

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
	Daily Check In	Daily Check In	Daily Check In	Daily Check In	Daily Check In
Session 1 45-60 mins	Spelling	Spelling	Wellbeing Wednesday Grid	Spelling	Spelling Test
	Word Cline Activity	Story/ Comprehension Activity	Wellbeing Wednesday Grid	Grammar Activity	Typing Activity
	Writing Lesson 1	Writing Lesson 2	Wellbeing Wednesday Grid	Writing Lesson 3	Writing Lesson 4
Brain Break		PE		Library Lesson	PE
Session 2 30-45 mins	Maths Patterns & Algebra	Maths Patterns & Algebra	Wellbeing Wednesday Grid	Maths Patterns & Algebra	Maths Patterns & Algebra
Session 3 30-60 mins	Integrated Unit Lesson 1	Integrated Unit Lesson 2	Wellbeing Wednesday Grid	Integrated Unit Lesson 3	Integrated Unit Lesson 4 Art Lesson

MONDAY

23rd August 2021

Today's Focuses: Spelling words, word cline and planning an imaginative text using storyboard/comic strip.

Learning intention: *Plan an imaginative text using a storyboard/comic strip*

Success criteria: *I can make a plan before I begin writing which includes a sizzling start, a complication and a resolution.*



Spelling Week 7

The following two slides (Year 1 and Year 2) contain your lists for the week that you need to complete a LCWC (Look at the word, Cover the word Write the word and Check the word) each day.

On Tuesday and Thursday there is a choice grid that you can pick an activity from to practice your weekly spelling words.

Spelling Year 1 Week 7

Phonological words:

Blend focus -

nk

Spelling rule:

The digraph **ck** is only used after a short vowel.

Focus vowel - i

Visual words

Big word of the week!

Week 7	Monday	Tuesday	Thursday
sink			
think			
thank			
trunk			
blink			
pick			
sick			
lick			
tricked			
quickly			
January			
February			
March			
April			
May			
volcano			

Spelling Year 2 Week 7

Phonological words:

Digraph focus -

ar →

Spelling rule:

Some verbs change for past tense. →

Verb → Is a doing word.

Past tense → Is something that has already happened.

Visual words →

Big word of the week! →

Week 7	Monday	Tuesday	Thursday
arm			
card			
start			
farm			
hard			
forget			
froze			
built			
took			
caught			
January			
February			
March			
April			
May			
volcano			

Word Clines Extra Practise

Word clines improve our ability to develop our writing. They are a list of synonyms (words that mean the same thing) that are ordered from simple words to more interesting words. This helps our vocabulary choice.

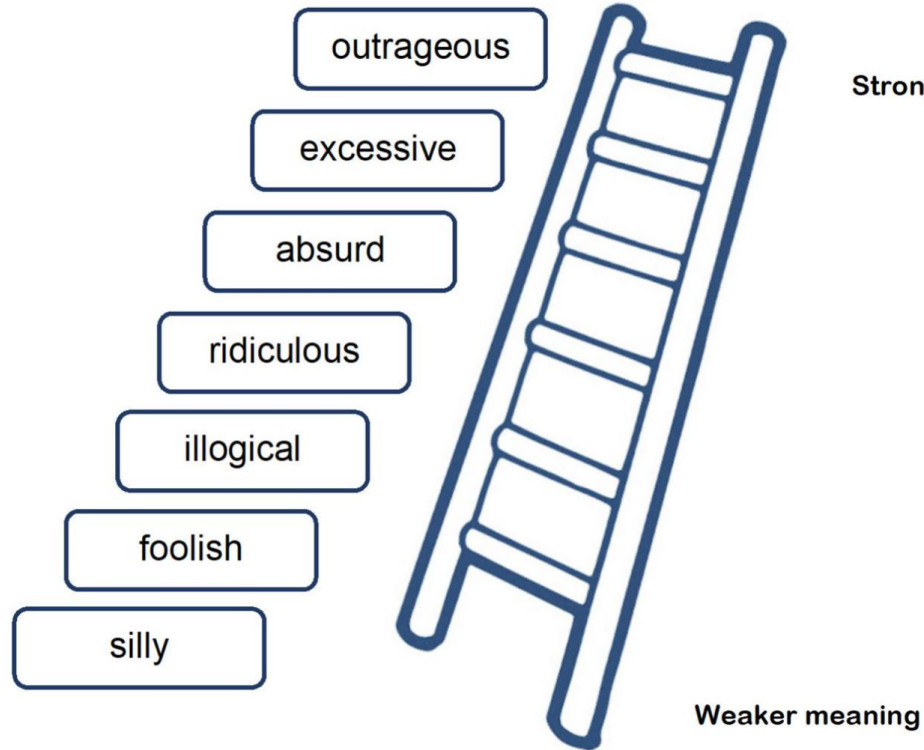
Here is a
completed
example

Word cline vocabulary routine - sample

Write the following words onto the word ladder below to show their different shades of meaning:

Word list:

silly
outrageous
absurd
foolish
excessive
illogical
ridiculous



You
try
one
with
the
word
'nice'

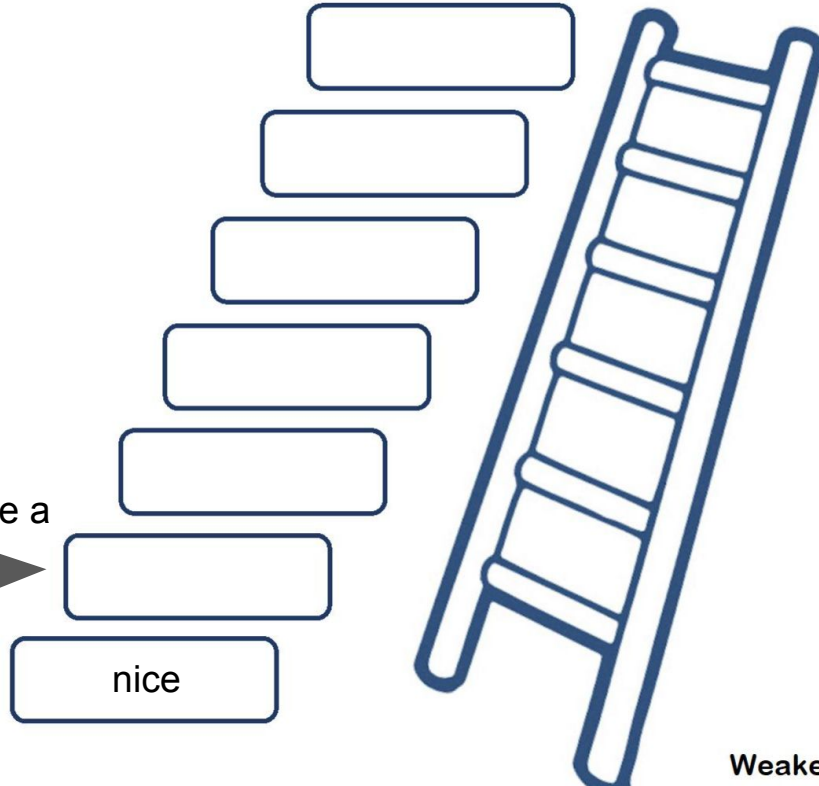
Word cline vocabulary routine

Write the following words onto the word ladder below to show their different shades of meaning:

Word list:

nice

Tap the boxes to type a
word!



Stronger meaning

Weaker meaning

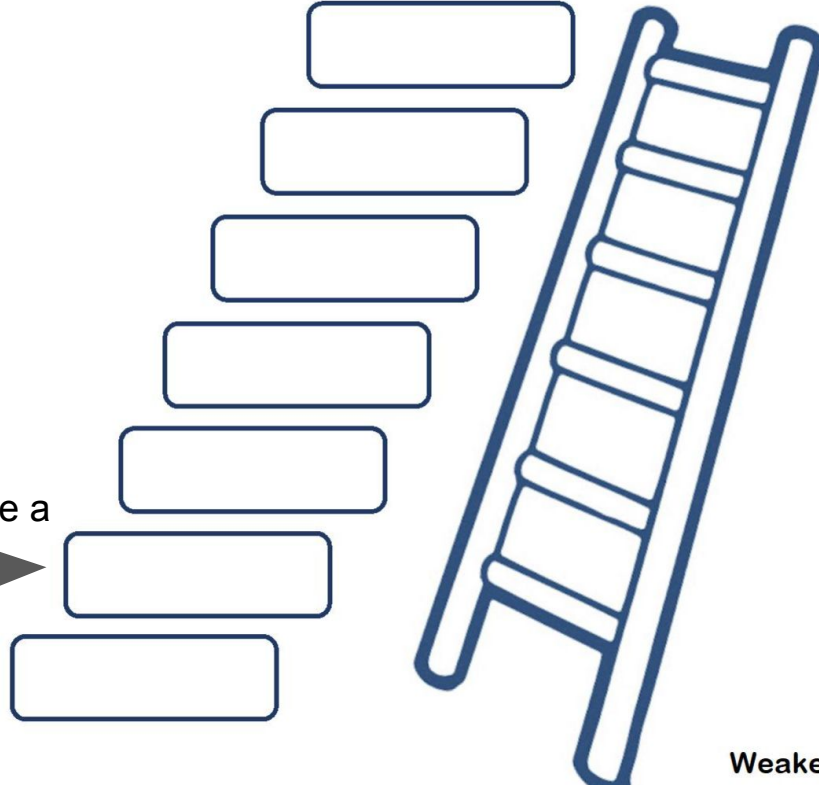
Now you try one with a word you might use in your writing today - look at next slides to get an idea.

Word cline vocabulary routine

Write the following words onto the word ladder below to show their different shades of meaning:

Word list:

Tap the boxes to type a word!



Stronger meaning

Weaker meaning

Writing lesson 1: Plan

Learning Intention: Plan an imaginative text using a storyboard/comic strip

Success Criteria: I can make a plan before I begin writing which includes a sizzling start, a complication and a resolution.

Stimulus: Northern Lights

Task: This week you will create an imaginative text based on the Aurora Borealis (Northern Lights). Today we will start by creating a PLAN for our writing using a storyboard or comic strip.

Start by watching the clip below to learn about this beautiful natural phenomenon. Jot down some colours, Ideas or key words which you want to include.



https://www.youtube.com/watch?v=nHn5OO1t1yc&ab_channel=FreeSchool

Example of a completed simple storyboard plan

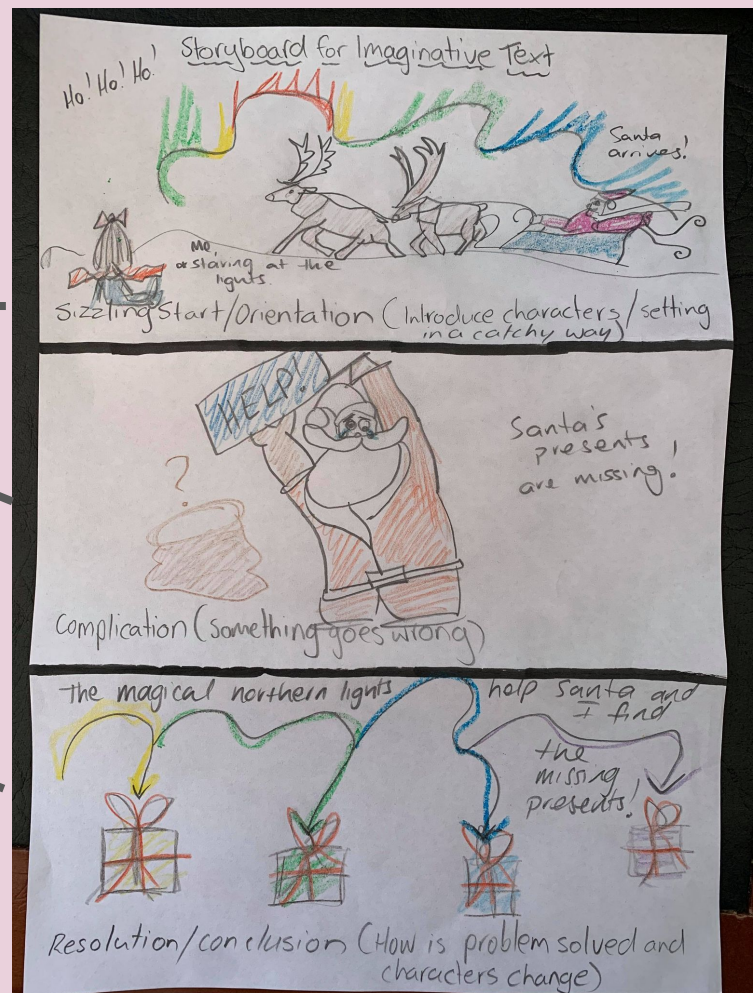
Sizzling Start/Orientation- introduce characters, setting and descriptive language. Could be an interesting beginning like a sound effect, someone speaking or even music.

Complication- This is where something goes wrong or needs to be fixed

Resolution/Conclusion- How does the problem get fixed, how do your characters change? Are they now more humble or less grumpy after their ordeal?

Remember!!!

A storyboard is just a plan to jot down ideas, key words you will use and to roughly map out the flow of your imaginative text. You are not supposed to worry about writing full sentences YET! That will come later. Maybe each section or cell could eventually become a paragraph?



Writing lesson 1: Plan

Come up with a title for your story: _____

***Plan the 3 main parts of your story below using the storyboard template below or draw and upload.
You can include words, pictures or sentences to plan your writing.***

Sizzling Start

Complication

Resolution

Maths

Patterns and Algebra

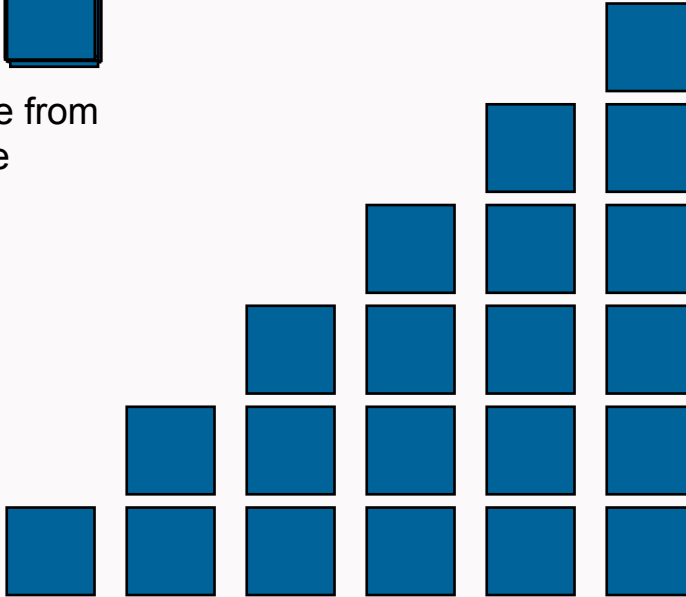
Repeating/Growing patterns

Lesson 1

Can You Continue The Pattern With What Comes Next?
Press ESC to answer the question.



Take from
here



My
Answer

How Far Can You Continue This Pattern?



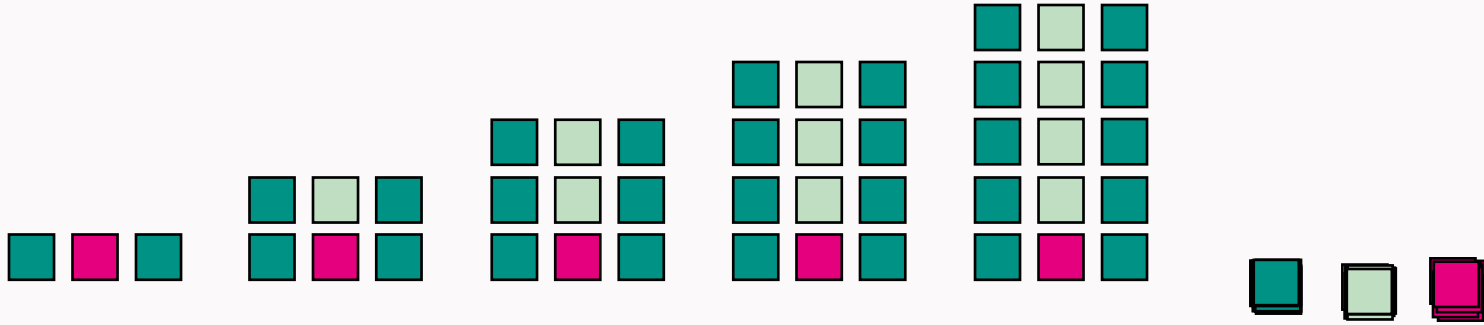
My Answer

Can You Make A Different Pattern With These Shapes? (Try to use all of them)



My Answer

Can You See What Comes Next?



My
Answer

Now, can you figure out the missing numbers and the rule in these sequences?

E.g. 1, 2, 3, __, __

Numbers

4, 5

Rule

Up by 1

13, 17, 21, __, __

Numbers

Rule

95, __, 75, __, 55, 45, __

Numbers

Rule

101, 112, 123, __, __, 156

Numbers

Rule

231, 221, 211, __, __, 181

Numbers

Rule

My Answers

Fill in the missing numbers

95

90

85

80

75

70

52

50

48

46

44

23

28

33

38

43

66

63

60

57

54

INTEGRATED UNIT

Hot Environments



Desert



Tropical rainforest

Learning intention-

We are learning about the elements of Desert and Tropical Rainforest Environments



Success criteria-

I can identify specific features of Hot Environments



Tropical Rainforest



For students working from books- ask a grown up to type this link into google.

<https://youtu.be/AcqBuNxcOCO>



features of Tropical Rainforests.



Rainforests are thick, warm and wet forests that get more than 250 cm a year of rain a year. They are found close to the equator, which is an imaginary line around the widest part of the earth (not pole to pole), dividing it into two halves, a northern and southern hemisphere. The equator is where the sun shines most directly onto the earth, and the area in a wide band on either side of the equator is called the tropics. Tropical weather is always hot and humid, meaning the air contains an amount of moisture. Rainforests only occur in places with high rainfall that are warm and frost free with little variation in temperature throughout the year.

Rainforests are lush, warm, wet habitats. Trees in the rainforest grow very tall because they have to compete with other plants for sunlight. The tallest trees spread their branches and leaves blocking the light from the trees below, creating a canopy over the forest. When one of the big trees dies and falls, the opening lets in more sunlight so that a smaller tree can grow and take its place. More than half of the world's animals live in the rainforest. Vampire bats and anacondas live in the rainforests of South America. Bengal tigers and orangutans live in Asia's rainforests, and chimpanzees live in the rainforests of Africa. Lots of smaller animals live in rainforests too, including dragonflies, tree frogs, and at least hundreds of species of ants.



Type or write down some
features of Tropical
Rainforests.



Deserts



For students working from books- ask a grown up to type this link into google.

<https://youtu.be/w9J4LFAGe5M>



Features of Deserts.



Deserts are the driest places on Earth—they get fewer than 10 inches (25 centimeters) of rain a year. Some deserts may get a lot of rain all at once. Then it might not rain again for months—or even years! Many deserts were formed 8,000 to 10,000 years ago. Some are superhot in the day. In fact the highest temperature ever recorded on Earth was 134°F (56.6°C) in California and Nevada's Death Valley in 1913. Even though many deserts can reach temperatures of well over 100°F (37.8°C) during the day in summer, they can get cold at night. Why? In most places, clouds and water vapor hold in heat, sort of like a blanket. But deserts don't have enough clouds and water vapor to do this.

It may seem like nothing can live in a desert because it's so dry. But most deserts are full of life, with plants and animals that have adapted to survive without much water. Some plants, like cacti, store enough water in their stems to last until the next rain. Other plants, like mesquite grass, have very small leaves that curl up in the daytime to conserve the water they have. Some desert plants sprout and bloom only when it rains.

Desert animals have tricks that help them survive without much water. Kangaroo rats in the Sonoran Desert get water from the seeds they eat. Some carnivores, such as desert foxes, get enough liquid from their prey.

Another trick? Most desert animals stay underground or beneath shady rocks during the day. Many of them come out to hunt for food at night, when it's cool.



Think back to Phase 1, what do you remember about deserts?



Type or write down some
features of Deserts.

Dry	

You have completed Monday's work



TUESDAY

24th August 2021

Today's focus - Spelling choice grid, text comprehension and a writing lesson.

Learning intention: ***To write a sizzling start (introduction)
To begin imaginative writing on Northern Lights.***

Success criteria: ***I can write an interesting, engaging
Sizzling start to an imaginative writing piece using my
Plan to get started.***



Choose an activity to practice your spelling words.

SPELLER'S CHOICE MENU					
<u>Practice Test</u> Take a practice spelling test and have a family member check your work.	<u>ABC Order</u> Write all of your words in ABC order twice.	<u>Pyramid Words</u> Spell each of your words, adding just one letter at a time so you make a pyramid. Example: c ca cap			Consonants=2 points
<u>Vowel Search</u> Write each word, circling all of the vowels.	<u>Computer</u> Type your spelling words two times each. Make them funky fonts!	<u>Find the Value</u> Write your spelling words. Find the value of the words. Vowels=5 points	<u>Silly Script</u> Write your spelling words twice – once using your best handwriting, and again in a silly script.	<u>Rainbow Words</u> Write your words two times each in different colors.	<u>Phonics Party</u> Write your spelling word two times each. Underline the phonics pattern.
			<u>Consonant Search</u> Write each word, circling all of the consonants.	<u>Ask a Question</u> Use each of your spelling words to write a question. Don't forget the question mark!	<u>Silly Story</u> Write a silly story using all of your spelling words. Underline your spelling words.
			©Rhiana Beverly-Sun, Sun, Sand & Second Grade		

Pig The Winner



Comprehension Questions for Pig The Winner

Q1: What words would you use to describe Pig's personality?

Type here

Q2: Is Pig good at games and races?

Type here

Q3: How does Pig treat Trevor?

Type here

Q4: What happens to the bowl when Pig is gobbling up his dinner?

Type here

Q5: Where does Pig end up when he is hit in the head with the bowl?

Type here

Q6: What is Pig doing in the last page of the book?

Type here



Comprehension answers for Pig The Winner

Q1: What words would you use to describe Pig's personality?

Selfish, greedy, rude, cheater...

Q2: Is Pig good at games and races?

No, he has to cheat.

Q3: How does Pig treat Trevor?

He is mean to Trevor.

Q4: What happens to the bowl when Pig is gobbling up his dinner?

He swallows the bowl.

Q5: Where does Pig end up when he is hit in the head with the bowl?

In the bin.

Q6: What is Pig doing in the last page of the book?

Cheating at cards



Writing lesson 2: Sizzling

Start

***Learning Intention: To write a sizzling start (introduction)
To begin imaginative writing on Northern Lights.***

***Success Criteria: I can write an interesting, engaging
Sizzling start to an imaginative writing piece using my
Plan to get started.***

To begin - make sure you refer to your plan from last lesson!

***Let's write our SIZZLING START (Orientation) - Remember to introduce your characters and setting
in an interesting/catchy way. E.g. BAM!! (onomatopoeia) Use the template on the next slide.***



Writing lesson 2: Sizzling start

Title:

(Introduction of characters and setting- don't forget to make it exciting!)

Tuesday: 30 Second Fitness Challenge- Target

<https://www.youtube.com/watch?v=OxDFKyT0QTc>

CLICK THE LINK ABOVE TO WATCH A
DEMONSTRATE OR ASK AN ADULT TO IT IN TO
A COMPUTER FOR YOU TO WATCH.



Learning Intention: We are learning to underarm throw towards a target.

Success Criteria: We will be able to underarm throw by:

- Slightly bending knees when throwing.
- Looking straight at the target.

You will need:

- 3 bowls labelled with points- first bowl =1 point, second bowl= 2 points, third bowl=3 points.
- 3 socks
- 30 second timer

Instructions:

1. Set yourself up with 3 targets (e.g. bowls) labelled with 1/2/3 points.
2. Stand around 1-2 metres away from the targets to underarm throw.
3. Once the timer starts, throw each sock one at a time. Once all socks have been thrown, quickly run out and collect them to start again.
4. See how many points you can get in 30 seconds.
5. Repeat activity numerous times to beat your score.

Maths

Patterns and Algebra

Odds and Evens

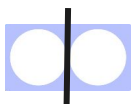
Lesson 2

What Is An Even Number?

Even numbers can be shared equally between two. They can be halved, with nothing left over.

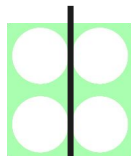
0

Half of 0 is
0.



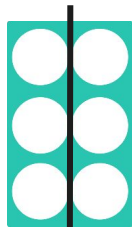
2

Half of 2 is
1.



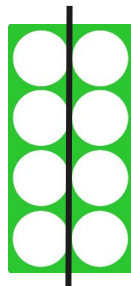
4

Half of 4 is 2.



6

Half of 6 is
3.



8

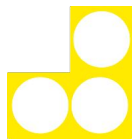
Half of 8 is 4.

What Is An Odd Number?

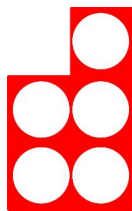
Odd numbers are never in the 2 times table. There is always an odd one out.



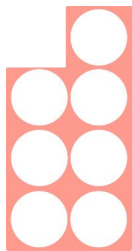
1



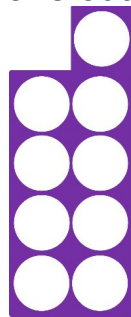
3



5



7



9

Can You Sort These Numbers?

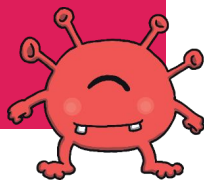
When your teacher says a number, put it in either the **odd** or **even** column. Click on the numbers to reveal the answers!

7 1 15 3 4 20 6 13 11 9

5 16 19 10 12 18 2 17 8 14

Odd

Even



green. Do this 20 times.

	4 + 2 = 6	5 + 4 = 9			

INTEGRATED UNIT

Learning intention-

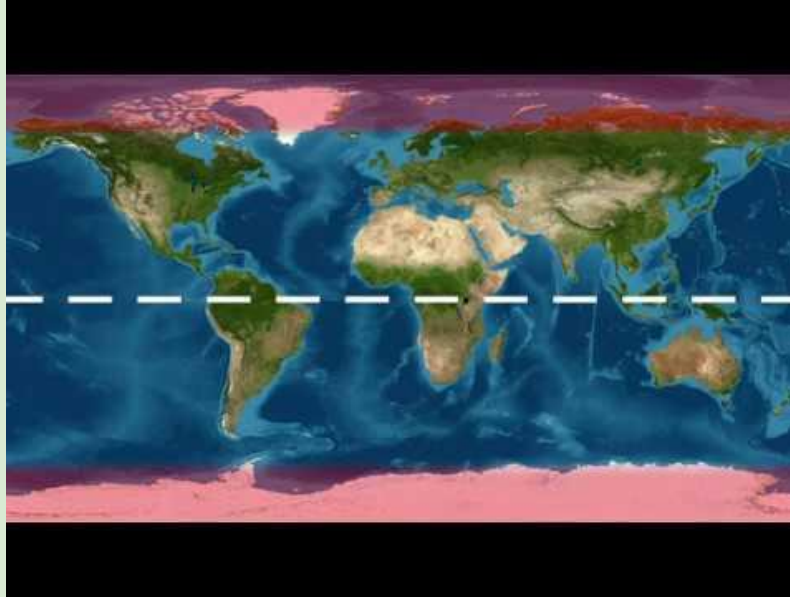
We are learning about the elements of Cold Environments

Success criteria-

I can identify specific features of Cold Environments



Cold environments



For students working from books- ask a grown up to type this link into google.

<https://youtu.be/eCr56YnG8Q8>



Features of cold environments



It's frigid and you're surrounded by ice. The poles of the planet are places of extremes. They're extremely cold, extremely dry, and have extremely long days and nights. Polar habitats cover the top and bottom of planet Earth at the North and South Poles. The North Pole is surrounded by the Arctic Ocean. There isn't any land here, just a group of continually shifting ice sheets. Parts of Canada and Greenland are near the North Pole. The South Pole is located on Antarctica. This area has land, but it's completely covered with a layer of ice that's almost three miles thick in some places.

Even though it's chilly in polar regions, they do have seasons—well, two seasons: summer and winter. In the summer, the sun shines 24 hours a day, but it never gets high enough above the horizon to warm things up, so even summers are pretty cold. It's dark all winter at the poles, because the sun doesn't rise during those months of the year. Fierce continuous winds make it feel even colder. Polar bears and arctic foxes are adapted to the extreme weather of the Arctic region. Walruses and humpback whales live in the Arctic ocean. Several kinds of penguins, including the emperor penguin, live in Antarctica, and so do walruses and narwhals.



Write or type some features of cold environments

Freezing cold	

You have completed Tuesday's work



WEDNESDAY

25th August 2021

Welcome to Wellbeing Wednesday. Choose some activities from the grid to do today.

Take a break from your screens and do something fun with your family.





WELLBEING WEDNESDAY

Physical	Go for a walk with your family or pet and enjoy time talking with someone you care about.	Create your own obstacle course, dance routine or new game.	Go outside and run around, play a game or ride your bike. Try and be active for at least 30 minutes.
Creative	Tidy or reorganise your bedroom.	Make a blanket fort and spend some time enjoying the space or reading a book.	Build something out of recycled materials you have around the house.
Nature	Find a quiet space in your yard and take time to enjoy your surroundings.	Go on a local walk in nature with your family and look and appreciate five different things you haven't noticed before.	Enjoy some sunshine, move your body and stretch outdoors.
Cognitive	Look up how to make a paper aeroplane and measure how far your creation can fly.	Think about three things you are grateful for this week and share them with a family member.	Play a card or board game with a family member.
Social	Make a card for someone and let them know how much you appreciate them.	Cook something with someone in your family. It could be breakfast, dinner or a special treat.	Ask how you can help around the house and complete two or more chores.

THURSDAY



26th August 2021

Today's focus - Spelling choice grid, Grammar and Complication Writing.

Learning intention: *To write a complication*

























to continue imaginative writing piece on Northern Lights.

Success criteria: *I can write an interesting complication for my imaginative writing text and use my plan to help me get started!*

Roll and Spell Homework

Roll a die to determine how to practice each spelling word on your list.
Remember to write neatly and do quality work.



Which Color?	Which Voice?	Which Writing Tool?	How Many Times?
 Write the word in red.	 Spell the word aloud 3x in a whisper voice.	 Write the word in crayon.	 Write the word one time.
 Write the word in orange.	 Spell the word aloud 3x in a deep voice.	 Write the word in red pen.	 Write the word two times.
 Write the word in yellow.	 Spell the word aloud 3x in a robot voice.	 Write the word in marker.	 Write the word three times.
 Write the word in green.	 Spell the word aloud 3x in a baby voice.	 Write the word in pencil.	 Write the word four times.
 Write the word in blue.	 Spell the word aloud 3x in a silly voice.	 Write the word in blue pen.	 Write the word five times.
 Write the word in purple.	 Spell the word aloud 3x in an opera voice.	 Write the word in colored pencil.	 Write the word six times.

Grammar lesson Week 7

Rewrite the sentences using capital letters, full stops or question marks.

1. did you have lots of fun playing in the park

Type/write here.

2. a fishing boat was going out to sea the men were going to find some fish

Type/write here.

Rewrite the sentences using capital letters, full stops or question marks.

1. can i go to the park and play on the swings

Type/write here.

2. can i get a banana i am very hungry

Type/write here.

Rewrite the sentence adding in **adjectives** to make the sentence sound more interesting. Tap the box to type your answers.

A shark is hunting in the sea. It is swimming slowly looking for penguins to eat.

REMEMBER! Adjectives are describing words!



Rewrite the sentences adding in **adjectives** to make the sentence sound better. Tap the boxes to type your answers.

The igloo is under lots of
snow. The man has a jacket and
 boots to keep him warm.

REMEMBER! Adjectives are describing words!



Writing lesson 3:

Complication

Learning Intention: To write a complication to continue imaginative writing piece on Northern Lights.

Success Criteria: I can write an interesting complication for my imaginative writing text and use my plan to help me get started!

To begin - make sure you refer to your plan from Monday.

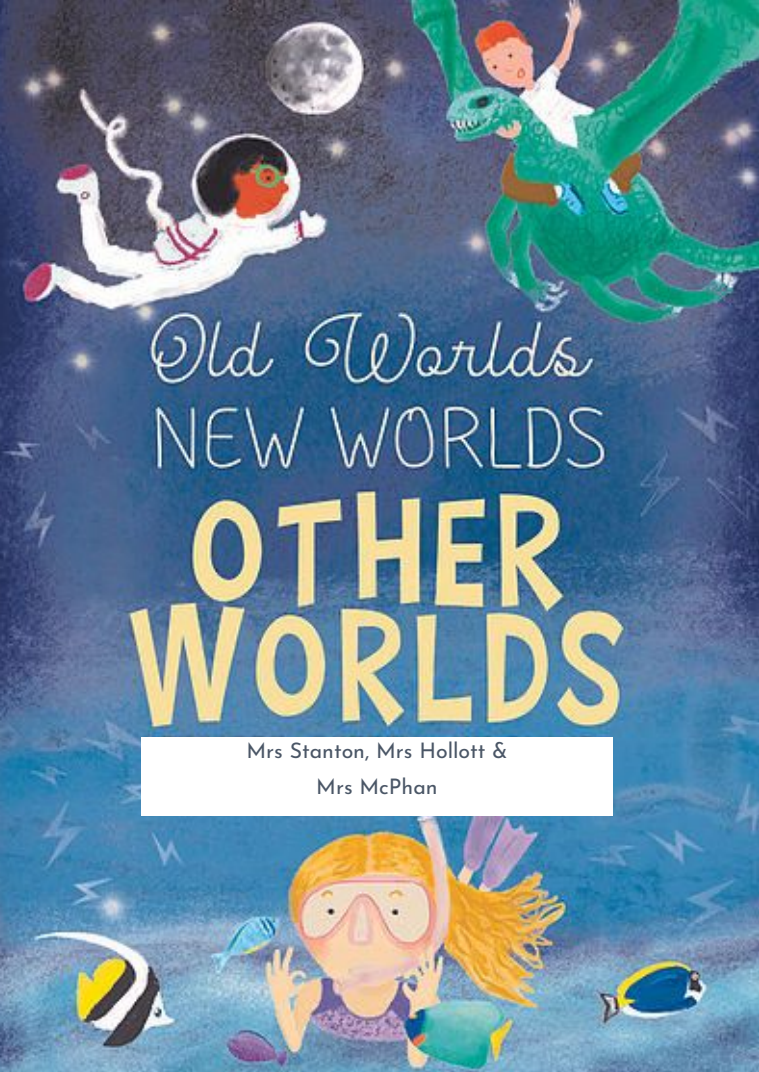
Let's write our COMPLICATION. Remember this is when something goes wrong! What situation might your character/s get into? You can use the template on the next slide or write and upload.



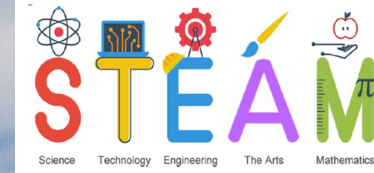
Writing lesson 3:

Complication

Complication: (Remember: this is where something goes wrong! Come up with an interesting problem for your character/s to solve!)



← This year's Book Week theme.



Week 7 Library

Each week we're going to travel to somewhere different in the time machine you created last week.

This week we're going to travel to the sky above us and explore clouds.



This week's story:

Cloud Conductor

Author: Kellie Byrnes

Illustrator: Ann-Marie Finn

This book is about a girl called Frankie who loves to just sit and watch the clouds. She conducts music in the sky and listens to tunes that only she can hear.

As the seasons pass, illness means Frankie can't leave her bed, so her imagination takes her away to other places. Instead of being sick in hospital she pretends she's out in the clouds.

Fiction books are Story books!

This is a Fiction book.

- It is not real, the author made it up in her imagination.
- You read it for enjoyment.
- It has a beginning, a middle and an end.

All about clouds!

Taken from World Book Online:

A cloud is a large group of tiny water droplets or pieces of ice that floats in the air.

There are many different kinds of clouds. Clouds that look like layers or sheets are called stratus clouds. Cumulus clouds are piled-up masses of white clouds. Cirrus clouds are high, wispy clouds. They are made entirely of ice crystals.

Clouds form because the heat of the sun warms lakes, oceans, and rivers. As these waters warm, some of the water evaporates. This means that it changes from liquid water to a gas called water vapor. The water vapor rises into the air. It cools as it rises. As it cools, some of the water vapor begins to change back into tiny drops of water called droplets. If the air is cold enough, the droplets turn into tiny pieces of ice. Those drops of water or pieces of ice come together to form clouds.

Activity

Find all the answers in the information on the page before:

What is a cloud?

A cloud is ...

Label the pictures with their cloud name. Go outside and look at the sky. Draw a circle around the picture to match how the sky looks today.



Hint: Cumulus clouds are a **heap** of clouds.
Stratus clouds look like **layers**.
Cirrus clouds are **wispy** like hair clouds.

Activity

A bit of fun! Under each image write what shape you can see.



Make a cloud

A science experiment to make if you wish.



*You will need:
A glass jar with a lid
Warm water
Some ice cubes
Hair spray*

Instructions:

- 1. Pour 5cm of warm water into the jar, swirl it around to warm up the glass.*
- 2. Place a few ice cubes on the upturned lid and sit it on top of the jar.*
- 3. Take the lid off, spray in some hairspray and sit the lid back on - do this fast.*
- 4. Watch the cloud form.*
- 5. Remove the lid to release the cloud.*

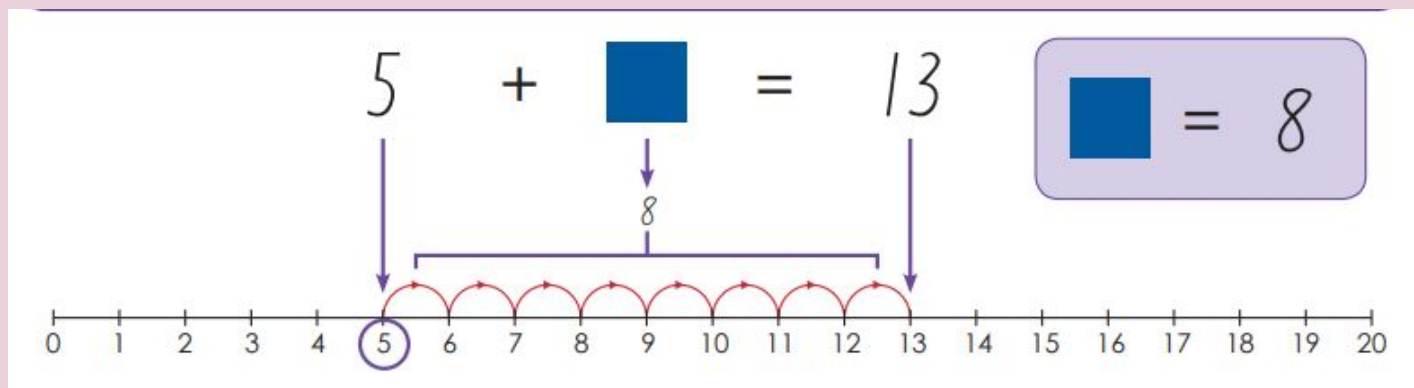
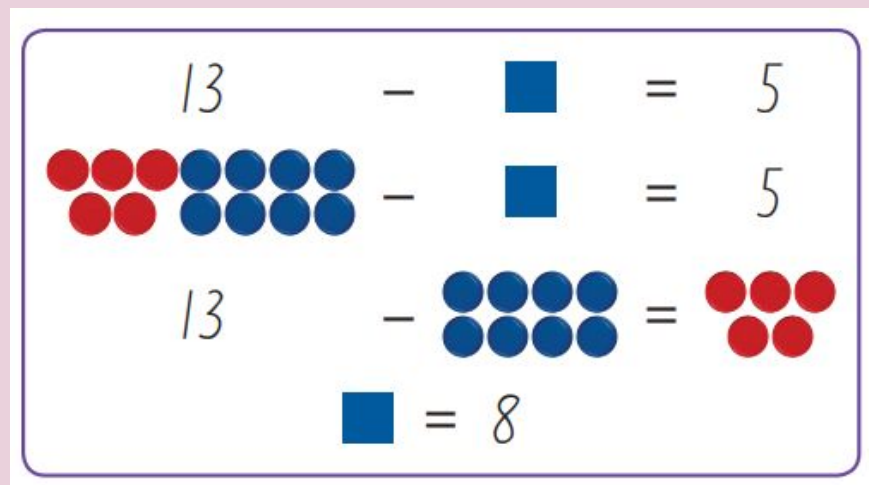
How it works:

The warm water in the jar causes the air inside the jar to heat up. When this happens, some of the water evaporates into the air and this creates water vapor in the jar. Then this water vapor, which is warm and moist, rises from the surface of the water to the top of the jar. Once it reaches the top of the jar, it begins to cool down because of the ice on the lid of the jar. The water vapor in the cooling air then condenses onto the particles of hairspray, forming a cloud in the jar!

Maths

Patterns and Algebra

Missing Addends
Lesson 3



$$7 + \triangle = 16$$

$$\begin{array}{c} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \end{array} + \begin{array}{c} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{array} = 16$$

$$7 + \triangle = 16$$

$$\triangle = \boxed{\quad}$$

$$18 - \blacksquare = 16$$


$$\blacksquare = \boxed{\quad}$$

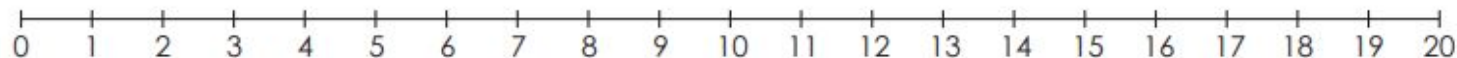
$$8 + \blacktriangle = 14$$

$$\blacktriangle = \boxed{\quad}$$


Solve the following number sentences by drawing jumps on the number line. Write your answers in the boxes.

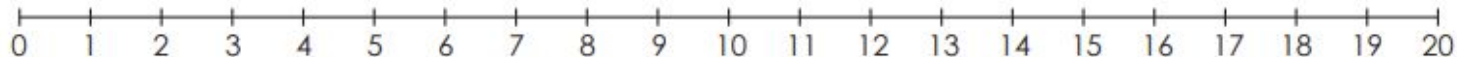
$$5 + \triangle = 16$$

 =



$$16 - \triangle = 5$$

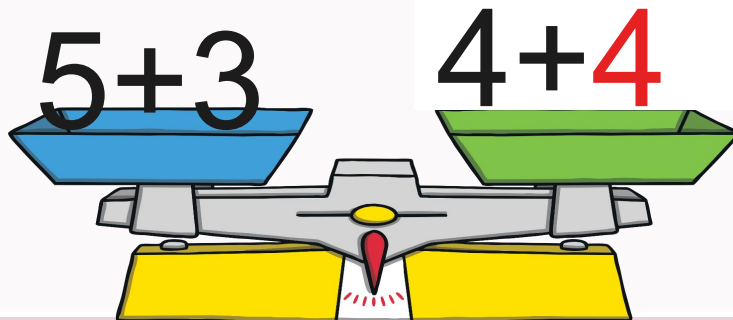
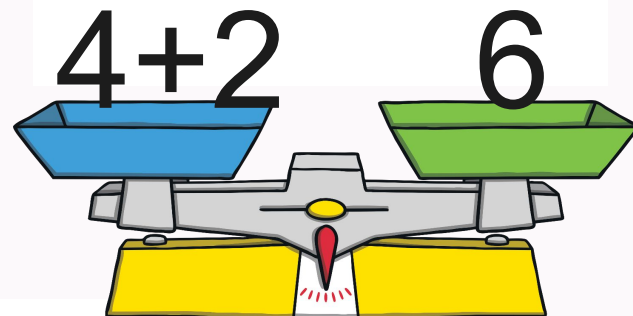
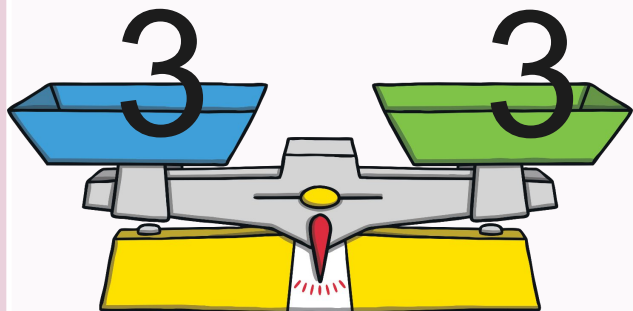
 =



Balancing Calculations

Balance is when two sides are an even amount.

To balance a number sentence, both sides have to equal the same amount.



Answer the following questions

1) $3 + \square = 6$

2) $14 + \square = 19$

3) $11 + \square = 20$

4) $1 + \square = 1$

5) $11 + \square = 25$

6) $2 + \square = 19$

7) $\square + 6 = 20$

8) $\square + 4 = 23$

9) $3 + \square = 16$

10) $\square + 17 = 25$

11) $\square + 8 = 9 + 12$

12) $9 + \square = 18 + 4$

13) $\square + 12 = 19 + 4$

14) $8 + 9 = 5 + \square$

15) $13 + 9 = 11 + \square$

16) $13 + 16 = 0 + \square$

INTEGRATED UNIT

Learning intention-

We are learning to understand the special needs of animals that inhabit specific environments

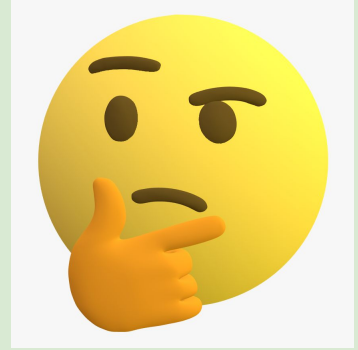
Success criteria-

I can discuss the needs of animals and recognise where certain animals live



Animals of hot and cold environments

Talk to a friend or family member and discuss why some animals can not survive in cold environments like the Arctic and some animals can not live in hot place like the desert.



**IMAGINE COMING ACROSS A
POLAR BEAR IN THE DESERT!**



Drag and drop or cut and paste animals into the correct box

Animals found in cold environments



Animals found in hot environments



You have completed Thursday's work



FRIDAY



27th August 2021

Today's focus - Writing a conclusion and Typing activity.

**Learning intention: *To write a resolution
to conclude our imaginative writing piece on Northern Lights.***

**Success criteria: *I can write an interesting resolution
for my imaginative writing text and use my plan to help
me get started!***

SPELLING TEST

Test yourself on this week's spelling words.

[illegible]

Writing lesson 4: Resolution

Learning Intention: To write a resolution to conclude our imaginative writing piece on Northern Lights.

Success Criteria: I can write an interesting resolution for my imaginative writing text and use my plan to help me get started!

To begin - make sure you refer to your plan from Monday.

Let's conclude our imaginative writing piece by writing our RESOLUTION. Remember this is where the problem is solved and the characters change. How can your character or characters solve the problem you created in your complication? What have they learnt from this experience?

You can use the template on the next slide or write and upload your own.



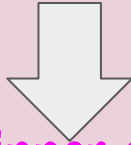
Writing lesson 4: Resolution

Resolution: (conclusion) (Remember, this is where your characters solve the problem from the complication and change).

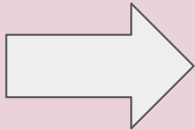
Type time!

Click the link below to practise your typing skills

[Online Typing - Basic Typing For Kids](#)



Now give the beginner course a go [Online Typing - Beginner Typing For Kids](#)



GAME TIME!

Click on image to play!



Friday: 30 Second Fitness Challenge- Ice Skater Taps

Click this link to take you to the video
<https://www.youtube.com/watch?v=WVnAGemcovk>



Learning Intention: We are learning to improve our physical fitness

Success Criteria: We will be able to perform ice skaters to improve our physical fitness.

Instructions:

1. Place two household items around 1m apart from each other (as shown in the video)
2. Jump to one of the items and touch it with your opposite arm (e.g. if you land with your left leg, you touch it with your right hand).
3. Continue jumping left and right. Every tap= 1 point.
4. Complete as many as you can in 30 seconds.
5. Repeat activity numerous times to beat your score.

Variations:

- Spread the objects out further.
- Use smaller objects to make you reach further.

Maths

Patterns and Algebra

Word Problems/Revision

Lesson 4

Friday

Word problems/ revision

Who Wants To Be A Millionaire?

Patterns Edition



Open The Who Wants To Be A Millionaire?
PowerPoint and have a go.

Ben had 39 stickers. He shared some among his friends. He had 24 left. How many stickers did he give away?

Answer:

There were 28 children on the school bus. Some more children got on so that there was 54 children on the bus in total. How many more children got on the bus?

Answer:

A train had 2 carriages. There were 61 passengers on board. If there were 33 passengers in carriage 1, how many passengers were in carriage 2?

Answer:

2 kids go to buy lollies. Hayden buys 13 jelly beans and 15 gummy bears. Mia buys 7 jelly beans. If both kids can buy the same number of lollies, how many gummy bears can Mia buy?

Answer:

INTEGRATED UNIT

Learning intention-

We will learn to include specific features of a hot or cold environment

Success criteria-

I make or draw a hot or cold environment that shows the features and demonstrates my understanding of what features and animals lives there



LET'S BUILD! make a hot or cold environment.



Using items that you can find in your home, make a hot or cold environment. Use things such as lego, cardboard, craft, play-doh. If you do not have any of these, that's ok, draw a picture of it! Don't forget to ask a grown up to take a photo and sent it to your teacher on Dojo!



You have completed Friday's work.
Now it's time to **turn in** your work.

