

Day 1



Writing



Planning: Watch Miss Harden's video.

Watch Miss Harden do her mind map. You will write as many facts about a kangaroo on a mind map or list.

Use World Book online encyclopedia from Ms Young's and Mrs Armour's Library lesson last week. Sort the descriptive phrases and facts into the correct subheadings on the planning sheet.

These categories will become your paragraphs when it is time to write a complete informative text in the next lesson.

Learning Intention: We are writing a plan for a informative text about a topic

Success Criteria:

- *I will be able to write 1 to 2 facts about kangaroos.
- ** I will be able to write 3-5 facts about kangaroos.
- *** I will be able to write 5 or more facts about kangaroos.



Day 2



Writing



Draft Writing

Watch Miss Hardens video. What is a fact? What is an opinion? Which of these would you find in an informative text? Is all our information about Kangaroos fact or opinions?

Using the information from yesterday you will write short paragraphs about each subheading using descriptive language and the plan. Miss Harden will demonstrate the 1st paragraph. Use World Book online encyclopedia from Ms Young's and Mrs Armour's Library lesson from last week.

Learning Intention: We are learning to write a draft using a plan.

Success Criteria:

- *I will be successful if I have a title and subheadings
- ** I will be successful if I have 2 Paragraphs and headings
- *** I will be successful if I have four paragraphs headings and descriptive language

Day 3



Writing



Revising:

Watch Miss Harden's video.

Revise yesterday's lesson and using the plan and your draft you will revise your work.

Learning Intention: We are learning to revise our work

Success Criteria:

- *I can re-read my draft writing.
- ** I can identify where I can add adjectives or adverbs to make my writing more interesting.
- *** I can add or change sentences to make the more interesting
- **** I I can add and adjust my sub headings to make sure my information is under the correct heading.

Day 4



Writing



Editing:

Revise Friday's lesson. You will edit your informative text about a Kangaroo, looking at your spelling, punctuation and if it makes sense.

Learning Intention: We are learning to edit our informative writing.

Success Criteria:

- *I can identify the purpose of editing my work.
- ** I can use a checklist to identify where I need to edit my work.
- *** I can use a word wall or dictionary to check my spelling.



Writing



Publishing

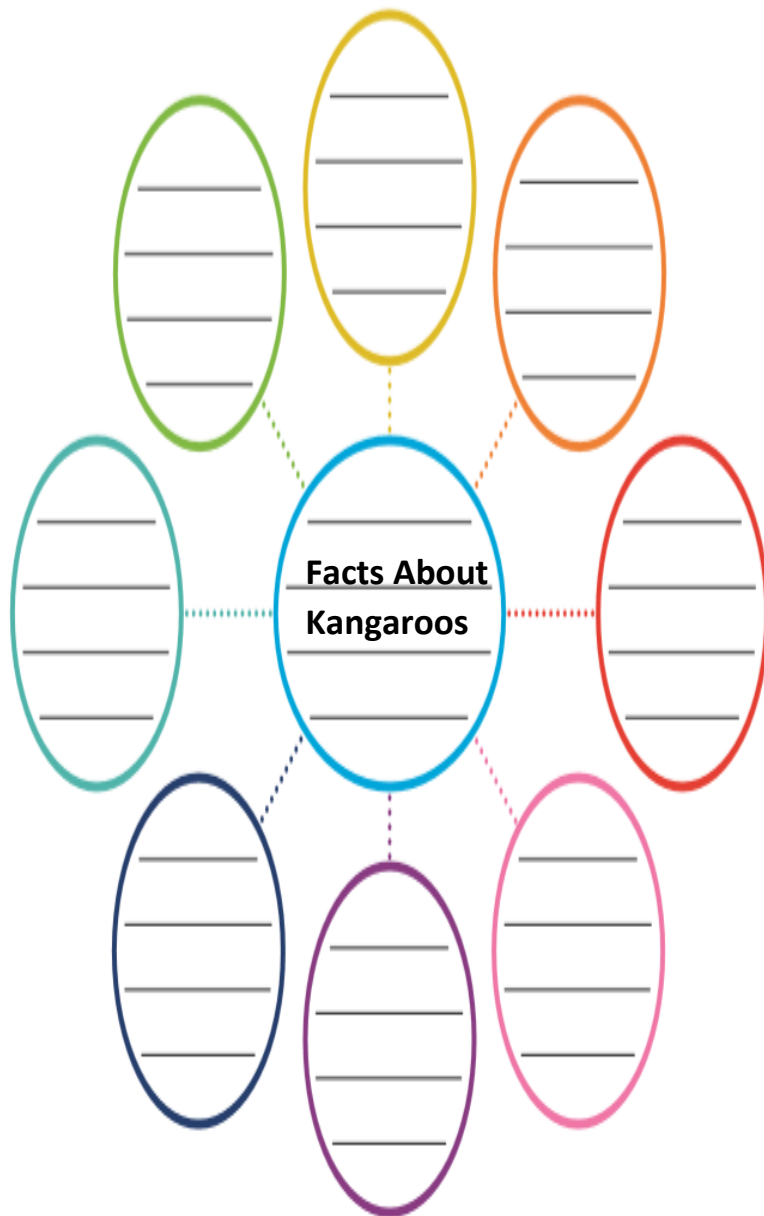
Using your revised and edited work that the teachers have checked on Class Dojo, you will either create a video about your writing in a presentation or a published typed piece of work.

Learning Intention: We are learning to conference and publish our writing.

Success Criteria:

- * I can talk about my writing.
- ** I can write a handwritten published piece of my work
- *** I can publish my writing using digital technologies.

DAY 1



Fact File - Animals

Classification	Habitat and Lifestyle
Size and Appearance	Diet and Eating Habits

Topic

teachstarter

Day 2

Name _____

Date _____

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

Paragraph 1 (Describe one detail about the subject of the text).

Paragraph 2 (Describe one detail about the subject of the text).

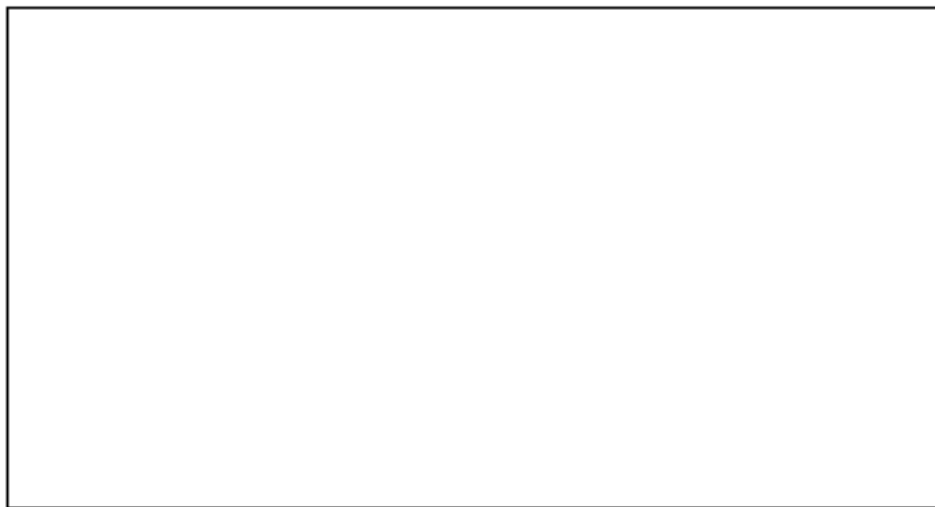
Name _____

Date _____

Paragraph 3 (Describe one detail about the subject of the text).

Conclusion (This is a concluding statement about the subject of the text).

Illustration



Day 1



Maths



Re-watch yesterdays video if you need to.

Warm up: Find the missing numbers to these patterns.

67, __, 73, __, 79
__, 57, 62, 67, __

Activity: Put these numbers in increasing order: 78, 20, 1, 299, 95, 25, 2, 18, 45
Put these numbers in increasing order: 88, 23, 45, 190, 100, 387, 3, 29, 14, 18

Learning Intention: We are learning to identify odd and even numbers and order in increase and decreasing order.

Success Criteria:

*I can identify odd and even numbers.

**I can identify if a pattern is increasing or decreasing.

*** I can use my skills to order numbers in increasing and decreasing order.

Day 2



Maths



There is a video to this lesson on Class Dojo.

Warm up: Use the 3 different patterns in the videos to identify the pattern and the missing numbers.

Watch the video and pause throughout to complete the tasks.

We will be revising patterns and identifying missing numbers and we will be focusing on Area. Use the 4 different shapes to find the area of with given measurements for two sides.

Learning Intention: We are learning to identify the area by using metres squared.

Success Criteria:

*I can use a trundle wheel or a ruler to measure an area.

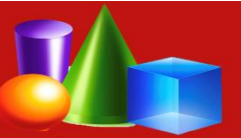
**I can explain that parallel sides have the same distance.

*** I can work out the area.

Day 3

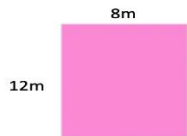


Maths



Re-watch video from yesterday if you need to.

Find the area of these shapes.



12m

8m



10m

9m



9m

Learning Intention: We are learning to identify the area by using metres squared.

Success Criteria:

*I can use a trundle wheel or a ruler to measure an area.

**I can explain that parallel sides have the same distance.

*** I can work out the area.

Day 4

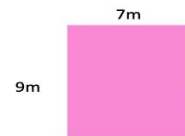


Maths



Re-watch video from yesterday if you need to.

Find the area of these shapes.



9m

3m



10m

10m



10m

Learning Intention: We are learning to identify the area by using metres squared.

Success Criteria:

*I can use a trundle wheel or a ruler to measure an area.

**I can explain that parallel sides have the same distance.

*** I can work out the area.

Day 5



Maths



Post Test: Complete in your books and post to Class Dojo without any help with your answers.

1. Show the answer with arrays.

a) $2 \times 5 =$

b) $7 \times 3 =$

c) $3 \times 3 =$

2. What is the pattern?

a) 4, 8, 12, 16, 18, 20

b) 15, 18, 21, 24, 27

3. What number is missing in this pattern?

a) 5, 10, __, 20, __

b) __, 20, 30, 40, __

4. Find the area of these shapes.

a) 3m



8m

b) 5m



7m

Day 1

Multiplication and Division Facts - 2s and 5s (A)

① Complete these multiplication and division facts (2s).

a) $5 \times 2 =$



b) $18 \div 2 =$



x	4	6	8	10
2				

d) Mary bought 7 chocolates for \$2 each.
How much did she spend?

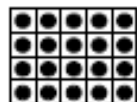
e) A bag of 10 marbles was divided
equally into 2 groups.
How many marbles were in each
group?

② Complete these multiplication and division facts (5s).

a) $3 \times 5 =$



b) $20 \div 5 =$



x	3	5	7	9
5				

d) Jason trains 5 days a week, running
8km per day.
How far does he run each week?

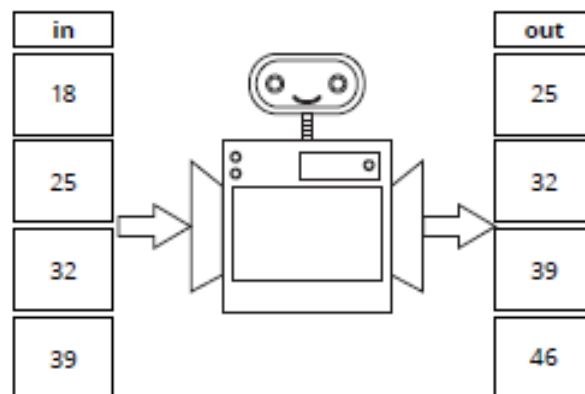
e) Tom divided 15 toys equally into 5
groups.
How many toys were in each group?



Day 2

Number Patterns (B)

① Can you work out what the robot is doing in his tummy to change the numbers? Write the rule on his tummy.



② Work out the pattern, then fill in the missing numbers in these number patterns.

a)

3	5				13			19	
---	---	--	--	--	----	--	--	----	--

b)

5	10			25	30			45	
---	----	--	--	----	----	--	--	----	--

c)

100		80			50	40			10
-----	--	----	--	--	----	----	--	--	----

d)

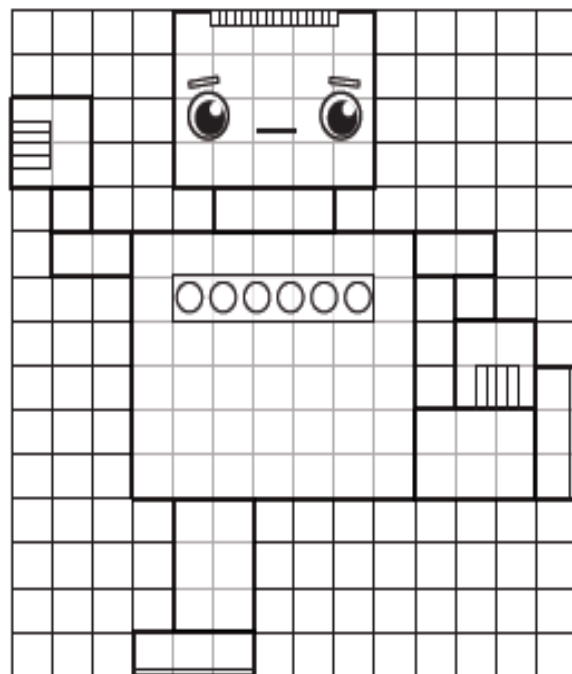
6			15	18			27		33
---	--	--	----	----	--	--	----	--	----



Day 3

Measuring Area - Informal Units

- ① Use different colours to colour in the various parts of the robot.
Answer the questions below.



- How many squares cover the head of the robot? _____
- How many squares cover the body of the robot? _____
- How many squares cover both the legs and feet? _____
- How many squares cover both the arms and hands? _____
- Which part of the robot has the smallest area? _____

Day 4

AREA - Squares

- 10 cm

Square

10 cm

Formula _____

= _____

= _____
- 15 m

Square

15 m

Formula _____

= _____

= _____
- 25 cm

Square

25 cm

Formula _____

= _____

= _____
- 45 mm

Square

45 mm

Formula _____

= _____

= _____
- 110 mm

Square

110 mm

Formula _____

= _____

= _____
- 12 km

Square

12 km

Formula _____

= _____

= _____

Post Test: Complete in your books and post to Class Dojo without any help with your answers.

1. Show the answer with arrays.

a) $2 \times 5 =$ b) $7 \times 3 =$ c) $3 \times 3 =$

2. What is the pattern?

a) 4, 8, 12, 16, 18, 20 b) 15, 18, 21, 24, 27

3. What number is missing in this patten?

a) 5, 10, __, 20, __ b) __, 20, 30, 40, __

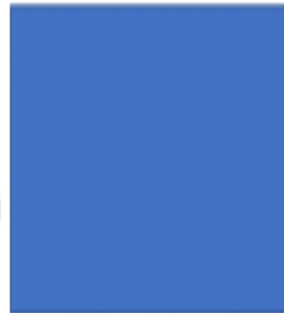
4. Find the area of these shapes.

a) 3m



8m

b) 5m

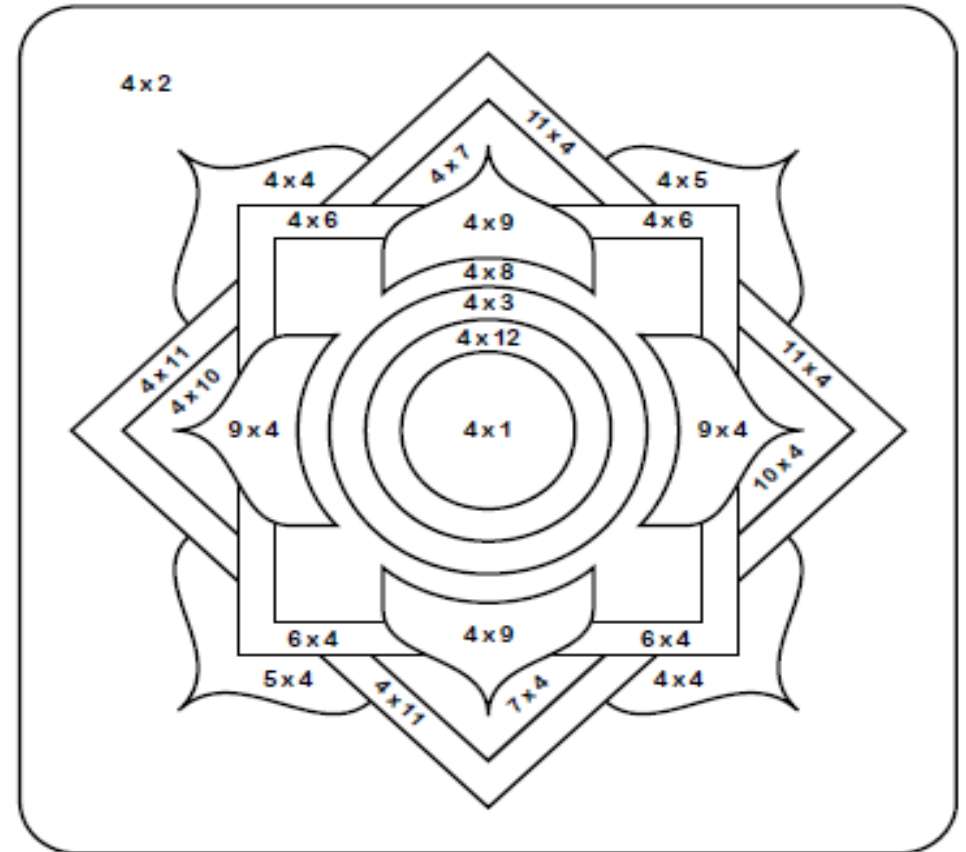


7m



4 x Colour Fun!

Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



4 white	20 yellow	36 pink
8 black	24 dark green	40 light blue
12 red	28 dark blue	44 light green
16 orange	32 purple	48 grey



Day 1



PUSH UPS

KNEE
HIGH JOG

HOPPING SQUATS



teachstarter



teachstc

Do
each
activity
10
times!



teachst



tear

Day 2



PUSH UPS

KNEE
HIGH JOG

HOPPING SQUATS



teachstarter



teachstc

Do
each
activity
10
times!



teachst



tear

Day 3



STAR JUMPS SIDE-TO-SIDE
JUMPS

LUNGES



teachstarter



teachstarter



teachst

Do each
activity 10
times!

Day 4



STAR JUMPS SIDE-TO-SIDE
JUMPS

LUNGES



teachstarter



teachstarter



teachst

Do each
activity 10
times!






Day 5



Fitness



Fitness BINGO

 10 scissors	 12 star jumps	 Sprint on the spot for 30 seconds
 8 twists	Free Choice	 5 crunches
 Knee high jog on the spot for 30 seconds	 6 push ups	 8 high knee lifts

Fitness BINGO

 4 heel touches	 Shuffle on the spot for 30 seconds	 Sprint on the spot for 30 seconds
 8 twists	Free Choice	 10 squats
 12 side to side jumps	 6 push ups	 10 backwards forwards jumps

Choose 6 different activities and complete the amount of times or seconds it tells you.



This week choose a book you have at home and complete one of the tasks below daily.

Write your answers in your book.

Logical - Mathematical	Verbal - Linguistic	Interpersonal	Intrapersonal	Naturalist	Visual – Spatial	Musical – Rhythmic and Harmonic	Bodily - Kinaesthetic
Construct a timeline relating to events in the text.	Retell an interesting part of the text in your own words.	In a group, make a list of the five most important parts in the text.	Explain in a diary entry how the text makes you feel.	Draw a landscape/animal/plant described in the text.	Make a collage using images, words, topics from the text.	Make a playlist for the text – assign songs that would suit the different parts in your text.	Write and present a play or skit about the text.
Draw a plan/map to scale relating to a room or scene in the text.	Write a newspaper article about a topic from the text.	Conduct an interview with another person who has read the text. Use the questions you asked to write a magazine article.	Make a mind map about yourself in relation to the topic/characters in the text.	Find photos from magazines of scenes that could be in the text. Write a description about how they are related.	Design a bookmark about the text. Include the title, author and a summary of the text. Decorate it with pictures about the text.	Choose a passage from the text. Read aloud and make sound effects with different objects.	Act out a section of the text – do what the character would be doing.
Design a survey and graph the results relating to an issue in the text.	Write a radio advertisement for the text telling people why they should read it.	Plan a pamphlet to promote reading. Mention the text as a good book for students to read.	Make some predictions about what types of books students will read in the future.	Draw and write attributes for an animal that could be found in the text.	Draw and label a map of one of the areas, rooms or landscapes in your text.	Make up a song about the text.	Make a model of one of the characters from the text.
Create a code relating to the text. Use numbers or design your own symbols to represent the letters.	Make a list of words relating to the text using all of the letters from A-Z.	Write a biography about one of the characters. Mention personal qualities, achievements, challenges etc.	List positive information or interactions between characters in the text.	Create a manual about how to care for/live with one of the plants/animals in the text.	Design a new front cover for the text. Make it visually appealing and related to the text.	Make a list of the music genres each of the main characters would like. Decide who their favourite artist would be and why.	Use your face to create some of the emotions portrayed by characters. Take pictures and label the emotions.

Day 1-5

TEN/TOWN

Watch the video on Class Dojo of Mrs Vattuone.

We will be looking at dividing numbers using arrays. You will need dice, paper and some material items to use for counting. Watch the video and choose which level you are at. Complete the activity. Post your work on Class Dojo.

Learning Intention: We are learning to divide numbers using groups or arrays.

We are learning this because:

It is important to divide numbers, so we learn how to share items equally.

Success Criteria:

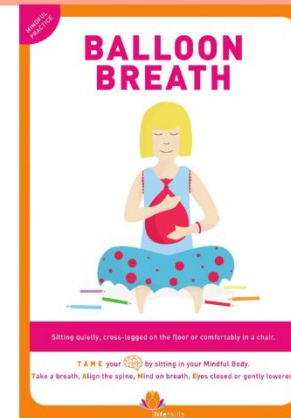
* I can divide the number 20 using single digits and demonstrating these using arrays.

** I can divide numbers in the range of 20 to 99 using 2 dice and demonstrate this by using arrays.

*** I can divide numbers in the range of 20 to 99 using 2 dice and demonstrate this by using arrays. I can record this as an algorithm.

Day 1-5

Mindfulness



Day 1-5

Weekly Challenge

English - Grandpa went out for a walk and it started to rain. He didn't bring an umbrella or a hat. His clothes got soaked, but not a hair on his head was wet. How is this possible?

Maths - Two fathers and two sons go fishing. Each of them catches one fish. So why do they bring home only three fish?



Day 1-5

Weekly Challenge

Use connectives to complete the sentences:

- 1) The performance was cancelled _____ the main actor was unwell.
- 2) I was tired, _____ I went to bed.
- 3) Jack wanted to bake bread, _____ he had run out of flour.
- 4) She bought a new dress _____ she also bought matching shoes.
- 5) They must leave on time _____ they will miss the train.
- 6) I brushed my teeth _____ I went to school.

so
because
and
but
or
before



Day 1



Think of a scenario of “safe passenger behaviour” and create a poster informing others on how to practice this safe behaviour.
For example, “always wear your seatbelt!”, remember to make your poster stand out and be eye catching, by using lots of colour and pictures on it.

Learning Intention: I am learning to identify safe practices for car passengers.

Success Criteria:

- *I can name an example of how to be a safe passenger
- **I can name an example of how to be a safe passenger and create a safe passenger behaviour poster
- ***I can name an example of how to be a safe passenger, create a safe passenger behaviour poster and make the poster creative

Day 5



Read the text about fake news, then answer the question sheet.

LI- To comprehend what we are reading and understand.

I will be able to answer the questions about the fake news article from btn

Day 5



Today we will be writing a journal entry about how online learning has made us feel, and what we like or what we don't like about it.

We will also talk about what we have been learning at home. What other exciting things have you done while learning from home?

Learning Intention: I can write a paragraph reflecting my feelings and ideas

Success Criteria:

- *I can write 2-4 sentences about my feelings and idea
- **I can write a short paragraph 6-10 sentences about a topic, feelings and ideas
- *** I Can write a paragraph, about a topic, idea, and feelings using descriptive language and illustrate it with a picture.

Day 5



This is a research task. You will design a house based on the weather, environmental and climate. Your house will be located in Switzerland where it is very cold, it snows a lot and there are lots of mountains.

Research and design a house that would be good to build in a snowy, cold country. Draw your picture, add labels, explain why you building it like that in a video and post to Class Dojo.

Learning Intention: We are learning about why houses are built differently.

Success Criteria:

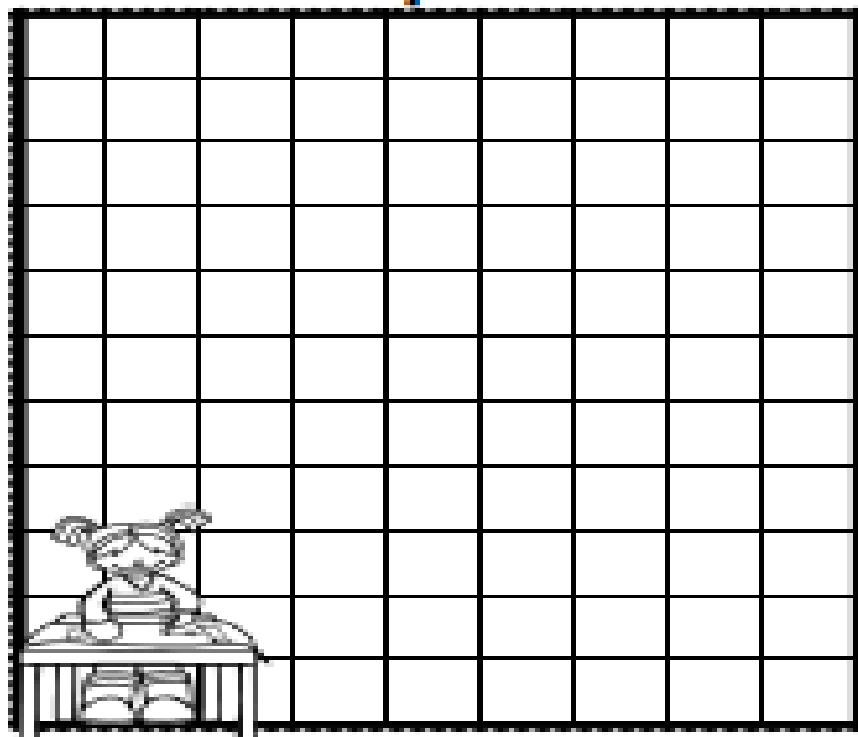
- *I can research and design a house.
- **I can design a house based on my research about houses in snowy, cold areas.
- ***I can design a house that is suitable for living in in Switzerland.

MAKER MAT Creation

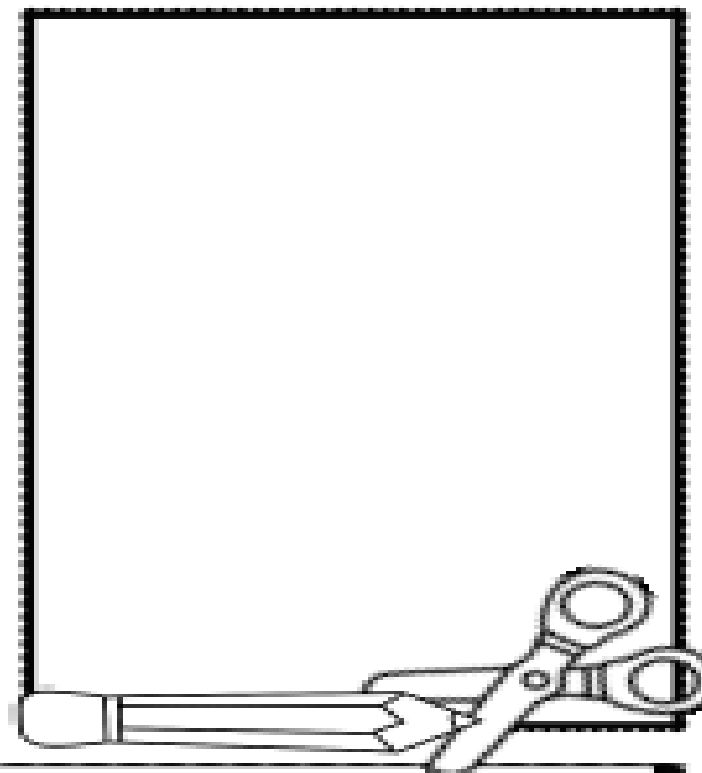
Name: _____

I am creating _____

Blueprint



Materials



Describe Your Creation

Area for describing the creation.

BTN Day 5

FAKE NEWS

Watch the video: <https://ab.co/3ddAnpr>

...or read the text, then answer the questions below:

KID 1: Did you know that British scientists have cloned a dinosaur?

KID 2: No way!! That's really cool! Like Jurassic Park?

KID 3: Did you hear NASA says the world is going to go totally dark for 6 whole days?

KID 4: NO!

KID 3: Yeah it's true.

KID 5: Beyoncé is dead and Justin Bieber and Miley Cyrus

Ok, you might think these stories sound a little too crazy to be true, and you'd be right! But all over the internet they've been posted as real news and there are heaps, heaps more where they came from! A lot of fake news stories are created just as a joke or because people are really, really bored. But some are posted to deliberately trick us.

REPORTER: They do that for two main reasons. The first is to get us to click their site so they can make money through advertising or even for scams. The second is to make you think differently about something, or someone, and that can be a big problem.

JACK: I read this article saying that if you eat chocolate every day you can actually lose weight?

AMELIA: Yeah, even bigger problems than that.

During the US Presidential election, a lot of fake news stories were mixed in with real ones and some experts are worried that could've had an influence on how some Americans voted. For example, did you hear that the Pope supports Donald Trump? Or was it Hillary Clinton? Did you see this meme saying Trump called the Republican Party dumb in the 1990s? Or that Clinton accidentally sold weapons to extremist group Islamic State? And there's the one about 15 thousand people voting for the late gorilla Harambe? Rest his soul. Yeah, none of that happened! But those stories

were all shared millions of times on social media. Some stats even show that near the end of the election fake news was shared more often than real news! That's got a lot of experts and even the current US President worried.

BARACK OBAMA, US PRESIDENT: Particularly in an age of social media where so many people are getting their information in sound bites and snippets off their phones, if we can't discriminate between serious arguments and propaganda, then we have problems.

Some online companies and social media sites are now attempting to sort the fake news from the real stuff. Facebook says it'll make it easier for people to report dodgy stories when they see them and it's thinking about posting warnings alongside fake reports. While both Google and Facebook are trying to stop fake news sites from being able to make money through ads.

MARK ZUCKERBERG, FACEBOOK CEO: We can work to give people a voice but we also need to do our part to stop the spread of hate and violence and misinformation.

But experts say it's also up to readers to stay switched on, so if you think a story sounds a bit suss, here are some things you can do: Don't just read the headline, check which news organisations have posted the story to see if they're reliable and well-known, know that it's not a normal news story if it says it's 'satirical' which means it's a joke, 'sponsored' by a business, or written as someone's 'opinion'. And above all, remember to always question what you read and what you're told!

KIDS: Hey guys, did you hear Kanye West is running for President, and he called himself a God?

Oh, ok, yeah that one's real.

Questioning

Read the text, then use your background knowledge to help your understanding while answering the questions:

1) Do you believe everything you read on the internet is true?



2) Can you give two reasons why people post fake news?

3) Who is Mark Zuckerberg?



4) What does *satirical* mean?



Day 2



Drama



Watch Mrs Donkin's video that shows you how to play the drama game "What Are You Doing?"

Repeat the game a number of times with a variety of different emotions.
Create your own actions, record and upload to class dojo.

We are learning to: We are learning to create dramatic movements using everyday actions and situations.

Success Criteria:

- * I can define voice and why it is important.
- ** I can improvise to create movements.
- *** I can create a movement and say an opposite action to what they are performing.

Day 4



Drama



Play the drama game "What Are You Doing" from the previous lesson on Thursday.
What is Space? Space refers to the effective use of available **space** in a performance. Different levels of **space** are utilised by the performer, such as sitting, bending over, lying down or crawling.

Watch the video of Mrs Donkin to model how to play the drama game "Freeze Frame". This game is very similar to charades. Repeat a number of times with a variety of different actions. Upload a video to class dojo.

Learning Intention: We are learning to use space to create dramatic movements.

Success Criteria:

- * I can define the term space
- ** I can copy a number of dramatic movements
- *** I can create my own movements in dramatic roles.



Day 3



Art



Watch the video on Class Dojo. Mother's Day is on Sunday, the 10TH of May. Think about all the reasons you love your mum as you will need to write these on the back of your artwork.

Activity: Trace around your hand in pencil and paint with brown paint or colour with brown pencil. Use finger painting technique to create small hearts above and around the handprint. If no paint is available hearts can be drawn or coloured in. Once it is dry turn the page over and write 5 reasons why you love your mum. Take a photo and upload to dojo.

Learning Intention:

We are learning to print with our fingers and talk about the meaning created by our artwork.

Success Criteria:

- * I can represent hearts for Mother's Day using a finger-painting technique
- ** I can blend colours when using finger painting.
- *** I can talk about their artwork and what it represents and why they made it.



Day 2 Drama

DRAMA GAMES

WHAT ARE YOU DOING?

1. Students stand in a circle. Establish who will begin the game and which direction the game will travel (clockwise or anti-clockwise).
2. The first student begins by acting out a simple, familiar, repetitive action (such as brushing their teeth).
3. The second student asks, "What are you doing?". The first student answers by saying something completely different to the action they are doing. For example: While brushing their teeth, the student may say, "I'm swimming!".
4. The second student then begins to mime the new action (which, in this example, is swimming).
5. Continue the game until every student has had a turn to change the action.



Elements of Drama explored:
situation, role, voice, movement

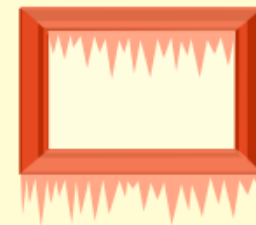
Day 4 Drama

DRAMA GAMES

THE TEAM FREEZEFRAME GAME

1. Divide the students into small groups.
2. Call out a familiar object or scenario (such as the North Pole, a peacock, at the beach or a washing machine).
3. Count down from ten to zero. During the countdown, the students create the object, character or situation using their bodies. After reaching zero, shout, "Freeze!"
4. Give each group a thumbs up or thumbs down, depending on whether they have represented the stimulus in a way that makes sense.
5. Continue calling out new prompts and countdowns, keeping up the pace to ensure that the students are engaged and thinking on their feet.

Note: Decide on a 'scoring' method that is right for your class, such as giving every group a score out of ten or choosing one winner per round. You may prefer not to keep score at all, using the activity as a confidence and group awareness building exercise.



Elements of Drama explored:
movement, focus, space

Day 3



You will learn about important Australian celebrations and commemorations and the symbols that represent them.
Discuss the difference between Commemoration and celebration using the worksheet

Learning Intention:

To learn about why we remember events and how they shape our community. E.g. ANZAC DAY

Success Criteria:

- * I can name a celebration and a commemoration
- ** I can name and tell the difference between a commemoration and a celebration
- *** I can list a variety of examples of commemoration and celebrations.

a What do you think a celebration is?

Write
I think a celebration is....

Draw
Here is what one looks like...

Example
In Australia, we celebrate...

b What do you think a commemoration is?

Write
I think a commemoration is....

Draw
Here is what one looks like...

Example
In Australia, we commemorate...

Day 4



You will be learning about why symbols are important and completing a work sheet.

Learning Intention:

To learn the importance of symbols and emblems in Australia and other cultures.

Success Criteria:

- * I can recognise 1 or 2 symbols
- ** I can recognise and identify what symbols are
- *** I can recognise, identify and a symbol from Australia or my own culture that is important to me.

We use symbols to represent (stand for) an action or a thing. When we see them, we think of it.

What do these symbols represent or remind you to do?



Symbols can also hold special meanings. This means they can represent ideas as well as the thing or action.

What do these symbols represent? What do they help us think about?

This symbol...	represents	and helps us think about
	a dove	peace

Day 3 History

a What do you think a celebration is?

Write
I think a celebration is....
Draw
Here is what one looks like...
Example
In Australia, we celebrate....

b What do you think a commemoration is?

Write
I think a commemoration is....
Draw
Here is what one looks like...
Example
In Australia, we commemorate....

Celebrations and commemorations both mark important events or people.
Think, pair and share your answers to these questions.

What is the difference between a celebration and a commemoration?

Can an event be both? If so, can you think of an example?

Day 4 History





We use symbols to represent (stand for) an action or a thing. When we see them, we think of it.

What do these symbols represent or remind you to do?



Symbols can also hold special meanings. This means they can represent ideas as well as the thing or action.

What do these symbols represent? What do they help us think about?

This symbol...	represents	and helps us think about
	a dove	peace
		
		
		

We often use symbols to represent events, ideas or people that are important to us.

What is a symbol that is important to you? Draw it and explain what it means to you.