

NAME: _____

4H



Turrumurra North
PUBLIC SCHOOL – 1914

EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 2

Stage 2

Year 3 and Year 4



Term 3 Week 2 2021

Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> where our learning From Home Packages are located.
- Department of Education *Learning from Home*: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

Should you need to contact your child's teacher please use the following emails:

3R	Alex Atterton	alexandra.redford1@det.nsw.edu.au
3H	Madi Hyde	Madison.hyde3@det.nsw.edu.au
4H	Alex Hahlos	alexander.hahlos1@det.nsw.edu.au

ENGLISH

- Reading Eggs <https://readingeggs.com.au/> login etc
- Pobble 365 <https://www.pobble365.com> - offers a range of ideas and prompts to use for imaginative writing
- Kidsnews <https://www.kidsnews.com.au> - offers kid friendly news articles
- Wonderopolis <https://wonderopolis.org> - Wonder of the Day!
- Typing club, each class have their own links and students use their school log ins <https://www.typingclub.com/>

MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- Khan Academy <https://www.khanacademy.org/> tutorial videos and practice questions on all mathematical areas.
- Prodigy <https://www.prodigygame.com> - free to set up an account for maths games & activities
- Smash Maths <https://www.smashmaths.com.au> - offers maths games
- Topmarks <https://www.topmarks.co.uk> - offers maths games
- Times tables <https://www.timestables.com> - offers times tables activities

SCIENCE AND TECHNOLOGY

- Coding Activities for Kids <https://code.org/>
- ABC Splash Science <https://education.abc.net.au/home#!/resources/-/science> Features short videos that provide information with question prompts to guide discussion or lead to further research topics.
- <https://thekidshouldseethis.com/> for Years 2-10. A collection of 4,300+ kid-friendly videos, curated for teachers and parents to share meaningful media. Useful as a writing prompt for informative, persuasive and imaginative texts.
- Science Kids <http://www.sciencekids.co.nz>
- Fizzics Education <https://www.fizzicseducation.com.au/free-resources/>
- NASA Space Place <https://spaceplace.nasa.gov/>
- National Geographic Kids <https://www.natgeokids.com/au/category/play-and-win/games/>
- <https://www.digitalcitizenship.nsw.edu.au/>

HSIE – HISTORY AND GEOGRAPHY

- Kiddle https://kids.kiddle.co/History_of_Australia
- Kids World Travel Guide <https://www.kids-world-travel-guide.com/australia-facts.html>
- Ducsters <https://www.ducksters.com>

CREATIVE ARTS

- Art for Kids Hub <https://www.artforkidshub.com> - offers instructional videos for art lessons

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- Cosmic Kids Yoga <https://www.cosmickids.com>
- Smiling Minds - <https://www.smilingmind.com.au>
- Go Noodle - <https://www.gonoodle.com>

Week 2 Term 3 – Learning from Home

Stage 2 Year 3 and 4

You may need help from a parent/carer and possibly resources from your teacher.

One activity has been selected for feedback. This is highlighted on the timetable.

There is one joint task for Reading & Writing on Thursday and Friday

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Spelling Reading Writing	Spelling Reading Writing	Spelling Reading Writing	Spelling Reading Writing	Spelling Reading Writing
Break		Break	Break	Break	Break
Middle	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics
Break		Break	Break	Break	Break
Afternoon	Science ZOOM 2:15pm	Art ZOOM 2:15pm	Library ZOOM 2:15pm	PDHPE ZOOM 2:15pm	Music ZOOM 2:15pm

The feedback task will be shared in the Friday 2:15pm ZOOM session.



Week 2 Term 3 – Spelling

Stage 2 Year 3 and 4

Year 3 Spelling Words

p pp / r rr wr pig slipper / robot carrot wrist		based on weekly focus in other KLAs
Core: keep kept hope hoping stopping leap leapt asleep slept spring sprang upstairs prepay cried scrap right write riding free rich hurry front arrive scrape rewrite	Extension: aeroplane appearance explanation opportunity opposite parallel parents passenger peaceful perimeter permanent police politely population position prearrange probably pyramid sprinkle suppose interrupt irresistible marriage narrow probably receive rectangle rediscover rehearse relaxation rescue rhyme strawberry terrible tomorrow wreck wrestling wrinkle written wrong	Theme Solar System Earth planet oxygen rotate rotation orbit Mars Mercury temperature Demon reluctant transpose despair hypnosis pertinent quadruple premiership perspiration correspondent preposterous resilient Nairobi frequency encryption cryptogram

Year 4 Spelling Words

p pp / r rr wr pig slipper / robot carrot wrist		based on weekly focus in other KLAs
Core: splash apple spray please planet poor piece explain proud probably opposite approach appear rich shrub stretch thread scream wrong written writing narrow remember rectangle terrible	Extension: apparently appearance appreciate disappear explanation opportunity parachute peculiar perilous permanent persistent persuasive planetarium plantation precaution precious principal privilege probable procedure barramundi correction corrupt embarrass interrupt irrational irresistible reassure regretfully relaxation requirement resident resolution responsible restaurant rhythm strawberry territory wreckage wrestling	Theme Solar System Earth planet oxygen rotate rotation orbit Mars Mercury temperature Demon parachute plasticine crouton spinifex personification regrettable experiential mediocre notoriety quadriceps extraordinaire cinematography pneumatic encryption cryptogram



Turramurra North Public School

Experience today, Inspire tomorrow
237 Bobbin Head Road, North Turramurra 2074
Tel: 9144 4107

4H Class Catch Up and Check In Meetings ZOOM INFORMATION FOR TERM 3 2021 – WEEK 2

Dear Parents and Carers,

Classroom teachers will offer students catch up and check in meetings via video conferencing using Zoom. The class catch up and check in will provide a teacher-directed opportunity for students to see their teacher and chat informally with one another. They will discuss, review and participate in activities and receive feedback as they learn from home. Students may use a computer, laptop or iPad to join the meetings.

The video conference room is like a classroom, and the same school behaviour and discipline policies apply to this environment. Students need to access Zoom via <https://nsweducation.zoom.us/> and are required to use their **DoE student portal login** to gain access. **The DoE user ID and DoE password will be the same as last week.**

The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
4H	Morning am	Afternoon pm	Morning am	Afternoon pm
	663 0095 7831	682 6958 3547	428963	365718

While access to the Zoom class will be for students, parents and carers are encouraged to be in physical proximity.

Each class will have a Zoom meeting in the morning and another, with different content, in the afternoon. Each session will be approximately 30-45 minutes as indicated. Students are expected to attend both the morning and afternoon session each day.

Monday 19 July, Tuesday 20 July, Wednesday 21 July, Thursday 22 July, and Friday 23 July

Time	Class
9.30am	KK & KW & 5T & 6B
10.30am	1F & 1W & 2M & 2R
11.30am	3R & 3H & 4H
12.15pm	KK & KW & 5T & 6B
1.30pm	1F & 1W & 2M & 2R
2.15pm	3R & 3H & 4H

Our protocols for using Zoom have been written in the interest of privacy, safety and well-structured online learning environments. The protocols, explained below, outline the responsibilities for parents and carers, our students and our teachers when using Zoom. The protocols align with our current technology agreement.

By having your child log into a Zoom class, you and your child acknowledge these protocols and agree to participate in video conferencing adhering to these guidelines.

Protocols for using Zoom

Zoom sessions delivered by teachers cannot be recorded or reproduced in any way.

Parents and Carers:

- Support student access to a Zoom class and be in physical proximity while the meeting occurs.
- Support student participation in a quiet space and have a distraction free background behind them or blurred Zoom background.
- Assist with the checking of a student's computer camera and speakers in advance of the meeting.
- Understand the student protocols below and support your child/ren with these.

Students:

- Ensure you speak and participate in a positive, respectful way, by turn taking and listening to others
- Do not enter the online room without a teacher present.
- Be ready to access the Zoom class on time.
- Check your computer camera and speakers in advance of the meeting.
- Make sure you have a distraction free background or blur your Zoom background.

- When you're using your name in Zoom, only use your correct first name and the initial of your surname.
- Don't invite anyone else into your Zoom class meeting.
- Ensure you are wearing appropriate clothing when participating in a Zoom class meeting.

Teachers / Turramurra North Public School:

- Provide students with a Zoom meeting time, meeting ID and password in advance.
- Only conduct whole class or small group meetings. One-on-one catch up meetings will not be held with students or parents/carers.
- Remove and/or mute participants as deemed necessary.
- Never allow students into or be left in a Zoom room without supervision.

Please read the instructions below and download Zoom in preparation for your child's class meetings.

Please contact the school on 9144 4107 if you need to arrange the loan of additional devices.

Kind regards,

K-6 Teachers
Turramurra North Public School

Michelle Verhagen
Principal

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser

Chrome Edge Firefox Safari

1. Use a modern browser in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>

3. Select **Sign in** at the bottom.
4. Login with your department credentials.

5. For first time users, download and install the Zoom desktop client when prompted.
6. Once signed in, Zoom will be ready for use!

Accessing Zoom using mobile apps

1. Download the Zoom app for your specific mobile device.

[iOS Download](#)
[Android Download](#)

2. Once installed, open Zoom, tap **Sign In** then tap SSO.
3. Type nsweducation and tap Continue

4. The DoE log on screen will appear. Sign in with your normal department credentials.

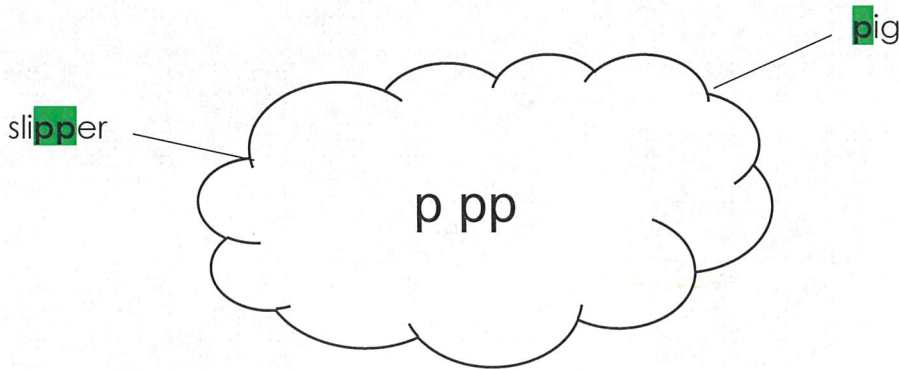
5. Once signed in, Zoom will be ready for use!

Please note: If you are downloading the mobile app, you need to install **Zoom Cloud Meetings**.

MONDAY - English

Spelling

- Ask a family member to **pre-test** you from the weekly spelling lists. If a family member can't help you, choose words that you find tricky.
- **Choose up to 15** spelling words to create your personal list from the words that you spelt incorrectly in the pre-test.
- This week we are focusing on words that contain the sounds made by the letters **p pp** and **r rr wr**. Brainstorm as many words as possible that contain these sounds. Make sure to underline or highlight the letters making the sound. **Do you notice any patterns?**



- What patterns do you notice:

Reading



Read one chapter of a book that you have at home. This activity can be completed at any time of the day.

Optional: Are you adventurous and curious about the world around you? Do you dream of summiting the highest mountain in the world?

Well, we have the perfect reading activity for you! By scanning the QR code you will get access to an incredible online *magazine* filled with exciting videos, adventure stories and images. Choose a reading level appropriate for you and get scanning!



Easy

Medium

Hard

- **Green:** https://explorer-mag.nationalgeographic.org/pioneer_november_december_2019/cover
- **Orange:** https://explorer-mag.nationalgeographic.org/trailblazer_november_december_2019/cover
- **Red:** https://explorer-mag.nationalgeographic.org/pathfinder_november_december_2019/cover

Optional: List some fun facts you learnt in the explorer magazine below!

Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** Activity 1: *Imaginative vs Informative (read and respond)* and Activity 2: *Imaginative vs Informative (draw and describe)*.
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

😬 = I found this difficult

😬 😊 = I've got it, but could do with a bit more practise

😊 😊 😊 = I feel super confident and could teach a friend

Learning Intention

- To understand the differences between informative and fictional texts 😊 😊 😊

Success Criteria

- I can identify the features of informative texts 😊 😊 😊

Daily Content

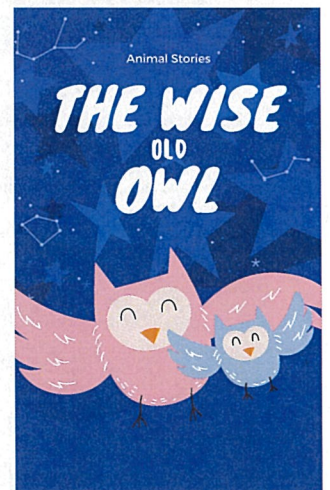
Last term, we looked at creative writing and how we can write exciting stories that come from our imagination. These stories are called **imaginative texts** and are pieces of writing that are **fiction**.

- **Fiction means they are not true.**
- Some examples of fiction books are Captain Underpants, Dog Man and Cat Kid, and fairy tales.

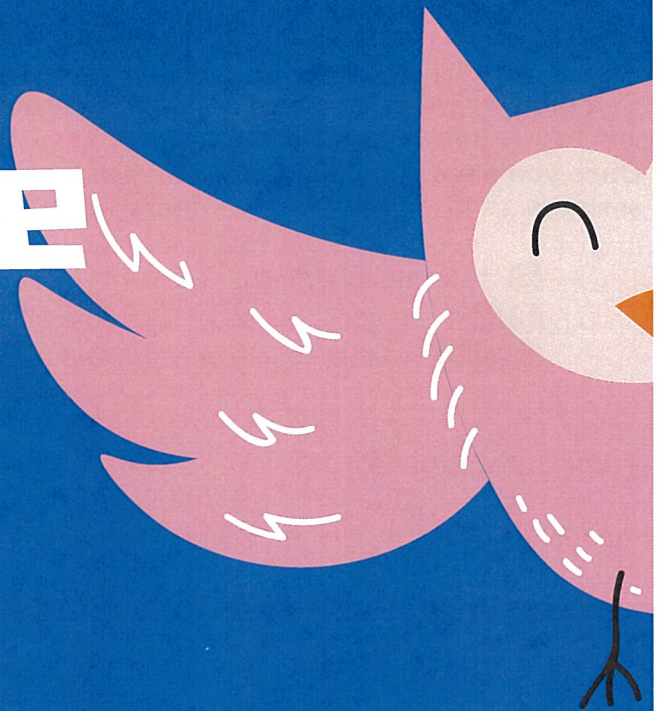
This term, we are looking at **informative texts**. Informative texts present factual information and are **non-fiction**.

- **Non-fiction means that the information is true.**
- Some examples of informative texts are reports, newspapers, procedures, recipes and fact books about animals or soccer.

Read: The Wise Old Owl (on next page) then answer the following questions.



A Wise Old Owl



Once upon a time, a group of owls came to settle in a forest. This forest had many beautiful lush green trees. All the owls in the group were free to choose whichever tree they liked. So, the young owls greedily chose all the green trees to build their new homes.

However, there was an old owl also amongst them. He was forced to build his nest in an old, dried up oak tree. Without much of a choice, the old owl settled there.

As time went by, the younger owls became too proud of their beautiful homes. "Hey old man, couldn't you find a better tree for your nest," the younger owls teased the older one. "We are so lucky," they would say, "Our nests have beautiful trees unlike yours!" With old age, comes wisdom and this old owl was wise too. So, he smiled and said, "It is too early to say which one of us is lucky."

The young owls did not understand what the old owl meant. Sometimes they would still tease the old owl who always smiled back and said nothing. Then one day, a group of woodcutters came to the forest. "Oh, look at these trees," one of them said. "Let's chop them up and take them back. They will fetch good money," said another.

And so, they took out their saws and brought their trucks. They chopped and chopped until the old and dried up oak tree was the only one left. "This tree is too old, it would be a waste to take it back," and with that, the woodcutters left the forest. No matter how much the young owls had screeched, the woodcutters had still taken away their homes without mercy.

The old owl smiled and told the young ones, "you see, sometimes a curse is a blessing in disguise." Only after losing their homes did the young owls realise their mistake.



Imaginative vs Informative

Read *The Wise Old Owl* and then answer the questions below.

1. Is this a fiction (imaginative) or a non-fiction (informative) text?

☐

Imaginative

☐

Informative

2. How do you know?

3. What is the text about?



Read *Tawny Frogmouth* and answer the questions below.

1. Is this a fiction (imaginative) or a non-fiction (informative) text?

☐

Imaginative

☐

Informative

2. How do you know?

3. How is this text different to the *The Wise Old Owl* ?

Tawny Frogmouth

Tawny Frogmouths are nocturnal animals. During the daytime they will perch themselves on a tree and camouflage themselves, so they look like a part of the tree. This protects them from predators.

Tawny Frogmouths are often muddled up with owls. They look and behave quite similar but lack some traits of an owl.

Tawny Frogmouths live in forests, urban, rural and woodland parts of Australia.

Tawny Frogmouths love to eat insects, snails and worms. They will also eat small frogs, birds and lizards.

When nesting the Tawny Frogmouth will make a large nest made of sticks.



Did you know?

A Tawny Frogmouth will make an ear-piercing hissing noise when they feel threatened.



Imaginative vs Informative

Draw a picture of a family member in the space below.

Around the picture, write words or phrases that could be included in an informative text about this family member.

Remember these phrases must be non-fiction (real).



Extension: Write a short informative paragraph about your family member. You can use the facts written around your illustration to help you.



MONDAY - Mathematics

Minute Maths

- Times tables: Time yourself while answering each column. Record your time and score below.

Round 1:

Round 2:

$4 \times 10 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$0 \times 10 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$0 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$10 \times 0 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

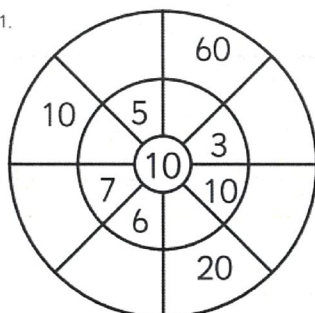
$2 \times 10 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

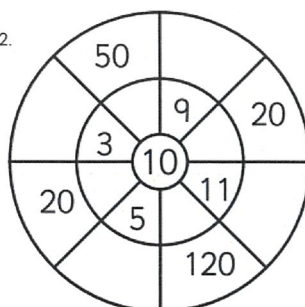
My Score

My Score

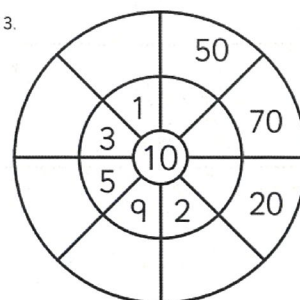
1.



2.



3.



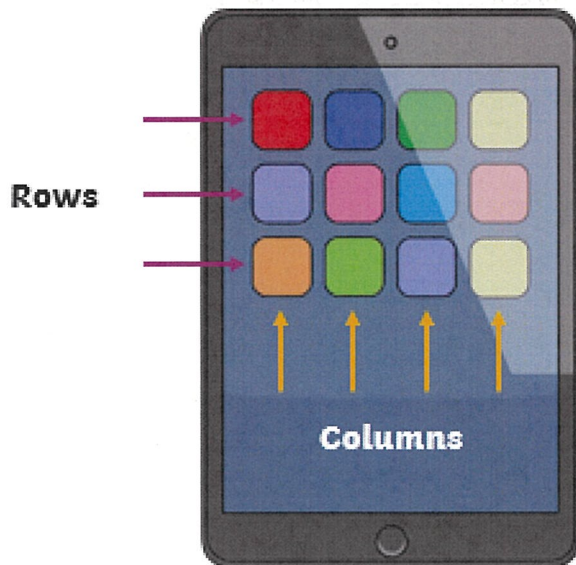
Revision: Number and Algebra

Choose one task to complete and then check the answers at the back of the pack.

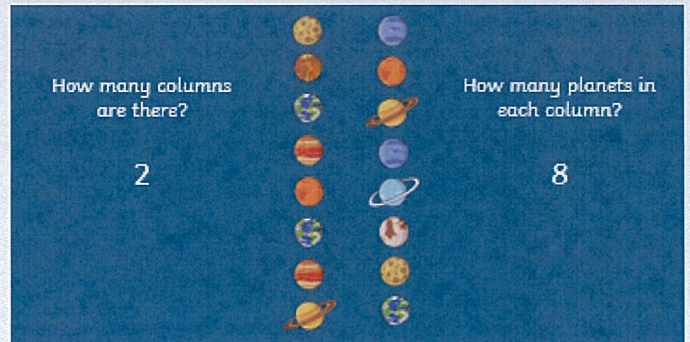
Multiplication:

When pictures or objects are put into columns and rows, it is called an array.

They can help us to count objects more efficiently.



How Many Planets Are There?



$$2 \times 8 = ?$$

Level 1:

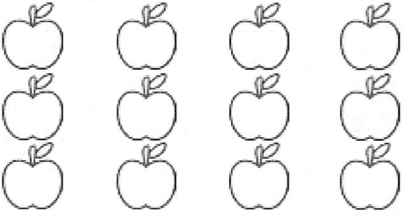
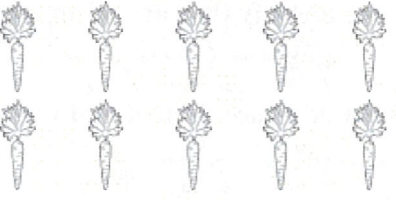

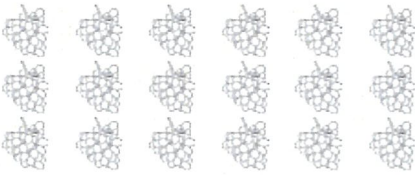
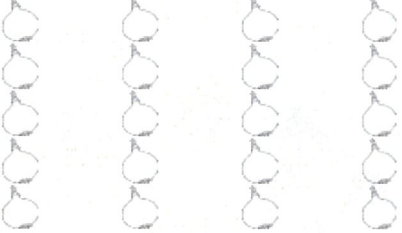
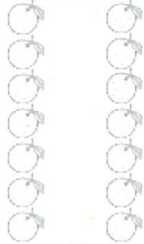
Write two multiplication sentences for each array.

The first one has been done for you.

$2 \times 5 = 10$ $5 \times 2 = 10$		

Level 2:

Write two division sentences for each array.
The first one has been done for you.

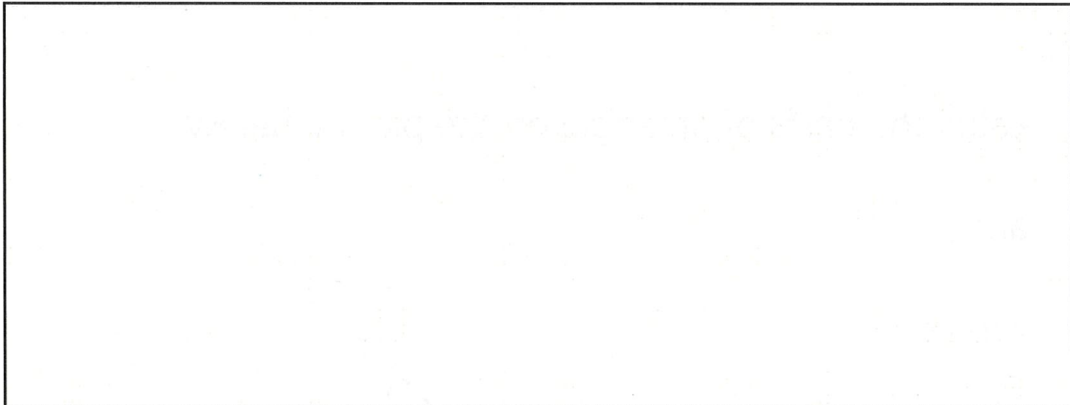
		
$12 \div 4 = 3$ $12 \div 3 = 4$		
		

Level 3:

Draw an array and draw a very simple picture to show how you would work this out.

?

Some children are going to see a film. If 5 children can travel in each car, and there are 7 cars full of children, how many are going to the cinema?




Make a context for this array and draw a picture to show how to solve the problem.

Success Criteria:

I can identify the parts of an angle



I can draw and classify angles of various sizes



Brainstorm: What is an angle?



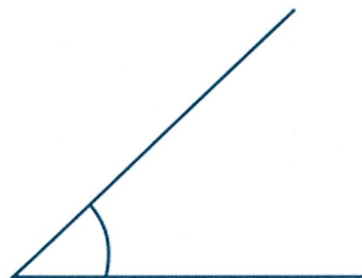
My definition: _____

Label the parts of an angle on the picture below.

arm

vertex

amount of turn



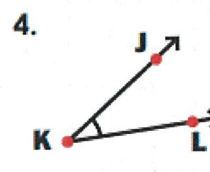
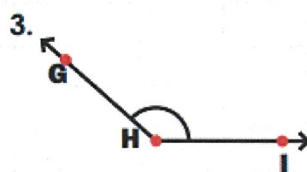
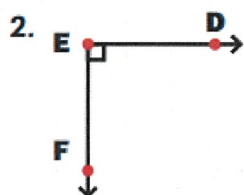
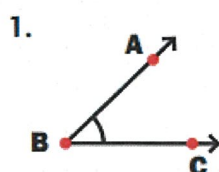
Classifying angles: Paddle Pop Stick Challenge

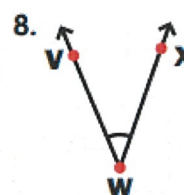
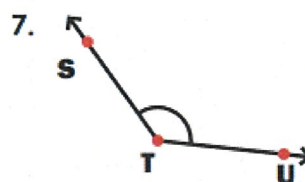
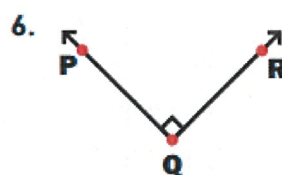
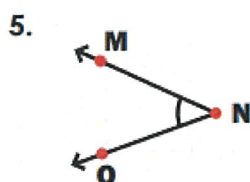
Use your paddle pop sticks to create the different types of angles.

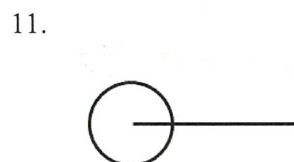
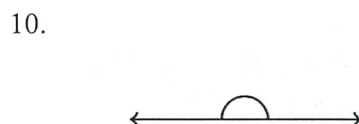
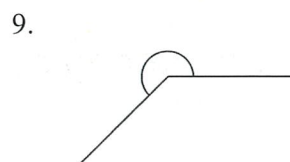


Independent work: Name the Angle

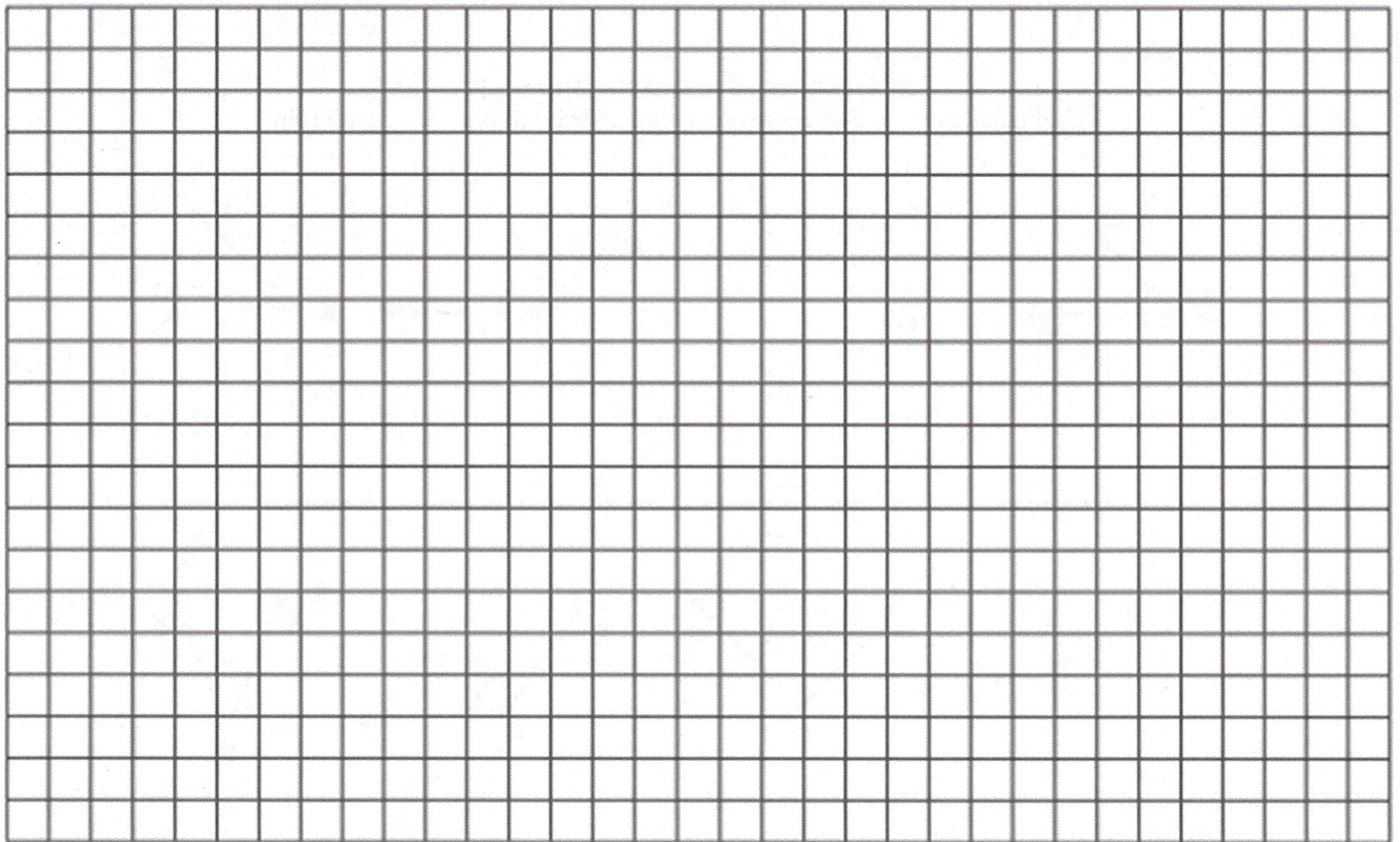
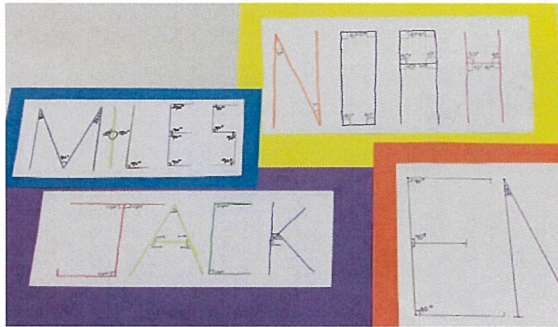
Label each angle as acute, obtuse, right, reflex, straight or a revolution







Activity: Use a ruler to write your name in pencil on the grid paper, without any curved edges. Once it is neat and you have finished trace over your name with a pen, then find and label each of the angles in your name. If your name is short, you may wish to add your surname.



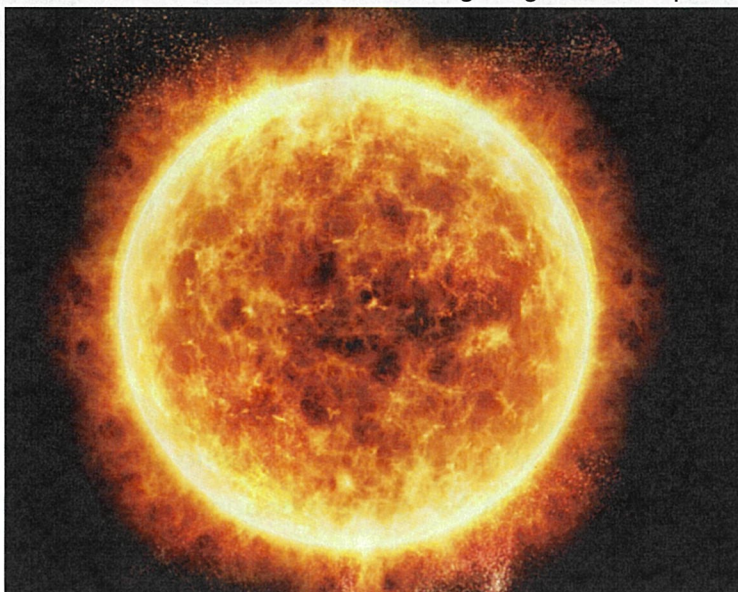
Circle the angles you have found in your name:
acute, obtuse, right, reflex, straight or a revolution

Optional Extension Task: Use a protractor to measure the angles you have found.

MONDAY – Science

The Sun

This term in Science we are investigating Earth & Space.



Look at this picture of the Sun and write as many facts as you know on the mind map below.

Don't worry if you don't know many facts, you can add more as you learn them in today's lesson.

Sun Facts



Kahoot!

- Go to <https://kahoot.it/> and enter the Game PIN: **06304065** to test your knowledge on Sun facts. You may even learn something new!

**Please remember to use a suitable nickname to play.
This means your teacher should be able to tell who you are from your name.**

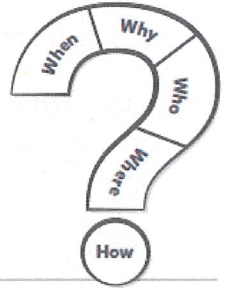
For example: mRs A Steveoooooooooooooooooooo!!!!

Good luck and have fun!

Scientists observe and ask questions to find out about the world around them.

What **more** would you like to know about the Sun?

Think of some interesting questions and record them in the space below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- Look at the information on the next page. After reading, add any new information that you have learnt to your mind map using a different colour pen or pencil.

What is the Sun?

The Sun is a huge star that Earth and the other planets in our solar system orbit around.

Unlike other stars, the Sun is close enough for us to feel its heat.



Our Sun is just one star amongst billions of others!

Why is the Sun Hot?

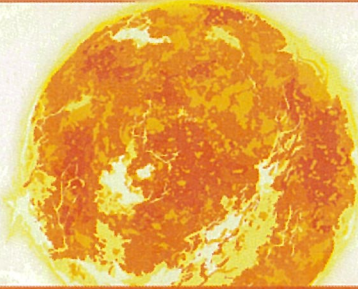
The Sun's core is around 15 million degrees Celsius!

It is a huge ball of gas full of ongoing nuclear reactions which emit massive amounts of heat, light and energy in to space!

The Sun's light is so bright that it can damage your eyes if looked at directly.

How Big is the Sun?

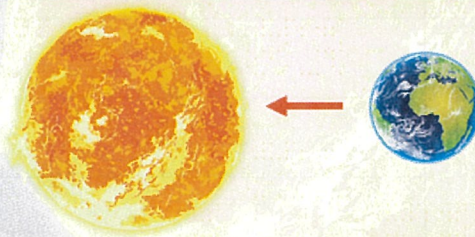
The sun is 1.4 million km wide!



It is over a million times bigger than the Earth and 300,000 times heavier!

Why Do the Planets Orbit Around the Sun?

The Sun has a staggeringly powerful gravity force which pulls the planets in space towards itself.



This same force keeps us all on Earth.

How Far Away is the Sun?

The Sun is 150 million km/ 93 million miles away from the Earth.

It takes the Sun's light just over 8 minutes to actually reach the Earth, so what we see of the Sun right now is like a photograph of it.

Light travels at 300,000 km per second.



TUESSDAY - English

Spelling

- Ask a family member to **test** you on your spelling list.
- Practise your spelling words and write a sentence that shows the meaning of the word.
For example: opposite - the words hot and cold are **opposite** in meaning.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

My Words	Practise	Sentence

- Optional task: Using as many of your spelling words as possible, write a short entertaining story that you could share with a friend or family member. **Make sure your words are spelt correctly!**

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Comprehension:** Read 'Shooting for the Stars' Choose either Sheet A or Sheet B and complete the comprehension questions following the reading. You only need to complete one sheet.

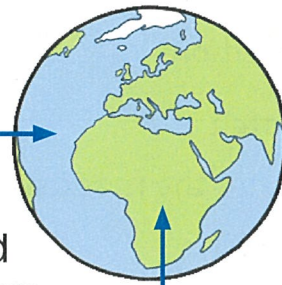
Shooting for the Stars

Our Planet

Planet Earth is one of eight planets in our solar system. Earth spins (very slowly) around. It takes one day for the Earth to spin around once.

Nearly three-quarters of the Earth is covered in water. In the oceans, seas, rivers and lakes, there are lots of different plants and animals.

The rest of the Earth is covered in land. Many parts of the land are inhabited (lived on) by people, although there are still some areas where nobody lives.



Our Solar System

The planets in our solar system all travel around the Sun. Earth is the fourth closest planet to the Sun. The planet nearest to the Sun is Mercury, which is very hot. The planet furthest from the Sun is Neptune, the coldest planet in the solar system.

The Moon

The Moon travels around the Earth. In 1969, Neil Armstrong and Buzz Aldrin travelled to the Moon on a rocket called Apollo 11. When they landed on the Moon, they planted a flag.

Did You Know?

Scientists are still trying to work out if there is any water on the surface of the Moon. If there is, then one day plants could grow and people may even be able to visit!



Questions

1. How many planets are in our solar system? Tick one.

☐ eight

☐ nine

☐ ten

2. What does 'inhabited' mean? Tick one.

☐ swam

☐ lived on

☐ eaten

3. When did the first astronauts land on the Moon? Tick one.

☐ 1963

☐ 1969

☐ 1968

4. Who were the first people to land on the Moon?

5. In the text, what does it say may happen if scientists find water on the Moon? Tick one.

☐ Fish could live there.

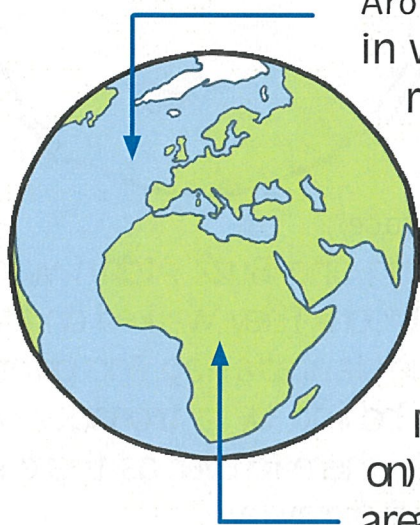
☐ Plants may be able to grow.

☐ People could build a swimming pool.

Shooting for the Stars

Our Planet

We live on planet Earth, which is one of eight planets in our solar system. All of the planets in our solar system rotate (spin around) and it takes Earth one whole day to spin around once on its axis.



Around 70% of the Earth's surface is covered in water, which includes the seas, oceans, rivers and lakes. The water on our planet is a mixture of salt and fresh water.

The other 30% of the Earth's surface is covered in land. This includes all of the mountains, valleys and deserts that can be found around the world. Many of these areas are inhabited (lived on) by people but there are still some remote areas that are untouched by humans.

Our Solar System

The Sun is at the centre of our solar system. Our solar system is believed to have formed around 4.6 billion years ago! The eight planets orbit (travel around) the Sun, some closer to the Sun than others.



Earth is the third closest planet to the Sun.

The planet nearest to the Sun is Mercury, which is very hot.

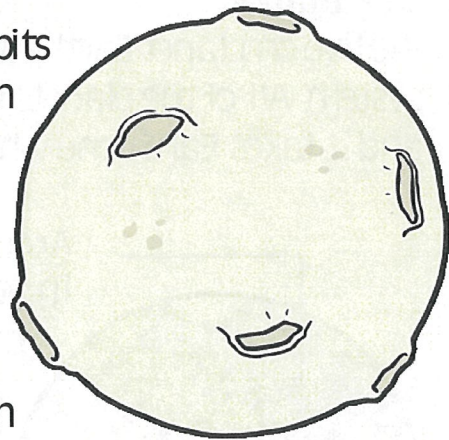


The planet furthest from the Sun is Neptune, the coldest planet in the solar system.

The Moon

The Moon is a natural satellite that orbits the Earth. It has a massive impact on our planet as it controls the tides in our oceans.

Astronauts have been fascinated by the Moon for many years. Several missions have taken place to travel to the Moon, the first of these being in 1969, when Apollo 11 landed on the surface of the Moon. Astronauts Neil Armstrong and Buzz Aldrin were the first people to ever set foot on the Moon. They walked on the surface, conducted some experiments and planted a flag. Footprints and tyre tracks left behind by astronauts on the Moon will stay there forever as there is no wind to blow them away.



Did You Know?

Scientists are still investigating whether there is water on the surface of the Moon. Water is essential in order for plants and animals to live and grow. If enough water was found on the Moon, plants could possibly grow and people may be able to visit or even live there! However, this would be a very long way in the future.

Questions

1. What does the word 'rotate' mean? Tick one.

☐ turn upside down

☐ flip over

☐ spin around

2. What is 70% of the Earth's surface covered with? Tick one.

☐ soil

☐ water

☐ sand

3. When did our solar system form? Tick one.

☐ 4.6 billion years ago

☐ 4.6 million years ago

☐ 4.6 years ago

4. What does the Moon control?

5. Name two things that Neil Armstrong and Buzz Aldrin did on the Moon.

Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** one of the Fact vs Opinion worksheets – choose either Sheet A, Sheet B or Sheet C
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

☹️ = I found this difficult

😊😊 = I've got it, but could do with a bit more practise

😊😊😊 = I feel super confident and could teach a friend

Learning Intention

- To understand the differences between facts and opinions 😊😊😊

Success Criteria

- I can understand the differences between facts and opinions 😊😊😊

- **Read** through the passage as a reminder of yesterday's lesson

What Are Informative Texts?

Informative texts provide factual information about a particular topic.

Some examples of topics include people, animals, objects and events.

There are many types of informative texts, such as:

- procedures
- reports
- explanations
- news articles.



- **Watch** the video 'Fact or Opinion for Kids *UPDATED*'

<https://www.youtube.com/embed/DwdDCIWP6i4>

After watching, **read** the rest of the daily content below



Facts vs Opinions

- **A fact is** a statement that can be proven to be true.
For example: The Italian flag is red, white, and green.
This is a fact because I can prove that it is correct by researching the Italian flag.
- **An opinion is** an expression of someone's feelings that may or may not be true
For example: Italy has the best margarita pizza in the whole entire world!
This is an opinion because it is something that I believe but cannot be proven to be true.



We can write **informative texts** using facts (things that can be proven to be true).

- **Complete** one of the **Fact vs Opinion worksheets** – choose either Sheet A, Sheet B or Sheet C
- **Optional:** Check out KidsNews to read some interesting articles about events that happen all around the world. These articles are examples of non-fiction texts as they are writing factual information about a certain event. <https://www.kidsnews.com.au/news>

Sheet A

Fact and Opinion

Facts tell us about things that have been proven to be true.

Opinions tell us what someone believes.

Read each sentence carefully to decide if it is a fact or an opinion. Write either, 'Fact' or 'Opinion' next to each sentence on the line provided.

Ice cream is made with milk.

Dogs are the perfect pet for all families.

Caterpillars turn into butterflies and moths.

Pizza is the most delicious food.

The beach is the best place to be in summer.

Ice melts when left out of the freezer.

Write a **fact** about cats.



Write an **opinion** about ice cream.



Identifying Statements of Fact or Opinion

In your own words, explain the difference between a fact and an opinion.

Below are some statements. You need to decide if it is a fact or an opinion and explain your answer.

Statement	Fact or Opinion	Why?
Christmas is the greatest celebration of the year.		
Brisbane is the capital city of Queensland.		
The movie has a great sound track.		
Cats are better than dogs.		

Fact or Opinion?

Activity 1

Are these sentences facts or opinions? Tick the appropriate box to show what you think.

1. That man has a beard.
2. Red is the best colour.
3. Apples taste better than pears.
4. Peter can run faster than Paul.
5. There's a frog in the pond.
6. I don't want sausages for dinner.
7. Chelsea will definitely win.
8. I am the smartest kid in my class.
9. He's better at art than maths.
10. You shouldn't go swimming in the sea.



Number	Fact	Opinion
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Activity 2



These passages contain facts and opinions. Underline the parts you think are facts in one colour and the parts you think are opinions in another colour. Fill in the key below to indicate which colour is which.

1. Hate housework? You'll love the SuperSweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and recieve a 1% discount! Miss out and you'll regret!
2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometers! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.
3. The jungle is a very dangerous place to visit. There a lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

Key	
fact	
opinion	

TUESDAY - Mathematics

Minute Maths

10 Times Table Activities

Count in 10s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

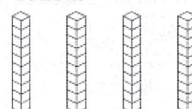
Work out these answers:

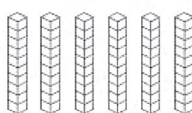
a) $2 \times 10 =$ _____ d) $6 \times 10 =$ _____

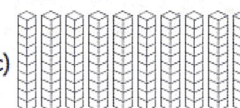
b) $10 \times 10 =$ _____ e) $12 \times 10 =$ _____

c) $5 \times 10 =$ _____ f) $9 \times 10 =$ _____

How many cubes are there? There are 10 cubes per stack.

a)  _____ \times _____ = _____

b)  _____ \times _____ = _____

c)  _____ \times _____ = _____

Revision: Number and Algebra Multiplication

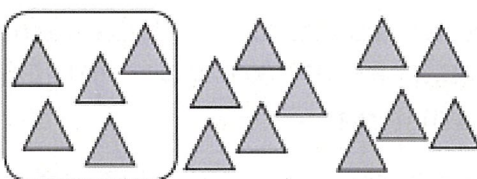
This is a multiplication symbol \times and it means 'groups of'.

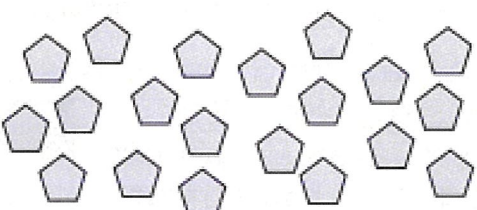
So instead of repeated addition, we can use a multiplication symbol.

$$5 + 5 + 5 + 5 + 5 = 25$$

$$5 \times 5 = 25$$

Ring the shapes in groups of 5. One group is ringed for you. Then complete the multiplication fact.

a)  _____ groups of _____ is equal to _____
_____ \times 5 = _____

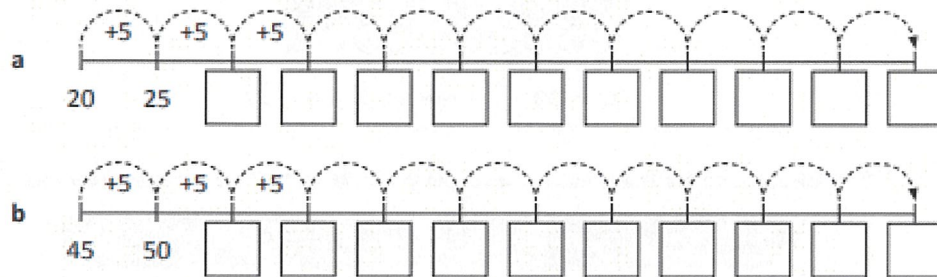
b)  _____ groups of _____ is equal to _____
_____ \times 5 = _____

Revision: Number and Algebra

Choose one task to complete and then check the answers at the back of the pack.

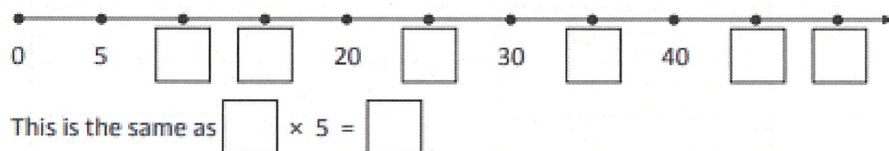
Level 1:

- 1** Finish each pattern by counting in 5s:

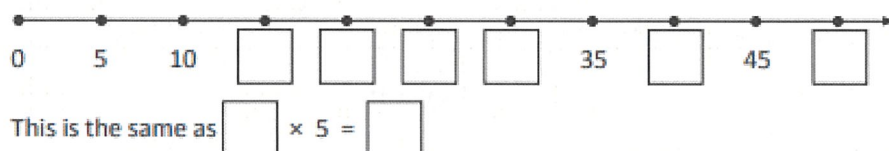


- 2** Show $\times 5$ multiplication facts on each number line.

- a** Finish labelling this number line and then show 5 jumps starting from 0:



- b** Finish labelling this number line and then show 7 jumps starting from 0:



Level 2:

Factors are numbers that you multiply together to give a multiple.



$$3 \times 6 = 18$$

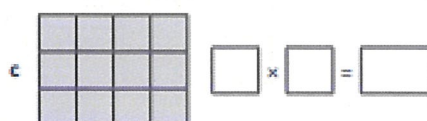
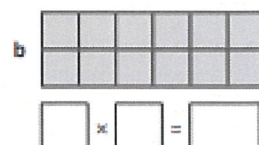
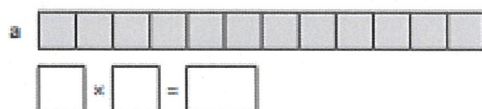


$$2 \times 9 = 18$$

These arrays show some of the factors of 18: 3, 6, 2 and 9.

Can you think of any other factors of 18?

- 1** Complete the number sentence for each set of arrays and then list the factors.



- d** The factors of 12 are:
- _____

Level 2: Continued

If you get stuck on a 9 times table fact, you can use the 10 times table facts and then build down.

$$3 \times 9 = \boxed{?}$$



$$3 \times 10 = 30 - 3 \rightarrow \text{So, } 3 \times 9 = 27$$

- 1 Think of the $\times 10$ facts and build down to get the $\times 9$ facts. The first one is done for you.

$\times 10$ table	Build down by	$\times 9$ table
$1 \times 10 = 10$	1	$1 \times 9 = 9$
$2 \times 10 = 20$		
$3 \times 10 = 30$		
$4 \times 10 = 40$		
$5 \times 10 = 50$		
$6 \times 10 = 60$		
$7 \times 10 = 70$		
$8 \times 10 = 80$		
$9 \times 10 = 90$		
$10 \times 10 = 100$		

Level 3:

Use the split strategy to answer these:

The split strategy is when we multiply numbers in 2 pairs and then add the parts. Let's use the split strategy for 26×4 .

- Split 26 into 20 and 6.
- Multiply each part.
- Add the answers together.

$$26 \times 4 \rightarrow 20 \times 4 + 6 \times 4$$

$$80 + 24 = 104$$

$$\text{So, } 26 \times 4 = 104$$

a $34 \times 3 \rightarrow 30 \times 3 + 4 \times 3$

$$90 + \boxed{} = \boxed{}$$

$$\text{So, } 34 \times 3 = \boxed{}$$

b $45 \times 5 \rightarrow \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$

$$\boxed{} + \boxed{} = \boxed{}$$

$$\text{So, } 45 \times 5 = \boxed{}$$

c $52 \times 4 \rightarrow \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$

$$\boxed{} + \boxed{} = \boxed{}$$

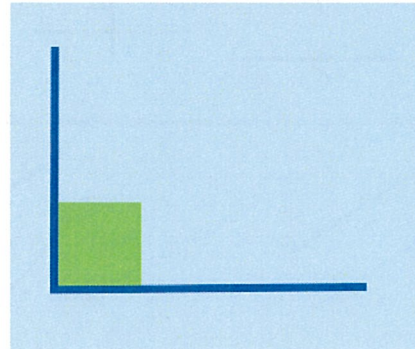
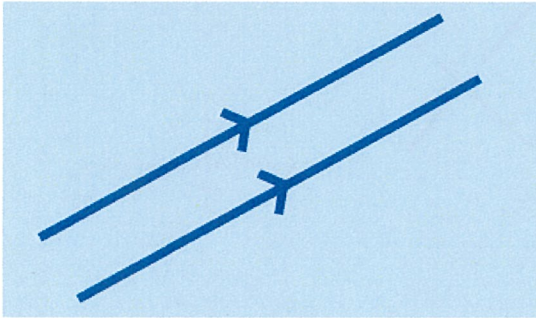
$$\text{So, } 52 \times 4 = \boxed{}$$

Success Criteria:

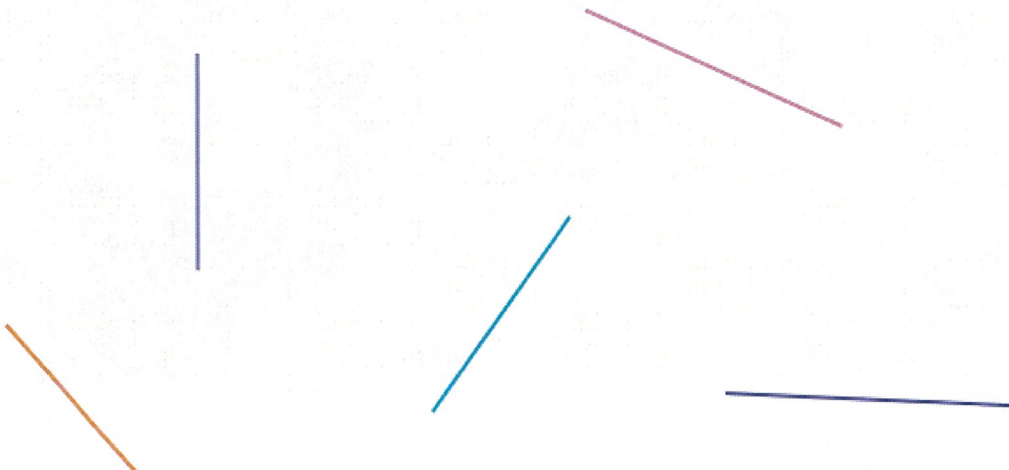
I can identify perpendicular and parallel lines in the environment



What type of lines are these? Can you list their features?

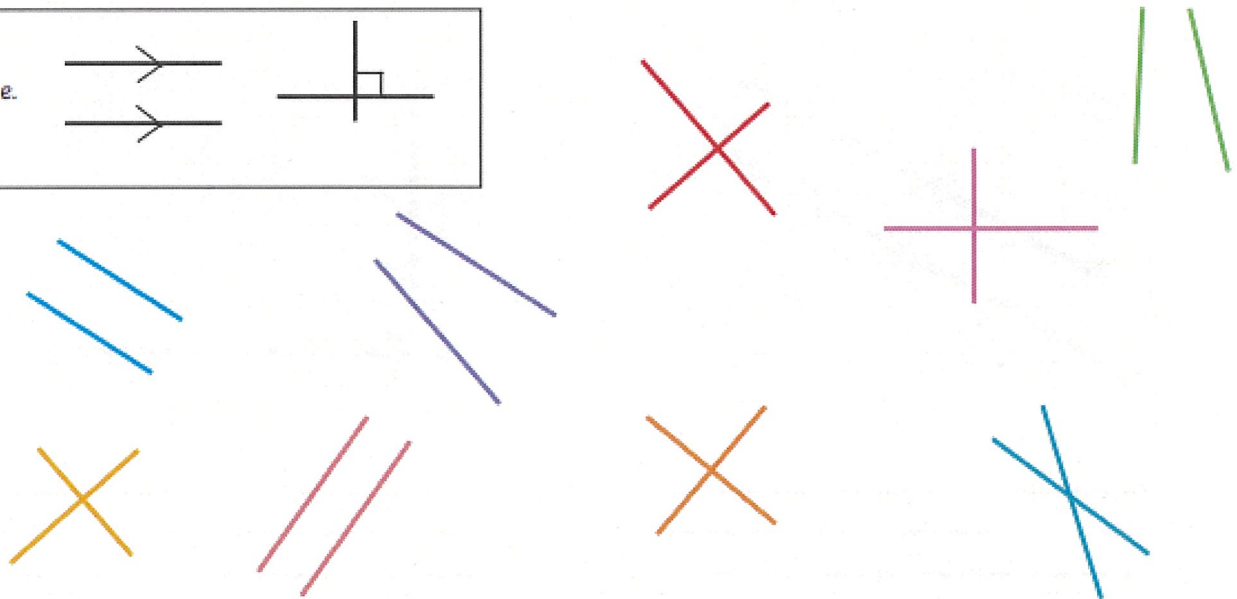
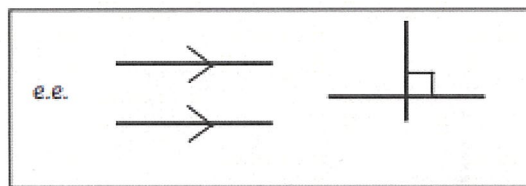


Can you draw lines which are perpendicular to each of these?

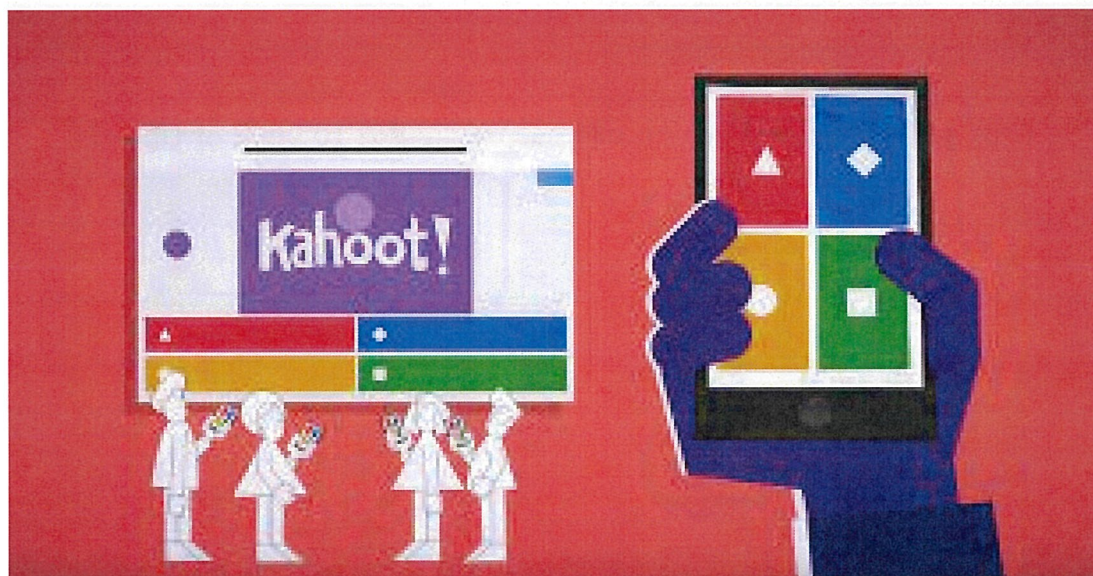


Parallel and Perpendicular Lines

Can you label all the lines which are parallel or perpendicular?
Use arrows for parallel lines and a right angle sign for perpendicular lines.



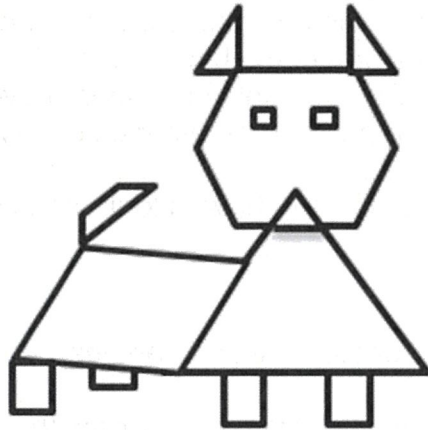
Class Kahoot via Zoom



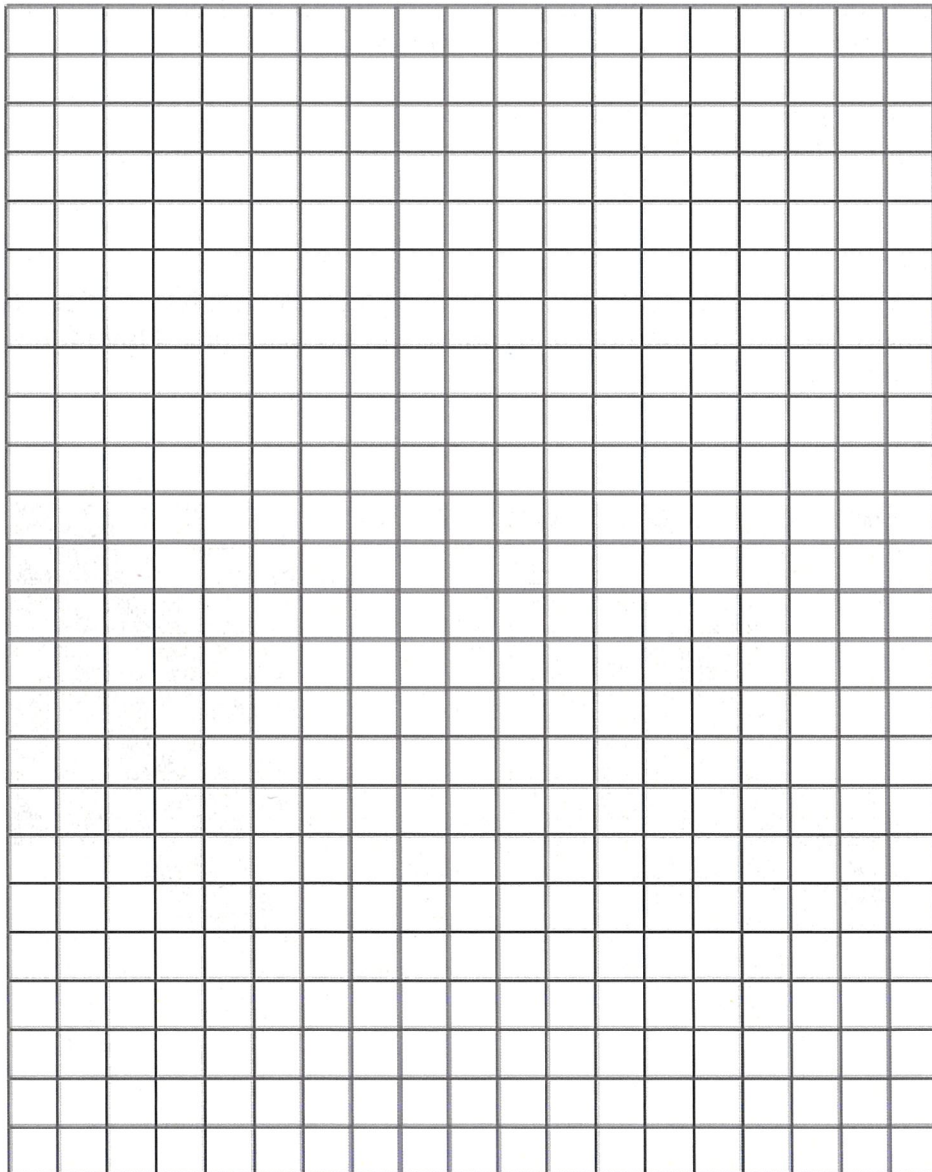
Independent Task

Draw your own angle monster / animal using the angles and lines we have covered this week. Label each one on your diagram.

Checklist:



Right Angle	
Acute	
Obtuse	
Reflex	
Straight	
Revolution	
Perpendicular Lines	
Parallel Lines	



TUESDAY – Art

Hi Stage 2

I hope you are enjoying creating your Joan Miro inspired drawing. Now it's time to colour it in. When artists are creating art works it is important to look at your work with "fresh eyes". This means you walk away from it for a while and when you come back you might notice something that could be improved upon or is not quite right. Do you think you can improve on your work? Maybe you could make some black lines thicker or add another shape somewhere.

After you have completed your Joan Miro inspired artwork, have a look at the website below.

This is a photography lesson.

<https://www.tate.org.uk/kids/make/art-technology/photo-challenge-angles>

After viewing the video in this link ask your mum or dad if you can borrow their phone to take a photo from an unusual angle, try looking from different angles before you click. You might like to take the photo when you are going for a walk during the week or around your home or garden. If you have a printer at home print a copy of your photo. If you can't print a copy from home use the edit button on the phone to change your photo in some way.

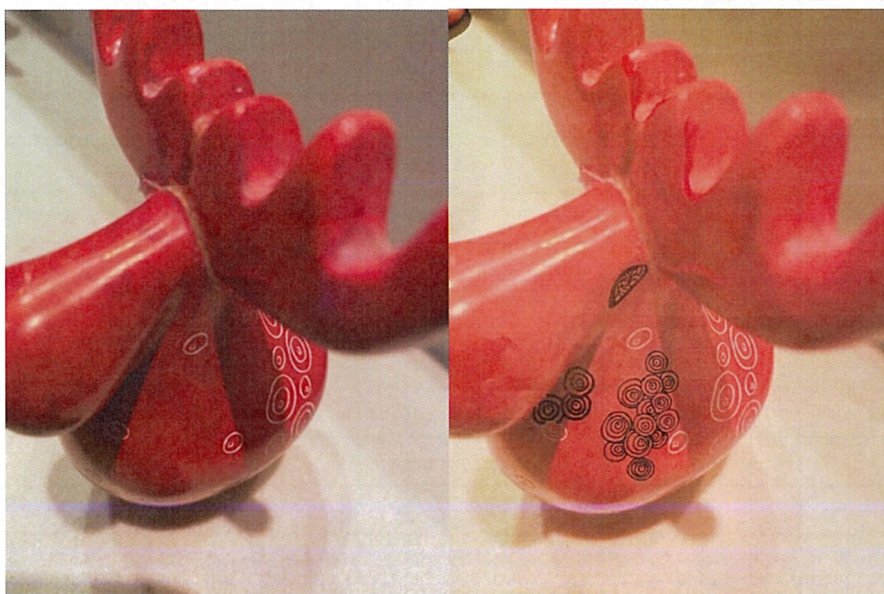
Choose an activity to do from the website below

<https://www.tate.org.uk/kids>

An optional activity

If you would like to explore further ask your parents if you can print two copies. Keep one copy as the original and draw into the second copy as shown in the example. Have fun and I look forward to seeing your wonderful photographic skills.

Mrs Plasto



WEDNESDAY - English

Spelling

- Practise your spelling words and use a coloured pencil to show the focus sounds for this week.

For example: a**rr**ive, keep**p**, a**pp**ear, **r**ight

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

[illegible]

- Choose **one** activity to complete in the space below

Illustrations Expert

Draw a picture to match the meaning of each of your words.

Cartoon Connection

Create a cartoon strip using as many spelling words as you can.

Fancy Fonts

Write your spelling words
using fancy letters.

apple
keep
arrive

Spelling Addition

Vowels are worth 10 and
consonants are worth 5.

Write your words and then add the value of each letter in the word.
E.g. cat $5+10+5 = 20$

- Optional: Write clues for your spelling words for a family member or friend to guess
For example: this word means the opposite of leave (arrive)

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- You are invited to a Teddy Bears Picnic! Read the invitation for details below ☺

RSVP on Wednesday 21st June by letting Miss Hyde, Mr Hahlos or Mrs Atterton know in your zoom if you are attending.

Optional: Snap a picture of your Teddy Bear's picnic and ask Mum or Dad (politely) to email it to your classroom teacher, then we will do something really special with it!
Stay tuned.



Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** Fact File: Country
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

😬 = I found this difficult

😬😬 = I've got it, but could do with a bit more practise

😬😬😬 = I feel super confident and could teach a friend

Learning Intention

- To understand the differences between facts and opinions 😬😬😬

Success Criteria

- I can understand the differences between facts and opinions 😬😬😬
- I can complete a fact file about a country of my choice 😬😬😬

- **Read** through the passage as a reminder of yesterday's lesson

Fact and Opinion

Facts tell us about things that have been proven to be true.

Opinions tell us what someone believes.

Today you will be virtually travelling around the world, on a mission to source factual information about a country of your choice!

- **Complete the Fact File: Country** research project. Choose a country you would like to learn more about and create a fact file full of interesting information about that country.
- **Remember to include:**
 - Full sentences
 - Write in your own words (do not copy word for word from the internet)
 - Have fun and travel safely!
- Once you have finished, share your fact file with a family member/friend or record a video of yourself reading your fact file for your own enjoyment. We will be chatting about these in our Zoom.
- **Optional:** You might decide to search for your country on Google Earth to delve deeper into the main cities, explore the famous sites and navigate the country as though you were a visitor.

Note: you will need to use the Google Chrome browser to access Google Earth. Type in the URL below or scan the QR code →

<https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r/data=CgQSAggB?hl=en>



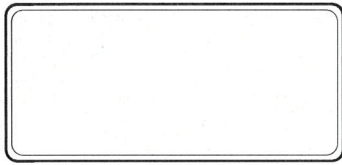


Fact File: Country

Research and answer the following questions to create a fact file on a country of your choice!

The country I have chosen is

FLAG



POPULATION SIZE

CAPITAL CITY

**PRIME MINISTER/
LEADER**

SPOKEN LANGUAGE

INTERESTING FACTS

FAMOUS CUISINE



WEDNESDAY - Mathematics

Minute Maths

I can find the products of the 10 times table.
Circle the products.

90
40
50
70
20
0
32
54
81
60
10
12
100
77
30
6
94
80

Revision: Number and Algebra

Choose one task to complete and then check the answers at the back of the pack.

Division Strategies:

Division by Sharing equally

Use a pencil to share these tasty goodies equally

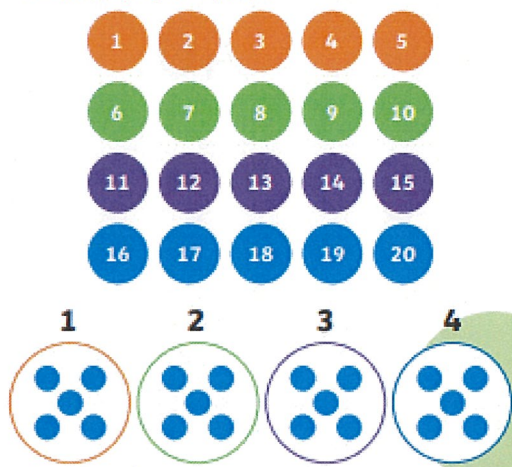
Level 1: By Grouping






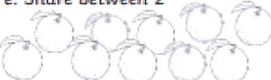
Division Strategies

Grouping

$$20 \div 5 = ?$$

20 divided by 5 gives 4 groups.



e.g. Share between 3 	How many does each person get? ① 2 3 4	What does the calculation look like? $3 \div 3 = ①$
a. Share between 2 	2 3 4 5	$8 \div 2 =$
b. Share between 4 	2 3 4 5	$12 \div 4 =$
c. Share between 3 	2 3 4 5	$12 \div 3 =$
d. Share between 5 	2 3 4 5	$10 \div 5 =$
e. Share between 2 	2 3 4 5	$10 \div 2 =$

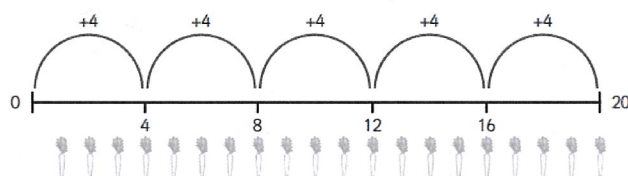
Level 2: Division by repeated addition

$$20 \div 4 =$$

Draw a number line starting at 0 and ending 20.

Count in 4s until you reach 20.

Count how many hops it took.



Draw number lines to find the answers to these division problems.

1. $42 \div 3 =$

Answer:

2. $52 \div 4 =$

Answer:

3. $75 \div 5 =$

Answer:

1. _____
2. _____
3. _____

Level 3: Division using Place Value
Dividing by 10

Use place value to work out how to divide in 10s

$$674 \div 10 = ?$$

If you divide a number by 10, the digits move one place value to the right.

Hundreds	Tens	Units	Tenths	Hundredths
6	7	4	.	
Hundreds	Tens	Units	Tenths	Hundredths
	6	7	4	

$$674 \div 10 = 67.4$$

$79 \div 10 = \underline{\hspace{2cm}}$

$779 \div 10 = \underline{\hspace{2cm}}$

$87 \div 10 = \underline{\hspace{2cm}}$

$398 \div 10 = \underline{\hspace{2cm}}$

$75 \div 10 = \underline{\hspace{2cm}}$

$761 \div 10 = \underline{\hspace{2cm}}$

$23 \div 10 = \underline{\hspace{2cm}}$

$797 \div 10 = \underline{\hspace{2cm}}$

$43 \div 10 = \underline{\hspace{2cm}}$

$427 \div 10 = \underline{\hspace{2cm}}$

$26 \div 10 = \underline{\hspace{2cm}}$

$402 \div 10 = \underline{\hspace{2cm}}$

$43 \div 10 = \underline{\hspace{2cm}}$

$224 \div 10 = \underline{\hspace{2cm}}$

$39 \div 10 = \underline{\hspace{2cm}}$

$998 \div 10 = \underline{\hspace{2cm}}$

$69 \div 10 = \underline{\hspace{2cm}}$

$354 \div 10 = \underline{\hspace{2cm}}$

$13 \div 10 = \underline{\hspace{2cm}}$

$336 \div 10 = \underline{\hspace{2cm}}$

$45 \div 10 = \underline{\hspace{2cm}}$

$276 \div 10 = \underline{\hspace{2cm}}$

$98 \div 10 = \underline{\hspace{2cm}}$

$384 \div 10 = \underline{\hspace{2cm}}$

$95 \div 10 = \underline{\hspace{2cm}}$

$901 \div 10 = \underline{\hspace{2cm}}$

$71 \div 10 = \underline{\hspace{2cm}}$

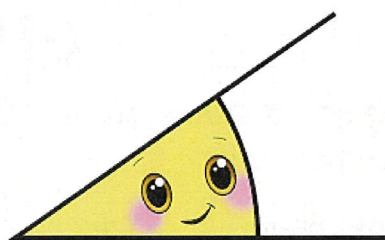
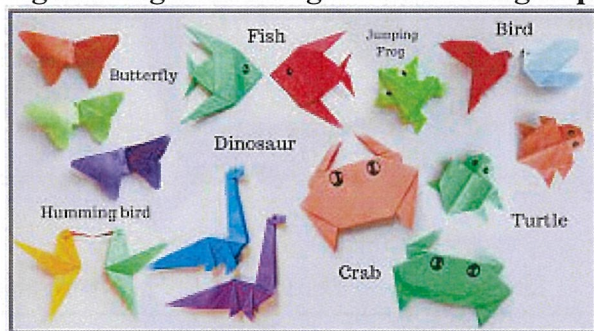
$711 \div 10 = \underline{\hspace{2cm}}$

$87 \div 10 = \underline{\hspace{2cm}}$

$943 \div 10 = \underline{\hspace{2cm}}$

Angles: Zoom Lesson 11:30am till 12pm

Origami Angles challenge: Follow along step by step during our Zoom Class.



A CUTE ANGLE

(If you can't make the Zoom Class, google you own design and share with the class next time.)

Now you have made your origami animal or machine.

Colour code the below key and colour the angles and lines on your creation.

Item	Colour	Tick or cross if you found one.
Right Angle		
Straight		
Acute		
Obtuse		
Reflex		
Revolution		
Perpendicular Lines		
Parallel Lines		

Comparing Angles that are less than, equal to or more than 90 degrees.

Design and decorate this jersey with a sports theme using only angles. It could be a State of Origin, Wallabies, Diamonds, Soccerroos or other National side theme.

Colour it in using the below colour code.

Colour Code:

Angles less than 90° = ☐ Angles equal to 90° = ☐ Angles more than 90° = ☐

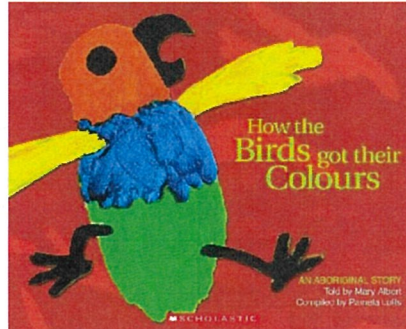


WEDNESDAY – Library

Hello Stage 2,

View the book 'How the Birds Got Their Colours' an Aboriginal story told by Mary Albert, at the link below

http://www.viewpure.com/6aamAZc0_ds?start=0&end=0



Create your own story about how an Australian bird or animal got a particular feature. You may like to create a story about how the blue tongue lizard got a blue tongue, or you could think of another bird or animal to create a story about. Make a title for your story and include a picture

[illegible]

THURSDAY - English

Spelling

- Practise your spelling words and write them using colourful bubble writing.

Remember to look, say, cover, write, check and correct each word.

bubble



Look



Say



Cover



Write



Check

- Choose **one** activity to complete in the space below

My Words	Practise

Spelling Fitness

Practise your spelling words whilst completing some physical activity e.g. bouncing a ball, hula hooping, skipping.

Working Out Words

Group your spelling words into noun, adjectives, verbs, adverbs.

Rap Your Words

Create a rap or song which includes as many words as possible.

Spelling Addition

Write a silly story using as many spelling words as you can.

- Optional: In preparation for tomorrow's spelling test, ask a family member to test you.

Reading & Writing For Thursday and Friday

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** Fact File: Country
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

☹️ = I found this difficult

😊😊 = I've got it, but could do with a bit more practise

😊😊😊 = I feel super confident and could teach a friend

Learning Intention

- To identify features of informative texts 😊😊😊

Success Criteria

- I can understand the differences between facts and opinions 😊😊😊
- I can research and record factual information on a planet of my choice 😊😊😊

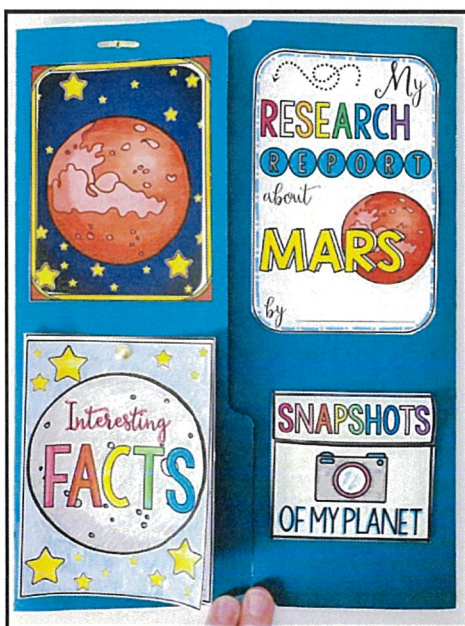
Daily Content

- **Yesterday**, you completed a Fact File on a country of your choice. When we write informative texts, like fact files, we are writing non-fiction information. This means that the information we are writing is true.

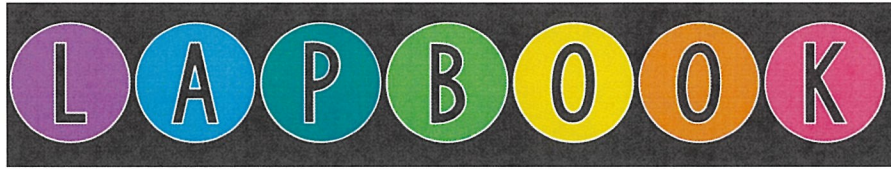
Today, you are going to need to strap on your astronaut helmet because you are going to space!

Over the next two days, you will be working on creating a **lap book** on a planet of your choice. A lap book is a fun, interesting, hands on way to research and display factual information on a topic. They

contain interesting facts, lots of detail and are presented on coloured cardboard, like a poster.



- **In your pack**, you have been given a piece of coloured card to stick your information on. You have also been given a collection of research notes which you will cut and paste onto your cardboard. This task is very similar to a fact file but allows you to present your work in a creative way.
- **Work at your own pace over the next two days** to complete your lap book. We will be sharing your amazing work on our Friday afternoon Zoom.



Tick these off as you go

Guide: Complete Steps 1- 4 & 7 on Thursday
Complete Steps 5-8 on Friday

Step 1: Choose a planet that you are interested in finding more about. You may choose a dwarf planet if you wish.

The planet I have chosen it _____



Step 2: Read through the sheets (on the next few pages) to find what information you are going to have to collect.

Step 3: Begin by completing the **Snapshots of my Planet (Sheet 2)** by researching where your planet is positioned in the solar system and its appearance.

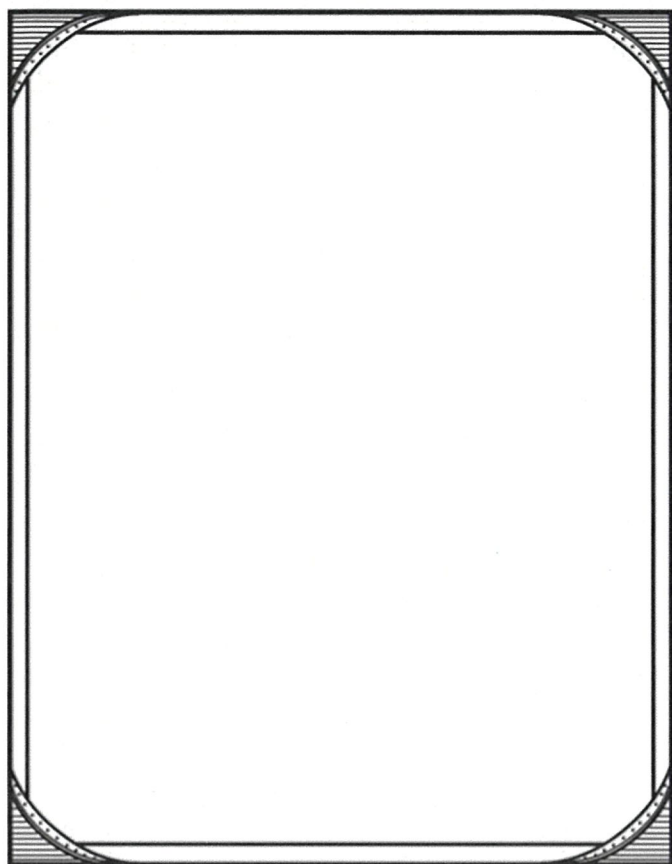
Step 4: Complete **Sheet 1** use colour to make it eye catching!

Step 5: Complete **Sheet 4** by researching the answer to the questions on the notes.

Step 6 → Optional: Can you find any interesting fun facts about the planet? Write these on Sheet 3.

Step 7: Colour Colour Colour!

Step 8: **Following the instructions on the sheets**, cut out and paste your information onto your piece of coloured card



Draw a picture of your planet. Cut out and paste on the front of your lap book.

my
RESEARCH
REPORT
about

by _____

Fold here.
 Glue this flap down in your lap book.



OF MY PLANET

Fold here.
 Glue this flap down in your lap book.

Fold here.
 Glue this white square down in your lap book.

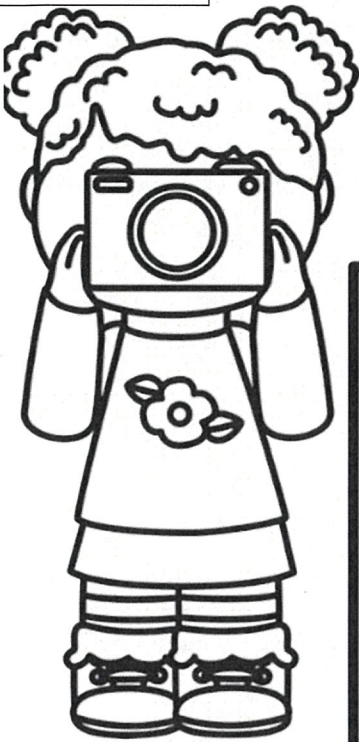
Fold here.
 This flap will fold over the pictures to hold them in place.

SNAPSHOTS

This will fold up into a pocket that holds snapshots of important details about your planet.



AMERICAN
HISTORICAL SOCIETY
1000 9TH ST
WASHINGTON
D.C.



SNAPSHOTS

of my Planet

Describe where your planet is located in the solar system, its appearance from outer space, and the appearance of its surface. Support your answers with evidence from the text. Then draw pictures that match the content of each "photo" card. Don't forget to label which resource provided the information!

Cut out and fold on the dotted line to make a little snapshot to go in the photo pocket.



	<i>Inner or Outer Planet</i>
	My planet is in the _____ <small>inner or outer</small>
	solar system. There are _____ planets
	in the _____ solar system. <small>inner or outer</small>
	RESOURCE # _____

	What does your planet look like from outer space? (size, color, rings, special features)

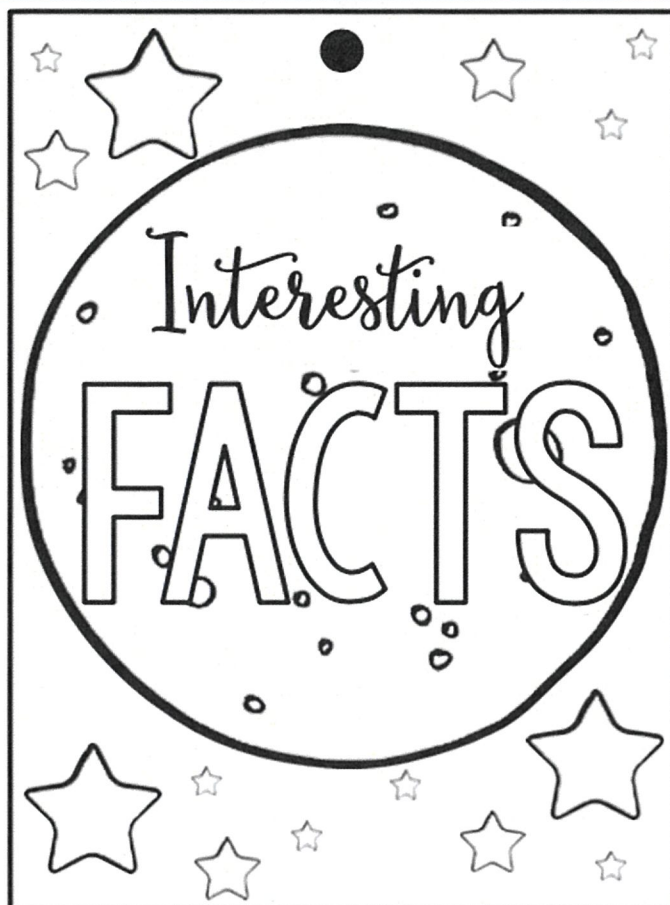
	RESOURCE # _____

	The surface of my planet is covered in... (mountains, deserts, craters, volcanic fields, valleys, plains, ice caps, etc.)

	RESOURCE # _____

2020年10月20日

2020年10月20日



INTERESTING FACT 1

RESOURCE #: _____
© Adventures of a Schoolmarm 2016

INTERESTING FACT 2

RESOURCE #: _____
© Adventures of a Schoolmarm 2016

INTERESTING FACT 3

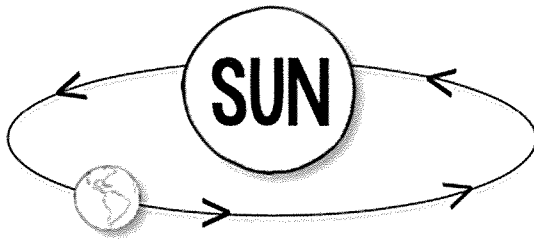
RESOURCE #: _____
© Adventures of a Schoolmarm 2016

THE UNIVERSITY OF CHICAGO



THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO



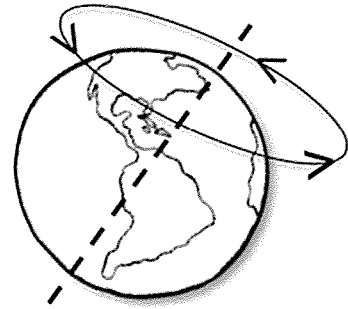
Earth takes 365 days to revolve one full time around the sun. We call this one year on Earth.

Time my planet takes to make one **revolution** around the sun in its orbit:

The distance of my planet's **orbit** around the sun:

RESOURCE #: _____

© Adventures of a Schoolmarm 2016



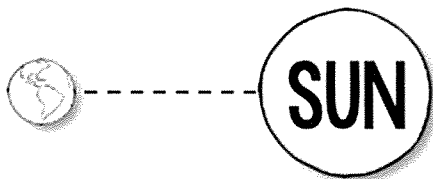
Earth takes 24 hours to rotate one full time on it's axis. This means a full day on Earth is 24 hours.

The amount of time my planet takes to **rotate** one full time on its axis:

A day on my planet is _____ hours.

RESOURCE #: _____

© Adventures of a Schoolmarm 2016



Earth is almost 93 million miles, or almost 150 million kilometers, from the sun. Draw your planet in relation to the sun and label the distance.

My planet is approximately

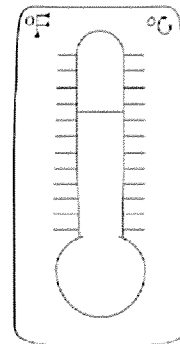
_____ miles,

or _____ kilometers,
from the sun.

RESOURCE #: _____

© Adventures of a Schoolmarm 2016

Surface Temperatures



Highest (average): _____

Lowest (average): _____

My Conclusions: _____

RESOURCE #: _____

© Adventures of a Schoolmarm 2016



THURSDAY - Mathematics

Minute Maths

I can count backwards in 10s starting at any point.

50, 40, _____, 20, _____

100, _____, 80, _____, 60

_____, 70, _____, 50, 40

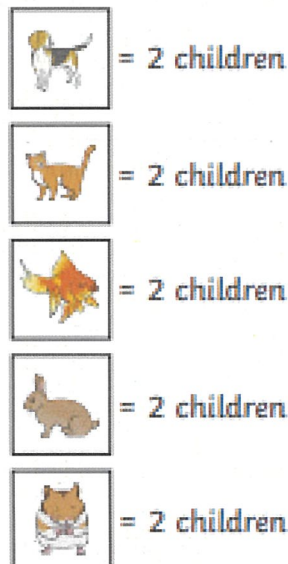
60, 50, _____, _____, 20

_____, _____, 20, _____, _____

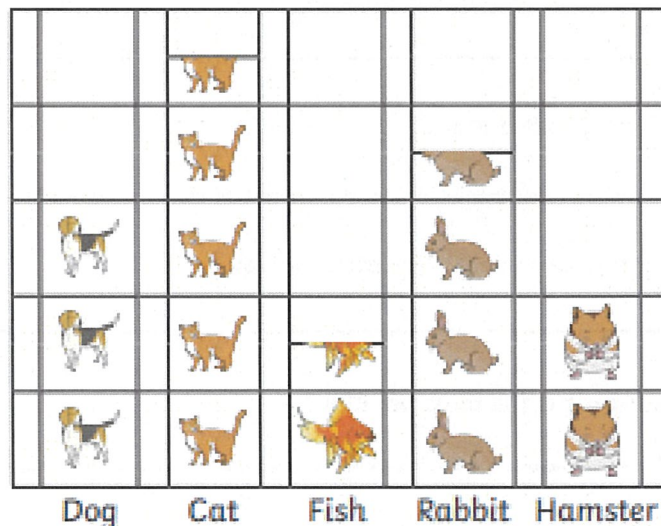
Revision: Statistics and Probability

Choose one task to complete and then check the answers at the back of the pack.

Level 1: Pictograms / Picture Graphs



Class Pets



Answer the following questions.

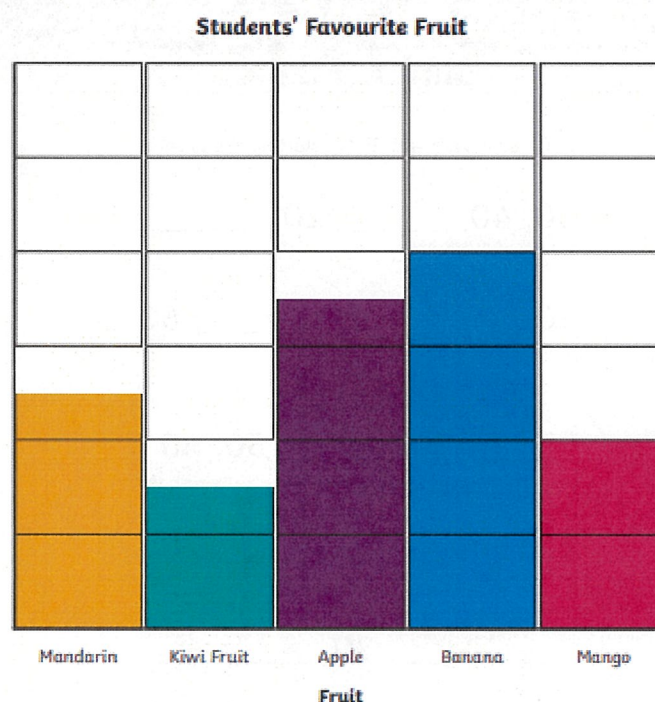
Which is the most common pet? _____

How many pets are there in class? _____

How many more rabbits than hamsters are there? _____

How many fewer dogs than cats are there? _____

Write your own questions for a friend.



1. The column graph scale increases in even amounts. 27 students were surveyed. Fill in the number of students on the y-axis.

2. What could be a better label for the x-axis?

3. Give the y-axis a label.

4. List the total amounts for each type of fruit.

5. Which fruit is the most popular?

6. How many students chose this?

7. Which fruit is the least popular?

8. How many students chose this?

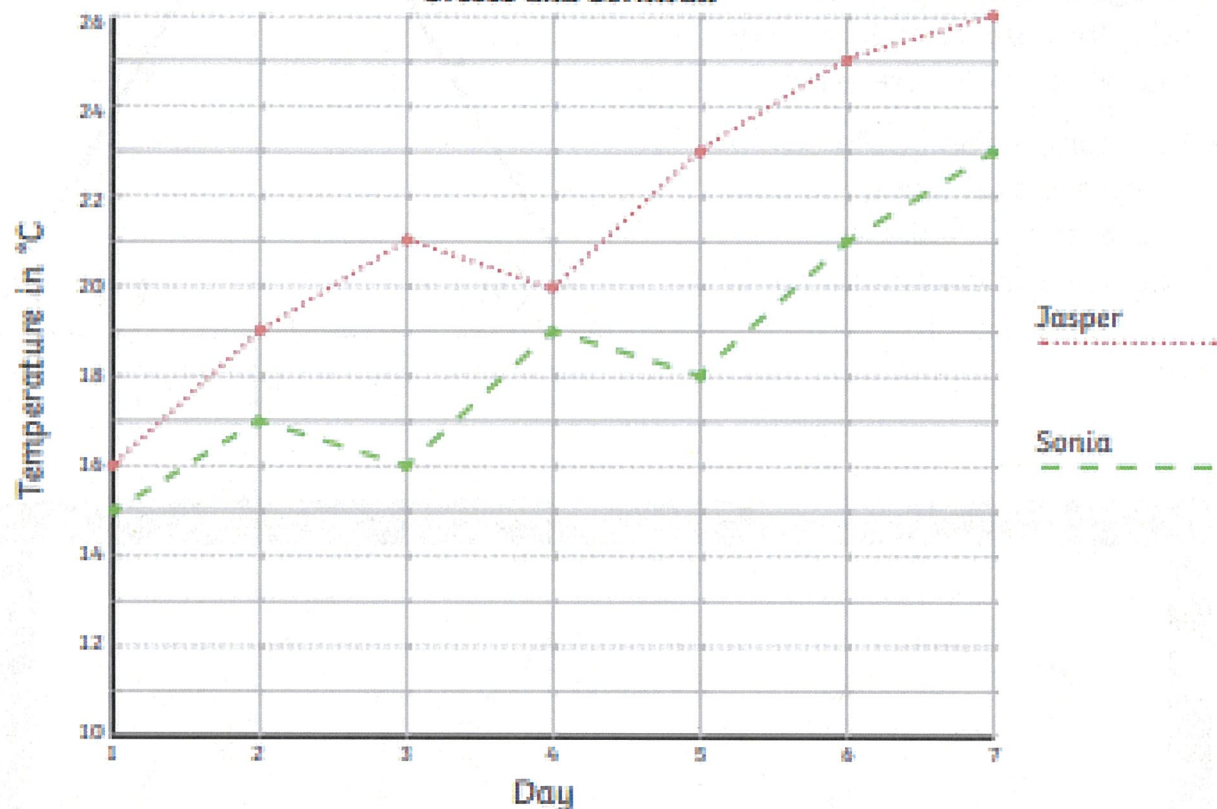
Summer Holiday Temperatures

Line Graph

Jasper went on his summer holiday to Greece. Sonia went on her summer holiday to Cornwall. Here is a line graph showing the highest daily temperature on each day of their summer holidays.

Use the graph to answer the questions.

A Line Graph to Show the Highest Daily Temperatures in Greece and Cornwall



1. What was the temperature on day 4 of Jasper's holiday?

2. What was the temperature on day 1 on Sonia's holiday?

3. What was the difference in temperature between Greece and Cornwall on day 3?

4. How much warmer was it in Greece than Cornwall on day 7?

5. On which day was the temperature of Sonia's holiday 21°C?

6. On which day did the temperature in Greece decrease?

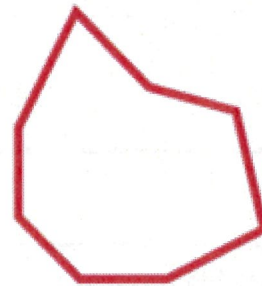
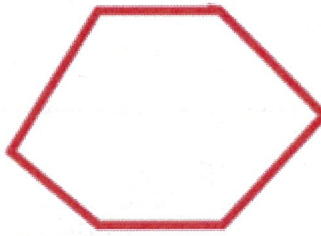
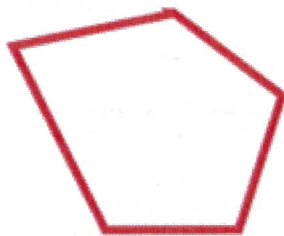
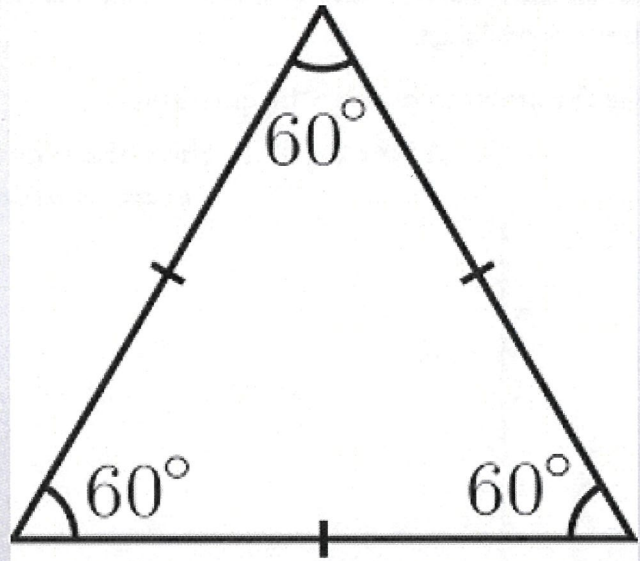
Success Criteria:

I can identify and describe two-dimensional shapes as regular or irregular



Regular Shapes

- A **regular shape** features sides that **are** all equal and all the inside angles **are** equal.
- For example, an equilateral triangle **is a regular shape** because all the sides **are** equal AND all the angles **are** equal.



Irregular Shapes

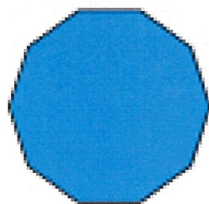
An irregular shape doesn't have equal sides or equal angles.

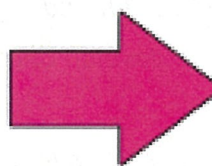
Regular and Irregular Shapes

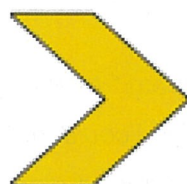
Write 'regular' or 'irregular' next to each shape, according to the properties of the shape.

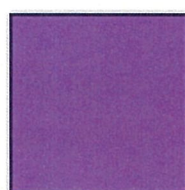




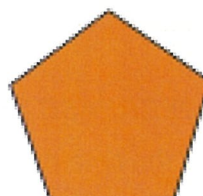


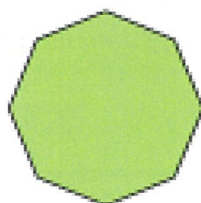














Use mathematical language to explain the difference between regular and irregular shapes.

A regular shape _____

An irregular shape _____

THURSDAY – PDHPE

Lesson 2 – All Systems Go!

Being healthy is essential to leading an active and productive life. It's super important we learn the knowledge, skills and strategies to make informed, positive decisions when it comes our bodies. Last week we looked at what we need to stay healthy. You should have identified that oxygen, water, nutrients, sleep, and physical activity are what our bodies need.

Activity 1 - Read the following information and choose from the words listed below to fill in the blanks.

Choose from these words to fill in the blanks			
Electronic	garden	negative	five
Screen	well-being	sedentary	60 minutes

How we live has an effect on our health and _____. Introducing knowledge and skills about health and wellbeing early on will help to develop ongoing healthy lifestyle habits.

The following are some examples of ways to lead a healthy lifestyle.

INCREASE PHYSICAL ACTIVITY

The Australian Physical Activity and Sedentary Behaviour Guidelines recommend at least _____ a day of physical activity for Children 5-12 years of age. Types of physical activity could include, walking or riding to school, washing the car, walking the dog, active play after school, skateboarding, helping in the _____.

DECREASE SEDENTARY BEHAVIOUR

Children 5-12 years should reduce the time they spend being _____ according to the Australian Physical Activity and Sedentary Behaviour Guidelines. This means limiting '_____ time' – the time spent using _____ media e.g. TV, computers, portable electronic devices, seated electronic games to less than 2 hours a day.

NUTRITION

The Australian Dietary Guidelines recommend a diet that limits foods containing saturated fat, added salt, and added sugars and includes a variety of nutritious foods from across the _____ food groups.

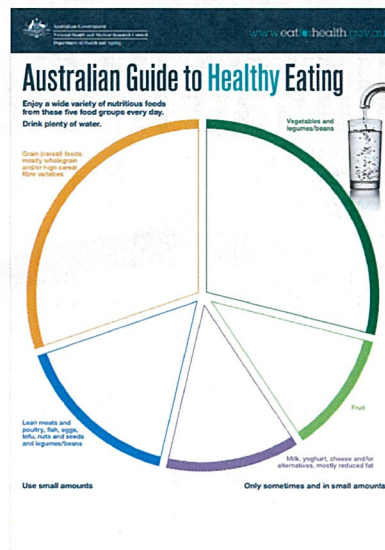
SLEEP

Lack of sleep can have _____ effects on our health e.g. behaviour, attention and emotions. Develop good sleeping habits by:

- going to bed at the same time each night and waking up at the same time each day
- have relaxation time before bed e.g. read a book, listen to music.

Activity 2 – Healthy Eating Poster

Have a look at the blank Healthy Eating poster below and brainstorm some examples of foods that would belong to each group.



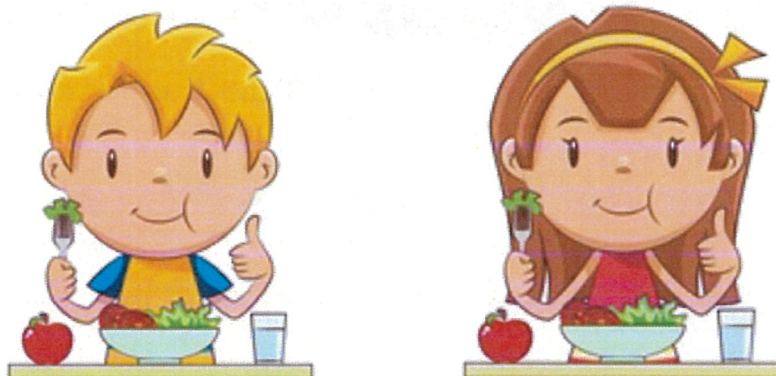
Now click on the link provided of the Australian Guide to Healthy Eating poster <https://www.eatforhealth.gov.au/resources-suitable-printing> and see whether you brainstormed the right food examples in each food group.

Now it's your turn to complete the healthy Eating Poster on the next page by finding examples of the types of food that belong in each of the five food groups. These can be either drawn, printed, or you may like to cut and paste photos from food magazines. Check with your parents first which magazines you are allowed to cut 😊

After completing the poster answer the following questions

1. Did you find a new food that you haven't seen before but would like to try?

2. Is there anything you think should be added to the poster?





Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods,
mostly wholegrain
and/or high cereal
fibre varieties

Vegetables and
legumes/beans



Lean meats and
poultry, fish, eggs,
tofu, nuts and seeds
and legumes/beans

Fruit

Milk, yoghurt, cheese and/or
alternatives, mostly reduced fat

Use small amounts

Only sometimes and in small amounts

Activity 3 – PE Challenge

You will need a ball for this week's PE Challenge.
You can use either a netball, soccer ball or basketball.

Click on the link below to watch Mrs Deck demonstrate the ball skill activities.

<https://www.youtube.com/embed/nE9IXePv1GU>



Try the following skills:

Skill	Amount
1. How many times can you pass the ball around your waist in 30 seconds?	
2. How many times can you pass the ball around your waist in 30 seconds?	
3. How many times can you pass the ball around your ankles, waist and head continuously in 30 seconds?	
4. How many times can you do a figure 8 pass between your legs in 30seconds?	
5. How any steps can you take in a row passing the ball between your legs without dropping it?	

Have Fun!!!

Spelling

- Ask a family member to test you on your spelling words. Don't forget to mark your attempts and work out your score.

My Words	Mark
appear	x
keep	√
Score: ____ / ____	

- Write the letters **spl** or **spr** to finish the words. Colour the word that is the synonym in the row beside each one.

Remember a **synonym** is a word that has a **similar** meaning

_____ash

head

ang

spring squeak squirt splint

scratch stretch strap sprout

slept kept leapt wept

- Write list words that are antonyms for the following words.

Remember an **antonym** is a word that has an **opposite** meaning

wrong _____ back _____ leave _____

caged _____ poor _____ laughed _____

- Look at the word in the middle column and fill in a synonym and an antonym for each. The first one has been done for you.

Synonym	Word	Antonym
dawn	morning	night
	sad	
	fat	
	beautiful	
	different	
	smile	

Challenge

Colour each word block in the top rectangle and its matching antonym block in the rows below the same colour. **Use** a different colour for each pair.

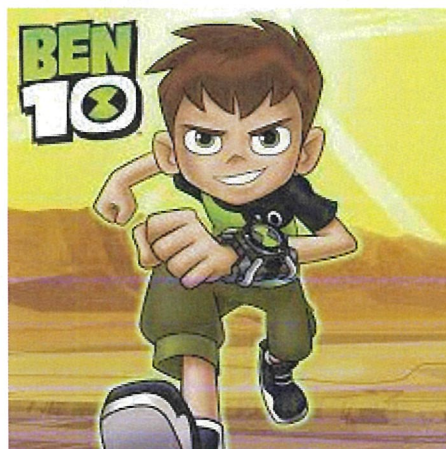
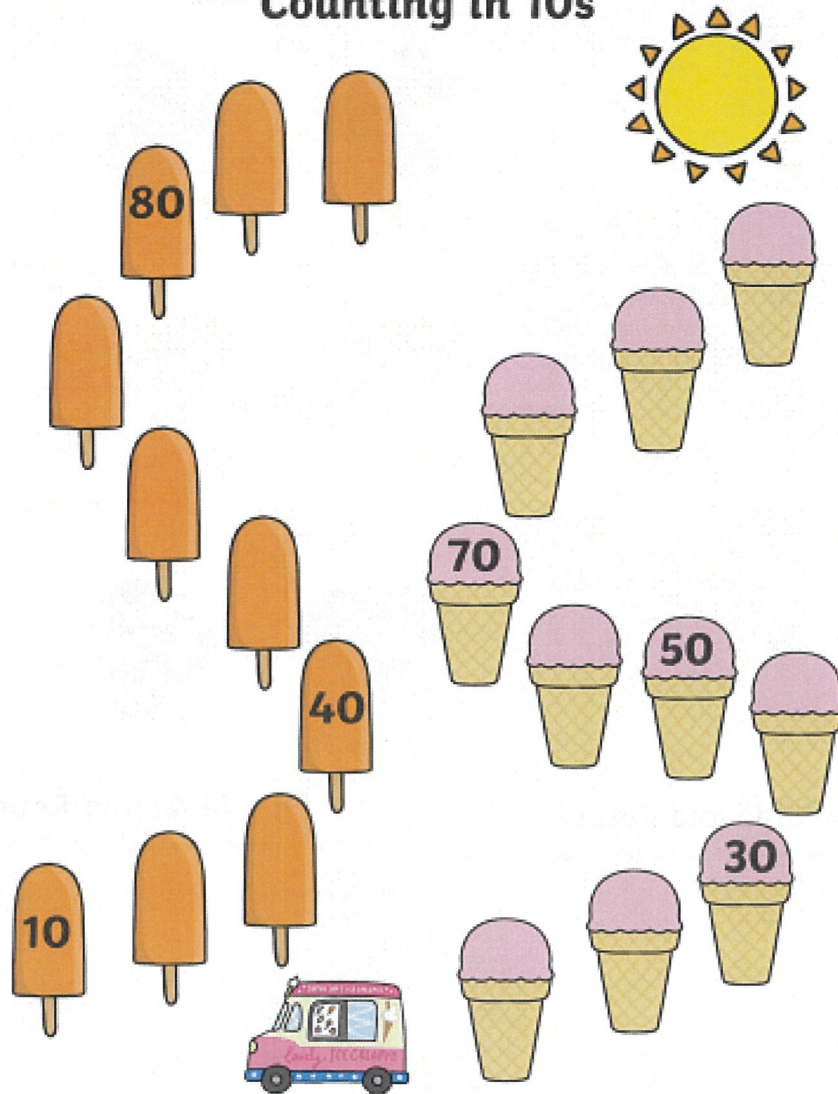
Use a different colour for each pair.

poor	right	jog	curl	leave	fake	back	false	forget	wide	wonderful	whisper
	rich	sprint	stretch	terrible	carry	sorry	ready	thread			
	writing	prize	roof	rule	written	arrive	scream	front	true		
remember	narrow	wrong	real	rectangle	graph	shrub	rectangle	reach			

FRIDAY - Mathematics

Minute Maths

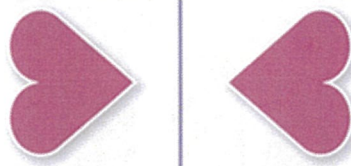
Counting in 10s



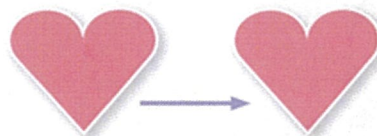
Revision: Reflection (Flip), Translation (Slide), Rotating (Turn)

When you **flip** an image you are creating a mirror image to create a **reflection** (you are turning it over).

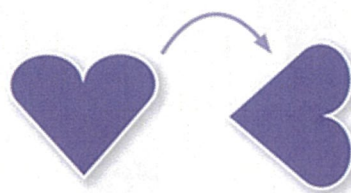
These are now symmetrical



When you **slide** an image you move the image across – you are creating a **translation**.



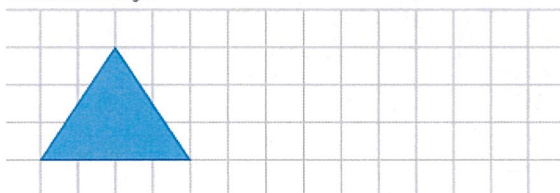
When you **turn** an image you are **rotating** it (usually by a given number of degrees or types of turn).



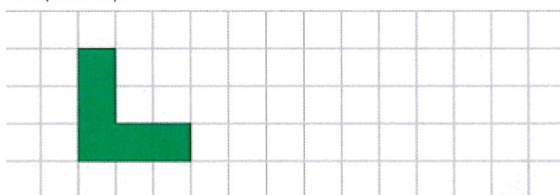
Flip, Slide and Rotate

Draw the shapes below by flipping, sliding or rotating.

1. Slide the triangle.



2. Flip the shape.



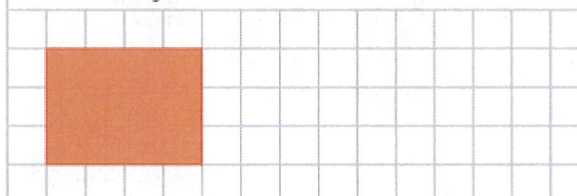
3. Rotate the square.



Flip, Slide and Rotate

Draw the shapes below by flipping, sliding or rotating.

4. Slide the rectangle.



5. Flip the heart.



6. Rotate the arrow.



Success Criteria:

I can identify lines of symmetry in two-dimensional shapes

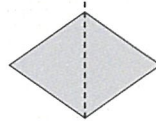


I can create tessellating designs by reflecting, translating and rotating common shapes

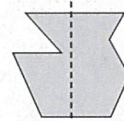


Investigating 2D shapes – symmetry and tessellation

An axis of symmetry is a line that divides something exactly in half. When one half of a shape or picture matches the other exactly, we say it's symmetrical.

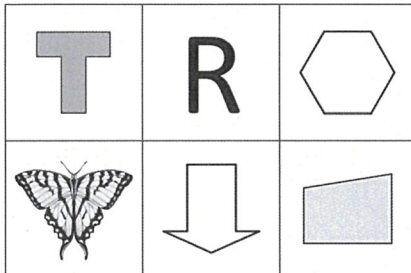


This shape is symmetrical.

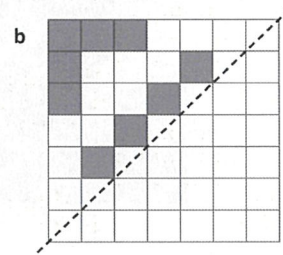
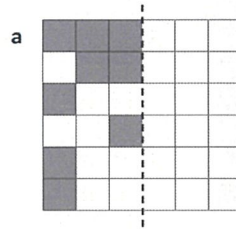


This shape is asymmetrical.

Look carefully at each shape. For any that are symmetrical, draw in the line of symmetry.



Use the line of symmetry to complete each shape.



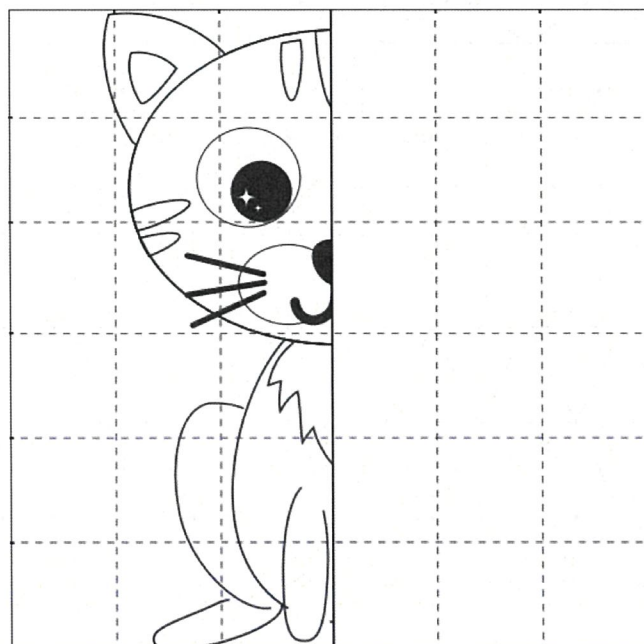
You can think of the line of symmetry as a mirror. One half of a design or shape is reflected.



Extension Task:

Symmetry Drawing - Cat

Use the grid to draw the other side of the cat. Colour it in when you have finished.





Tessellation

- Shapes Tessellate if they fit together in a geometric pattern without spaces. Shapes can be flipped or turned so they fit together.



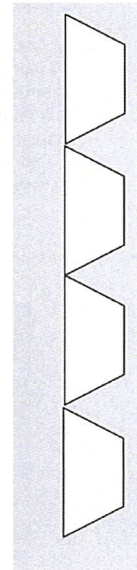
Do these shapes Tessellate? Why?



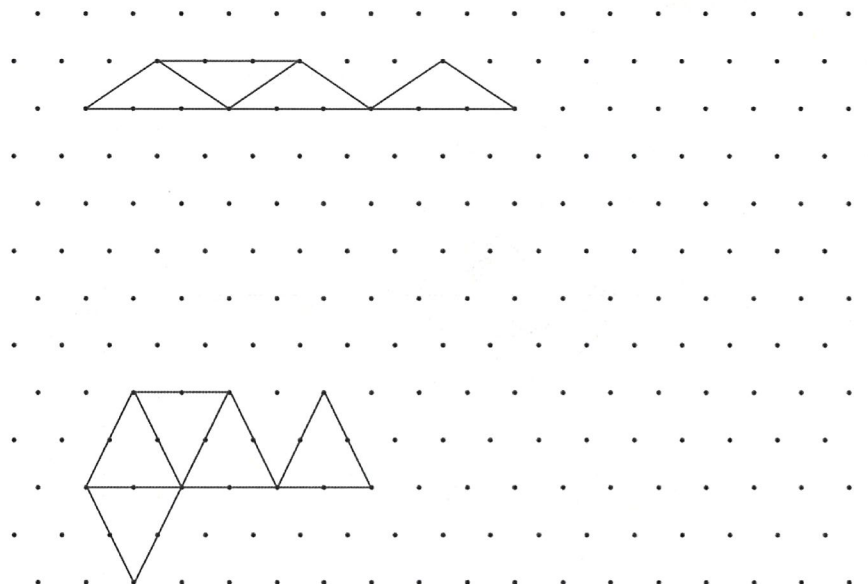
Honey Comb



Snake Skin



Continue the tessellating patterns:



FRIDAY – Music

Hi everyone, welcome to the week's music lesson.

Firstly, I would like you to get a cardboard box (or a drum) and two wooden spoons (drumsticks). It would be good to use the handles of the spoons as the sticks, not the heavy ends.

Follow the link below to find a percussion score called Funky Veges. A score is what we call a piece of music that has been written down, and it can be done in many ways.

https://www.youtube.com/embed/1Hb5_TK6Uks

Choose one of the lines and play along with that line. The purple part on the bottom is the hardest because it has the ti ti pattern as well as ta.

Once you've mastered playing one line with great accuracy, try playing the green part with your right hand and the red part with your left.

If, after lots of practice, you can do that, try adding the third part with a foot. This is quite a challenge and if you can do it make sure you remember to tell me when classes resume, and I will get you to perform for the class.

And you might like to revise the song we learned last week about the Papaya tree.

<https://sites.google.com/education.nsw.gov.au/tau-home-shake-the-papaya-tree>

Have fun 😊


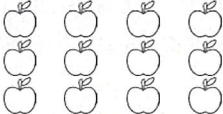


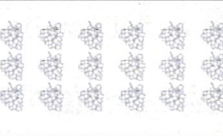
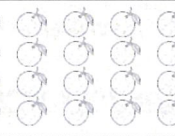
Mr Cronin

Mathematics Revision Answers

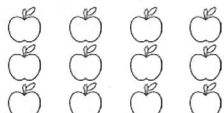


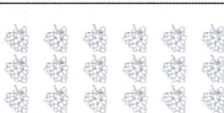
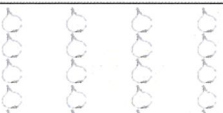
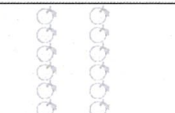
Monday

Level 1:

Write two multiplication sentences for each array.
The first one has been done for you.

		
$2 \times 5 = 10$ $5 \times 2 = 10$	$3 \times 4 = 12$ $4 \times 3 = 12$	$4 \times 2 = 8$ $2 \times 4 = 8$
		
$5 \times 3 = 15$ $3 \times 5 = 15$	$3 \times 6 = 18$ $6 \times 3 = 18$	$4 \times 5 = 20$ $5 \times 4 = 20$

Level 2:

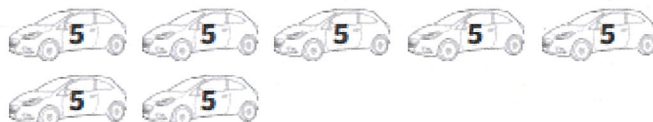
		
$12 \div 4 = 3$ $12 \div 3 = 4$	$10 \div 5 = 2$ $10 \div 2 = 5$	$8 \div 2 = 4$ $8 \div 4 = 2$
		
$18 \div 6 = 3$ $18 \div 3 = 6$	$20 \div 4 = 5$ $20 \div 5 = 4$	$14 \div 2 = 7$ $14 \div 7 = 2$

Level 3:

? Some children are going to see a film. If 5 children can travel in each car, and there are 7 cars full of children, how many are going to the cinema? 35




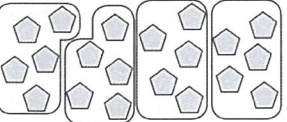
or



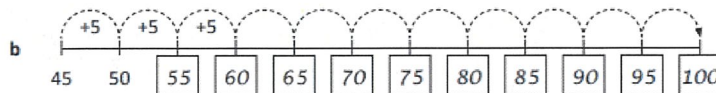
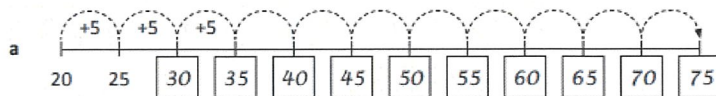
Part 2: Answers will vary

Ring the shapes in groups of 5. One group is ringed for you. Then complete the multiplication fact.

a  $\boxed{3}$ groups of $\boxed{5}$ is equal to $\boxed{15}$
 $\boxed{3} \times 5 = \boxed{15}$

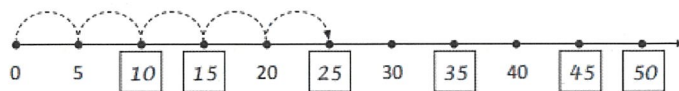
b  $\boxed{4}$ groups of $\boxed{5}$ is equal to $\boxed{20}$
 $\boxed{4} \times 5 = \boxed{20}$

1 Finish each pattern by counting in 5s:



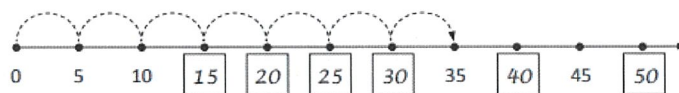
2 Show $\times 5$ multiplication facts on each number line.

a Finish labelling this number line and then show 5 jumps starting from 0:



This is the same as $\boxed{5} \times 5 = \boxed{25}$


b Finish labelling this number line and then show 7 jumps starting from 0:





This is the same as $\boxed{7} \times 5 = \boxed{35}$

Level 2:

Complete the number sentence for each set of arrays and then list the factors.

a  $\boxed{1} \times \boxed{12} = \boxed{12}$

b  $\boxed{2} \times \boxed{6} = \boxed{12}$

c  $\boxed{3} \times \boxed{4} = \boxed{12}$

d The factors of 12 are:
1, 12, 2, 6, 3 and 4

Think of the $\times 10$ facts and build down to get the $\times 9$ facts. The first one is done for you.

$\times 10$ table	Build down by	$\times 9$ table
$1 \times 10 = 10$	1	$1 \times 9 = 9$
$2 \times 10 = 20$	2	$2 \times 9 = 18$
$3 \times 10 = 30$	3	$3 \times 9 = 27$
$4 \times 10 = 40$	4	$4 \times 9 = 36$
$5 \times 10 = 50$	5	$5 \times 9 = 45$
$6 \times 10 = 60$	6	$6 \times 9 = 54$
$7 \times 10 = 70$	7	$7 \times 9 = 63$
$8 \times 10 = 80$	8	$8 \times 9 = 72$
$9 \times 10 = 90$	9	$9 \times 9 = 81$
$10 \times 10 = 100$	10	$10 \times 9 = 90$

Level 3:

Use the split strategy to answer these:

a $34 \times 3 \rightarrow 30 \times 3 + 4 \times 3$
 $90 + \boxed{12} = \boxed{102}$
 So, $34 \times 3 = \boxed{102}$

b $45 \times 5 \rightarrow \boxed{40} \times \boxed{5} + \boxed{5} \times \boxed{5}$
 $\boxed{200} + \boxed{25} = \boxed{225}$
 So, $45 \times 5 = \boxed{225}$

c $52 \times 4 \rightarrow \boxed{50} \times \boxed{4} + \boxed{2} \times \boxed{4}$
 $\boxed{200} + \boxed{8} = \boxed{208}$
 So, $52 \times 4 = \boxed{208}$

Wednesday

Level 1:

- a. $8 \div 2 = 4$
- b. $12 \div 4 = 3$
- c. $12 \div 3 = 4$
- d. $10 \div 5 = 2$
- e. $10 \div 2 = 5$

Level 2:

1. $42 \div 3 = 14$
2. $52 \div 4 = 13$
3. $75 \div 5 = 15$
4. $39 \div 3 = 13$
5. $104 \div 8 = 13$

Level 3:

- | | |
|--------------------|----------------------|
| $79 \div 10 = 7.9$ | $779 \div 10 = 77.9$ |
| $87 \div 10 = 8.7$ | $398 \div 10 = 39.8$ |
| $75 \div 10 = 7.5$ | $761 \div 10 = 76.1$ |
| $23 \div 10 = 2.3$ | $797 \div 10 = 79.7$ |
| $43 \div 10 = 4.3$ | $427 \div 10 = 42.7$ |
| $26 \div 10 = 2.6$ | $402 \div 10 = 40.2$ |
| $43 \div 10 = 4.3$ | $224 \div 10 = 22.4$ |
| $39 \div 10 = 3.9$ | $998 \div 10 = 99.8$ |
| $69 \div 10 = 6.9$ | $354 \div 10 = 35.4$ |
| $13 \div 10 = 1.3$ | $336 \div 10 = 33.6$ |
| $45 \div 10 = 4.5$ | $276 \div 10 = 27.6$ |
| $98 \div 10 = 9.8$ | $384 \div 10 = 38.4$ |
| $95 \div 10 = 9.5$ | $901 \div 10 = 90.1$ |
| $71 \div 10 = 7.1$ | $711 \div 10 = 71.1$ |
| $87 \div 10 = 8.7$ | $943 \div 10 = 94.3$ |

Thursday

Level 1:

Class Pets

Which is the most common pet? **cat**

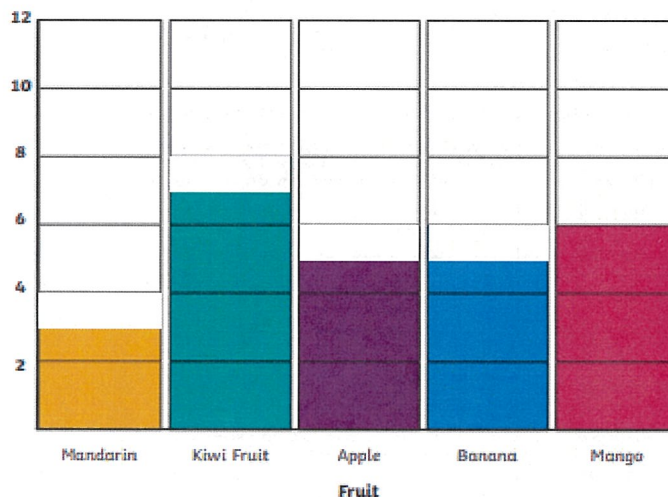
How many pets are there in the class? **29**

How many more rabbits than hamsters are there? **3**

How many fewer dogs than cats are there? **3**

Level 2:

1. The column graph scale increases in even amounts. 27 students were surveyed. Fill in the number of students on the y-axis.



2. The banana column has not been coloured in. How many students chose banana? **Five (5)**
3. Colour in the banana column. **Teacher to correct.**
4. Give the column graph a title. **Teacher to correct. Ideas include 'Our Class's Favourite Fruits' or 'Students' Favourite Fruits'.**
5. What could be a better label for the x-axis? **Teacher to correct. Ideas include 'Types of Fruits' or 'Fruit Choices'.**
6. Give the y-axis a label. **Teacher to correct. Ideas include 'Number of Students' or 'Amount of Students'.**
7. List the total amounts for each type of fruit. **Mandarin = 3, Kiwi Fruit = 7, Apple = 5, Banana = 5, Mango = 6**
8. Which fruit is the most popular? **Kiwi Fruit**