



Year 1






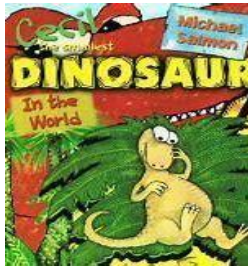
Week 8 - At Home Learning Overview

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 30 th August | Tuesday 31 st August | Wednesday 1 st September | Thursday 2 nd September | Friday 3 rd September |
|----------------|---|---|---|---|--|
| English | | | | | |
| Spelling | <p>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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</p> | <p>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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</p> | <p>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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</p> | <p>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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</p> | <p>Phonemic Awareness and Spelling Test (revision of sounds learnt this term) – seesaw. Students to upload their words from their spelling to seesaw at the end of the lesson. Please try not to help them with the test. We need to know where they are truly up to.</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> |



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| | <p>and write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</p> | <p>write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</p> | <p>write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</p> | <p>write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</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</p> <p>Reading Eggs/express 10-15min</p>  | <p>Read your text set on seesaw</p> <p>Reading Eggs/express 10-15min</p>  |
| <p>Writing</p> | <p>Persuasive writing</p> <p>Watch and listen to the text Cecil the smallest Dinosaur in the world'</p> <p>https://www.youtube.com/watch?v=EfBXW_bLCds</p>  <p>1. Think about what arguments the other dinosaurs made to try to</p> | <p>Persuasive writing Writing a draft</p> <p>Father's Day is just around the corner! This week you are you going to write a letter telling your dad why you think he is the best dad in the world. You may also choose to write about any other father figure in your life, perhaps a grandparent, uncle, neighbour.</p> <ol style="list-style-type: none"> 1. Listen to Miss Cooper on Seesaw share the draft letter example. 2. Write your title 3. Write your introduction. <i>Example: Do you know why I think you are the best dad in the world? I'll tell you!</i> | | <p>Persuasive writing Publishing your writing</p> <ol style="list-style-type: none"> 6. Listen to Miss Cooper share the published example of 'My dad is the best dad' 7. Use your draft writing to publish your letter ready to give to dad for Father's Day on Sunday. 8. You will need to think about if you would like to use a computer or publish on the template provided. 9. Use the success criteria below and read through your writing to ensure you have included everything. Make sure you include full sentences and detail supporting your arguments in compound or complex sentences. | <p>Journal entry Write all about your week!</p> <p>Some things you might like to think about....</p> <ol style="list-style-type: none"> 11. What was my favourite thing I learnt this week and why? 12. What has been the hardest thing I have had to do this week and why? 13. What I am looking forward to when I come back to school? 14. Anything else I want to share with my teachers about my week? <p>Upload to seesaw</p> |



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| | <p>persuade Cecil that they were so special. 2. Record the arguments in the template. Example: The diplodocus says he is the longest dinosaur in the world.</p> <p>Upload to Seesaw</p> <p>Optional/extension - Use the challenge template and write three arguments for why you think Cecil the dinosaur is special.</p> <p><u>Learning Intention:</u> To plan, draft and publish persuasive text that shares opinion supported with arguments</p> <p><u>Success Criteria</u> I will use a capital letter</p> <p>I will use a full stop</p> <p>I will use at least 3 high modality words</p> <p>I will use simple, compound and complex sentences</p> <p>I will try to spell hard words</p> <p>I will edit my own work by adding detail</p> | <p>4. Write three dot points/reasons for why your dad is the best. 5. Write your closing statement</p> <p>Upload to Seesaw</p> <p><u>Learning Intention:</u> To plan, draft and publish persuasive text that shares opinion supported with arguments</p> <p><u>Success Criteria</u> I will use a capital letter</p> <p>I will use a full stop</p> <p>I will use at least 3 high modality words</p> <p>I will use 1 rhetorical question</p> <p>I will use simple, compound and complex sentences</p> <p>I will use paragraphs to organise my ideas</p> <p>I will try to spell hard words</p> <p>I will edit my own work by adding detail</p> | | <p>10. Publish your persuasive letter on Seesaw.</p> <p>Don't forget to give your letter to dad on Sunday</p> <p><u>Learning Intention:</u> To plan, draft and publish persuasive text that shares opinion supported with arguments</p> <p><u>Success Criteria</u> I will use a capital letter</p> <p>I will use a full stop</p> <p>I will use at least 3 high modality words</p> <p>I will use 1 rhetorical question</p> <p>I will use simple, compound and complex sentences</p> <p>I will use paragraphs to organise my ideas</p> <p>I will try to spell hard words</p> <p>I will edit my own work by adding detail</p> | <p><u>Learning Intention:</u> To write a recount about my week</p> <p><u>Success Criteria</u></p> <p>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.</p> <p>Handwriting – Birthdays</p> |
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| Speaking and Listening | | | | Record yourself reading your letter. | Record yourself reading your book for the week. |
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| Mathematics | | | | | |
| <p>Number And Algebra</p> <p>Measurement and Geometry</p> | <p>Whole Number - Place Value (Partitioning)</p> <p><u>Learning Intention:</u> We are learning to use place value to partition two-digit numbers.</p> <p><u>Success Criteria:</u> I can identify the number in the tens and ones place. I can partition numbers into tens and ones. I can partition numbers into non-standard forms e.g. $63 = 20 + 43$</p> <p>1. Ten Time Find a person to play with. Use a deck of cards (with picture cards removed), randomly pick two cards and make the biggest two-digit number possible. Say the number aloud, the person with the biggest number collects all four cards. The person with the most cards at the end is the winner.</p> <p>Level 1: two-digit number Level 2: three- digit number Challenge: four-digit number</p> | <p>Whole Number - Place Value (Partitioning)</p> <p><u>Learning Intention:</u> We are learning to use place value to partition two-digit numbers.</p> <p><u>Success Criteria:</u> I can identify the number in the tens and ones place. I can partition numbers into tens and ones. I can partition numbers into non-standard forms e.g. $63 = 20 + 43$</p> <p>1. Mathemachat Use the picture below to record all the things that you see/notice. For example, in picture A – I can see 4 tens and 3 ones, this makes 43, $40 + 3 = 43$.</p> <div data-bbox="674 986 958 1169" data-label="Image"> </div> <p>2. Place Value Board Game Activate your knowledge of place value by playing 'Place Value Pick'. Differentiated levels indicated below: 1. Two-digit</p> | <p>Whole Number - Counting in Groups</p> <p><u>Learning Intention:</u> We are learning to count and estimate large collections of objects by grouping in tens.</p> <p><u>Success Criteria:</u> I can skip count by tens. I can group objects in tens and ones to work out the total number of objects. I can make estimates of a total number of objects in a collection. I understand that grouping items into tens and ones will help me partition two-digit numbers and assist with more challenging addition problems.</p> <p>1. Ten Time Find a person to play with. Use a deck of cards (with picture cards removed), randomly pick two cards and make the biggest two-digit number possible. Say the</p> | <p>Mass</p> <p><u>Learning Intention:</u> We are learning to compare the masses of objects from light to heavy by hefting them.</p> <p><u>Success Criteria:</u> I can identify materials that are light and heavy. I can estimate and order the mass of objects from light to heavy by hefting each item.</p> <p>1. Mathemachat Use the picture below to record all the things that you see/notice. For example, I can see that the blue cylinder weighs 6.</p> <div data-bbox="1420 882 1749 1153" data-label="Image"> </div> <p>2. Watch: The elephant mass song https://www.youtube.com/watch?v=-cjPAPFuGLM</p> <p>3. Light or Heavy worksheet Tick the items that is heavier.</p> | <p>Mass</p> <p><u>Learning Intention:</u> We are learning to read a pan balance to compare the mass of two items.</p> <p><u>Success Criteria:</u> I can identify materials that are light and heavy. I understand that the heavier item will be the side that tips the pan balance lower. I can use drawing to record my findings.</p> <p>1. Ten Time Find a person to play with. Use a deck of cards (with picture cards removed), randomly pick two cards and make the biggest two-digit number possible. Say the number aloud, the person with the biggest number collects all four cards. The person with the most cards at the end is the winner.</p> <p>Level 1: two-digit number Level 2: three- digit number Challenge: four-digit number</p> <p>2. Read the Scales What is a pan balance? Read the information to find out.</p> |

2. Place Value Basketball

Activate your knowledge of place value by playing the game linked below.
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>



3. Place Value video

Watch 'Place Value Partitioning - STANDARD FORM' video by Miss Dang OR OFFLINE PACK view the poster below.

4. Independent Activity

Complete the 'Partitioning activity' and 'Number of the Day'. Differentiated levels indicated on the top left of the worksheet – please select ONE that's best for you.

2. Three-digit
 3. Four-digit
 Please select ONE game board that's best for you to play.

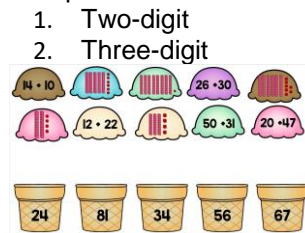


3. Place Value Video

Watch the 'Place Value Partitioning – Non standard video' by Miss Dang OR OFFLINE PACK view the poster below.

4. Independent Activity

Complete the non-standard partitioning ice-cream puzzle. Choose ONE of the two levels to complete.



number aloud, the person with the biggest number collects all four cards. The person with the most cards at the end is the winner.

Level 1: two-digit number
 Level 2: three-digit number
 Challenge: four-digit number

2. Skip Counting Activities

Listen to the skip counting by 10s song



https://www.youtube.com/watch?v=dSdjzF19H6k&ab_channel=MathSongsbyNUMBEROCK

Play caterpillar sequencing game (work on skip counting by tens on/off the decade, then sequencing numbers backwards/forwards) -
<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

Light or Heavy?



4. Mass Investigation

1. Become a 'Grocery detective' open up the pantry and select 10 items.

2. Predict which items are the heaviest and which are the lightest.

3. Place these items on a table and by 'hefting' order the items from lightest to heaviest. Hefting means we lift two items, one in each hand, and compare which is heavier.

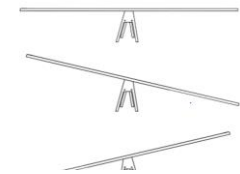
Look at the images of the pan balance. Complete the sentence under the image to make the statement true.

3. Complete the Scales

Cut out (drag if online) the heavy and light objects and glue (place) them on the correct side of the balance scales to complete the picture.

Complete the Scales

Cut out the heavy and light objects and glue them on the correct side of the balance scales to complete the picture.



4. Fat Cats

Imagine you are a vet. You have to give medicine according to how heavy each animal is. A customer comes in with four very fat cats. How could you put them in order according to heaviness? Discuss suggestions with a friend or family member.

Look at the Fat cats problem.

The strips tell you a story.
 -read the 6 clues
 -come up with a strategy to put the cats in order
 -work out the order
 -check your working out carefully against each clue



Level 2

Name: _____

Number of the day

| Tens | Ones |
|------|------|
| | |

Color to show the number

Circle it

odd or even

Solve it

add 2 subtract 3

add 5 subtract 4

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Menu Ordering Forwards: 1 to 100

Put my body back in the right order

42 20 73 89

Reset

OFFLINE PACK OPTION:

Play School Bus Bump – instructions on the board.

SCHOOL BUS BUMP

Directions: Students take turns rolling the dice to determine how many times they must skip back by 10. Skip counting then allows them to skip the number. If your partner is not a square with that number you can "BUMP" them off your space also works. If you roll a number that you already have covered you may place another skip on it and back it all your partner can bump you off. If you roll a number that is not available your turn is over. Write the last number you skip to on the game.

| | | | | | |
|-----|-----|----|-----|----|-----|
| 100 | 20 | 60 | 80 | 70 | 40 |
| 90 | 30 | 50 | 100 | 20 | 100 |
| 40 | 50 | 70 | 30 | | |
| 80 | 100 | 60 | 120 | 90 | 40 |

created by Sarah Joyce

3. Independent work

Collect a handful of different collections of objects (e.g. lego, bobby pins, buttons, chocolate chips etc.) and demonstrate the quickest way to count the objects. Students might choose to group the objects by tens and skip count. Record their strategy on the following worksheet.

There is a video on SeeSaw to help you read the story. The video shows you a strategy you could use to work out the problem.

There are four fat cats.

The cat's names are Tom, King, Sam and Puss.

Tom is heavier than King.

Puss is not the lightest.

Sam is lighter than King.

Which cat is the heaviest?

Challenge: Invent your own problem about heavy animals. Try to make it have more than one solution.



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| | | | <p>Name _____ Date _____</p> <p>Counting Collections</p> <p>What did you count today? _____</p> <p>Estimate how many you think there are in the collection _____</p> <p>Show how you counted below!</p> <p>How many items were there? _____</p> | | |
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Other KLAs - see optional activities on school website



Year 1

Week 9 - At Home Learning Overview






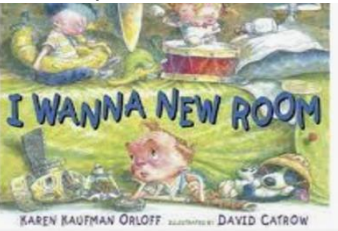
Activities have been modified on Wednesday to allow students to consolidate and complete work independently, as teachers will be offline completing professional development from 12pm-3pm and unable to respond or provide feedback on student work.

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 6 th September | Tuesday 7 th September | Wednesday 8 th September | Thursday 9 th September | Friday 10 th September |
|-----------------|--|--|---|--|--|
| English | | | | | |
| Spelling | <p>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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</p> | <p>Phonemic Awareness and Phonics Video Lesson (revision of sounds learnt this term) –seesaw. Students to upload their words from their writing to seesaw at the end of the lesson.</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>Phonemic Awareness and Spelling Test (revision of sounds learnt this term) – seesaw. Students to upload their words from their spelling to seesaw at the end of the lesson. Please try not to help them with the test. We need to know where they are truly up to.</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</p> |



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| | <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>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>write your words saying the sounds as you write them.</p> <p>Complete 10-15 min reading eggs – spelling</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>words after an adult has read it to them.</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</p> <p>Reading Eggs/express 10-15min</p>  | <p>Read your text set on seesaw</p> <p>Reading Eggs/express 10-15min</p>  |
| <p>Writing</p> | <p>Persuasive writing - Planning</p> <ol style="list-style-type: none"> Watch and listen to the book 'I wanna new room'. Listen for high modality words and rhetorical questions. Record these and upload to Seesaw.  <ol style="list-style-type: none"> Listen to Mrs Scott's example of planning on the | <p>Persuasive writing – Writing a draft</p> <ol style="list-style-type: none"> Listen to Mrs Scott on Seesaw share the persuasive writing example on the topic 'Summer is the best season.' Read your planning sheet. Use your planning sheet and the lined template to write a draft of your persuasive writing topic of either: <p>Why school is better than home learning? OR</p> | | <p>Persuasive writing – Publishing our writing</p> <ol style="list-style-type: none"> Listen to Mrs Scott share the published example of 'Summer is the best Season' Use your draft writing to publish your work. You will need to think about if you would like to use a computer or publish on the templates provided. Think about font – writing you use, colour of your writing, pictures you can add to make your persuasive writing more appealing to read. Publish your persuasive writing to Seesaw. | <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"> What was my favourite thing I learnt this week and why? What has been the hardest thing I have had to do this week and why? What I am looking forward to when I come back to school? Anything else I want to share with my teachers about my week? <p>Upload to seesaw</p> |

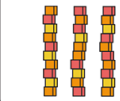

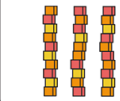

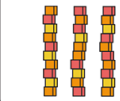



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| | <p>topic 'Summer is the best season.'</p> <p>3. Choose a side from the below topics:</p> <p>Why school is better than home learning? OR Why home learning is better than school?</p> <p>You will be working on this piece of writing throughout the week.</p> <p>4. Today we are planning our writing – brainstorm your ideas onto the planning template. Think about arguments you can use, rhetorical questions you can ask and high modality words you could include.</p> <p><u>Learning Intention:</u> To plan a persuasive text that shares opinion supported with arguments</p> <p><u>Success Criteria</u> I will use a capital letter</p> <p>I will use a full stop</p> <p>I will use at least 3 high modality words</p> <p>I will use 1 rhetorical question</p> | <p>Why home learning is better than school?</p> <p>4. Use the success criteria below and read through your writing to ensure you have included everything.</p> <p><u>Learning Intention:</u> To write a draft persuasive text that shares opinion supported with arguments.</p> <p><u>Success Criteria</u> I will use a capital letter</p> <p>I will use a full stop</p> <p>I will use at least 3 high modality words</p> <p>I will use 1 rhetorical question</p> <p>I will use simple, compound and complex sentences</p> <p>I will use paragraphs to organise my ideas</p> <p>I will try to spell difficult words</p> <p>I will edit my own work by adding detail</p> | | <p><u>Learning Intention:</u> To publish a persuasive text that shares opinion supported with arguments</p> <p><u>Success Criteria</u> I will use a capital letter</p> <p>I will use a full stop</p> <p>I will use at least 3 high modality words</p> <p>I will use 1 rhetorical question</p> <p>I will use simple, compound and complex sentences</p> <p>I will use paragraphs to organise my ideas</p> <p>I will try to spell hard words</p> <p>I will edit my own work by adding detail</p> <p>I will add pictures to enhance my writing.</p> <p>I will write neatly or choose a clear font that is easy to read.</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) 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.</p> <p>Handwriting - Fruit</p> |
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| | | | | | |
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| | I will try to spell hard words | | | | |
| | I will edit my own work by adding detail | | | | |
| Speaking and Listening | | | | Make a video presenting your poster or letter to your teacher. | Record yourself reading your book for the week. |

Mathematics

| | | | | | | | | | |
|---|---|---|--|-------------|-------------|---|---|--|--|
| <p>Number and Algebra/ Measurement and Geometry</p> | <p>Whole Number <u>Learning Intention:</u> We are learning to group large amounts of objects into 10s, 5s and 2s to help us count <u>Success Criteria:</u> I can estimate how many objects there are in the group I can count the number of objects by skip counting by 10s, 5s and 2s.</p> <p>1.Ten Time activity Collect a large group of objects (pasta shells, smarties, blueberries etc. Sort into groups of 10 and count by 10s to find the total. With a new group of objects, sort into groups of 5s and skip count by 5s and 2s to find the total amount.</p> | <p>Whole Number <u>Learning Intention:</u> We are learning to partition two-digit numbers <u>Success Criteria:</u> I can use place value to partition two-digit numbers I can identify how many tens there are I can identify how many ones there are</p> <p>1.Ten Time activity Collect a large group of objects (pasta shells, smarties, blueberries etc. Sort into groups of 10 and count by 10s to find the total. With a new group of objects, sort into groups of 5s and skip count by 5s and 2s to find the total amount.</p> | <p>Whole Number <u>Learning Intention:</u> We are learning to partition two-digit number <u>Success Criteria:</u> I can use place value to partition two-digit numbers I can identify how many tens there are I can identify how many ones there are</p> <p>1.Mathemachat</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Tens</td> <td style="padding: 5px;">Ones</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table> </div> <p>Discuss this image. What number would this represent? What does the tens group equal?</p> | Tens | Ones |  |  | <p>Chance <u>Learning Intention:</u> We are learning to identify events that will, might and won't happen to us. <u>Success Criteria:</u> I can identify events that will happen I can identify events that won't happen I can identify events that might happen I can create my own table</p> <p>1.Mathemachat Below are pictures of 3 chance experiments. Ask:</p> <ul style="list-style-type: none"> - What do you see? - Which experiments will, won't and might happen? How do you know? - Can you match the words to the correct experiment? <p>Now, in the blank experiment bag – create your own true statement as a sentence (I</p> | <p>Chance <u>Learning Intention:</u> We are learning to identify and describe the chance of picking out different objects. <u>Success Criteria:</u> I can identify the chance of picking out objects that will, might and won't happen I can give a reason why something will, might or won't happen I can make a sentence true by illustrating it</p> <p>1.Ten Time activity Collect a large group of objects (pasta shells, smarties, blueberries etc. Sort into groups of 10 and count by 10s to find the total. With a new group of objects, sort into groups of 5s and skip count by 5s and 2s to find the total amount.</p> |
| | Tens | Ones | | | | | | | |
|  |  | | | | | | | | |



2. Activity

Practice skip counting by completing the worksheet attached.

2. Video

Watch this video to learn about partitioning numbers into hundreds, tens and ones
<https://www.youtube.com/watch?v=EVnrsoyfRFU>

3. Online Game

Practice partitioning by playing this game
<https://ictgames.com/sharkNumbers/mobile/index.html>

4. Activity

Practice partitioning by completing the worksheet attached.

What does the ones group equal?

2. Online game

Practice partitioning by completing the game
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

3. Activity

Print off the place value game board and play!

will.. I might... I won't...). Then match the statement with a drawing in the blank bag. E.g. (I might pull out a blue m&m. The bag shows half blue and half green m&m's).



Won't happen Will happen Might happen

2. Watch the Video:

<https://www.youtube.com/watch?v=mn4x3dtb8HE>



3. Will, Might, Won't

Happen: Match the chance words to the correct picture to make the statements true.

4. Chance Reference Sheet

Some things have more chance of happening. Refer to the examples in the reference sheet attached.

Chance is the possibility of something happening. Some things have more chance of happening than others. Some things are certain (will happen), could happen (might or might not happen) and some things are impossible (can't happen). List all the examples below.

| Will happen (It is certain to happen) | Might happen (There is a bit of chance of it happening and not happening) | Can't happen (It is impossible to happen) |
|---|--|---|
| I will brush my teeth before bed tonight. | I will go for a swim on a hot day. | I won't see a purple dragon outside my bedroom. |
| | | |

5. Make your own 'Chance Table':

2. What is the chance?

Read the sentence/ statement, decide if it Will, Might or Won't happen and colour in the probability box. Then write a sentence explaining your reason why.

What is the CHANCE? Name: _____ Date: _____

I can read the statement, colour in the probability box and explain why.

I will ride my bike this weekend. will happen might happen will not happen

I will fly a plane home from school. will happen might happen will not happen

I will eat food at lunchtime. will happen might happen will not happen

3. Counters in a bag:

Using your pencils, colour in the counters to make the sentences true. Write if it will, might, will not happen and explain why.

I can identify the chance of picking an object and explain why using will, might or will not.

What's the chance?

| | | |
|--|---|---|
| | | |
| I _____ pick a green counter because _____ | I _____ pick a blue counter because _____ | I _____ pick a purple counter because _____ |

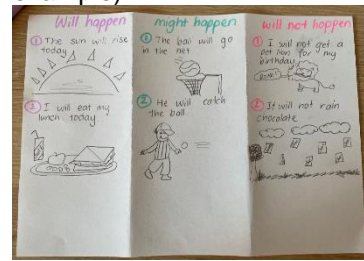
4. Marble Mix-up:

Using your colour pencils, make the sentences true by colouring in the marbles.



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

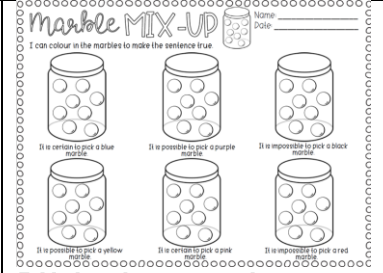
Use the template provided in the home learning pack. You will see three headings. (Will/Might/Won't Happen). Today your task is to think about the chance of things happening, then, illustrate them with a sentence to match. Make sure you draw it under the correct heading. (Refer to ideas attached in the example).



6. Upload to seesaw!

Tick one of the boxes to show how you have reflected on your work.

- Level 1: I can write 2 of my own ideas under each heading.
- Level 2: I can write 3 of my own ideas under each heading.
- Level 3: I can write more than 3 of my own ideas under each heading.



5. Upload your work to

SeeSaw:

Attach your work as a photo so your teachers can see.

(All activities are attached in the home learning pack)

Other KLAs - see optional activities on school website

Stage 1: Week 10 Learning from Home



Whole Class/Stage Zooms – All links will be made as an announcement on Seesaw

| | | | |
|---|----------------------|------------------|---------|
| Monday 13 th September | ZOOM meetings | Whole Class Zoom | 11am |
| Thursday 17 September | ZOOM meetings | Stage 1 Assembly | 12:30pm |
| Each child will need to check their allocated Zoom time for their small group session. Please view the Week 10 Timetable that is released on Seesaw from your child's home class teacher. | | | |

BUILD A ZOO

Task: This week your task is to design a zoo!

Final product:

You can be as creative as you like when designing your zoo, some suggestions you could consider:

- Cardboard box/shoe box and create a 3D design of the zoo
<https://www.youtube.com/watch?v=1ujhBKpZQ00>
- Cardboard paper and draw the zoo
- Use Minecraft to design the zoo
- Design slides on seesaw
- Advertisement/video
- Your own choice

Learning Intention: To design your own zoo.



Success Criteria – the way you will present your success criteria will depend on what you choose to do as your final product. I can:


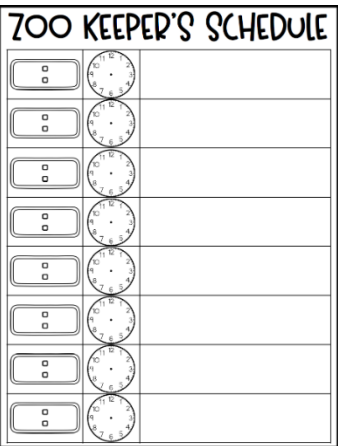



























- Choose what animals to have
- Choose what type of enclosure each animal will live in
- Create a name for my zoo
- Create a map/layout for my zoo
- Include information about my zoo



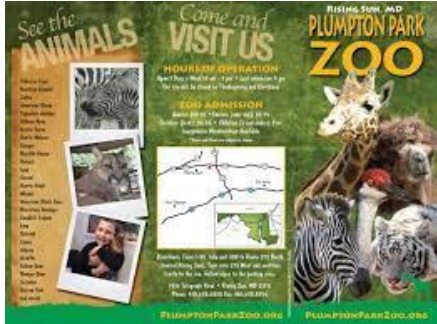




Below are some suggestions of what to include in your zoo. There is a grid for English, Maths and Other KLA ideas for you to add to your zoo. You can complete as many of these tasks as you would like. All scaffolds will be posted on Seesaw, which are optional. You might like to use them to help you get started.

MATHEMATICS CHOICE GRID IDEAS

| Title | Map Of The Zoo | Animal Enclosures | Ticketing |
|--------------------|---|--|--|
| <p>Description</p> | <p>Create a map for your zoo! You will need to mark different features including paths, animal enclosures, entry, bathrooms, cafés and any other important features.</p> <p>Here is an example of Alma park zoo.</p>  <p>Virtual Tour of Australia Zoo https://www.youtube.com/watch?v=5YBRu5JFHmw</p> | <p>Create animal enclosures using 2D pictures or 3D objects. Think about size and position – if you have elephants these will need to be made bigger than monkeys!</p>  <p>You might need to consider that some animals should not be in the same vicinity. Some animals will need particular items in their habitat such as water or trees. Some animals may need cages or aquariums while others will need large open spaces. <u>Hint:</u> Use the other KLA grid to help you with ideas in creating your animals.</p> | <p>How much are you going to charge for your zoo?</p> <ul style="list-style-type: none"> • How much will it cost for a child? • How much will it cost for an adult? • How much will it cost for a family? • Will you have a discount for group bookings? |







| Title | Zoo Keeper's Schedule | Animal Budget | Create A Graph | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|--|---|---|--|---------|---|---------|---|----------|----|-------|---|------------|---|------|---|-------|---|---------|----|---------|---|
| <p>Description</p>  | <p>You are to create a schedule for yourself as the zoo keeper. You must include time for all animals to be fed, animal shows and other duties. Each animal only needs to be fed once a day.</p>  | <p>You are given a budget to purchase animals for your zoo. Using the animals, we have given you, you will select which animals you would like buy and how many you would like to purchase. However, you can only spend \$100.</p> <table border="1" data-bbox="1041 917 1388 1316"> <tbody> <tr> <td> Gorilla \$15</td> <td> Giraffe \$13</td> <td> Kangaroo \$8</td> </tr> <tr> <td> Tiger \$12</td> <td> Polar Bear \$13</td> <td> Lion \$14</td> </tr> <tr> <td> Zebra \$10</td> <td> Penguin \$6</td> <td> Peacock \$5</td> </tr> </tbody> </table> <p><u>Challenge:</u> Choose and create your own animal. How much would this animal cost? Now you are to create a budget including this new animal/s.</p> |  Gorilla \$15 |  Giraffe \$13 |  Kangaroo \$8 |  Tiger \$12 |  Polar Bear \$13 |  Lion \$14 |  Zebra \$10 |  Penguin \$6 |  Peacock \$5 | <p>The zoo had a great opening day! Here is your data on the number of average visitors each animal's exhibit had. Use this data to help you make a bar graph.</p> <table border="1" data-bbox="1691 949 2004 1260"> <tbody> <tr><td>Gorilla</td><td>9</td></tr> <tr><td>Giraffe</td><td>8</td></tr> <tr><td>Kangaroo</td><td>12</td></tr> <tr><td>Tiger</td><td>7</td></tr> <tr><td>Polar Bear</td><td>3</td></tr> <tr><td>Lion</td><td>7</td></tr> <tr><td>Zebra</td><td>2</td></tr> <tr><td>Penguin</td><td>10</td></tr> <tr><td>Peacock</td><td>5</td></tr> </tbody> </table> <p>Please see Seesaw for a scaffold if needed.</p> | Gorilla | 9 | Giraffe | 8 | Kangaroo | 12 | Tiger | 7 | Polar Bear | 3 | Lion | 7 | Zebra | 2 | Penguin | 10 | Peacock | 5 |
|  Gorilla \$15 |  Giraffe \$13 |  Kangaroo \$8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  Tiger \$12 |  Polar Bear \$13 |  Lion \$14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  Zebra \$10 |  Penguin \$6 |  Peacock \$5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gorilla | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Giraffe | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kangaroo | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tiger | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Polar Bear | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lion | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Zebra | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Penguin | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Peacock | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

ENGLISH CHOICE GRID IDEAS

| Title | Animal Information Board | Zoo Keeper Talk | Come To My Zoo! |
|--------------------|---|---|---|
| <p>Description</p> | <p>Write a description about each animal for the entry of each animal enclosure. You might like to include:</p> <ul style="list-style-type: none"> • Name • Weight • Diet • Habitat • Interesting Facts <p>An example is linked below: https://www.natgeokids.com/au/discover/animals/general-animals/elephant-facts/</p> | <p>Be a zoo keeper and record or write what you would say if people came to watch a show. For example, a seal show or feeding the crocodiles.</p> <p>Please see links below for an example: https://www.youtube.com/watch?v=yyaSEcXAI7A https://www.youtube.com/watch?v=ingaaevIVu4</p> | <p>Design a brochure or advertisement for your zoo that persuades people to come and visit. See an example below:</p>  |
| Title | Your Favourite Animal | News Presenter | Word Search |
| <p>Description</p> | <p>Write down which is your favourite animal and why. Remember to use high modality words to persuade your reader and give strong reasons for why they should visit your animal.</p>  | <p>A reporter from television NKPS comes to your zoo. What five facts are you going to tell the news reporter about your new zoo? Remember we want to encourage everyone to come!</p>  | <p>Create a word search using your animal names and zoo name to be sold in your souvenir shop.</p>   |



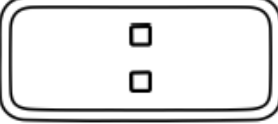
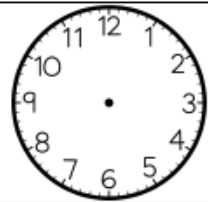
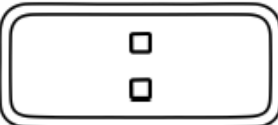
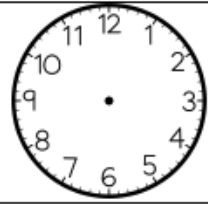
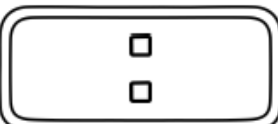
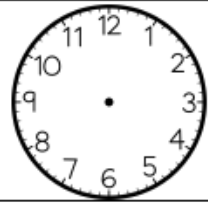
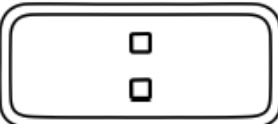
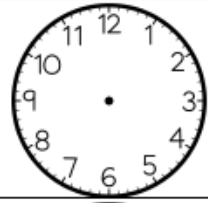
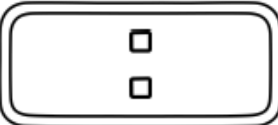
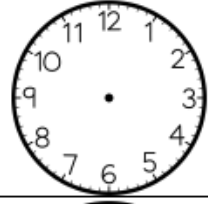
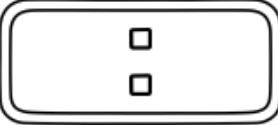
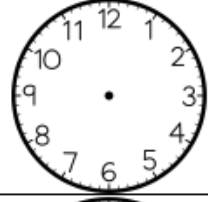
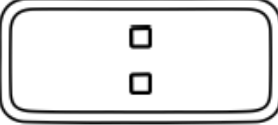
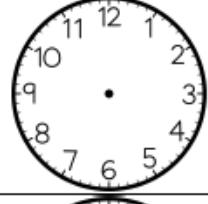
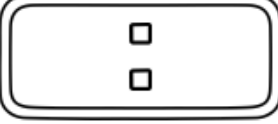

OTHER KLA's CHOICE GRID IDEAS

| Title | Make Your Animals | Zoo Sign | Create A Jingle! |
|--|--|---|--|
| <p>Description</p> | <p>It's time to make your animals. You might like to use cardboard, playdough, toy animals or lego! Here are some ideas:</p> <p>Drawing Animals (Art Hub) https://www.artforkidshub.com/how-to-draw/animals/</p> <p>Toilet Roll Animals https://www.youtube.com/watch?v=6NRBJR7-aGQ</p> <p>Paper Plate Animals:</p>  | <p>Design your very own zoo name and create a poster to display for your open day at your zoo.</p>  | <p>Compose a jingle (song) that could play on the radio to advertise your zoo!</p> <p>Here is an example: Birdseye Fish Fingers has a fantastic jingle! https://youtu.be/IWRzgt2jyw</p>  |
| Title | Sing A Song! | Souvenir Shop | Weighing Animal Food |
| <p>Description</p>  | <p>Practice singing were going to the zoo to perform on your opening night. You can add or change words to make it your own!</p> <p>We're Going to the Zoo! https://www.youtube.com/watch?v=2FSqxFAQISGk</p> | <p>Design a T-Shirt that people could buy at your souvenir shop. You might like to design any other merchandise that your customers could buy.</p>  | <p>Create your own equal arm balance and pretend you are at the zoo and begin to weigh your food for the animals! You may use things like rice, popcorn, beans and investigate which produce weighs the most.</p> <p>Watch this video to see how to make it.</p>  |



Zoo Keeper's Schedule

ZOO KEEPER'S SCHEDULE

| | | |
|---|---|--|
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
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Create A Graph

HOW'S BUSINESS?

Use your bar graph to help you answer some questions about how business is going at the zoo. This data will help you make decisions about the zoo.

- a. What is the most popular exhibit? _____
- b. What is the second most popular exhibit? _____
- c. What were the two least popular exhibits? _____

d. Tell three more things you learned from looking at the bar graph.

- _____
- _____
- _____

Now that you've looked at the data, tell one or two things you can do as a zookeeper – either to help your less popular exhibits become better, or how to make your popular exhibits even *more* popular.





Create A Graph

HOW'S BUSINESS?

Create a bar graph using the data about how many visitors your animal exhibits had.



Title: _____

Average Number of Visitors

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
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Animal Exhibit