


















MONDAY 27th	TUESDAY 28th	WEDNESDAY 29th	THURSDAY 30th	FRIDAY 1 <sup>st</sup> MAY
Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting
Mrs Duncan	Mrs Smith	Mr Holt	Mrs Webster	Mrs Cascianelli
<b>8:50-9:45- Teacher Support Available</b>				
<b>NUMERACY</b>	<b>NUMERACY</b>	<b>NUMERACY</b>	<b>NUMERACY</b>	<b>NUMERACY</b>
<p><b>Learning Intention (LI)-</b> Recognise that the place value system can be extended to tenths and hundredths</p> <p><b>Success Criteria(SC)-</b> I can read, write order and compare decimals.</p> <p><b>ACTIVITY.</b> <u>Warm up: practise the table you are not best at!</u></p> <p>Next: Complete the activity on Seesaw that has been set for you. I would really like you to do this without any help so I can see what parts you may not understand. Remember only I can see your work on Seesaw if you only post it to me!! (which is what you should do) <b><u>Some of you may have a different activity.</u></b></p> 	<p><b>Learning Intention (LI)</b> Recognise that the place value system can be extended to tenths and hundredths</p> <p><b>Success Criteria(SC)</b> I can read, write order and compare decimals.</p> <p><b>ACTIVITY.</b> <u>Warm up: practise the table you are not best at!</u> <b>Remember!! Just 5mins EVERY day will make a BIG difference to your tables.</b> <b>4x- if you are stuck, double your 2's!</b> <b>8x-double your 4's</b> <b>It will help you with sooo many other calculations. Make the most of being home and learn your tables!!</b></p> <p><b>YOUR activity is scheduled for TUES MORNING</b></p> 	<p><b>Learning Intention (LI)</b> We are able to explain the difference between volume and capacity</p> <p><b>Success Criteria(SC)</b> I have shown how to compare different capacities of containers. I am able to explain how to measure volume of a liquid.</p> <p><b>ACTIVITY.</b> <u>Warm up: practise the table you are not best at!</u></p> <p><b>YOUR activity is scheduled for WED MORNING</b></p> 	<p><b>Learning Intention (LI)</b> We are able to count by whole numbers and by decimal fractions.</p> <p><b>Success Criteria(SC)</b> I can count by 2's to 10's starting at any number. I can count by tenths.</p> <p><b>ACTIVITY.</b> <u>Warm up: practise the table you are not best at!</u></p> <p><b>YOUR activity is scheduled for Thurs MORNING</b></p> 	<p><b>Learning Intention (LI)</b></p> <p><b>Success Criteria(SC)</b></p> <p><b>ACTIVITY.</b> <u>Warm up: practise the table you are not best at!</u></p> <p>I have completed at least 4 activities on Mathletics.</p> 

9:45 – 10:15 RECESS BREAK

10:15 – 12:15 Teacher Support Available

LITERACY-Reading	LITERACY-Reading	LITERACY-Reading	LITERACY-Reading	LITERACY-Reading
<p>LI-We are able to read independently for at least 20mins.                      SC- I can monitor my reading for understanding.                      I am able to describe the setting and why it is important in a fiction story.</p> <p><b>Activity</b>                      Focus: Our reading strategies                      -Reread                      -Slow down &amp; Think                      - Stop &amp; Jot</p> <p>1-Read 10-15 pages of your <b>fiction book</b>.                      2-In your reading book, answer the following questions about <b>setting</b>.                      1/Where and when does the story take place?                      2/Is the place important to the story? Why?                      3/What words does the author use to describe that place?                      4/How is the setting like another place you know? (you could make a connection to self or to another text)</p> <p style="text-align: center;"><b>Brain Break</b></p>	<p>LI- We are able to describe what a non-fiction text is.                      SC- I can use different reading strategies to understand and answer questions.</p> <p style="text-align: center;"></p> <p><b>Activity</b></p> <p>1.Read ONE of your non-fiction texts on Wushka and answer the quiz.                      2. <b>Discuss</b> with someone (even if it is your dog or teddy bear!) What is different about a <b>non-fiction</b> text to a <b>fiction</b>.                      How is it set out? What type of information is in it?                      (you do not need to write anything for this today-just be thinking about it)</p> <p style="text-align: center;"><b>Brain Break</b></p>	<p>LI-We are able to read independently for at least 20mins.                      SC- I can recognise and describe the middle part or 'rising action' of a narrative.                      -I realise when it gets fuzzy and I have to re-read or slow down and think.</p> <p><b>All readers lose focus at times and forget what they just read or realise something doesn't make sense. So be aware and use a strategy to fix it.</b></p> <p><b>Activity</b>                      Focus: Our reading strategies                      -Reread                      -Slow down &amp; Think                      - Stop &amp; Jot</p> <p>1-Read 10-15 pages of your <b>fiction book</b>.                      2-In your reading book, answer the following questions about</p> <p>1/What is the 'problem' that occurs in your story?                      2/ What are 3 key things that happen along the way in the middle part of your story- the 'rising action'.                      ## If you have only just started a book, answer these questions based on a favourite story you have already read. But!!!! You still need to read for 20 mins today!</p> <p style="text-align: center;"><b>Brain Break</b></p>	<p>LI- We are able to describe what a non-fiction text is.                      SC- I can use different reading strategies to understand and answer questions.</p> <p style="text-align: center;"></p> <p><b>Activity</b></p> <p>1.Read ONE of your non-fiction texts on Wushka and answer the quiz.</p> <p><b>Make a short video or audio telling me what it was about.</b></p> <p style="text-align: center;"><b>Brain Break</b></p>	<p>LI- To enjoy reading                      SC- I have talked about my reading today.</p> <p><b>Activity</b></p> <p>Choose something to read. It may be                      -a newspaper article,                      -a favourite poem,                      - story,                      - book about a hobby,                      - instructions on how to do something                      -recipe                      -history book                      .....</p> <p>Discuss with someone (family member or stuffed toy) what the main idea of your text is.</p> <p>Record a short audio on seesaw telling me what you read.                      There will be a post for you.</p> <p style="text-align: center;"><b>Brain Break</b></p>
LITERACY-word work	LITERACY-word work	LITERACY-word work	LITERACY-word work	LITERACY-word work

<p><b>LI-</b> We understand what adjectives, nouns, verbs, adverbs are.</p> <p><b>SC-</b> I am able to identify and give examples of adjectives, nouns, verbs, adverbs are.</p> <p><b>Activity</b> In your spelling book, rule up 4 columns, similar to this. Read my description in today's writing section and find the adjectives, nouns, verbs, adverbs. Write them all in.</p> <table border="1" data-bbox="107 544 488 751"> <thead> <tr> <th>nouns</th> <th>verbs</th> <th>adv</th> <th>adj</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Nouns</b>-name of person, place or thing. <b>Verbs</b>-doing <b>Adverbs</b>-adds to the verb e.g. running (v) slowly (adverb) <b>Adjectives</b>-describing Big, black, terrible, pretty</p>	nouns	verbs	adv	adj					<p><b>LI-</b> We understand what adjectives, nouns, verbs, adverbs are.</p> <p><b>SC-</b> I am able to identify and give examples of adjectives, nouns, verbs, adverbs are.</p> <p><b>Activity</b> YOUR activity is scheduled for TUES MORNING</p> 	<p><b>LI-</b> We understand what adjectives, nouns, verbs, adverbs are.</p> <p><b>SC-</b> I am able to identify and give examples of adjectives, nouns, verbs, adverbs are.</p> <p><b>Activity</b> Write 3 sentences which have a noun, verb, adjective and adverb in them.</p> <p>E,g- The brightly coloured parrot flew gracefully into the lush, green forest.</p>	<p><b>LI-</b> To practise different spelling strategies.</p> <p><b>SC-</b> I am building my word knowledge and spelling strategies.</p> <p><b>Activity</b> YOUR activity is scheduled for Thurs</p> 	<p><b>LI-</b> To practise different spelling strategies.</p> <p><b>SC-</b> I am building my word knowledge and spelling strategies.</p> <p><b>Activity</b> YOUR activity is scheduled for Fri</p> 
nouns	verbs	adv	adj									
<p><b>LITERACY-writing</b></p> <p><b>LI-</b> We understand the structure of a Narrative</p> <p><b>SC-</b> I can write a descriptive setting.</p> <p><b>Activity</b></p>	<p><b>LITERACY-writing</b></p> <p><b>LI-</b> We understand the structure of a Narrative</p> <p><b>SC-</b> - I can write a descriptive setting.</p> <p><b>Activity</b></p>	<p><b>LITERACY-writing</b></p> <p><b>LI-</b> We understand what a poem is.</p> <p><b>SC-</b> I can write different types of poems.</p>	<p><b>LITERACY-writing</b></p> <p><b>LI-</b> We understand the structure of a Narrative and different types of poems.</p> <p><b>SC-</b> My narrative story has; - a sizzling start. -setting and character descriptions -rising action (middle)</p>	<p><b>LITERACY-writing</b></p> <p><b>LI-</b> We understand the structure of a Narrative and different types of poems.</p> <p><b>SC-</b> I can write a narrative story using the structure as outlined yesterday.</p>								

<p>Choose any setting you like and write a description of that setting in your writing book or on Seesaw. You need to write at least 6 sentences.</p> <p>Use the senses to add interest. What can you hear, see, feel, smell, taste? (you may not need all of these but they can help you think of things to add in)</p> <p><b>Example</b></p> <p>I slowly walked along the squeaky sand of this seemingly untouched beach, feeling the warmth beneath my bare feet. I could hear the waves gently rolling onto the shoreline, with the sun sparkling like millions of diamonds along the softly, rippling sea surface. Seagulls screeched noisily overhead as if trying to tell me to go away. The smell of seaweed began to slowly waft into my nostrils and I felt myself screwing up my nose in disgust. 'Some people really like that smell,' I thought to myself with amusement.</p> <p>-Mrs C</p>	<p>If you haven't finished your narrative from last week spend some time today getting some more done.</p> <p>If you have finished, do some editing and see if you can improve your setting description. You may have more than one place in your story that you could add some more details.</p>	<p><b>Activity</b></p> 	<p>-resolution (solved the problem) -paragraphs -punctuation</p> <p><b>Activity</b></p> <p>Continue writing your narrative or your poem (started yesterday)</p>	<p><b>Activity</b></p> 
<p>PE</p> 	<p>PE</p> 	<p>PE</p> 	<p>PE</p> 	<p>PE</p> 

12:15-1:15 LUNCH BREAK

1:15-3:15 Independent Learning Time

Integrated learning

Integrated learning

Integrated learning

Integrated learning

Integrated learning



During the afternoons you can work on these activities.

Music!!



Our first music lesson with Adie will go up at 1pm on Mon. Please watch 'Finding the Beat' 1<sup>st</sup>. Then 'Chair Drumming' .2<sup>nd</sup>.  
Most of you met Adie last term.

Art & PE

FIND on SEESAW



Humanities-

Will be scheduled WED



Choose a well-being activity from the list on Seesaw.

