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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>SESSION 1</b>	<p><b>Spelling</b> Spelling contract. Find list words on Connect. Fill in on A3 contract in learning at home kit and students complete LCSWC and activities.</p>  <p><b>Writing</b> Narratives</p> <p>Supporting documents on Connect.</p>  <p><b>Reading Eggs</b></p>	<p><b>Spelling</b> Spelling contract.</p> <p><b>Dictation</b> <b>Red group</b> Cash in a Chest <b>Blue group</b> Today is Sunday</p>  <p><b>Reading</b> <b>Red group</b> Six Pigs</p> <p><b>Blue group</b> The Teacher</p> 	<p><b>Spelling</b> Spelling contract.</p> <p><b>Storytime</b> <i>When A Dragon Moves In</i></p> <p>Making predictions. Show students the image of the cover of the book. Ask them to complete the worksheet in the learning at home pack and on Connect. Then watch <a href="https://youtu.be/6s7aSNUCKiM">https://youtu.be/6s7aSNUCKiM</a></p> <p>Use Blooms Taxonomy Questioning Hierarchy card to ask questions about the text.</p>  <p><b>Reading</b> Continue with Tuesday's reading activity.</p> <p>Select a reader from the SPELD <a href="https://www.speld-sa.org.au/services/phonics-books.html">https://www.speld-sa.org.au/services/phonics-books.html</a> or Flyleaf Publishing. <a href="https://flyleafpublishing.com/">https://flyleafpublishing.com/</a></p>	<p><b>Spelling</b> Spelling contract.</p> <p><b>Writing</b> Narratives</p> <p>Supporting documents on Connect.</p>  <p><b>Reading Eggs</b></p>	<p><b>Spelling</b> Spelling contract.</p> <p><b>Grammar:</b> Common Nouns and Proper Nouns Students work at their level to find a word (noun) to match the picture given and then find an example of a particular person place or object (Proper noun). Use a capital letter for proper noun.</p>  <p><b>Writing-Recount Journal</b> Activity Choose an event or activity that you did during the week. Use the example of the diary entry provided. Use one of the planning table to list the information you will need. Write the recount in your journal.</p> <p><b>Year 1:</b> One sentence for each part of the recount.(l.e beginning middle and end).</p> <p><b>Year 2:</b> 2-3 sentences for each part of the recount (ie. beginning, middle and end)</p>
<b>Literacy</b>					

					
Break					
SESSION 2	<p><b>Mental Maths</b> Skip count by 10's</p> <p><b>Maths</b> <b>Year 1</b> Watch this video <a href="https://youtu.be/dGwLaTNpie_s">https://youtu.be/dGwLaTNpie_s</a> Complete NA5 in imaths book.</p> <p><b>Year 2:</b> Review previous lesson. Practice – use Base 10 powerpoint. Use MAB blocks if you have them or improvise with a stick representing 10 and rocks representing 1's.</p> <p>Think big, count small domino's game.</p>  <p><b>Mathletics</b> (optional)</p>	<p><b>Mental Maths</b> Skip count by 5's</p> <p><b>Maths Task</b> <b>Year 1:</b> Watch this video. <a href="https://youtu.be/IAQ2HTqTl2w">https://youtu.be/IAQ2HTqTl2w</a> Complete NA6 in imaths book.</p> <p><b>Year 2:</b> Review previous lesson. Practice – adding with a numberline powerpoint. Finish off NA11 in imaths book.</p>  <p><b>Mathletics</b> (optional)</p>	<p><b>Mental Maths</b> Number of the day</p> <p><b>Maths</b> <b>Year 1:</b> One less, one more. Watch powerpoint. Complete worksheet.</p>  <p><b>Year 2:</b> Watch this video <a href="https://www.khanacademy.org/math/arithmetic/arithmetic-review-add-subtract/arithmetic-review-strategies-for-adding-within-100/v/example-exercises-on-ways-to-add-two-digit-numbers">https://www.khanacademy.org/math/arithmetic/arithmetic-review-add-subtract/arithmetic-review-strategies-for-adding-within-100/v/example-exercises-on-ways-to-add-two-digit-numbers</a> NA12 in imaths book</p>	<p><b>Mental Maths</b> Number of the day</p> <p><b>Maths</b> <b>Year 1</b> Review yesterday's lesson. Complete NA7 in imaths book.</p> <p><b>Year 2:</b> Addition with two digit numbers. Complete worksheet.</p>  <p><b>Mathletics</b> (optional)</p>	<p><b>Mental maths</b> List the possible 2 number addition combinations that equal 20.</p> <p><b>Maths</b> <b>Year 1</b> What is possible. Discuss the possible outcomes when rolling a die. Complete page 130 and 131 of iMaths book. After listing the possible outcomes for tomorrow's weather, discuss the most likely outcome and explain reasons.</p> <p><b>Year 2:</b> Interpreting Graphs. Revision: Complete page 139 of iMaths book. Read the instructions on page 140 and discuss the reasons given for the differences. Students suggest reasons for the data recorded on the graphs on page 141 and record in book.</p>
Break					

SESSION 3	<p>Art</p> 	<p>Music</p>  <p>Health</p> 	<p>HASS</p> <p>Students examine toys of the past.</p> <ol style="list-style-type: none"> <li>1. What features do toys have today?</li> <li>2. Now go back and tick all the features that would have been around in toys of the past 100 years ago</li> <li>3. Given those limited features, what toys would have been around 100 years ago (Brainstorm)</li> <li>4. How do toys from 100 years ago compare with toys of today? Use Venn diagram.</li> </ol> 	<p>PE</p>  <p>Italian</p> 	<p>Science</p> <p><b>Year1 Year 2:</b></p> <p>Use the link below to view Lesson 3 of the Features of Living Things Unit – <u>Grouping Animals</u></p> <p>Watch the video of Perth Zoo and explore the interactive map. Use the planning sheets if helpful and complete one of the options below.</p> <p>Option 1. Use the map of Perth Zoo for ideas and make your own plan for a zoo or a wildlife park. What animals will you include and how will you group them? OR</p> <p>Option 2 Make a model of your zoo and take a photograph. Use this link for ideas. Student access code 7886</p> <p><a href="http://inq.co/class/y5y">http://inq.co/class/y5y</a></p> <p><b>Handwriting - The letter X</b></p>
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