



Framework for Learning from Home – Stage 1- Term 3, Week 2

You will need help from a parent/carer. Show each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep the Maths resources in a safe place so they can be referred to in future if needed.**

Day 1		Day 2		Day 3		Day 4		Day 5	
Learning Superpower of the Week: Ubiquitous Learner - Think, learn and create anywhere, anyhow, anytime. • I can learn in different contexts or places. • I can set goals in learning and personal organisation by completing tasks within a given time.									
PBL Focus of the Week: Showing Respect Please read the 'Learning from Home Expectations' Matrix and become familiar with it. This week your focus will be: Classroom and Home Using good manners - waiting turn, sharing, listening to others									
PBL Activity: Write, draw or tell a family member what makes a good listener									
Morning	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>
	Reading: Read your home reader and choose an activity from the Reading Activities grid <u>Writing – persuasive texts:</u> <i>Home cooked meals are better than take-away foods</i> - What is your opinion?	Reading: Read your home reader and choose an activity from the Reading Activities grid <u>Writing – persuasive texts</u> <i>Every family should own a pet</i> - What is your opinion? (do you agree or disagree?) - What are the reasons that every family	Reading: Read your home reader and choose an activity from the Reading Activities grid <u>Writing – imaginative texts</u> <i>View the image by clicking on the below link or access it at the end of this document:</i> https://www.pobble365.com/magic-biscuits What had happened when Brian fed the biscuits to his dogs?	Reading: Read your home reader and choose an activity from the Reading Activities grid <u>Writing – imaginative texts</u> <i>View the image by clicking on the below link or access it at the end of this document:</i> https://www.pobble365.com/on-the-prowl/	Reading: Read your home reader and choose an activity from the Reading Activities grid <u>Writing – imaginative texts</u> <i>View the image by clicking on the below link or access it at the end of this document:</i> https://www.pobble365.com/the-hole-in-the-fence/				

	<ul style="list-style-type: none"> - Do you agree or disagree with the topic? - What are the reasons for your opinion? - You may like to use sentence starters such as: <ul style="list-style-type: none"> o I believe that... o In my opinion... o I agree that... - You may like to use "because" to explain your thinking 	<p>should/should not own a pet?</p> <ul style="list-style-type: none"> - - Can you think of at least three reasons? - Can you present your ideas as a speech? - Are you using persuasive words such as <i>really, should, of course, definitely, must</i> 	<p>How quickly did they grow to this size do you think?</p> <p>Did Brian give the biscuits to anything/anyone else?</p> <p>Have the creatures stopped growing?</p> <p>How will Brian keep them as pets?</p> <p>What are the good things/problems with having such enormous pets?</p> <p>Is there a way for Brian to shrink his animals to their original size?</p> <hr/> <p><u>Perfect picture!</u></p> <p>Imagine Brian gave the biscuits to a different animal. Can you draw what they would look like before and after?</p> <hr/>	<ul style="list-style-type: none"> - What time of day is it in the picture? - Why is only one tiger drinking from the pool? - Do the tigers know each other? - Why are they 'on the prowl' together? - What does the word 'prowl' mean? What does it suggest the tigers are doing? - Where will they go once they have finished drinking? - Where in the world would you find tigers? What is their natural habitat? 	<ul style="list-style-type: none"> - If you could take a photograph of the 5 happiest moments of your life so far, what would they show? - What 5 events of your future would you like to take a photograph of? - <u>Perfect picture!</u> <p>Can you draw what the boy can see through the hole in the fence?</p>
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				<ul style="list-style-type: none"> - How do you feel about the fact that some tigers live in captivity? - <u>Perfect picture!</u> <p>Imagine you can read a tiger's thoughts. Can you draw what might be in each of the tigers' heads? What are they thinking about?</p>	
Break including physical activity					
Middle	<ol style="list-style-type: none"> 1. Choose an activity from <i>Mathletics</i>. 2. Complete this week's TEN activity using the <i>numeral cards</i> - Subtraction <ol style="list-style-type: none"> a. <i>Platypus</i> - make two piles of cards. Turn over to make a subtraction question. For eg. $9 - 5 = 4$. Use whiteboards to draw it out. b. <i>Fairy penguins</i> – make two piles of cards. Turn the cards over to make a subtraction question. For eg $9 - 5 = 4$. Hold the highest number in your head and count back by ones. Extend to Crocodile activity if confident. c. <i>Crocodiles</i> – make three piles of cards. Use 2 numeral cards to make a 2 digit number, and then use the 3rd numeral card to make a subtraction sentence. Eg $23 - 7 =$ Hold the largest number in your head. (Extension - what other strategies can they use?) d. <i>Flying foxes</i> – make four piles of cards. Turn the cards over to make 2 two-digit numbers. Use the numbers to make a subtraction sentence. Eg $46 - 31 =$ look for ways of making groups of tens and ones. 				
Break	Break	Break	Break	Break	Break
Afternoon	Choose an activity from the Afternoon Activities Grid	Choose an activity from the Afternoon Activities Grid	Choose an activity from the Afternoon Activities Grid	Choose an activity from the Afternoon Activities Grid	Family Time / Catch up

Reading Activities Grid

Imaginative text: Draw and describe the characters from your book.	Imaginative text: Draw/write/discuss your favourite part of the book.	Imaginative text: Can you think of a new ending for the story?	Imaginative text: Discuss or write -Think of the characters from your book. Which one would like to meet and why?	Imaginative text: Retell or draw what happened at the beginning, middle and end of the story.
Informative text: Write/type facts that you learnt from your book. Draw and label a picture.	Look for words that you do not know the meaning of. Find out what they mean.	Answer questions about the book you read.	Write a book recommendation. Record reasons why you would or wouldn't recommend the book.	Adjectives are describing words. List some adjectives from the book. Do you know what they all mean? If not, choose some to find the meaning of.

Afternoon Activities Grid

Complete a session of PE with Joe. Access from <i>YouTube</i> .	Time yourself and record: In one minute, how many of the following can you complete? Star jumps, hops, skips, claps, ball tosses, squats, an exercise of your choice	Complete 30 minutes of physical activity of your choice. Eg. Walk your dog, sport game, dance, bike or scooter ride, etc	Cosmic Kids Yoga: Complete a session of Cosmic Kids Yoga https://cosmickids.com/watch/	Build a habitat for your favourite type of animal. Use materials that you have access to at home: Lego, blocks, paper, playdoh, aluminium foil, sticks, leaves etc
Draw/paint/build what you can see from your bedroom window.	What does Winter mean to you? Create an artwork. You may like to draw, paint or make a collage to represent your thoughts and feelings.	Stick art creation: What can you create out of a stick? Eg. Stick insect, wand, stick person, kite etc	Invent your own ball game. Write down the instructions of how to play.	Paint/draw/create an imaginary world that you would like to visit.

Day 3 Imaginative Writing Picture



Day 4 Imaginative Writing Picture



Day 5 Imaginative Writing Picture

