

Term 4 Week 3

2021

The work in this booklet is for Term 4 Week 3, 2021. You will see attached a timetable showing the work for each day. You will notice that we are now including a Free-Choice Friday option for after the Writing and Mathematics tasks are complete.

We ask that you or your child still sends a photo/video of the work they have completed. The photos and videos of your child's work allows us to see the wonderful learning that they are doing from home so that we can mark them on the roll as flexible learners. Happy Learning!!

Stage 2 2021 Teachers

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
18 Oct	19 Oct	20 Oct	21 Oct	22 Oct



Monday	Tuesday	Wednesday	Thursday	Friday
English				
<p>Writing Use a brainstorming web to plan a persuasive interview. Watch the video of Goldilocks & the 3 Bears. Then watch Mrs Donkin model how to use the brainstorm web. Brainstorm some of the bad things that Goldilocks did & record in the web.</p> <p>Spelling Choose 2 activities from the spelling choice board to complete using the spelling words provided.</p> <p>Reading Comprehension Listening to understand. Listen carefully to the instructions given to complete the picture.</p>	<p>Writing Use the information from your brainstorm web to plan out your interview with one of the three bears. Don't forget to include adverbs and high modality words in your plan.</p> <p>Spelling Choose 2 different activities from the spelling choice board & complete</p> <p>Reading Comprehension Reverse mystery box. After watching the video it's your turn to create a mystery box for your teacher to solve.</p>	<p>Writing Draft your interview from your plan. Use the OREO strategy to help you organise your writing.</p> <p>Spelling Choose 2 different activities from the spelling choice board & complete</p> <p>Reading Comprehension Inferencing. Read the card and make an inference about what type of animal Betty is.</p>	<p>Writing Revise, edit and publish your interview with one of the 3 bears.</p> <p>Grammar, punctuation & vocabulary What is a sentence? Read each group of words and decide if they are a sentence or not. Have a go at explaining what you think a sentence is.</p> <p>Reading Comprehension Tricky Word time! Great readers don't pretend they know every word, they use strategies to find out what they are and what they mean. Be a detective and find a tricky word to solve!</p>	<p>Writing Finish off recording your interview if you didn't complete it yesterday.</p>
Maths				
<p>Position & Angles Review the cardinal directions North, South, East and West. Learn about the directions that fall between them – North-East, South-East, North-West and South-</p>	<p>Position & Angles Watch the video that will help explain this task. Create a birds eye map of your home and decide where the treasure will be. Mark it with an x. Decide on the start point. include</p>	<p>Position & Angles Use the map you drew yesterday. Lightly draw in the route someone would have to take from the starting point to reach the treasure. Check off in your kev that you have used</p>	<p>Position & Angles Watch the video for an example of what you need to do. Record the directions from your starting point to your treasure. Remember to</p>	<p>Position & Angles Ask a family member to follow your treasure map and see if they reach the treasure!</p>
<p>West. Use these directions to direct someone in your house to the fridge, then use acute, <u>right</u> and obtuse angles to reach the treasure.</p> <p>TEN 5 in a Row Use any operation +, -, x or ÷ with 2 flipped cards to try and get 5 in a row.</p>	<p>furniture. Colour your map and keep it for the next lesson.</p> <p>TEN 5 in a Row Use any operation +, -, x or ÷ with 2 flipped cards to try and get 5 in a row.</p>	<p>an acute, <u>obtuse</u> and right angle.</p> <p>TEN 5 in a Row Use any operation +, -, x or ÷ with 2 flipped cards to try and get 5 in a row.</p>	<p>use directional language in your instructions</p> <p>TEN 5 in a Row Use any operation +, -, x or ÷ with 2 flipped cards to try and get 5 in a row.</p>	
Other KLA's				Free Choice Friday
<p>Geography What is litter? Learn about different types of litter and the impact it has on the environment. Design your own anti-litter campaign poster.</p>	<p>Drama Explore dramatic elements by using your voice and movement to perform as a character.</p> <p>PDH Cyber Safety – watch the cyber detectives video to learn how to keep your identity safe online. Identify the people who can help you stay safe online.</p>	<p>Library Following on from PDH, review how to keep your identity safe online. Use the template to create your own profile that doesn't give away everything about you!</p>	<p>Science Complete a KWL about the sun. What do you know? What would you like to learn? Read the information and watch the video then complete the what you learnt part of the KWL. If there is still something you would like to know do your own search using worldbook online</p>	<p>Choose any of the free-choice activities that you would like to complete.</p>



Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo. Focus on reading with fluency and expression.

Learning Intention:

I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

- * I can read with fluency so my reading flows.
- ** I can read with expression to make my reading interesting.
- *** I can use fluency and expression to make my reading great!



Reading should be occurring everyday—for a minimum of 10 minutes. If your child reads with the teacher during a zoom session that counts as reading time.

Monday

Monday	Tuesday	Wednesday	Thursday	Friday
18 October	19 October	20 October	21 October	22 October

English

Activity: Brainstorming to plan our Interview with one of the Three Bears (From Goldilocks And the Three Bears)

Learning Intention:

I am learning to use a brainstorming web to plan a persuasive interview.

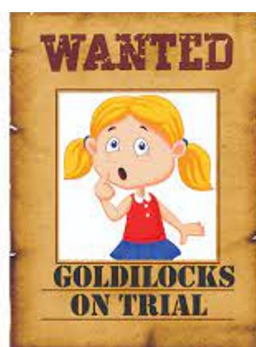
Success Criteria:

* I can brainstorm 1-3 crimes committed by Goldilocks.

**I can brainstorm more than 3 crimes committed by Goldilocks.

***I can include examples in my plan.

**** I can include adverbs and high modality words in my plan.



Negative Adverbs

Negative Adverbs of Manner List

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Hungrily ▪ Inadequately ▪ Angrily ▪ Hastily ▪ Blindly ▪ Carelessly ▪ Anxiously ▪ Awkwardly ▪ Lazily ▪ Loudly ▪ Badly ▪ Frantically ▪ Noisily ▪ Madly ▪ Cruelly ▪ Stupidly | <ul style="list-style-type: none"> ▪ Suspiciously ▪ Violently ▪ Roughly ▪ Selfishly ▪ Shyly ▪ Nervously ▪ Painfully ▪ Poorly ▪ Recklessly ▪ Greedily ▪ Tensely ▪ Foolishly ▪ Irritably ▪ Rudely ▪ Sadly |
|--|--|



High Modality

High (Strongest)

absolutely	must
always	mustn't
certainly	never
clearly	obviously
definitely	shall
has to	surely
have to	undoubtedly
impossibly	unquestionably
invariably	will

An **adverb** is a word that describes a verb (he sings loudly) or another adjective (very tall).

High modality words can be when trying to persuade or convince another person or reader by eliminating uncertainty.



English



During this week will be planning, drafting and presenting an interview with one of the Three Bears from Goldilocks and The Three Bears. In the Interview you will be convincing the audience seriousness of the crimes committed by Goldilocks.



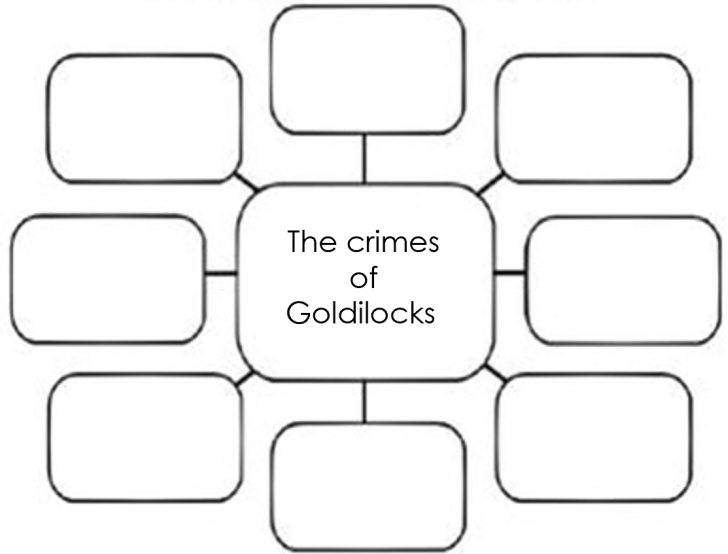
Activity:

1. Watch the video of Goldilocks and The Three Bears. <https://bit.ly/3EAAWbB>
2. Watch Mrs. Donkin Write some ideas on the brainstorming web. <https://bit.ly/3CFDenU>
3. Pretend you are one of the Three Bears and brainstorm the crimes committed by Goldilocks in your home. Include examples, adverbs and high modality words. You are convincing the reader that Goldilocks is a criminal that cannot be trusted.

Name: _____

Date: _____

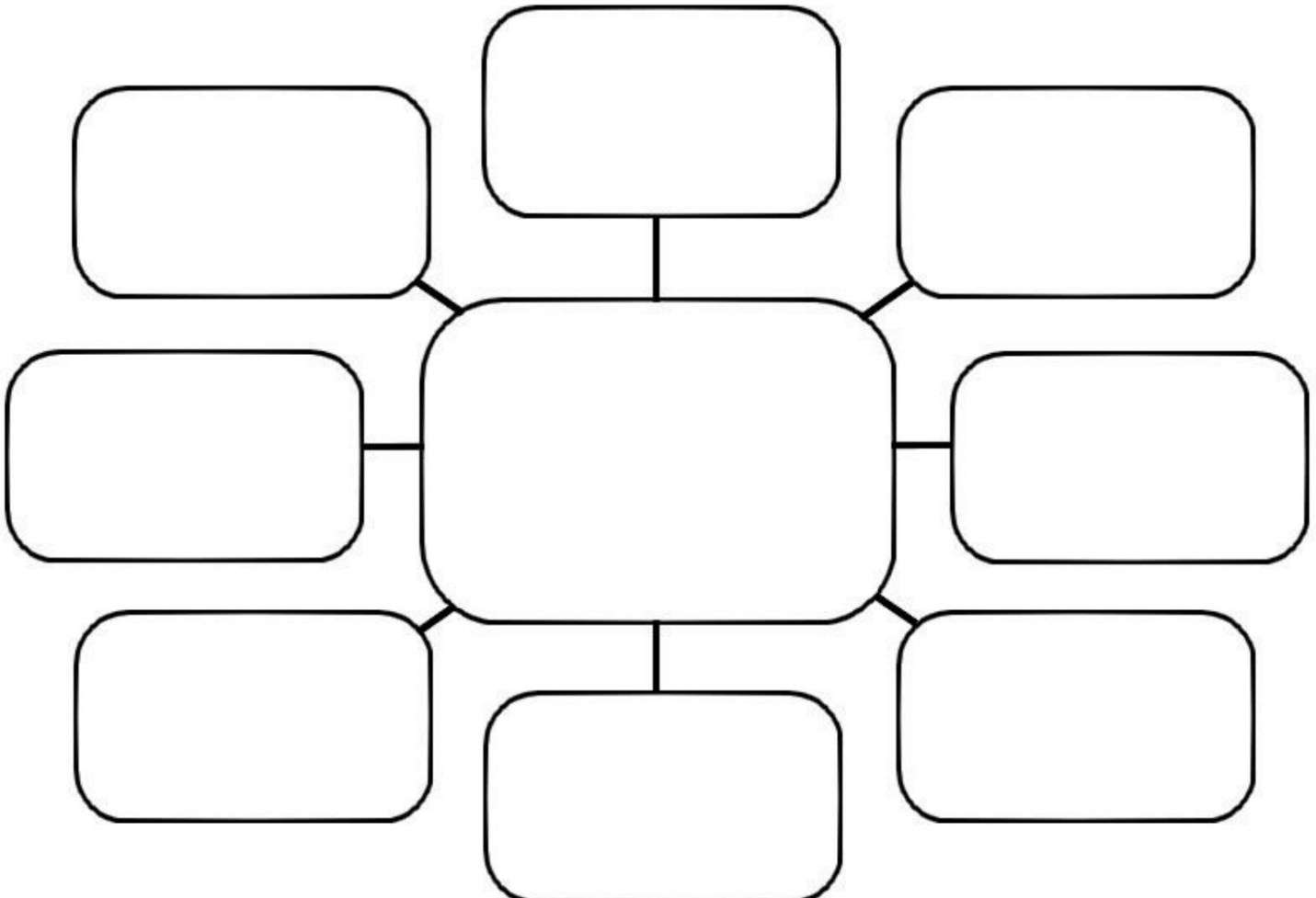
Brainstorming web



Name: _____

Date: _____

Brainstorming web





English



Spelling!

Learning Intention:

I am learning to spell using a range of strategies.

This is because:

Knowing spelling strategies helps me with reading and writing.

Success Criteria:

*I can engage in meaningful spelling tasks

**I can select tasks that stretch my brain

***I can share my work with my teacher

ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice board

Word Study CHOICE BOARD

FIT THE LIST Think of up to 5 more words that would fit your spelling list.	ALPHABETICAL ORDER Write your words in alphabetical order.	RAINBOW SPELLING Write your words 5x each with different colours.	COLOUR CODE Write the vowels in red and the consonants in blue
SILLY SENTENCES Write each word in a silly sentence.	SILLY LETTERS Write each word using crazy letters.	BACKWARDS TO FORWARDS Write each word backwards then forwards.	TYPE YOUR WORDS Type each word 3x in different fonts.
SENTENCES Write compound or complex sentences using FANBOYS & ISAWAWABUB	BUBBLE LETTERS Write each of your words using bubble letters.	DICTIONARY DIG Look up your spelling words in the dictionary & write the meaning.	MORPH YOUR WORDS Morph your words, add suffixes or prefixes to them.
GHOST WORDS Use a white crayon to write your words. Colour over with a marker.	FOLLOW THE SWIRL Draw a swirly line. Write your word over and over along the line. Do it for all words.	RHYME TIME Write each word and write a word that rhymes with it.	CHALK OR PAINT Write your words with chalk or paint them with water on the fence
SPEL & TEL Write each word 3x and whisper each letter as you write.	MICHAELANGELO Tape your paper under your desk. Lay on the floor & write your words 3 times.	WRONG HAND Use the opposite hand you write with, to write each word	WORD MAP Write your words and identify the phonemes using dots and dashes

Spelling Wk3

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /n/ made by unusual consonant digraphs 'kn' and 'gn'

knowing	gnash
knife	align
knuckle	

Morphemic - Contractions using not (replace 'o' with an apostrophe to show contraction)

wouldn't	mightn't
won't	aren't
haven't	

Etymological - 'phone' from Greek meaning voice or sound or speaker of

telephone	microphone
phoneme	megaphone
gramophone	

Use these spelling words to complete the spelling activities



English



Learning Intention:

We are learning to listen carefully to what we hear to build our comprehension skills.

This is because:

By paying attention to little details, we can build our understanding of what we see and read.

Success Criteria:

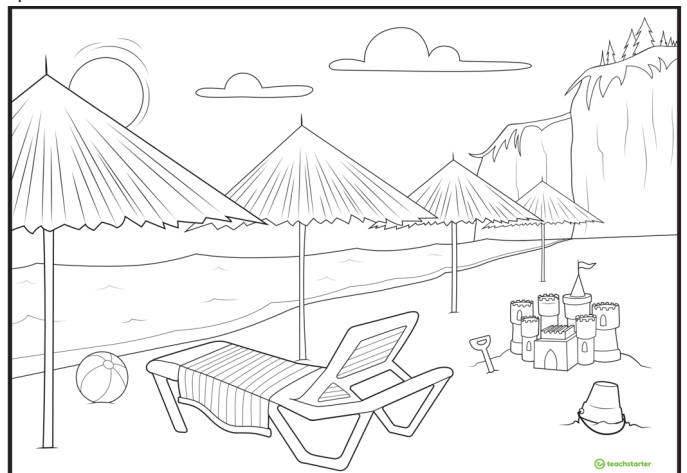
*I can listen carefully to complete 1-4 instructions correctly

**I can listen carefully to complete 5-6 instructions correctly

*** I can listen carefully to complete 7-8 instructions correctly

Activity:

Listen carefully, follow the instructions and complete the picture.



Click the link or scan the QR code to listen to the instructions bit.ly/2ZZ8Pmk





Maths



Mathematics: Angles and Position

Learning Intention

We are learning to use direction and angles to locate a specific point on a map

Purpose

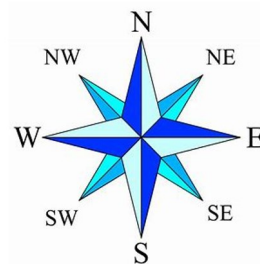
When providing directions, it is important to give specific detail using mathematical language

Success Criteria

- * I can name the directions on a Compass Rose
- * I can identify some names of angles
- * I can provide directions, including the angle to reach an outcome

A **compass rose** provides directions using the terms North, South, East West.

In between each, we can also use the terms Northeast, Southeast, Southwest and Northwest.



This treasure map uses a compass to help the navigator find the treasure.

Challenge – provide directions to someone in your house to get to your fridge.

What challenges were you faced with?



Maths



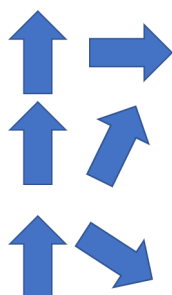
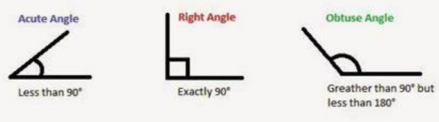
Mathematics: Angles and Position

When we provide directions, we must be specific, so the other person understands exactly where to go.

We can use our compass rose and angles.

We have learnt about the following angles: Acute, Right and Obtuse angles.

- To make a **right angle** turn, your body would turn to the left or right.
- To make an **acute angle** turn, your body would move slightly to the left or right
- To make an **obtuse angle** turn, your body would take a larger turn to the left or right than a right angle.

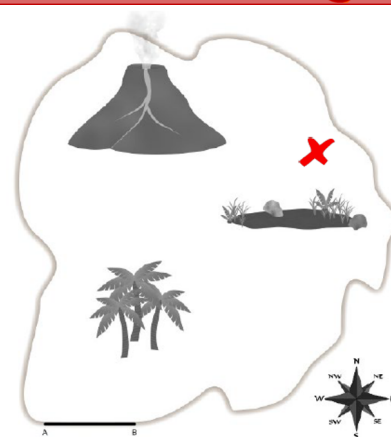


Right angle turn

Acute angle turn

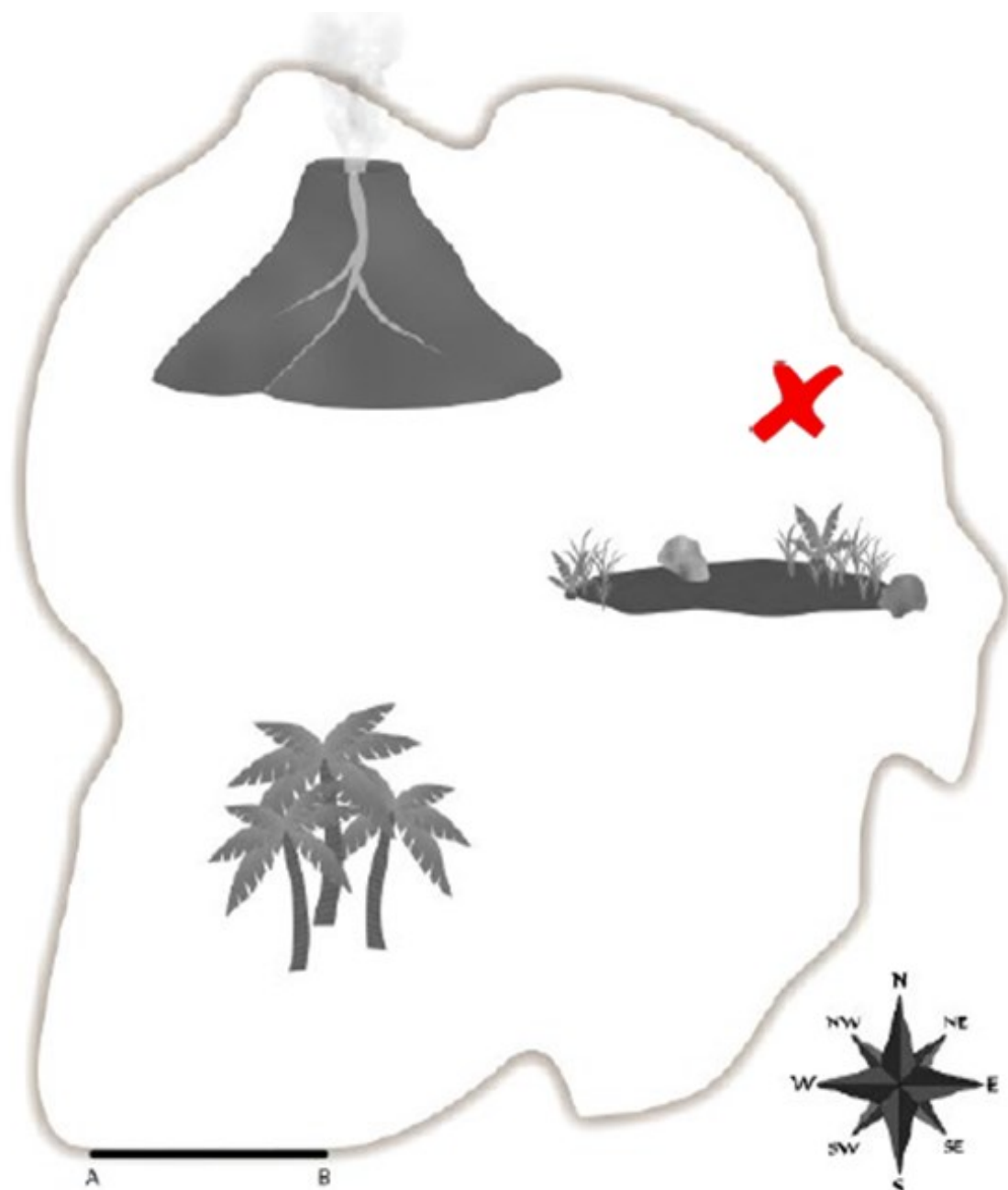
Obtuse angle turn

Activity – Use the treasure map to answer the questions below.



Direction Using Angles

1. Starting from point AB, draw a line towards the x (treasure). If there are obstacles in the way like trees or a pond, your line cannot go through them.
2. In which direction did you travel to get to the x?
3. Did your line create any angles (right angle, obtuse, acute)? If so circle them and write them down.
4. Write down the directions to get from point AB to the x. Include any turns you may make and the angle at which you might turn.



Direction Using Angles

1. Starting from point AB, draw a line towards the x (treasure). If there are obstacles in the way like trees or a pond, your line cannot go through them.
2. In which direction did you travel to get to the x?
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Maths



TEN Activity: 5 in a Row

Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division to play a game.

Purpose

To be able to efficiently choose the best operation (+, -, x, ÷) to be able to get 5 in a row



Success Criteria

- *** I can use +/− and record the algorithm to make an answer
- **** I can use +/−/x/÷ and record the algorithm to make an answer
- ***** I can explain the strategies that I used, including the choice of numbers to fill my grid.

Level 1	Level 2	Level 3
bit.ly/3mA1RvX	bit.ly/3nke9cq	bit.ly/3BjFiBR
		

What you need:

1. Dojo to post your activity
2. Video link in PDF.
3. 5 x 5 grid
4. Set of cards/online cards

(Use only Ace-9) An online version can be found here <https://bit.ly/3kELT3H>

Instructions

Choose the level you are working at: level 1 choose numbers from 0-30, level 2 choose numbers 0-50 and level 3 choose numbers 0-80.
Fill in your blank 5x5 grid with numbers to suit your level, not repeating any number.
Flip 2 cards and decide which operation will give you an answer to cross off your grid. Miss a turn if you can't make an answer.
Record the algorithms you have used. You win when you have crossed off 5 numbers in a row, vertically, horizontally or diagonally.



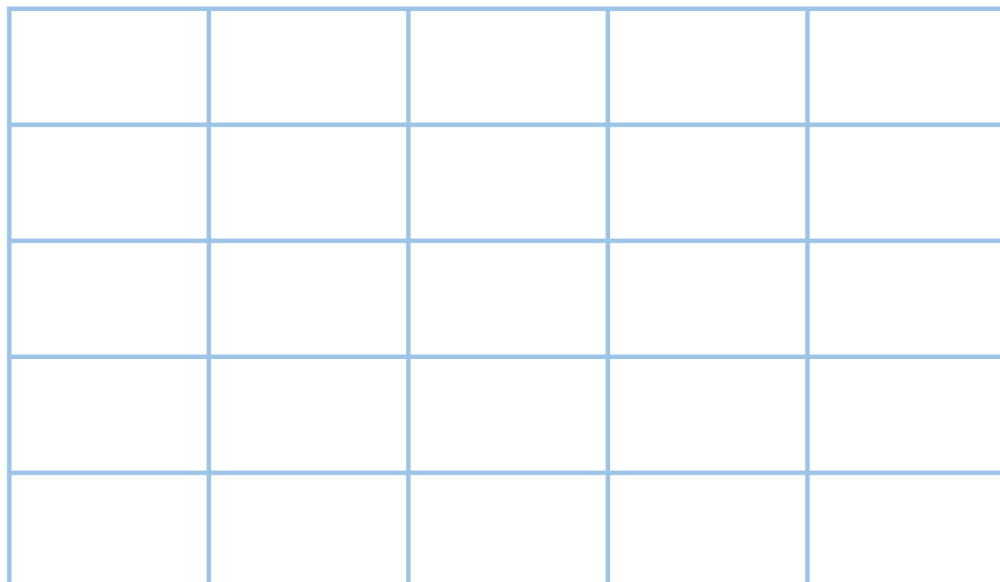
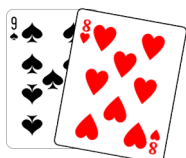
Maths



Daily TEN Activity: 5 in a Row

5 in a Row

1. Dojo to post your activity
2. Video link in PDF.
3. 5 x 5 grid - fill in the numbers
4. Set of cards/online cards
(Use only Ace-9) An online version can be found here <https://bit.ly/3kELT3H>
5. Flip 2 cards and use any operation +, −, x or ÷ to cross off an answer to get 5 in a row.





Geography



Learning Intention:

We are learning to understand and define 'litter;' and 'littering' and the impact it has on the environment.

Purpose

It is important that we understand how people can minimise littering.

Success Criteria

- * I can define what littering is
- ** I can identify different types of litter and differentiate the bins for disposal
- *** I can identify the impact of littering and some positive littering behaviours.

Defining litter and littering

- Litter is any waste item abandoned in a public space. Littering is the act of dropping litter.
- Litter is found everywhere in our environment. It is found in the playground and nearby streets. It is found in parks and along our highways. It can be found in our waterways and oceans. It finds its way into such places either directly or indirectly. People, for example, can abandon food wrappers and drink bottles/cans when they finish a take-away meal, or the wind can blow discarded wastes long distances.

Answer the following questions based on the definitions above

1. Have any of you littered? If so why?

2. Have you seen others litter and how?

3. Why do you think people litter?



Litter dropped in the street can be washed in drains and eventually find its way into oceans where it can hurt wildlife or wash up on beaches.

Litter, especially discarded plastics, is harmful for animals in eaten or entangled in it.

Toxins from plastics can also enter the food chain with often harmful effects.

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Read the information on the PowerPoint slide about impacts of litter and littering, look at the pictures on the left and outline the impacts of littering on the environment.

[illegible]



Geography



Types of littering behaviours



Positive littering behaviours



Draw your own anti-litter campaign poster!



There are different types of littering. Answer the following questions:

1. Which types of littering have you seen?

2. Are some types of littering worse than others? Why?

3. Name some ways in which litter can be moved about?

Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
18 October	19 October	20 October	21 October	22 October
	X			

Negative Adverbs

Negative Adverbs of Manner List



- Hungrily
- Inadequately
- Angrily
- Hastily
- Blindly
- Carelessly
- Anxiously
- Awkwardly
- Lazily
- Loudly
- Badly
- Frantically
- Noisily
- Madly
- Cruelly
- Stupidly

- Suspiciously
- Violently
- Roughly
- Selfishly
- Shyly
- Nervously
- Painfully
- Poorly
- Recklessly
- Greedily
- Tensely
- Foolishly
- Irritably
- Rudely
- Sadly

High Modality

High (Strongest)

absolutely	must
always	mustn't
certainly	never
clearly	obviously
definitely	shall
has to	surely
have to	undoubtedly
impossibly	unquestionably
invariably	will



English

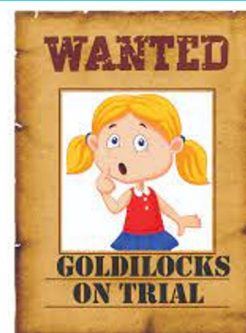


Learning Intention:

I am learning to plan a persuasive interview with a fairytale character.

Success Criteria:

- * I can identify my three main arguments and add them to my plan.
- ** I can plan my introduction and conclusion.
- *** I can include examples and high modality words in my plan.
- **** I can include adverbs in my plan.



Activity: Today you will be planning your persuasive interview with Father Bear, Mother Bear, or Baby Bear using a scaffold.

1. Click or scan to watch Mrs Donkin complete her plan. <https://bit.ly/2ZocNVh>
2. Choose the three best points from your brainstorm web to add to your interview planning scaffold.
3. Add some high modality words and adverbs from the lists to your plan.
- 4..Add keywords to your introduction and conclusion.

INTERVIEW PLANNING SCAFFOLD- PERSUASIVE WRITING



Hello, I'm your favourite News Reporter and welcome to our program today! Stay tuned for our exclusive Interview with Father Bear/Mother Bear/Baby Bear (CIRCLE ONE). Hear their perspective on the crimes committed by Goldilocks in their own home. I am sure they will convince you that the crimes committed by Goldilocks were horrendous and cruel.

INTRODUCTION: *Hello and welcome to our show Father Bear/Mother Bear/Baby Bear (CIRCLE ONE). Please outline the three main crimes committed by Goldilocks that morning in your home.*

List your main points using high modality words. You could also use a question to engage the viewer.

MAIN BODY: Interviewer: *We are so sorry for what you and your family experienced. Could you go into some more detail and include some examples to convince our viewers of your terrible ordeal?*

First point, reason, include examples, high modality words and adverbs.

Second point, reason, include examples, high modality words and adverbs.

Third point, reason, include examples, high modality words and adverbs.

CONCLUSION: Interviewer: *What final comments would you like to make to our viewers about the heartless criminal named Goldilocks?*

Restate your argument using high modality words and adverbs.

Interviewer: *I have no doubt that you have convinced our viewers of the horrible crimes committed by Goldilocks. If our viewers have personally witnessed her crimes, please call FAIRYTALE CRIME STOPPERS 0000*



English



Spelling!

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Success Criteria:

*I can engage in meaningful spelling tasks

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ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice board

Word Study CHOICE BOARD

FIT THE LIST Think of up to 5 more words that would fit your spelling list.	ALPHABETICAL ORDER Write your words in alphabetical order.	RAINBOW SPELLING Write your words 5x each with different colours.	CONSONANT CODE Write the vowels in red and the consonants in blue
SILLY SENTENCES Write each word in a silly sentence.	SILLY LETTERS Write each word using crazy letters.	BACKWARDS TO FORWARDS Write each word backwards then forwards.	TYPE YOUR WORDS Type each word 3x in different fonts.
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GHOST WORDS Use a white crayon to write your words. Colour over with a marker.	FOLLOW THE SWIRL Draw a swirly line. Write your word over and over along the line. Do it for all words.	RHYME TIME Write each word and write a word that rhymes with it.	CHALK OR PAINT Write your words with chalk or paint them with water on the fence
SPEL & TEL Write each word 3x and whisper each letter as you write.	MICHELANGELO Tape your paper under your desk. Lay on the floor & write your words 3 times.	WRONG HAND Use the opposite hand you write with, to write each word	WORD MAP Write your words and identify the phonemes using dots and dashes

Spelling Wk3

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /n/ made by unusual consonant digraphs 'kn' and 'gn'

knowing	gnash
knife	align
knuckle	

Morphemic - Contractions using not (replace 'o' with an apostrophe to show contraction)

wouldn't	mightn't
won't	aren't
haven't	

Etymological - 'phone' from Greek meaning voice or sound or speaker of

telephone	microphone
phoneme	megaphone
gramophone	

Use these spelling words to complete the spelling activities



English



Learning Intention:

We are creating our own mystery box for our teacher to solve.

This is because:

Thinking about the main ideas of a topic helps us build our comprehension skills.

Success Criteria:

*I can create my own mystery box on a topic of my choice

**I can provide 2-3 clues that would be inside my mystery box

*** I can provide 4-5 clues that would be inside my mystery box

Activity:

You are going to create a NEW mystery box on a topic of your choice and place items in it that will help your teacher guess your topic. You could choose a book, an animal, a feeling, there are many choices.

You need to think carefully about your clues, you don't want to give away your answer straight away, but you also don't want it to be too hard for someone to guess either.

Click the link to see my example, can you guess what topic my mystery box is about? bit.ly/3lBcQoq



Decide how you would like to make your mystery box. You could draw your clues, find pictures from the internet and put them in a pic collage or slide show or record yourself speaking about them.





Maths



Mathematics: Position and Angles

Learning Intention

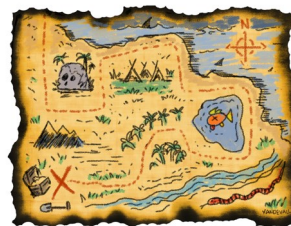
We are learning to Create a bird's eye view map of our own homes including a key to help identify what is in our map

Purpose

It is important to learn about position and angles because Maps provide us with directions to places.

Success Criteria:

- * I can visualise my own home and the position of objects
- ** I can create a map of my own home
- *** I can include obstacles in my home that represent furniture that may come in the way of the person locating the treasure



This week we will be creating our own treasure map using our own home. Today we will be designing our map.

You will be given a checklist to include important things in your map for it to be functional.

Click the link below or scan the QR code to watch a video explaining your task and providing you with an example



<https://bit.ly/3A5JtjZ>

Task –

- ***Make sure you have watched the video before starting your map.***
- Use the template below to create a birds-eye map of your home
- Determine where your treasure will be located and mark it with an x
- Determine your starting position and mark it with an A
- Now draw in any furniture in your home. It can be simply a rectangle to represent a lounge.
- You may now colour in your map and then take a photo to show your teacher the progress you have made on the map!
- In tomorrow's maths lesson we will be adding more detail.

Map Checklist	
Key	
Compass Rose	
Right Angle	
Obtuse Angle	
Acute Angle	
Starting Point A	
End Point X (treasure)	



Throughout the week, we will be adding to our map. You do not need to include all items on the checklist. Tick what you include as the week progresses



Treasure Hunt

Design your own map and directions to locate the treasure

Key:



Maths



TEN Activity: 5 in a Row

Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division to play a game.

Purpose

To be able to efficiently choose the best operation (+, -, x, ÷) to be able to get 5 in a row



Success Criteria

- *** I can use +/− and record the algorithm to make an answer
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Level 1	Level 2	Level 3
bit.ly/3mA1RvX	bit.ly/3nke9cq	bit.ly/3BjFiBR
		

What you need:

1. Dojo to post your activity
2. Video link in PDF.
3. 5 x 5 grid
4. Set of cards/online cards

(Use only Ace-9) An online version can be found here <https://bit.ly/3kELT3H>

Instructions

Choose the level you are working at: level 1 choose numbers from 0-30, level 2 choose numbers 0-50 and level 3 choose numbers 0-80.
Fill in your blank 5x5 grid with numbers to suit your level, not repeating any number.
Flip 2 cards and decide which operation will give you an answer to cross off your grid. Miss a turn if you can't make an answer.
Record the algorithms you have used. You win when you have crossed off 5 numbers in a row, vertically, horizontally or diagonally.



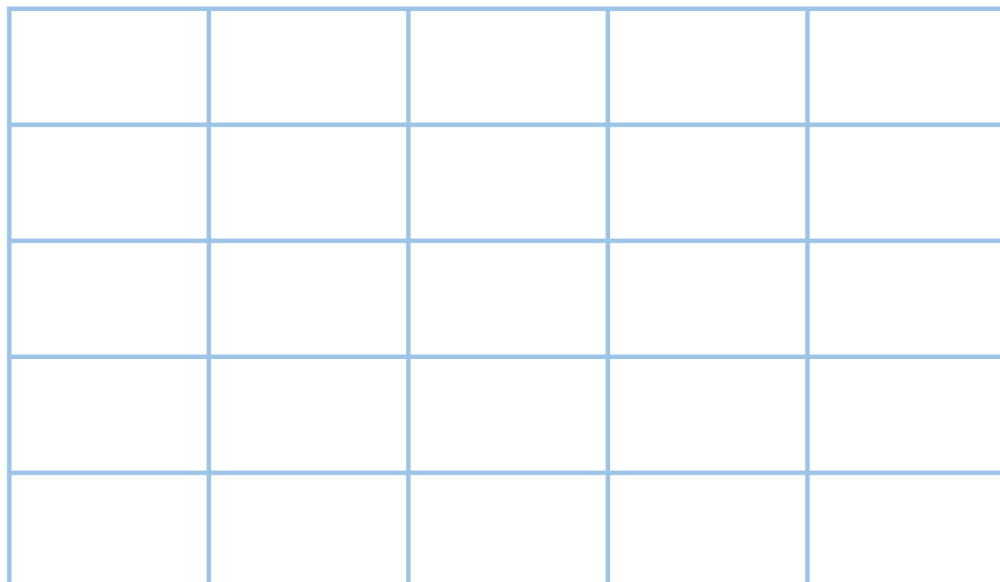
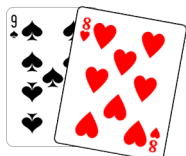
Maths



Daily TEN Activity: 5 in a Row

5 in a Row

1. Dojo to post your activity
2. Video link in PDF.
3. 5 x 5 grid - fill in the numbers
4. Set of cards/online cards
(Use only Ace-9) An online version can be found here <https://bit.ly/3kELT3H>
5. Flip 2 cards and use any operation +, −, x or ÷ to cross off an answer to get 5 in a row.





Drama



We are learning to: practice and perform a character through voice and movement.

We are learning this because: drama is enjoyable and is a source of humor and entertainment.

Success Criteria:

*I can define the term role.

**I can role play the big bad wolf.

***I can role play a character using voice and movement.

Activity:

1. This week we are going to continue learning about the drama element role. We are practicing to use our voice and movement to create a role.

2. **Warm up activity:** act out a villain from a story e.g. **the big bad wolf**. Practice using a loud and mean voice to say, "I'll huff, and I'll puff, and I'll blow your house down."

Watch video for ideas: <https://bit.ly/3BQ2JIT>

3. **Activity:** dress up and role play a character from your favourite picture book, for example: Cinderella.

4. Upload your dance to ClassDojo.



PDHPE

Cyber Safety

Learning Intention:

We are learning to understand and manage key online safety issues.

Purpose:

We need to be able stay safe online.

Success Criteria:

*I can identify what should be included in an online profile.

**I can identify what should be included in an online profile and create my own.

***I can create an online profile and understand who I can trust if I have any issues online.

Watch the following video about staying safe online.

bit.ly/3oAqxqG



PDHPE

What makes an online profile safe?

Safe profiles could include: ☐

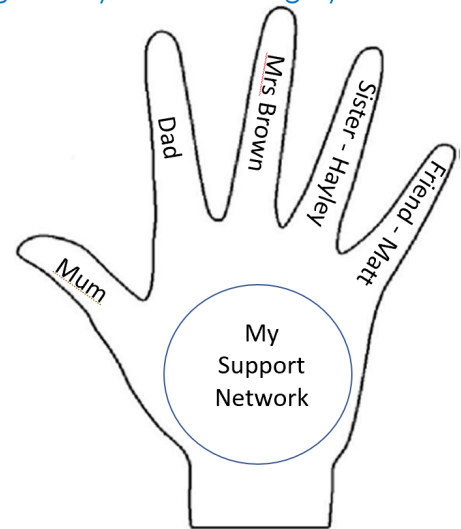
- First name or nickname ☐
- Hobbies, interests with no specific details such as club name
- Only photos where specific details can't be identified such as school or sports uniform
- Likes and dislikes such as movies or food

Safe profiles should not include: ☐

- Full name ☐
- Full name of friends or family ☐
- Birth date ☐
- Name of school or clubs/teams ☐
- Photos that can easily identify you e.g., school uniform ☐
- Home address
- Phone number

What would your online profile look like?

Create a list of trusted people you would contact if you were concerned about online harassment by a stranger or if you were being cyberbullied.



Upload a picture to class dojo

Wednesday

Monday	Tuesday	Wednesday	Thursday	Friday
18 October	19 October	20 October	21 October	22 October

English



Learning Intention:

I am learning to write a draft persuasive interview with a fairytale character.

Success Criteria:

- * I can write from the perspective of a fairytale character
- ** I can include an introduction, body and conclusion
- *** I can include adjectives and adverbs
- **** I can include high modality words



O Opinion – State your opinion on the topic.

R Reason – What is the reason for this opinion?

E Evidence – What evidence, or facts, do you have to support your reason?

O Opinion – State your opinion on the topic again in a new way

Writing a persuasive interview

This week, we are writing from the perspective of one of the three bears from the story 'Goldilocks and the three bears'.

That means we are writing in first person and using the pronouns 'I', 'me' and 'my'. We are persuading the audience to believe the Bear's side of the story and to feel empathy for the bear.

Make sure you follow the OREO structure and give evidence to support the bear's reasons!!

Activity: Click the link to access the persuasive interview template: bit.ly/3mxd7co
Reflect on the ideas you came up with for yesterday's plan and elaborate on them to answer the interview questions.

Click the link to see Miss Skevington's WAGOLL. Remember that this is only a draft so you may find some mistakes! bit.ly/3DgRXFX



Introduction

Interviewer: *Hello and welcome to our show _____ Please outline the three main crimes committed by Goldilocks that terrible morning in your home.*

Main Body

Interviewer: *We are so sorry for what you and your family experienced. Could you go into some more detail and include some examples to convince our viewers of your terrible ordeal*

Conclusion

Interviewer: *What final comments would you like to make to our viewers about the heartless criminal named Goldilocks?*



English



Learning Intention:

We are learning to make inferences about a text we have read.

This is because:

We making inferences improves our comprehension skills.

Success Criteria:

*I can highlight/underline clues that tell me what a text is about

**I can use my background knowledge to make an inference of a text

*** I can use the clues and my background knowledge to make a well thought out inference of a text

Activity:

Read the text on the inference card carefully.

Look for clues and underline/ highlight any that help tell you what kind of animal Betty is.

Think about what you know and then make your inference.

(A) INFERENCE CARD # 2

Purpose Question: What kind of animal is Betty?

The grass was green beneath Betty's hooves as she sauntered over to the fence. She switched her tail from side to side to swat away flies that were always surrounding her. Maybe it was all the manure they were attracted to! Betty leaned forward and chomped on some grass, slowly chewing it as she made her way back to the barn for milking time.

TO MAKE AN INFERENCE:

1. Underline clues
2. Think about what you know.
3. Figure out what makes sense.

I CAN TELL...

Purpose Question: What kind of animal is Betty?

The grass was green beneath Betty's hooves as she sauntered over to the fence. She switched her tail from side to side to swat away flies that were always surrounding her. Maybe it was all the manure they were attracted to! Betty leaned forward and chomped on some grass, slowly chewing it as she made her way back to the barn for milking time.

TO MAKE AN INFERENCE:

1. Underline clues

2. Think about what you know.

3. Figure out what makes sense.

I CAN TELL...

--	--	--	--	--



English



Spelling!

Learning Intention:

I am learning to spell using a range of strategies.

This is because:

Knowing spelling strategies helps me with reading and writing.

Success Criteria:

*I can engage in meaningful spelling tasks

**I can select tasks that stretch my brain

***I can share my work with my teacher

ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice grid

Word Study CHOICE BOARD

FIT THE LIST Think of up to 5 more words that would fit your spelling list.	ALPHABETICAL ORDER Write your words in alphabetical order.	RAINBOW SPELLING Write your words 5x each with different colours.	CANON CODE Write the vowels in red and the consonants in blue
SILLY SENTENCES Write each word in a silly sentence.	SILLY LETTERS Write each word using crazy letters.	BACKWARDS TO FORWARDS Write each word backwards then forwards.	TYPE YOUR WORDS Type each word 3x in different fonts.
SENTENCES Write compound or complex sentences using FANBOYS & ISAWAWABUB	BUBBLE LETTERS Write each of your words using bubble letters.	DICTIONARY DIG Look up your spelling words in the dictionary & write the meaning.	MORPH YOUR WORDS Morph your words, add suffixes or prefixes to them.
GHOST WORDS Use a white crayon to write your words. Colour over with a marker.	FOLLOW THE SWIRL Draw a swirly line. Write your word over and over along the line. Do it for all words.	RHYME TIME Write each word and write a word that rhymes with it.	CHALK OR PAINT Write your words with chalk or paint them with water on the fence
SPEL & TEL Write each word 3x and whisper each letter as you write.	MICHAELANGELO Tape your paper under your desk. Lay on the floor & write your words 3 times.	WRONG HAND Use the opposite hand you write with, to write each word	WORD MAP Write your words and identify the phonemes using dots and dashes

Spelling Wk3

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /n/ made by unusual consonant digraphs 'kn' and 'gn'

knowing	gnash
knife	align
knuckle	

Morphemic - Contractions using not (replace 'o' with an apostrophe to show contraction)

wouldn't	mightn't
won't	aren't
haven't	

Etymological - 'phone' from Greek meaning voice or sound or speaker of

telephone	microphone
phoneme	megaphone
gramophone	

Use these spelling words to complete the spelling activities



Maths



Mathematics: Angles and Position

Learning Intention

I am learning to create a map using angles and position

Purpose

Maps are tools which we use to find a location. They are functional when they are easy to read and use a compass

Success Criteria

* I can create a route for someone to follow

** I can identify the angles I have drawn

*** I can create a key and compass for my map

What you need:

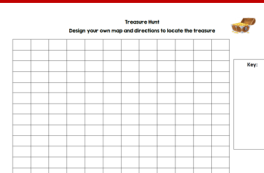
1. Dojo to post your activity.
2. Map created on Tuesday's maths lesson
3. Checklist

Instructions

1. In pencil, you need to lightly draw the route someone will take to get to the treasure from point A.
2. In your checklist, you must have drawn an obtuse angle, acute angle and right angle.
3. Use your checklist to draw anything else you need for your map to be functional
4. Ensure to use a key for your audience to know what obstacles they may come across
5. How many steps is one box?

Map Checklist

Key	
Compass Rose	
Right Angle	
Obtuse Angle	
Acute Angle	
Starting Point A	
End Point X (treasure)	



Maths



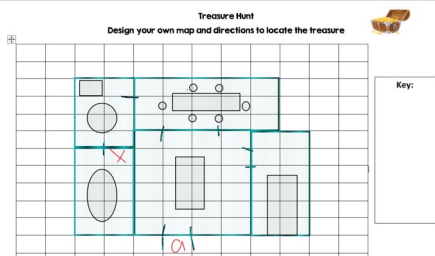
Mathematics: Angles and Position

1. Watch the video to understand today's task.
2. Draw a line from point A to the X. This is the route taken to get the the treasure
3. Use the checklist to then add other features into the map: angles, compass rose and key.

Map Checklist

Key	
Compass Rose	
Right Angle	
Obtuse Angle	
Acute Angle	
Starting Point A	
End Point X (treasure)	

Your map should look something like this after Tuesday's lesson. If not, you will need to go back and complete this.



Click the link below or scan the QR code to watch a video explaining your task and providing you with an example



<https://bit.ly/3A64n2h>





Maths



TEN Activity: 5 in a Row

Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division to play a game.

Purpose

To be able to efficiently choose the best operation (+, -, x, ÷) to be able to get 5 in a row



Success Criteria

- *** I can use +/− and record the algorithm to make an answer
- **** I can use +/−/x/÷ and record the algorithm to make an answer
- ***** I can explain the strategies that I used, including the choice of numbers to fill my grid.

Level 1	Level 2	Level 3
bit.ly/3mA1RvX	bit.ly/3nke9cq	bit.ly/3BjFiBR
		

What you need:

1. Dojo to post your activity
2. Video link in PDF.
3. 5 x 5 grid
4. Set of cards/online cards

(Use only Ace-9) An online version can be found here <https://bit.ly/3kELT3H>

Instructions

Choose the level you are working at: level 1 choose numbers from 0-30, level 2 choose numbers 0-50 and level 3 choose numbers 0-80.
Fill in your blank 5x5 grid with numbers to suit your level, not repeating any number.
Flip 2 cards and decide which operation will give you an answer to cross off your grid. Miss a turn if you can't make an answer.
Record the algorithms you have used. You win when you have crossed off 5 numbers in a row, vertically, horizontally or diagonally.



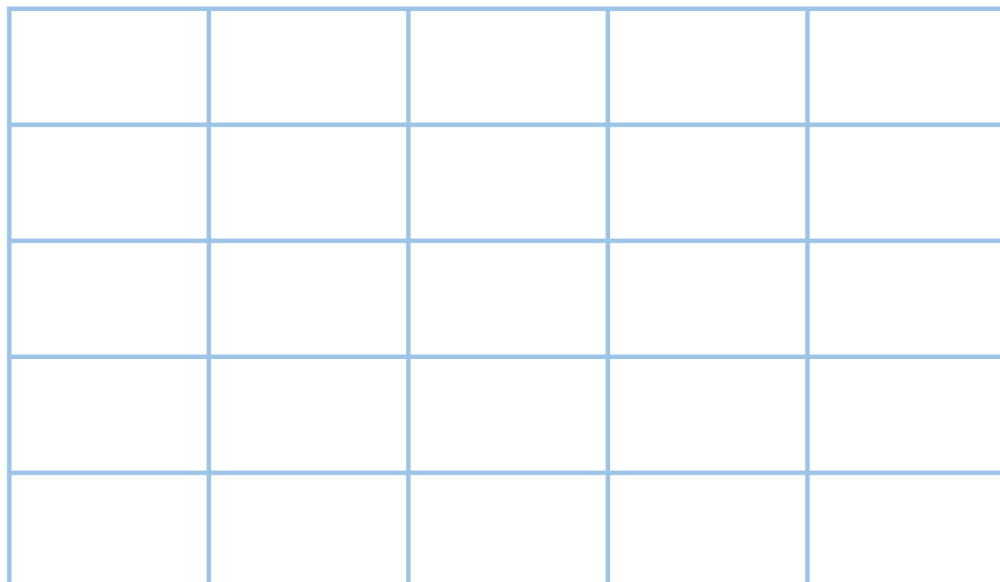
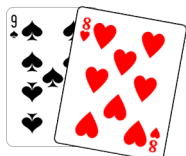
Maths



Daily TEN Activity: 5 in a Row

5 in a Row

1. Dojo to post your activity
2. Video link in PDF.
3. 5 x 5 grid - fill in the numbers
4. Set of cards/online cards
(Use only Ace-9) An online version can be found here <https://bit.ly/3kELT3H>
5. Flip 2 cards and use any operation +, −, x or ÷ to cross off an answer to get 5 in a row.





Library



Learning Intention:

I am learning about being cyber safe so I can engage online in a safe way.

Success Criteria:

*I can identify what personal information is safe to put online.

**I can describe and use strategies in situations where I feel uncomfortable or unsafe online.

***I can recognise that people I meet online may pretend to be someone else.

****I can seek assistance if things go wrong online.

Safe profiles COULD include: ✓

First name, nickname or pseudonym

Hobbies, interests with no specific details such as club names

Only photos where specific details can't be identified such as school or sports uniform, location, time

Likes and dislikes such as movies or food

Safe profile SHOULD NOT include: ✗

Full name
Full name of friends or family

Birth date
Home address or phone number

Name of school or clubs/ teams

Photos that can easily identify you
e.g. school uniform



bit.ly/3oAqxqG

Watch the cyber detectives video to refresh your knowledge of how to be cybersafe

The example profile shows a header with 'Status', 'Photo', 'Place', and 'Event' tabs. Below this are five columns: 'Music', 'Movies', 'T.V.', 'Books', and 'Likes', each with a list of items. To the right is an 'About Me' section with fields for 'Parents:', 'Siblings:', 'Hobbies:', 'Travel:', and 'Pets:'. Below that is an 'Education' section with fields for 'School(s) Attended:' and 'Subjects I love:'. On the left side of the profile, there are sections for 'About', 'Friends', and 'Location'.

Activity: Create a safe social networking profile

Here is an example of a profile. Use this to create your own profile.

Remember not to share too much about yourself so you can't be identified. You don't have to fill out all the sections.

Post a photo of your profile on Class Dojo.

This is a blank template for creating a social media profile. It includes a header with 'Status', 'Photo', 'Place', and 'Event' tabs. Below the header are five columns: 'Music', 'Movies', 'T.V.', 'Books', and 'Likes', each with a list of items. To the right is an 'About Me' section with fields for 'Parents:', 'Siblings:', 'Hobbies:', 'Travel:', and 'Pets:'. Below that is an 'Education' section with fields for 'School(s) Attended:' and 'Subjects I love:'. On the left side of the profile, there are sections for 'About', 'Friends', and 'Location'.

Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
18 October	19 October	20 October	21 October	22 October

English

Learning Intention:

I am learning to edit, revise and publish my persuasive interview

Success Criteria:

- * I use C.U.P.S to edit my draft
- ** I can use A.R.M.S to revise my draft
- *** I can act out and record or film my interview
- **** I can fluently act out and record or film my interview using expression

Activity 1: In a coloured pencil, use C.U.P.S to edit your draft persuasive interview

Activity 2: In a different coloured pencil, Use A.R.M.S to revise your draft persuasive interview

Click the link to see Miss Skevington's edited and revised WAGOLL: bit.ly/3Ag1xXP



Activity 3: Publish your final draft by filming or recording your interview. Click to see Miss Skevington's example bit.ly/3FnbAy4



Use **A.R.M.S.** to Revise

ADD: Details, sentences, evidence, words

REMOVE: Unnecessary words or sentences

MOVE: Change around words or a sentence

SUBSTITUTE: Trade words or sentences for new, better ones.

Use **C.U.P.S.** to Edit

CAPITALIZE: Names, places, I, titles, sentence beginnings

USAGE: Match nouns, verbs, and tense correctly

PUNCTUATION: . ? ! " ,

SPELLING: Check all words. Use your resources.

Publishing

After you have edited and revised your interview, find someone in your family to help you publish your interview. Film or record yourselves acting out the interview. Ask your family member to take on the role of interviewer, while you pretend to be the bear. Make sure you use expression to express the emotions that the bear would be feeling!





English

**Activity:**

What is a sentence?

Learning Intention:

I am learning to identify what sentences are.

Purpose:

Knowing what makes a sentence will help me improve my writing.

Success Criteria:

*I can read fragments of sentences and sentences.

**I can identify the difference between sentences and fragments of sentences

*** I can explain in my own words what a sentence is.

Read each line below. If you think it is a sentence place a tick ✓ next to it, if you don't think it is a sentence place a cross ✗ next to it.

in the afternoon	
i ran home	
animals that jump	
the rain fell on the roof	
the loud trucks	
my dog loves going for a walk	

What do you think a sentence is?

My tricky word:

Part of speech (noun, verb, adjective, adverb) _____

Definition (meaning)

Use it in a sentence:



Reading

**Activity:**

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Focus on reading with fluency and expression.

Choose 1 word from your text that you do not know and find out its meaning. What type of word is it? Record the word type, definition and use it in a sentence.

Learning Intention:

I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

* I can read with fluency so my reading flows.

** I can read with expression to make my reading interesting.

*** I can use strategies to find out the meaning of tricky words.





Maths



Mathematics: Angles and Position

Learning Intention:

I am learning to follow and create directions on my map

Purpose

Directions must use clear mathematical language for someone to follow a map correctly

Success Criteria



I can use a key to determine the steps taken



I can include angles in my directions to help determine what type of turn they must take



I can use a compass to determine the direction

What you need:

1. Dojo to post your activity
2. Map that you have been creating all week
3. Paper to write directions.

Instructions

1. In your key you should have written how many steps = 1 box
2. Determine the direction using the compass and if they need to change direction include the angle which they must turn
3. For example – *Make a right angle turn west and take 5 steps*
4. Read through your steps to ensure they make sense and reach your destination

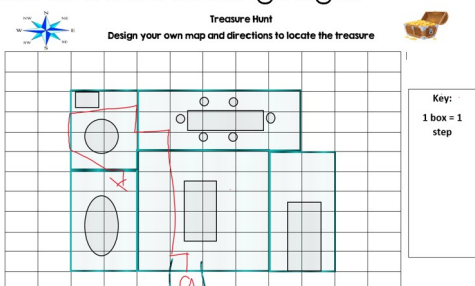


Maths



Mathematics: Angles and Position

1. Watch the video before beginning
2. We are going to write down the directions someone must take in order to find the treasure.
3. Your language must be specific and use directional language.



Your map should look like this after Wednesday's lesson. If not, you will need to go back and complete this.



Map Checklist

Key	
Compass Rose	
Right Angle	
Obtuse Angle	
Acute Angle	
Starting Point A	
End Point X (treasure)	

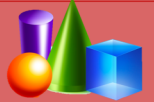
Click the link below or scan the QR code to watch a video explaining your task and providing you with an example



SCAN ME



Maths



TEN Activity: 5 in a Row

Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division to play a game.

Purpose

To be able to efficiently choose the best operation (+, -, x, ÷) to be able to get 5 in a row



Success Criteria

- *** I can use +/− and record the algorithm to make an answer
- **** I can use +/−/x/÷ and record the algorithm to make an answer
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Level 1	Level 2	Level 3
bit.ly/3mA1RvX	bit.ly/3nke9cq	bit.ly/3BjFiBR
		

What you need:

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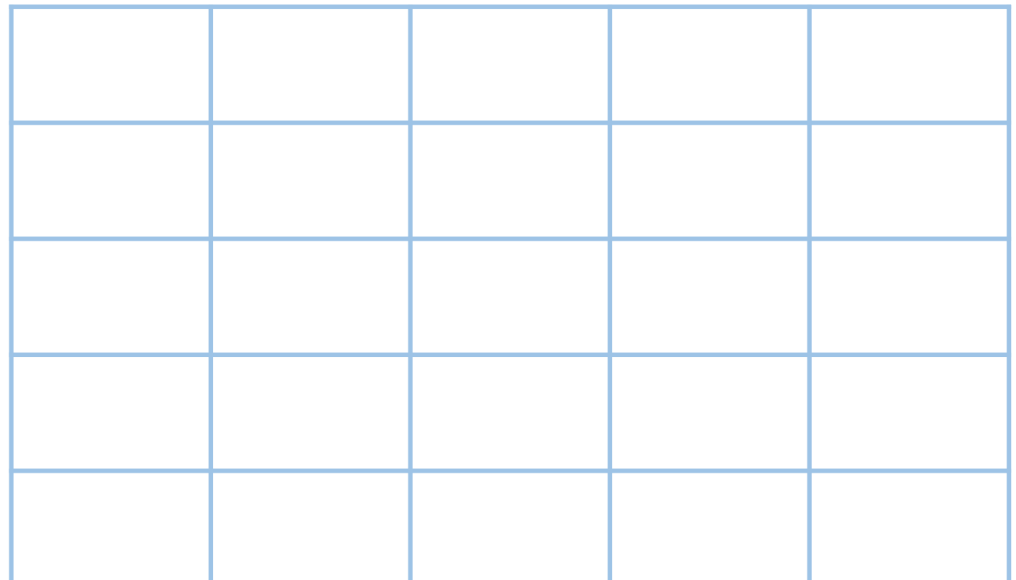
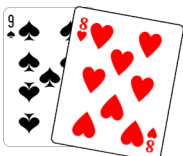
Maths



Daily TEN Activity: 5 in a Row

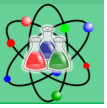
5 in a Row

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5. Flip 2 cards and use any operation +, −, x or ÷ to cross off an answer to get 5 in a row.

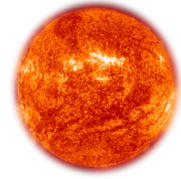




Science



Earth and Space!



Learning Intention:

I am learning to explore the features of the Sun

Success Criteria:

* I can write 2 points on what I already know about the sun and 2 points on what I want to learn

** I can investigate the features of the Sun and understand why Earth needs the Sun

*** I can write 2 points on what I have learnt in today's lesson

The Sun

Task – You are going to fill out a chart which demonstrates what you already know about the Sun and what you would like to learn about the Sun. Then, read some facts about the Sun and fill in the last column, what I have learnt about the Sun.

KWL Chart

Topic

What I KNOW	What I WONDER	What I LEARNT

KWL Chart on next page!



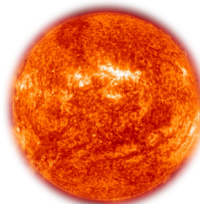
Science

Scan the QR code or click the link to access the video

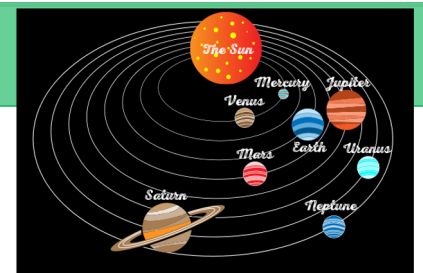
<https://bit.ly/3mvjEUH>



What were some facts you learnt from this video. You can add these facts to the 'what I learnt column' in your KWL chart



The Sun



Did You Know?

- The Sun is a star and is the closest star to Earth!
 - It provides heat and light to Earth – life would not exist without the Sun!
 - The Sun's gravity grips the planets, keeping them from spinning deep into space.
 - Earth orbits around the Sun and it takes 365 days (1 year)
- Can you name all the planets?

There is a mnemonic (putting things into a sentence to help us remember things better) which helps us remember the names of all the planets:

"My Very Elderly Mother Just Sat Upon Nine Pins"

Does this give you a hint?

KWL Chart

Topic _____

What I KNOW	What I WONDER	What I LEARNED

Finish off recording your interview if you need to!

Key:
 box = 1
 step



Free-Choice Friday

Choose any 2 of these activities for your Free-Choice Friday!

Take Home Learning Pack

Go back through your learning pack and complete a task you didn't get time to do earlier in the week.



Egg and spoon race

Create a course in your home or garden. Balance an egg on a spoon (use a paper ball if indoors). Time and record how long it takes you and a family member to complete the course.



Create your own boardgame

Design your own game board and invent a list of rules and instructions that teach someone how to play. Give your game a name and play with members of your family.



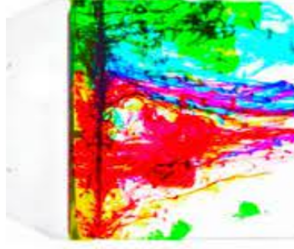
Quick Draw

Click on the link to play the online game 'Quick Draw' bit.ly/3iDoTkn. Draw a picture of a specific object and see if the game can guess what you've drawn!



Fireworks in a jar

Click on the link and follow instructions to create fireworks in a jar using oil and food colouring bit.ly/3F10o5f



Spooky Story

Write a spooky story that will scare your teacher. Include an introduction, conflict and resolution.

