JGNKlc 3. Game



	<p>I can divide the collection in quarters making sure there are equal amounts in the four groups I can divide the collection in eights making sure there are equal amounts in the eight groups</p> <p>1. Ten Time Play Shake, Shake, Drop. With a partner, each shake one hand and then hold up a number on your fingers. Add your number and your partners number together. First one to say the answer wins that round.</p> <p>2. Videos Watch the videos to learn about the different fractions of a collection https://tinyurl.com/7s44venj https://tinyurl.com/yc76aa84 https://tinyurl.com/rhc7264t</p> <p>3. Activity Divide a collection of items in halves, thirds, quarters and eights</p>	<p>1. Ten Time Play Shake, Shake, Drop. With a partner, each shake one hand and then hold up a number on your fingers. Add your number and your partners number together. First one to say the answer wins that round.</p> <p>2. Game Circle the groups of items into either halves or quarters</p> <p>3. Activity Answer the fraction questions on the worksheet provided</p>	<p>2. Video Watch the video to build on your knowledge of volume. https://tinyurl.com/3ctyjkmc</p> <p>3. Game Complete the game by filling in the volume of each object. Be careful to not miss the hidden cubes.</p> <p>4. Activity Complete the volume activity provided and reflect on your answers.</p>	<p>Complete the volume game</p> <p>4. Activity Complete the volume activity provided</p> <p>5. Optional Activity Create objects with different volumes. This is an optional activity due to some not having cubes or blocks at home.</p>
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Other KLAs

Please note these tasks are optional. If you would like to upload an image or video of your child completing these on activities on Seesaw you may.



Term 4 Week 2 - At Home Learning Overview








Activities have been modified on Wednesday to allow students to consolidate and complete work independently, as teachers will be offline completing professional development from 12pm-3pm and unable to respond or provide feedback on student work.

After 12pm students can take a break from Learning From Home and engage in activities of their choice. A well-being afternoon for students and caregivers



	Monday 11 th October	Tuesday 12 th October	Wednesday 13 th October	Thursday 14 th October	Friday 15 th October
Spelling	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘ch’ and ‘g’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘ch’ and ‘g’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘ch’ and ‘g’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘ch’ and ‘g’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</p>	<p>Phonemic Awareness and Spelling Test (Alternative pronunciations of ‘ch’ and ‘g’)–seesaw. Students to upload their words from their spelling to seesaw for the week. Please try not to help them with the test. We need to know where they are truly up to.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Test</p> <p>Complete 10-15 min reading eggs – spelling</p>



<p>Reading and Viewing</p>	<p>Read your text set on seesaw</p> <p>Reading Eggs/express 10-15min</p> 	<p>Read your text set on seesaw</p> <p>Reading Eggs/express 10-15min</p> 	<p>Read your text set on seesaw</p> <p>Reading Eggs/express 10-15min</p> 	<p>Read your text set on seesaw. Upload the answers to the comprehension questions.</p> <p>Reading Eggs/express 10-15min</p> 	<p>Record yourself reading your text set on seesaw</p> <p>Reading Eggs/express 10-15min</p> 
<p>Writing and Representing</p>	<p>Narratives</p> <p>This week is all about narrative texts. We will be looking at the purpose, structure and language features of imaginative texts.</p> <ol style="list-style-type: none"> 1.Read slides 2-3 2.Choose the story provided (Little red riding hood) or choose your favourite imaginative story and find out: <ul style="list-style-type: none"> - <i>Who are the main characters?</i> - <i>Where is the story set?</i> - <i>What is the complication/problem?</i> 3.Record your ideas on the template provided or on a piece of paper. (See example). <p>Upload to Seesaw</p> <p>Optional/Extension – <i>Choose another imaginative</i></p>	<p>Narratives</p> <p>Today we are going to be looking at our new book, Wolfie: The Unlikely Hero.</p>  <ol style="list-style-type: none"> 1.Look at the front cover of our new book, Wolfie: The Unlikely Hero. 2. Listen to Miss Dang on Seesaw read the orientation of the story. 3. Use the mic tool on seesaw and record your thoughts about the book. <p>OR</p>		<p>Narratives</p> <ol style="list-style-type: none"> 1.Watch and listen Miss Chan read the book 'Wolfie' on seesaw  <ol style="list-style-type: none"> 2. Listen to Miss Dang on Seesaw discuss adjectives. 3.Use the template and write down some adjectives from the book that described 'Wolfie' and some extra adjectives of your own in a different colour. (e.g., cunning, quick, strong). <p>Upload to Seesaw.</p> <p>Optional/Extension – <i>Choose some of the adjectives you have written and write 2-5</i></p>	<p>Journal entry</p> <p>Write all about your week!</p> <p>Some things you might like to think about....</p> <ol style="list-style-type: none"> 1. What was my favourite thing I learnt this week and why? 2. What has been the hardest thing I have had to do this week and why? 3. What I am looking forward to when I come back to school? 4. Anything else I want to share with my teachers about my week? <p>Upload to seesaw</p> <p><u>Learning Intention:</u> <i>To write a recount about my week</i></p> <p><u>Success Criteria</u></p>



story and record who the characters are, where the story is set and what the complication is.

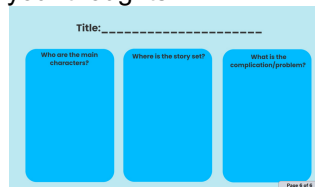
Learning intention

We are learning to identify the key features of an imaginative text. (Characters, setting and complication)

Success criteria

- I will record who the main characters are.
- I will record where the story is set.
- I will record what the complication is.
- I will write in full sentences.
- I will use capital letters and full stops.
- I will try to spell hard words.

Use the template to write your thoughts.



Think about:

- What type of text? (i.e., imaginative, informative, or persuasive.)
- How do you know?
- Who is the book written for? e.g., the audience – adults, children.

Upload to Seesaw

Optional/Extension -

Choose your own imaginative text OR Little red riding hood and write your thoughts about the book.

Think about:

- What type of text? (i.e., imaginative, informative, or persuasive.)
- How do you know?
- Who is the book written for? e.g., the audience – adults, children.

Learning intention

We are learning how to identify an imaginative text. (Characters, setting and complication.)

Success criteria

- I will record my ideas.
- I will write in full sentences.

simple/compound sentences on a piece of paper, or the template provided.

Learning intention

We are learning to identify adjectives in imaginative texts.

Success criteria

- I will record at least 5 adjectives from the story.
- I will try to spell hard words.

I started with Dear Diary,
 I ended with from (name)
 I have included at least three things I did this week
 I have used capital letters and full stops
 My sentences make sense
 I have written the events in order
 Extension:
 I have included adjectives
 I have included compound or complex sentences to add detail to my writing.

Handwriting - Dogs



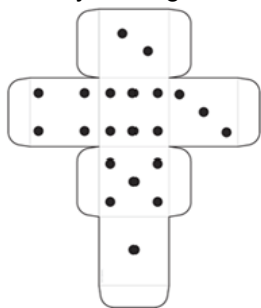
		I will use capital letters and full stops. I will try to spell hard words.			
Speaking and Listening					Record yourself reading your text for the week.

Mathematics

<p>Number and Algebra/ Measurement and Geometry</p>	<p>Fractions – Fractions of a collection</p>	<p>Fractions – Problem Solving</p>	<p>Data – Investigating and gathering data using tally marks</p>	<p>Data – Investigating and gathering data using pictures and symbols</p>	<p>Data – Interpreting Data</p>
<p>y</p>	<p><u>Learning intention:</u> We are learning to halve objects and collections.</p> <p><u>Success Criteria:</u> I know what 'half' means and can write it using words and numbers. I can halve a collection by making sure each side has the same amount. I can share a collection of objects to model a quarter. I can share a collection of objects to model an eighth.</p> <p>1. Ten Time Play Target Number! Select a 'target number' between 2-12. Roll two 6-sided dice to try to reach your target number.</p> <p><u>Level 2:</u> Select a 'target number' between 10-15. Roll a 6-sided dice and add it to the number 9 to try to reach your target.</p> <p><u>Challenge:</u> Select a 'target number' between 10-30.</p>	<p><u>Learning intention:</u> We are learning to solve word problems by halving objects and collections.</p> <p><u>Success Criteria:</u> I can halve a collection of objects and make sure each side has the same amount. I can read a word problem carefully and check that my answer makes sense. I can share a collection of objects to model a quarter. I can share a collection of objects to model an eighth.</p> <p>1.Mathemachat Use the picture provided and write down your observations.</p> <div data-bbox="627 1141 929 1396" data-label="Image"> </div> <p>2.Vocabulary: Read the meanings of each word so</p>	<p><u>Learning intention:</u> We are learning to investigate a topic to gather data.</p> <p><u>Success Criteria:</u> I can ask suitable questions to get the data I need I can track what has been counted using tally marks.</p> <p>1. Ten Time Play Target Number! Select a 'target number' between 2-12. Roll two 6-sided dice to try to reach your target number.</p> <p><u>Level 2:</u> Select a 'target number' between 10-15. Roll a 6-sided dice and add it to the number 9 to try to reach your target.</p> <p><u>Challenge:</u> Select a 'target number' between 10-30. Roll 5x 6-sided dice, add them together and try to reach your target number.</p> <p>2. Video</p>	<p><u>Learning intention:</u> We are learning to investigate a topic to gather data.</p> <p><u>Success Criteria:</u> I can ask suitable questions to get the data I need I can track what has been counted using concrete materials or symbols. I can use a table to display the information gathered.</p> <p>1. Mathemachat Use the picture provided and write down your observations.</p> <div data-bbox="1411 1125 1724 1252" data-label="Image"> </div> <p>2. Video Watch the video by Miss Dang demonstrating how to collect and represent data using pictures and symbols.</p>	<p><u>Learning intention:</u> We are learning to describe and explain information presented in data displays.</p> <p><u>Success Criteria:</u> I can recognise what each object, picture or drawing represents. I can use words like 'more than' or 'less than' to compare the data presented I can explain what I see in data displays and what it means I can write in full sentence to describe the data.</p> <p>1. Ten Time Play Target Number! Select a 'target number' between 2-12. Roll two 6-sided dice to try to reach your target number.</p> <p><u>Level 2:</u> Select a 'target number' between 10-15. Roll a 6-sided dice and add it to the number 9 to try to reach your target.</p>

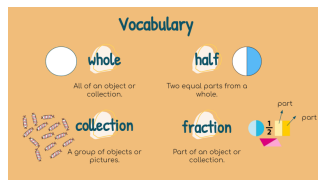


Roll 5x 6-sided dice, add them together and try to reach your target number.



Dice template attached to play the game (Print two copies) or use interactive dice online <https://toytheater.com/dice/>

2. Vocabulary: Read the meanings of each word so you have a good understanding of fractions.



3. Video
Numerators and Denominators - Fractions Explained for Kids:
<https://www.youtube.com/watch?v=jr6qj1uYDHg&form=MY01SV&OCID=M Y01SV>

you have a good understanding of fractions.



3. Video
Watch the demonstration video which explains how to solve a word problem involving finding 1/2 and a 1/4 of a collection.

OFFLINE OPTION
Refer to the 'finding 1/2 and 1/4 of a collection' table attached.

4. Fraction Word Problems
Select one of the following activities, suitable to your child's level of understanding.

1 Star Activity
(solving word problems with halves 1/2)

One Star Activity: Problem Solving with Halves

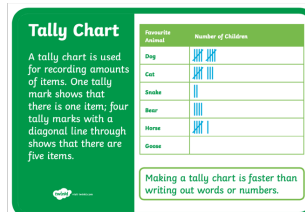
Click the green button to have the question read to you. Record your working out on a piece of paper then upload a photo of your work. You may also choose to create your answer or use the answer video for support.

- Tom found 10 golden eggs in the magical forest and took half of them home with him. How many did he take?
- A farmer has 20 chickens and sells 3/4 of them. How many chickens does she have left on the farm?
- Arene has 16 apples and eats half of them. How many apples are left?

2 Star Activity
(solving problems with halves 1/2 and quarters 1/4)

Watch the video by Miss Dang demonstrating how to collect and represent data using tally marks.

OFFLINE OPTION
View the posters provided about collecting and representing data using tally marks.



3. Interactive Activity
OPTIONAL: Play the Tally Chart Game
https://www.softschools.com/math/data_analysis/tally_chart/

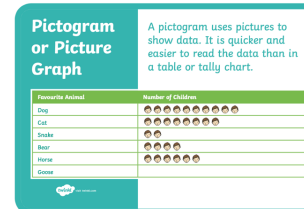
4. Virtual Tour
Go on a virtual tour through the aquarium
<https://aqua.org/media/virtual-tours/baltimore/index.html>

See if you can find the animals listed to make a tally of how many of each animal you are able to spot.

Animals at the Aquarium	
Stingray	
Shark	
Dolphin	
Yellow Fish	
Blue Fish	

OFFLINE PACK OPTION

OFFLINE OPTION
View the posters provided about collecting and representing data using pictures and symbols.



3. Independent Activity
Develop a question to collect data about colour of a specific object. For example:

- What colour cars drive past my house today?
- What colour hats can I find in my house?
- What colour gems do I have in my collection?

Create a graph to show the information you collect. Don't forget to include a key if required!

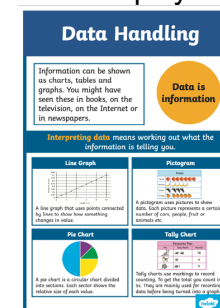
Title: _____

Key: _____

Challenge: Select a 'target number' between 10-30. Roll 5x 6-sided dice, add them together and try to reach your target number.

2. Video
Watch the video by Miss Dang demonstrating how to understand data displays and explain it using words.

OFFLINE OPTION
View the posters provided about data displays.



3. Independent Activity
Select one of the following games to play to practise interpreting data.

Fishing Pictograph Game -
<http://toytheater.com/fishing/>
Fruit Fall Pictograph -
<http://toytheater.com/fruit-fall/>



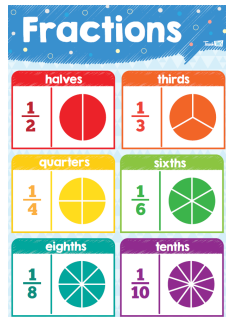
(This video will explain halves and quarters)

(extension) *Fractions & Decimals Grade 2 Level - Maths for Kids*

<https://www.youtube.com/watch?v=KbYFW38XzK8&form=MY01SV&OCID=MY01SV>

(This video will explain halves, quarters and eighths)

OFFLINE OPTION
Refer to the '*Fractions Poster*' attached.



4. Cake Fractions

Today your job is to be a cake decorator! Draw and decorate the cakes to complete the orders from hungry customers. You can choose to divide your cake into halves $\frac{1}{2}$, quarters $\frac{1}{4}$ or eighths $\frac{1}{8}$ and decorate each side or you can spread out the

Two Star Activity: Problem Solving with Halves and Quarters

Click the QR code to view the question boards you created your working out on a piece of paper then upload a photo of your work. Scan the QR code to check your answer or see the answers slide (don't click)

1. Tom found 32 golden eggs in the magical forest and took **one-quarter** of them home with him. How many did he take?

2. A farmer has 24 chickens and sells **half** of them. How many chickens does she have left on the farm?

3. Anna has 36 apples and eats **$\frac{1}{6}$** of them. How many apples are left?

3 Star Activity
(solving problems with halves $\frac{1}{2}$ and quarters $\frac{1}{4}$ and eighths $\frac{1}{8}$)

Three Star Activity: Problem Solving with Halves, Quarters and Eighths

Click the QR code to view the question boards you created your working out on a piece of paper then upload a photo of your work. Scan the QR code to check your answer or see the answers slide (don't click)

1. Tom found 32 golden eggs in the magical forest and took **one-eighth** of them home with him. How many did he take?

2. A farmer has 18 chickens and sells **$\frac{1}{3}$** of them. How many chickens does she have left on the farm?

3. Anna has 20 apples and eats **one-quarter** of them. How many apples are left?

Each activity will have 6 questions. Please record your working out on a piece of paper, then upload to Seesaw. To solve the fraction word problems, you can:

- Use a collection of items around the house (E.g. Lego, blocks, pasta, lollies)
- Draw

(You can check your answers by scanning the QR Code or refer to the answer sheet attached).

View the picture provided and complete a tally of the animals you see.



Take a screen shot of the graph produced at the end of your game and answer the following questions:

- Which was the most popular?
- Which was the least popular?
- Were there any items that were equal?
- How many more did the most popular item have compared to the least popular item?

OFFLINE OPTION

Collect a handful of a colourful object (e.g. lego pieces, paper clips, gems). Sort the objects into colours, with a different line for each colour. Then answer the questions

Interpreting Data

Which was the most popular? _____

Which was the least popular? _____

Were there any items that were equal? _____

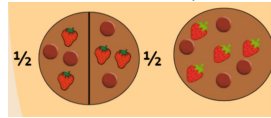
How many more did the most popular item have compared to the least popular item? _____

provided.

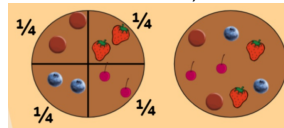


toppings across the cake.
Select one of the following activities to complete, suitable to your child's level of understanding. Examples below.

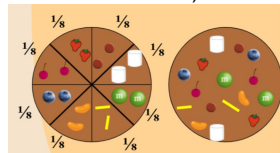
- 1 Star Activity
(represent half of a collection)



- 2 Star Activity
(represent quarters of a collection)



- 3 Star Activity
(Represent eighths of a collection)



Use the template attached. Upload your work to Seesaw on the blank side.

Other KLAs

Please note these tasks are optional. If you would like to upload an image or video of your child completing these on activities on Seesaw you may.



Year 1

Term 4 Week 3 - At Home Learning Overview






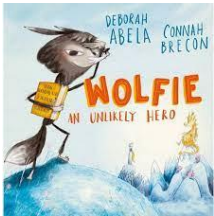
Activities have been modified on Wednesday to allow students to consolidate and complete work independently, as teachers will be offline completing professional development from 12pm-3pm and unable to respond or provide feedback on student work.

After 12pm students can take a break from Learning from Home and engage in activities of their choice. A well-being afternoon for students and caregivers



	Monday 18 th October	Tuesday 19 th October	Wednesday 20 th October	Thursday 21 st October	Friday 22 nd October
Literacy					
Spelling	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘e’ and ‘a’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘e’ and ‘a’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘e’ and ‘a’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words</p>	<p>Phonemic Awareness and Phonics Video Lesson – Alternative pronunciations of ‘e’ and ‘a’ Students to upload their words from their writing to seesaw at the end of the week</p> <p>Extension: Word hunt – find other words that have the same sound in them from other books.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Sheet – Read your words, fold over the page and write your words</p>	<p>Phonemic Awareness and Spelling Test (Alternative pronunciations of ‘a’ and ‘e’)–seesaw. Students to upload their words from their spelling to seesaw for the week. Please try not to help them with the test. We need to know where they are truly up to.</p> <p>If you do not have access to a device for videos, flashcards used in the lessons will be provided in the at home learning pack. Students are to read the words on the flashcards and then be given the opportunity to write the words after an adult has read it to them.</p> <p>Spelling Test</p> <p>Complete 10-15 min reading eggs – spelling</p>




	words saying the sounds as you write them. Complete 10-15 min reading eggs – spelling	words saying the sounds as you write them. Complete 10-15 min	saying the sounds as you write them. Complete 10-15 min	saying the sounds as you write them. Complete 10-15 min	
Reading and Viewing	Read your text set on seesaw Reading Eggs/express 10-15min 	Read your text set on seesaw Reading Eggs/express 10-15min 	Read your text set on seesaw Reading Eggs/express 10-15min 	Read your text set on seesaw. Upload the answers to the comprehension questions. Reading Eggs/express 10-15min 	Record yourself reading your text set on seesaw Reading Eggs/express 10-15min 
Writing and Representing	<p>Imaginative writing</p> <p>1. Watch and listen to the book 'Wolfie: An Unlikely Hero' on Storybox Library. https://storyboxlibrary.com.au/stories/results?search=wolfie&age_group=&length=&theme=&series=&author=&reader=&awards=&reading_challenges=&sort=new_to_old Username: Hezlett Password: Hezlett</p>  <p>2. Draw a picture of your own wolf character.</p>	<p>Imaginative writing</p> <p>Text Patterning - we are going to practise writing like the authors from Wolfie Deborah Abela and Connah Brecon to describe our own wolf's features and actions using adjectives to describe nouns.</p> <p>1. Use the adjectives you brainstormed yesterday to complete the writing activity. 2. Choose the level you think you can do. Try to challenge yourself.</p> <p><u>Level of support for writing – Students do NOT have to do every level but choose the level that fits their capabilities.</u></p> <p>Level 1. Trace and copy</p>		<p>Imaginative writing</p> <p>Text Patterning - we are going to practise writing like Deborah Abela and Connah Brecon to describe our own wolf's features and actions using adjectives to describe nouns.</p> <p>1. Use the adjectives you brainstormed yesterday to complete the writing activity. 2. Choose the level you think you can do. Try to challenge yourself.</p> <p><u>Level of support for writing – Students do NOT have to do every level but choose the level that fits their capabilities.</u></p> <p>Level 1. Trace and copy</p>	<p>Journal entry Write all about your week!</p> <p>Some things you might like to think about....</p> <p>1. What was my favourite thing I learnt this week and why? 2. What has been the hardest thing I have had to do this week and why? 3. What I am looking forward to when I come back to school? 4. Anything else I want to share with my teachers about my week? Upload to seesaw</p> <p><u>Learning Intention:</u> To write a recount about my week</p> <p><u>Success Criteria</u> I started with Dear Diary, I ended with from (name)</p>



	<p>Decide if your wolf is good or evil.</p> <p>3. Think of at least 3 adjectives to describe your wolf. Use last Thursday's lessons for ideas if you need it. Upload to Seesaw.</p> <p><u>Learning Intention:</u> We are learning to write a descriptive sentence using an adjective to describe a noun.</p> <p><u>Success Criteria</u> I will use a capital letters and full stops. I will use at least 3 adjectives to describe my wolf. I will try to spell hard words.</p>	<p>Level 2: Choose your own adjectives to describe your wolf.</p> <p>Level 3. Write two sentences adding adjectives to describe the features and actions of your wolf.</p> <p><u>Learning Intention:</u> We are learning to write a descriptive sentence using an adjective to describe a noun.</p> <p><u>Success Criteria</u> I will use a capital letters and full stops. I will use adjectives to describe and match my nouns. I will try to spell hard words. My sentences will make sense.</p>		<p>Level 2: Choose your own adjectives to describe your wolf.</p> <p>Level 3. Write your own introduction to a story about your wolf character.</p> <p><u>Learning Intention:</u> We are learning to write descriptive sentences using adjective to describe nouns.</p> <p><u>Success Criteria</u> I will use a capital letters and full stops. I will use adjectives to describe and match my nouns. I will try to spell hard words. My sentences will make sense. I will use a variety of sentences including simple, compound and complex sentences.</p>	<p>I have included at least three things I did this week</p> <p>I have used capital letters and full stops</p> <p>My sentences make sense</p> <p>I have written the events in order</p> <p>Extension: I have included adjectives</p> <p>I have included compound or complex sentences to add detail to my writing.</p> <p>Handwriting - Music</p>
Speaking and Listening	<p>Show a family member your wolf character and describe them or record yourself and upload it to Seesaw for your teacher to see.</p>			<p>Choose an imaginative story from your bookshelf or reading eggs and explain to a family member why you know it is imaginative or record your explanation and upload it to Seesaw.</p>	<p>Record yourself reading your text</p>
Mathematics					
Number and Algebra/ Measurement and Geometry	Money – Describe and order money according to their value	Money – Describe and order money according to their value	Money - Describe and order money according to their value	Money - Describe and order money according to their value	Money - Describe and order money according to their value



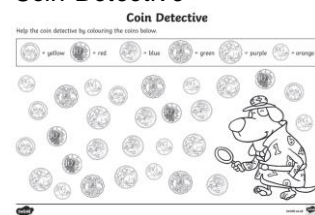
	<p><u>Learning intention:</u> We are learning to identify, sort, order and count money and to recognise the symbols for dollars (\$) and cents (c).</p> <p><u>Success Criteria:</u> I can identify Australian coins. I can sort Australian coins. I can recognise the symbols \$ and c.</p> <p>1.Ten Time <i>100 or Bust</i> Students roll a 6-sided dice. Each time they roll they add the number on. The aim of the game is to try and get as close to 100 without going over!</p> <p><i>200 or bust challenge</i> Students roll a 6-sided dice twice (or two 6-sided dice). They can decide to make a two-digit number e.g. 26 or keep it as two separate numbers a 2 and a 6. The aim of the game is to try and get as close to 200 without going over!</p> <p>2.Watch:</p>	<p><u>Learning intention:</u> We are learning to identify, sort, order and count money and to recognise the symbols for dollars (\$) and cents (c).</p> <p><u>Success Criteria:</u> I can sort Australian coins. I can count Australian coins.</p> <p>1.Mathema-chat Discuss the image and answer the questions.</p>  <p>2. Identify the Australian coins by completing the <i>Matching Coins</i> worksheet</p>	<p><u>Learning intention:</u> We are learning to identify, sort, order and count money and to recognise the symbols for dollars (\$) and cents (c).</p> <p><u>Success Criteria:</u> I can count Australian coins. I can select coins to show a total amount.</p> <p>1.Ten Time <i>100 or Bust</i> Students roll a 6-sided dice. Each time they roll they add the number on. The aim of the game is to try and get as close to 100 without going over!</p> <p><i>200 or bust challenge</i> Students roll a 6-sided dice twice (or two 6-sided dice). They can decide to make a two-digit number e.g. 26 or keep it as two separate numbers a 2 and a 6. The aim of the game is to try and get as close to 200 without going over!</p> <p>2. Play: Click the link to play the <i>Coins Game</i>. Please choose the</p>	<p><u>Learning intention:</u> We are learning to recognise that a total amount can be made using different denominations (coins).</p> <p><u>Success Criteria:</u> I can count Australian coins. I can select coins to show a total amount. I can recognise that total amounts can be made in different ways.</p> <p>1. Ten Time <i>100 or Bust</i> Students roll a 6-sided dice. Each time they roll they add the number on. The aim of the game is to try and get as close to 100 without going over!</p> <p><i>200 or bust challenge</i> Students roll a 6-sided dice twice (or two 6-sided dice). They can decide to make a two-digit number e.g. 26 or keep it as two separate numbers a 2 and a 6. The aim of the game is to try and get as close to 200 without going over!</p> <p>2.Watch:</p>	<p><u>Learning intention:</u> We are learning to recognise that a total amount can be made using different denominations (coins).</p> <p><u>Success Criteria:</u> I can recognise Australian coins \$ and c. I find more than one way to make a total amount using coins. I can count Australian coins using addition.</p> <p>1.Ten Time <i>100 or Bust</i> Students roll a 6-sided dice. Each time they roll they add the number on. The aim of the game is to try and get as close to 100 without going over!</p> <p><i>200 or bust challenge</i> Students roll a 6-sided dice twice (or two 6-sided dice). They can decide to make a two-digit number e.g. 26 or keep it as two separate numbers a 2 and a 6. The aim of the game is to try and get as close to 200 without going over!</p> <p>2.Vocabulary: Read the vocabulary words</p>
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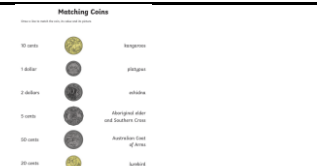
[The Money Song | Australian Coins Song | Scratch Garden](https://www.youtube.com/watch?v=Djfb0EAROTg)
<https://www.youtube.com/watch?v=Djfb0EAROTg>

3. Watch the Australian money video on SeeSaw (if you can) or read through the PowerPoint slides.

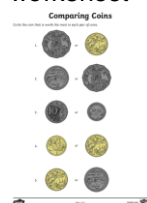
4. Colour the coins – Coin Detective



5. Order the Australian Coins (draw if you cannot cut and paste).



3. Which coin is worth more? Circle the coin with the greatest value on the *Comparing Coins* worksheet



4. Read the information page and complete the counting money task – How much money is in my jar?

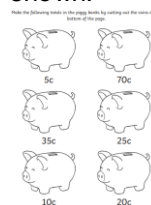


'Australian' option. Then choose 'Ordering'. You can choose your level.
<https://www.topmarks.co.uk/money/coins-game>

3. Complete the work sheet - How much money is in my piggy bank?



4. Draw coins in your piggy bank to match the amount shown.



[The Money Song | Australian Coins Song | Scratch Garden](https://www.youtube.com/watch?v=Djfb0EAROTg)
<https://www.youtube.com/watch?v=Djfb0EAROTg>

3. How many ways can you make \$1 with coins?

Draw the coins needed to make \$1.00 inside the piggy bank. Draw a different combination in each pig.

Challenge: create 7 combinations



4. How many ways can you make \$2 with coins?

Draw the coins needed to make \$2.00 inside the piggy bank. Draw a different combination in each pig.

Challenge: create 7 combinations

on money and coins so you have a good understanding of the lesson.



3. Play the game 'Coins Game': Scan the QR Code to access the game or click the link:



<https://www.topmarks.co.uk/money/coins-game>

OFFLINE OPTION

Use loose coins around the house and count how much you have in total. See how many \$1 you can make with cents.

4. Activity: Show me the money! Today you will go shopping and purchase some items. In order to purchase the items, you will need to give the cashier the correct amount of money. You will need to find more than



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one way to make the total amount of money by dragging the coins (cents and dollars) into the box to show how you made your total amount. Complete only ONE activity

1- Star Activity: (cents)



2- Star Activity: (dollars and cents)



3- Star Activity: (dollars with cents)



OFFLINE OPTION
Draw the coins needed to make the correct amount to purchase your item from the shop. Upload a picture of your work to Seesaw.