



	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English	English	English	English	English
	<p>Writing: Digital:</p> <p>Look at the Monday Writing Task on Seesaw or Google Classroom. Brainstorm all the reasons why you think school is important.</p> <p>Use these reasons to help you write 1-2 paragraphs describing the importance of school. Remember to explain your thinking and provide reasons why.</p> <p>Non-Digital:</p> <p>Look at Monday in the writing booklet. Complete the brainstorm about all the reasons why you think school is important.</p> <p>Use these reasons to help you write 1-2 paragraphs describing the importance of school. Remember to explain your thinking and provide reasons why.</p>	<p>Writing: Digital:</p> <p>Look at the Tuesday Writing Task on Seesaw or Google Classroom. Brainstorm three different ways that we can care for and look after our school.</p> <p>Write a response about 'How can we look after our school'. Use your three strategies and describe and explain them. Explain how doing these strategies will help us look after Claymore Public School.</p> <p>Non-Digital:</p> <p>Look at Tuesday in the writing booklet. Complete the brainstorm and pick your three favourite ways that we can care for and look after our school</p> <p>Write a response about 'How can we look after our school'. Use your three strategies and describe and explain them. Explain how doing these strategies will help us look after Claymore Public School.</p>	<p>Writing: Digital:</p> <p>Look at the Wednesday Writing Task on Seesaw or Google Classroom. Draw or put a picture of yourself in the middle of the page. Think about all of your favourite things about school and put them around you.</p> <p>Write 2-3 paragraphs about your favourite things about school. Make sure you include and add details and explain your reasons and thinking.</p> <p>Non-Digital:</p> <p>Look at Wednesday in the writing booklet. Draw or put a picture of yourself in the middle of the page. Think about all of your favourite things about school and put them around you.</p> <p>Write 2-3 paragraphs about your favourite things about school. Make sure you include and add details and explain your reasons and thinking.</p>	<p>Writing: Digital:</p> <p>Look at the Thursday Writing Task on Seesaw or Google Classroom. Use Seesaw (if possible) to draw your ideal school. Is there anything you wish you could add to Claymore Public School? It could be a swimming pool, football fields, helicopter landing zones etc. Alternatively, you can draw your design on paper and take a photo to upload your ideas.</p> <p>Using your drawn design, explain the features you wish you to add to Claymore Public School. Make sure you explain your choices.</p> <p>Non-Digital:</p> <p>Look at Thursday in the writing booklet. Draw your ideal school. Is there anything you wish you could add to Claymore Public School? It could be a swimming pool, football fields, helicopter landing zones etc. If possible, take a photo of your design and send it to your teacher on Seesaw.</p> <p>Using your drawn design, explain the features you wish you to add to Claymore Public School. Make sure you explain your choices.</p>	<p>Writing: Digital:</p> <p>Look at the Friday Writing task on Seesaw or Google Classroom. Think about the question: 'Does every community need a school?' Complete the planning page to help you with your writing. Write a response to the following question: 'Does every community need a school?'</p> <p>Use your planning page to help you. Make sure you share your opinion, explain your reason and provide evidence to support your thinking.</p> <p>Non-Digital:</p> <p>Look at Friday in the writing booklet. Think about the question: 'Does every community need a school?' Complete the planning page to help you with your writing. Write a response to the following question: 'Does every community need a school?'</p> <p>Use your planning page to help you. Make sure you share your opinion, explain your reason and provide evidence to support your thinking.</p>



	<p>Reading: Reading Comprehension Task: Letters are Tricky</p> <p>Grammar and Word Work: See Monday on your grammar and word work on your booklet. - List words beginning with 'bl'. E.g. black - List words rhyming with 'ut'. E.g. cut, hut, but - Complete the activity on Adjectives in your booklet</p>	<p>Reading: Reading Comprehension Task: Shasta's Sensational Pancakes</p> <p>Grammar and Word Work: See Tuesday on your grammar and word work on your booklet. - List words ending with 'ob'. E.g. mob, sob - List words that rhyme with 'ap'. E.g. tap, wrap, lap - Complete the activity on Nouns in your booklet</p>	<p>Reading: Reading Comprehension Task: Stellarphant</p> <p>Grammar and Word Work: See Wednesday on your grammar and word work on your booklet. - List words ending with 'y'. E.g. sky, fly, - List words rhyming with 'en'. E.g. men, ten, when - Complete the activity on Synonyms in your booklet</p>	<p>Reading: Reading Comprehension Task: Mudimals</p> <p>Grammar and Word Work: See Thursday on your grammar and word work on your booklet. - List words containing the final 'e' long vowel sound 'a-e'. E.g. tape, mate, late - List words rhyming with 'ank'. E.g. bank, tank, thank - Complete the activity on Verbs in your booklet</p>	<p>Reading: Reading Comprehension Task: Captain Ahab's Weird Wide World</p> <p>Grammar and Word Work: See Friday on your grammar and word work on your booklet. - List words ending with 'id'. E.g. did, lid - List words beginning with 'str'. E.g. string. - Complete the activity on Plurals in your booklet</p>
Break					
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	<p>Daily Warm Up: -Count to 100 or 120 -Count back from 100 or 120 -Skip count by 10s to and from 100 -Skip count by 2s and 5s to 50. -Pick a number between 1 and 9. Practice counting by tens starting from the number. ie. 3, 13, 23</p> <p>My Weather Journal: Students to complete their daily weather journal. Use http://www.bom.gov.au/places/nsw/claymore/ to help look up the daily weather. Students to record and draw the forecast for the day.</p>	<p>Daily Warm Up: -Count to 100 or 120 -Count back from 100 or 120 -Skip count by 10s to and from 100 -Skip count by 2s and 5s to 50. -Pick a number between 1 and 9. Practice counting by tens starting from the number. i.e. 3, 13, 23</p> <p>My Weather Journal: Students to complete their daily weather journal. Use http://www.bom.gov.au/places/nsw/claymore/ to help look up the daily weather. Students to record and draw the forecast for the day.</p>	<p>Daily Warm Up: -Count to 100 or 120 -Count back from 100 or 120 -Skip count by 10s to and from 100 -Skip count by 2s and 5s to 50. -Pick a number between 1 and 9. Practice counting by tens starting from the number. i.e. 3, 13, 23</p> <p>My Weather Journal: Students to complete their daily weather journal. Use http://www.bom.gov.au/places/nsw/claymore/ to help look up the daily weather. Students to record and draw the forecast for the day.</p>	<p>Daily Warm Up: -Count to 100 or 120 -Count back from 100 or 120 -Skip count by 10s to and from 100 -Skip count by 2s and 5s to 50. -Pick a number between 1 and 9. Practice counting by tens starting from the number. i.e. 3, 13, 23</p> <p>My Weather Journal: Students to complete their daily weather journal. Use http://www.bom.gov.au/places/nsw/claymore/ to help look up the daily weather. Students to record and draw the forecast for the day.</p>	<p>Daily Warm Up: -Count to 100 or 120 -Count back from 100 or 120 -Skip count by 10s to and from 100 -Skip count by 2s and 5s to 50. -Pick a number between 1 and 9. Practice counting by tens starting from the number. i.e. 3, 13, 23</p> <p>My Weather Journal: Students to complete their daily weather journal. Use http://www.bom.gov.au/places/nsw/claymore/ to help look up the daily weather. Students to record and draw the forecast for the day.</p>



	<p>Number: Complete the Number Talk. The number of the day is 7. Fill out the grid provided. Use the example as a guide if needed.</p> <p>Strand: Data</p> <p>Digital: Log in to Studyladder and select your assigned Week 3 tasks.</p> <p>Complete the following Data tasks: -Interpret Data Presented in Lists -Picture Graphs</p> <p>On Seesaw complete the following assigned task: -Reading Picture Graphs</p> <p>Non-Digital: See Monday in your Mathematics booklet. Complete the following tasks: -Creating and Interpreting Tables -Interpreting Picture Graphs - Create your own survey. Think of a survey to conduct with your family. i.e. Favourite Ice Cream flavours or Favourite Sports. Plan the questions and conduct a survey. Use tally marks to record your results.</p>	<p>Number: Complete the Number Talk. The number of the day is 9. Fill out the grid provided. Use the example as a guide if needed.</p> <p>Strand: Position</p> <p>Digital: Log in to Studyladder and select your assigned Week 3 tasks.</p> <p>Complete the following Position Tasks: -Top, Side, Front View of Vehicles.</p> <p>-On Seesaw (or a piece of paper), draw a bird’s eye view of your house or your room. Be sure to include things like where the doors and windows are located and the furniture.</p> <p>Non-Digital: See Tuesday in your Mathematics booklet. Complete the following tasks: - Draw a bird’s eye view of your house or your room. Be sure to include things like where the doors and windows are located and the furniture. - Pick an object in your house. Draw the top, side and front view of this object.</p>	<p>Number: Complete the Number Talk. The number of the day is 10. Fill out the grid provided. Use the example as a guide if needed.</p> <p>Strand: 2D Shapes</p> <p>Digital: Log in to Studyladder and select your assigned Week 3 tasks.</p> <p>Complete the following 2D Shape tasks. -Watch the tessellating patterns tutorial.</p> <p>-Draw/Create your own tessellating pattern on Seesaw or on paper. You can use different colours to show the pattern. -Complete the 2D Shape riddle task.</p> <p>Non-Digital: See Wednesday in your Mathematics booklet. Complete the following tasks: -Name the 2D Shape task - Complete the 2D Shape riddle task. -Tessellation Challenge. Look at the poster explaining tessellating patterns. Can you create your own tessellating pattern?</p>	<p>Number: Complete the Number Talk. The number of the day is 8. Fill out the grid provided. Use the example as a guide if needed.</p> <p>Strand: 3D Shapes</p> <p>Digital: Log in to Studyladder and select your assigned Week 3 tasks.</p> <p>Complete the following 3D Shape tasks: -Classify Three-Dimensional Objects – Activity 1 -Identify Top, Side and Front View - Vehicles B -Joining 3D Objects to make Composite Objects.</p> <p>Non-Digital: See Thursday in your Mathematics booklet.</p> <p>Complete the following tasks: -3D Space Task by Studyladder -3D Objects A -3D Objects B</p>	<p>Number: Complete the Number Talk. The number of the day is 11. Fill out the grid provided. Use the example as a guide if needed.</p> <p>Strand: Length</p> <p>Digital: Log in to Studyladder and select your assigned Week 3 tasks.</p> <p>Complete the following length tasks. -Watch the Measure with a Ruler tutorial -Measure Length in Centimetres: Activity 1 -Measure Length in Centimetres: Activity 2</p> <p>Non-Digital: See Friday in your Mathematics booklet.</p> <p>Complete the following tasks: -Comparing Length – Informal Units -Comparing Length – Formal Units</p>
Break					



Afternoon	Music	Health	Music	Health	Music
	<p><u>Non-Digital.</u></p> <p>What different sounds can your body make? What movements make different sounds? Use your Music Strip to plan a pattern with your body percussion. Put a different sound in each box e.g. (clap-click-stomp-clap-click-stomp). Practice and Perform your music strip.</p> <p><u>Digital</u></p> <p>Explore the different body percussion and practice. https://www.youtube.com/watch?v=kNjcdfZu3c0</p> <p>Plan your music strip and perform. <i>Take a video of your performance or photo of your film strip and upload to Seesaw.</i></p>	<p><u>Non-Digital</u></p> <p>What makes us grow up healthy and strong? (food, drink, rest, exercise). Fill your body template with things that make you healthy and strong. You may like to cut them out from a shopping catalogue.</p> <p><u>Digital</u></p> <p>Use this website to guide what your body needs to be healthy and strong. http://www.sciencekids.co.nz/gamesactivities/healthgrowth.html</p> <p><i>Take a photograph of your work and upload to Seesaw</i></p>	<p><u>Non-Digital</u></p> <p>Find objects around your home that make different sounds. Draw a symbol to represent each object and its sound. E.g. Spiral for a spoon. Organise your sounds and symbols into a pattern on your Music Strip and perform.</p> <p><u>Digital</u></p> <p>Access the website Abcya and play the game sound burst. What different objects could make that sound? https://www.abcya.com/games/sound_burst</p> <p><i>Take a video of your performance or photo of your film strip and upload to Seesaw.</i></p>	<p><u>Non-Digital</u></p> <p>What makes our teeth healthy or unhealthy? What is good and bad for our teeth? On your first tooth template draw on different things that keep our teeth healthy. On your second tooth draw the things that make your teeth unhealthy and need to be brushed off.</p> <p><u>Digital</u></p> <p>Use this website to guide your designs on what is healthy and unhealthy for your teeth. https://www.colgate.com/en-us/bright-smiles-bright-futures/program-materials/for-kids/games/snack-swat Take a photograph of your work and upload to Seesaw.</p>	<p><u>Non-Digital</u></p> <p>What are the different sounds that nature makes? What about the weather or animals? Step outside, close your eyes and listen. Draw a diagram of pictures that are labelled with their different sounds. If you could make a song with different sounds from nature what would you choose?</p> <p><u>Digital</u> Access the website Abc Kids and listen to the different sounds. Choose the audio lesson: Noisy by Nature https://www.abc.net.au/kids/listen/noisy-by-nature/</p> <p><i>Take a photograph of your work and upload to Seesaw</i></p>



Afternoon	<p>Physical Activity</p> <p><u>Non-Digital:</u> Explore the different ways your body can move. Experiment with these movements (twist, turn, bend, stretch, swing, reach). Put on some music and move in different ways.</p> <p><u>Digital:</u> Do a Cosmic Kids Yoga. https://www.youtube.com/watch?v=dKa2LHYcln4</p>	<p>Physical Activity</p> <p><u>Non-Digital:</u> What makes your heart race the most? Find your pulse/heart beat and count how many beats a minute after performing each exercise for a minute.</p> <ul style="list-style-type: none"> • Star jump • Run on the spot • Reach up and down <p><u>Digital:</u> Do a Go Noodle. https://www.youtube.com/watch?v=fpD9kRyBn8o</p>	<p>Physical Activity</p> <p><u>Non-Digital:</u> Run some laps around your backward for ten minutes. Time your heart rate for a minute at the end. Was it faster than yesterday?</p> <p><u>Digital:</u> Do a Cosmic Kids Yoga. https://www.youtube.com/watch?v=2aje33UPixE</p>	<p>Physical Activity</p> <p><u>Non-Digital:</u> Choose a favourite song and choreograph an aerobics routine using some of the different body movements from Monday.</p> <p><u>Digital:</u> Do a Go Noodle. https://www.youtube.com/watch?v=ZJFk87ZsHn0</p>	<p>Physical Activity</p> <p><u>Non-Digital:</u> animal work out. Set a timer for 1 minute of work. 15 seconds of rest. Perform a round of each movement</p> <ul style="list-style-type: none"> • Frog jump • Bear walk • Gorilla shuffle • Cheetah runs • Crab walks • Elephant stomps <p><u>Digital:</u> Do a Cosmic Kids Yoga. https://www.youtube.com/watch?v=C4CaR0syf1g</p>
<p>Personal Learning Task (optional):</p> <p>Refer to the booklet online or in your pack. Complete the task. This task is an additional task that students can complete at their own pace across the week. Students are welcome to use as much detail as they wish and can complete it either digitally or on paper.</p>					