

The below times are **ONLY SUGGESTIONS**. **Complete the tasks at times during the day that suit your family, for however long suits you.**  
**Take brain breaks as often as you feel necessary between activities 😊**

Activity	Time	Work Task Explanation:
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**Reading Focus – Café Strategy – Compare (describe/explain how two or more things are the same) and Contrast (describe/explain how two or more things are different) with and between texts.**

1.	15mins	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book or picture story book and complete the following task:</li> <li>- Draw two characters from your favourite story or the story you are currently reading. Write three sentences describing how the main 2 characters are similar to each other. (Remember a sentence contains nouns, capital letters, full stops as well as a combination of verbs, adjectives and or adverbs).</li> </ul> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
2.	10 mins	<p><b>Reading</b></p> <p>E.E.K.K (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Students choose either a chapter book, newspaper article or picture story to read out loud (if you don't have anyone to read too that's ok read to your pet or favourite toy).</li> <li>- Reading out loud – your child is working on developing their fluency, paying attention to punctuation and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>

**Writing Focus – Expressing, developing ideas and creating literature as well as reread and edit for meaning by adding, deleting, or moving words or word groups to improve content and structure.**

5.	30 mins	<p><b>Journal Writing</b></p> <p>Learning Intention - I can express my emotions, develop my ideas and plan a piece of writing of my choice.</p> <ul style="list-style-type: none"> <li>- For Journal writing, students can choose a topic they would like to write about. It can be a story, a favourite game/T.V show, a list or a recount of something that has happened. Try and write at least 8 sentences if you can, (remember a sentence contains nouns, capital letters and full stops as well as either verbs, adjectives and or adverbs) if you would like to write more by all means go for it! You can always add in pictures too!</li> </ul> <p>It is a great opportunity to work on your editing skills!</p>
7.	20 mins	<p><b>Literacy Task</b></p> <ul style="list-style-type: none"> <li>- Using adjectives (words that describe such as, old or beautiful) write a paragraph describing an old mansion sitting on a hill.</li> <li>- Remember to include what you see, smell, touch, hear and taste when describing it.</li> <li>- Then ask a (willing) member of your family to read and draw a picture using your description!</li> </ul>

		- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).
8.	30 mins	<b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b>
9.	20 mins	<b><u>Maths</u></b> - Complete your choice of my numeracy tasks on Essential Assessment.
10.	20 mins	<b><u>Maths Problem Solving</u></b> - Complete the Problem Solving cards ‘Digit Find’ ‘Metre Sticks’ located at the bottom of this planner. Please make sure you include <b>all of you working out</b> for these two problems. - Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).
11	30 mins	<b>Brain Break</b> - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.
12		<b><u>Zones of Regulation</u></b> Learning Intention – I can recognise, describe and write about my emotions and feelings. - Have a discussion with your parents or carer about the Zones of Regulation. The Zones of Regulation is a program that helps students to understand, develop strategies and begin to control their emotions. In the Zones of Regulation there are 4 colours that represent the different emotional states or zones we move through each day, they are called Green, Red, Yellow and Blue Zone. No one generally stays in the same zone all day, depending on the work we do, how much or little we slept the night before, the food we eat and a range of other factors contribute to which zone we are in at any given time. <b>Green Zone</b> - Green Zone is often referred to as the ready to learn zone, some words to describe how you may feel or act in this zone are: happy, proud, appreciated, calm, thankful, relaxed, content, focused, able to listen or good. <b>Yellow Zone</b> – here are some words to describe how you may feel or act if you are heading towards or are in the Yellow Zone: frustrated, nervous, anxious, worried, silly, scared, jealous, confused, embarrassed, grouchy or uncomfortable. <b>Red Zone</b> – here are some words to help describe what it may feel like or how you may act when you are in or heading towards the Red Zone: mean, mad, aggressive, terrified, out of control, yelling, angry or elated. <b>Blue Zone</b> – here are some words to help describe what it may feel or how you may act when you are in or heading towards the Blue Zone: hurt, sad, tired, bored, sick, exhausted or shy. Your task is to write a recount of between 6 and 8 sentences about a time you were in the Green Zone, it could have been a time when you were really enjoying playing at the beach or outside or a time when you were really enjoying writing a story or reading a good book. Remember to use descriptive words to explain what was happening and why and include the strategies you used to stay in your Green Zone. - Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).

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1.	15mins	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book, newspaper article or picture story book and read quietly.</li> <li>- Using the book or story you are reading, write 5 or more sentences as to how you and the main character are the same.</li> </ul> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
2.	10 mins	<p><b>Reading</b></p> <p>E.E.K.K            (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>

**Writing Focus – Expressing, developing ideas and creating literature as well as reread and edit for meaning by adding, deleting, or moving words or word groups to improve content and structure.**

5.	30 mins	<p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>- Learning Intention – I can identify persuasive devices (strategies)</li> </ul> <p><b>What does it mean to persuade?</b> A persuasive text is an article or piece of writing which explains/argues a specific point of view, the author tries to convince the reader using evidence/reasons as to why the reader should agree with the author’s opinion and the evidence presented on the topic.</p> <p><b>Persuasive Activity</b></p> <ul style="list-style-type: none"> <li>- Look at the two advertisements at the bottom of the planner, one is for the game ‘Uno’ and the other is for a toy ‘ Hot Wheels’ please answer the following questions as best you can:</li> <li>- What are the two images advertising (trying to either persuade you to buy, watch or use)?</li> <li>- Do you think these ads are for kids or adults and why do you think that?</li> <li>- What is the background of the advertisement and why do you think the creators used that setting?</li> <li>- Are these ads different from last week’s ads? How?</li> <li>- Would you buy these products? Give two reasons why/why not!</li> </ul>
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		<ul style="list-style-type: none"> <li>- How do you know both images are or aren't advertisements?</li> <li>- What information can you find about the product on the ad/poster?</li> <li>- Would you buy or play with these products? Why/why not?</li> <li>- Has the creator of the advertisements used any colours, which colours have they used and why?</li> <li>- What makes these advertisement successful or unsuccessful and why do you think that?</li> </ul> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
7.	20 mins	<p><b><u>Literacy Task</u></b></p> <ul style="list-style-type: none"> <li>- Two weeks ago we were working on visualising, You drew a picture using a descriptive paragraph of a broken down house. Today's task is to write about a crocodile swimming through deep water towards a group of fish near a waterfall.</li> </ul> <p>Remember when describing you need to think about what you would be able to see, hear, touch or smell! Don't forget to describe the crocodile's scales, how it is moving, it's size or shape, what the fish are doing as the crocodile approaches and any other sounds or smells they maybe near a waterfall!</p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
8.	30 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>
9.	20 mins	<p><b><u>Maths</u></b></p> <p>Learning Intention – I can understand time and that different tasks require different amounts of time. There are 60 seconds in a minute. For each of the following tasks set a countdown timer for 1 minute (60seconds) Check with an adult before you take a timer and make sure you can safely complete the following tasks. Take a video or a series of photos that show you completing your chosen activities.</p> <ul style="list-style-type: none"> <li>- Today your number is 60.</li> <li>- How many star jumps can you do <b>SAFELY</b> in a minute?</li> <li>- How many words can you write in a minute?</li> <li>- How many two syllable words can you write in 1 minute?</li> <li>- How many circles of your backyard can you run in 1 minute?</li> <li>- How many of your clothes can you put away in 1 minute?</li> <li>- Set your countdown timer for 1 minute. How many seconds do you have left after making your bed?</li> <li>- How many push- ups or sit ups can you and your siblings do <b>SAFELY</b> in a minute?</li> <li>- How many seconds are left on your favourite song after you have played it for 1 minute?</li> <li>- How many words can you read in a minute?</li> <li>- What number can you count up to in 1 minute?</li> <li>- How many jokes can you say in a minute?</li> </ul>

		- How many blocks can you stack and put away in 1 minute?
10.	20 mins	<p><b><u>Maths Activity</u></b></p> <p>- Complete My Numeracy tasks of your choice.</p> <p>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</p>
11	30 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>
12		<p><b><u>Art</u></b></p> <p>- Our Art lessons are located underneath this week’s planner on the Remote Learning Tab on the Karingal Heights Website.</p> <p>- You can also do drawing, painting (only if you have paints at home) collage or colouring in!</p> <p>. Feel free to upload pictures of your artwork to ClassDojo I would love to see them and I’m sure Mrs Riley would too!</p>

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**Reading Focus – Café Strategy – Compare (describe/explain how two or more things are the same) and Contrast (describe/explain how two or more things are different) with and between texts.**

1.	15mins	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book, newspaper article or picture story book and read quietly to themselves.</li> </ul> <p><b><u>Complete the following activity</u></b></p> <p>The following words <b>although, but, alike, unlike, differ, same, instead of and yet</b> are words that can be used when describing contrasting (different) shapes, characters, settings and more.</p> <p>Using the words above, in 5 sentences or more describe how school rules and home rules are different!</p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
2.	10 mins	<p><b><u>Reading</u></b></p> <p>E.E.K.K</p> <ul style="list-style-type: none"> <li>- (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</li> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>
<p><b>Writing Focus – Expressing, developing ideas and creating literature as well as reread and edit for meaning by adding, deleting, or moving words or word groups to improve content and structure.</b></p>		
5.	30 mins	<p><b><u>Writing</u></b></p> <p><b><u>100 Word Challenge or 200 Word Challenge (the choice is yours!)</u></b></p> <p>Use the picture prompt at the bottom of the planner for your 100/200 Word Challenge</p> <p>Remember this week you are working on your <b>rough copy</b>, make sure you have edited! Once you have handwritten your story, read it back to yourself out loud and make sure it makes sense and for last minute opportunities to edit and up-level your writing!</p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
7.	20 mins	<p><b><u>Literacy Task</u></b></p> <ul style="list-style-type: none"> <li>- Write about what you would like to be when you grow up!</li> </ul>

		<p>Some ideas/information you can include:</p> <ul style="list-style-type: none"> <li>- How you will achieve this goal?</li> <li>- Why does that career or job interest you?</li> <li>- Will you be living in a different country or town for your job?</li> <li>- What skills will you need for your future career?</li> <li>- Will you visit different countries/towns for your holidays?</li> <li>- What skills are you learning now that will help you?</li> </ul> <p><b>Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
8.	30 mins	<b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b>
9.	20 mins	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>- Today if possible you are going to spend some time baking or making your favourite food. You could make a cake, banana bread, scones, a sandwich, a milkshake or a quiche or anything else you can think of or would like to make!</li> <li>- <b>Check with an adult for permission before you starting baking anything!</b></li> <li>- <b>Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></li> </ul>
10.	20 mins	<p><b><u>Maths Task</u></b></p> <p>Using your knowledge from last week of building materials and different items. You are going to build a Cubby House!</p> <p><b>Make sure you check with an adult before taking or using any items from around your house.</b></p> <p>Your Cubby building requirements:</p> <ul style="list-style-type: none"> <li>- You need to be able to fit two people inside</li> <li>- Use three different types of material (if possible, such as a chair, a blanket and a broom)</li> <li>- Your Cubby needs a name/plaque out the front</li> <li>- Your Cubby house needs to be at least 1 metre wide!</li> <li>- You will need to pack away all of your cubby materials when asked!</li> </ul> <p><b>-Make a video or upload a series of photos showing the construction and finished Cubbyhouse, as well as the items you used to make your Cubby and upload it to ClassDojo.</b></p>
11	30 mins	<b>Brain Break</b> - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.
12		<p><b><u>PE</u></b></p> <p>Navigate (click on) to the Remote Learning Tab on the Karingal Heights Website, then click on the Phys Ed Section this will take you to a plan, click on the video of Mr Bodley explaining this week’s activities! And go for it!</p>

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**Reading Focus – Café Strategy – Compare (describe/explain how two or more things are the same) and Contrast (describe/explain how two or more things are different) with and between texts.**

1.	15mins	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book or picture story book.</li> </ul> <p><b>Compare and Contrast Activity</b></p> <ul style="list-style-type: none"> <li>- Using your <b>new front cover</b> form last week, write down all the ways your front cover is different to the original front cover.</li> <li>- <b>Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></li> </ul>
2.	10 mins	<p><b>Reading</b></p> <p>E.E.K.K</p> <p>(Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>

**Writing Focus – Expressing, developing ideas and creating literature as well as reread and edit for meaning by adding, deleting, or moving words or word groups to improve content and structure.**

5.	30 mins	<p><b>Persuasive Activity</b></p> <p>Learning Intention- I can create a poster to persuade my audience to watch my <b>G rated</b> TV show.</p> <p><b>Glossary</b> (a list of words that relate to a topic with the definition attached, usually found at the back of non-fiction books)</p> <p><b>Persuade- to encourage through supporting reasoning/evidence an audience to agree with your thoughts or opinion.</b></p> <ul style="list-style-type: none"> <li>- Create a poster for your favourite <b>G rated</b> TV show.</li> </ul> <p>Remember to include <b>the title</b> and <b>clues in the background as to what the show is about and don't forget to include a catchphrase</b> (this is something a main character says all the time or is known for saying in the show example, in Toy Story Buzz is known for saying “to infinity and beyond”) <b>if your show has one</b>. Remember to include some of the main characters! Take your time and remember to add bright colours to your drawings as you know bright colours attracted your attention. Try not to give away too much of the story, you are trying to persuade people to watch your show! <b>(Don't lose or throw your creation away as you may need it for a reference for next week's activity).</b></p>
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- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).

7. 20 mins **Literacy Planet**  
- Students work their way through Literacy Planet tasks assigned to them.

8. 30 mins **FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.**

9. 20 mins **Maths**  
- **Times table Grid.** Rule your page (create a 9 x 9 grid) and use a timer to practice your timetables, record your time at the bottom of your sheet. Copy the table below (There is also an A4 version of the grid at the end of this planner).  
- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).

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10. 20 mins **Maths**  
Spend time practising your timetables, you can write them out and take a photo or record yourself singing or saying them, it is entirely up to you how you (use your times table sheet to help you learn them) practise, remember the more you practise the quicker and easier it will be to remember them and the faster your times will be on the Times Table Grid challenge!

11. 30 mins **Brain Break** - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.

12. 30mins **Review your results from our Snap, Tear or Stretch experiment!**  
If you have already reviewed your results, make sure you upload the results of your experiment.  
- Which material tore first and why?

- Which material was the strongest?
- Which material was the weakest?
- Describe what happened to the paper during the experiment!
- What do you now know about tensile strength?
- What materials do you think would be appropriate for a towing a car?
- What materials would you use to make a necklace and why?
- How did fair testing effect your experiments?

### Science

**\*\* Please save a plastic jar, tin (no sharp edges) and a container, as well as old materials (plastic, fabric and paper) for our Science experiment next week. Make sure you check with an adult before you take any containers or jars\*\***

### Lesson 6 'Plastic Properties'

Learning Intention – This lesson we are exploring the properties of different natural and processed materials, for example fabrics have properties that make them useful for different purposes and having knowledge of the properties of different materials informs how they can be used effectively.

### Fair Testing

Make sure each item is roughly the same size, make sure each container has the same amount of water applied/added otherwise your results may have variables (things that can affect the results of your experiment).

### Activity

- Using what you have learnt over the last few experiments, complete the worksheet located at the bottom of the plan called 'Carrying Dilemma'. You can draw or cut out the pictures when answering the questions.

### Discussion Points/questions for Plastic Information Project

- Complete a short (2 or 3 paragraphs) Information Report on what you know about Plastic and it's properties (what it is made of). There is a basic information sheet to get you started at the bottom of this planner. Here are some discussion points/questions to help you get started!
- Who discovered plastic and when was it discovered?
- What types of plastic are there?
- How is plastic made?
- Which plastics can be recycled?
- What effect does plastic have on the plants and animals in the world?
- How can we protect the environment from plastic waste?

**Background information on the topic, only read if you want to** (if your child has any issues understanding just send through a message on ClassDojo)

Plastic is a name given to a wide range of materials known by their chemical structure, it's generally made from long molecular chains and it has the ability to be moulded into different shapes such as films, fibres and solid objects. Most plastics are synthetic and are often produced from bi-products (an incidental or

secondary product made when manufacturing something else) of crude oil and natural gas which are non-renewable resources (once they're used up we can't find or produce more). Two examples of synthetic (manmade) plastic are cling wrap and Polyethylene terephthalate (PET) used to make drink bottles. There are a few natural sources of plastic such as natural rubber.

Plastic has many useful properties, it is generally a light weight, water proof material and is cheap to produce. Plastic does not conduct heat or electricity very well which makes it a very good insulator (keeps heat in) and lasts for a long time virtually unchanged. Most plastics can be recycled, but the process is time consuming, labour intensive and expensive. As you know from your experiments earlier in the term, plastics generally doesn't break down (in many cases for hundreds of years). The fact that plastic is durable and lightweight makes it great for some products we use but also means if it is discarded improperly/carelessly it cause many problems for the environment and it can find it's way to our oceans, rivers, and lakes and nature reserves.

**- Write your name and the date then upload an image of your work including both the table and your experiment and your discussion points or pictures (if you are drawing pictures please include the questions) to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).**

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2.	5 mins	<p><b><u>Reading</u></b></p> <p>E.E.K.K (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>
5.	20 mins	<p><b><u>History</u></b></p> <p><b><u>Continue working on your history project</u></b></p> <p><b>You can present your project in a Powerpoint, Word document or you can handwrite your project, it is up to you how you set your project out! Don't forget to include drawings/pictures if you can!</b></p> <p><b><u>If you have finished catch up on any other work you need to complete.</u></b></p> <p>Now you have some history from your immediate family, it is time to complete some research on your community. Your task for this week is to research your community or a community where you have lived for an extended period of time (not just for a two week holiday).</p> <p>Try and include (where possible) information such as:</p> <ul style="list-style-type: none"> <li>- The date the town/city was established?</li> <li>- Who established the town (their name and a little bit of history on how they established the town)?</li> <li>- What were the early trading items made or the businesses established in your community? The businesses could be timber, fishing, farming etc.</li> <li>- What did the first building look like and where in the town was it built?</li> <li>- Draw a map (a birds eye view) of what the town/city looked like a 100 years ago, include street names, post offices, banks ovals, parks etc!</li> <li>- Are any of the historic buildings still standing today? Where are those buildings and do the buildings look the same?</li> <li>- What does the native plants and animals in the area you researched look like and what are some of them called?</li> </ul>

		<p>- What did the area you researched look like before colonial settlement occurred?</p> <p><b>If there is any other information you would like to research and include, please do! I look forward to reading your rough drafts of your research!</b></p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
7.	20 mins	<p><b><u>Vocabulary</u></b></p> <p>- 'clarify'</p> <p><b>Definition</b> –to make a statement or situation clearer and easier to understand.</p> <p>- <b>Using the word in a sentence</b>- I will need to clarify my expectations of your behaviour in this sports team.</p> <p>- Students need to write the word</p> <p>- Write the definition in your own words (what the words means)</p> <p>- Write the word in a sentence (you can make up your own sentence or use the sentence above as long as you understand the word meaning)</p> <p>- Draw a picture showing their understanding of the vocabulary word.</p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
8.	30 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>
9.	25 mins	<p><b><u>Maths</u></b></p> <p>Spend time practising your timetables, you can write them out and take a photo or record yourself singing or saying them, it is entirely up to you how you (use your times table sheet to help you learn them) practise, remember the more you practise the quicker and easier it will be to remember them and the faster your times will be on the Times Table Grid challenge!</p>
10.		<p><b><u>Assessment or Catch up time on unfinished work</u></b></p> <p><b>Assessment - Please check Class Dojo for messages from Miss Smith through the week, for your allocated time for assessment.</b></p> <p><b>This will be done through our 3/4/5S WebEx meeting portal. It will be only 1 child at a time, so I will need to have an adult present or I will be unable to complete your child's assessment, just sitting next to your child supervising is great – <u>NOT HELPING</u> to answer please.</b></p> <p><b>Please be on time, as I will not be able to extend testing times due to a busy schedule. Thank you for your understanding and assistance with this.</b></p> <p>If it is not your scheduled date/time for an assessment today, use this time to catch up on any work you have left from earlier in the week, such as Reading, Writing, Maths, ART or PE activities. You can also use this time to do some baking, drawing, journal writing, colouring or family time if you want too.</p>
11	30 mins	<p><b>Brain Break</b> - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.</p>
12		<p><b><u>Assessment or Catch up time on unfinished work</u></b></p> <p><b>Assessment - Please check Class Dojo for messages from Miss Smith through the week, for your allocated time for assessment.</b></p>

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# 100/200 Word Challenge



Learning Goal- I can create a story with a problem, setting and resolution.

Success Criteria: "I will be able to write a piece of text using the given stimulus, only use about 100 words and include descriptive words"

**YOU WILL NEED YOUR WRITING BOOK, 100 WORD CHALLENGE PAGE AND PICTURE STIMULUS.**

In your writing book, rule up a margin, write the date, heading.

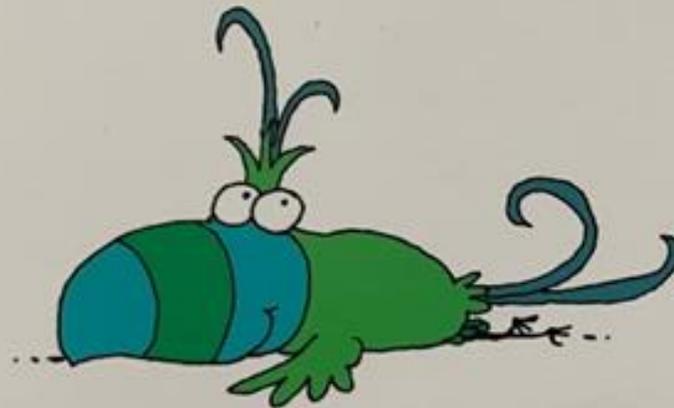
Discuss possibilities for a text with a partner or an adult and brainstorm ideas around your picture.

Use the picture you pasted in your book to write a short piece of text that is about 100 words long. Try to make it as exciting as you can. Use your IMAGINATION.



## DIGIT FIND

- a) Six 3-digit numbers can be made by using 5, 2 and 7. Find all 6 numbers.
- b) Find all the 3-digit numbers that can be made using 7, 2 and 7.



### Extension

Find all the 3-digit numbers that can be made using 3 of the digits 4, 5, 6 and 4.

### Strategy hints!

- ★ Look for the important words in the question.
- ★ Look for a pattern.



## METRE STICKS

- a) A metre-long stick is cut up into 3 smaller sticks.  
2 of the sticks are the same length and the other stick is 10 centimetres longer.  
How long are the 3 sticks?
- b) A metre-long stick is cut up into 4 smaller sticks.  
2 of the sticks are the same length.  
1 of the other sticks is 10 centimetres longer and the other is 10 centimetres shorter.  
How long are the 4 sticks?

### Extension

Another metre-long stick is cut up into 20 smaller pieces, each of the same length.

- a) How many cuts would be needed to do this?  
b) How long will each smaller piece be?

### Strategy hints!

-  Look for the important words in the question.
-  Use a drawing.
-  Think logically.

## Carrying dilemma

Name: \_\_\_\_\_ Date: \_\_\_\_\_

You and four friends have a dilemma: you need to carry five items in five different bags.  
Which object would be best placed in which bag?

Identify what each bag is made of, glue the picture of your chosen object beside it, and explain your choice.

Bag made of	Object	Why did you make that choice?



A plastic binder



Some muddy shells



A watermelon



A wet towel



Some frozen ice poles

**Hot Wheels**

**POWER PISTONS**

**J Case Treasure Hunt!!**



OUT NOW

# UNO

The best-selling card game comes to life!



### GAME BOY™ & GAME BOY™ COLOR

The best-selling card game comes alive with different card sets, new background themes and special cards found only on Game Boy™ and Game Boy™ Color! Play against friends with dual-player mode or against twelve different computer opponents.

- Fun background themes, including Wild West, Space, and '60s Groovy!
- Boomerang, All Draw 2, Swap Hands and other special cards add to the fun!
- 3 different modes of play: single player challenge game, and Dual player (Game Link™ compatible between two Game Boy™ Color units).

### PC CD-ROM WINDOWS™ 95/98

Your favourite card game comes to life with zany 3D UNO characters and multi-player fun!

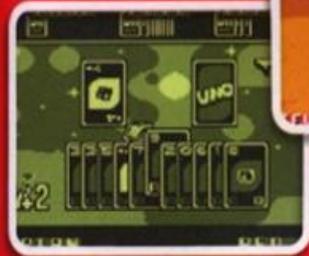
- Wild UNO characters dance and cavort when played!
- Exclusive cards: Spy, Shark and Mutant add new twists and strategies to the game!
- Funky music and colourful backgrounds like Circus, Space and Broadway add to the excitement!
- Various skill levels and modes of play provide hours of challenging fun!
- Play a quick single-player game or challenge your friends and family via the Internet or LAN!



Special cards and fun backgrounds add new challenges to this classic game. You'll never play UNO the same way again!



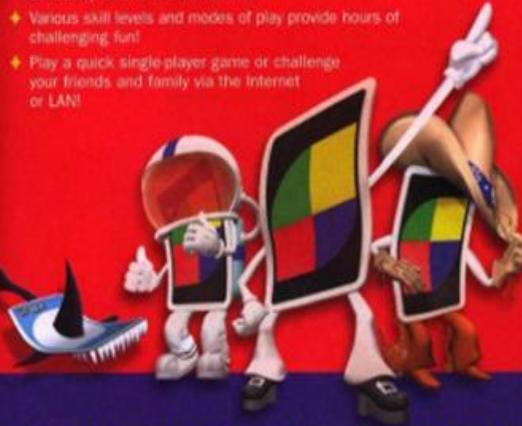
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## Puzzling over plastics



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Plastics are a processed material used to make things such as bank notes, milk containers, toys and clothing.



### Where do plastics come from?

Most plastics today are manufactured from oil which is a valuable, limited resource. Some plastics can be recycled.

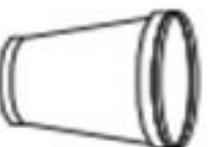
### Properties and uses of plastic

All plastics are easy to shape. Objects made from plastics are generally lighter than similar objects made of other materials.



Some plastics do not let electricity or heat pass through them, and can be used to keep us safe. Unlike glass, most plastics do not shatter when dropped and so will not break or cut people.

Plastics are waterproof. They will not rot like wood or rust like steel. This means that objects made from plastic last for a long time.



### The future

Scientists are researching ways to develop biodegradable plastics that are made from renewable resources such as plants. For example, one Australian company has invented a new type of plastic made from corn starch.

