

# Cambridge Gardens Public School

## Unit 2 - Year 1



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

Class: \_\_\_\_\_

Google Classroom Username: \_\_\_\_\_@education.nsw.edu.au

Class Code: **jvr7qqz**

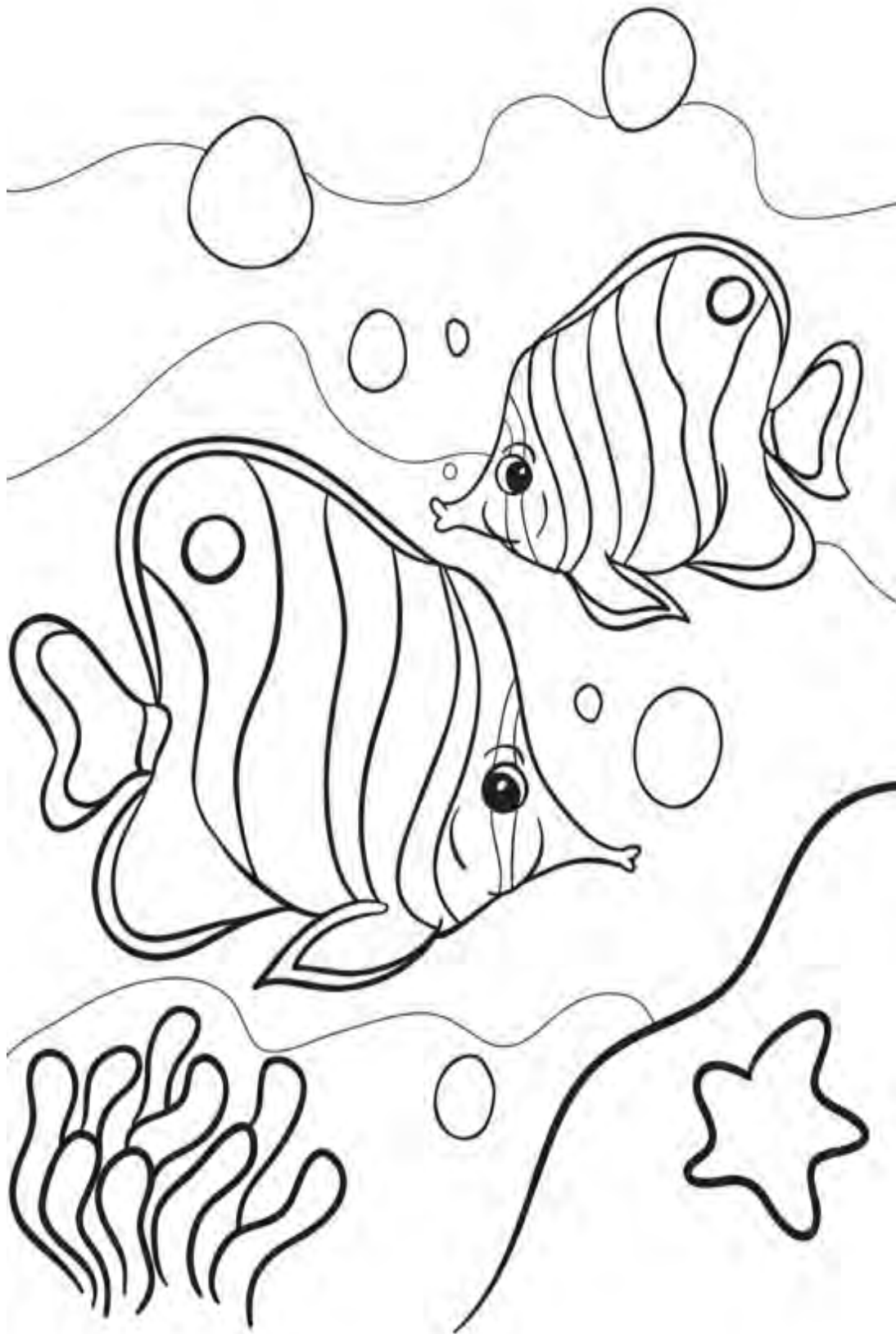
# Framework For Remote Learning - Unit 2

	Day One	Day Two	Day Three	Day Four	Day Five	Day Six
Eng lish	<p><u>Spelling</u> Write out your &lt;ea&gt; spelling words and underline the sound of the week. Write three interesting sentences using some of your spelling words. <b>(15 minutes)</b></p> <p><i>Optional: You may like to revise your tricky words during this time.</i></p> <p><i>Optional: Complete the extra spelling words written in blue for a challenge.</i></p> <p><u>Sentence A Day</u> Complete the S.A.D activity. <b>(5 minutes)</b></p> <p><u>Reading</u> Predicting - Look at the front cover of the book 'The Jungle in My Yard'. Use the probing questions to predict what the text might be about. <b>(10 minutes)</b></p>	<p><u>Jolly Spelling</u> Complete the &lt;ea&gt; Jolly Spelling worksheet. <b>(15 minutes)</b></p> <p><u>Handwriting</u> Complete the 'n' handwriting worksheets <b>(10 minutes)</b></p> <p><u>Reading</u> Predicting - Read the story 'Jungle in My Yard'. Pause the story at the times listed and answer the given questions. <b>(15 minutes)</b></p> <p><u>Writing</u> Choose activity A, B or C and write a recount about your holiday. <b>(20 minutes)</b></p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs library and retell the story to a family member.</p>	<p><u>Jolly Grammar</u> Complete the 'Nouns' worksheet. <b>(15 minutes)</b></p> <p><u>Sentence A Day</u> Complete the S.A.D activity. <b>(5 minutes)</b></p> <p><u>Reading</u> Fluency - Read the story 'Jungle in My Yard'. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency. <b>(15 minutes)</b></p> <p><u>Writing</u> View the information recording on echidnas using the YouTube link. Choose activity A, B or C and fill in the template with some facts about echidnas. <b>(20 minutes)</b></p> <p><u>Reading Eggs</u> Read a book from the</p>	<p><u>Spelling</u> Complete your Rainbow Words spelling activity. <b>(15 minutes)</b></p> <p><u>Reading</u> Fluency - Read the story 'Jungle in My Yard'. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency. <b>(15 minutes)</b></p> <p><u>Writing</u> Use your planning from yesterday to write an information report on echidnas. <b>(20 minutes)</b></p> <p><u>Handwriting</u> Complete the 'm' handwriting worksheets <b>(10 minutes)</b></p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs library and retell the</p>	<p><u>Spelling</u> Construct a Find-a-Word using at least 6 of your spelling words. <b>(15 minutes)</b></p> <p><u>Reading</u> Fluency - Read the story 'Jungle in My Yard'. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency. <b>(15 minutes)</b></p> <p><u>Writing-Editing</u> Proofread and edit your information report on echidnas from yesterday's writing task. <b>(15 minutes)</b></p> <p><u>Writing-Publishing</u> Construct your final copy (published version) of your information on echidnas. <b>(20 minutes)</b></p>	<p><u>Spelling</u> Complete a spelling test on your spelling words for the week. <b>(10 minutes)</b></p> <p><u>Sentence A Day</u> Write your own S.A.D. today. <b>(5 minutes)</b></p> <p><u>Reading</u> Fluency - Use the link provided to read the story. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency). <b>(15 minutes)</b></p> <p><u>Writing</u> Free writing - Choose activity A, B or C and write about a topic of your choice. You may draw a picture to help you. <b>(25 minutes)</b></p> <p><u>Reading Eggs</u></p>

	<u>Writing</u> Watch the video 'Meet Yella the Echidna' and identify some VIP's for each subheading. <i>(15 minutes)</i>		Reading Eggs Library and complete one activity.	story to a family member.		Complete two Reading Eggs activities.
<b>Break</b>	Complete 15 minutes of physical activity					
<b>Ma ths</b>	<u>Number of the day</u> Today's number is 30 complete worksheet <i>(10 minutes)</i>	<u>Number of the day</u> Today's number is 44 complete worksheet <i>(10 minutes)</i>	<u>Number of the day</u> Today's number is 63 complete worksheet <i>(10 minutes)</i>	<u>Number of the day</u> Today's number is 75 complete worksheet <i>(10 minutes)</i>	<u>Number of the day</u> Today's number is 88 complete worksheet <i>(10 minutes)</i>	<u>Number of the day</u> Today's number is 99 complete worksheet <i>(10 minutes)</i>
	<u>Problem A Day</u> Complete the problem a day question <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question provided <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question provided <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question provided <i>(5 minutes)</i>
	<u>TEN time</u> Complete the TEN activity suggested by your teacher. <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>
	<u>Mathematics</u> Complete Bump and Jump worksheet. Play by yourself with 2 coloured pencils if you can't find someone to play with you. <i>(20 minutes)</i>	<u>Mathematics</u> Complete Bump and Jump game <i>(20 minutes)</i>	<u>Mathematics</u> Complete Bump and Jump game <i>(20 minutes)</i>	<u>Mathematics</u> Complete Bump and Jump game <i>(20 minutes)</i>	<u>Mathematics</u> Complete Bump and Jump game <i>(20 minutes)</i>	<u>Mathematics</u> Complete Bump and Jump game <i>(20 minutes)</i>
<b>Break</b>	Complete 15 minutes of physical activity					

Other KL As	<p><u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)</p> <p><u>Wellbeing</u> Follow along to this Cosmic Kids Yoga - Colonel Crockles the Crocodile.</p> <p>Enjoy the mindfulness colouring page. (35 minutes)</p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)</p> <p><u>Science</u> Cut out the pictures and sort them into man-made or natural materials. (35 minutes)</p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)</p> <p><u>PDHPE</u> Cut out the pictures of the foods that are healthy and paste them on to the lunchbox. See if you can write which food group each food in the lunch box belongs to! (35 minutes)</p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)</p> <p><u>Drama</u> Refer to the 5 Senses examples listed and act them out. Then choose 1 example to describe and draw. (35 minutes)</p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)</p> <p><u>Dance</u> Complete a dance warm up</p> <p>Dance using single and multiple body parts</p> <p>Dance the Hokey pokey</p> <p>Creating body shapes</p> <p>Dance feedback (35 minutes)</p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)</p> <p><u>Wellbeing</u> Follow along to this Cosmic Kids Yoga - Zen Den. Write your feelings words into the pond..</p> <p>Enjoy the mindfulness colouring page. (35 minutes)</p>
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DAY 1



# Day 1 - English

## Spelling Focus - Pronounce <ea> as in 'ee'

The main ways of writing the /ee/ sound are <ee> and <ea>. This week we will be focusing on <ea>. There are three extension words at the bottom of the list to challenge yourself with!

List	Copy	Sentences
met		
web		
spin		
tea		
heat		
leaf		
each		
who		
which		
seashell		
release		
seagull		
disease		

### Success Criteria:

I can use the <ea> words to spell my words correctly.



I can write three sentences that make sense using my <ea> words.



Teacher Recognition



**Action:** Put your hands on your head, like a donkey pointing its ears up, and say ee. (This comes from the ee or action.)

## Sentence A Day

Using the sentence below underline the **nouns** in black, **verbs** in red, **adjectives** in dark blue, **articles** in light blue and **pronouns** in pink.

She is patting the playful, ginger cat and stroking her long, fluffy tail.

**Nouns** are things that I can see, touch and take a photo of.

Examples: chair, mug, bathroom.



**Verbs** are doing or action words.  
Examples: jumped, washed, slept.



**Adjectives** are describing words that give more detail about the noun.  
Examples: shiny, brown, funny.



**Articles** are words that introduce the noun.  
There are only three articles: 'a', 'an' and 'the'.

**Pronouns** are words that replace nouns.  
Examples: she, them, we.



### Success Criteria:

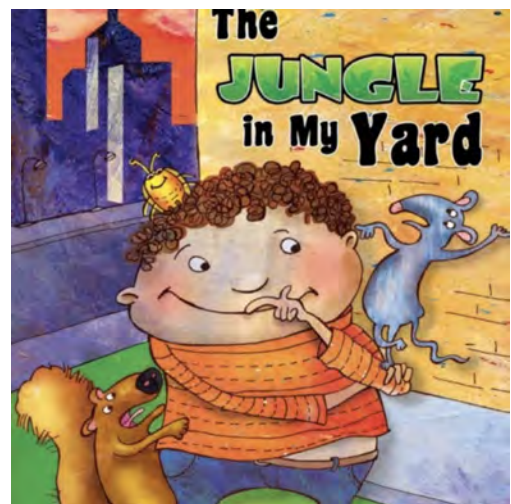
I can identify two nouns, two verbs, four adjectives, one article and two pronouns in this sentence. 😊 😊

Teacher Recognition

### Reading: Making Predictions

Look at the cover of the book 'The Jungle in My Yard' by Joanna Cleland.

- Who might the characters be?
- Where are they?
- What might happen in this text?
- Is this text factual or fiction?



- Why do you believe this story was written?

Use these probing questions as verbal discussion points with a family member.  
Use your ideas to answer the following question.

**Predict what this text might be about. Why do you think this?**

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**Success Criteria:**

I can predict the series of events in an imaginative text.



**Teacher Recognition**

## Writing: Informative Texts

View the information recording on echidnas <https://www.youtube.com/watch?v=rIGYI-34buI>  
and write at least two Very Important Points (VIP's) for each subheading

### Australian Animals- Echidna

**What is an echidna? (Classification)**

- 
-



What do echidnas look like? (Appearance)

- 
- 

What do echidnas eat? (Diet)

- 
- 

Where do echidnas live? (Habitat)

- 

Other interesting things about echidnas. (Interesting information)

- 
- 

I have written 2-3 very important points about echidnas.



I have written 4-5 very important points about echidnas.



I have written 5-6 very important points about echidnas.



**Break:** Do 15 minutes of physical activity.  
You may like to play a game outside with someone in your family!

# Day 1 Mathematics

## Number of the Day - 30

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_  
\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number before  
\_\_\_\_\_

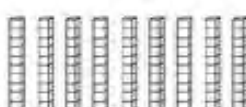

The number after  
\_\_\_\_\_

5 less -  
\_\_\_\_\_

10 more +  
\_\_\_\_\_

Partition (expand) using place value

\_\_\_\_\_ + \_\_\_\_\_  
tens                      ones

Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I can recognise and model the number '30' in multiple ways



### Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Aroha is counting by 10's.

She has already counted 28, 38, 48, 58

What number comes next?

☐

18

☐

33

☐

68

☐

88

Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition

# TEN Activity- Subtraction

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<ol style="list-style-type: none"> <li>Find 10 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-10 on a piece of paper then cut out.</li> <li>Put these numbers face down in a pile</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>10-7=3</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Find 30 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-30 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>17-10=7</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Write the numbers 1-40 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile.</li> <li>Select three pieces of paper. Subtract the two smaller numbers from <b>the bigger number</b> in any order that is easy for your brain. E.G. 6+1 is 7 so I know that 36-7 will be 1 less than 30 which is 29.</li> </ol> <p>29-10 is 1 bunch of ten less in the tens column 19</p> <p style="text-align: center;"><b>36-7-10=19</b></p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>

## Success Criteria

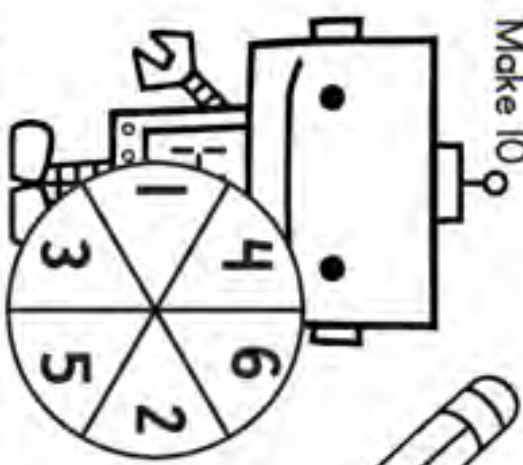
I used a flexible strategy to find my answer.



## Teacher Recognition

# Dump & Jump

Make 10



Player 1      yellow

Player 2      red

A game for 2 players  
You need 1 die and 9 cards for each player.

To Play: Player 1 takes turns to spin and write out how much needs to be added to the number to make 10 - e.g. if a player spins 3, they would decide 7. They place the number by shading the other square around the number. If another player has already chosen the number, they can bump their piece off by shading the other square. If the number has been chosen by the player's own color, they can color again (bump again) to see that square. Keep playing until all numbers are shaded. The winner of the game is the player with the most correct squares shaded.

5	4	6	8
9	6	9	9
8	5	7	5
6	7	8	4

### Success Criteria

I know my number facts to 10 or used counting on or back to find the answer



### Teacher Recognition

**Break - Do 15 minutes of physical activity.**

## Day 1 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment. (10 minutes)

## WELLBEING - Yoga & Mindfulness

### Yoga

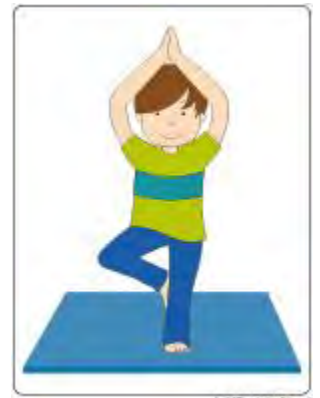
Yoga is a way to settle and control our bodies and minds while having fun. Follow along with Cosmic Kids Yoga on this wonderful yoga adventure, Colonel Crockles the Crocodile. Click on the link below

<https://www.youtube.com/watch?v=obzFP6eEGAg>

Here are the directions to complete some yoga poses:

#### Tree Pose –

1. Find a point to focus on with your eyes. Place your right foot on the inner part of your left leg. Steady your balance.
2. Bring hands together (prayer hands) at chest and slowly lift overhead. Hold the position.
3. Repeat switching legs.



#### Warrior 1 Pose –

Stand with the feet together and arms at side.

Step back with the right foot back about 3 feet and bend the front, left knee. The left knee should be directly over the left ankle. The right foot should be flat, heel down and turned out. The feet should be about hip distance apart.

3. Lift both hands overhead. Reaching up with the fingertips toward the sky. Keep the shoulders relaxed and down.
4. Take several deep breaths while reaching up, stretching and lengthening the back.
5. Step the right foot back up to the left foot returning to feet together, arms at side.
6. Repeat on the other side beginning by stepping back with the left foot.





### Warrior 2 Pose –

1. Start in a downward dog or mountain pose. Bring the right leg forward, bend the right knee and extend the left leg back. Place the right foot flat on the floor so that the legs are in a lunge position.
2. Move into standing, reach the right arm forward and the left arm back at shoulder height. Keep the front leg directly over the ankle.
3. The shoulders and hips should be facing the left with the back elongated. The shoulders should be directly over the hips. The head should be turned forward and maintain a focus point with the eyes.
4. Introduce self confidence at this point in the pose. Repeat positive affirmations such as “I am strong”, “I am confident” or “I can remain focused”. Take several deep breaths.
5. Reverse the feet and repeat the pose.



### Lotus Pose –

1. Sit on the floor with the legs stretched out in front of you and keep the back straight.
2. Bend the right knee and place it on the left thigh. The bottom of the foot should point upward and the heel should be close to the belly.
3. Bend the left knee and place it on the right thigh. Remember to keep the bottom of the foot up and the heel next to the belly.
4. Keep the back straight and put the hands, palms up, relaxing on the knees or bring the hands together and chest level.
5. Hold the lotus pose and take deep, gentle long breaths in and out.



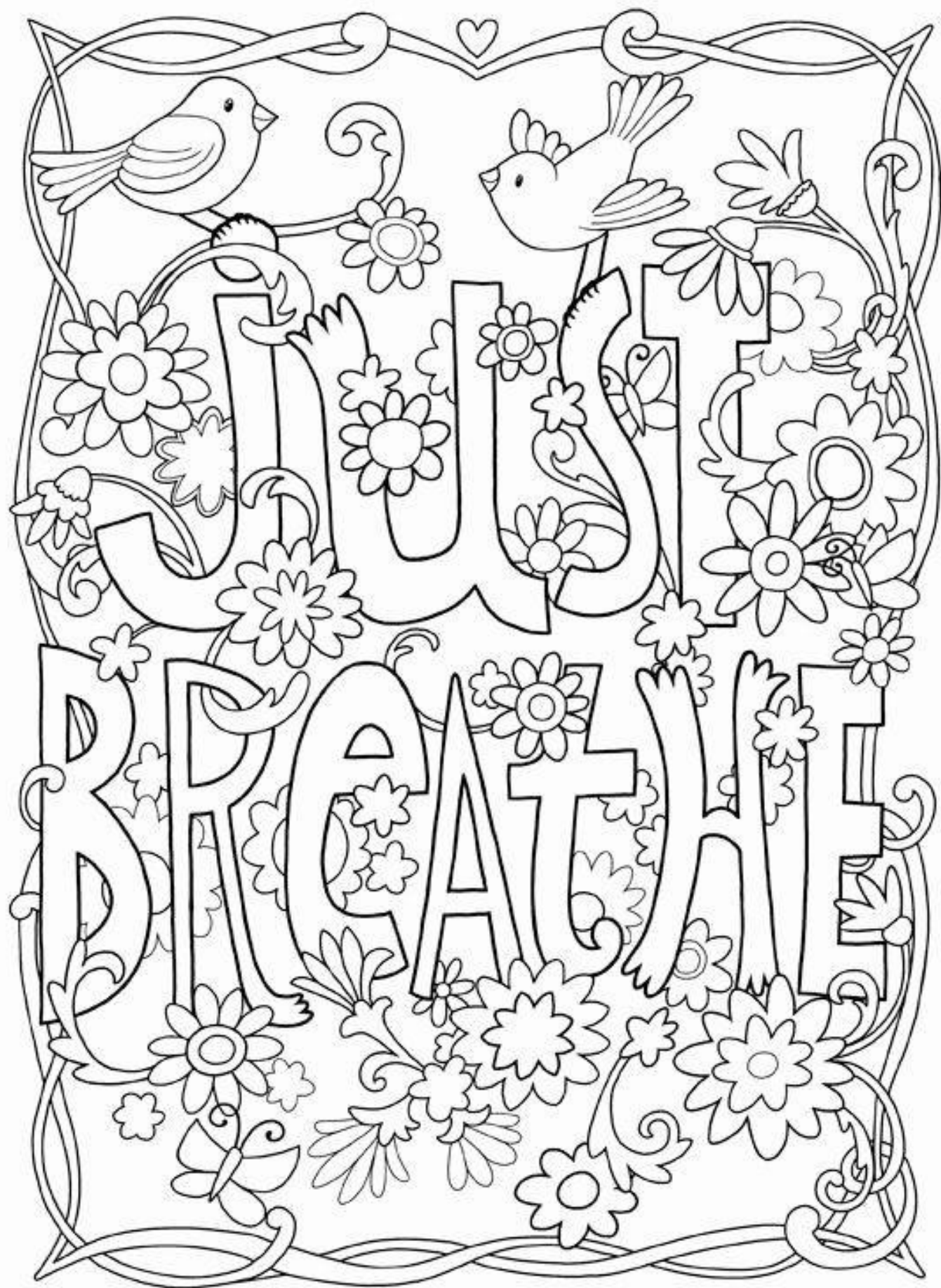
### Mindfulness

Make sure you are in a quiet space with your coloured pencils. Somewhere you can focus on your mindfulness breathing while colouring. Enjoy this beautiful mindfulness colouring mandala. This activity will allow your body to relax and cool down after your yoga lesson above.

### Success Criteria

I have participated in the Cosmic Kids Yoga Online Lesson. 😊 😊  
I have completed my Mindfulness Colouring Mandala. 😊 😊

### Teacher recognition





DAY 2



## Day 2 - English

Write an <ea> word and draw a picture in each teapot.



**Action:** Put your hands on your head, like a donkey pointing its ears up, and say ee. (This comes from the ee or action.)

### Success Criteria:

I can use my knowledge of the <ea> sound to write six <ea> words.



### Teacher Recognition

**Handwriting:** Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'n'.

n  
N



My name is:

n n n n n n

n . . . . .

N N N N N N

nest nest nest



**Success Criteria:**

I have formed my upper and lower case 'n' letters correctly.

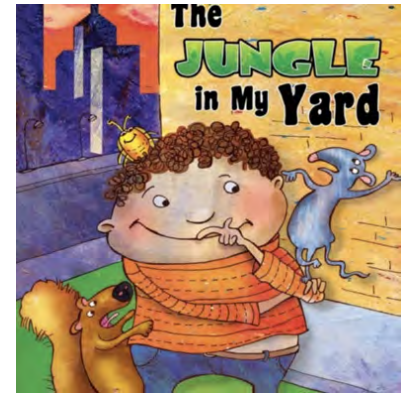


**Teacher Recognition:**

## Reading: Making Predictions

Head onto Reading Eggs, navigate to 'Library' and search for 'The Jungle in My Yard'.

Click on the book titled 'A Jungle in My Yard' and **pause at the beginning of the pages listed below**. Use your predicting skills to answer the questions before continuing to listen to the story.



**Pause at page 7.** What do you think the boy will do in his backyard?

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**Pause at page 13.** What animal do you think he will see next? Why do you think that?

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**Pause at page 19.** What do you think the boy will do when he goes inside the house?

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### Success Criteria:




I can predict some series of events in an imaginative text.



Teacher Recognition

## Writing: Recount

Select one of the activities below and write a recount about your school holidays.

<b>Activity A</b> Write 3-4 sentences about your school holidays.	
<b>Success Criteria:</b> I have used a capital letter at the start of every sentence. I have used a full stop at the end of every sentence.	 <b>Teacher Recognition</b>
<b>Activity B</b> Write 5-6 sentences about your school holidays. Connect your ideas using words such as 'Firstly', 'After that', 'Next' and 'Finally'.	
<b>Success Criteria:</b> I have used capital letters and full stops correctly. I have used connecting words to sequence my ideas.	 <b>Teacher Recognition</b>
<b>Activity C</b> Write 3 to 4 paragraphs about your school holidays. Write in paragraphs with at least 2-3 sentences in each. Connect your paragraphs using words such as 'Firstly', 'After that', 'Next' and 'Finally'.	
<b>Success Criteria:</b> I have used capital letters and full stops correctly. I have grouped my ideas in paragraphs.	 <b>Teacher Recognition</b>

## Writing: Recount

Use the page below to write your interesting recount. Make sure you check for five-star writing!

- ★ Capital letters
- ★ Full stops
- ★ Finger spaces
- ★ Writing makes sense
- ★ Neat handwriting

\_\_\_/7/2021


**Reading Eggs:** Read a book from the Reading Eggs Library and retell the story to a family member.



Name of the book I read from the Reading Eggs Library:

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**Break:** Do 15 minutes of physical activity.



You may like to play a game outside OR try doing 20 star jumps, 15 push ups and holding a plank for one minute!

# Day 2 Mathematics

## Number of the Day - 44

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_

\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number before

\_\_\_\_\_

The number after

\_\_\_\_\_

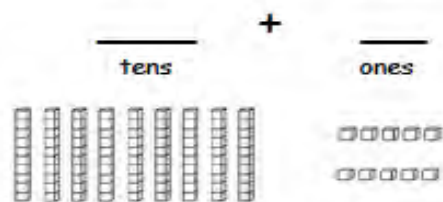
5 less -

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

**Success Criteria**

I used a flexible strategy to find my answer. ☺☹

**Teacher recognition**



# Problem of the Day

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Spencer is counting backwards by 10's.  
He has already counted 98, 88, 78, 68, 58  
What is the next number?



18



38



48



88

Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition



# TEN Activity- Subtraction

Select one of the 3 activities below and complete.

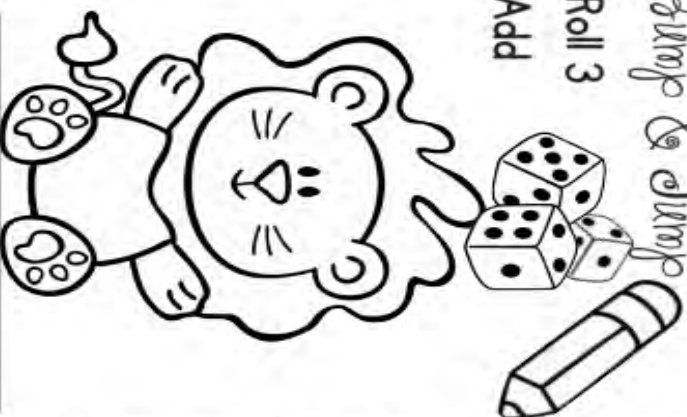
Activity A	Activity B	Activity C
<ol style="list-style-type: none"> <li>Find 10 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-10 on a piece of paper then cut out.</li> <li>Put these numbers face down in a pile</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>10-7=3</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Find 30 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-30 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile (20 pieces of paper altogether)</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>17-10=7</b></p> <p>You can use your object to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Write the numbers 1-40 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile.</li> <li>Select three pieces of paper. Subtract the two smaller numbers from <b>the bigger number</b> in any order that is easy for your brain. E.G. 6+1 is 7 so I know that 36-7 will be 1 less than 30 which is 29. 29-10 is 1 bunch of ten less in the tens column 19</li> </ol> <p style="text-align: center;"><b>36-7-10=19</b></p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<p><b>Success Criteria</b> I used a flexible strategy to find my answer.</p>		<p><b>Teacher Recognition</b></p>



# Mathematics- Addition

**Bump & Jump**

Roll 3  
Add



A game for 2 players.

You need 3 dice and a pencil for each player.

To Play: Players take turns to roll and add. They claim this number by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If the number has been claimed by the player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

Player 1	pink
Player 2	yellow

8	13	4	10
3	17	9	16
14	18	12	5
7	15	6	11

## Success Criteria

I can add three dice.



## Teacher Recognition

## Mathletics - Complete two tasks.

Task 1 - \_\_\_\_\_ Task 2 - \_\_\_\_\_

Break - Do 15 minutes of physical activity.

## Day 2 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### Science - Man-made or natural?

During this activity you will explore the differences between man-made and natural materials. Man-made materials are formed by human technology, tools and resources. Natural materials are formed by nature and have not been changed in any way.







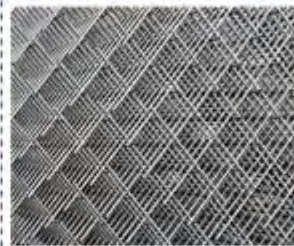





Cut out the man-made and natural materials on the next page. Sort and paste them into the T-chart under the correct heading.

Natural Materials	Man-made materials

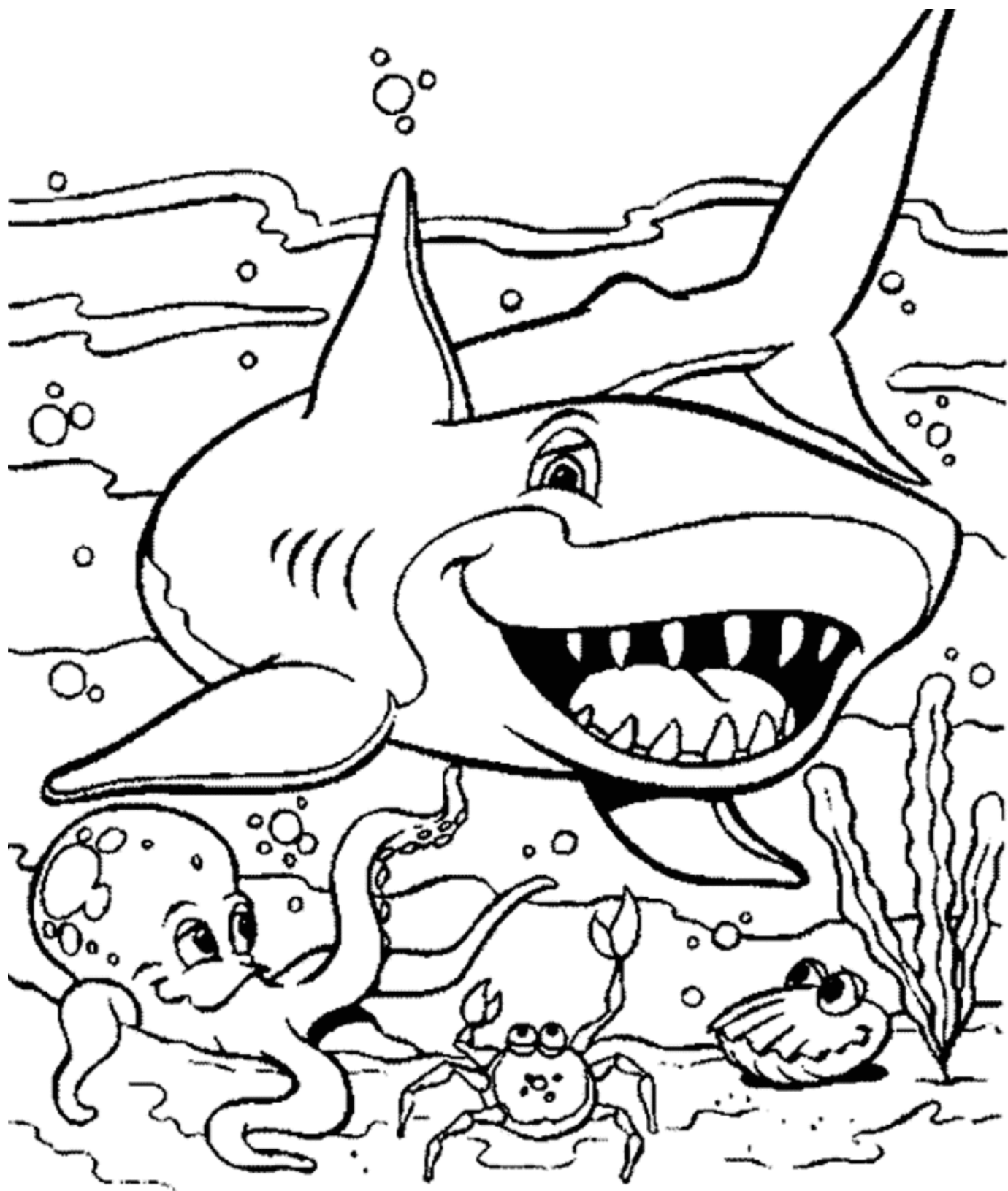
**Success Criteria** I was able to identify which materials are natural and which are created or changed by people. 😊😊

**Teacher recognition**

Natural and man-made materials. Cut, sort and paste them into the table above.

 <p>glass</p>	 <p>tree bark</p>	 <p>stone</p>	 <p>plastic</p>
 <p>paper</p>	 <p>cotton</p>	 <p>steel</p>	 <p>polyester</p>
 <p>sand</p>	 <p>wood</p>	 <p>concrete</p>	 <p>wool</p>

DAY 3





## Day 3 - English

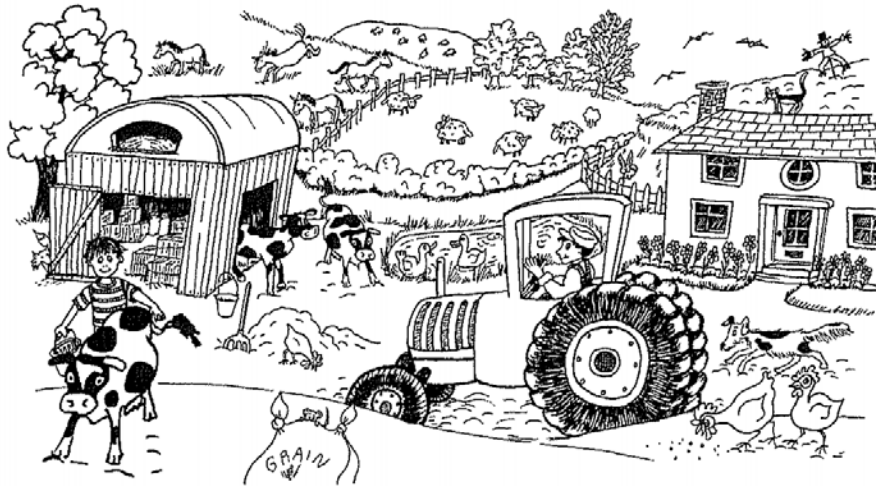
### Nouns Black

Write 6 nouns for what you can see in the picture.

a \_\_\_\_\_ the \_\_\_\_\_

a \_\_\_\_\_ the \_\_\_\_\_

a \_\_\_\_\_ the \_\_\_\_\_



Underline the nouns in these sentences in black.  
There can be more than one noun in a sentence.

1. The cat is black and white.
2. Jim drives a red tractor.
3. The sheep are on the hills.
4. On Andrew's farm, there are cows, horses, sheep and chickens.

#### Success Criteria:

I can identify a noun in each sentence.



Teacher  
Recognition:

## Sentence A Day

The sentence below is extremely boring! Rewrite the sentence adding one more noun and two adjectives. Underline the **nouns in black**, **verbs in red**, **adjectives in dark blue**, **articles in light blue** and **pronouns in pink**. You may even need to correct the punctuation!

he is reading the book

---

---

**Nouns** are things that I can see, touch and take a photo of.

Examples: chair, mug, bathroom.



**Verbs** are doing or action words.

Examples: jumped, washed, slept.



**Adjectives** are describing words that give more detail about the noun. Examples: shiny, brown, funny.



**Articles** are words that introduce the noun.

There are only three articles: 'a', 'an' and 'the'.

**Pronouns** are words that replace nouns.

Examples: she, them, we.



### Success Criteria:

I have written the sentence with the correct punctuation.  
I have included one more noun and two adjectives in my sentence.

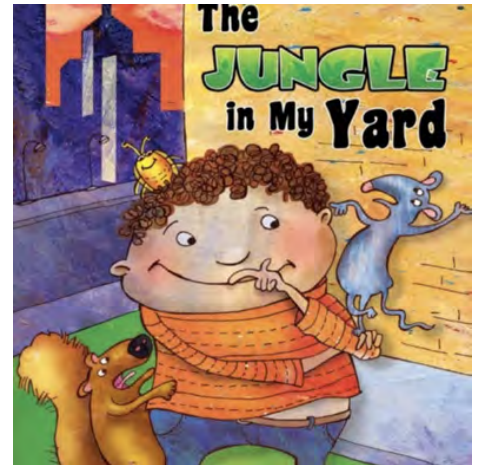


Teacher Recognition

## Reading: Fluency

Head onto Reading Eggs, navigate to 'Library' and search for 'The Jungle in My Yard'.

Click on the book titled 'A Jungle in My Yard'. Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.



Listen back to your recording. Were you reading fluently or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous time?

	Time
First Read	
Second Read	

<b>Success Criteria:</b> I can read with fluency.	 	<b>Teacher Recognition</b>
--	---	----------------------------

## Writing: Informative Texts- Australian Animals

View this information recording on Echidnas

<https://www.abc.net.au/local/videos/2009/12/30/2780207.htm> **Select one of the activities below** and fill in the 'Informative Prewriting Template' to complete your report on the echidna.



### Activity A

Using the report template, fill in as much information as you can using sentences and drawings.

#### Success Criteria:

I have written three or more key words or sentences about the echidna.



Teacher Recognition

### Activity B

Using the 'My Informative Prewriting Template' write 1 or 2 sentences for each of the following

• what they eat • where they live • what they look like • interesting information

#### Success Criteria:

I have written one or two sentences about each of the four topics.



Teacher Recognition

### Activity C

Using the 'My Informative Prewriting Template' write several sentences about the echidna for each of the following:

• Food: what they eat • Habitat • Description- what it looks like • Interesting information

#### Success Criteria:

I have written three or more sentences about each of the four topics.



Teacher Recognition

### Reading Eggs

Read a book from the Reading Eggs Library and complete one activity.

Name of book I read from the Reading Eggs Library:

\_\_\_\_\_

Name of activity I completed:

\_\_\_\_\_



**Break:** Do 15 minutes of physical activity.

You may like to play a game outside or try 20 sit ups, 30 high knees and planking for one minute!

# My Informative Prewriting Template

<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Topic

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# Day 3 Mathematics

## Number of the Day - 63

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_

\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number before

\_\_\_\_\_

The number after

\_\_\_\_\_

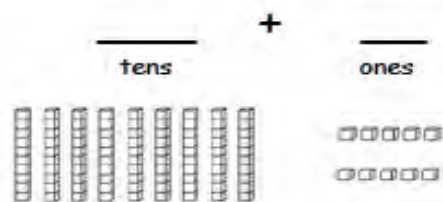
5 less -

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I used a flexible strategy to find my answer.



### Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



*Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.*

*Locate the question and look at the key words. Work out together what the question is asking you to do.*



*Plan how you are going to work out the answer. You may want to draw a tape diagram.*

*Write down all of your working out. Use another strategy to check your answer.*



*Now, write down your answer to the question separately. Have you answered what the question was asking?*

George is counting backwards by 10's.

He has already counted 71, 61, 51, 41

What is the next number?

☐

31

☐

91

☐

61

☐

11

Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition

# TEN Activity- Subtraction

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<ol style="list-style-type: none"> <li>Find 10 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-10 on a piece of paper then cut out.</li> <li>Put these numbers face down in a pile</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>10-7=3</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Find 30 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-30 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile.</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>17-10=7</b></p> <p>You can use your object to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Write the numbers 1-40 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile.</li> <li>Select three pieces of paper. Subtract the two smaller numbers from <b>the bigger number</b> in any order that is easy for your brain. E.G. 6+1 is 7 so I know that 36-7 will be 1 less than 30 which is 29. 29-10 is 1 bunch of ten less in the tens column 19</li> </ol> <p style="text-align: center;"><b>36-7-10=19</b></p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>

## Success Criteria

I used a flexible strategy to find my answer.



## Teacher Recognition

# Mathematics- Addition

## Bump & Jump

Make !!

Player 1	pink
Player 2	red

A game for 2 players.

You need: 1 paperclip and a pencil for each player.

To Play: Player 1 takes turns to spin and work out how much needs to be added to this number to make 11 - eg. if a player spins 3, they would add 8. They claim this number by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If this number has been claimed by the player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner is the player with the most inner squares shaded.

5	10	6	8
9	6	9	9
8	5	7	5
6	7	8	10

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🔍 +

© Education, Jump & Bump the Droid

### Success Criteria

I used counting on or counting up to 11 to find the answer



### Teacher Recognition

### Mathletics - Complete two tasks.

Task 1 - \_\_\_\_\_ Task 2 - \_\_\_\_\_

**Break - Do 15 minutes of physical activity.**



## Day 3 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

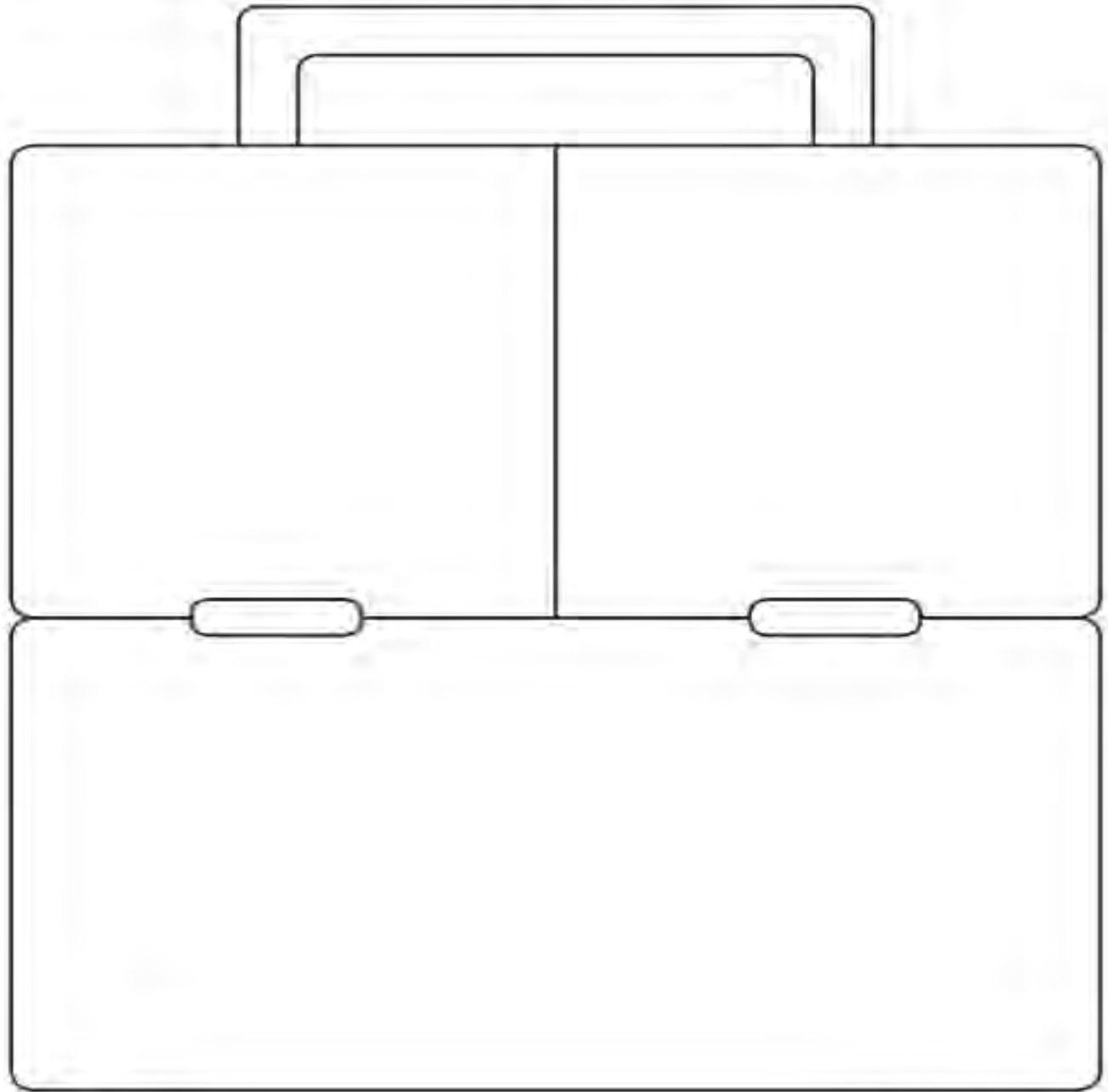
## PDHPE

Using your knowledge of healthy eating, cut out the pictures of the healthy foods below and paste them on to the lunch box on the next page. Once you have finished, write which food group each food in the lunchbox belongs to above each picture.



# Healthy Eating Lunch

Cut out the healthy food to put into your lunchbox.



twinkl

twinkl

twinkl

## Success Criteria

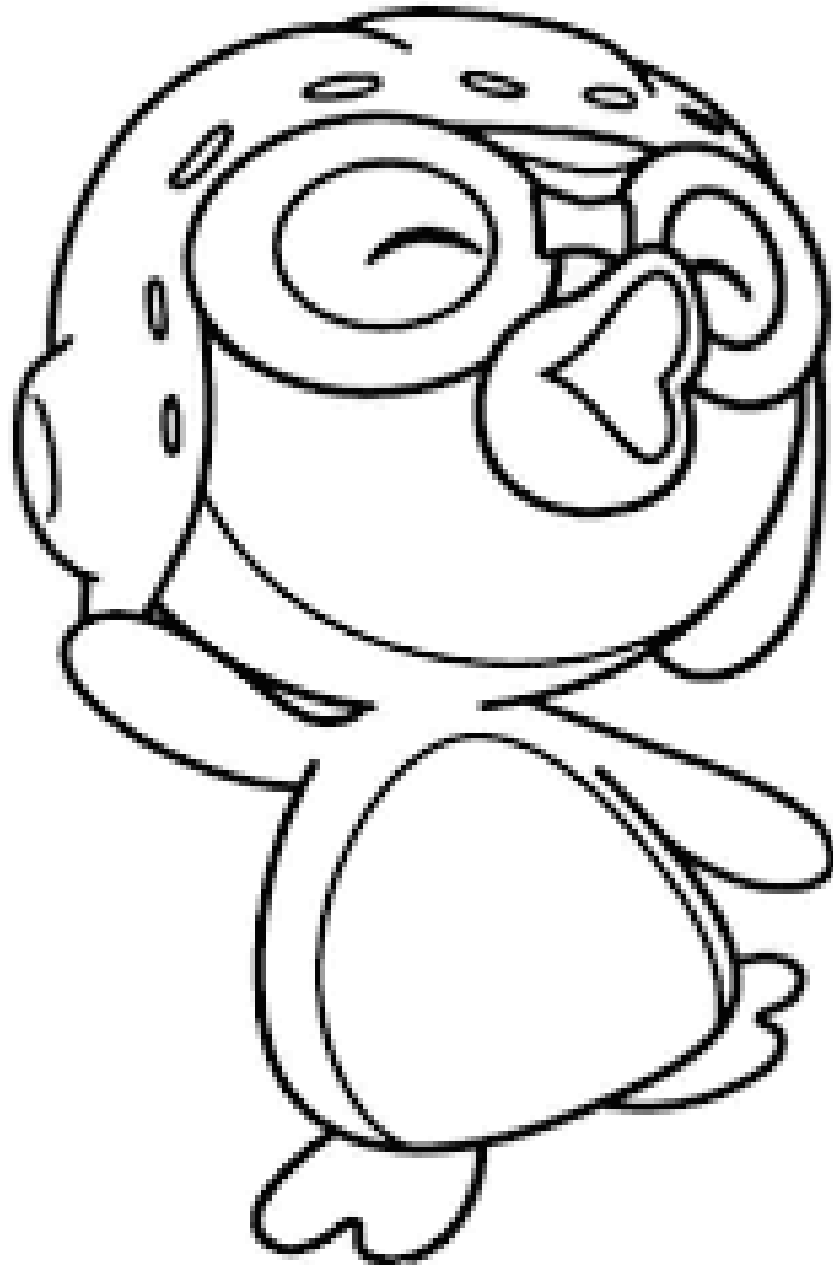
I have identified the healthy foods and labelled which food group they belong to.



## Teacher recognition



# DAY 4

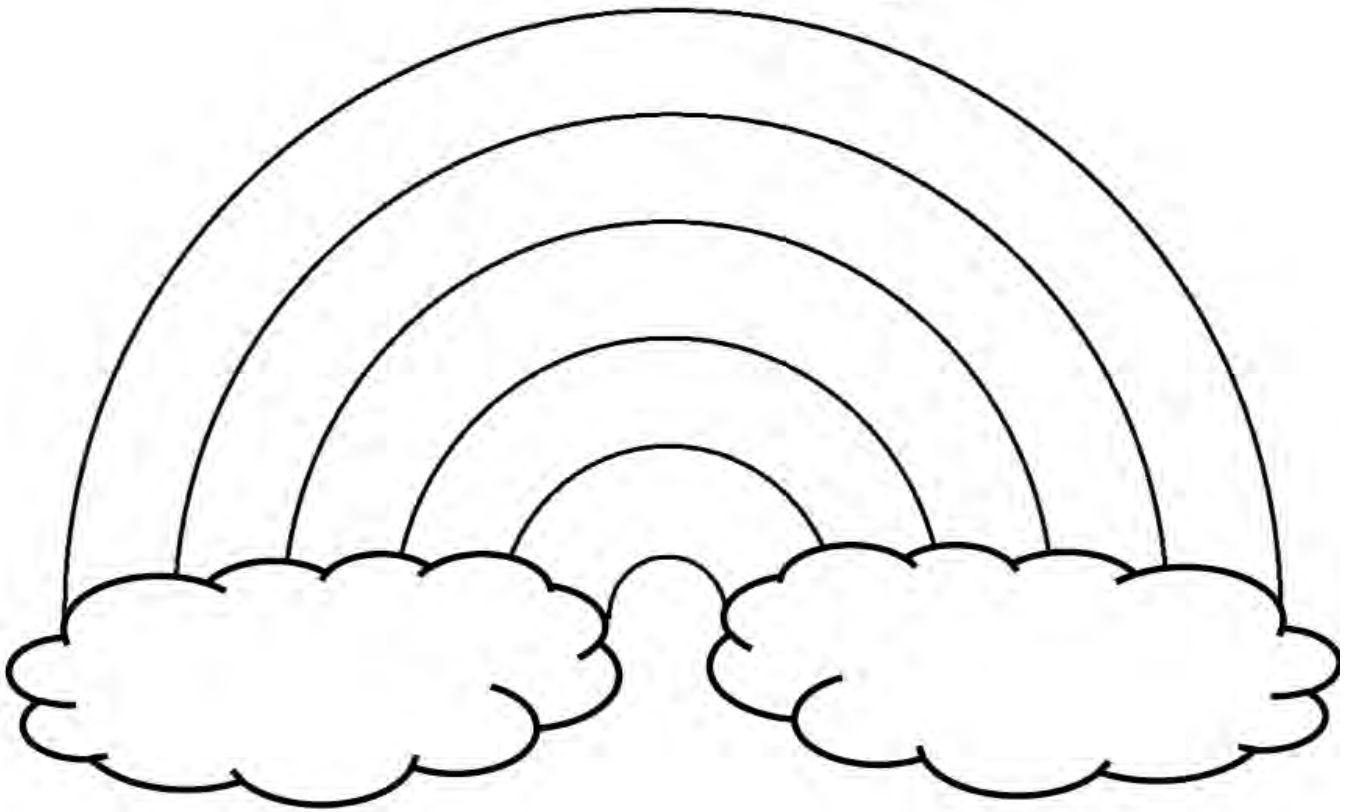


## Day 4 - English

i

### Spelling

Write each of your spelling words in different colours within the rainbow.  
Use your neatest handwriting so your teachers can read your words clearly.



**Optional:** Include some of your tricky words or challenge words within your picture.

**Success Criteria:**

I can use my understanding of the <ea> sound to spell my words correctly.



**Teacher  
Recognition:**

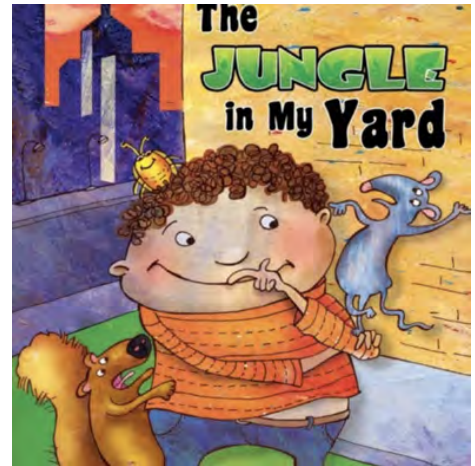
**Handwriting:** Using a sharp, lead pencil, complete the handwriting worksheets for the letter 'm'.



### Reading: Fluency

Head onto Reading Eggs, navigate to 'Library' and search for 'The Jungle in My Yard'.

Click on the book titled 'A Jungle in My Yard'. Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.



Listen back to your recording. Were you reading fluently or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous times from yesterday?

	Time
First Read	
Second Read	

<b>Success Criteria:</b> I can read with fluency.	 	<b>Teacher Recognition</b>
--	---	----------------------------

## Title: Echidnas

\*What are they?      \*What do they look like?

\*What do they eat?    \*Where do they live?

What are echidnas?



---

---

---

---

---

What do echidnas look like?

---

---

---

---

---

What do echidnas eat?

---

---

---

---

Where do echidnas live?

Other interesting information about echidnas

**Break:** Do 15 minutes of physical activity.

You may like to play a game outside or try 10 long jumps, 30 star jumps and balancing for one minute!



m m m



M M m m M m M m



M m

Mum is at work.



Mum u



Finish the hops to help the frog land on the lily pad.



Trace. Circle the m's.



Trace the m's with a red pencil.



Trace.



Try your own.



Put a ☆ around your best m.

# Wednesday Mathematics

## Number of the Day - 75

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_

\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number before

\_\_\_\_\_

The number after

\_\_\_\_\_

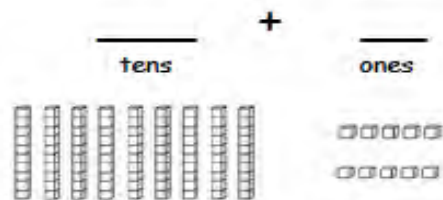
5 less -

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

**Success Criteria**

I used a flexible strategy to find my answer.



**Teacher recognition**

# Problem of the Day

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Isaac is counting backwards by 10's.

He has already counted 69, 59, 49

What is the next number?

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39                    | 49                    | 29                    | 19                    |

Working out - Transformation step

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### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition

# TEN Activity- Subtraction

Select one of the 3 activities below and complete.

1. Find 10 objects  
(cards, cars, toys, pegs etc)

2. Write the numbers 1-10 on a  
piece of paper then cut out.

3. Put these numbers face down  
in a pile

4. Select two pieces of paper.  
Subtract the smaller number  
from the bigger one.

$$10-7=3$$

You can use your objects to help you  
find the total.

Show your number sentences in the  
box below.

1. Find 30 objects  
(cards, cars, toys, pegs etc)

2. Write the numbers 1-30 on a  
piece of paper twice then cut  
out.

3. Put these numbers face down  
in a pile

4. Select two pieces of paper.  
Subtract the smaller number  
from the bigger one.

$$17-10=7$$

You can use your object to help you  
find the total.

Show your number sentences in the  
box below.

1. Write the numbers 1-40 on a  
piece of paper twice then cut  
out.

2. Put these numbers face down  
in a pile.

3. Select three pieces of paper.  
Subtract the two smaller  
numbers from **the bigger  
number** in any order that is  
easy for your brain. E.G.  $6+1$   
is 7 so I know that  $36-7$  will  
be 1 less than 30 which is 29.

29-10 is 1 bunch of ten less in the  
tens column 19

$$36-7-10=19$$

Remember to group your friends of  
10 and 20 to help you find the total!

Show your number sentences in the  
box below.

## Success Criteria

I used a flexible strategy to find my answer.

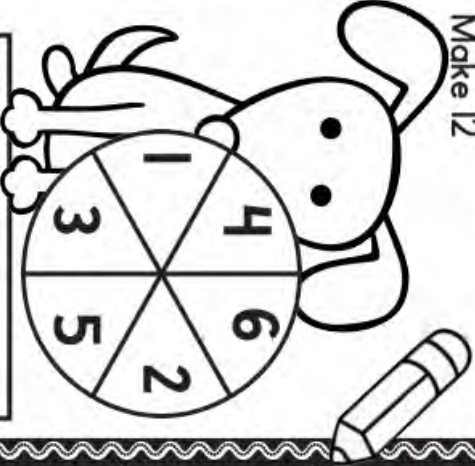


## Teacher Recognition

# Mathematics Addition

## Bump & Jump

Make 12



**Player 1**      pink

**Player 2**      yellow

A game for 2 players.

You need 1 paperclip and a pencil for each player.

To Play: Players take turns to spin and work out how much needs to be added to the number to make 12 - e.g. if a player spins 3, they would double 9. They claim the number by shading the outer space around the number. If another player has already claimed the number, they can bump that player off by shading the inner square. If the number has been claimed by the player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

6	8	9	11
7	11	6	10
8	7	9	6
10	11	9	8

### Success Criteria

I used counting on or "count up to" strategy to find the answer



### Teacher Recognition

### Mathletics - Complete two tasks.

Task 1 - \_\_\_\_\_ Task 2 - \_\_\_\_\_

**Break - Do 15 minutes of physical activity.**

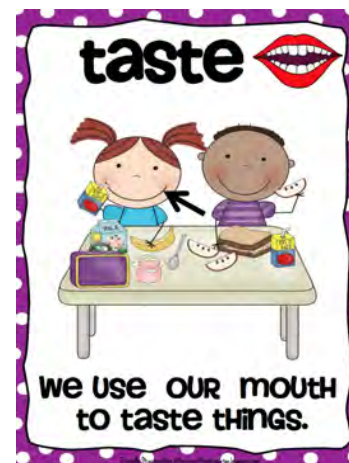
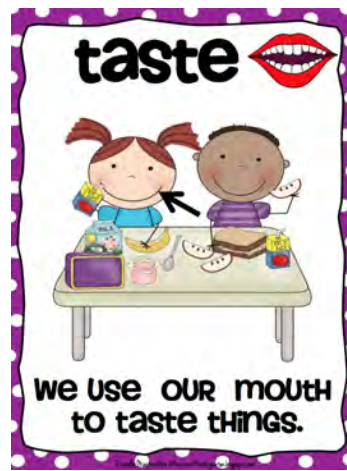


## Day 4 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### Drama

#### Dramatic Elements - The 5 Senses





1. Explore the five senses by using your imagination and acting out the examples under each heading in the table.
2. Choose your favourite item from each sense heading and draw/describe it using as many adjectives as possible in the corresponding box below.

The 5 Senses	Drawing or description
<b>TOUCH</b> <ul style="list-style-type: none"><li>• A hot stove</li><li>• Ice</li><li>• Sharp tacks</li></ul>	
<b>TASTE</b> <ul style="list-style-type: none"><li>• A sour lemon</li><li>• Your favorite lolly</li><li>• Spinach</li></ul>	

**HEAR...**

- A gentle wind
- Underwater sounds
- A whistle

**SEE**

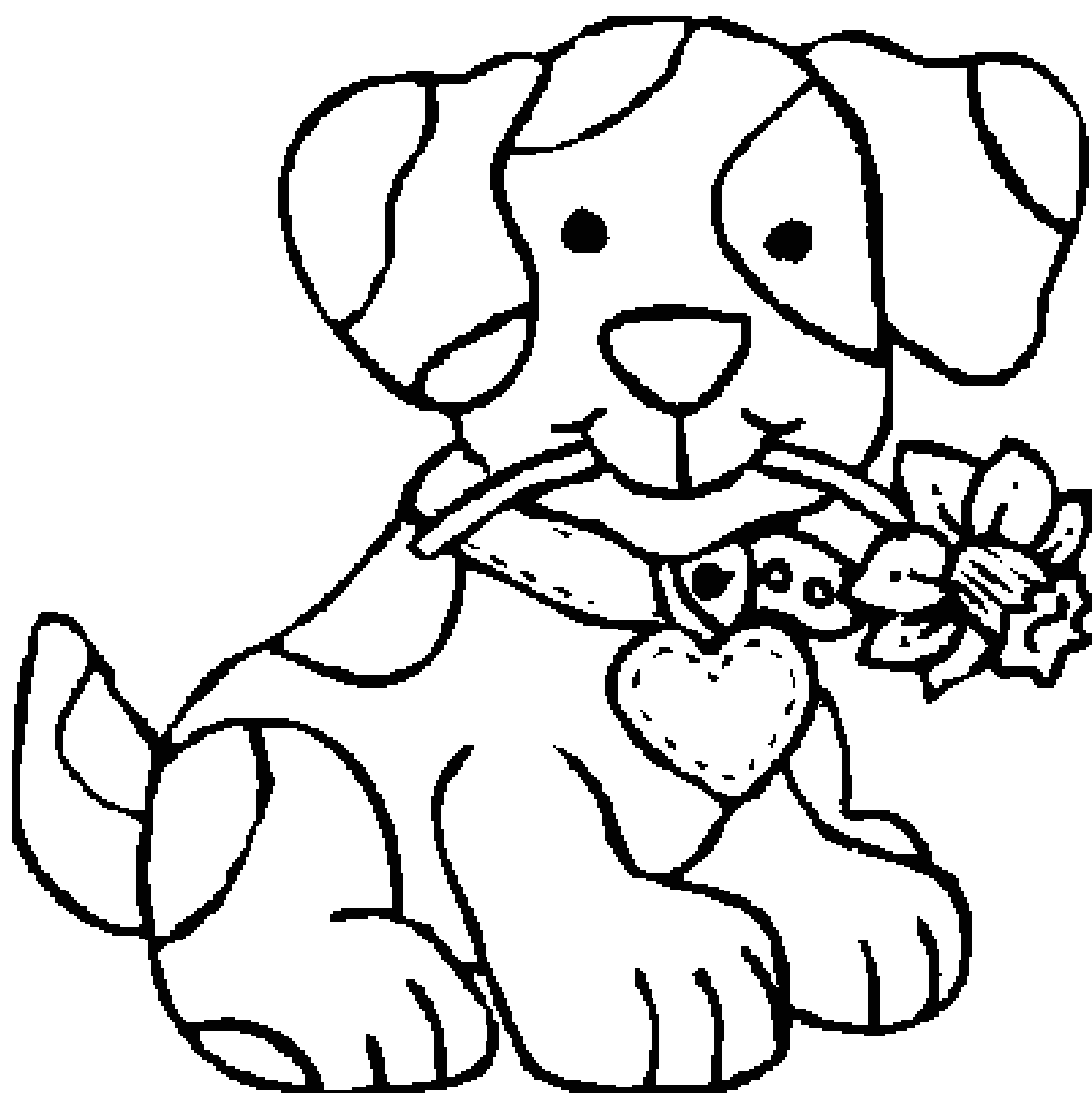
- A giant
- An ant
- A big black spider

**SMELL...**

- Freshly baked bread
- Perfume
- Onions

<b>Success Criteria</b>	<b>Teacher recognition</b>
I have expressed elements of the 5 senses through acting, drawing and using adjectives in a description. 😊 😊	

DAY 5



## Day 5 - English

### Spelling

Create a Find-a-Word using at least 6 of your spelling words. Once you've completed the grid, give it to someone in your family to solve!


Words:

_____	_____
_____	_____
_____	_____

**Optional:** Include some of your tricky words or challenge words within your picture.

**Success Criteria:**

I can use my understanding of the <ea> sound to spell the Find-a-Word words correctly. 😊😊

**Teacher Recognition:**

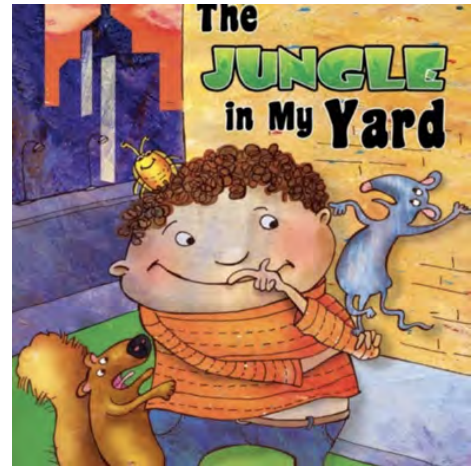
**Handwriting:** Using a sharp, lead pencil, complete the handwriting worksheets for the letter 'm'.



### Reading: Fluency

Head onto Reading Eggs, navigate to 'Library' and search for 'The Jungle in My Yard'.

Click on the book titled 'A Jungle in My Yard'. Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.



Listen back to your recording. Were you reading fluently or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous times from yesterday?

	Time
First Read	
Second Read	

<b>Success Criteria:</b> I can read with fluency.	 	<b>Teacher Recognition</b>
--	---	----------------------------



Yesterday you constructed your very own information report on echidnas, (good job!) Today, your task is to proofread and edit your own writing. Check for 5 Star writing. Once you have edited your work, you can write your published copy below. You'll need to add in your own subheadings and paragraphs! Don't forget to write the title :)

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



# Day 5 Mathematics

## Number of the Day - 88

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_

\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number before

\_\_\_\_\_

The number after

\_\_\_\_\_

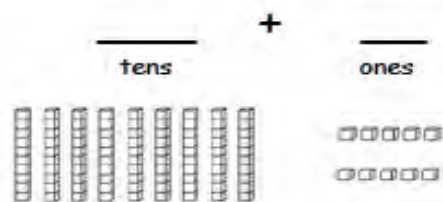
5 less -

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I counted "up to" and "down to" find the answer.



### Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Sophia was filling in a one hundred and twenty chart. Which number is missing?

☐ 30

☐ 76

☐ 65

☐ 19

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64		66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Working out - Transformation step

18

### Success Criteria


I used Newman's prompts to work out the problem.



### Teacher Recognition


# TEN Activity- Subtraction

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<ol style="list-style-type: none"> <li>Find 10 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-10 on a piece of paper then cut out.</li> <li>Put these numbers face down in a pile</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>10-7=3</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Find 30 objects (cards, cars, toys, pegs etc)</li> <li>Write the numbers 1-30 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile</li> <li>Select two pieces of paper. Subtract the smaller number from the bigger one.</li> </ol> <p style="text-align: center;"><b>17-10=7</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<ol style="list-style-type: none"> <li>Write the numbers 1-40 on a piece of paper twice then cut out.</li> <li>Put these numbers face down in a pile.</li> <li>Select three pieces of paper. Subtract the two smaller numbers from the <b>bigger number</b> in any order that is easy for your brain. E.G. 6+1 is 7 so I know that 36-7 will be 1 less than 30 which is 29.</li> </ol> <p>29-10 is 1 bunch of ten less in the tens column 19</p> <p style="text-align: center;"><b>36-7-10=19</b></p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<p><b>Success Criteria</b></p> <p>I used "counting back" to find the answer</p>		<p><b>Teacher Recognition</b></p>

# Mathematics - Addition

**BUMP & JUMP**  
Make 13



**Player 1** pink

**Player 2** purple

A game for 2 players.  
You need 1 paperclip and a pencil for each player.  
To Play: Players take turns to spin and work out how much needs to be added to this number to make 13 - eg. if a player spins 3, they would shade 10. They claim this number by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If this number has been claimed by this player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

11	10	12	8
9	12	9	9
8	11	7	11
12	7	8	10

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## Success Criteria

I used number facts or counting on to find the answer



## Teacher Recognition

## Mathletics - Complete two tasks.

Task 1 - \_\_\_\_\_ Task 2 - \_\_\_\_\_

**Break - Do 15 minutes of physical activity.**



I have used five star writing



I have included subheadings and paragraphs



**Break:** Do 15 minutes of physical activity.

You may like to play a game outside or try 15 jumping jacks, 15 squats and crab walking for one minute!

## Day 5 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### Dance

Have the students complete a Warm-Up

**For example:**

The students curl their bodies into a small shape, then uncurl and stretch. From a kneeling position, curl, uncurl and stretch. From a standing position, curl, uncurl and stretch. Bend down and touch the floor, reach up and touch the ceiling. Stretch to the right side of the room, to the left side of the room. Twist the torso, tilt into a balance in several directions, sway from side to side, rise and collapse

[https://www.youtube.com/watch?v=zOs5qeIT\\_Q](https://www.youtube.com/watch?v=zOs5qeIT_Q)

Using the above music stimulus the student select a single body part and dances using **only** that body part. How many different ways can you use that body part?

Body Part: \_\_\_\_\_

Actions: \_\_\_\_\_

Body Part: \_\_\_\_\_

Actions: \_\_\_\_\_

Repeat the process introducing an additional body part (using **two** different body parts).

Have the students dance the hokey pokey. <https://www.youtube.com/watch?v=Zh2PalZFs0g>

Have the students explore body shapes. Instruct them to make a curved low shape, then a narrow-pointed shape, and then a bent shape. Have students repeat this sequence of three shapes several times, each time finding a different and interesting shape.

What was your favourite part of the Dance lesson? \_\_\_\_\_

#### Success Criteria

I provided feedback on my dance lesson. 😊 😊

#### Teacher recognition

DAY 6



# Day 6 - English

## Spelling Test

	Success Criteria: I have used my knowledge of the <ea> sound to spell my spelling list. 😊 😐	
	Challenge words (optional):	Teacher Recognition:

Score: \_\_\_\_/10

## Sentence A Day

Using the lines below, write your own interesting sentence today. You must include at least two nouns, one verb, one article, three adjectives and one pronoun. Underline the **nouns in black**, **verbs in red**, **adjectives in dark blue**, **articles in light blue** and **pronouns in pink**.

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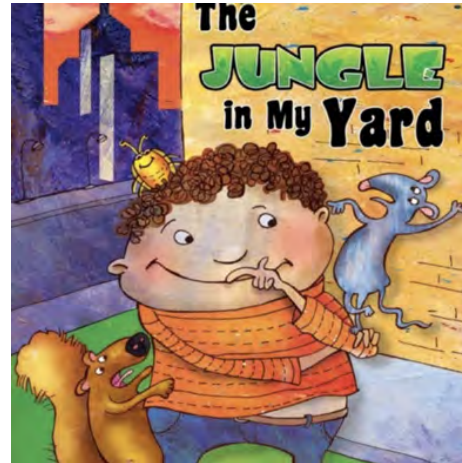
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<b>Success Criteria:</b> I have written one interesting sentence that makes sense. 😊 😐  I have included two nouns, one verb, three adjectives, one article and one pronoun in my sentence. 😊 😐	Teacher Recognition
---	---------------------

### Reading: Fluency

Head onto Reading Eggs, navigate to 'Library' and search for 'The Jungle in My Yard'.

Click on the book titled 'A Jungle in My Yard'. Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.



Listen back to your recording. Were you reading fluently or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous time from the last three days?

	Time
First Read	
Second Read	



**Writing:** Free writing - **Select one of the activities below** and use the following page to complete your free writing task on a topic of your choice. You may like to draw a picture first to help you with your ideas or you may like to draw during or after writing.

Here are some ideas. You may choose one of these or one of your own:

- \*Recount about your week at school
- \*How to make something
- \*A narrative
- \*An information report about pandas
- \*A letter
- \*Favourite movie

### Activity A

Write **2-3 sentences** about a topic of your choice.



I have written at least 2 sentences that make sense.

### Activity B

Write about 2 ideas of a topic of your choice.

Remember to have **2 or 3 sentences for each idea.**



I have written at least 4 sentences that make sense.

### Activity C

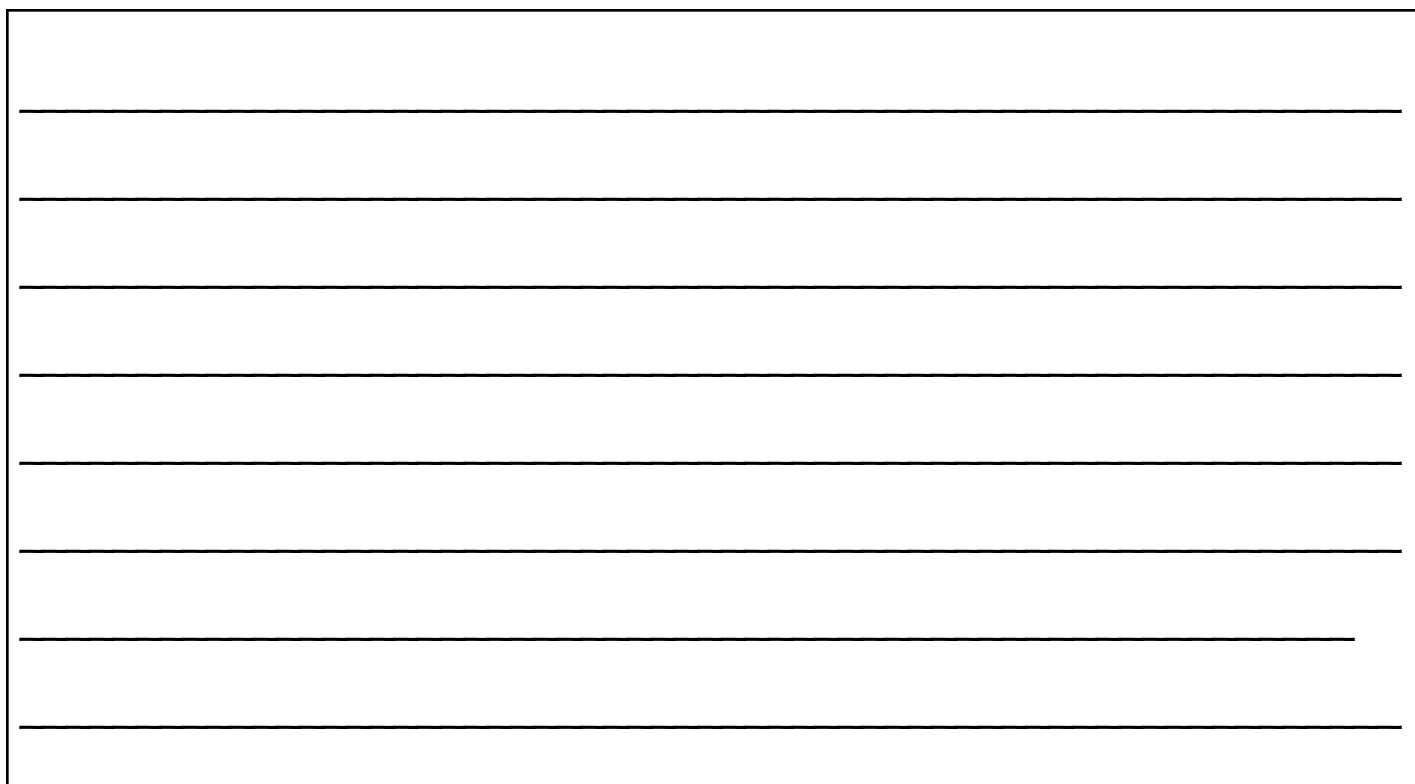
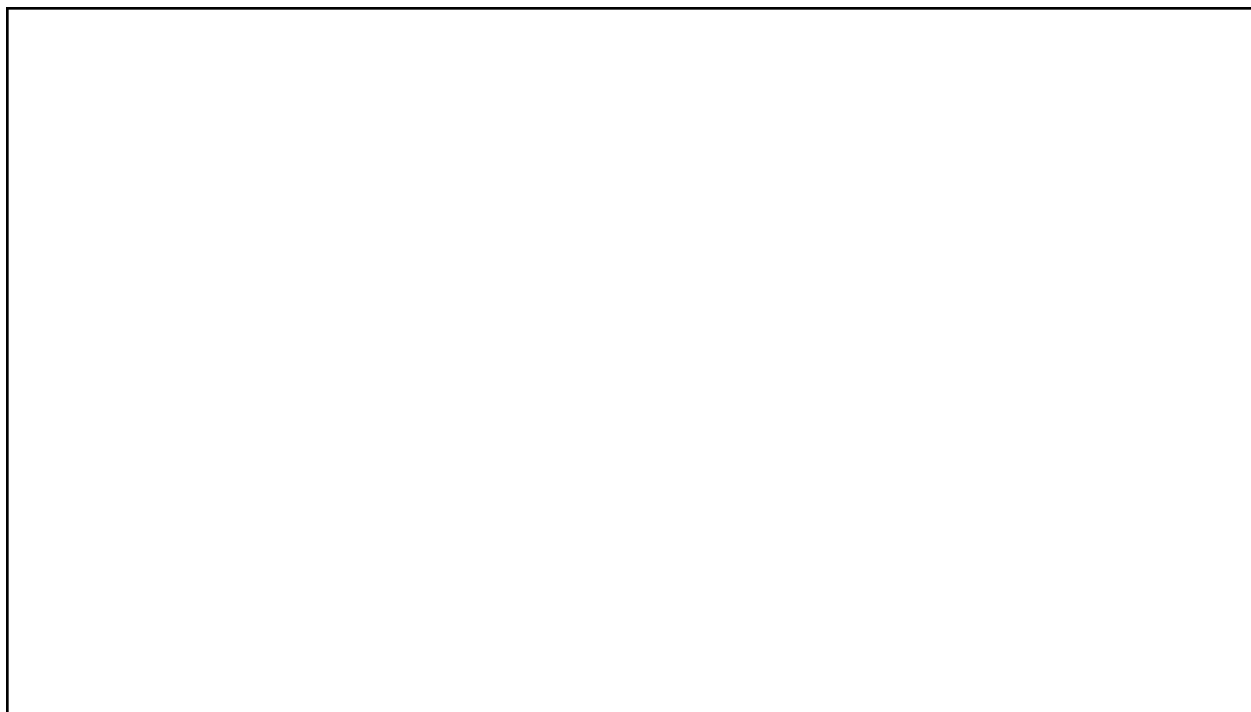
Write 3 to 4 **paragraphs** about a topic of your choice

Remember you can group your ideas by writing about one idea in each paragraph.











I have used paragraphs to organise my 3-4 ideas.

Title: \_\_\_\_\_





[illegible]


Success Criteria:	Teacher Recognition
I have used capital letters at the start of my sentences.  	
I have used capital letters for proper nouns.  	
I have sounded out my words to help me spell them.  	
I have used full stops at the end of my sentences.  	

<p><b>Break:</b> Do 15 minutes of physical activity. You might play a game outside or try 15 lunges, 10 mountain climbers and balancing on one foot for one minute!</p>
---

# Day 6 Mathematics

## Number of the Day - 99

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_  
\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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61	62	63	64	65	66	67	68	69	70
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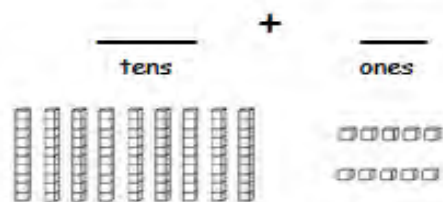
The number before  
\_\_\_\_\_

The number after  
\_\_\_\_\_

5 less -  
\_\_\_\_\_

10 more +  
\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I counted "up to" and "down to" find the answer.



### Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



*Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.*

*Locate the question and look at the key words. Work out together what the question is asking you to do.*



*Plan how you are going to work out the answer. You may want to draw a tape diagram.*

*Write down all of your working out. Use another strategy to check your answer.*



*Now, write down your answer to the question separately. Have you answered what the question was asking?*

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

Rhema was counting her 10 cent coins from her money box. She has five 10 cent coins. How much money does Rhema have?

- ☐ 10 cents
- ☐ 70 cents
- ☐ 50 cents
- ☐ 22 cents

Working out - Transformation step

Cambridge Gardens Public School

3

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition

TEN Activity- Subtraction



Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>1. Find 10 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper then cut out.</p> <p>3. Put these numbers face down in a pile</p> <p>4. Select two pieces of paper. Subtract the smaller number from the bigger one.</p> <p style="text-align: center;"><b>10-7=3</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find 30 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-30 on a piece of paper twice then cut out.</p> <p>3. Put these numbers face down in a pile</p> <p>4. Select two pieces of paper. Subtract the smaller number from the bigger one.</p> <p style="text-align: center;"><b>17-10=7</b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Write the numbers 1-40 on a piece of paper twice then cut out.</p> <p>2. Put these numbers face down in a pile.</p> <p>3. Select three pieces of paper. Subtract the two smaller numbers from <b>the bigger number</b> in any order that is easy for your brain. E.G. 6+1 is 7 so I know that 36-7 will be 1 less than 30 which is 29.</p> <p>29-10 is 1 bunch of ten less in the tens column 19</p> <p style="text-align: center;"><b>36-7-10=19</b></p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<p><b>Success Criteria</b></p> <p>I used "counting back" to find the answer</p>		<p><b>Teacher Recognition</b></p>



# BUMP & JUMP

Make 13



Player 1	pink
Player 2	purple

A game for 2 players.  
You need 1 paperclip and a pencil for each player.

To Play: Players take turns to spin and work out how much needs to be added to this number to make 13 - eg. if a player spins 3, they would shade 10. They claim this number by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If this number has been claimed by this player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

11	10	12	8
9	12	9	9
8	11	7	11
12	7	8	10

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Success Criteria

I used number facts or counting on to find the answer



Teacher Recognition

Mathletics - Complete two tasks.

Task 1 - \_\_\_\_\_ Task 2 - \_\_\_\_\_

Break - Do 15 minutes of physical activity.

## Day 6 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment. (10 minutes)

## WELLBEING - Zen Den

### Yoga

Follow along with Cosmic Kids Zen Den. This episode is called Be the Pond.

Click on the link below <https://www.youtube.com/watch?v=wf5K3pP2IUQ>

Think of the different emotions you may have been feeling over the last week. Write them down into the pond.



### Success Criteria

I have participated in the Cosmic Kids Zen Den Online Lesson. 😊😊

I have completed my Mindfulness Colouring Mandala. 😊😊

### Teacher recognition



