

Day 1



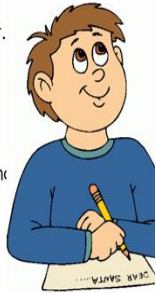
Pre-assessment

You have 30 Minutes to write an information report.

Learning Intention: Write a report about your house to inform your audience

Success Criteria:

- *I will use pictures to describe and report on my house
- ** I will use Paragraphs to describe areas of my house
- *** I will use Paragraphs and subheadings to describe my house.



Day 2



What is an informative text?

Informative texts provide factual information about a particular topic. Some examples of topics include people, animals, objects and events. Informative texts follow a clear and distinct structure. There are many types of informative texts. Create a mind map about what you know about information texts and what types you know of.

Learning Intention: What is an informative text and why is it important

Success Criteria:

- *I will name as many informative texts
- ** I will Name and give example of informative text
- *** I will name, give examples and descriptions of informative texts



Day 3



Fact or Opinion

Watch YouTube Video https://www.youtube.com/watch?v=Flyt5pEcE_g

Look at worksheet on turtles in the links on Class Dojo. Read each of the statements on the worksheet and identify whether or not the statement is a fact or an opinion.

Learning Intention: Identify the difference between a fact and an opinion

Success Criteria:

- * I can identify the facts and opinions in a work sheet
- **I can give my own definition of what a fact or opinion is
- *** I can identify facts and opinions about my own chosen topic about butterflies owls kangaroos etc.



Day 4



Tuning In

Watch the *Informational Writing For Kids* video in the Class Dojo links.

- After watching, think about:
- Why do people write informative texts?
 - What does 'non-fiction' mean?
 - What text features might you find in an informative text?

Watch the video of Miss Harden. Complete the activity.

Learning Intention: Identify and explore the structure of informative texts

Success Criteria:

- *I can locate the headings and sub headings of an information report
- ** I can identify the paragraphs of a information report
- *** I can explore and identify the structure of 1 or more informative structures

Day 5



Language Features of an Informative Text

Listen to Miss Harden read the informative text, *Thunderstorms in the Class Dojo* video link. Answer these questions with Miss Harden:

- What type of words are used in this text?
- Why do you think the author chose these types of words?
- If these words were removed from the text, what might be the effect of this?

Learning Intention: Identify and explore the language features of informative text.

Success Criteria:

- *I can locate the nouns and verbs used
- **I can identify and explore Nouns verbs, adjectives and adverbs in an information report
- ***I can identify and explore and use language features to extend on my own fact or opinion.



Fact or Opinion - Turtles

Read each sentence below and decide if it is a fact or an opinion.

Circle your answer.

Turtles have a hard shell.

Fact / Opinion

Turtles are very cute.

Fact / Opinion

A group of turtles is called a bale.

Fact / Opinion

Turtles have a sharp beak for eating.

Fact / Opinion

Turtles live in many places on land and in water.

Fact / Opinion

Turtles are the best animals at the zoo.

Fact / Opinion

Most turtles move very slowly because of their heavy shell and short legs.

Fact / Opinion



Informative Text Example – Turtles

Introduction

Turtles are reptiles. They are cold-blooded, so they need sunlight to keep them warm and active.

Description

Turtles have a hard shell on their back. This protects them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!



Informative Text Example – Turtles

Turtles lay their eggs on land. Some turtles lay their eggs in sand, then leave the eggs to hatch on their own. When they hatch, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

Conclusion

Many species of turtles are endangered, which means they are at risk of extinction. Humans must work to protect these beautiful creatures.



Informative Text Structure – Class Activity

As a class, read the informative text, *Owls*. The text can be found on the next two slides.

As you are reading, work together as a class to identify the informative structure of the text, including:

- the **title**
- the **introduction**
- the **description**
- the **conclusion**.



Informative Text Structure – Example

Owls

Owls are known as birds of prey. They are nocturnal, which means they sleep during the day and hunt at night.

Owls have forward-facing eyes and a hooded beak. As they do not have teeth, they use their sharp beak to help them tear apart their food.

They also have powerful claws which help them to catch their prey. The colour of an owl's feathers can be brown, grey, white and black. The mix of colours provides a nice camouflage for the owl in their environment.



Informative Text Structure – Example

Owls are carnivores, which means that they eat meat. They hunt insects, small mammals and other small birds during the night.

Owls most commonly lay between three and four eggs. They are white and round. The eggs do not hatch at the same time. The life span of an owl is approximately twenty years.

There are more than 200 different species of owls. Owls can be found all over the world, except in Antarctica.



Roald Dahl

Roald Dahl is known as one of the most popular children's authors of all time. He started writing children's books in 1943 and continued writing for the rest of his life.

Roald Dahl was born in Wales in the United Kingdom on September 13, 1916. His father died when he was only three years old, so he was raised by his mother. She used to tell Roald lots of imaginative stories during his childhood, which he always loved hearing.

When Roald became a father himself, he started to tell his own children stories. He would sneak into their bedroom after they had gone to bed and make up wonderful tales about all sorts of interesting characters. Eventually, he wrote many of these stories down. They were published into books, so children all around the world could read and enjoy them.

Some of Dahl's most famous books include *James and the Giant Peach*, *Charlie and the Chocolate Factory*, *Fantastic Mr. Fox* and *The Witches*. Many of his books have been made into movies. One of his later books, *Matilda*, has even been made into a musical performed on stage.

Roald Dahl died in Oxford, England on November 23, 1990. He will live on through his wonderful stories, which will be enjoyed by children for generations to come.

Roald Dahl – Sequencing Task

Cut out the sentences from the table below.

Glue the text in the correct order on the next page.

Many of Dahl's most famous books have been made into movies.

He wrote his stories down and they were published into books.

Roald Dahl died in England on November 23, 1990.

When Roald became a father, he started to tell his children stories.

His book *Matilda* has been made into a musical performed on stage.

He was raised by his mother, who told him lots of imaginative stories.

Roald Dahl is one of the most popular children's authors of all time.

He started writing children's books in 1943.

His stories will be enjoyed by children for generations to come.


Roald Dahl was born in Wales on September 13, 1916.

Name: _____

Date: _____

Roald Dahl – Sequencing Task

Classification (introduces the person)	
Description (early life)	
Description (becoming an author)	
Description (famous books and movies)	
Conclusion (sums up the person)	



Thunderstorms

Thunderstorms are electrical storms that usually happen in the spring and summer months. During a thunderstorm, there is usually thunder and lightning. There is also heavy rain. Thunderstorms can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time. Damage may include fallen trees and power lines, flooding and destruction of property.

Name: _____ Date: _____

Finding the Main Idea

The main idea of a paragraph or text is the most important point that the author is making about a topic or subject.

1. Read the title of the text. Look at the border around the text.
Using these clues, what might the main idea of this text be?
What makes you think this?

2. Carefully read each paragraph of the text.
Underline any words which are repeated, or seem important.
Write them into the table below.

First Paragraph	Second Paragraph
Third Paragraph	Fourth Paragraph

3. Look at the words you wrote down in your table.

Use these to identify the main idea of each paragraph.

- The first paragraph is about: _____
- The second paragraph is about: _____
- The third paragraph is about: _____
- The fourth paragraph is about: _____

4. Which of the following could also be used as a title for this text?

- a) Rainy Days
- b) Why Thunderstorms Happen
- c) Why I Love Thunderstorms
- d) All About Hail

5. Which of these could be included as a paragraph in this text?

- a) Fun games to play during thunderstorms
- b) Rhymes and songs about thunderstorms
- c) Interesting facts about thunderstorms
- d) Reasons why thunderstorms are scary

Day 1 and Day 2



This lesson has a video, watch and pause as you go.

Warm up: Roll a dice or flip 2 cards and multiply the number by 2. Repeat warm up and multiply with 3. Continue watching the video on Class Dojo.

Activity: Roll the dice or flip 2 cards to produce two numbers.
E.g. $2 \times 4 = ?$

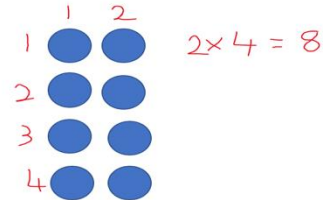
Create an array to find the answer. Repeat with new numbers. Post work to Class Dojo.

Learning Intention:

I am learning to skip count and use arrays in multiplication.

Success Criteria:

- *I can correctly skip count my 2s and 3s.
- ** I can correctly skip count and attempt an array.
- *** I can use skip counting and arrays to work out my answers.



Day 3



This lesson has a video of Class Dojo to watch throughout.

Warm up: Roll a dice or flip a card. Multiply the number by 5. Repeat activity with multiplying by 10.

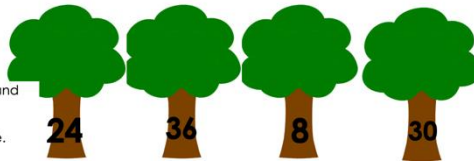
Activity: Watch the video on Class Dojo throughout the lesson about Factors and Multiples. Complete 4 factor trees with these given numbers: 24, 36, 30, 8.

Learning Intention:

We are learning to identify factors and multiples.

Success Criteria:

- *I can identify the difference between factors and multiples
- **I can identify the factors of a given multiple
- ***I can identify the factors of any given multiple.



Day 4



Re-watch Friday's video of Class Dojo if you need to.

Warm up: Roll a dice or flip a card. Multiply the number by 5. Repeat activity with multiplying by 10.

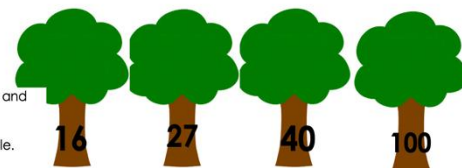
Activity: Watch the video on Class Dojo throughout the lesson about Factors and Multiples. Complete 4 factor trees with these given numbers: 16, 27, 40, 100

Learning Intention:

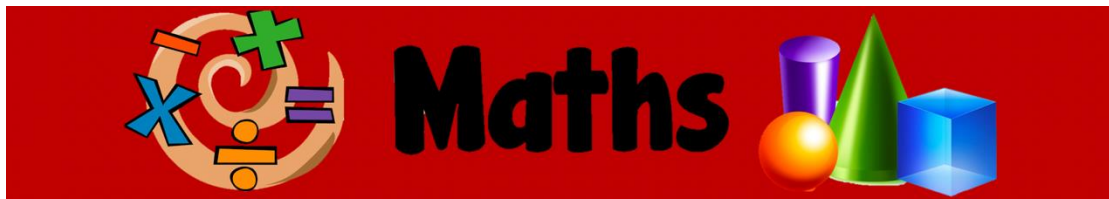
We are learning to identify factors and multiples.

Success Criteria:

- *I can identify the difference between factors and multiples
- **I can identify the factors of a given multiple
- ***I can identify the factors of any given multiple.



Day 5



This lesson has a video on Class Dojo.

Warm up: In the video, Miss Mancuso will give you multiples of 10 with missing numbers. You have time to find out the missing numbers.

Watch the video throughout this lesson.

Activity: Students to put multiples use multiples of 10 numbers and put them in increasing order on a number line and put multiples of 2 in decreasing order.

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

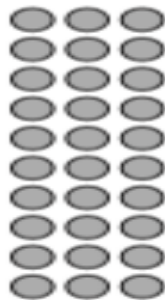
Success Criteria:

- *I can identify odd and even numbers.
- **I can identify if a patten is increasing or decreasing.
- *** I can use my skills to order numbers in increasing and decreasing order.

Multiplication facts – 3 times table

Practise your 3 times table.

- 1 Use this array to complete the 3 times table:



$$\begin{array}{l} 1 \times 3 = \square \\ 2 \times 3 = \square \\ 3 \times 3 = \square \\ 4 \times 3 = \square \\ 5 \times 3 = \square \\ 6 \times 3 = \square \\ 7 \times 3 = \square \\ 8 \times 3 = \square \\ 9 \times 3 = \square \\ 10 \times 3 = \square \end{array}$$

- 2 Now try them mixed up:

a $3 \times 3 = \square$	b $8 \times 3 = \square$
c $7 \times 3 = \square$	d $10 \times 3 = \square$
e $2 \times 3 = \square$	f $4 \times 3 = \square$
g $5 \times 3 = \square$	h $6 \times 3 = \square$
i $9 \times 3 = \square$	j $1 \times 3 = \square$

- 3 Alfred is an alien from the Planet Trampoline. The surface of Planet Trampoline is like walking on a trampoline. That's why Alfred and all his race of aliens need 3 legs for extra balance. They also have 3 fingers on each hand and 3 eyes.

- a How many legs for:

6 aliens?

$6 \times \square = \square$

4 aliens?

$4 \times \square = \square$

- b How many eyes for:

3 aliens?

$\square \times \square = \square$

10 aliens?

$\square \times \square = \square$

- c How many fingers on one hand for:

9 aliens?

$\square \times \square = \square$

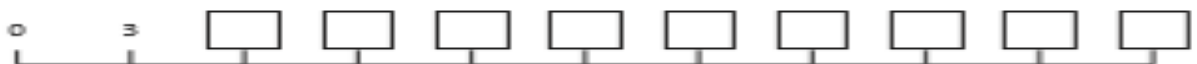
5 aliens?

$\square \times \square = \square$



Multiplication facts – 3 times table

- 4 Label the number line so it goes up in 3s:



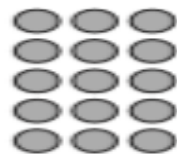
- 5 Write two turnaround facts for each array. The first one has been done for you.



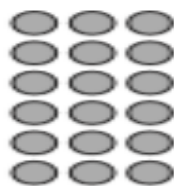
a $4 \times 3 = 12$
 $3 \times 4 = 12$



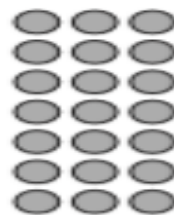
b $\square \times \square = \square$
 $\square \times \square = \square$



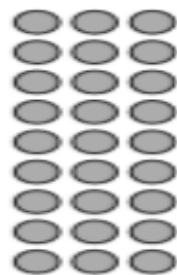
c $\square \times \square = \square$
 $\square \times \square = \square$



d $\square \times \square = \square$
 $\square \times \square = \square$



e $\square \times \square = \square$
 $\square \times \square = \square$

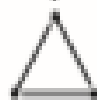


f $\square \times \square = \square$
 $\square \times \square = \square$

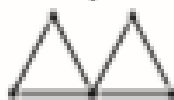
Patterns and functions – matchstick patterns

Number patterns in tables can help us with problems like this. Mia is making this sequence of shapes with matchsticks. How can she find out how many she needs for 10 shapes?

Shape 1



Shape 2



Shape 3



Shape number	1	2	3	4	5	10
Number of matchsticks	3	6	9	12	15	30

↓ × 3

To find out how many matchsticks are needed for 10 triangles, we don't need to extend the table, we can just apply the function rule:

$$\text{Number of matchsticks} = \text{Shape number} \times 3$$

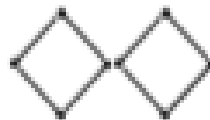
- 1 Complete the table for each sequence of matchstick shapes and find the number of matchsticks needed for the 10th shape.

a

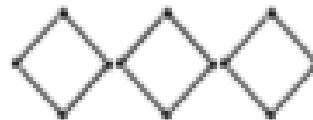
Shape 1



Shape 2



Shape 3



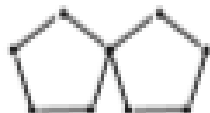
Shape number	1	2	3	4	5	10
Number of matchsticks	4					

b

Shape 1



Shape 2



Shape 3



Shape number	1	2	3	4	5	10
Number of matchsticks	5					

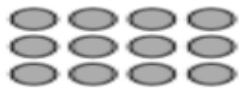

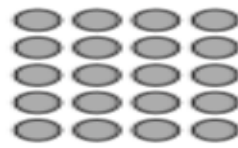
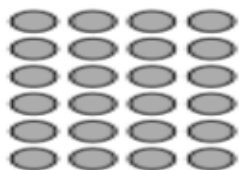
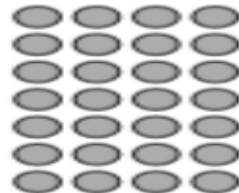
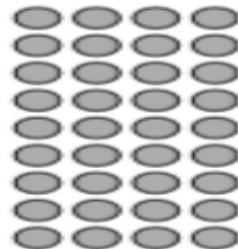
c

Draw the fourth shape in the sequence above:


Multiplication facts – 4 times table

Practise your 4 times table.

1 Write the multiplication fact for each array:

 a 3 fours $\square \times 4 = \square$	 b 4 fours $\square \times 4 = \square$	 c 5 fours $\square \times 4 = \square$
 d 6 fours $\square \times 4 = \square$	 e 7 fours $\square \times 4 = \square$	 f 9 fours $\square \times 4 = \square$

2 How many cupcakes are there on:

a 4 plates? $\square \times 4 = \square$	b 3 plates? $\square \times 4 = \square$	
c 7 plates? $\square \times 4 = \square$	d 9 plates? $\square \times 4 = \square$	
e 2 plates? $\square \times 4 = \square$		

Multiplication facts – 4 times table





3 Here is a half of a hundred grid:

- a Circle the counting pattern of 2s. Cross the counting pattern of 4s.
- b What do you notice?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

4 Complete the matching $\times 2$ and $\times 4$ facts:

a $6 \times 2 = 12$ and $3 \times 4 = 12$

	
So, $\square \times 2 = \square \times 4$	
b $\square \times 2 = \square$ and $\square \times 4 = \square$	
	
So, $\square \times 2 = \square \times 4$	

Can you see that the $\times 4$ arrays have half the rows and double the columns of the $\times 2$? This means there is the same total, but the array is arranged differently.



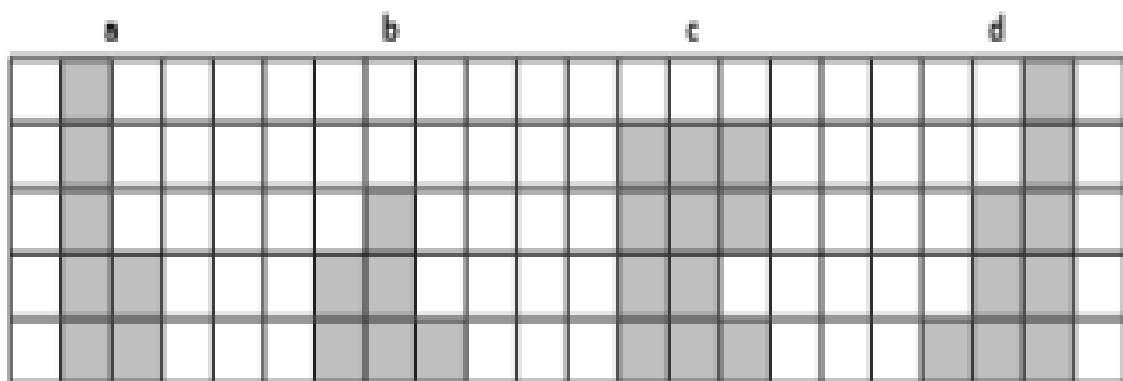
- c $8 \times 2 = \square \times 4$
- d $10 \times 2 = \square \times 4$

Area – square centimetres

Area is the amount of space a shape covers. It is a 2D measurement. We measure area in square units. For small areas, we use square centimetres.

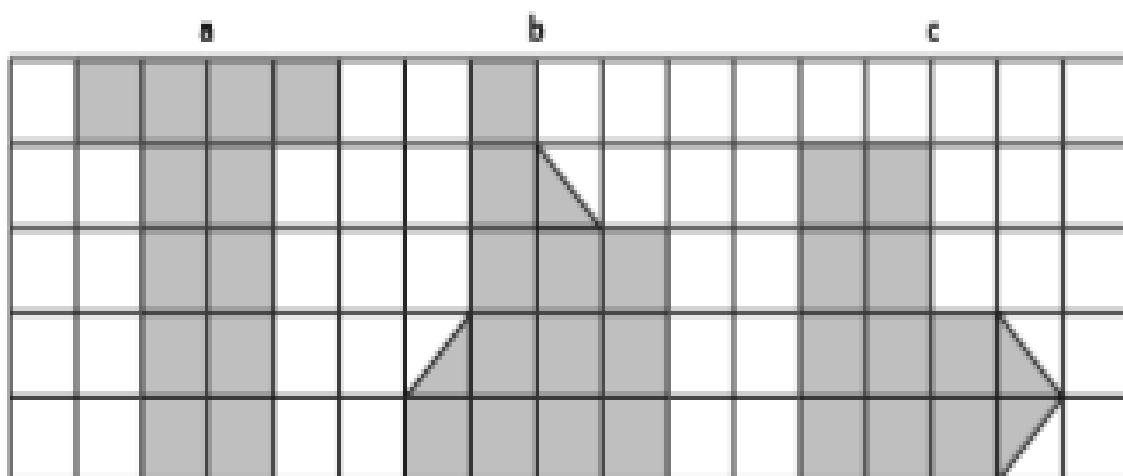


- 1 Each square covers an area of 1 square centimetre (1 cm²). Record the area of each shape:



Area = ____ cm² Area = ____ cm² Area = ____ cm² Area = ____ cm²

- 2 Find the area of these irregular shapes. Use the 1 cm grid paper as your guide:

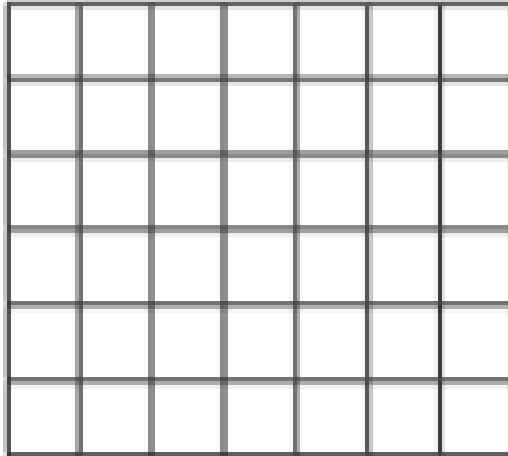


Area = ____ cm² Area = ____ cm² Area = ____ cm²

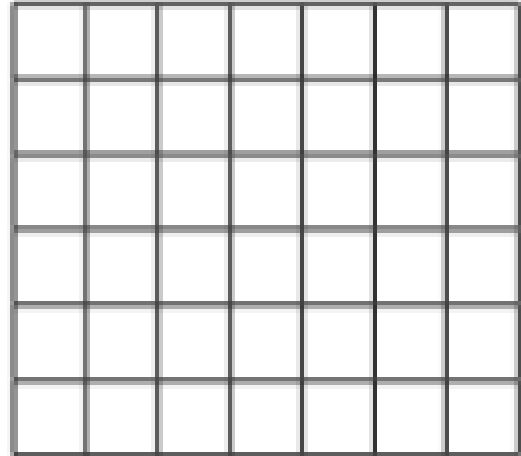
Area – square centimetres

- 3 Use the 1 square centimetre grid paper to shade some irregular shapes with the following areas:

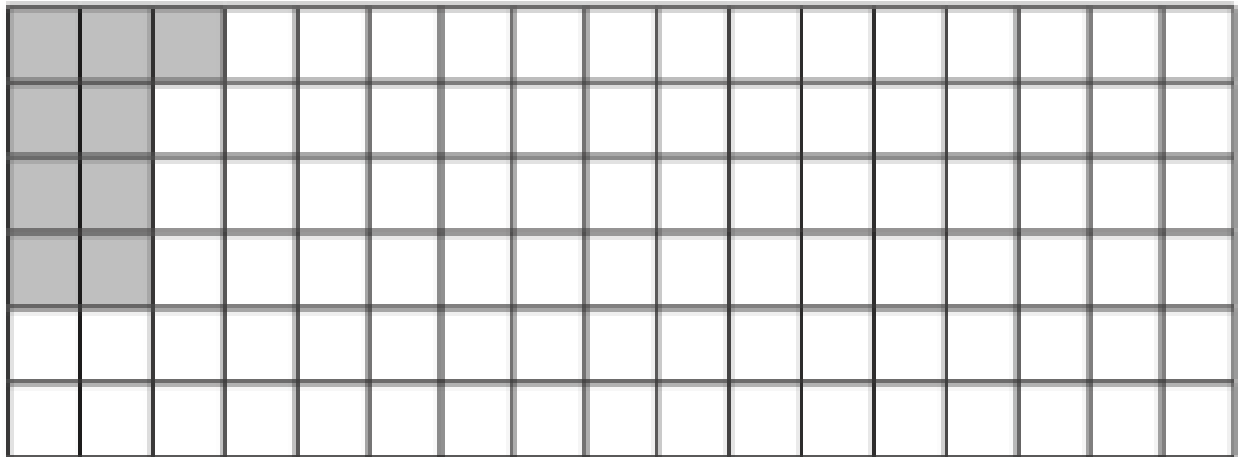
a 4 square centimetres



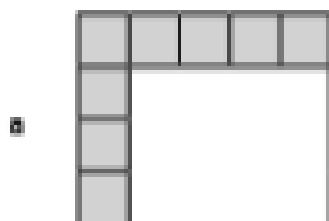
b 6 square centimetres



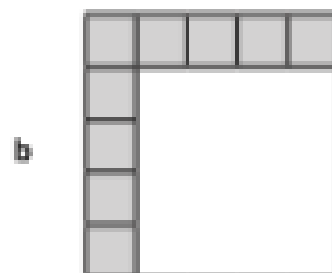
- 4 How many shapes can you make with an area of 9 square centimetres? Show them on the grid below. The first one has been done for you.



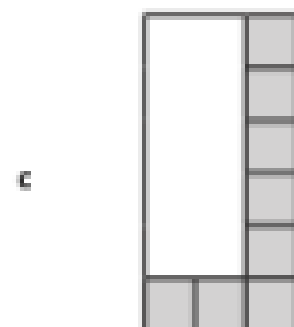
- 5 What is the area of each rectangle? Each square in the grid has an area of 1 cm^2 .



Area = _____



Area = _____

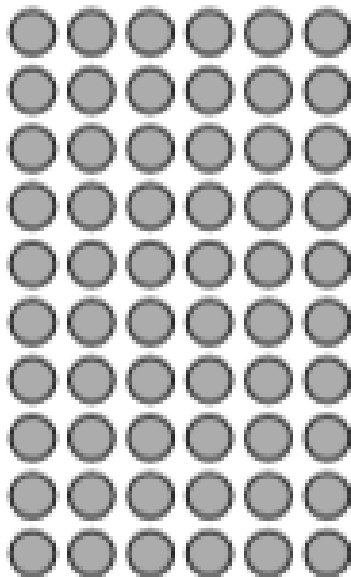


Area = _____

Multiplication facts – 6 times table

Practise your 6 times table. Did you know that we can use $\times 6$ for short? So $\times 6$ just means 6 times table, just as $\times 3$ means 3 times table.

- 1 Use this array to complete the 6 times table:



$$1 \times 6 = \square$$

$$2 \times 6 = \square$$

$$3 \times 6 = \square$$

$$4 \times 6 = \square$$

$$5 \times 6 = \square$$

$$6 \times 6 = \square$$

$$7 \times 6 = \square$$

$$8 \times 6 = \square$$

$$9 \times 6 = \square$$

$$10 \times 6 = \square$$

- 2 Fill in the missing numbers:

a $\square \times 6 = 54$

b $\square \times 6 = 36$

c $\square \times 6 = 18$

d $\square \times 6 = 24$

e $\square \times 6 = 60$

f $\square \times 6 = 12$

g $\square \times 6 = 48$

- 3 Complete this table by recalling the 3 times table. Then complete the 6 times table. Can you see how the 3 times table helps with the 6?

	3	8	2	5	9	10	6
$\times 3$							
$\times 6$							

- 4 Solve these problems.

a I saved \$7 every week over 6 weeks. How much did I save in total?

$$\square \times \square = \square$$

b 8 pencil cases had 3 blue pens in each. How many blue pens are there in total?

$$\square \times \square = \square$$

c 9 classes each baked 6 cakes for the school fundraiser. How many cakes were baked in total?

$$\square \times \square = \square$$

Day 3 and 4



Complete the ANZAC Day activity grid found on Class Dojo.

Learning Intention: Look at the significance of ANZAC Day in Australia

Success Criteria:

- *Watch the short video and write dot points
- ** Watch the video and write a short paragraph about the significance of ANZAC Day
- *** Complete 1 -2 activities from choice sheet
- **** Complete activities and write short paragraph about ANZAC Day

ANZAC DAY Learning from home

<p>Find out what ANZAC stands for? What are some facts that you know about ANZAC day?</p>	<p>Find out more about the history of poppies.</p>	<p>Observe 2 minutes silence.</p>	<p>Find out more about STAND AT DAWN and see what you can find.</p>
<p>Make a wreath (lots of ideas online).</p>	<p>Find out the location of your closest war memorial. Use google maps to zoom in.</p>	<p>Find and listen to a recording of the Last Post.</p>	<p>Sing along to our national anthem.</p>
<p>Ask your parents to share old family photos and stories with you.</p>	<p>Find the Anzac biscuit recipe and ask a family member to help you bake some delicious Anzac biscuits. What can you find out about their history.</p>	<p>Find and listen to an Anzac Story online.</p>	<p>Use the link below and draw poppies. https://bit.ly/3eR6aL3</p>

Day 2 Drama



Watch the clip to model how to play the drama game "If your something and you now it".

Create an action for the group to follow. The action must be linked to an emotion. Consider your movement when acting out the action. E.g if your excited and you know it jump for joy!, If your tired and you know it have a sleep, If your silly and you know it jump around. Repeat a few times with a variety of different emotions.

Activity: Students create their own 3 emotions and actions and record to upload to class dojo.

Learning Intention: We are learning to copy and create movements using emotions.

Success Criteria:

- *I can define the term movement
- **I can copy several dramatic movements
- ***I can create their own movements and respond to emotions using their own dramatic movements.

Day 3 Art



Anzac Day is the 25th April and is a national day of remembrance held in Australia and New Zealand every year. It commemorates the soldiers who served and died at Gallipoli in World War I. Poppies are a symbol of remembrance to pay respect on Anzac day.

Activity: Use a bottle cap to stamp red poppies and use your finger to paint a black circle for the middle of the poppies. Paint the green stems with your finger or paintbrush. Paint or colour with pencils the grass below the poppies. If no paint is available pencils/crayons can be used and the bottle tops traced around. What do you like about your artwork and how does it make you feel?

Learning Intention:

I am learning to print with everyday objects and talk about the meaning created by art through symbolism.

Success Criteria:

- *I can represent a red poppy by painting or drawing
- **I can discuss what the red poppy represents or symbolises
- ***I can talk about their artwork and what it represents and how they feel about it.



Day 5 Drama



Play the drama game from previous lesson "if your something and you know it". Watch the clip to see how to play the drama game "Yes, Lets".

In this game we are creating actions like animals e.g. the first person starts and says e.g Lets wobbles like a jelly fish. The group/partner replies yes lets and repeats the action. Or hop like a frog, soar like a bird etc. Repeat a few times with a variety of different actions.

Upload a video to class dojo for yourself completing 3 actions like animals.


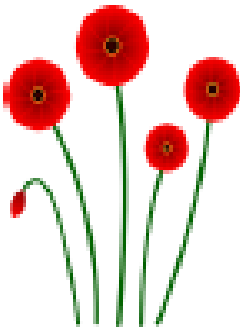

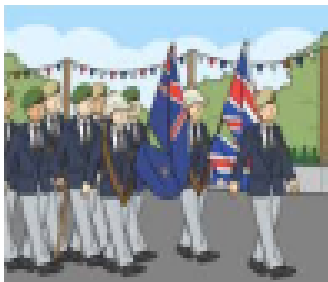

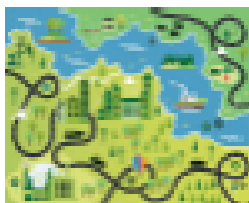
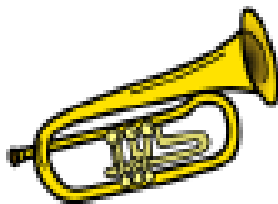
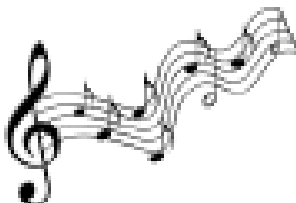
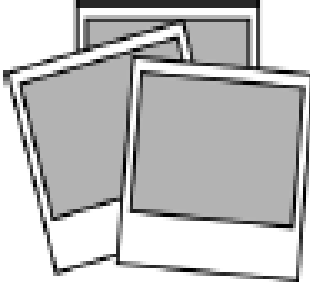



We are learning to:

We are learning to play roles and to create and copy movements.

Success Criteria:

- * Students can define the terms movement and role
- **Students can copy a few dramatic movements
- ***Students can create their own movements and dramatic roles.

ANZAC DAY *Learning from home*

<p>Find out what ANZAC stands for?</p> <p>What are some facts that you know about ANZAC day?</p> 	<p>Find out more about the history of poppies.</p> 	<p>Observe 2 minutes silence.</p> 	<p>Find out more about STAND AT DAWN and see what you can find.</p> 
<p>Make a wreath (lots of ideas online).</p> 	<p>Find out the location of your closest war memorial. Use google maps to zoom in.</p> 	<p>Find and listen to a recording of the Last Post.</p> 	<p>Sing along to our national anthem.</p> 
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DRAMA GAMES

IF YOU'RE 'SOMETHING' AND YOU KNOW IT

1. Stand with the students in a circle. Decide which direction the game will travel.
2. Begin by asking the students to use voice, movement and facial expressions to show a specific emotion.

For example:

- If you're happy and you know it, smile wide.
- If you're excited and you know it, jump up high.
- If you're tired and you know it, time to yawn.
- If you're angry and you know it, stamp your feet.

3. Increase the level of challenge by inviting the students to take turns changing the action by saying, "If you're 'something' and you know it...", giving instructions for a new action and emotion that they want the class to express.



Elements of Drama explored:
movement

DRAMA GAMES

YES, LET'S!

1. Stand with the students in a circle. Decide which direction the game will travel.
2. Begin the game by inviting the students to complete an action, using a phrase that begins with "Let's". For example: "Let's wobble like a sea jelly!"
3. The rest of the circle energetically reply, "Yes, let's!" and all begin to wobble like a sea jelly (while staying in their place).
4. Everyone continues the movement until the next person in the circle changes the action by saying, "Let's..." with the new action that they want the class to mimic.
5. The group replies, "Yes, let's!" and everyone changes their movement to match the new action.
6. Continue around the circle until everyone has had a turn of changing the action.



Elements of Drama explored:
role, movement



Day 3



Science



Watch the video on Class Dojo.

What happens to household objects that are no longer needed (recycle, garbage)

Activity: Define decompose, rot and biodegradable with Miss Mancuso in the video. Create the table and list everyday materials that can decompose and cannot decompose from household items.

Learning Intention: I am learning the differences between decompose, rot and biodegradable.

Success Criteria:

*I can define the words above.

**I can list some materials for the definitions.

*** I can define and list a variety of materials for rot, decompose and biodegradable.

Day 5



Science



This activity is an ongoing experiment. There are two options you can do. Choose one. Make a prediction about what you think will happen! Record in your book.

Option 1: Bury an apple core and a piece of paper in some dirt in your garden, balcony or pot plant.

Option 2: Place a piece of bread in a Ziploc bag and leave in a warm area of your house, garden or balcony.

Learning Intention: We are doing an experiment to find out what rots, decomposes and biodegrades.

Success Criteria:

* I can predict the results.

** I can record my prediction in my book.

*** I can monitor the results over some weeks.

Day 2

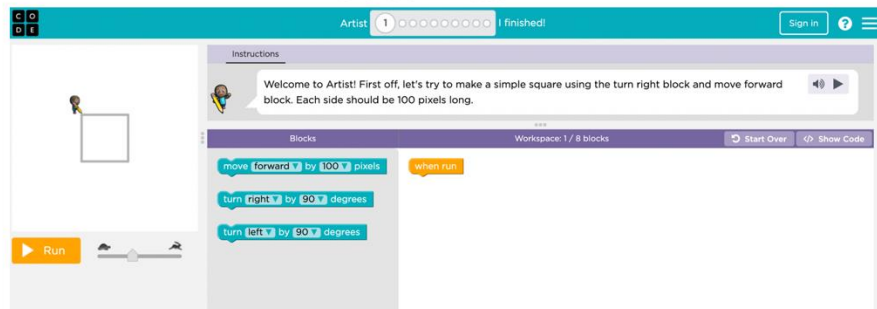


Coding



Activity: <https://studio.code.org/s/artist/stage/1/puzzle/1>

Use code.org to practise your coding skills to draw shapes using loops. Once done, click continue to do more activities.



Learning Intention:

I am practicing my coding skills that I have learnt in Scope IT.

Day 1



PDHPE



Activity: Have a look at the pictures of the beach and the road and think of all the ways you can stay safe and list at least 3 ways for each picture.

If you cannot print this sheet that's ok, just write your answers in your work book and then upload a picture on your class dojo portfolio.

Learning Intention:



I am learning to identify safe practices in the water and on the road

Success Criteria:

I can list 1 way to stay safe in the water and on the road.

I can list 1 way to stay safe in the water and on the road and explain why.

I can list 2 ways to stay safe in the water and on the road and explain why

	
What would be the best place/s to cross a road and why?	
What should you do near and around water and why?	

Name: _____

Pre/Post PD/H Assessment Safe Living

<p>Road Safety</p> 	<p>Water Safety</p> 
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What would be the best place/s to cross a road and why?

What should you do near and around water and why?



Reading



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.

Fitness and wellbeing Monday to Friday



Mindfulness



mindful practice

SPELL YOUR NAME WITH BELLY BREATHS



Sitting quietly, cross-legged on the floor or comfortably in a chair.

TAME your  by sitting in your Mindful Body. Take a breath, Align the spine, Mind on breath, Eyes closed or gently lowered

Build Self-Awareness and Self-Management

- ▶ 1. Take a breath in. As you breathe out, silently say the first letter of your name. If your name is Jane, after breathing in, you would exhale and say 'J', then on the next exhale 'A' and so on. Continue until you have spelled your whole name.
 - ▶ 2. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.
- +
- It is okay if your mind wanders. Just refocus your attention with kindness.

? Do you feel different to how you felt before the activity? Did your mind wander while you were spelling your name? When would it be useful to use this activity?

Develops coordination and awareness of the body and breath.

Higher brain function, increases awareness and focused attention.

♥ I am calm.



Fitness



Watch the yoga videos in the Class Dojo links. Make sure you are doing the right forms and taking your time!

