



Week 4 Prep Term 4 Remote Learning

Thursday 28th & Friday 29th October

We have also included Monday 25th - Wednesday 27th for those affected by COVID.

The Department of Education Guidelines: 2.5 hours of learning per day.

Please check below the grid for any activity templates.

No Learning Tasks to be Submitted for Feedback

-If your child cannot complete a task, please modify it or contact your child's teacher.

Webex Schedule - Thursday & Friday

Please check your child's Google Classroom page for daily meetings.

Optional Activities You Can Do Everyday

Epic

<https://www.mathsisfun.com/>

<https://www.topmarks.co.uk/maths-games/5-7-years/>

<https://fuse.education.vic.gov.au/Primary>

<https://storylineonline.net/>

Wellbeing Activities - 15-30 Minutes Per Day

See Matrix below the grid. Choose one activity each day.

Monday 25th October - School Day (only for students isolating or affected by COVID)

Literacy	Numeracy	Respectful Relationships
<p>Reading Focus: What is inferring? Mentor text: Jack and the Beanstalk https://www.getepic.com/app/read/73942 Focus: Inferring is using pictures, text clues, characters actions and what we know about the world to help us understand the story.</p> <p>Activity: Whole class discussion of these questions: What is the setting? How do you know? How did Jack feel when he got the magic beans for his cow? How do you know? How did his mum feel when he came back with magic beans? How did Jack feel when he heard the giant's voice when he was hiding?</p> <p>Independent Reading - 10minutes Sight Word Practise</p> <hr/> <p>Writing Heart Word: give Focus: Write about your weekend.</p> <p>Activity: Use these questions to help you write about your favourite weekend activity. What did you do? Who did you do your activity with? Where did you go? When did you do your activity? How did you feel about your activity? Include a detailed illustration to support your writing.</p> <p>Extra: Practise writing the sight words.</p>	<p>Focus: Data - Yes/No Questions Skills: -Collecting Data. -Constructing Data. -Describing & Interpreting Data.</p> <p>Hide something behind your back and get someone to ask yes/no questions to guess what it is. Explain that the person has to guess what is in the box by asking a question which elicits a 'yes' or 'no' response. If they ask a question that cannot be answered by yes/no, say that you can't answer that question.</p> <p>Can you think of a question that they could ask that would have a 'yes' or 'no' answer? Write down your question. Examples: Do you like...? or Do you have...?</p> <ul style="list-style-type: none"> - Do you have a bike? - Do you have a pet? - Do you like chocolate? <p>Activity 1: Ask your family members the question and record their answers. Collect the data and interpret what it is telling us. Write Yes and No and use ticks to record your data.</p> <p>Guiding questions to interpret the data: -Do more people have? -What is more popular....?</p>	<p>Focus: Gender and Identity Activity: Play a voting game from Respectful Relationships.</p> <p>Ask the students to vote for the following with their hands - up/yes, down/no, not sure/hand on tummy:</p> <ul style="list-style-type: none"> - •I like ice cream - •I like creepy crawly insects - •I like big bouncy dogs - •I like playing with water - •I like playing in water on a freezing cold day. <p>Ask the students to vote with their body - stand up, sit down, crouch down - One day I would like to...</p> <ul style="list-style-type: none"> • Climb mountains • Fly a plane • Crawl through deep mud in the jungle • Hold a baby chicken • Have my photo taken standing next to a hungry lion • Eat a grasshopper sandwich • Jump off the high diving tower

Tuesday 26th October - School Day (only for students isolating or affected by COVID)

Literacy	Numeracy	Humanities
<p>Reading Focus: Inferring Watch Video: https://www.youtube.com/watch?v=rOGPxgYvTTs</p> <p>Activity: Let's think about the text from a different character's view e.g. Jack's mum, the Giant, the Giant's wife. Choose one character and think about how s/he was feeling; <i>I came home to have my dinner. As I came into the kitchen I could smell something. I think it was an Englishman...</i> Turn and talk to a partner about how the character felt in the story.</p> <p>Independent Reading - 10minutes -Sight Word Practise</p> <hr/> <p>Writing Heart Word: give Focus: Write the 'middle' of Goldilocks & the Three Bears adaptation</p> <p>Activity: An example of the 'middle' which includes the problem of the story: <i>Goldilocks went into the bear's house and was hungry. She saw porridge on the bench and ate it all up! It was delicious!</i></p> <p>Students are encouraged to write independently, however if they require support, use the scaffold below the grid. Students can copy the words in the boxes and/or change some/all of them.</p>	<p>Warm Up: Write the numbers before and after these: 8 15 12 20 18 5</p> <p>Focus: Tally Marks and Collecting Data Watch Video: https://www.youtube.com/watch?v=tbXER6bLyu4</p> <p>Activity: Write a new yes/no question. Refer to yesterday's Maths lesson for ideas. Collect the answers using tally marks. Remember the 5th response is a diagonal line - bundle every 5. Count the total number of yes and no answers.</p> <p>Guiding questions to interpret the data: -Do more people have? -What is more popular....?</p>	<p>Focus: Need and wants</p> <p>Activity: Think about the needs and wants in the story Goldilocks and Three Bears. What was it that Goldilocks was wanting when she went into the house? What about the Three Bears? Draw and design the needs and wants for Goldilocks and/or the Three Bears.</p>

Wednesday 27th October - School Day (only for students isolating or affected by COVID)

Literacy

Reading

Focus: Summarising

Watch clip: [https://www.youtube.com/watch?v= VCpAYaimvo](https://www.youtube.com/watch?v=VCpAYaimvo)

What is summarising? Why do we summarise?

Listen to the story of Jack and the Beanstalk and think about what happened in the story.

Activity: Summarise the story of Jack and the Beanstalk.

Draw pictures to show the:

- beginning (characters and setting)
- middle (problem)
- end (solution)

Include short sentences with your pictures.

You may like to use the template below the grid.

Independent Reading - 10 minutes

Sight Word Practise

Writing

Heart Word: give

Focus: Write the 'end' of Goldilocks and the Three Bears adaptation

Activity:

An example of the 'end' which includes the solution of the story:

The bears returned home. Papa bear noticed that all the porridge had been eaten. Baby bear cried. Then the bears saw Goldilocks. She screamed sorry and quickly ran out of the house!

Students are encouraged to write independently, however if they require support, use the scaffold below the grid.

Students can copy the words in the boxes and/or change some/all of them.

Don't forget to reread your writing and check that...

- it makes sense
- you have uppercase letters for names and at the beginning of each sentence
- full stops are at the end of each sentence.

How can I improve my writing?

Add some describing words. These are called adjectives. For example, tasty, beautiful, tall and sad.

Numeracy

Warm Up: Have a look at the interactive clocks:

<https://www.mathsisfun.com/time-clocks-analog-digital.html>

Focus: Data - Creating a Picture Graph

Today we will be collecting data about fruit and putting it into a picture graph.

Activity: Use the sheet below the grid to count and record how much of each fruit there is. Try to use tally marks. Remember to bundle every 5. Shade or draw the fruit in each square for the amount of fruit there is to create a graph.

Interpret the Graph:

- How many bananas were there?
- How many pears were there?
- How many tomatoes and carrots were there?

Wellbeing Matrix

<p>Sit under your favourite tree and read.</p> 	<p>Find a penpal (a family member, friend or neighbour). Draw them a special picture and send it in the mail.</p>	<p>Learn a new skill or hobby like origami, knitting, scarp booking, photography, gardening or magic.</p>	<p>Go for a bush walk. Take a special journal and write or draw some special things you noticed.</p>
<p>Make your own healthy treat. This could be trail mix, a muesli bar, muffin or slice.</p>	<p>Write some special affirmations for yourself on your mirror or next to your bed to read each morning and night.</p>	<p>Make a board game using recycled materials based on your favourite book or television show.</p>	<p>Transform a cardboard box into a time machine. Draw pictures of places you visit on your adventures.</p>
<p>Make a pillow fort and have an adventure with your siblings or teddies!</p>	<p>Design and make a friendship bracelet. Consider using recycled or natural materials.</p>	<p>Find a quiet spot to lay on the grass and look at the clouds. What pictures or patterns do you see?</p>	<p>Organise a special sit down meal with your family</p> 
<p>Listen to your favourite songs. Try and paint or draw how the music makes you feel.</p>	<p>Write a poem about how you are feeling and recite it to someone special.</p>	<p>Make a gratitude jar. Add in all the family, friends and joys of nature that you are grateful for.</p>	<p>Create some new yoga moves. Use animals or plants as inspiration.</p> 

Beginning

Middle

End

Tuesday 26th October: Writing the 'middle' of your story.

Problem She went inside a house.

Goldilocks was hungry.

She ate the small bowl of porridge.

She went inside a	house.

Goldilocks was hungry.

She ate the small

bowl of porridge.

Wednesday 27th October: Writing the 'end' of your story.

Solution

The three bears came home.

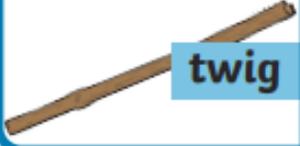
Goldilocks ran away!

The three bears came home.

Goldilocks	ran	away!

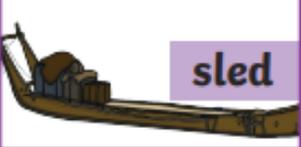
Onset and Rime

Writing CCVC Words

	Onset	Rime
 plum	pl	um
 stop		
 swim		
 club		
 blob		
 twig		

Onset and Rime

Writing CCVC Words

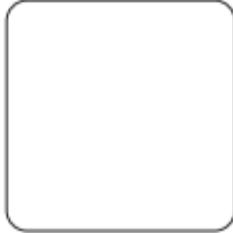
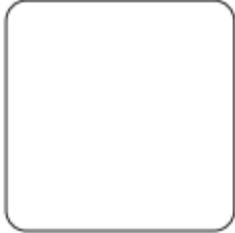
	Onset	Rime
 crab	cr	ab
 plug		
 twin		
 sled		
 flag		
 pram		

Read the words and match the picture to the word.

stop

spot

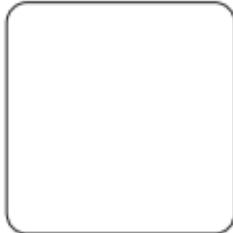
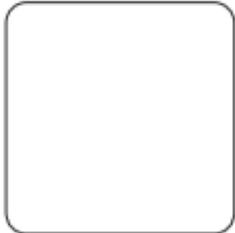
frog



step

track

spin



visit [twinkl.com](https://www.twinkl.com)

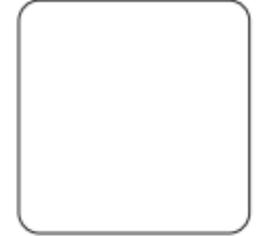


Read the words and match the picture to the word.

glad

swim

clap

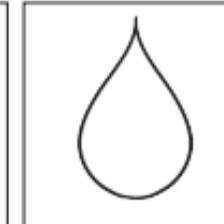
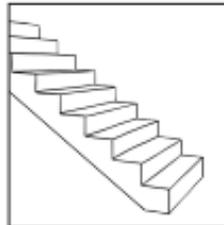
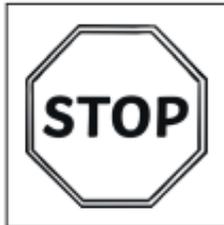
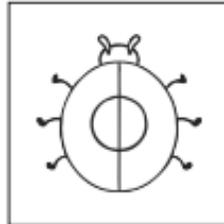
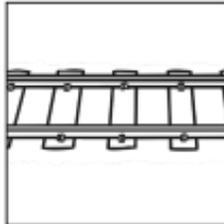
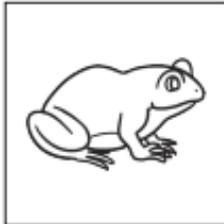


drop

plan



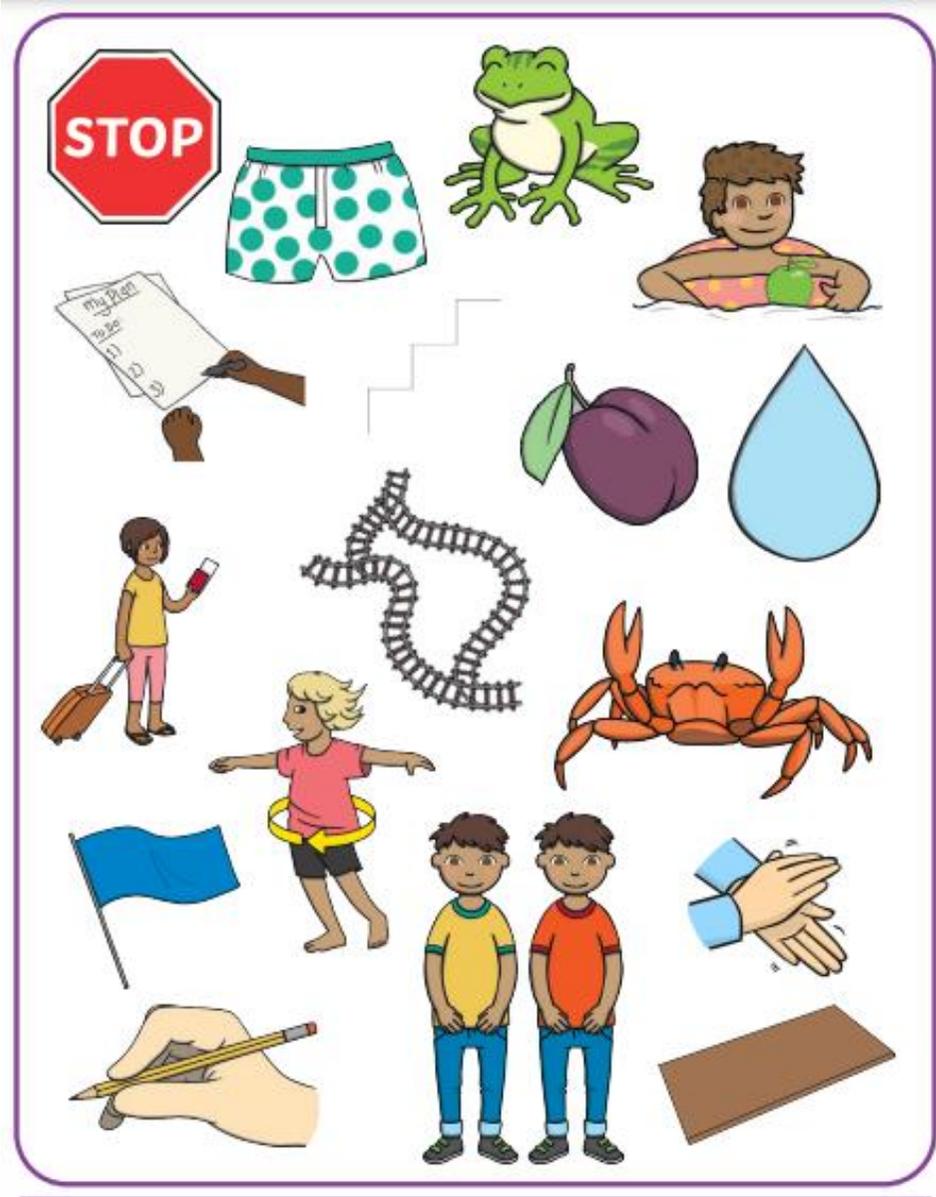
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I Spy with My Little Eye Checklist

Tick the box when you find the matching picture.

- | | | | | | |
|--------------------------|-------|---|--------------------------|-------|--|
| <input type="checkbox"/> | stop |  | <input type="checkbox"/> | plum |  |
| <input type="checkbox"/> | spot |  | <input type="checkbox"/> | drop |  |
| <input type="checkbox"/> | frog |  | <input type="checkbox"/> | swim |  |
| <input type="checkbox"/> | step |  | <input type="checkbox"/> | clap |  |
| <input type="checkbox"/> | plan |  | <input type="checkbox"/> | crab |  |
| <input type="checkbox"/> | trip |  | <input type="checkbox"/> | twin |  |
| <input type="checkbox"/> | track |  | <input type="checkbox"/> | plank |  |
| <input type="checkbox"/> | spin |  | | | |
| <input type="checkbox"/> | flag |  | | | |
| <input type="checkbox"/> | grip |  | | | |



Counting Fruit

It is the end of the week and these are the fruits and vegetables left over from snack time at school. Create a tally chart to show what is left.



Tally Chart	
Tally	Total
	
	
	
	
	

Now put your data into a pictogram. Draw the fruits into the boxes.

A pictogram showing _____

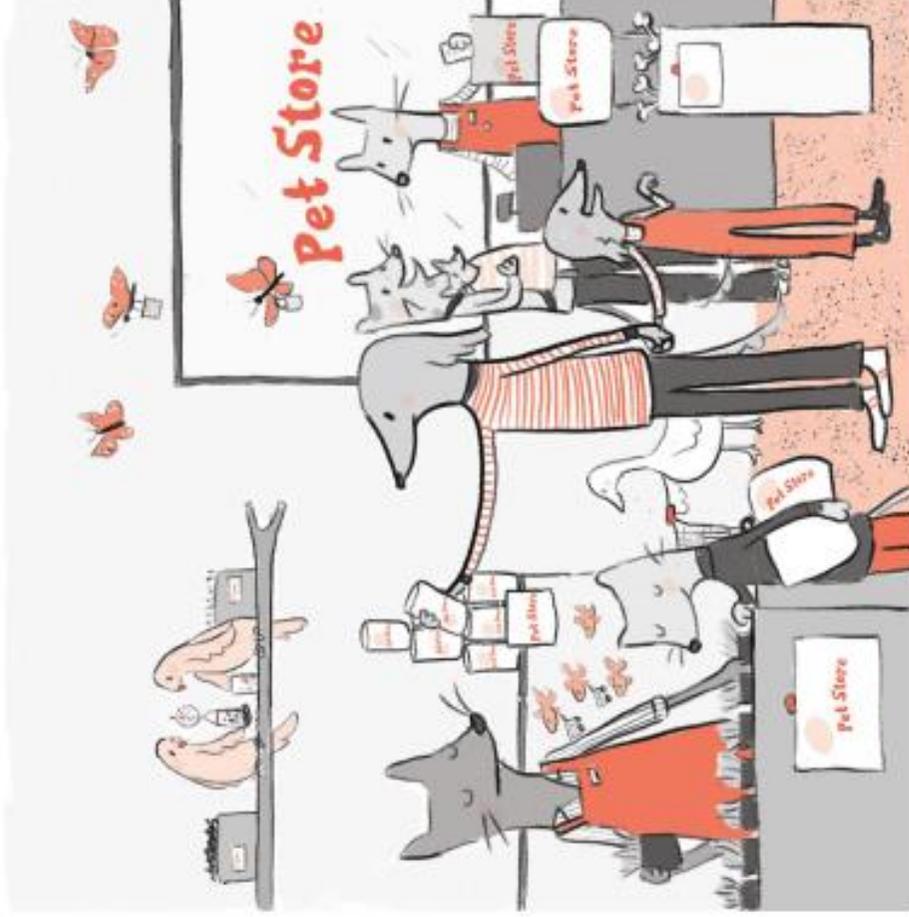
banana	carrot	tomato	apple	pear

Name _____

Date _____

Data: Pet Store Tally

Where do your furry friends get their groceries? At the Pet Store! Count and record the number of each type of animal in the tally chart below. Then answer the questions on the following page!



Type of Animal	Tally	Total
Insect		4
Fish		
Bird		
Cat		
Dog		
Grand Total		

Hard and Soft Materials Cut and Paste Sorting Activity

Cut out the boxes and sort them into hard and soft materials.

 wood	 stone
 metal	 brick
 wool	 cotton
 plastic	 diamond
 leather	 glass
 ceramic	 ice
 fabric	