
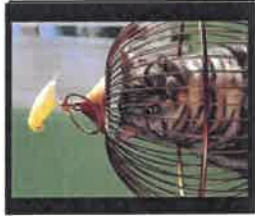




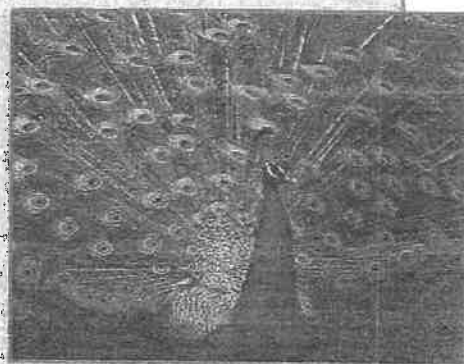


Planner ~ Monday 2021				
Reading	Writing	Maths	Family Interview	
<p>Learning Intention: We are learning to build reading stamina. We are learning to locate information from a text.</p> <p>Success Criteria: If I can read independently for 30 minutes. If I can select a good fit book. If I can answer questions using complete sentences. If I can use evidence from the text to support my answers.</p> <p>Independent Reading: Read for 30 mins using a book from home.</p> <p>Activity Read the attached text and answer the accompanying questions.</p> <p>Remember to refer to the text when answering the questions and make sure you use evidence from the text to support your responses.</p> <p> What a show off yellow Monday.PDF</p>	<p>Learning Intention: We are learning to create a sizzling start that will engage the reader.</p> <p>Success Criteria: If I can use descriptive words to engage the reader. If I can use the strategy 'show, don't tell' to engage the reader.</p> <p>Activity Creative Writing – Narrative</p> <p>This is so Wrong!</p>  <p>Take the perspective of the cat. Tell what has happened to you. Remember to include some dialogue with the bird. Don't forget to include the setting, describe the characters and use lots of descriptive vocabulary.</p> <p>Use the template and lined paper provided to complete your writing task.</p> <p> This is so Wrong.docx</p>	<p>Learning Intention: We are learning to use a compass to identify the position of an object. We are learning to plot and connect coordinates.</p> <p>Success Criteria: If I can use a compass to identify coordinates. If I can plot and connect coordinates using grid references.</p> <p>Warm Up – Create a three digit by three-digit multiplication worded problem and SOLVE IT!</p> <p>Eg. Mason sold 632 packets of playing cards in a year. If each set contained 250 pieces, how many cards were sold in all? $632 \times 250 = 158,000$ cards Use a calculator to help if needed.</p> <p>Activity – spatial orientation – position Fill in the missing compass directions. Use the compass at the top of the page for assistance.</p> <p>Spatial orientation – directions and plotting coordinates Use the compass points to show the direction of the path on the grid.</p> <p>Remember the scale – one square = one meter. The second grid – one square = 10 meters.</p> <p>Use the coordinates to plot and identify the objects on the grid. Don't forget to join your dots with a ruler to make the shape.</p> <p> Monday maths.PDF</p>	<p>Learning Intention: We are learning to create interview questions.</p> <p>Success Criteria: If I can create open and closed questions. If I can interview a family member. If I can document their answers.</p> <p>Activity – Select a member of your family.</p> <ul style="list-style-type: none"> • Ask about their jobs • Important accomplishments • Something they're good at • A funny story • Where they grew up and went to school <p>There is a template provided but it would be good to come up with some questions from yourself so it's more unique.</p> <ul style="list-style-type: none"> • Find someone to interview • Create a question form • Produce some questions • Document their answers • Reflect on what you found out <p>You might even like to fill out the family origins tree.</p> <p> Interview questions.docx</p> <p> My Family Origins.pdf</p>	

What a show-off!

Everyone loves peacock spiders. Peacock spiders are only found in Australia. There are at least forty-eight different kinds. They are all tiny—less than five millimetres in size.

Male peacock spiders have bright colours and like to show off. This makes them like male peacocks. Male peacock spiders put on dance shows to get girlfriends. The best dancers win the girlfriends. Different kinds of peacock spiders have different colours and patterns, and they do different kinds of dances. Some males even make their own music to dance to. They drum their legs on their abdomens or whirr their legs quickly in the air.



1 Peacock spiders are only found

- A under rocks.
- B where there are peacocks.
- C in Australia.
- D in bushes.

2 Some peacock spiders drum with their

- A heads.
- B legs.
- C feet.
- D arms.

3 Why do male peacock spiders dance?

- A to have fun
- B to get girlfriends
- C to look like peacocks
- D to make people like them

4 It's important for a male to dance well because

- A people like to watch its dance show.
- B it's only tiny.
- C all the males dance.
- D it's in competition with other males.

5 Male peacocks

- A are tiny and have bright colours.
- B dance and whirr their legs.
- C have bright colours and show off.
- D make music.

6 Choose the best answer. Why do people love peacock spiders?

- A They make music.
- B They are tiny so they only have tiny bites.
- C They are tiny and they dance.
- D Their bites don't hurt.

Spelling

- 1 Add the missing letters.
Everyone loves peacock
_____ iders.
- 2 Add the missing letters.
There are forty-_____ ght different
kinds.
- 3 Rewrite the misspelt word.
They like to show of.

Vocabulary

- 4 Write a word from the text that
means to quickly move to and fro.

- 5 Circle the word that has the
nearest meaning to the underlined
word.

Peacock spiders are tiny.

- A microscopic B large
C terrific D small

- 6 Circle the word that does not
belong.

- A male B female
C man D boy

- 7 Add a word from the text to the
sentence.

Peacock spiders are found in

Grammar

- 8 Pronouns can replace nouns.
Complete the sentence with a
pronoun.
Male peacock spiders dance.
_____ show
off for girlfriends.
- 9 Verbs are doing, saying, thinking,
feeling, being or having words.
Complete the sentence with a verb
from the text.
They _____
different colours and patterns.
- 10 Add a word from the text to tell
how.
They whirr their legs
_____ in the air.

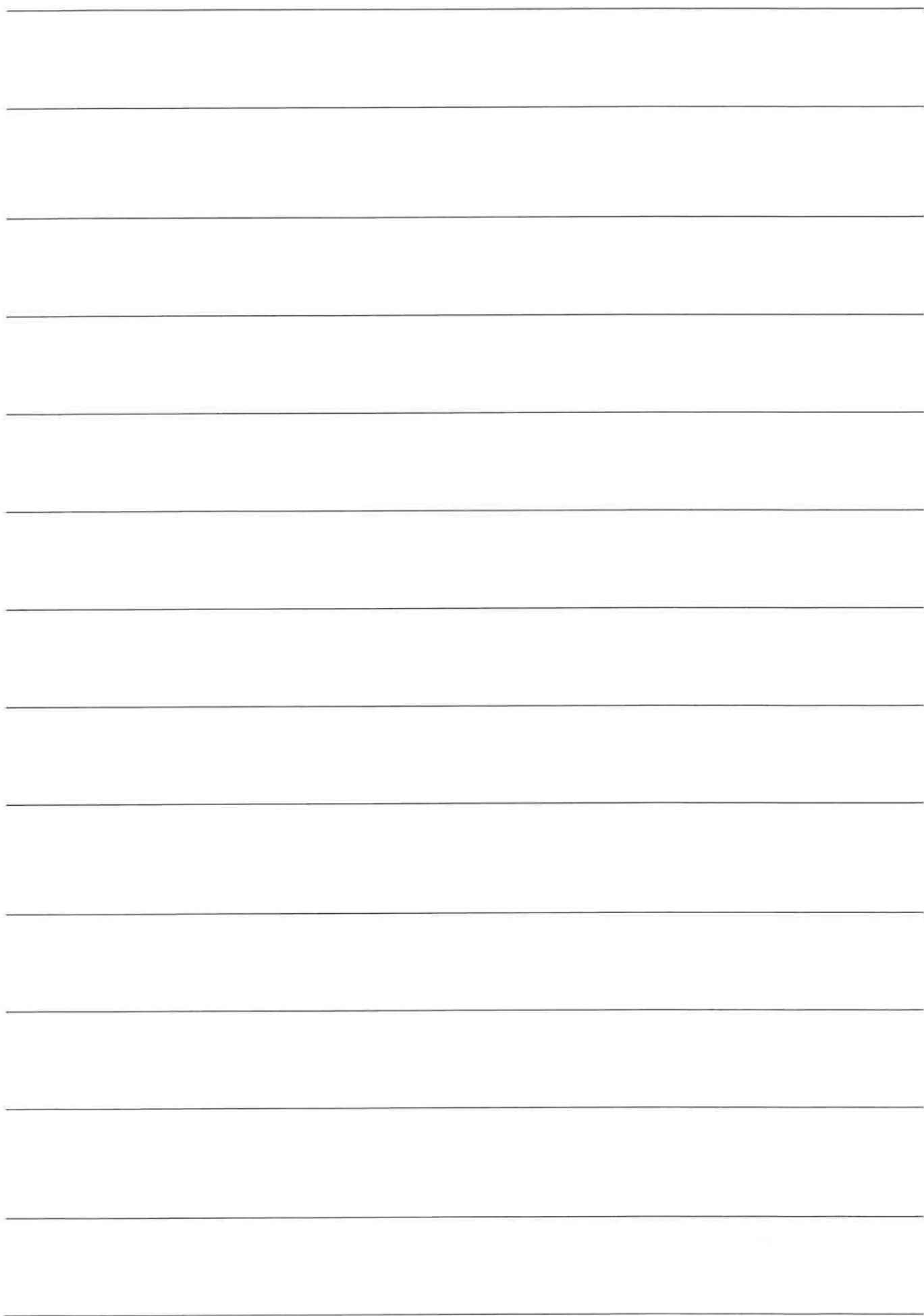
Punctuation

- 11 Circle the sentence that is
punctuated correctly.
A What a show-off!
B what a show-off!
C What a show-off
- 12 Rewrite the sentence correctly.
peacock spiders live in australia

This is so Wrong!

Take the perspective of the cat. Tell what has happened to you. Remember to include some dialogue with the bird. Don't forget to include the setting, describe the characters and use lots of descriptive vocabulary.

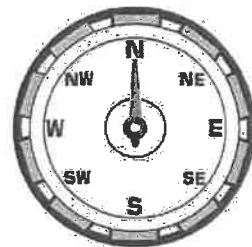




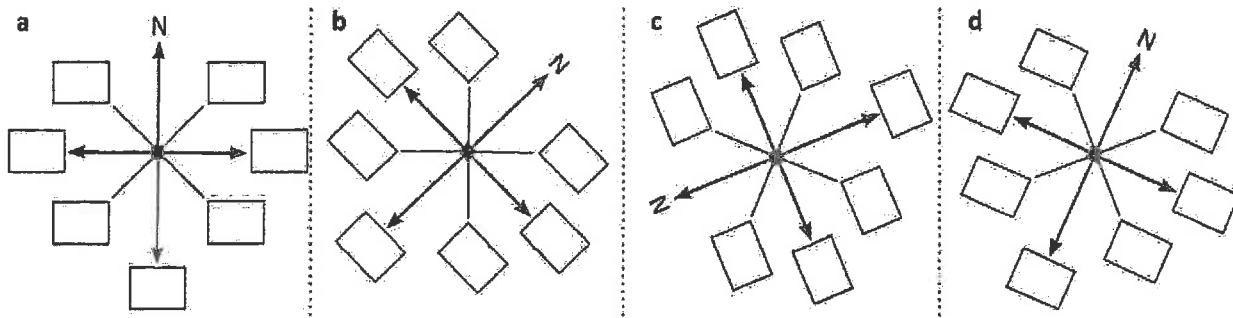
Spatial orientation – directions

Compass directions can help us orient ourselves. There are 4 main points on a compass: north, south, east and west.

Halfway between each of these is north-west, north-east, south-east and south-west.

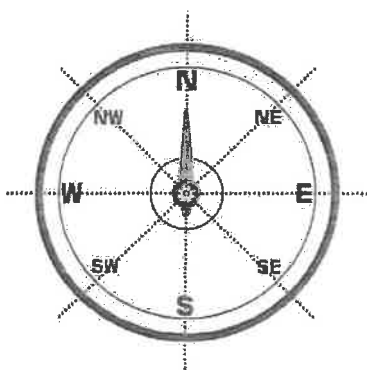


1 Add the missing directions to the compasses:



When we turn from north back to north, we make a full turn. When we turn from north to south, we make a half turn. When we turn from north to east we make a quarter turn. What kind of turn is it from north to north-east?

2 Use the compass below to identify different turns. How many can you find?



half turns

quarter turns

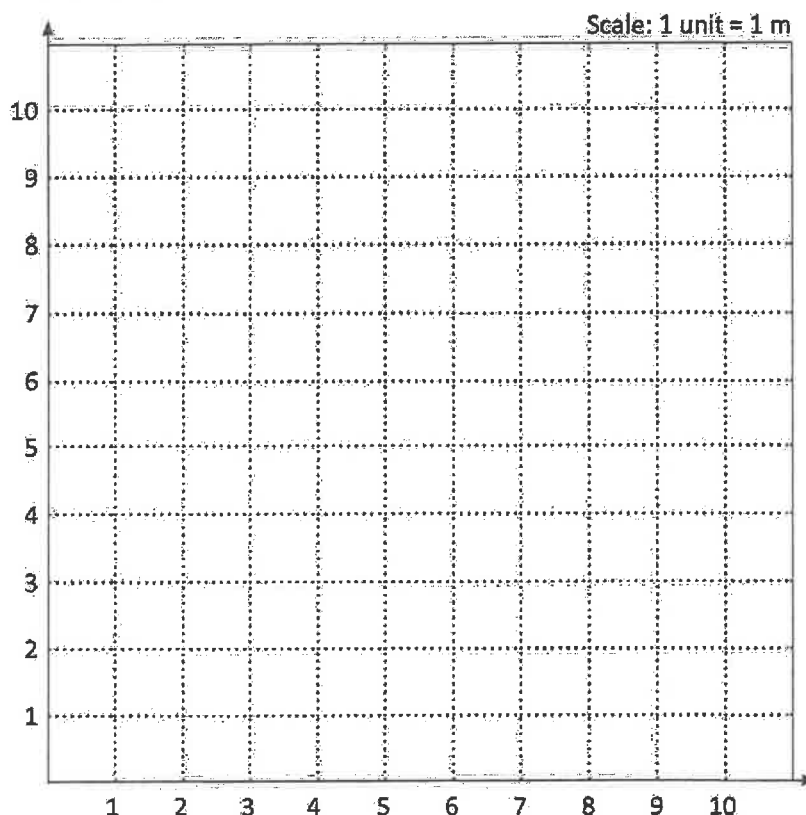
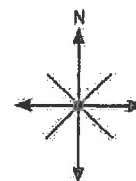
three-quarter turns

eighth turns

3 Play this game with a couple of friends. Draw a simple compass on paper and place it at your feet, making sure your north faces true north. One of you is the caller, the others are the doers. The caller gives an instruction such as, "Make a $\frac{3}{4}$ turn." What new direction will you face? Make the move, then check. How did you go? Can you make pictures in your head of where you are? Do you get better with practice?

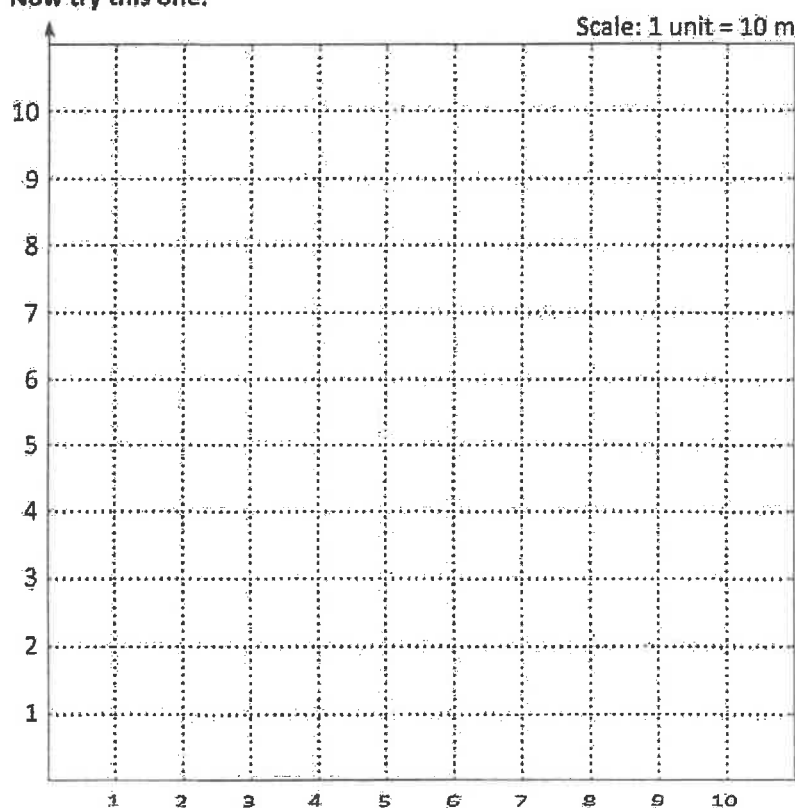
Spatial orientation – directions

- 4 Show the following path on the grid below. For the first number, look at the horizontal axis. For the second number, look at the vertical axis.



- Start at Point A (6, 1) and head 2 m north to Point B.
- Head 4 m east to Point C.
- Move north-west through 2 squares to Point D.
- Move 2 m east to Point E.
- Turn north-west and travel through 2 squares to Point F.
- Travel 2 m east to Point G.
- From Point G, move through 4 squares north-west to Point H.
- You are now halfway through a symmetrical picture. Complete it and decorate if you wish.

- 5 Now try this one:



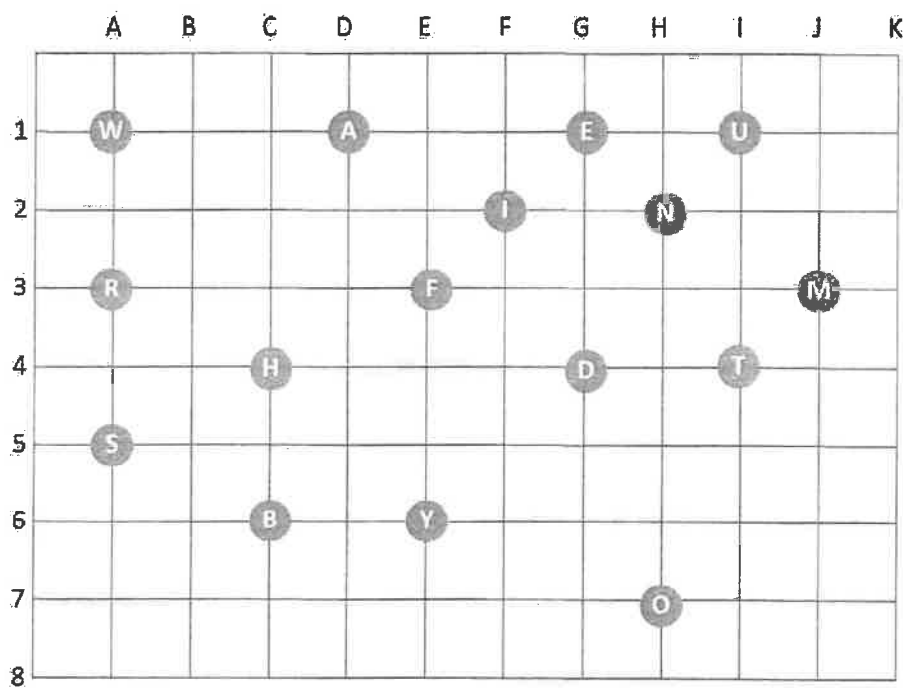
- Start at Point A (5, 2) and head 30 m north to Point B.
- Face east and head 30 m to Point C.
- Turn to face north and head 40 m to Point D.
- Turn west and travel 70 m to Point E.
- Turn south and head 40 m to Point F.
- Face east and head 30 m to Point G.
- Face south and head 30 m to Point H.
- Join Point H and Point A. What have you created? Advertise something on it.

Coordinates – plotting coordinates

Maps and street directories use coordinates to help us follow routes and find places.

We read coordinates horizontally and then vertically, so the letter comes before the number.

1 Write the letter for each coordinate to work out the riddle and the answer:

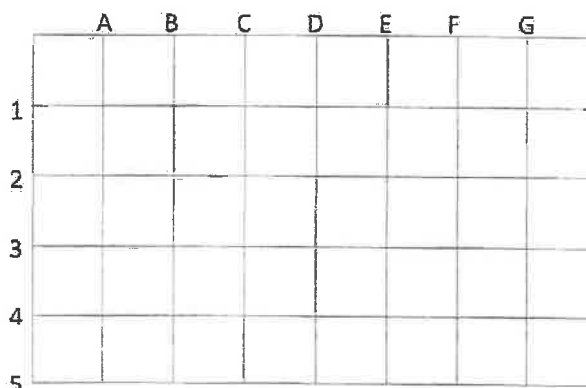


Questions			
A1, C4, D1, I4, A5		F2, I4	
E6, H7, I1, A3, A5		J3, H7, A3, G1	
C6, I1, I4		I4, C4, D1, H2	
E6, H7, I1, A3		E6, H7, I1	
E3, A3, F2, G1, H2, G4, A5		G4, H7?	
I1, A5, G1			

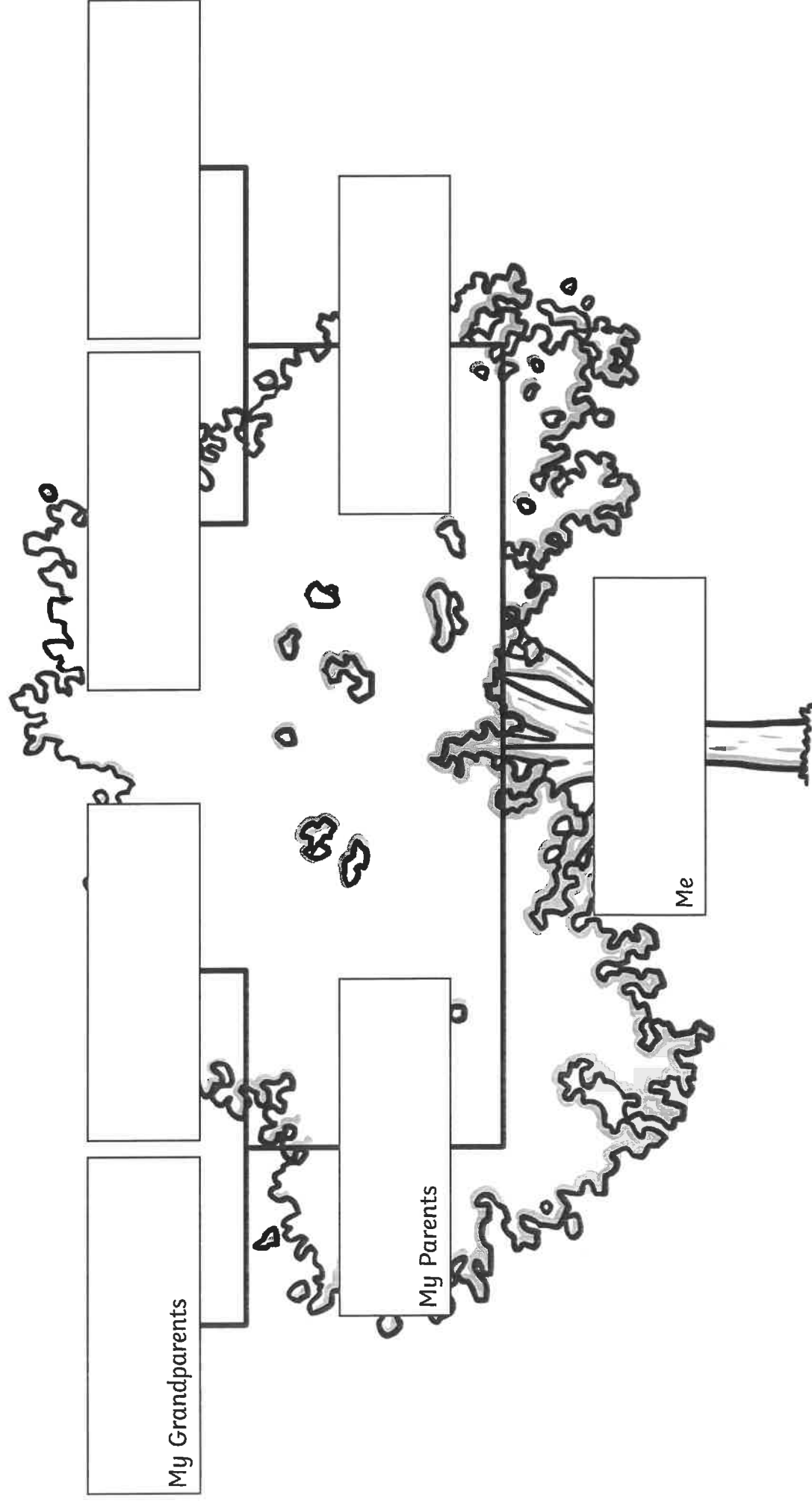
Riddle answer	
E6, H7, I1, A3	
H2, D1, J3, G1	

2 Plot these points and then connect them to make a 3D shape. Use a ruler.

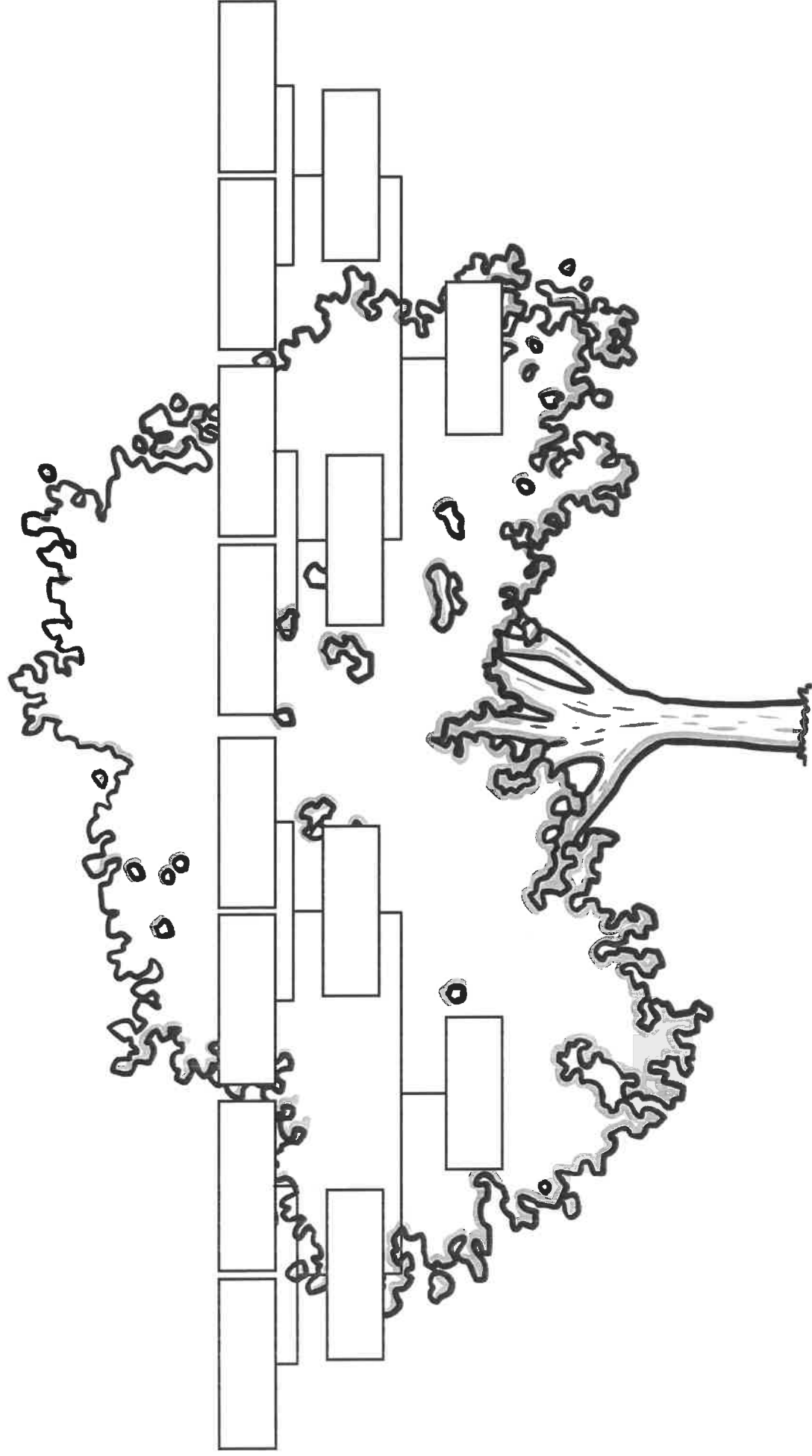
- | | |
|----------|----------|
| F1 to C1 | F1 to D3 |
| C1 to A3 | D3 to D5 |
| A3 to A5 | C1 to C3 |
| A5 to D5 | A3 to F3 |
| D5 to F3 | C3 to A5 |
| F3 to F1 | |



My Family Origins



My Family Origins



Interview Questions

Who lived in your house when you were growing up?

Where did you live as a child and has this changed?

What's your earliest memory?

What did you typically eat in a day?

What games did you play with your friends?

What was your favourite toy?

What was your favourite book?

What was your favourite subject at school?

What was your favourite music to listen to?

Who was your best friend when you were a child?

Did you have any pets? What were they?

What was on TV when you were a child?

Who did you want to meet when you were a child?

Who did you admire most when you were a child?

What's your favourite memory of your childhood?

What did you want to be when you were older?

What was your first job?




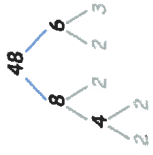



How has life changed since you were a child?

What would you say the most significant event in your life has been?

If you could relive one day of your life, which day would you choose and why?

Additional Questions

Planner ~ Tuesday ~ 2021

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Mindfulness</u>
<p>Learning Intention: We are learning to build reading stamina. We are learning to locate information from a text.</p> <p>Success Criteria: If I can read independently for 30 minutes. If I can select a good fit book. If I can answer questions using complete sentences. If I can use evidence from the text to support my answers.</p> <p>Independent Reading: Read for 30 mins using a book from home.</p> <p>Activity Read the attached text and answer the accompanying questions.</p> <p>Remember to refer to the text when answering the questions and make sure you use evidence from the text to support your responses.</p>  <p>Please don't pat the guide dog yellow Tue:</p>	<p>Learning Intention: We are learning to create a comic strip.</p> <p>Success Criteria: If I can use illustrations to convey my story. If I can use the correct layout of a comic. If I think carefully about the layout of my comic.</p> <p>Activity – create your own comic strip</p> <p>Today we are creating our own comic strip. Anchor charts have been included in your work pack. Please make sure you read them carefully.</p> <p>Use the templates provided in your work pack for your comic. You might even like to design your own. The choice is yours.</p> <p>Remember to convey your message through illustrations and speech/thought bubbles. Remember to use captions to signify time and setting changes.</p> <p>Have fun!</p>  <p>Comic anchor charts.PDF</p>  <p>Comic-Strip-Templates-Adobe-Reader- _63</p>	<p>Learning Intention: We are learning to use a compass to identify the position of an object. We are learning to plot and connect coordinates.</p> <p>Success Criteria: If I can use a compass to identify coordinates. If I can plot and connect coordinates using grid references.</p> <p>Warm Up – Warm Up – Factor Trees See example below. Create more factor trees for the following numbers</p> <p>18 21 49 56</p>  <p>Activity</p> <p>Activity – street directories Use the coordinates to follow routes and to identify places on the map.</p> <p>Connections – Create a design using the coordinates listed.</p>  <p>Tuesday Maths.PDF</p>	<p>Learning Intention Today we are completing a mindfulness activity</p> <p>Success Criteria: We will be successful when we can colour in the mindfulness worksheet</p> <p>Activity – Complete the mindfulness activity attached.</p> <p>Have fun and enjoy!</p>  <p>colouring #2.pdf</p>  <p>colouring.pdf</p>

Please don't pat the guide dog

A guide dog has a very important job. A guide dog has to keep its handler safe from tripping over things. A guide dog wears a harness.

If you see a guide dog:

DO NOT pat it! DO NOT feed it!

Guide dogs have work to do. Guide dogs lead their handlers across roads and up and down steps. Distracted guide dogs can get hurt or get their handlers hurt. Also, if a guide dog becomes used to being patted by people in the street it will want people to pat it all the time or give it food. Then it won't do its job properly.



1 Do not _____ a guide dog.

- A annoy
- B pat
- C help
- D hug

2 A guide dog wears

- A a leash.
- B a handler.
- C a hat.
- D a harness.

3 The text says _____ feed guide dogs.

- A do
- B do not
- C people can
- D dogs can

4 A guide dog must

- A be friendly.

B not eat treats.

C do its job.

D be important.

5 Choose all that apply. What might happen if a guide dog is distracted when crossing a street?

- A It might get hit by a car.
- B It might get a treat.
- C Its handler might get hit by a car.
- D It might trip on steps.

6 Choose all that apply. People want to pat a guide dog

- A because it might bite.
- B because it looks friendly.
- C to let it know it's doing a good job.
- D because they like to pat dogs.

Spelling

- 1 Add the missing letters.
The guide dog climbed up the _____eps.
- 2 Add the missing letters.
A guide dog wears a h_____ness.
- 3 Rewrite the misspelt word.
Guide dogs have werk to do.

Vocabulary

- 4 Write a word from the text that means **something you put on an animal to control it**.

- 5 Circle the word that has the nearest meaning to the underlined word.
Guide dogs have work to do.
A things B fun
C play D jobs
- 6 Circle the word that does **not** belong.
A streets B roads
C lanes D parks
- 7 Add a word from the text to the sentence.
A guide dog keeps its _____ safe.

Grammar

- 8 Pronouns can replace nouns.
Complete the sentence with a pronoun.
A guide dog has an important job.
Don't pat _____.
- 9 Verbs are doing, saying, thinking, feeling, being or having words.
Complete the sentence with a verb from the text.
A guide dog _____
to keep its handler safe.
- 10 Add a word from the text to tell how.
A guide dog must do its job
_____.

Punctuation

- 11 Circle the sentence that is punctuated correctly.
A Should you pat a guide dog!
B Should you pat a guide dog?
C should you pat a guide dog.
- 12 Rewrite the sentence correctly.
do not pat the guide dog

speech bubble

What the characters are saying out loud

thought bubble

What the characters are thinking

WRITING ELEMENTS

BAM!

SHLURP!

WHOOOSH

MEANWHILE....

MONDAY

ACROSS TOWN

3 YEARS LATER

sound effects

Add atmosphere with onomatopoeia

captions

Narration to give background knowledge

Comic Book Writing

The Story

Write an outline of what will happen in the story. Make sure it has a beginning, middle, and end.

The Writing / The Drawings

Decide how to communicate your story effectively using images and writing elements.

The Layout

Plan the arrangement of panels and number of pages using the different layout features.

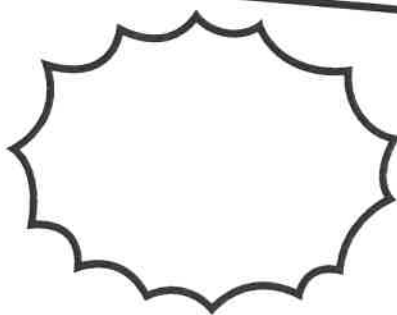
The Colouring

Choose your colour scheme (black & white, monochrome, full colour) and method (pencil, ink, markers, paint, digital, etc).

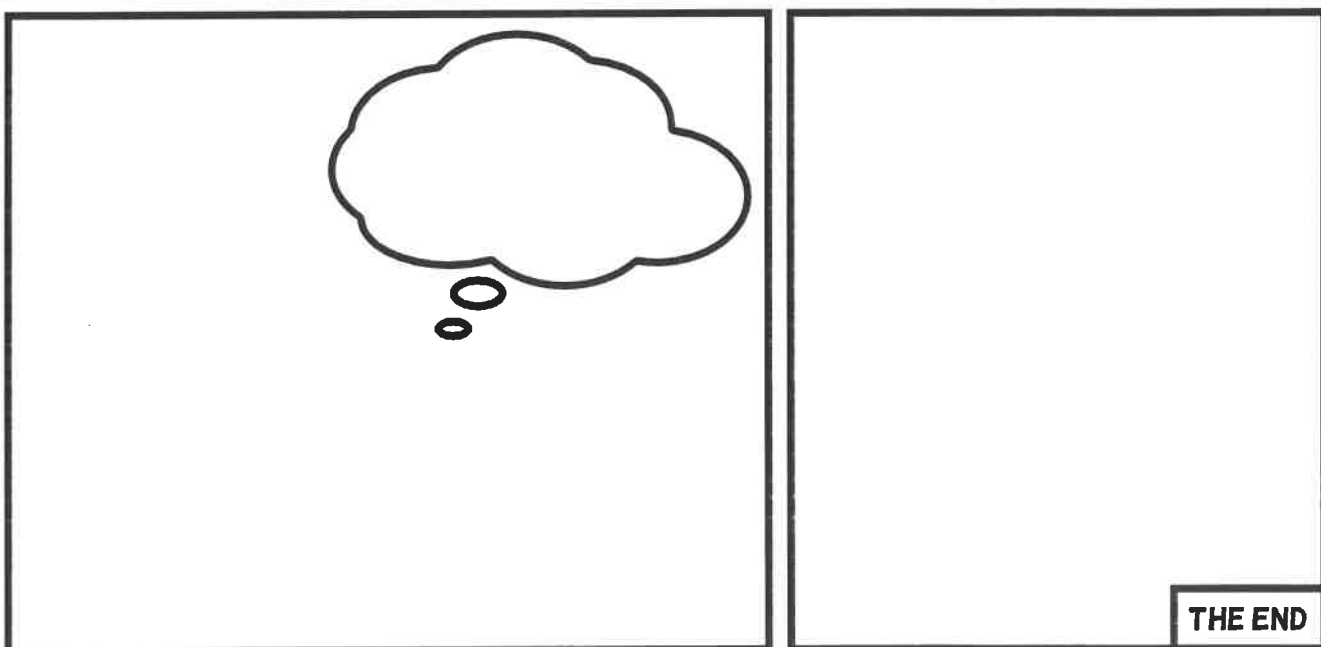
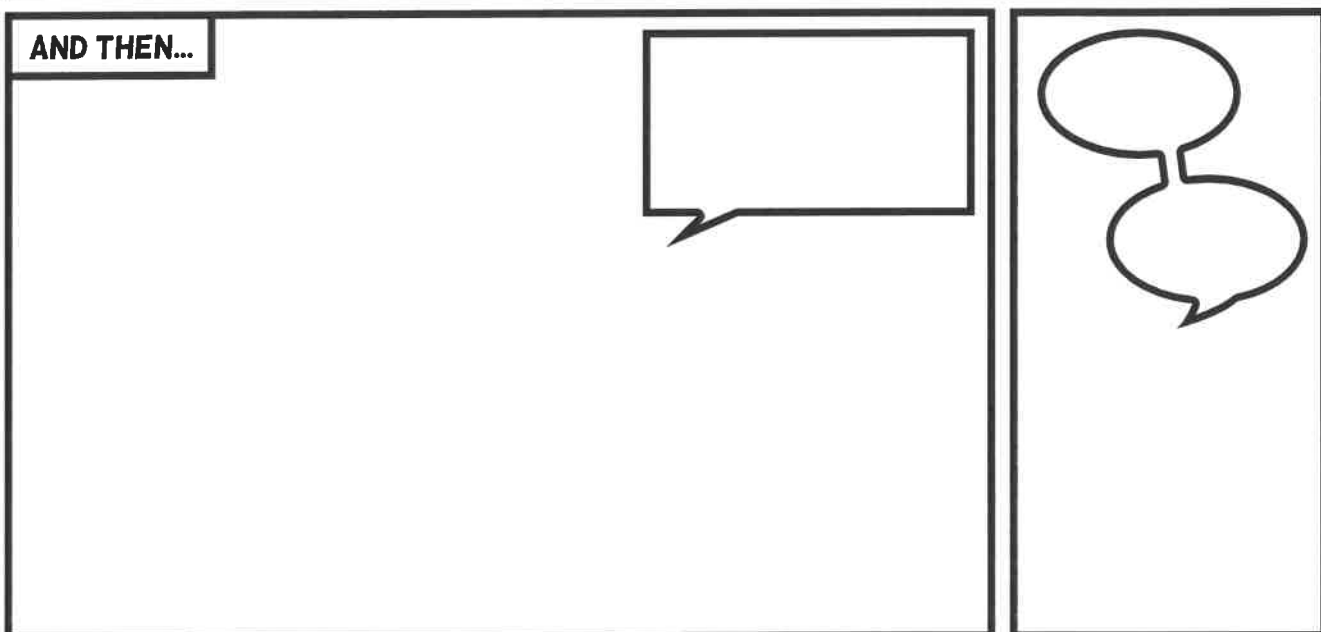
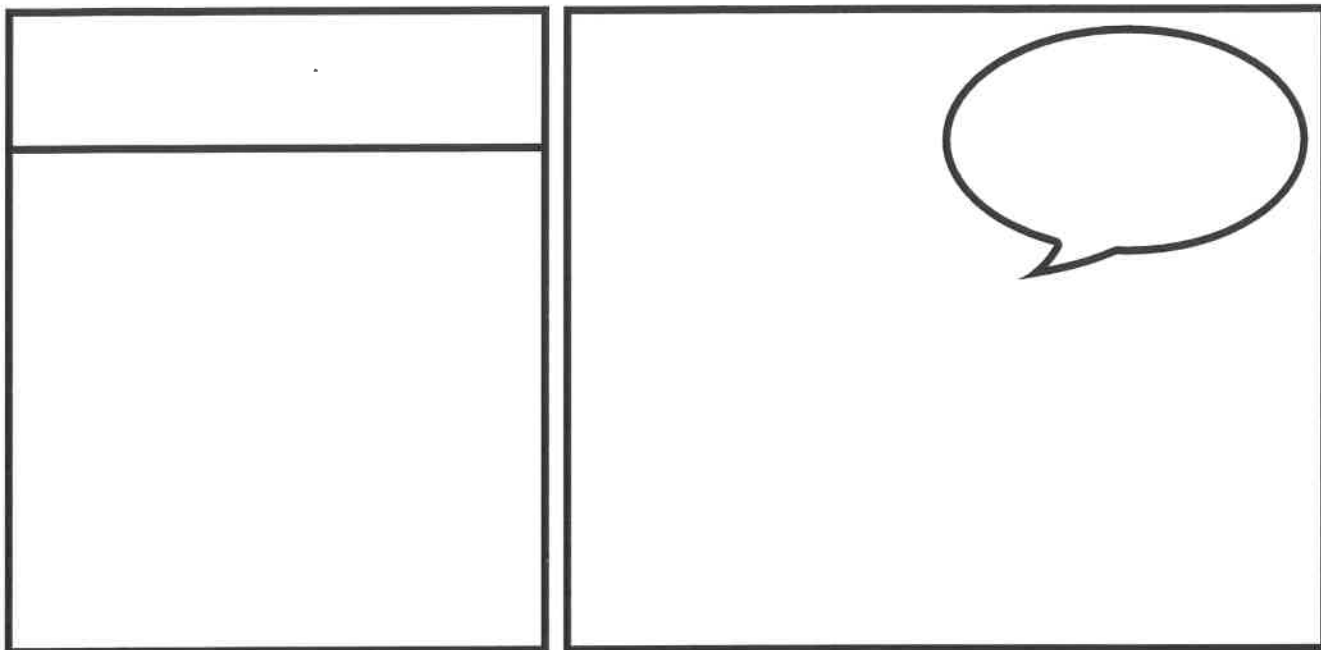
IN THE BEGINNING...



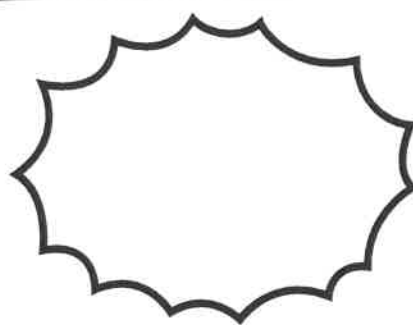
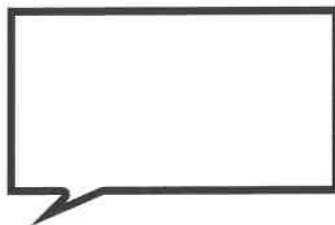
AND THEN...



THE END



IN THE BEGINNING...

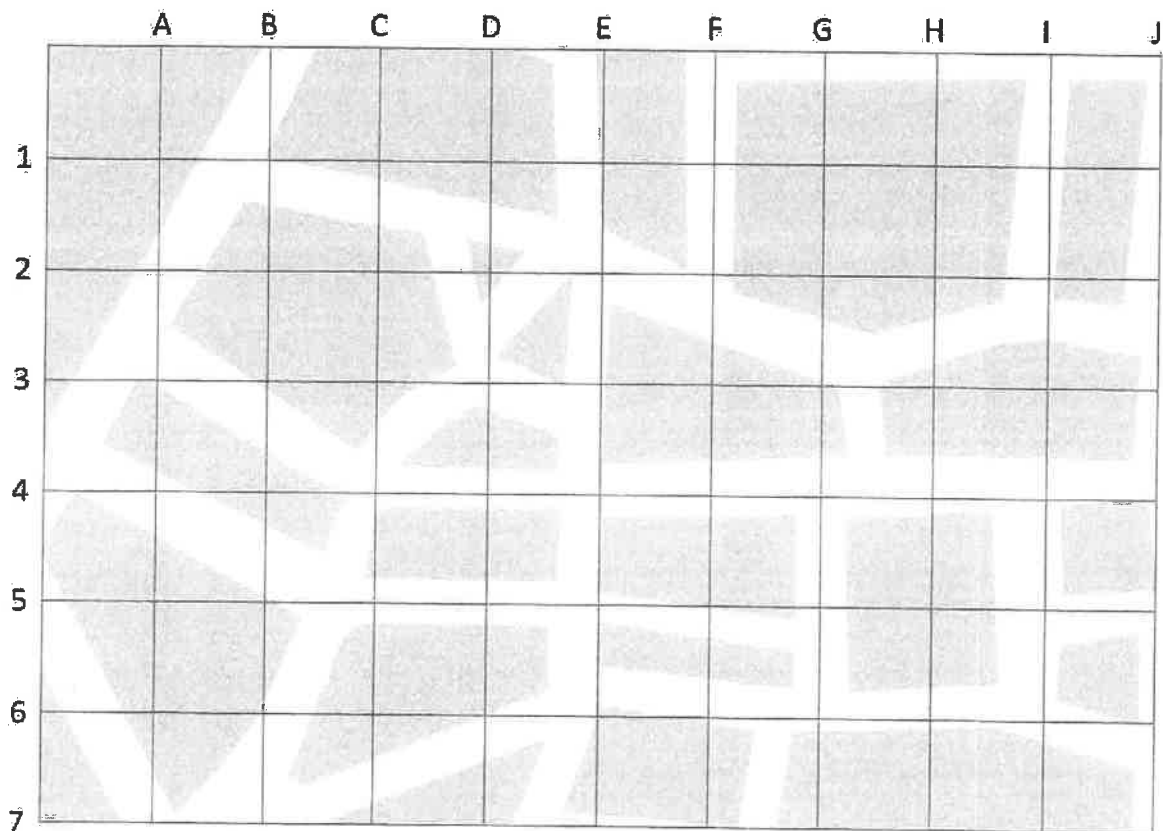


THE END



Coordinates – street directories

3 Complete this map by labelling it with the streets in the table below:

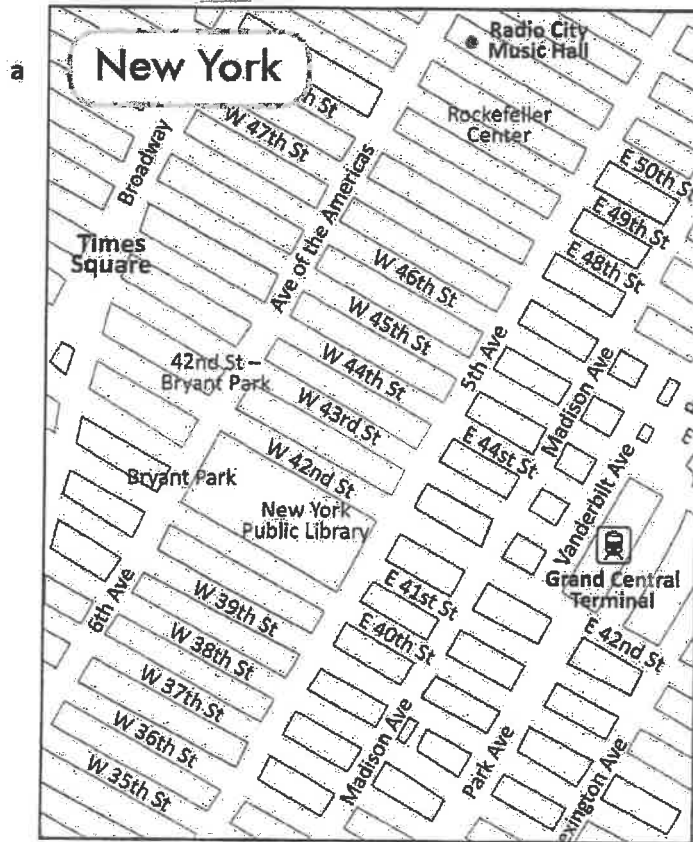


Label	Clue 1	Clue 2
Webb Street	B6	C4
Cuba Street	G4	G6
Noble Parade	A4	B5
Brent Street	A3	C4
Wilcox Street	E5	E3
Corona Street	I6	I4
Orion Street	E2	G3
Thorpe Road	F4	H4
Shirley Street	E6	G6
Fox Road	F2	F1

You live on the corner of Cuba and Shirley Streets. Your friend lives on the corner of Fox Road and Orion Street. Draw your houses and then write a set of directions for your friend to visit you.

Coordinates – street directories

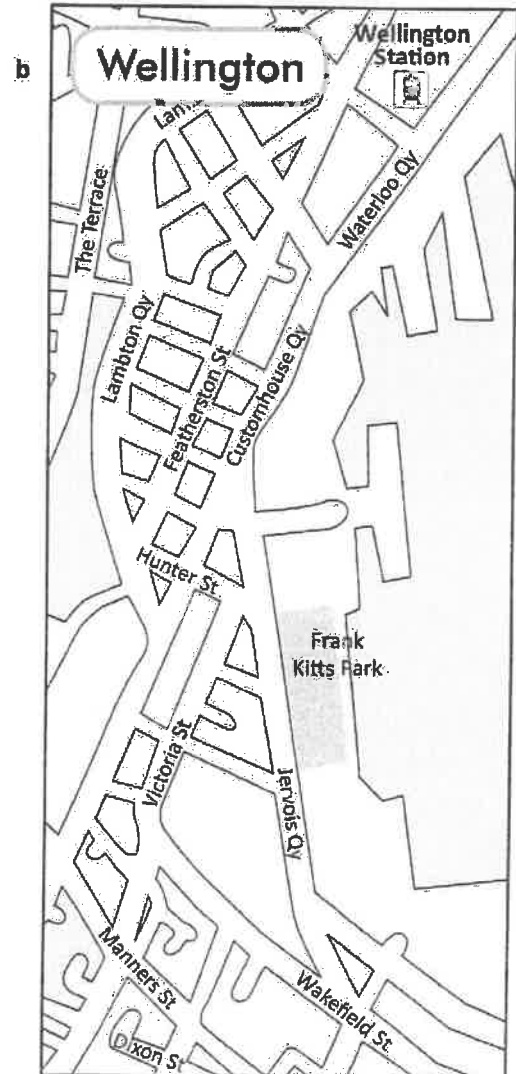
- 4 You will be travelling to 2 cities. In each city you will follow directions to locate a secret spot. Mark your travels on the map. Some of the clues are a little cryptic and might require some thought.



It's time to hit the streets of **New York (USA)**! You arrive at Grand Central Terminal and walk out onto Vanderbilt Avenue.

You want to get to Radio City Music Hall. Draw what you think would be the fastest route. From Radio City Music Hall, walk 8 blocks down Ave of the Americas/6th Ave and then turn left. What is on your right?

Turn right into 5th Ave and turn right onto E 40th St. Walk for 2 blocks and then turn right onto Broadway. What famous area is 3 blocks to the right?



You fly direct to **Wellington (New Zealand)**. Do you know what island are you on?

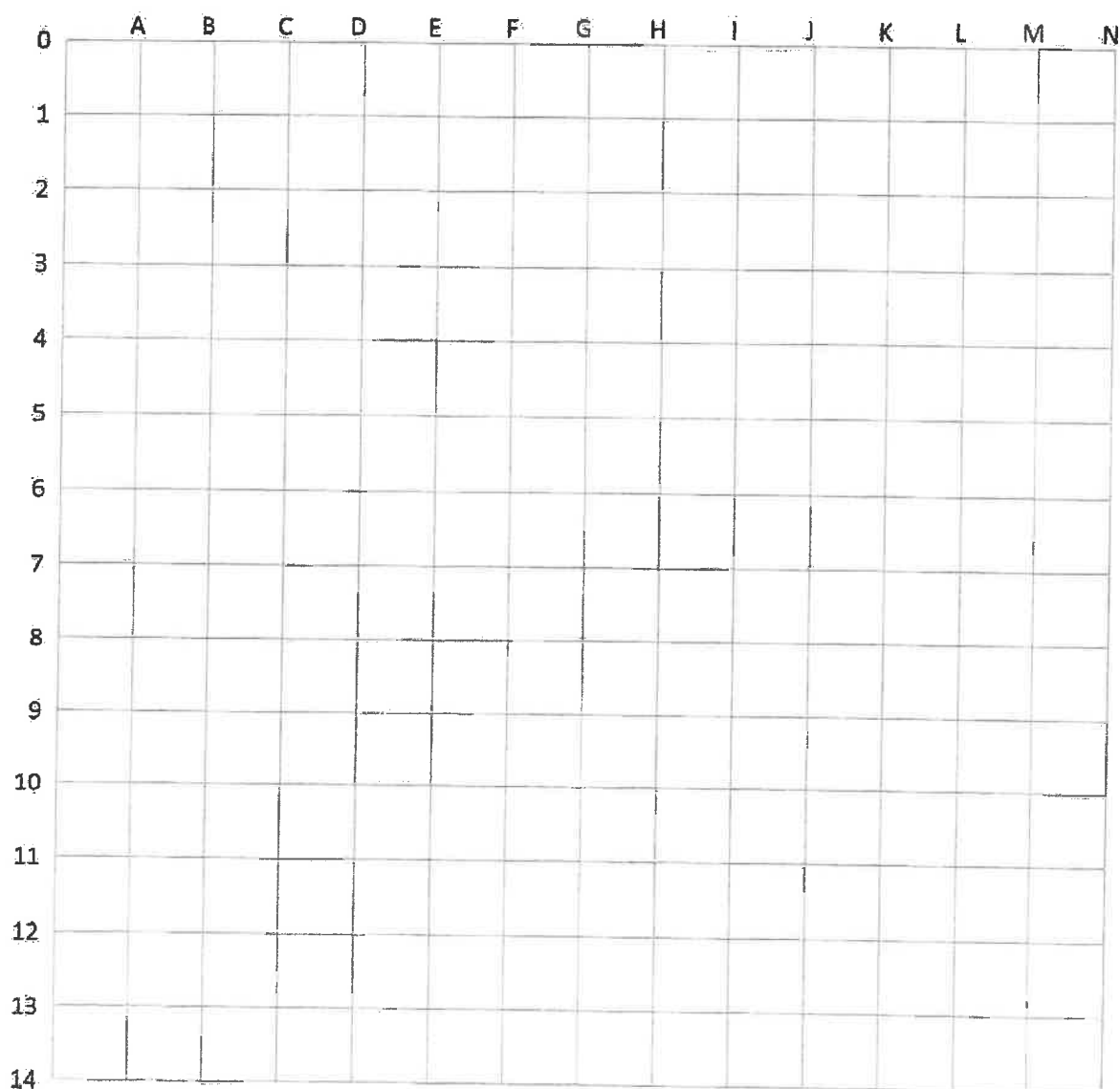
You catch a train to Wellington Station and then head south on Featherston St. Turn left onto Hunter St and then right onto a street named after a queen.

Turn into Wakefield St and then take your first left. Travel along this till you reach a park. What street does the park face onto?



Getting ready

Create a design by connecting the coordinates below. Use a sharp pencil and a ruler.

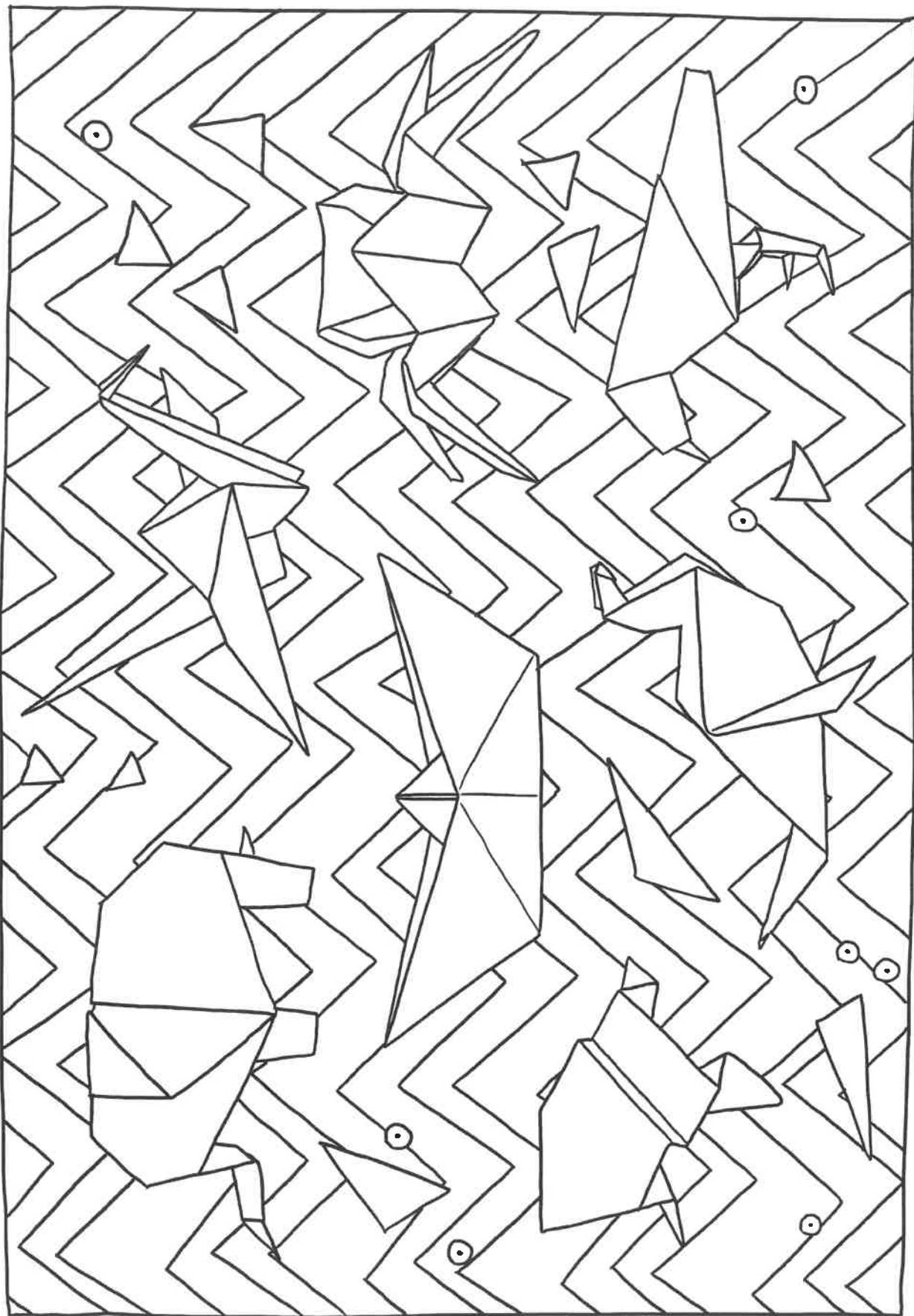


What to do









Connect these coordinates, work down each column and tick each one off as you go:

G1 to I3	K9 to K11	C11 to C9	E3 to G1	E11 to G7
I3 to K3	K11 to I11	C9 to A7	I3 to G7	C9 to G7
K3 to K5	I11 to G13	A7 to C5	K5 to G7	C5 to G7
K5 to M7	G13 to E11	C5 to C3	K9 to G7	E3 to G7
M7 to K9	E11 to C11	C3 to E3	I11 to G7	





Planner ~ Wednesday ~ 2021

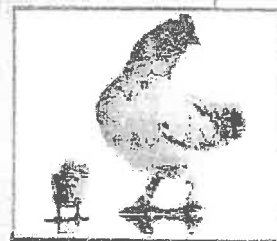
Reading	Writing	Maths	CREATE YOUR OWN BOARD GAME
<p>Learning Intention: We are learning to build reading stamina. We are learning to locate information from a text.</p> <p>Success Criteria: If I can read independently for 30 minutes. If I can select a good fit book. If I can answer questions using complete sentences. If I can use evidence from the text to support my answers.</p> <p>Independent Reading: Read for 30 mins using a book from home.</p> <p>Activity Read the attached text and answer the accompanying questions.</p> <p>Remember to refer to the text when answering the questions and make sure you use evidence from the text to support your responses.</p> <div data-bbox="810 1995 871 2047"></div> <p>Just like people yellow Wednesday.PC</p>	<p>Learning Intention: We are learning to research facts.</p> <p>Success Criteria: If I can select two topics. If I can find interesting facts about my chosen topic. If I can complete the template provided.</p> <p>Activity – Today we are learning to research facts. Select two topics that interests you. Write the topic in the middle circle – you can even add an illustration or photograph. Write an interesting fact in the next circle. Continue until all circles have been filled with interesting acts. Two spirals have been included for your research.</p> <div data-bbox="831 1487 892 1543"></div> <p>Spiralling Facts.docx</p>	<p>Learning Intention: We are learning to use a compass to identify the position of an object. We are learning to plot and connect coordinates.</p> <p>Success Criteria: If I can use a compass to identify coordinates. If I can plot and connect coordinates using grid references.</p> <p>Warm Up</p> <p>WARM UP</p> <ul style="list-style-type: none"> • I am a number. • I am 4 digits long • 3 + 5 are 2 of my many factors. <p>What number might I be?</p> <p>Activity – Treasure Hunt For this activity, you'll invent a treasure hunt. Think of a place at home to hide your treasure. You will also need to think of a route to get there.</p> <p>Plan your route, write out the clues on a piece of paper, hide your treasure, find someone in your family to find your treasure.</p> <p>You will need to use directional language such as, left, right, north, south, forwards, steps, turn etc.</p> <p>Draw your map on the treasure map provided. Write your steps on the line paper provided.</p> <div data-bbox="1129 976 1190 1032"></div> <p>Treasure map.docx</p> <div data-bbox="1129 763 1190 819"></div> <p>Lined paper.PDF</p>	<p>Learning Intention: We are learning to create an engaging board game for others to play.</p> <p>Success Criteria: If I can design a board game and play with another member of my family.</p> <p>Activity – Today you are creating a board game. This activity will take you a couple of days to complete. Please read the instructions carefully. A game board has been included in your work pack. You can design your own game board or use the one in your pack. Have fun and be a little bit creative!</p> <div data-bbox="900 468 960 524"></div> <p>Board game.pdf</p> <div data-bbox="900 266 960 322"></div> <p>Challenge and Chance Cards.pdf</p> <div data-bbox="1107 468 1168 524"></div> <p>Game Board.pdf</p> <div data-bbox="1107 255 1168 311"></div> <p>Create your own Board Game.docx</p>

Reading and Comprehension

Just like people

The Animals Australia website states chickens are like people because:

1. Mother hens always care for their chicks. They call to their chicks to keep them from danger. They keep their chicks warm and safe. They teach their chicks how to be chickens.
 2. Chickens talk to each other.
 3. Chickens dream when they sleep.
 4. Chickens like to explore.
 5. Different chickens enjoy doing different things. Some like to sleep a lot. Some eat greedily. Some like to sit in the sun.
- So chickens ARE just like people.



- 1 Mother hens
 - A ignore their chicks.
 - B care for their chicks.
 - C eat their chicks.
 - D run away from their chicks.
- 2 Chickens
 - A talk.
 - B swim.
 - C drive.
 - D giggle.
- 3 A chick has to learn how to be
 - A a dog.
 - B a hen.
 - C curious.
 - D a chicken.
- 4 It's most important for a chick to understand its mother's call
 - A to fetch a ball.
 - B to dinner.
 - C for danger.
 - D to play.
- 5 Mother hens are
 - A roosters.
 - B good teachers.
 - C bad teachers.
 - D careless teachers.
- 6 Choose all that apply. Chickens are like people because they
 - A talk to each other.
 - B sleep and dream.
 - C love their babies.
 - D explore and learn.

Spelling

- 1 Add the missing letters.
Chickens like to ex__ __ ore.
- 2 Add the missing letters.
Chickens are like p__ __ ple.
- 3 Rewrite the misspelt word.
Sum chickens like to sleep a lot.

Vocabulary

- 4 Write a word from the text that means **investigate and discover**.

- 5 Circle the word that has the nearest meaning to the underlined word.
Mother hens teach their chicks.
A instruct B learn
C study D test
- 6 Circle the word that does not belong.
A danger B threat
C risk D safety
- 7 Add a word from the text to the sentence.
The Animals Australia
_____ states
that chickens are like people.

Grammar

- 8 Pronouns can replace nouns.
Complete the sentence with a pronoun.
Mother hens care for their chicks.
They keep _____ safe.
- 9 Verbs are doing, saying, thinking, feeling, being or having words.
Complete the sentence with a verb from the text.
Chickens _____ like people in many ways.
- 10 Add a word from the text to tell how.
Some chickens eat _____.

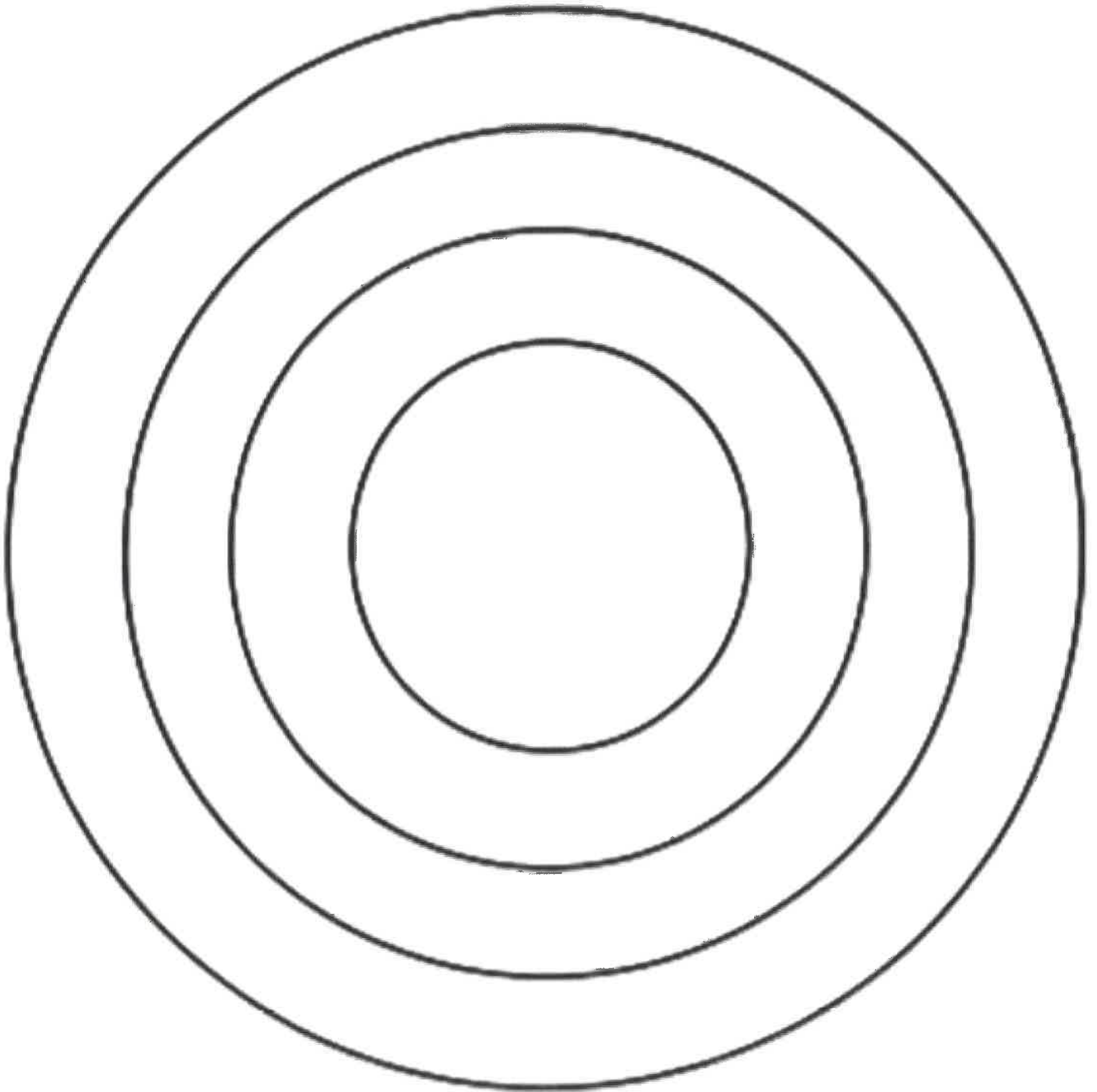
Punctuation

- 11 Circle the sentence that is punctuated correctly.
A Chickens scratch peck sleep and explore.
B Chickens scratch, peck, sleep and explore.
C Chickens scratch, peck, sleep and explore
- 12 Rewrite the sentence correctly.
the animals australia website has interesting information

Spiralling Facts

Select a topic. Write the topic in the middle circle.

Add an illustration to the middle circle.

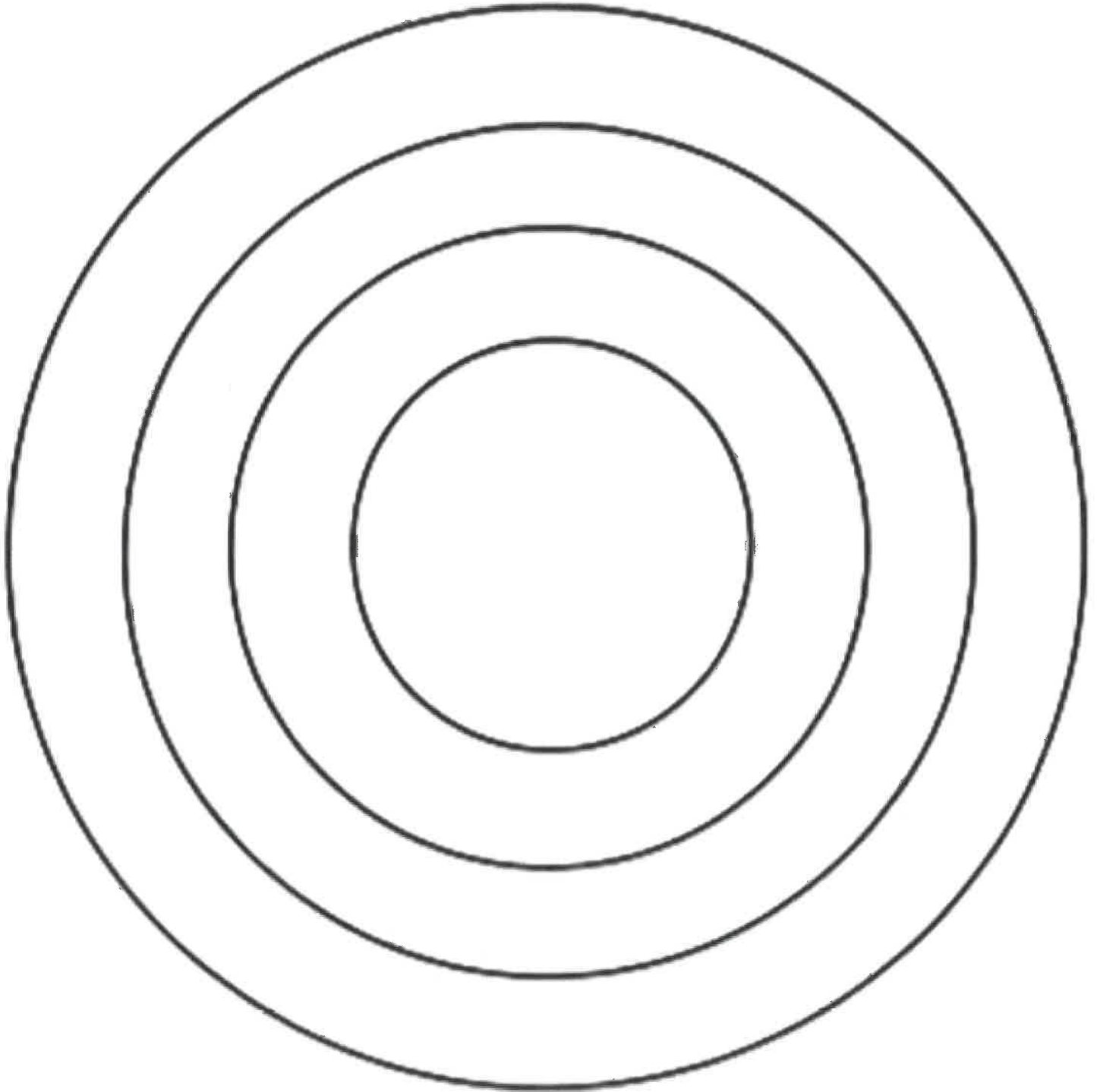


Write an interesting fact in each circle.

You should end up with a title and three interesting facts about a topic of your choice.

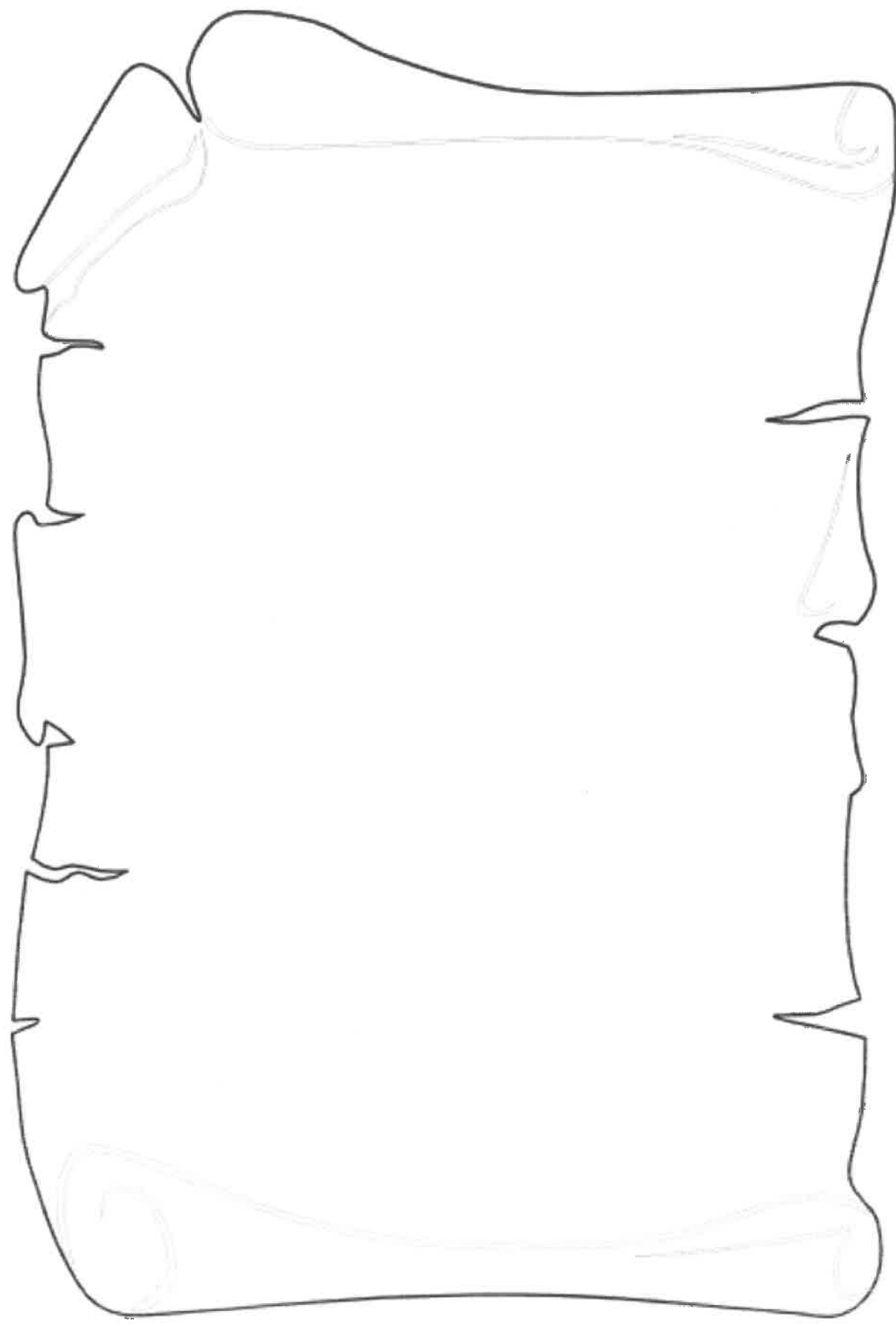
Spiralling Facts

Select a topic. Write the topic in the middle circle.
Add an illustration to the middle circle.



Write an interesting fact in each circle.
You should end up with a title and three interesting facts about a topic
of your choice.

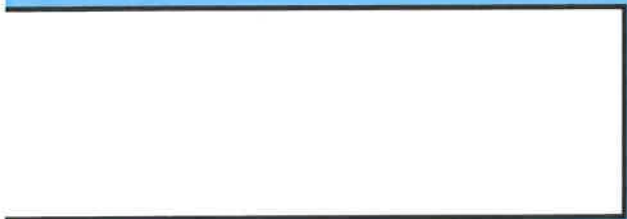
FIND THE TREASURE



</



Place your
chance
cards here.



Start
Collect 5 points
every time you
pass start.



Challenge

Roll a dice!
If the number is even,
pick up a **challenge card**.
If it is odd, pick up
a **challenge card**.



Chance



Place your
challenge
cards here.

Place your
challenge
cards here.

Challenge



**Pick up a
challenge card.**
Good luck!



Chance



**Pick up a
challenge card.**
Good luck!



Challenge

Challenge

Challenge

Challenge

(Blank space for challenge)

Challenge



Challenge

A graphic for a challenge box. It has a pink header with the word "Challenge" in white. Below the header is a large white rectangular area for writing. At the bottom is a yellow horizontal bar.



Challenge



Chance

twinkl.com

Chance

twinkl.com

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Create your own Board Game

Create your own board game either using the board game provided or create your own design.

The theme can be anything you choose.

Examples of themes: Animals, Movie Characters, Celebrities, Sport stars, Olympics, Books.

Your task is to create challenge and task cards, rules for the game, and provide instructions.

Step 1: Pick a Game Style

Card game, monopoly style

Step 2: Sketch It Out

The next step is to plan your game. What is it going to look like? What are the rules of your board game?

The sketch can be a detailed or as simple as you want but laying out your ideas on paper will make building the game easier in the long run.

Step 3: Build the Board

Using cardboard or paper found from around your house you can design your board using simple tools such as pens, pencils, markers and paint. You can also use the board game template provided in your work pack.

Step 4: Make your Pieces

You need to make your game pieces. You can use the dots provided in your work pack or you can design your own. If your game needs dice think about how you are going to make them. You can use dice from other board games you have at home or online dice (iPhone etc)

Step 5: Playing Cards

Create your task and challenge cards. What creative things are you going to make your players do when they pick up on of those cards? You can use the cards provided in your work pack or design your own.

Step 5: Rules and Instructions

You need to write the rules of your game on a piece of paper, or on the back of the game board. You will also need to include a set of instructions so players know how to play the game. Make sure your instructions are clear and easy to follow.

Step 7: Play the game.

Planner ~ Thursday ~ 2021

Reading	Writing	Maths	CREATE YOUR OWN BOARD GAME
<p>Learning Intention: We are learning to build reading stamina. We are learning to locate information from a text.</p> <p>Success Criteria: If I can read independently for 30 minutes. If I can select a good fit book. If I can answer questions using complete sentences. If I can use evidence from the text to support my answers.</p> <p>Independent Reading: Read for 30 mins using a book from home.</p> <p>Activity Read the attached text and answer the accompanying questions.</p> <p>Remember to refer to the text when answering the questions and make sure you use evidence from the text to support your responses.</p> <div data-bbox="869 1989 933 2042" data-label="Image"></div> <p>Tell us what happened yellow Thui</p>	<p>Learning Intention: We are learning to paint a word picture using the five senses when writing.</p> <p>Success Criteria: If I can write a descriptive story using the five senses (see, hear, smell, feel, taste) to paint a picture for the reader</p> <p>Activity Creative Writing – Narrative</p> <p>The Door</p> <div data-bbox="566 1265 805 1467" data-label="Image"></div> <p>Story Starter –</p> <p>Jenny bent down to look through the tiny door at the back of the room. She couldn't believe what she saw!</p> <p>What happens next?</p> <p>Use the template and lined paper provided to complete your writing task.</p> <div data-bbox="1125 1478 1189 1534" data-label="Image"></div> <p>The Door.docx</p>	<p>Learning Intention: We are learning to use a compass to identify the position of an object. We are learning to plot and connect coordinates.</p> <p>Success Criteria: If I can use a compass to identify coordinates. If I can plot and connect coordinates using grid references.</p> <p>Warm Up – How many blocks?</p> <div data-bbox="494 806 654 929" data-label="Image"></div> <p>Activity – You are going to make a scaled drawing or map of a familiar location. This could be your school, room, home or local neighbourhood.</p> <p>Walk around your chosen area and make a rough sketch of what your map will look like. How many landmarks are you including?</p> <p>Once you have created your map, use directional language to navigate from point A to point B.</p> <p>You might like to include a key which states the landmarks on your map.</p> <p>You the lined paper for your directions and the blank sheet of paper for your map.</p> <p>An example has been included in your work pack.</p> <div data-bbox="1141 974 1204 1030" data-label="Image"></div> <p>Map example.docx</p> <div data-bbox="1141 750 1204 806" data-label="Image"></div> <p>Lined paper.PDF</p>	<p>Learning Intention: We are learning to create an engaging board game for others to play.</p> <p>Success Criteria: If I can design a board game and play with another member of my family.</p> <p>Activity – Board game continued.</p>

Tell us what happened

Interviewer: I am here at Twinklegate Hospital with Jill and her young brother, Jack. Tell us what happened, Jill.

Jill: Jack and I went up the hill to fetch a pail of water.

Jack: And I tripped and fell down.

Jill: He landed on rocks and broke his crown. I tumbled after him.

Interviewer: Why did you go tumbling after him, Jill?

Jill: When he tripped, he grabbed me and pulled me down after him.

Interviewer: Were you hurt, Jill?

Jill: No. I landed on top of Jack so I had a soft landing.

Jack: Yes. She squashed me.



1 Where does the interview take place?

- A on a hill
- B at a hospital
- C at Jack and Jill's house
- D on the street

2 What did Jack land on?

- A water
- B Jill
- C rocks
- D a hill

3 What did Jill land on?

- A water
- B Jack
- C a hill
- D rocks

4 What is Jack's crown?

- A something like a hat
- B something he wears on his head
- C part of his head
- D a leg

5 What is a pail?

- A a bucket
- B a bottle
- C a handful
- D a glass

6 Whose fault was it that Jill fell?

- A Her own. She should have been more careful.
- B Jack's. He pulled her.
- C Her own. She landed on top of Jack.
- D Jack's. He pushed her.

Spelling

- 1 Add the missing letters.
Jack and Jill were at
_____inklegate Hospital.
- 2 Add the missing letters.
Jill s_____ashed Jack.
- 3 Rewrite the misspelt word.
Tell us wot happened.

Vocabulary

- 4 Write a word from the text that means **a place to go when you are hurt or ill**.

- 5 Circle the word that has the nearest meaning to the underlined word.
Jill, tell us what happened.
A convince B explain
C show D act out
- 6 Circle the word that does **not** belong.
A tripped B ran
C stumbled D toppled
- 7 Add a word from the text to the sentence.
Jack _____
and fell down.

Grammar

- 8 Adjectives are describing words. Complete the sentence with an adjective from the text.
Jill had a _____
landing.
- 9 Verbs are doing, saying, thinking, feeling, being or having words. Complete the sentence with a verb from the text.
Jack _____
Jill down after him.
- 10 Add a word from the text to tell **where**.
Jack and Jill fell

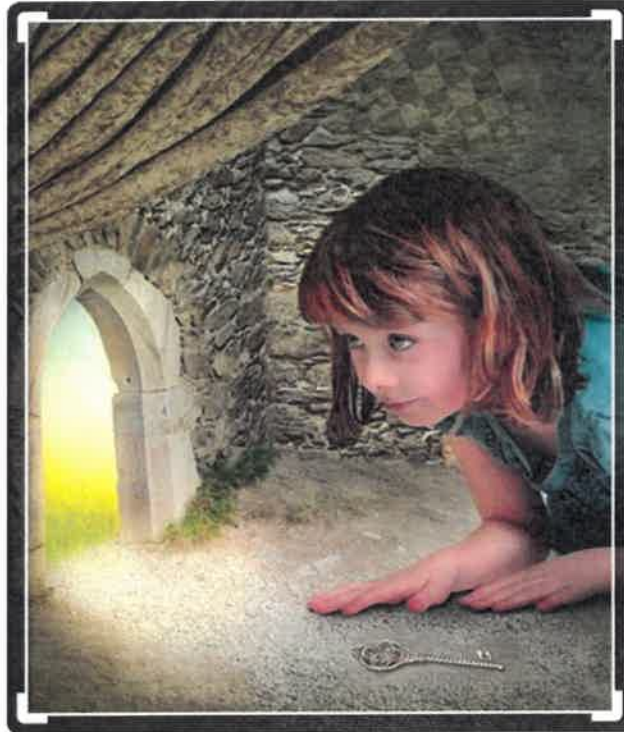
Punctuation

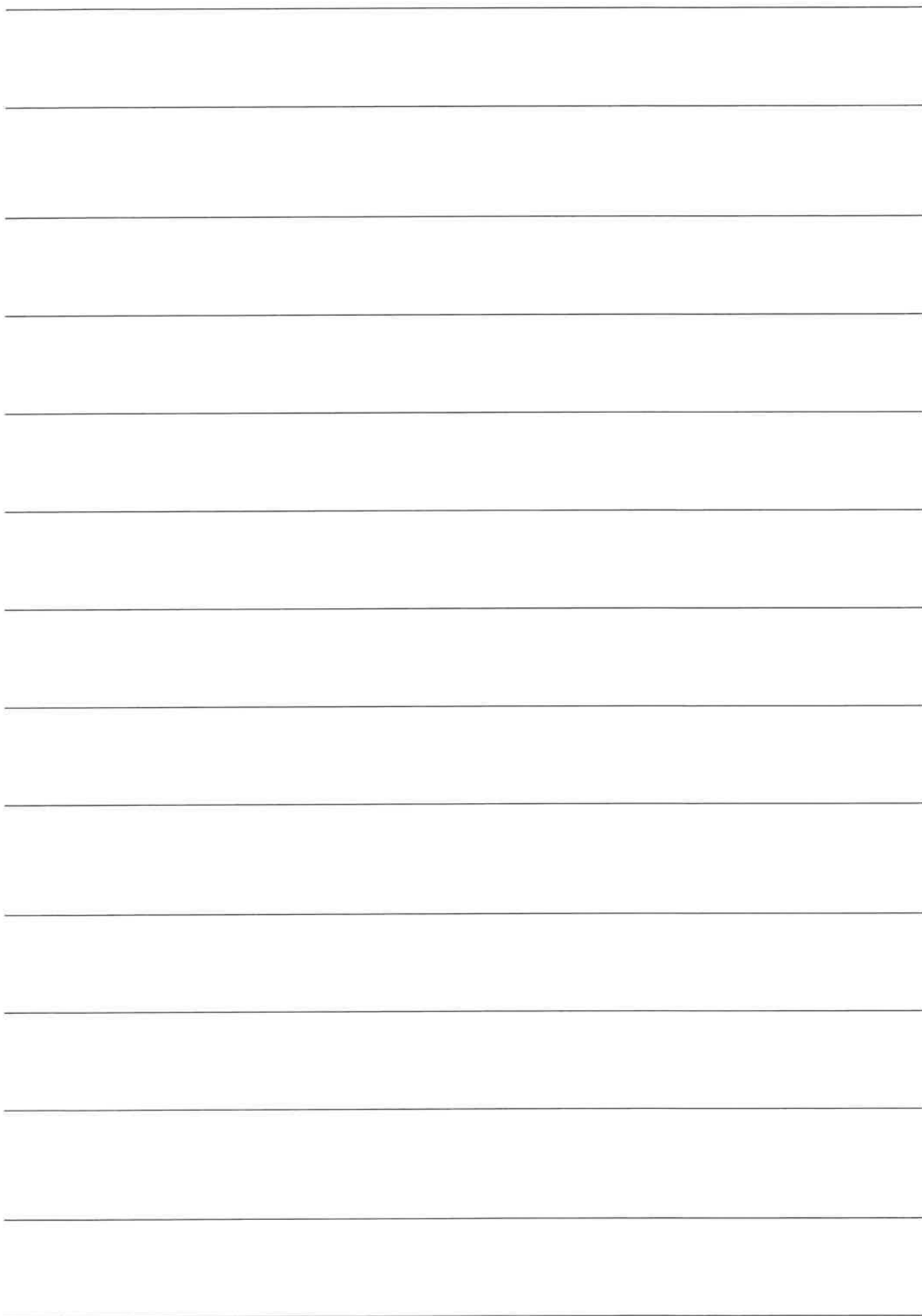
- 11 Circle the sentence that is punctuated correctly.
A Did jill get hurt?
B Did Jill get hurt?
C Did Jill get hurt!
- 12 Rewrite the sentence correctly.
did jack get squashed

The Door

Jenny bent down to look through the tiny door at the back of the room.
She couldn't believe what she saw!

What happens next?





Blank lined paper for writing.

L.O: Create a map and use directional language to navigate from point A to point B.

A map of _

Made by



Map Key



School



Fire Station



playground



Pond



Library










Grocery Store



McDonald's

Planner ~ Friday ~ 2021

Reading	Writing	Maths	ART/SCIENCE/PE
<p>Learning Intention: We are learning to build reading stamina. We are learning to identify common and proper nouns.</p> <p>Success Criteria: If I can read independently for 30 minutes. If I can select a good fit book. If I can identify common and proper nouns and record my findings. If I can explain the difference between a common and proper noun.</p> <p>Independent Reading: Read for 30 mins using a book from home.</p> <p>Activity – Read the attached text and answer the accompanying questions.</p> <p>Remember to refer to the text when answering the questions and make sure you use evidence from the text to support your responses.</p> <p> Fire Safety yellow Friday.PDF</p>	<p>Learning Intention: We are learning to write a biography.</p> <p>Success Criteria: If I can research information and follow the correct text structure. If I can use factual information and write in the third person.</p> <p>Biography – is a text written to inform a reader about a real person.</p> <p>Activity – Today we are writing a biography. Select a person and research their life.</p> <p>You might need to use multiple sources.</p> <p>Use the template provided and don't forget to use the anchor chart.</p> <p> BiographyAnchorChart-1.pdf</p> <p> biography-template-I-et-me-tell-you-about-</p> <p>You will need to research –</p> <ul style="list-style-type: none"> • Name • Date of birth/ Country of birth • What they are famous for • Accomplishments • Key life events – in chronological order • Famous quotes (if they have one) 	<p>Learning Intention: We are revising the times multiplication tables.</p> <p>Success Criteria: If I can answer the multiplication activities in the set time frames. If I can play the snakes and ladders game using my knowledge of the multiplication tables</p> <p>Today we are revising the 11's times tables.</p> <p> Times tables chart.PDF</p> <p> 100 random questions.pdf</p> <p> This week is the 11times tables and di-</p> <p>Students are to answer the 100 random times table questions in 10 minutes.</p> <p>Students to complete times table test (11's with division) in 2 minutes.</p> <p> Speedy number facts Friday.PDF</p>	<p>Please refer to the lesson provided by your Specialist Teachers.</p>

Fire safety

Every home should have smoke alarms.

Smoke alarms go off when there's smoke.

Every home should also have an Escape Plan.

An Escape Plan tells people how to get to safety if the smoke alarms go off because there is a fire.

Practise your Escape Plan so you won't panic

if there is a fire. People sometimes panic when

they are frightened. They panic about other family members and

pets. They forget what they should do. Also, it's difficult to see

through smoke. People lose their way in smoke. If there is a fire you won't have time to panic. If there's a fire you need to act quickly.



1 Smoke alarms

- A keep people safe from smoke.
- B detect a fire.
- C are part of an Escape Plan.
- D go off when there's smoke.

4 When you hear a smoke alarm you should

- A find your family members.
- B pack your suitcase.
- C check your escape plan.
- D do what you practised.

2 An Escape Plan tells people how to

- A fight a fire.
- B get to safety if there's a fire.
- C find a place to hide from a fire.
- D check where the fire is.

5 Practise your escape plan because people sometimes

- A can't get to safety.
- B lose their Escape Plan.
- C act quickly.
- D panic.

3 If there's a fire you need to act

- A slowly.
- B bravely.
- C quickly.
- D angrily.

6 Choose all that apply. In a panic you might

- A go the wrong way.
- B try to save belongings.
- C try to put the fire out instead of just getting to safety.
- D not be able to save yourself.

Spelling

- 1 Add the missing letters.
Peo_____e sometimes panic when they're frightened.
- 2 Add the missing letters.
Your home should have smoke al_____ms.
- 3 The alarm goes off wen there's smoke.

Vocabulary

- 4 Write a word from the text that means **to do something to get better at it**.

- 5 Circle the word that has the nearest meaning to the underlined word.
People sometimes panic when they are frightened.
A miserable B lonely
C scared D concerned
- 6 Circle the word that does **not** belong.
A family B mother
C father D friend
- 7 Add a word from the text to the sentence.
Smoke alarms go off when there's

Grammar

- 8 Pronouns can replace nouns. Complete the sentence with a pronoun.
People panic because _____ are frightened.
- 9 Verbs are doing, saying, thinking, feeling, being or having words. Complete the sentence with a verb from the text.
Every home should _____ smoke alarms.
- 10 Add a word from the text to tell **how**.
If there's a fire you need to act _____.

Punctuation

- 11 Circle the sentence that is punctuated correctly.
A Smoke alarms go off when there's smoke.
B Smoke alarms go off when theres smoke.
C Smoke alarms go off when there's smoke
- 12 Rewrite the sentence correctly.
if theres a fire you need to act quickly

~ Biography ~

- ★ A **biography** is a text written to **inform** a reader about a real person's life.
- ★ The author is someone **other than** the person featured in the text.

Characteristics of Biographies

1. Date of birth and place
2. Date and cause of death (or what they are doing now)
3. What is it that makes this person so special?
4. What did the world learn from this person?
5. A timeline of important events

Always told in
3rd person!

Let Me Tell You About...

Famous quote: 	Famous for:
Full Name: 	
Childhood Place of birth: Date of birth: 	Key Life Events
Major Accomplishments 	

Tables time

This week is the 11 times tables.

Have you learned them?

Let's find out .

$0 \times 11 =$

$11 \div 11 =$

$2 \times 11 =$

$77 \div 11 =$

$1 \times 11 =$

$55 \div 11 =$

$3 \times 10 =$

$11 \div 1 =$

$7 \times 11 =$

$132 \div 11 =$

$4 \times 11 =$

$30 \div 10 =$

$9 \times 10 =$

$88 \div 11 =$

$5 \times 11 =$

$44 \div 11 =$

$8 \times 11 =$

$60 \div 10 =$

$6 \times 10 =$

$90 \div 10 =$

Score:

out of 20.

Times Tables

Learn these times tables by repeating them over and over, looking at them as you say them.

Also look for the patterns and use the times tables you know to help you with those you don't.

Remember the 2x table helps with the 4x and 8x, and the 3x helps with the 6x and 12x tables.

1x table	2x table	3x table	4x table	5x table	6x table
1x1=1	1x2=2	1x3=3	1x4=4	1x5=5	1x6=6
2x1=2	2x2=4	2x3=6	2x4=8	2x5=10	2x6=12
3x1=3	3x2=6	3x3=9	3x4=12	3x5=15	3x6=18
4x1=4	4x2=8	4x3=12	4x4=16	4x5=20	4x6=24
5x1=5	5x2=10	5x3=15	5x4=20	5x5=25	5x6=30
6x1=6	6x2=12	6x3=18	6x4=24	6x5=30	6x6=36
7x1=7	7x2=14	7x3=21	7x4=28	7x5=35	7x6=42
8x1=8	8x2=16	8x3=24	8x4=32	8x5=40	8x6=48
9x1=9	9x2=18	9x3=27	9x4=36	9x5=45	9x6=54
10x1=10	10x2=20	10x3=30	10x4=40	10x5=50	10x6=60
11x1=11	11x2=22	11x3=33	11x4=44	11x5=55	11x6=66
12x1=12	12x2=24	12x3=36	12x4=48	12x5=60	12x6=72
7x table	8x table	9x table	10x table	11x table	12x table
1x7=7	1x8=8	1x9=9	1x10=10	1x11=11	1x12=12
2x7=14	2x8=16	2x9=18	2x10=20	2x11=22	2x12=24
3x7=21	3x8=24	3x9=27	3x10=30	3x11=33	3x12=36
4x7=28	4x8=32	4x9=36	4x10=40	4x11=44	4x12=48
5x7=35	5x8=40	5x9=45	5x10=50	5x11=55	5x12=60
6x7=42	6x8=48	6x9=54	6x10=60	6x11=66	6x12=72
7x7=49	7x8=56	7x9=63	7x10=70	7x11=77	7x12=84
8x7=56	8x8=64	8x9=72	8x10=80	8x11=88	8x12=96
9x7=63	9x8=72	9x9=81	9x10=90	9x11=99	9x12=108
10x7=70	10x8=80	10x9=90	10x10=100	10x11=110	10x12=120
11x7=77	11x8=88	11x9=99	11x10=110	11x11=121	11x12=132
12x7=84	12x8=96	12x9=108	12x10=120	12x11=132	12x12=144

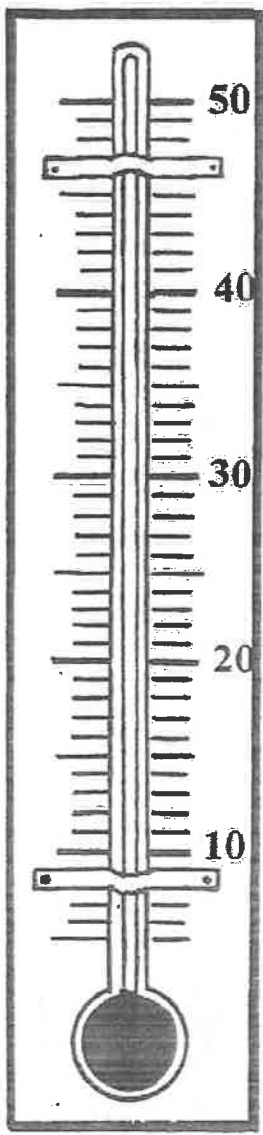
1. Learn them so you can say them without stopping: $1 \times 4 = 4$, $2 \times 4 = 8$, $3 \times 4 = 12$, $4 \times 4 = 16$
2. Be able to answer questions out of order and in reverse: what is 5×3 , what is 2×3 , what is 3×8 ?
3. Be able to answer related division: what is $12 \div 6$, what is $66 \div 6$, what is $36 \div 6$?

100 times tables

7 x 5 =	7 x 10 =	6 x 4 =	10 x 8 =	7 x 10 =
7 x 4 =	11 x 12 =	8 x 2 =	1 x 9 =	3 x 4 =
3 x 12 =	10 x 6 =	9 x 6 =	9 x 9 =	9 x 9 =
10 x 11 =	11 x 9 =	6 x 2 =	1 x 3 =	12 x 2 =
6 x 7 =	6 x 6 =	1 x 11 =	11 x 11 =	8 x 4 =
11 x 1 =	1 x 10 =	9 x 4 =	12 x 3 =	1 x 12 =
8 x 3 =	4 x 6 =	5 x 10 =	6 x 3 =	5 x 5 =
8 x 5 =	10 x 4 =	1 x 11 =	5 x 12 =	11 x 11 =
12 x 10 =	1 x 5 =	4 x 2 =	8 x 6 =	9 x 1 =
10 x 2 =	9 x 12 =	5 x 10 =	3 x 11 =	2 x 12 =
8 x 1 =	12 x 8 =	7 x 8 =	9 x 7 =	9 x 9 =
9 x 7 =	8 x 5 =	2 x 10 =	10 x 9 =	4 x 7 =
1 x 2 =	2 x 6 =	3 x 1 =	6 x 11 =	2 x 11 =
3 x 4 =	2 x 12 =	11 x 8 =	1 x 10 =	10 x 2 =
1 x 11 =	6 x 4 =	1 x 8 =	3 x 8 =	6 x 6 =
4 x 10 =	10 x 9 =	10 x 3 =	10 x 2 =	4 x 3 =
3 x 1 =	4 x 12 =	1 x 6 =	5 x 6 =	7 x 3 =
12 x 10 =	1 x 4 =	10 x 5 =	7 x 7 =	8 x 8 =
6 x 2 =	10 x 9 =	4 x 5 =	4 x 7 =	8 x 4 =
12 x 1 =	1 x 2 =	3 x 10 =	9 x 9 =	8 x 2 =

NEW SPEEDY NUMBER FACTS

MISSING MULTIPLICATION ELEMENT TO 100 STAGE FIVE: page 16

8 x ____ = 72	8 x ____ = 96	<u>MY NAME:</u>
7 x ____ = 84	10 x ____ = 100	
8 x ____ = 88	6 x ____ = 54	<u>MY TIME:</u>
5 x ____ = 40	7 x ____ = 49	mins secs
7 x ____ = 21	9 x ____ = 36	<u>MY PERFORMANCE:</u>
8 x ____ = 32	6 x ____ = 24	
6 x ____ = 30	8 x ____ = 24	
7 x ____ = 42	7 x ____ = 35	
5 x ____ = 45	3 x ____ = 18	
7 x ____ = 14	7 x ____ = 70	
11 x ____ = 55	6 x ____ = 48	
8 x ____ = 16	4 x ____ = 28	
6 x ____ = 66	9 x ____ = 81	
7 x ____ = 28	4 x ____ = 24	
4 x ____ = 36	8 x ____ = 40	
5 x ____ = 35	9 x ____ = 18	
6 x ____ = 60	6 x ____ = 18	
9 x ____ = 45	4 x ____ = 44	
6 x ____ = 36	5 x ____ = 25	
9 x ____ = 27	9 x ____ = 54	
5 x ____ = 30	3 x ____ = 21	
7 x ____ = 63	4 x ____ = 20	
4 x ____ = 32	3 x ____ = 27	
6 x ____ = 60	8 x ____ = 48	
5 x ____ = 35	5 x ____ = 60	

TOTAL:

TOTAL:

TOTAL:

Color in
your score
on the
thermometer.