

NAME: _____



Learning from Home

Unit: 3 Stage 2

Year 3 and Year 4



Term 3 Week 3 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

OLYMPICS

- <https://ipf.org.au/classroom-resources/resources/tokyo-2020-olympics-activity-booklet/> Tokyo Olympics activity book for kids.
- <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home> Education Live videos

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

- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> Fun, creative and practical activities to develop everyday Maths skills
- Mathletics <https://www.mathletics.com/au/>
- Khan Academy <https://www.khanacademy.org/> tutorial videos and practice questions on all maths 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 writing prompts for informative, persuasive & 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>
- Ducksters <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>



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 3

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	
	Morning am	Afternoon pm	Morning am	Afternoon pm
4H	679 6788 5574	674 4856 3787	117296	680668

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 26 July, Tuesday 27 July, Wednesday 28 July, Thursday 29 July and Friday 30 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

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.

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**.

Week 3 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.

	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	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	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 11:30am ZOOM session.



Week 3 Term 3 – Spelling

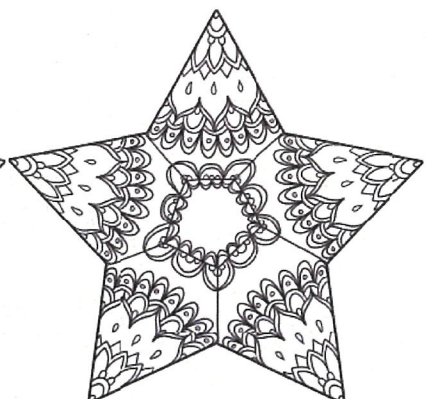
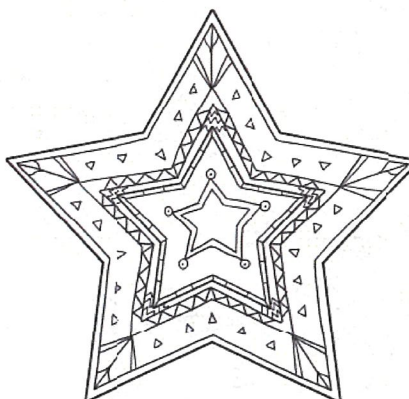
Stage 2 Year 3 and 4

Year 3 Spelling Words

ar a star glass		based on weekly focus in other KLAS
Core: are ask bark part hard dark after father asked fast last arm start class sharp large half past March basket calm charge tomato laugh heart	Extension: afterwards argument article aunty barbecue carnivorous departure disaster guard guardian koala laughter marvellous master parcel participate pasta photograph rather staff	Theme airless glare craters radar atmosphere irregular regular galactic procedure informative Demon imitate mahogany moisturiser momentous moustache Austria samurai Pompeii pirouette orienteering parallelogram nuisance luxuriant laborious indefatigable

Year 4 Spelling Words

ar a star glass		based on weekly focus in other KLAs
Core: part mark card yard sharp after can't half calf bath path glass grass pass past passed basket banana calm aunty heart laugh particle disaster argument	Extension: apparatus article avocado barbecue bargain camouflage carbohydrate cardboard disastrous garment guardian harbour harshly laughter marsupial paragraph pasture photograph raspberry startle	Theme airless glare craters radar atmosphere irregular regular galactic procedure informative Demon crevice continent inundate anemone picturesque maestro amphitheatre pessimistic optimistic mozzarella mispronunciation miscellaneous mademoiselle accelerator splendiferous



Spelling

- | a | ar | au | al | ear | are |
|-------|----|----|----|-----|-----|
| after | | | | | |

- ## Word Search

AFTER	BARK	CLASS	HARD	PARTICLE	YARD
ARE	BASKET	DARK	HEART	PASS	
ARGUMENT	BATH	DISASTER	LARGE	PASSED	
ARM	CALF	FAST	LAST	PAST	
ASK	CALM	FATHER	LAUGH	PATH	
ASKED	CAN'T	GLASS	MARCH	SHARP	
AUNTY	CARD	GRASS	MARK	START	
BANANA	CHARGE	HALF	PART	TOMATO	

Reading

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

Learning Intention

- We are learning to make predictions about the content of a non-fiction text 😊 😊 😊

Success Criteria

- I can use the title, images and background knowledge to make predictions before reading 😊 😊 😊
- After reading, I can check and re-think about the accuracy of my predictions 😊 😊 😊



A prediction is a guess you make using the text and images as clues for what is happening in a story.

We can also use our background knowledge to help us make accurate predictions

Using the pictures, title and headings, write 3 predictions (words, sentences or phrases) about what you think the text 'Planet Earth' could be about. You might choose to write three words that you think might be included in the text or a few sentences about what you think the text might be written about.

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Once you have written your predictions, read either Sheet A (easier) or Sheet B (more challenging).

After reading, re visit your predictions and think about,

- Were your prediction correct?
- Did you get any extra information?

Then, complete the comprehension questions for your text.

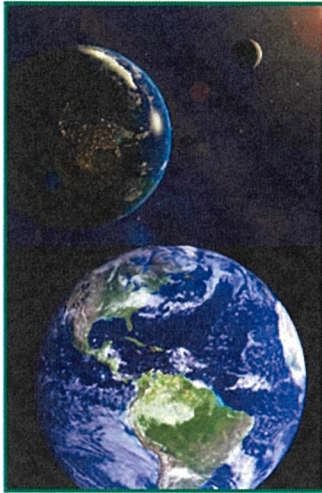
Revisit the success criteria and circle how confident you feel making predictions.

Planet Earth

Why do we live on Earth? Well, Earth is the only planet in our solar system that has all the things we need to live: oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun.

The Blue Planet

Earth, the third planet from the Sun after Mercury and Venus, is referred to as 'The Blue Planet' because of how it looks from space. This is because over $\frac{2}{3}$ of the Earth's surface is covered in water.



Did you know?

- Age: approximately 4.54 billion years
- Diameter: 13,000 km
- Distance to Sun: 150,000,000 km
- Surface Temperature: 15°C
- Highest point: Mount Everest 8.8 km
- Lowest point: Challenger Deep 10.9 km below sea level

I'm Spinning Around

The earth spins on its axis every 24 hours. This is what gives us day and night.

Daytime is when you can see the sun from where you are, and its light and heat can reach you. Nighttime is when the sun is on the other side of the Earth from you, and its light and heat don't get to you.

We get day and night because the Earth spins (or rotates) on an imaginary line called its axis and different parts of the planet are facing towards the Sun or away from it.

It takes 24 hours for the world to turn all the way around, and we call this a day. Over a year, the length of the daytime in the part of the Earth where you live changes. Days are longer in the summer and shorter in the winter.

Questions

1. What three things make it possible for us to survive on earth?

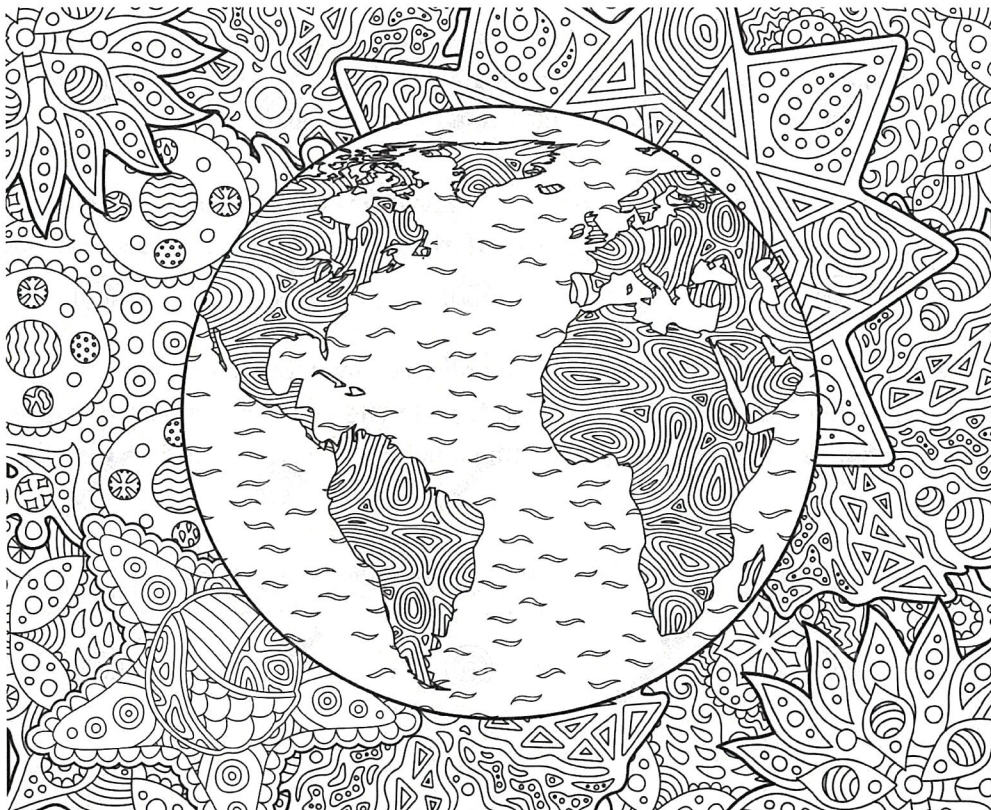
2. How long does it take the Earth to spin once on its axis?

3. Will the Earth always spin at this speed? If not, how will it change?

4. How many planets are between us and the Sun and can you name them?

5. Why do we get day and night?

6. Why is Earth also called 'The Blue Planet'?



Planet Earth

We all live on Earth...why? Well, Earth is the only planet in our solar system that has all the things we need to survive: 21% oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun. Its name comes from the Old English word 'ertha' and the Anglo-Saxon word 'erda' which means ground or soil.

The Blue Planet

Earth, the third planet from the Sun after Mercury and Venus, is referred to as 'The Blue Planet' because of how it looks from space. This is due to the fact that over $\frac{2}{3}$ of the Earth's surface is covered in water.



Did you know?

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I'm Spinning Around

The Earth spins on its axis once every 24 hours – that's what gives us day and night as we spin to face the Sun and then away from it again. You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years. Eventually this will lengthen our days but it will take around 140 million years before our day will have increased from 24 to 25 hours. I wonder if children 140 million years from now will have an extra hour at school.

Whilst it is spinning, the Earth is also orbiting The Sun, which takes $365 \frac{1}{4}$ days to do one full circuit. This gives us the length of our years. Our seasons are also dependent on the orbit of the Earth as our planet is tilted at an angle. This means that around one side of the Sun we are tilted towards it – giving us warmer temperatures and longer days...our summer. However, around the other side of the Sun we are tilted away from it giving us less light and cooler temperatures – this is our winter. All in all, it's a pretty amazing planet and I, for one, am glad to call it home.

Questions

1. What percentage of Oxygen is in the air we breathe?

2. What is the highest thing on Earth?

3. How long does it take the Earth to spin once on its axis?

4. Will the Earth always spin at this speed? If not, how will it change?

5. How many planets are between us and the Sun and can you name them?

6. Why do we experience summer around one side of the Sun?

7. Why is Earth also called 'The Blue Planet'?

8. What 3 things make it possible for us to survive on Earth?



Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** – Task 1
- **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

- We are learning about the purpose and types of procedure texts.

Success Criteria

- I can give examples of different procedure texts 😬😬😬

Daily Content

Read through the daily content below:

Procedure Text - Overview

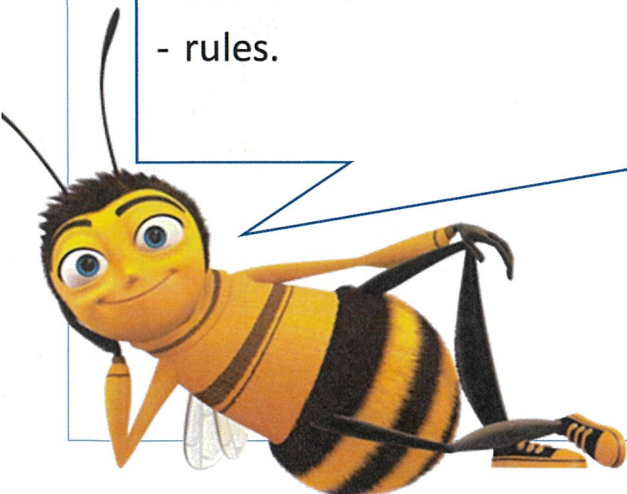
Procedure texts inform how to do something through a series of steps.

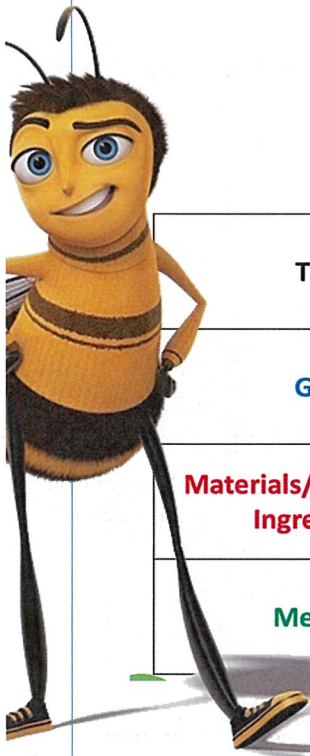
Procedure texts follow a clear and distinct structure.

The sentences in procedure texts are clear and precise.

There are many types of procedure texts, such as:

- recipes
- instructions
- directions
- rules.





Procedure Text Structure

Title	The title introduces what you will make or do, beginning with “How to”.
Goal	The goal is a clear statement about the purpose of the procedure.
Materials/Equipment/ Ingredients	The materials are a list of items that you will need to complete the task.
Method	The method is a series of steps explaining how to complete the task.

How to Play Snakes and Ladders

Goal

To be the first player to reach the ‘Finish’ square on the game board.

Equipment

1 dice

1 counter per player

1 Snakes and Ladders board game

Method

1. Place a counter for each player on the ‘Start’ square.
2. Roll the dice. Move forward the number of squares shown.
3. Move up the ladders and down the snakes as required.
4. Continue play until one player lands on the ‘Finish’ square.

This is a beeeautiful example of a procedural text, directing the reader on how to play snakes and ladders.



Notice the text structure and language that we use when writing procedures!

Task 1:

Using your knowledge of text structure, read the procedure below. Then,

- Highlight or underline the **goal** in blue
- Highlight or underline the equipment in **red**
- Highlight or underline the method in **green**
- Write an appropriate title



To build a freestanding snowman.

Snow

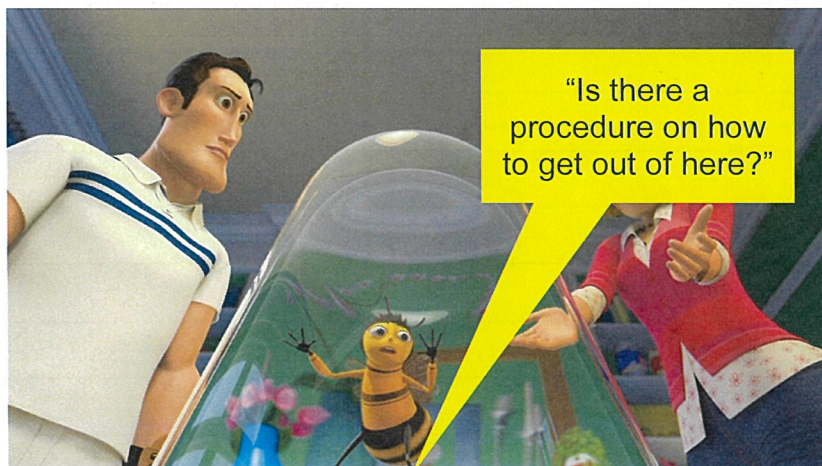
2 twigs

1 carrot

Pebbles

Old clothing (hat, scarf, gloves)

1. Roll a large snowball for the body and a smaller one for the head.
2. Use the pebbles to make eyes and a mouth. Add the carrot to make a nose.
3. Carefully add a twig to each side of the body to create arms.
4. Decorate the snowman with old clothing.



Procedure: Zoom Lesson 2:15 – 2:45pm

Today we are going to make a **butter and jam sandwich**.

Write a procedure using the scaffold below **before** the Zoom session.

We will share our procedures in the Zoom at 2:15 – 2:45pm.

Procedure Texts - Worksheet

Name _____

Date _____

Procedure Text Writing Scaffold

Title: _____

Goal: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____



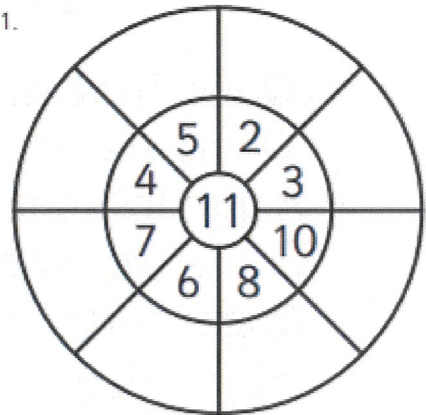
WRITING

11× Table Search

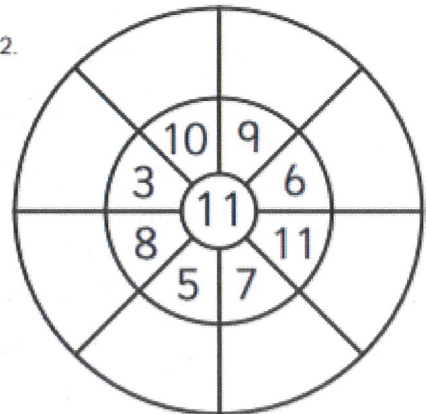
1. Write out your 11× table below.

$0 \times 11 =$
$1 \times 11 =$
$2 \times 11 =$
$3 \times 11 =$
$4 \times 11 =$
$5 \times 11 =$
$6 \times 11 =$
$7 \times 11 =$
$8 \times 11 =$
$9 \times 11 =$
$10 \times 11 =$
$11 \times 11 =$
$12 \times 11 =$

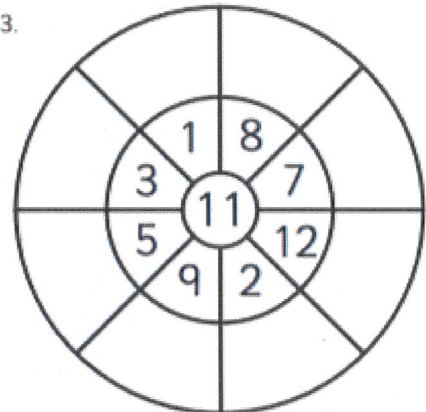
1.



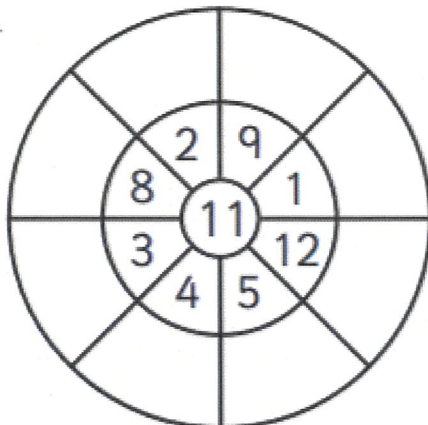
2.



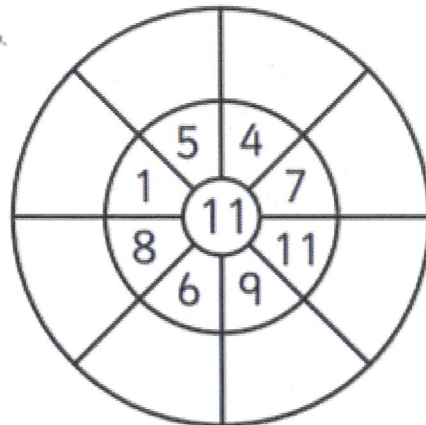
3.



4.



6.

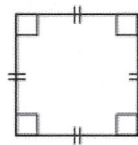


Quadrilaterals

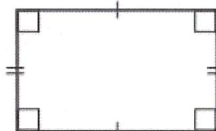
- 'Quadrilateral' means four sides.
- 'Quad' means four and 'lateral' means sides.
- A quadrilateral is a 2D shape that is closed with four straight sides.
- Quadrilaterals have four vertices with interior angles that add up to 360° .

Name the Quadrilateral

Use the properties of each quadrilateral to identify what it is and write the name.



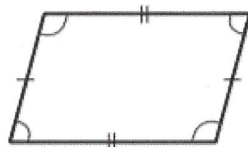
Name _____



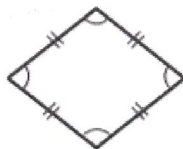
Name _____



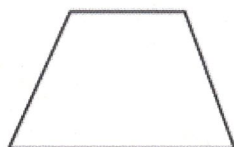
Name _____



Name _____



Name _____



Name _____

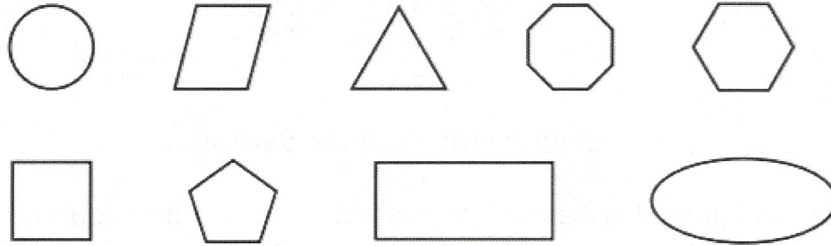


Revision: 2D Shapes Polygons

Polygons are shapes with 3 or more sides.

Quadrilaterals are shapes with 4 sides.

1 Tick the polygons. Circle the quadrilaterals.



2 Complete this table:


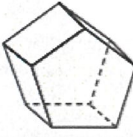
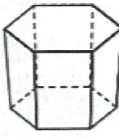
	Name	Number of sides	Number of angles
a	rhombus		
b	pentagon		
c	trapezium		
d	octagon		
e	hexagon		
f	square		
g	rectangle		
h	triangle		

In this topic, we are looking at the properties of 3D shapes. The pointy corner of a 3D shape is called a vertex. The plural is vertices.

Prisms have 2 bases that are the same size and shape and are a type of polygon.

Pyramids have only one base. All the faces are triangular and they meet at a common point also known as the apex.

1 Complete the properties of these prisms:

	a 	b 	c 
Name			
Faces			
Vertices			
Edges			

I can use the equals sign to record equivalent number sentences

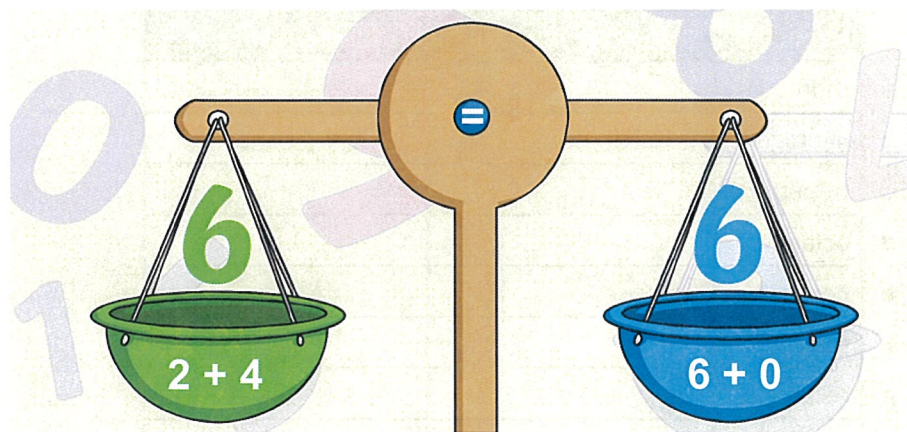


I can understand addition and subtraction are inverse operations



Equivalent Number Sentences

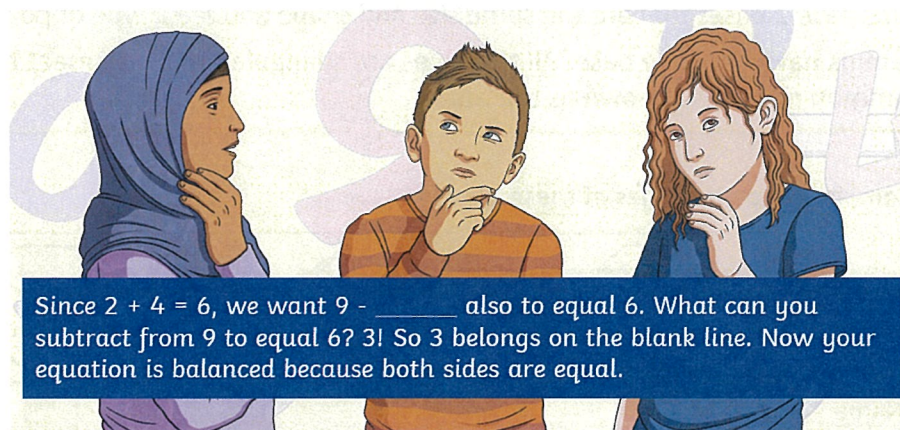
An equation is a mathematical statement or number sentence that contains an equal sign, showing that two expressions are equal. For example: $2 + 4 = 6 + 0$ is an equivalent number sentence. The group of numbers on the left equals 6, and the group of numbers on the right also equals 6.



Sometimes number sentences include unknown numbers represented by a blank line.

Example $2 + 4 = 9 - \underline{\quad}$

It is your task to figure out what number to place on the line that will make both sides of the equation equal to each other.



Balance the Scale Challenge

<http://mathszone.net/mw/number/NumberBalance/NumberBalanceGame/index.html>



Equivalent Number Sentences

Balance the see-saw by using the numbers in the box to create equal sums.
The first one is done for you.

1. $\boxed{4} + \boxed{3}$ $\boxed{1} + \boxed{6}$ $\boxed{1, 3, 4, 6}$

2. $\boxed{} + \boxed{}$ $\boxed{} + \boxed{}$ $\boxed{7, 8, 8, 9}$

3. $\boxed{} - \boxed{}$ $\boxed{} - \boxed{}$ $\boxed{1, 3, 7, 9}$

4. $\boxed{} - \boxed{}$ $\boxed{} - \boxed{}$ $\boxed{2, 4, 6, 8}$

5. $\boxed{} + \boxed{}$ $\boxed{} - \boxed{}$ $\boxed{2, 3, 4, 9}$

Extension: Balance the Number Sentences

1. $8 + \square = 17 + 3$

7. $62 - 42 = 78 - \square$

2. $42 + \square = 99 - 13$

8. $100 + 22 = 86 + \square$

3. $87 - \square = 22 + 45$

9. $56 + \square = 82 + 27$

4. $72 - \square = 100 - 56$

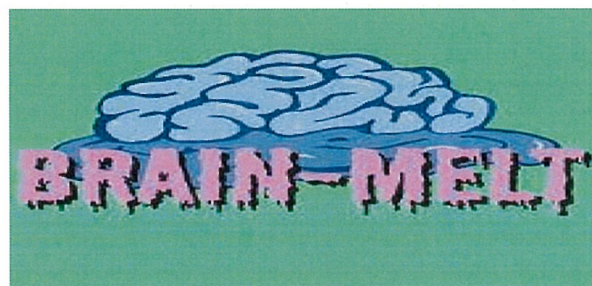
10. $42 + 15 = 88 - \square$

5. $63 - 47 = 72 - \square$

11. $23 + 87 = 200 - \square$

6. $49 + 72 = 100 + \square$

12. $75 - 28 = 46 + \square$



MONDAY – Science

This week we are investigating how the power of the Sun affects us on Earth?

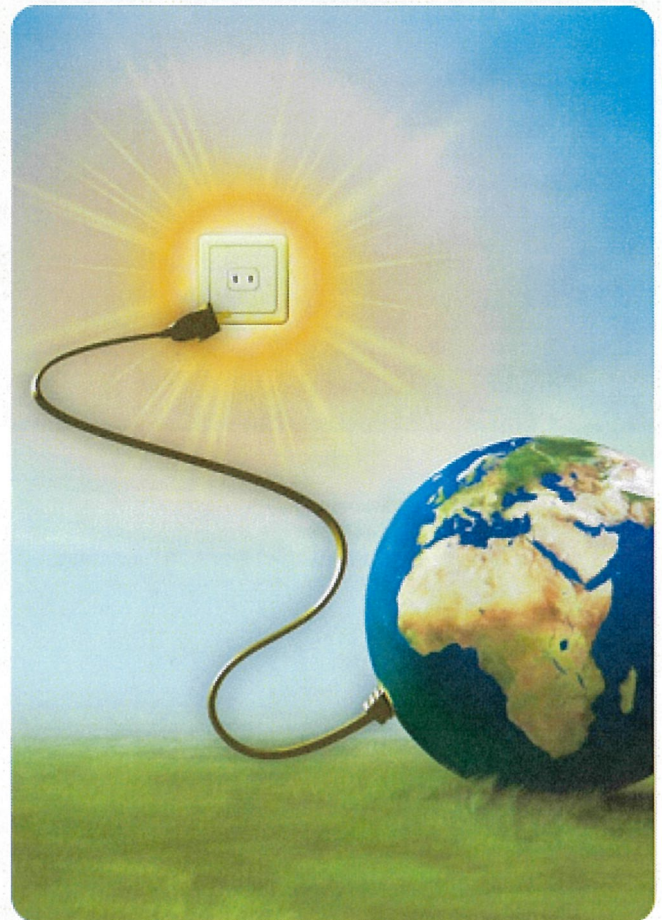


Look at the colour picture.

What do you **see**, **think** and **wonder**?

I see





I think



I wonder



• **Read** the information about the power of sunlight

TRAVELLING SUNLIGHT

Sunlight travels at the speed of light. Travelling at nearly 300 000 kilometres per second, the Sun's light energy takes eight minutes and twenty seconds to reach the Earth's atmosphere.

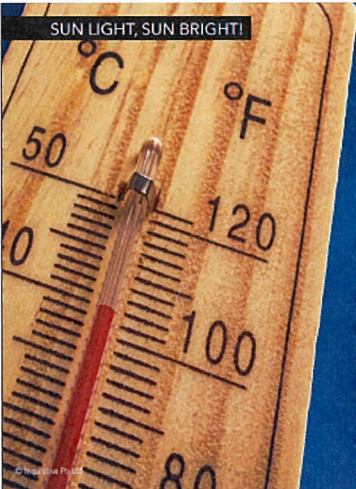
Scientific name for sunlight
= Electromagnetic radiation

WHY IS EARTH SO SPECIAL?

Earth is the third planet from the Sun. It lies in the 'Goldilocks' zone. That means we get just enough of the Sun's light and heat for living things to grow. Without the Sun's energy, Earth would be a lifeless icy rock.

What is energy?
Energy is the power to change and make things happen.

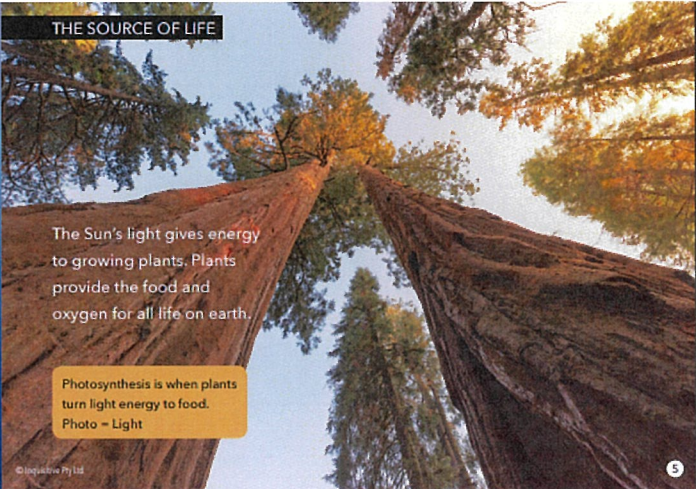
SUN LIGHT, SUN BRIGHT!



For billions of years, the Sun has shone on our world. Scientists calculate it will keep on shining for billions more.

Never look directly at the Sun! Although the Sun is 150 million kilometres away, the Sun's light can be extremely dangerous and damage your eyes.

THE SOURCE OF LIFE



The Sun's light gives energy to growing plants. Plants provide the food and oxygen for all life on earth.

Photosynthesis is when plants turn light energy to food.
Photo = Light

POWERING THE WEATHER



Sunbeams power the water cycle and produce wind, creating our weather and climate.

WARMING OUR OCEANS



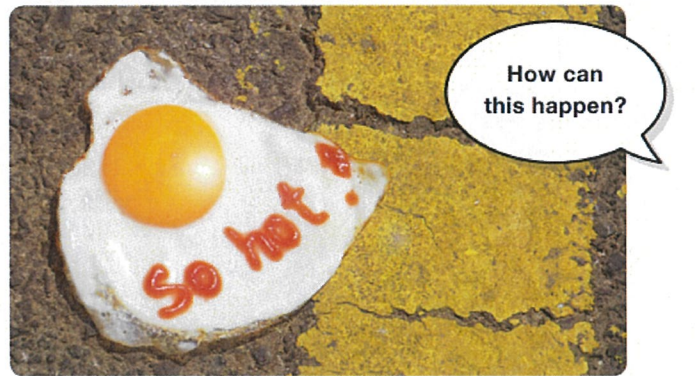
The Sun's light creates heat. Sunlight's energy warms our oceans and seas, keeping the Earth cool and feeding tiny plankton which breathe out oxygen into our atmosphere.

• What are some facts that stuck in your mind about the power of sunlight? Write them below.



How can we see and feel the Sun's energy on Earth?

- Look at the pictures and think about the questions.
- Brainstorm some more ways we can see and feel the Sun's power. Write them below.



What does sunlight do to our bodies?

- Visit these websites for some information.
<https://kidshealth.org/en/kids/summer-safety.html>

Effects of the Sun

kidshealth.org

The good and bad effects of the Sun on our bodies.



<https://familydoctor.org/effects-early-sun-exposure/>

Sun exposure

familydoctor.org

The effects of the Sun on our bodies.

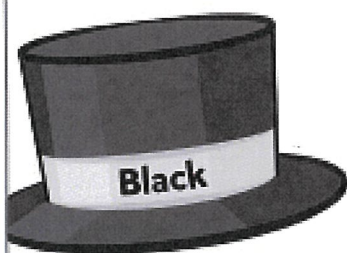


- Use the thinking hats to organise your thoughts.

What **good** things does the Sun do to our bodies?



What **bad** things does the Sun do to our bodies?



How does sunlight make you **feel**?



There are many ways we can prove that the Sun's **heat** energy changes things.

Write some ways you could experiment to prove the Sun heats things up.

1. We could put wax crayons out in the hot Sun to see if they melt.
- 2.



We did an experiment to prove that the Sun's **light** energy can also change things

Look at the experiment below:

EXPERIMENT 1 The Sun's light energy

We planned and recorded our experiment.

My question

How can we prove the Sun's light energy changes things?

Materials

- sun/light sensitive paper (for best results)
- optional: dark construction paper
- small opaque (can't see through them) objects
- an outdoor sunny and shady spot

Methods/steps

1. Take two pieces of light sensitive dark paper and spread out opaque objects on each paper.
2. Place one paper in direct sunlight. Place the other paper in a shady spot.
3. Leave the test papers in their spots for four minutes (four hours if using construction paper), then bring back to class.



What will happen?

I predict that the Sun's light energy will change the colour of the paper.

What stayed the same?

The paper and opaque objects.

What changed?

One test in sunlight, one in shade.



We followed our experiment method (steps). Think and talk about the star questions.

We put one paper in direct sunlight

What do you predict will happen?

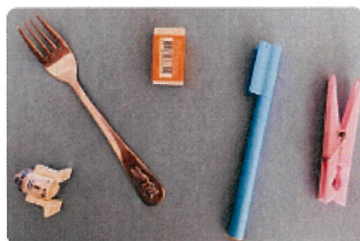


Sunlight sensitive paper absorbs (takes in) the sunlight very quickly. It's just like your skin!

Opaque solid objects (you can't see through them).

We put the other paper in the shade

Why will we keep this paper in the shade?

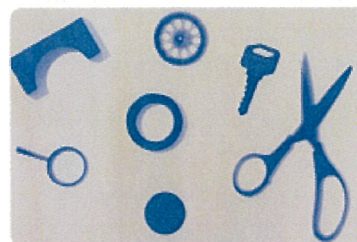


After four minutes, we then checked to see what happened and recorded the results.

Paper in the Sun

The colour of the paper has changed. The paper has turned much lighter in direct sunlight.

When we took the objects off, we noticed they had blocked the Sun's light energy. That's why the paper is darker under the objects.

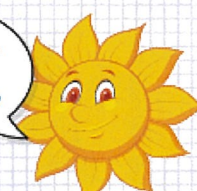


Paper in the shade

There was no change in the colour of the paper left in the shade.



Did the experiment work?
What did this experiment show?



- Try the same experiment yourself using the black cardboard included in your pack.
You will need to leave the cardboard in the sun for **at least four hours**.

My question:

How can we prove the Sun's light energy changes things?

What I need:

-
-
-

Methods/steps:

1.	2.	3.

What will happen?

I predict that...

What stayed the same?

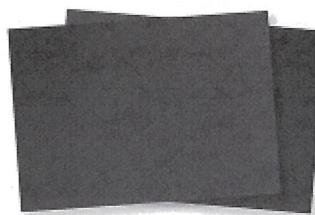
What changed?

Fair Test

EXPERIMENT 1

Invisible sunlight

- Dark coloured construction paper
- Small opaque objects (can't see through them)



Write or draw the results here:

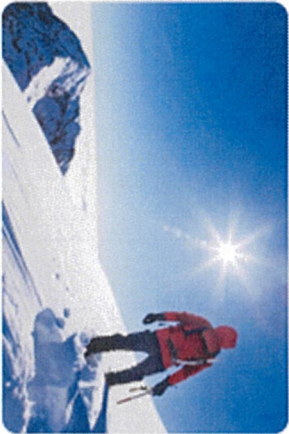
Remember!

Sometimes an experiment does not always work. If an experiment fails, you can change some things and try again.

Optional: Investigate the tasks below

9

It's a fact! The Sun's light creates heat.
Why is it then, on Earth, when you get closer to the Sun, it gets colder? Write an explanation.

A large, light gray speech bubble with a thick gray border. Inside the bubble are several horizontal lines for writing, arranged in a slightly curved pattern to follow the shape of the bubble.

The Sun is not the only source of natural light on Earth.

INVESTIGATION

A gray clipboard with a silver clip at the top. The clipboard has a large, blank white rectangular area in the center for writing. The word "INVESTIGATION" is printed in a bold, black, sans-serif font on a small white rectangular label at the top left of the writing area.

TUESDAY - 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.

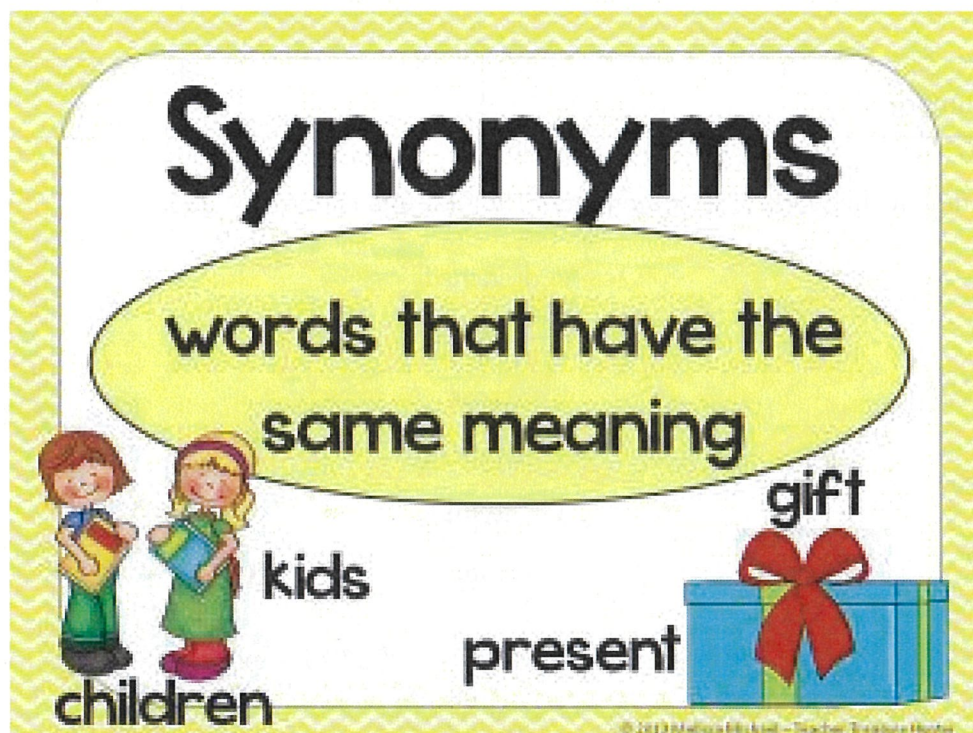
Learning Intention

- We are learning to define and identify synonyms ☺ ☺ ☺

Success Criteria

- I can explain and give examples of synonyms ☺ ☺ ☺

What is a synonym I hear you ask!



A synonym is a word that has the same or similar meaning as another word

For example: fast – speedy, large – huge, beautiful – pretty, clever – smart, tired – sleepy



Synonyms

Name _____ Date _____

Try and find 3 synonyms for each of the following words and write them in the boxes.

fast			
------	--	--	--

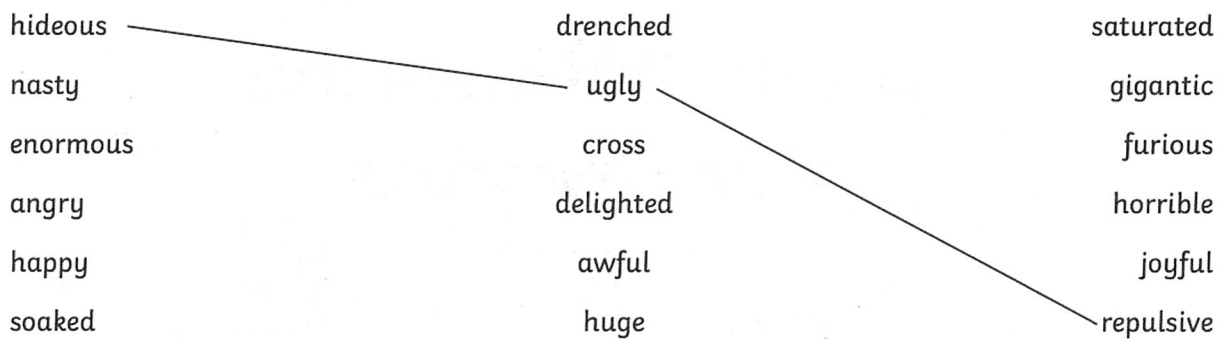
small			
-------	--	--	--

cold			
------	--	--	--

hungry			
--------	--	--	--

Can you match the word to its synonyms? The first one is done for you.

hideous	drenched	saturated
nasty	ugly	gigantic
enormous	cross	furious
angry	delighted	horrible
happy	awful	joyful
soaked	huge	repulsive



Can you complete these sentences using different synonyms for good?

eg I think that chocolate tastes **great**.

1. My dad is a _____ cook.
2. I am _____ at ballet.
3. My favourite subject is art, it is _____.
4. My best friend is a _____ person.

- Optional: **Write down as many examples of synonyms you can think of**

Writing

- Read the learning intention and success criteria below, followed by the daily content.
- Complete – Task 1
- 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

- We are learning to identify and explore the structure of procedure texts 😊😊😊

Success Criteria

- I can identify and explain the structure of a procedure text 😊😊😊

Daily Content

Yesterday, we began looking at procedure texts. Procedures are any type of text which explains how to do something step by step.

Watch 'How to Write a Procedure'

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

then **brainstorm** some different types of procedures in the space below



Review the procedure text structure below:

Procedure Text Structure

Title	The title introduces what you will make or do, beginning with "How to".
Goal	The goal is a clear statement about the purpose of the procedure.
Materials/Equipment/ Ingredients	The materials are a list of items that you will need to complete the task.
Method	The method is a series of steps explaining how to complete the task.

How to Wash Your Dog

Equipment

A large basin or sink
Dog shampoo
A small bucket
A large towel
A dog brush
A dog treat
Water



Method

1. Gently take off your dog's collar and place it somewhere safe where it will not get lost.
2. Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.
3. Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.
4. Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any shampoo into your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo on your dog, as it may make your dog itchy.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.
8. When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.
9. Give your dog a dog treat as a reward for having a bath.

Understanding Sequence

Sequence is the order in which things happen in a text.

1. Number these steps from the procedure from 1 to 9.

When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.	
Give your dog a dog treat as a reward for having a bath.	
Gently take off your dog's collar and place it somewhere safe where it will not get lost.	
Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.	
Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.	
Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo, as it may make your dog itchy.	
Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.	
Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.	
Squeeze some dog shampoo into your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.	

2. To wash your dog, which of these things should you do first?

Underline the correct answer in each example.

a) Place your dog into the water **or** brush your dog's hair?

b) Fill up a large basin with water **or** take off your dog's collar?

c) Massage shampoo over your dog **or** give your dog a treat?

3. Write down another step that you might do at the beginning of this procedure, before you take off your dog's collar.

4. Write down another step that you might do at the end of this procedure, after you give your dog a treat.

5. Draw a diagram to illustrate these steps of the procedure.

Fill up a large basin with warm water	Massage shampoo all over your dog	Brush your dog's hair until soft
---------------------------------------	-----------------------------------	----------------------------------

11 Times Table Activities

Count in 11s 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
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

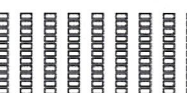
a) $2 \times 11 =$ _____ d) $6 \times 11 =$ _____

b) $12 \times 11 =$ _____ e) $7 \times 11 =$ _____

c) $5 \times 11 =$ _____ f) $9 \times 11 =$ _____

How many blocks are there?

a)  _____ \times _____ = _____

b)  _____ \times _____ = _____

c)  _____ \times _____ = _____

Optional: multiplication colouring in



Mindfulness Multiplication Colour by Numbers.
Solve the multiplication calculations on the picture below to work out what colours they should be.

Plants and Growth

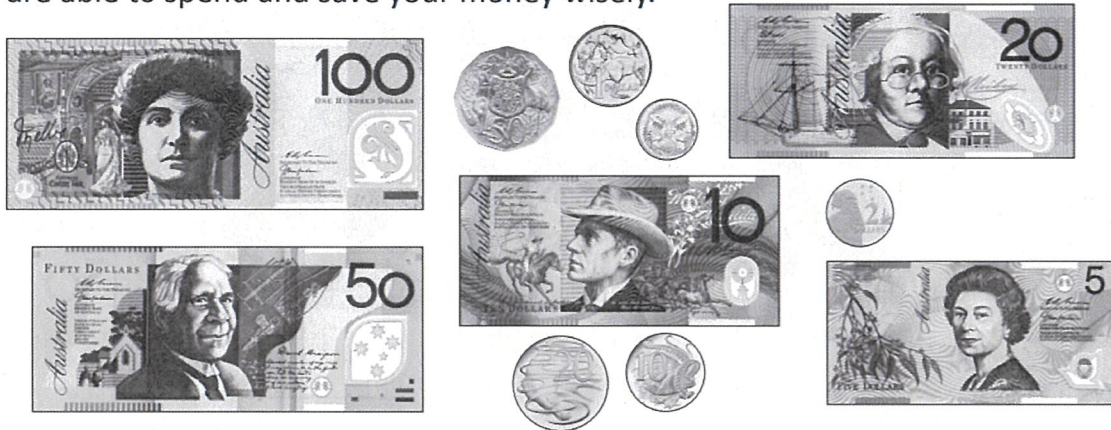
0-20 = pink
21-39 = purple
40-59 = green
60-80 = yellow
81-120 = blue

Revision: Money

Show me the money! Guessing Game
Guess the Australian currency based on the clues below:

Clue	My Guess
I am pink, I have pictures of Queen Elizabeth II and I am the smallest note	
I am one of the smallest sized coins & I have a picture of a lyrebird on me	
Some Australians call me 'a pineapple' and I am one of the largest notes	
I am one of the smallest sized coins & I show the Southern Cross on me	

It is important that you are able to recognise these notes and coins so that you are able to spend and save your money wisely.



Test your knowledge on our Money Kahoot
Scan the QR Code or follow the link



https://kahoot.it/challenge/07566925?challenge-id=90e47ba5-1229-46cb-8960-f05451077e88_1626743475373

Game PIN: 07566925

Make the username your first name followed by your surname initial

For Example: Mr H

Revision: Money

Choose one set of money questions to answer:

Level 1:



Level 2:



Addition & Subtraction: Zoom Lesson 11:30am till 12pm

Success Criteria:

I can change the order of **addends** to form multiples of 10



I can solve addition and subtraction problems involving money



An **addend** is just a fancy name for numbers that are added together in an addition question.

For example, in $8 + 4 = 12$ the 8 and 4 are the addends.

When solving addition problems, it can be helpful to change the order of addends to make calculating the answer easier.

$8 + 6 + 2 =$ can be written as
 $8 + 2 + 6 =$ so that the 10 ($8 + 2$) is calculated first.

Adding more than two numbers together is easier if we look for a ten. Circle the numbers that add to 10 first, then add what is left:

a

6	3	4
---	---	---

 =

b

1	5	5
---	---	---

 =

c

9	5	1
---	---	---

 =

d

7	6	3
---	---	---

 =

e

5	6	4
---	---	---

 =

f

2	1	8
---	---	---

 =

Loop the numbers that make 10. Look for sets going across and down. One set has been looped for you. How many more can you find?



Some numbers may be in more than one set.



DISCOVER

Look for a ten and change the order of the numbers in each addition problem to make it faster to add.

a $4 + 5 + 3 + 5 + 6$

=

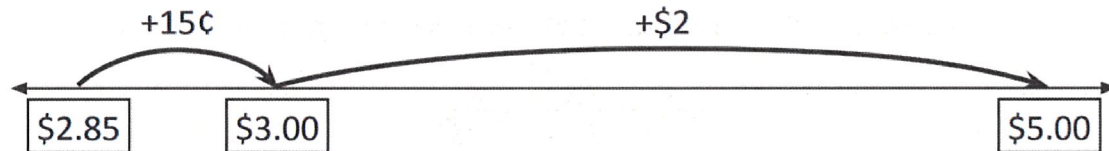
b $9 + 3 + 7 + 1 + 5$

=

Calculating Change:

When you buy something and you don't have the exact combination of notes and coins, you can pay with a larger amount and get the difference back. This is called change.

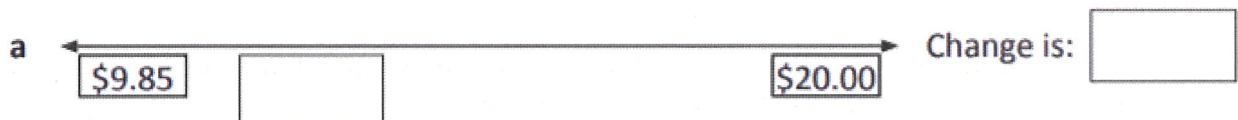
For example, if I buy some fruit that costs \$2.85 with a \$5.00 note, I would get back \$2.15 in change. Bridge to the next dollar and then add the rest.



1 Practise bridging to the next dollar:



2 Bridge to the next dollar on these number lines to find the change:





Extension Challenge:

Use a number line to solve the following questions. Show your working in the space below

YOU GOT IT!



You purchase a toy drum and a ball.
You hand the cashier seven dollars.
What will your change be?

answer: _____

You purchase two robots.
You hand the cashier a twenty dollar bill.
What will your change be?

answer: _____

You purchase a toy train and a plastic duck.
You hand the cashier a ten dollar bill.
What will your change be?

answer: _____

You purchase both toys that have wheels.
You hand the cashier a ten dollar bill.
What will your change be?

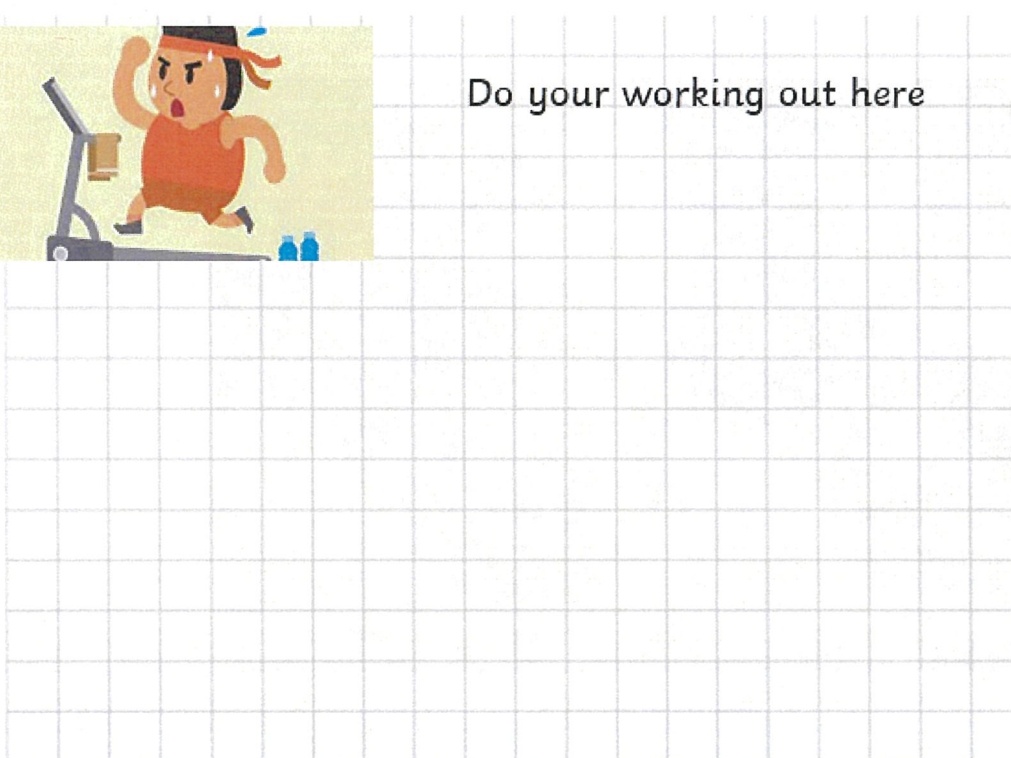
answer: _____

You purchase three piggy banks.
You hand the cashier a five dollar bill.
What will your change be?

answer: _____



Do your working out here



TUESDAY – Art

These activities are for Week 2 and 3

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.

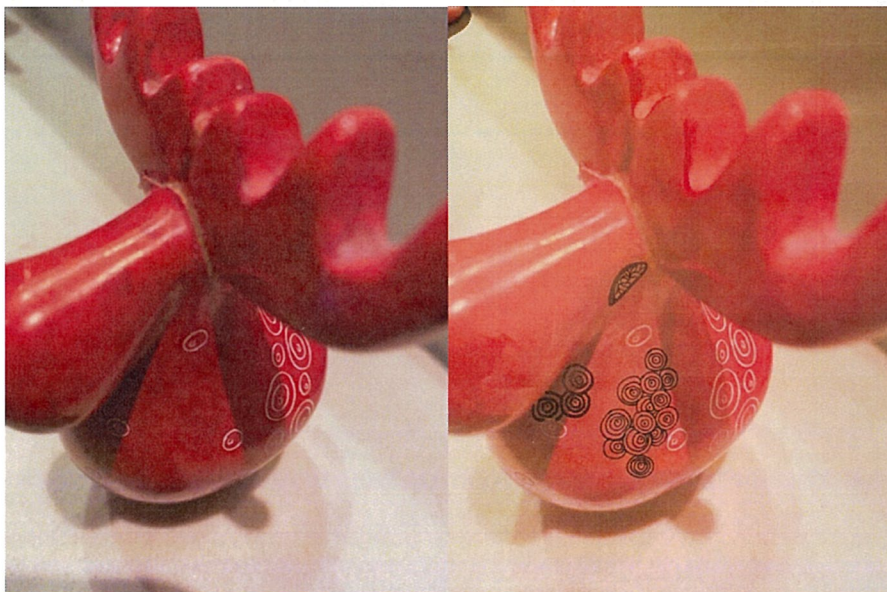
Choose an activity to do from the website below

<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: asked, sharp, aunty, half

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



Look



Say



Cover



Write



Check

My Words	Practise

- 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.

Learning Intention

- We are learning define and identify antonyms 😊😊😊

Success Criteria

- I can explain and give examples of antonyms 😊😊😊

Yesterday we looked at synonyms. **Synonyms** are words that have the same meaning as another word
e.g., amazing – awesome

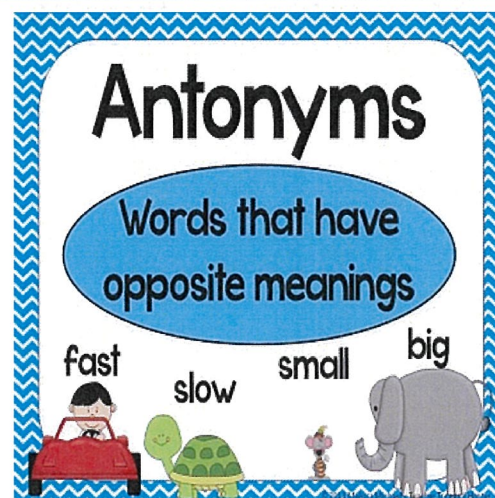
Today we are going to be exploring **antonyms**

BUT what are antonyms I hear you ask?

An antonym is a word that has an opposite meaning to another word

For example: *cold – hot, fast – slow, tiny – gigantic*

Your task: Complete this antonym crossword below!



ANTONYMS CROSSWORD PUZZLE

Clues

ACROSS



- 3. an antonym for sad
- 5. an antonym for slow
- 7. an antonym for tidy
- 9. an antonym for exciting
- 12. an antonym for confident

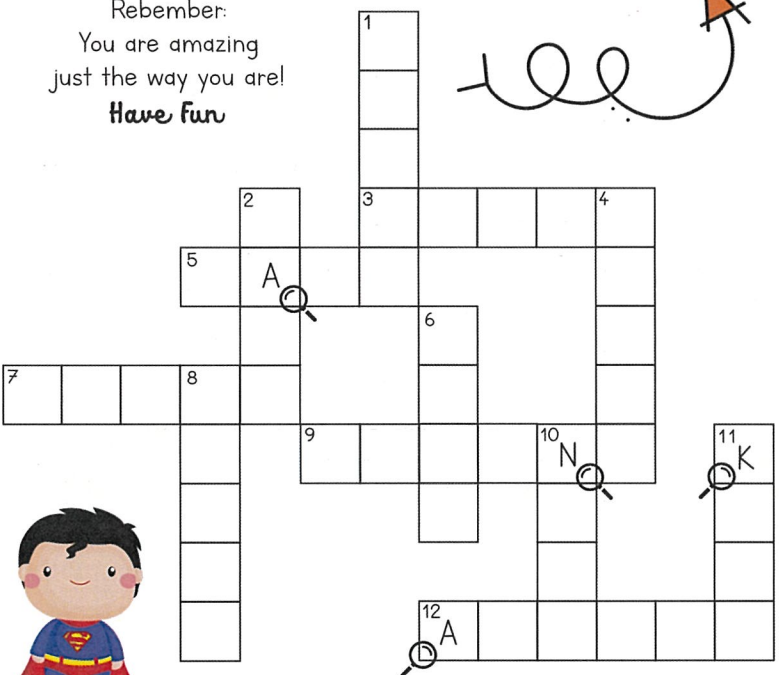
DOWN

- 1. an antonym for wrong
- 2. an antonym for difficult
- 4. an antonym for old
- 6. an antonym for cold
- 8. an antonym for sour
- 10. an antonym for far
- 11. an antonym for mean

🔍 Look for the extra clues!

Remember:
You are amazing
just the way you are!
Have fun





12 A

10 N

11 K

5 A

doodlestore

Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** –
- **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

- We are learning to identify and explore the language features of procedure texts.

Success Criteria

- I understand the importance of using clear and direct language when writing a procedure 😬 😬 😬

Daily Content

Procedure Texts - Language

Procedure texts use clear and direct language. They use words that are related to the topic of the procedure.

Here are some examples of the language and grammatical features you might find in procedure:

- common nouns
- present tense action verbs
- 'ly' adverbs
- adverbial phrases.



Language in Procedure Texts

Common Nouns

A common noun is a person, place or thing.

Action Verbs

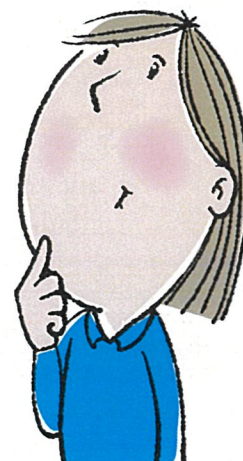
An action verb is a doing word.

Adverbs

An adverb describes a verb.

Adverbial Phrase

An adverbial phrase tells when, where or how.

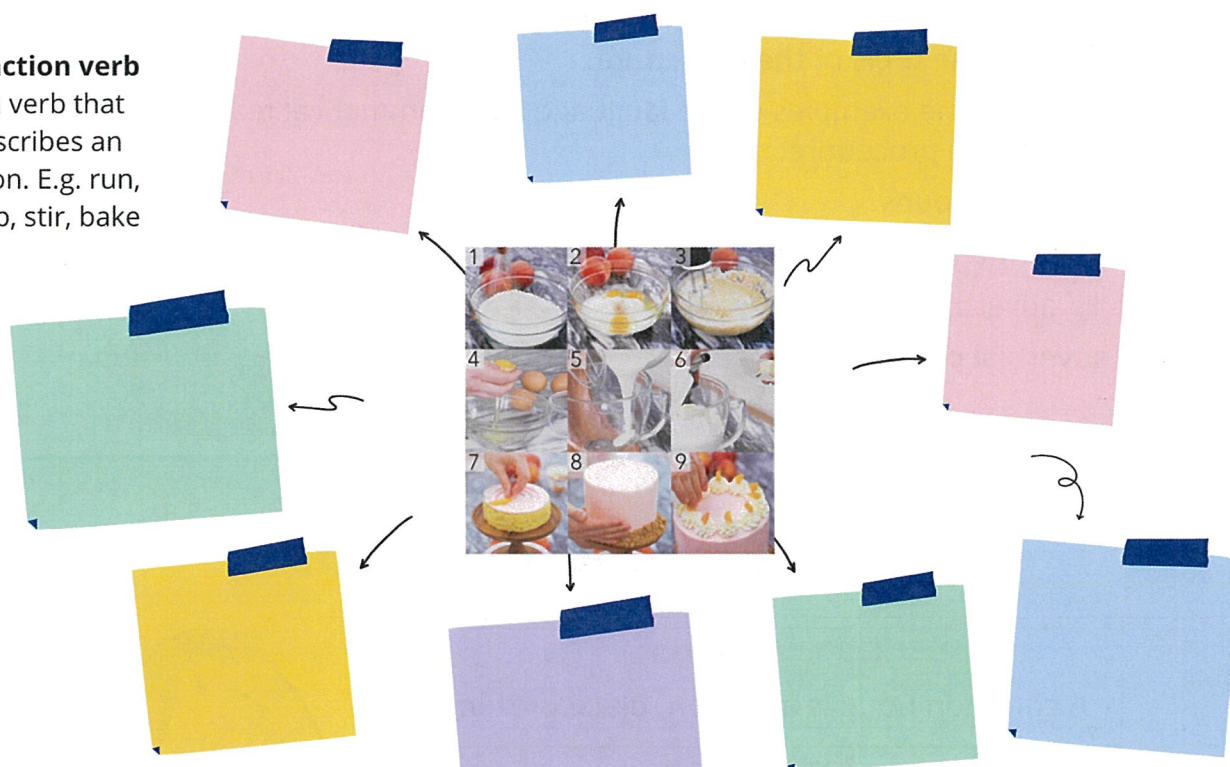


Procedural Language - Example

Common Nouns	Roll a large snowball for the body .
Action Verbs	Use the pebbles to make eyes and a mouth. Add the carrot for a nose.
Adverbs	Carefully add a twig to each side of the body to create arms.
Adverbial Phrases	Decorate the snowman with old clothing .

Brainstorm some action verbs that would be included in a procedure text about 'How to Make a Cake'

An **action verb** is a verb that describes an action. E.g. run, jump, stir, bake



Then, complete the activity sheet 'How to Make a Balloon Rocket.'

Name _____

Date _____

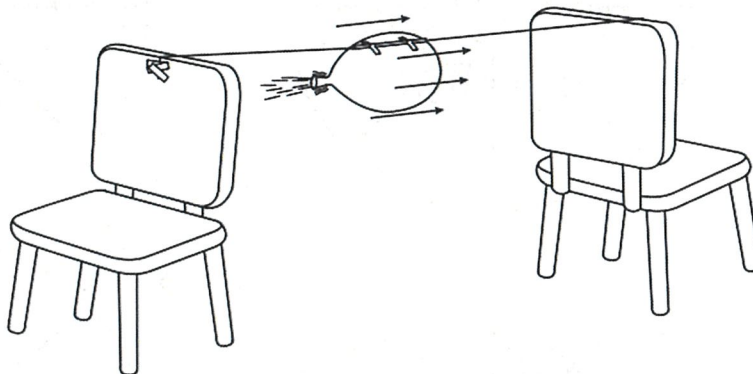
How to Make a Balloon Rocket

Find and underline these language features in the following procedure text:

- action verbs (red)
- adverbs (blue)
- adverbial phrases telling where, when or how (green).

Materials

A balloon
A drinking straw
A length of string
Adhesive tape
2 x chairs



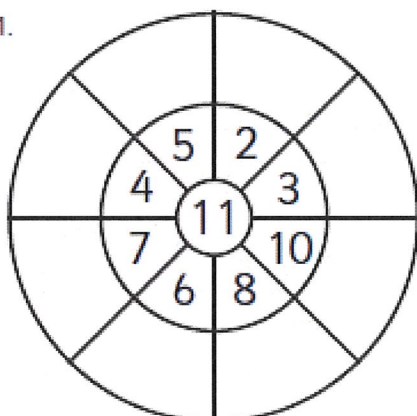
Method

1. With the adhesive tape, securely fasten one end of the string to a sturdy chair.
2. Thread the other end of the string through the drinking straw.
3. Tightly pull the string and securely fasten it to another sturdy chair. Position the second chair at least four large steps away from the first chair.
4. Inflate the balloon, then hold the open end tightly.
5. Attach the inflated balloon to the drinking straw.
6. Carefully pull the drinking straw to one end of the string.
7. Slowly release the balloon and watch your balloon rocket fly!

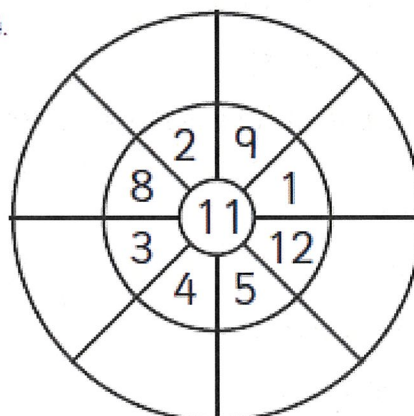
Make sure you have completed the activity above before your Zoom, as this afternoon we are going to be creating our own balloon rocket!

11 Times Table Multiplication Wheels

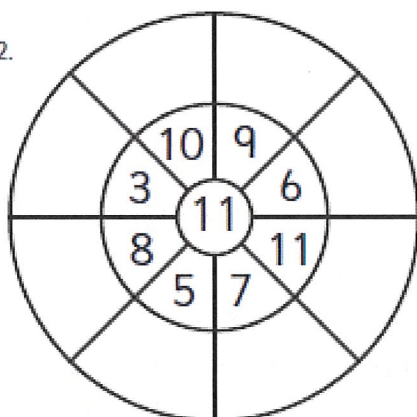
1.



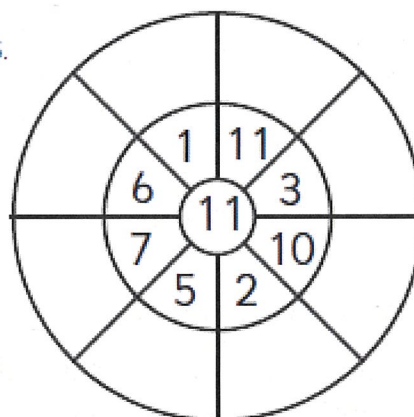
4.



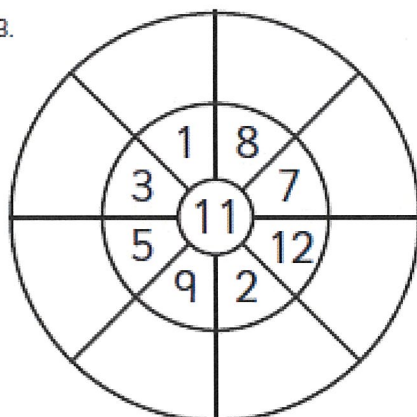
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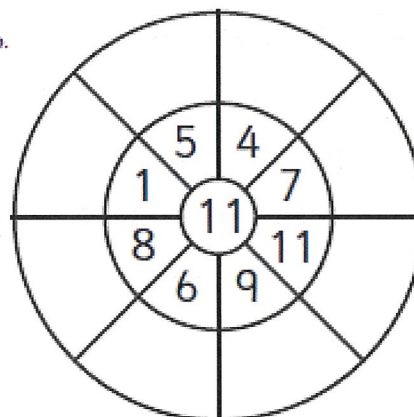
5.



3.



6.







Rounding Money: Zoom Lesson 11:30am till 12pm

Success Criteria:

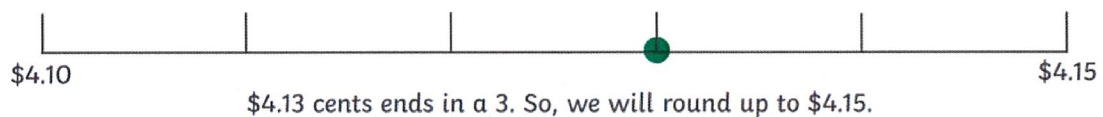
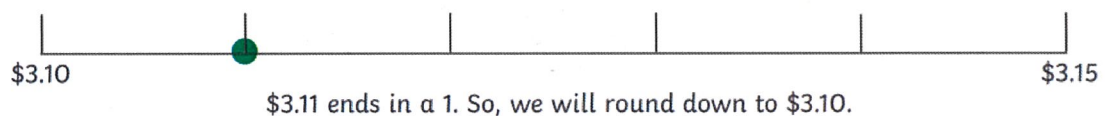
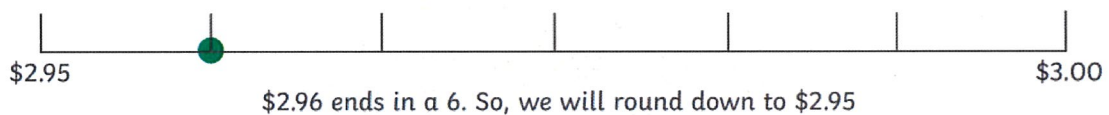
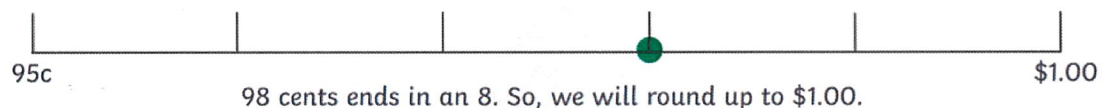
I can calculate change and round to the nearest five cents



In Australia, we use dollars and cents and use the symbols \$ and c. The smallest Australian coin denomination is 5c. This means that when we go shopping and pay in cash we need to round up or down.

If the price ends in 1 or 2 , we need to round down to the nearest 10		If an item is priced at \$1.91, you pay \$1.90
If the price ends in 3 or 4 , we need to round up to the nearest 5		If an item is priced at \$1.94, you pay \$1.95
If the price ends in 6 or 7 , we need to round down to the nearest 5		If an item is priced at \$1.96, you pay \$1.95
If the price ends in 8 or 9 , we need to round up to the nearest 10		If an item is priced at \$1.98, you pay \$2.00











Example:



The activities on the next page will be discussed and completed during the Zoom lesson.

Level 1:

How much cash will you need to buy the following items?
You will need to round each purchase to the nearest 5c

	Lollipop	43c	You will need <input type="text"/> in cash.		Coloured pencils	\$8.93	You will need <input type="text"/> in cash.
	Chocolate bar	\$1.99	You will need <input type="text"/> in cash.		Pencil case	\$14.27	You will need <input type="text"/> in cash.
	Strawberry milk	\$2.81	You will need <input type="text"/> in cash.		Diary	\$12.18	You will need <input type="text"/> in cash.
	Popcorn	\$1.49	You will need <input type="text"/> in cash.		Schoolbag	\$33.99	You will need <input type="text"/> in cash.
	Ice cream	\$3.99	You will need <input type="text"/> in cash.		Pens	\$5.21	You will need <input type="text"/> in cash.

Level 2:

Calculate the total and then round to the nearest 5c

3. We are going clothes shopping. Work out how much cash you will need for each item.

a. Max buys 3 t-shirts for \$9.99 each. How much cash does he need?

My Working Out

b. Laila buys two pairs of jeans. The cost \$18.92 each. How much cash does she need?

My Working Out

c. Nell buys 3 pairs of socks for \$4.22 each and a pair of shoes for \$25.98. How much cash does she need?

My Working Out

d. Charlie buys a jumper for \$26.87, a jacket for \$31.13 and a scarf for \$7.93. How much cash does he need?

My Working Out

e. Darcey buys football boots for \$54.45 and a t-shirt for \$23.91. How much cash does she need?

My Working Out

Level 3: Extension Challenge

Calculate the total, round to the nearest 5c and then work out your change

4. We are at the sports shop. Work out how much change you would get for each item.
Remember we round the total.

- a. Liam buys two rugby balls for \$7.99 each. He pays with a \$20 note.

How much change does he get?

My Working Out

- b. Alana buys shin pads for \$14.21. She pays with a \$10 and a \$5 note.

How much change does she get?

My Working Out

- c. Ryan has a \$50 note. He buys 2 pairs of football socks that are \$6.66 each.

How much change does he get?

My Working Out

- d. Gemma has two \$20 notes. She wants to buy a sports bag for \$33.99 and a keyring for \$3.45.

How much change does she get?

My Working Out

- e. Sam has two \$5 notes and wants to buy a mouth guard that is \$13.78. It is on sale for half price. Does he have enough money?

How much change does he get?

My Working Out



LIBRARY



Choose an Australian athlete who has competed at an Olympic games **in the past**. Use the internet or an information book you may have to research information about your chosen athlete. Write your information in the boxes below.

Awards and Achievements

Date and Place of Birth

Sport/Events

Athlete's Name

Other Interesting Facts

Olympics Competed In

THURSDAY - English

Spelling

- Practise your spelling words and write them using fancy writing.

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

happy



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.

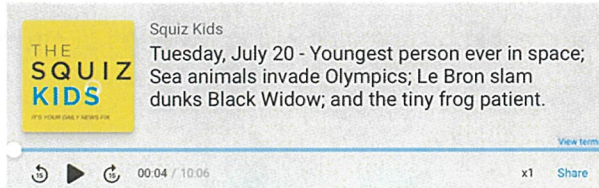
Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Listen** to the Squizz Kids Podcast, then answer the questions below.

Scan the QR code or type the link into your search bar to access the podcast

<https://www.squizkids.com.au/podcast/tuesday-20-july-2021/>

**SQUIZ
KIDS**



Episode, Tuesday, July 20 - Youngest person ever in space; Sea animals invade Olympics; Le Bron slam dunks Black Widow; and the tiny frog patient.

- How old is Oliver Daeman, the youngest person to ever go into space?

- What's the name of the spaceship that will take the youngest person ever into space?

- Where are the Olympic Games being held this year?

- What sort of sea creature has invaded the Olympic rowing course?

- Which US basketball star is in a movie alongside Bugs Bunny?

Optional: Write some of your own questions that could be asked after listening to this Squizz Kids Podcast

Writing

- **Read the learning intention and success criteria below, followed by the daily content.**
- **Complete** the activity below
- **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

- We are learning to improve a procedure text by applying our knowledge of structure and language features

Success Criteria

- I can re write a procedure text using appropriate structure and language features 😬😬😬

Daily Content

Yesterday, we looked at the type of language we use when writing procedure texts.

Review the content below as a reminder:

Common Nouns A common noun is a person, place or thing.	Roll a large snowball for the body .
Action Verbs An action verb is a doing word.	Use the pebbles to make eyes and a mouth. Add the carrot for a nose.
Adverbs An adverb describes a verb.	Carefully add a twig to each side of the body to create arms.
Adverbial Phrase An adverbial phrase tells when, where or how.	Decorate the snowman with old clothing .

Optional: Watch, *Exact Instructions Challenge PB&J Classroom Friendly* | Josh Darnit. Follow the URL or scan the QR code.

<https://www.youtube.com/embed/FN2RM-CHkuI>



Read the activity on the next page really carefully, as you will be needing your procedure for your Zoom session this afternoon.

Remember to be specific!

Improving Procedure Texts

Procedure texts inform how to do or make something through a series of steps. These steps must be detailed enough for someone to successfully achieve the goal of the procedure.

The procedure text in the box below is too simple. It needs more detail for a reader to be able to follow it.

Re write the procedure text below, adding adverbs and adverbial phrases to make the procedure more detailed. You may need to add more steps to the method, also! Your teacher will be following along your instructions in your Zoom this afternoon, so be sure to be specific.

How to Make a Bowl of Cereal

Goal:

To make a bowl of cereal

Materials:

A bowl, a spoon, some cereal, some milk

Method:

1. Get your cereal
2. Put it in the bowl
3. Eat it

Use the word bank below to assist you when writing

Action verbs

- Pour
- Jump
- Eat
- Grab
- Twist
- Lift
- Flip

Adverbs

- Quietly
- Carefully
- Quickly
- Very
- Above
- Slowly
- Closely

Nouns

- Girl
- Boy
- Cereal
- Spoon
- Bowl
- Kitchen
- Milk

Title: _____

Goal: _____

Materials/Equipment/Ingredients

--

Method

Step 1: _____

--

Step 2: _____

--

Step 3: _____

--

Step 4: _____

--

Step 5: _____

--

THURSDAY - Mathematics

Minute Maths

Wordsearch 11 Times Table

Answer the calculations below and find the answers in the wordsearch.

$$11 \times 6 =$$

$$11 \times 9 =$$

$$11 \times 4 =$$

$$11 \times 5 =$$

$$11 \times 2 =$$

$$11 \times 1 =$$

n	f	i	f	t	y	f	i	v	e
o	i	m	s	s	e	i	o	n	y
w	v	n	g	i	d	e	b	m	y
t	m	d	e	x	g	d	v	n	v
y	f	o	r	t	y	f	o	u	r
t	b	g	x	y	y	r	o	p	e
n	z	i	b	s	i	n	o	r	s
e	t	o	m	i	g	p	i	e	a
w	a	t	i	x	o	i	b	n	m
t	e	l	e	v	e	n	o	m	e

$$77 \div \underline{\quad} = 11$$

1

One hundred
and ten divided
by eleven equals

2

$$99 = \underline{\quad} \times 11$$

3

11 multiplied
by 6 =

4

The product of
11 and eight is

5

If I split 66
children into
11 groups, how
many would be
in each group?

6

Which of these
numbers is NOT
a multiple of
11?
121, 55, 66,
108, 33

7

$$0 \times 11 = \underline{\quad}$$

8

Circle the
multiples of 11:
22, 36, 54, 44,
110, 100, 132

9

$$132 = 11 \times \underline{\quad}$$

10

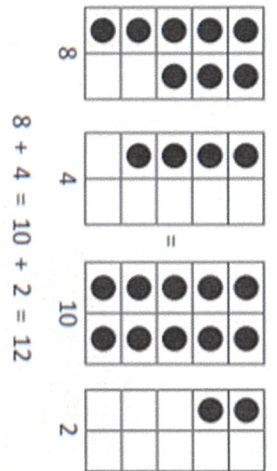
Can you write
you own word
problems to test
your partner's
11 times table
knowledge?

11

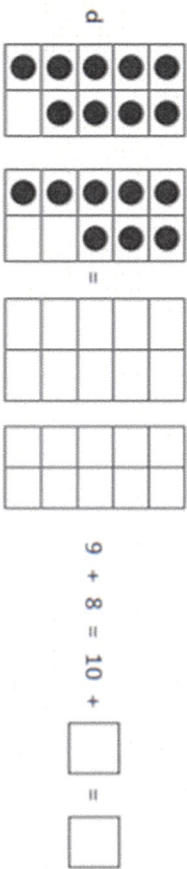
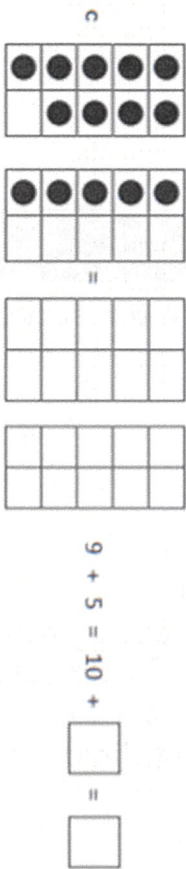
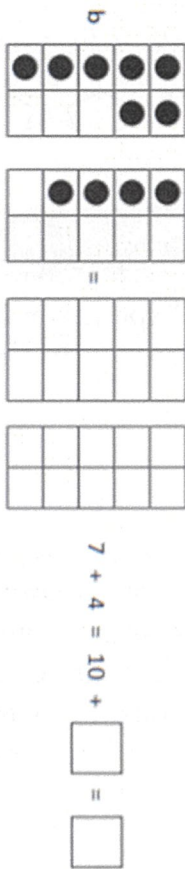
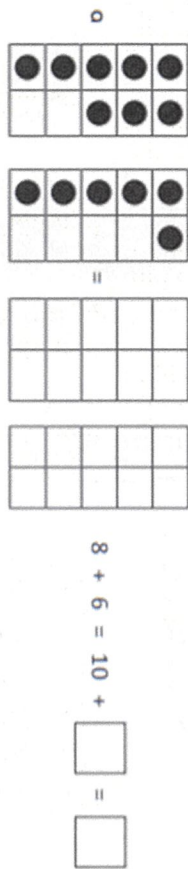
Revision: Addition and Subtraction

Bridging Decades – Mental Strategies

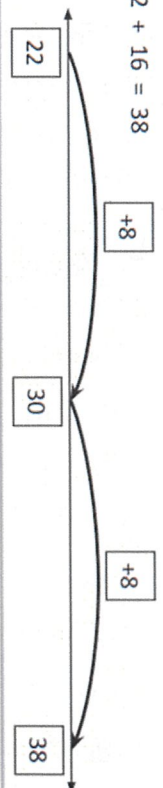
Bridge to ten is when we make the first number up to 10 and then add what is left.
Let's start by using ten frames:



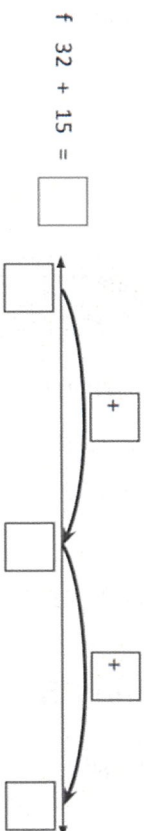
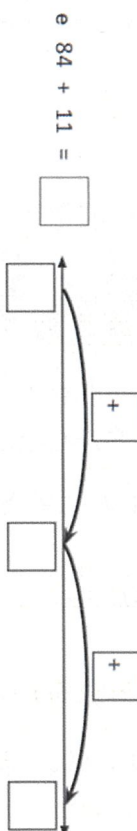
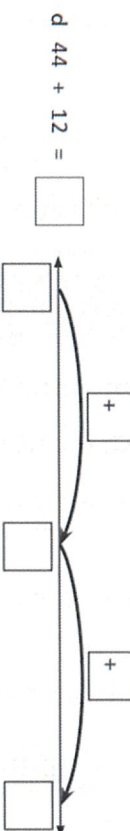
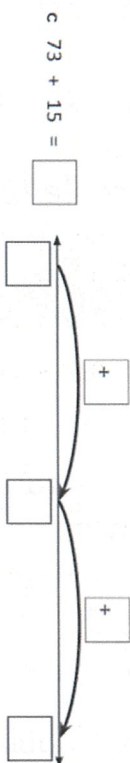
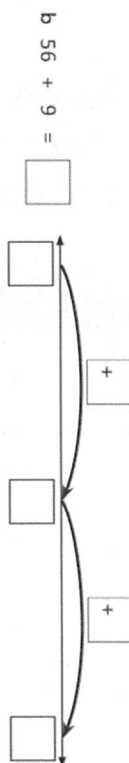
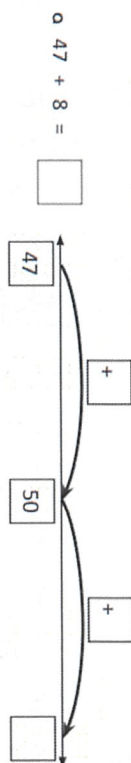
1 Look carefully at the first set of ten frames. Bridge to ten on the second set and complete the addition.



We can also use number lines to bridge to the next ten and then add what is left.
 $22 + 16 = 38$



Use the number lines to bridge to ten. Fill in the missing numbers each time. To help you get started, the first number line has 2 numbers filled in.



Success Criteria:

I can make a budget



What is a budget?

A plan for what you will spend – with a timescale.

Why budget?



- Puts you in control.
- Understand your spending better.
- It allows us to save for the future.
- Provides financial security.
- You can buy more of the things you like.

How do we budget?

Set Your Goals

- Identify and list your sources of income.
- Identify and list your expenses.
- Adjust expenses, income or timescale to achieve your goal

Example:



Item	Amount
income	+\$2200
living	-\$750
food	-\$400
tax	-\$300
travel	-\$150
fun	-\$350
Leftover	\$250

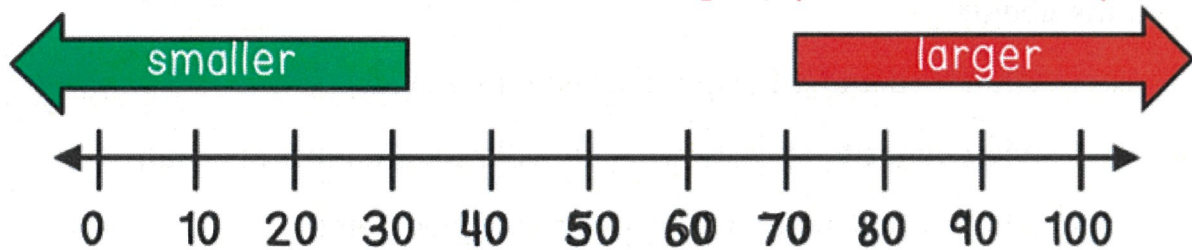
- **Income** – from your job: \$2,200 per month
- **Living** – a shared house: \$750 per month
- **Food** – eating out once a week: \$400 per month
- **Tax** – council rates and utilities: \$300 per month
- **Travel** – public transport: \$150 per month
- **Fun** – hobbies & going out etc.: \$350 per month

1st: Find your budget.

2nd: Look at the price.

If the price is **SMALLER** (to the left) you can buy it.

If the price is **LARGER** (to the right) you can not buy it.

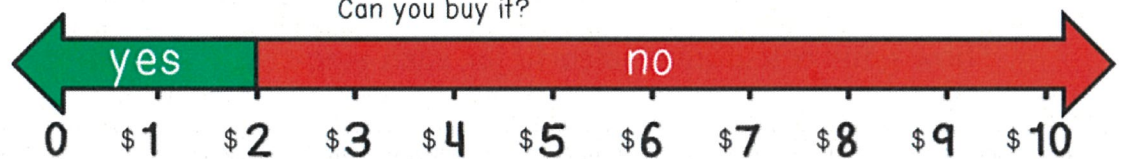


Example:

Can you buy it?

You have
\$2

The cost is:

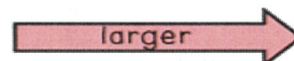
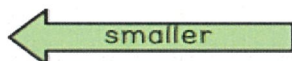


Level 1:



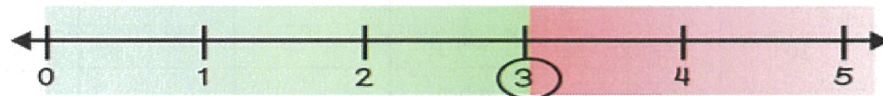
Circle your budget.

Your Budget – Up to \$5



Color everything smaller green and everything larger red.

\$3.00



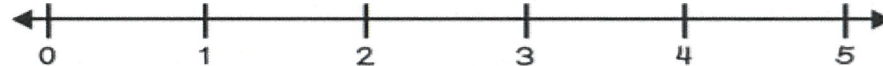
\$4.00



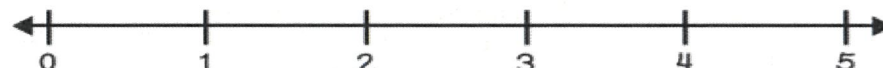
\$1.00



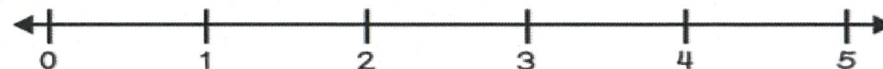
\$3.00



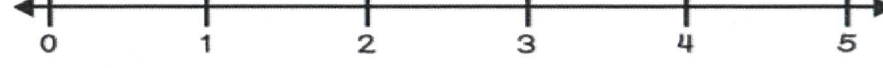
\$2.00



\$5.00



\$2.00



Level 2: Party Planning

You are going to plan the party with a maximum budget of \$30.

You are planning the party for 6 children.

You don't have to spend the whole budget, but you can't be a penny over.

Use the price list below to look at different types of food and drink available.

Think about:

- what food and drink you are going to provide;
- what quantity of each item you will need (number in pack);
- whether you are providing a range of food items;
- whether you are catering for vegetarians;
- what entertainment you are providing for your guests.



Show your calculations clearly for each stage.

Main Food	Number in pack	Price per pack
sausage rolls	12	\$1.90
small cocktail sausages	24	\$1.49
cheese pizza	6	\$1.85
ham sandwiches	10	\$5.00
egg sandwiches	15	\$4.00

Main Food	Number in pack	Price per pack
cheese sticks	10	\$1.29
Burgers	4	\$2.00
mini quiche	20	\$1.25
hot dogs	10	\$1.50
cucumber and carrot sticks	6	\$0.52

Drinks	Price per glass
orange squash	5c
cola	18c
lemonade	12c
fresh orange juice	15c
blackcurrant juice	14c

Nibbles	Number of packs	Price per pack
cheese sticks	6	\$1.48
bread sticks	6	\$1.25
plain chips	6	\$1.22
flavoured chips	6	\$1.35

Party bag items	Number in pack	Price per pack
badge	10	\$1.00
pencil	5	\$2.50
small bag of lollies	12	\$1.00



Special items	Price
10 party hats	\$2.00
10 party poppers	\$0.99
4 game prizes	\$5.00

Remember your budget is \$30

Item	Price	Number of items	Total Cost
Example: Cola	18c	12	(18c x 12) \$2.16
Total			



Feeling like a budgeting champion, try the game money magic and see if you can run a magic show in Vegas.

<https://playmoneymagic.com/>



THURSDAY – PDHPE

Lesson 3 – All Systems Go!

Your body is a complex machine. From your brain to your heart to your stomach to your bones and muscles, all your body systems are constantly doing very important jobs and working together to help us function.

You and a fancy car, like a Ferrari, have a lot in common - you are both complex machines. A Ferrari is a machine that needs a battery, an engine, brakes, and many other systems to help it go.



1. Can you list the various parts of car?

2. Now pick two car parts and describe how they might work together for the car to move.

A system is a group of parts that work together. Your body systems contain cells, tissues and organs that work together to keep you healthy and allow you to do things, like go to school, play sport, and do all the things you love to do.

There are many different body systems, but we are going to learn about some of the most important ones and how each system is interrelated and affects health and well-being.

Activity 1 - Answer the questions below

1. Can you think of a range of functions and actions the body can perform? Write these down below.

2. Write down which body parts work together to perform these functions or actions.

Now we are going to explore how several different body systems function in the body and how these systems work together to help the body function properly.

Activity 2 - Complete the following four tasks and write your answers in the spaces provided.

Task 1 - What happens to your body when you used two cans instead of one?

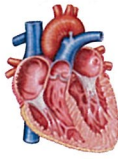
- You will need two vegetable cans.
- Perform five bicep curls exercises with one vegetable can, using only one hand. Then perform 5 bicep curls exercises with two vegetable cans, one in each hand.
- Write in the space below what you observed and what body systems are used during this type of exercise.

Task 2 - What happens to the lungs as you breathe?

- You will need 2 brown paper bags, straws, and tape.
- Take a brown paper bag, place a straw inside of it, and twist the bag around the straw. Secure this twisted end with tape. Repeat this for a second brown paper bag. Label one bag "Right Lung" and the other bag "Left Lung" so that you know what bag you are blowing into.
- Blow into both bags at the same time and observe what happens.
- What happens to your stomach when you take deep breaths?
- Write down in the space below what happens when you blow into the paper bags.

Task 3 - What is required for the body to function properly?

- Look at the images below of a human leg, human heart and human brain.



- What do you see in each image?

- Write down in the space below how you think these individual body parts work together to help the body function.

Task 4 - What happens to the entire body if one body system fails to function properly?

- How do our body systems work together? Write your answer below.

- Imagine if one of those systems failed, what would be the result on the body?

PE Activity for the week

Choose from the following:

- Do a "Just Dance"
- Take your dog for a walk with a parent
- Practice skipping see how long you can skip for before stopping. Time it and try to improve your results.
- Do PE with Joe [PE With Joe / The Body Coach](#)
- Help Mum and Dad around the house with chores. Offer to vacuum, tidy your room, or do the dishes 😊

Spelling

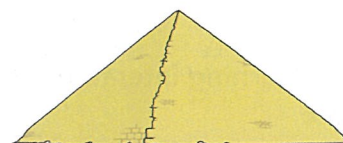
- Complete the Extension Word Find-a-Word. Words are taken from the Year 3 and Year 4 Extension Lists.

W	B	R	E	T	S	A	S	I	D	Q	U	V	I	G	U	A	R	D	I	A	N	C
V	A	A	R	T	I	C	L	E	G	U	A	R	D	I	A	N	B	Z	T	D	D	A
M	J	V	W	U	G	P	A	R	T	I	C	I	P	A	T	E	T	S	E	Z	R	R
L	D	O	R	E	T	S	A	M	C	A	R	D	B	O	A	R	D	N	U	X	A	N
H	T	C	M	A	R	S	U	P	I	A	L	E	U	C	E	B	R	A	B	I	U	I
V	C	A	R	B	O	H	Y	D	R	A	T	E	H	A	R	B	O	U	R	V	G	V
T	B	D	A	P	A	S	T	U	R	E	V	S	D	R	A	W	R	E	T	F	A	O
N	L	O	T	T	Y	C	A	M	O	U	F	L	A	G	E	A	T	S	A	P	G	R
E	S	C	H	E	U	C	E	B	R	A	B	D	I	S	A	S	T	R	O	U	S	O
M	V	I	E	E	R	U	T	R	A	P	E	D	K	O	A	L	A	H	D	T	Y	U
U	A	A	R	U	H	P	A	R	G	O	T	O	H	P	S	T	A	F	F	N	L	S
G	B	A	R	G	A	I	N	N	U	R	E	T	H	G	U	A	L	Y	N	E	H	O
R	H	P	A	R	G	O	T	O	H	P	L	R	E	T	H	G	U	A	L	M	S	H
A	U	N	T	Y	B	H	P	A	R	G	A	R	A	P	A	R	C	E	L	R	R	W
A	R	T	I	C	L	E	I	A	P	P	A	R	A	T	U	S	N	F	Q	A	A	S
E	N	Z	A	B	B	M	A	R	V	E	L	L	O	U	S	N	T	H	K	G	H	L

Words are hidden and .

STAFF

- Write each of your words
like a pyramid:



s
 so
 som
 some

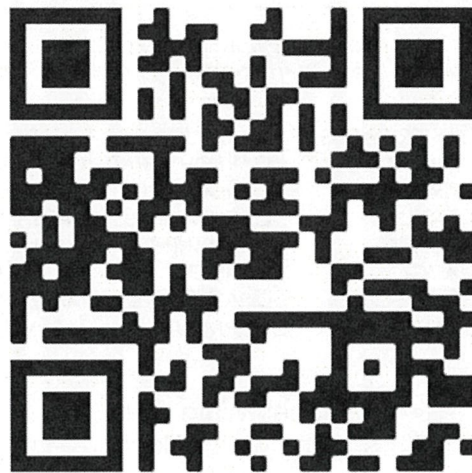
Reading

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



- **Complete** the Week 3 Reading Wrap Up Quiz. Follow the link below and use your DOE email and password to log in. Use your full name and complete all questions 😊 Have Fun!

<https://forms.gle/LGuLavumX2JKSsX6>



Writing

- **Read the learning intention and success criteria below, followed by the daily content.**
- **Complete –**
- **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 friends

Learning Intention

- We are learning to identify language features in our own procedure texts.

Success Criteria

- I can edit my work for spelling, punctuation and capital letters 😊 😊 😊
- I can identify language features used in procedure texts 😊 😊 😊

Daily Content

- **Yesterday**, you wrote a persuasive text about 'How to Make a Bowl of Cereal.' Today, you need to revisit your procedure and edit your work using the check list below.
- **You also need to highlight**, your **common nouns in orange**, **action verbs in red**, **adverbs in blue**, **adverbial phrases in green**.

Procedure Texts - Checklist

Name _____ Date _____

Procedure Text Checklist

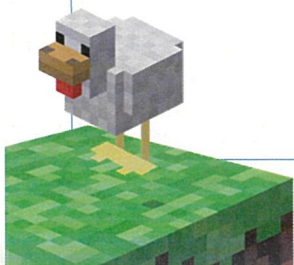
Structure

- ☐ My procedure has a relevant title which begins with "How to".
- ☐ My procedure has a goal which states the purpose of the task.
- ☐ My procedure has a list of the required materials/equipment/ingredients.
- ☐ My procedure has a series of ordered steps which explain how to successfully complete the task.

Language and Visual Features

- ☐ I have used a formal tone when writing.
- ☐ I have written clear and precise sentences.
- ☐ I have used present tense.
- ☐ I have used action verbs.
- ☐ I have used 'ly' adverbs to describe verbs.
- ☐ I have used adverbial phrases to show when, where and how things happen.
- ☐ I have used common nouns.
- ☐ I have used adjectives.
- ☐ I have used time connectives.
- ☐ I have included illustrations and/or diagrams where necessary.

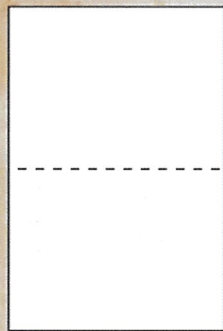
Let's
go
edit



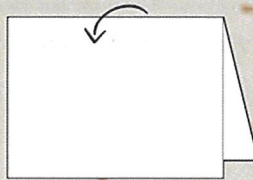
Zoom Lesson 2:15- 2:45pm

Activity 1: Arrrrr, me hearties...today we are going to be making a pirates' hats for ye to wear when ye are sailing along the Seven Seas!
Bring a sheet of newspaper along to ye Zoom and be ready for a jolly good time.

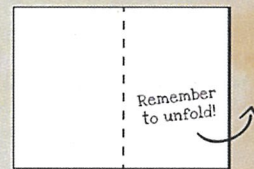
Follow the steps to make a newspaper pirate hat.



1.

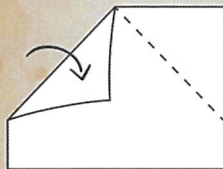


2.

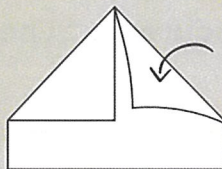


3.

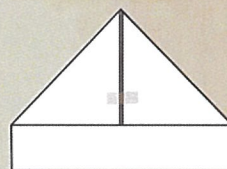
Remember to unfold!



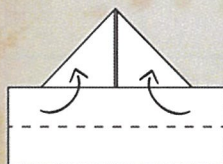
4.



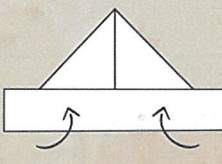
5.



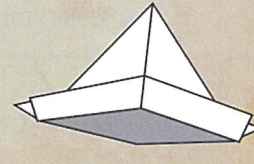
6.



7.



8.



9.

FRIDAY - Mathematics

Minute Maths

Set a stopwatch for five minutes and see how many you can answer:

Multiplication Table



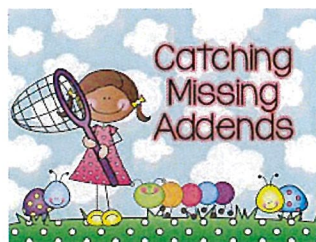
Help Multiplication MaX fill in the multiplication table below.

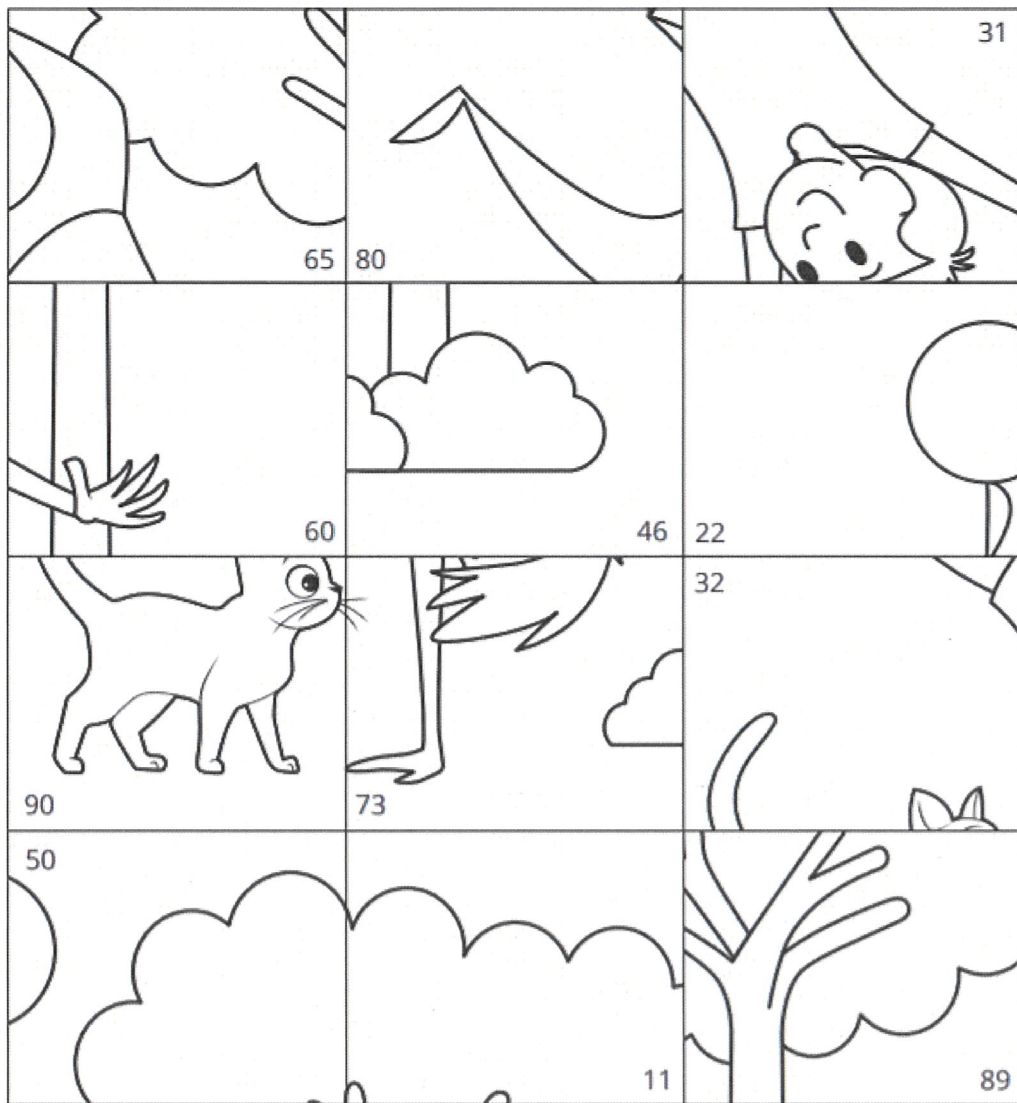
[illegible]

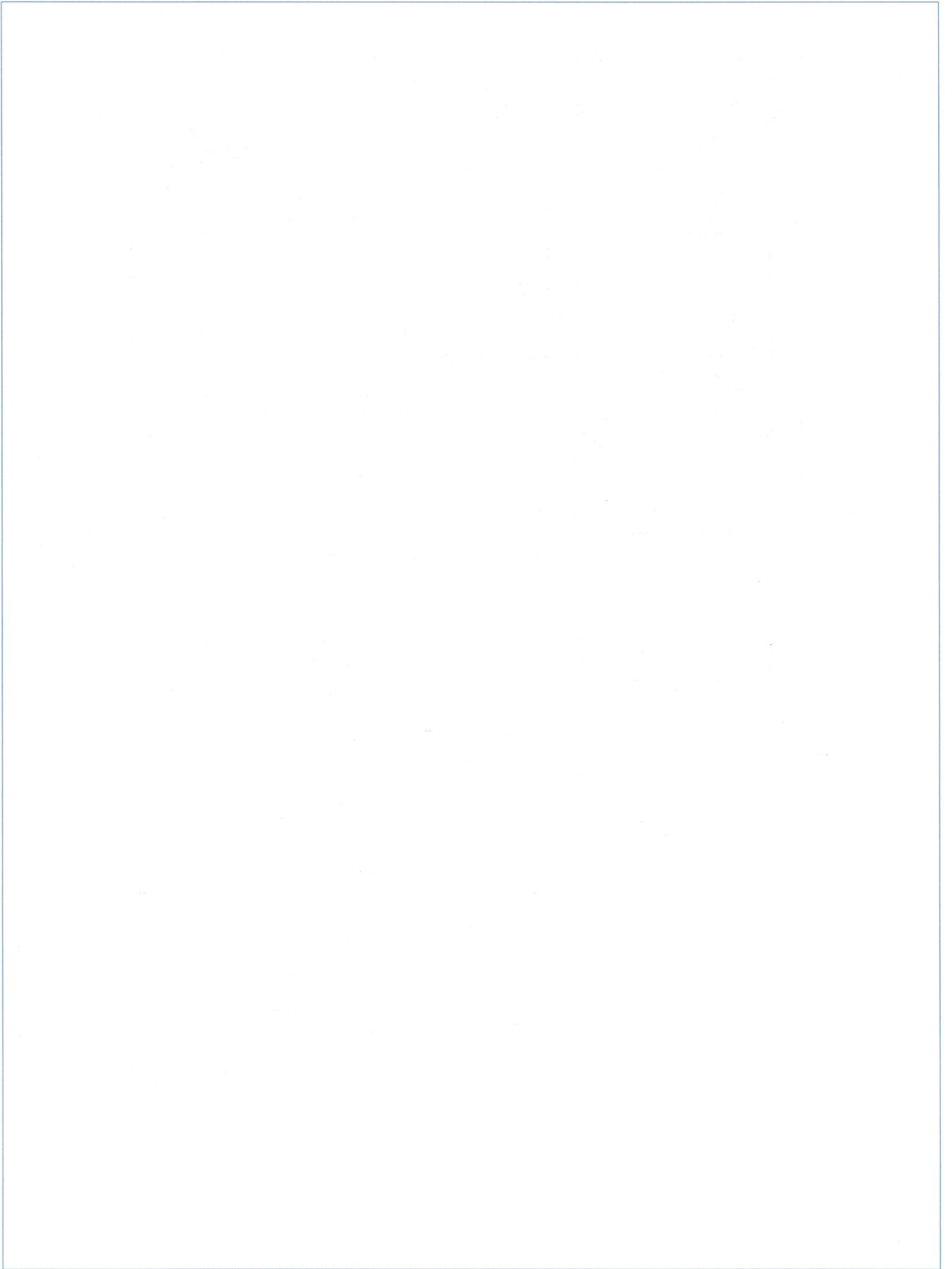
Revision: Missing Addends

Find the missing addends then cut out the matching puzzle pieces and glue them in

$___ + 6 = 28$	$___ + 38 = 88$	$___ + 11 = 22$
$50 + ___ = 130$	$34 + ___ = 99$	$11 + ___ = 100$
$___ + 68 = 100$	$___ + 26 = 57$	$___ + 120 = 180$
$90 + ___ = 180$	$5 + ___ = 78$	$___ + 7 = 53$







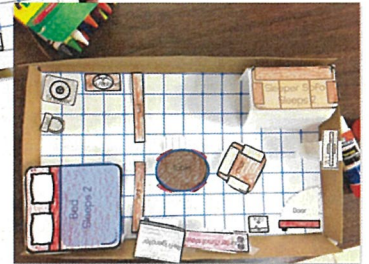
STEM Design: Zoom Lesson 11:30am till 12pm

Design your own Tiny House to host the party you planned yesterday

TINY House STEM Floor Plan Design



Example
Tiny House
Projects



Budget: You have \$2000 to design your tiny house

Tiny House Price List

- | | |
|--|--|
| <input type="checkbox"/> Double Bed \$300 | <input type="checkbox"/> Refrigerator \$200 |
| <input type="checkbox"/> Single Bed \$100 | <input type="checkbox"/> Mini Fridge \$100 |
| <input type="checkbox"/> Sofa Sleeper \$300 | <input type="checkbox"/> TV \$100 |
| <input type="checkbox"/> Chair \$100 | <input type="checkbox"/> Desk/Chair \$100 |
| <input type="checkbox"/> Tub \$200 | <input type="checkbox"/> Computer/Desk \$200 |
| <input type="checkbox"/> Shower \$100 | <input type="checkbox"/> Closet \$200 |
| <input type="checkbox"/> Toilet \$100 | <input type="checkbox"/> Door: \$200 |
| <input type="checkbox"/> Full Table \$200 | <input type="checkbox"/> Walls - Free |
| <input type="checkbox"/> Wall Table \$100 | |
| <input type="checkbox"/> Sink \$100 | |
| <input type="checkbox"/> Sink/Cabinet \$200 | |
| <input type="checkbox"/> Stove/Oven \$100 | |
| <input type="checkbox"/> Counter/Small Stove \$100 | |
| <input type="checkbox"/> Cabinets/Counter \$100 | |

Budget Scratchpad

Total Spent: _____

Leftover Money: _____

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The Tiny House Movement



What is the Tiny House Movement? It is simply a social movement where people are choosing to downsize the space they live in. The typical American home is around 2,600 square feet, whereas the typical tiny house is between 100 and 500 square feet. People are choosing "Tiny Living" for a variety of reasons. The average cost of building your own Small House is \$23,000 compared to \$272,000 for a conventional home. Some people wish to travel to new places and want to take their home along. Others are choosing tiny homes to reduce carbon emissions to help the health of the planet. Others just feel that living in a tiny space is more simple. The desire to live in a "Tiny House" has gained popularity recently, therefore builders need to come up with new ideas and designs to meet the needs of the market.

My Spending Sheet

When you choose the items you want to buy, place the \$100 bill inside the ten frame for each item that you purchase. For this project, you can only spend \$2,000.

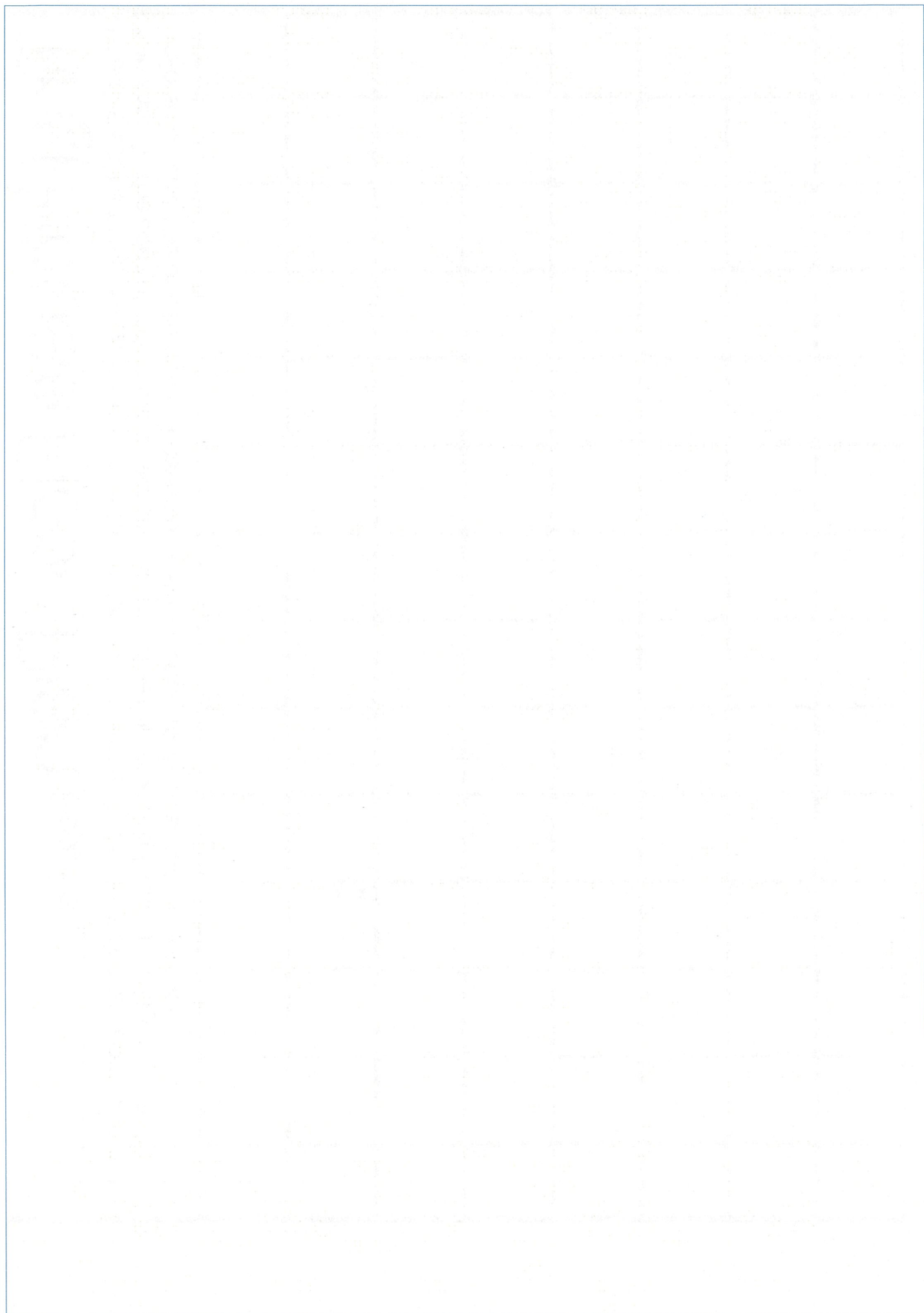
Total spent: \$ _____ Money left: \$ _____

My Budget

When you choose the items you want to buy, place one dollar onto the "Spending Sheet" for each dollar that you spend. For this project, you can only spend \$2,000.

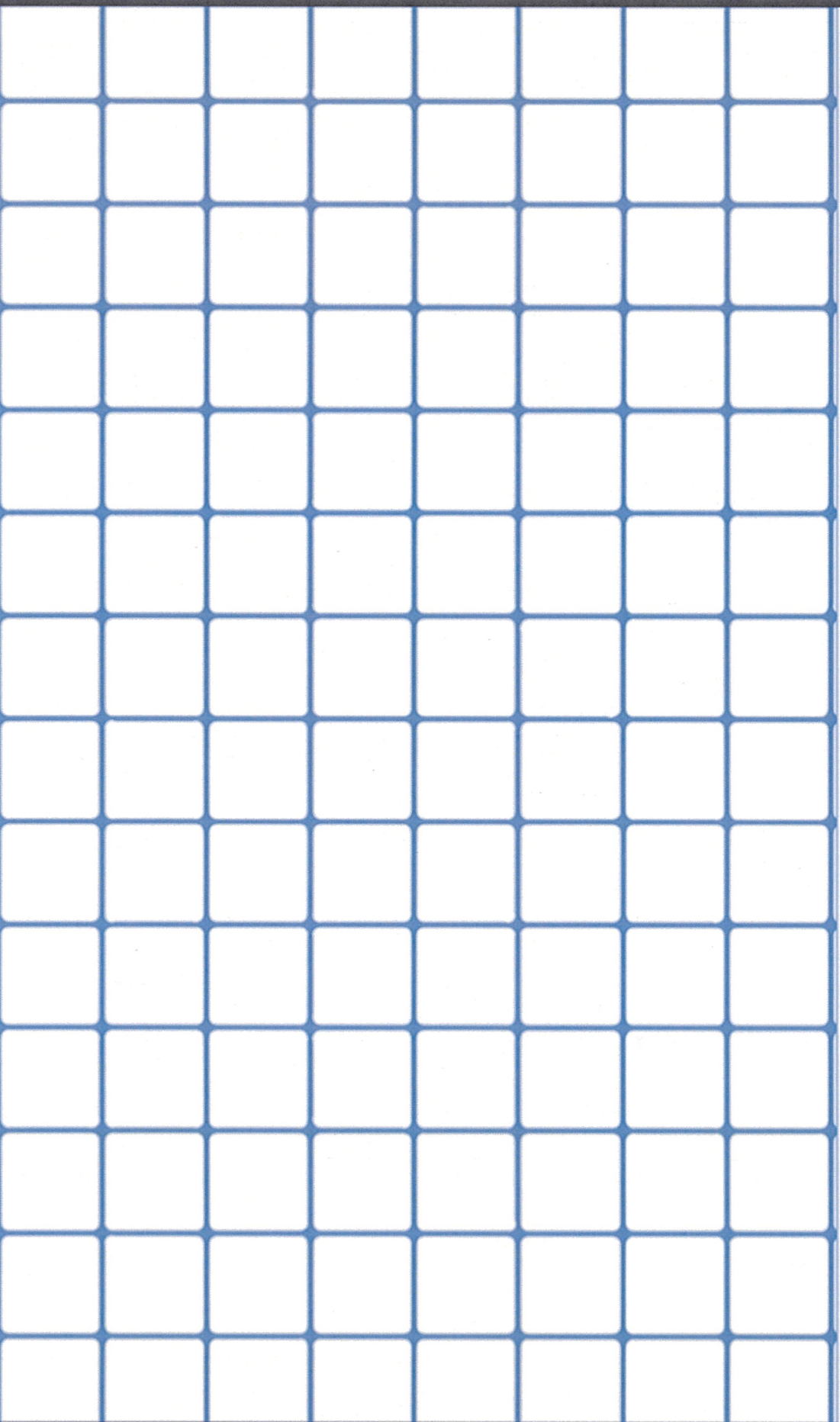
				
				

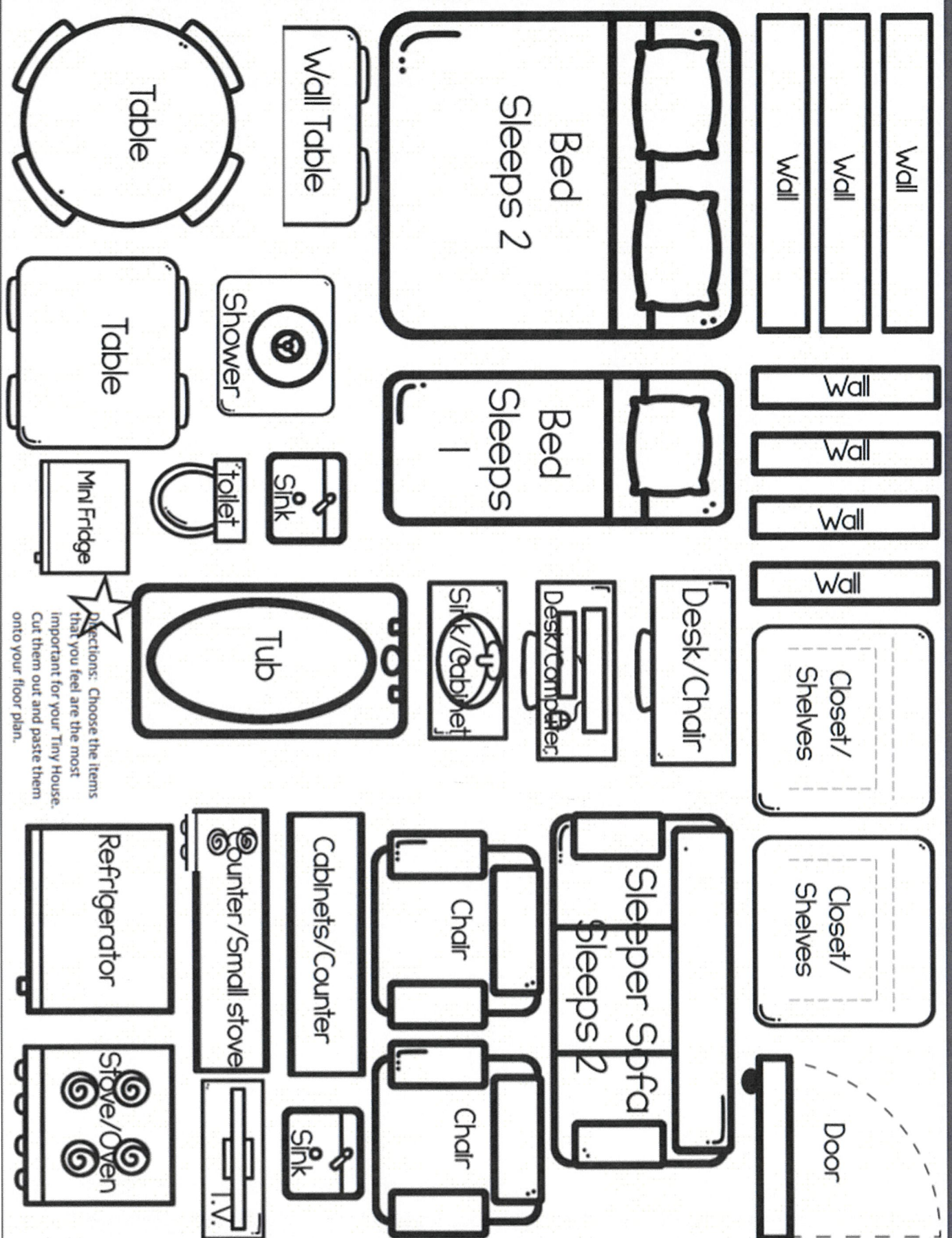
				
				



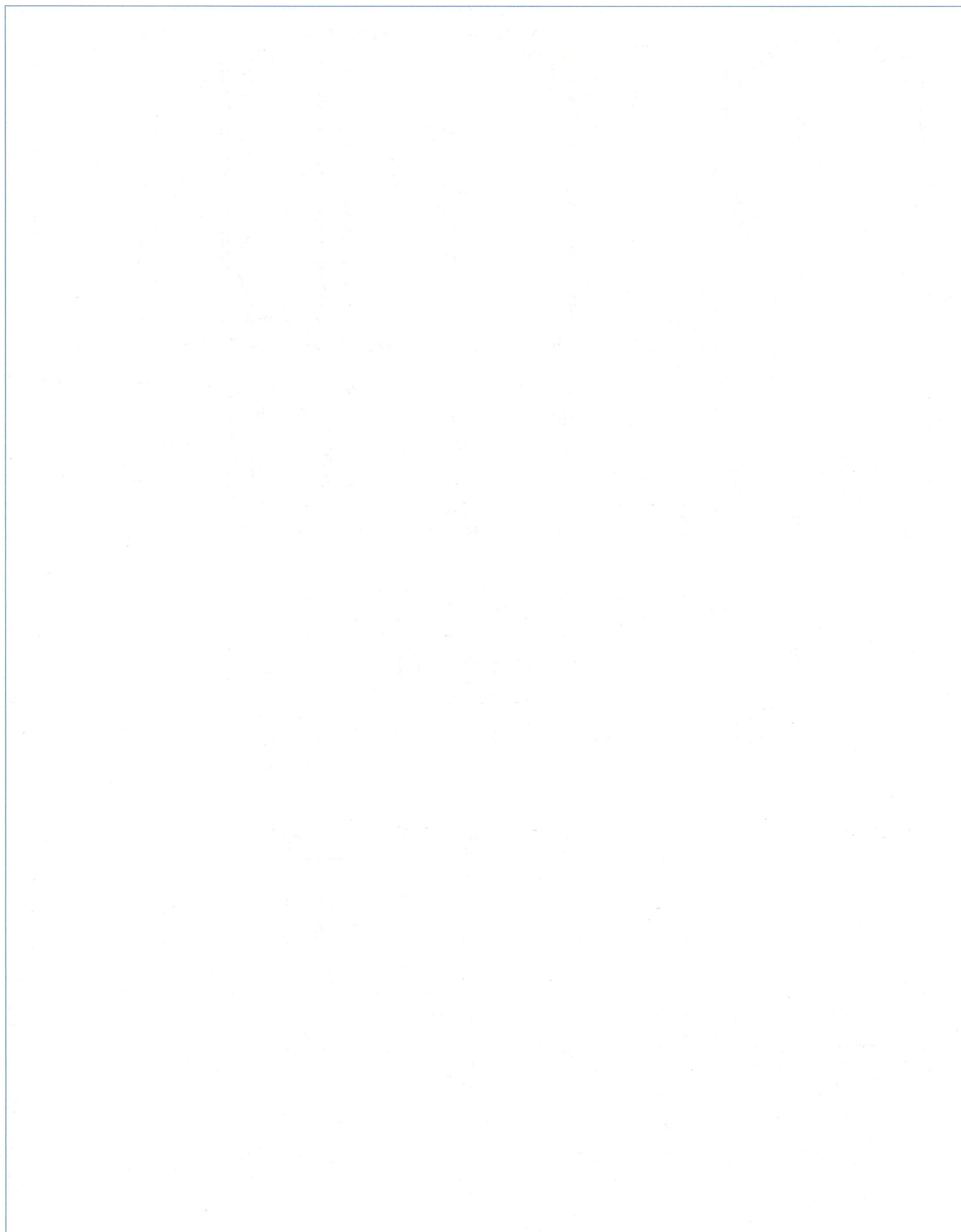
Tiny House Floor Plan Designer

Use this space to lay out your final Tiny House design. The pieces must fit inside the space without hanging off the edge of the page. Make certain that the furniture is placed the way you want it before you glue the pieces down. Leave some space open to move around the house.





Directions: Choose the items that you feel are the most important for your Tiny House. Cut them out and paste them onto your floor plan.



FRIDAY – Music

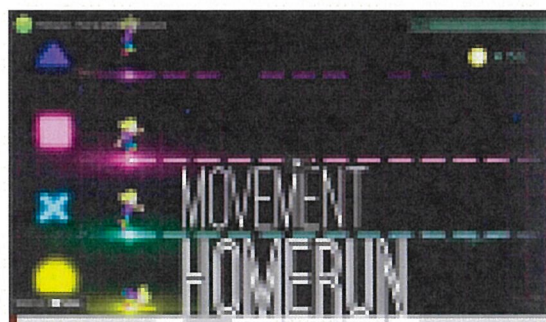
Years 3 and 4 Term 3 Week 3



Hi everyone, welcome to the week's music lesson. This week we're focusing on The Olympics.

As a great warm-up I'd like you to move your way through the following activity. Do it a few times to get warm on a cold day.

https://www.youtube.com/embed/OFLVPIKPn_c







Have a think about the role of music in the Olympics. What part does music play? Discuss it with your family and see what you notice if you're watching any Olympic events.

Below is a list of sports which are part of the Olympics.
Say and clap the rhythm of each sport written next to it.

Archery	♪ ♪	Badminton	♪ ♪	Basketball	♪ ♪
Boxing	♪ ♪	Fencing	♪ ♪	Gymnastics	♪ ♪
Sailing	♪ ♪	Skateboarding	♪ ♪	Soccer	♪ ♪
Table Tennis	♪ ♪	Track and Field	♪ ♪		
Water Polo	♪ ♪				

You can use other sports if you like.

Choose four of the sporty rhythms and make them into a pattern. For example, you might choose:

surfing	skateboarding	table tennis	hockey
			

Here is a table for you to write your pattern in:

Try to say and clap your rhythm pattern in time with a steady beat. Here is a steady beat for you to use:



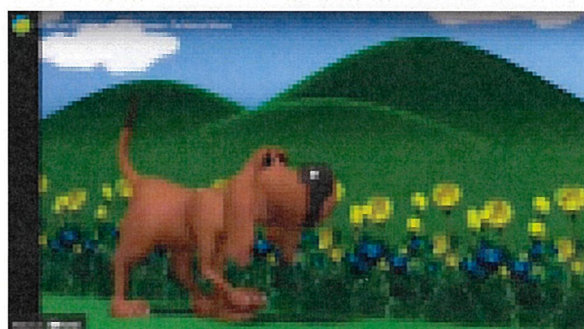
https://www.youtube.com/embed/4SDBJp_B5qQ

Next, perform your rhythm to a fast beat then to a slow beat.

Use your feet to keep the beat and your hands to clap the rhythm. It might be tricky, but practice will help!

Listen to the National Anthem of the country your class might have chosen during the Olympic games.

And finally, here is a lovely simple song that can be sung in a round. Once you have learned it, try and teach it to a member of your family.

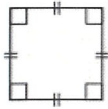


Have fun 😊

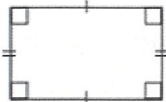
Mathematics Revision Answers

Monday

Name the Quadrilateral Answers



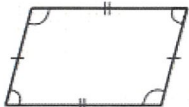
Name: **Square**



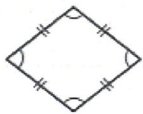
Name: **Rectangle**



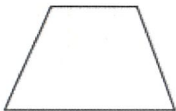
Name: **Kite**



Name: **Parallelogram**



Name: **Rhombus**



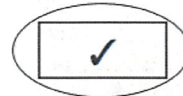
Name: **Trapezium**

Lines, angles and shapes – polygons and quadrilaterals 1

Polygons are shapes with 3 or more sides.

Quadrilaterals are shapes with 4 sides.

1 Tick the polygons. Circle the quadrilaterals.



2 Complete this table:

	Name	Number of sides	Number of angles
a	rhombus	4	4
b	pentagon	5	5
c	trapezium	4	4
d	octagon	8	8
e	hexagon	6	6
f	square	4	4
g	rectangle	4	4
h	triangle	3	3

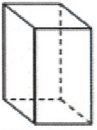
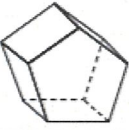
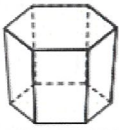
Investigating 3D shapes – properties of shapes

In this topic, we are looking at the properties of 3D shapes. The pointy corner of a 3D shape is called a vertex. The plural is vertices.

Prisms have 2 bases that are the same size and shape and are a type of polygon.

Pyramids have only one base. All the faces are triangular and they meet at a common point also known as the apex.

1 Complete the properties of these prisms:

	a	b	c
			
Name	<i>rectangular prism</i>	<i>pentagonal prism</i>	<i>hexagonal prism</i>
Faces	6	7	8
Vertices	8	10	12
Edges	12	15	18

Tuesday

Level 1:

How Much Money Is in My Jar? **Answers**



75c



\$1



90c



\$1.65



60c



90c

Level 2:

How Much Money Is in My Jar? **Answers**



\$5.20



\$14.75



\$2.90



\$6.35



\$14.95



\$13.60

Wednesday

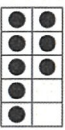
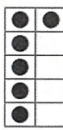

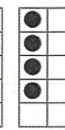
Level 1, 2, 3


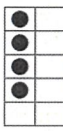

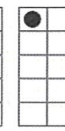
1 $93 + 48 = 141$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	2 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $187 - 93 = 94$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	3 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $76 + 43 = 119$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
4 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $112 - 67 = 45$	5 $78 + 83 = 161$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	6 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $193 - 106 = 87$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
7 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $204 - 136 = 68$	8 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $134 + 241 = 375$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	9 $165 + 178 = 343$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
10 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $341 - 215 = 126$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	11 $217 + 327 = 544$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	12 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $431 - 265 = 166$
13 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $341 + 234 = 575$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	14 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $801 - 765 = 36$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	15 $278 + 721 = 999$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

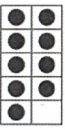
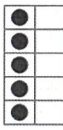

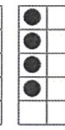
question	answer
A.	
1	36 - Wrong
2	36 - Wrong
3	25 - Correct
4	16 - Wrong
5	47 - Correct
6	8 - Wrong
7	6 - Correct
8	19 - Correct
9	9 - Wrong
10	7 - Correct
B.	

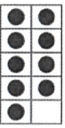


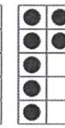
Thursday

Look carefully at the first set of ten frames. Bridge to ten on the second set and complete the addition.

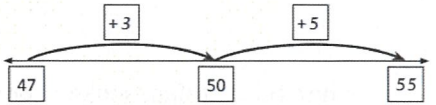
a   =   $8 + 6 = 10 + 4 = 14$

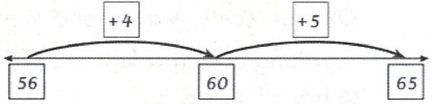
b   =   $7 + 4 = 10 + 1 = 11$

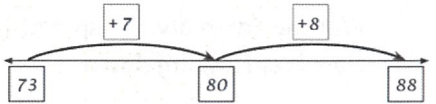
c   =   $9 + 5 = 10 + 4 = 14$

d   =   $9 + 8 = 10 + 7 = 17$

3 Use the number lines to bridge to ten. Fill in the missing numbers each time. To help you get started, the first number line has 2 numbers filled in.

a $47 + 8 = 55$ 

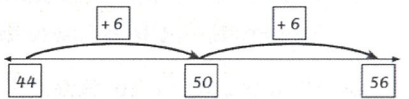
b $56 + 9 = 65$ 

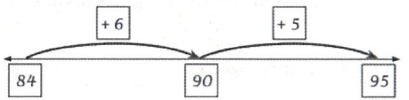
c $73 + 15 = 88$ 

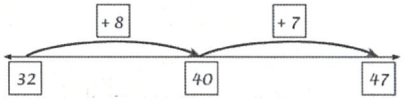
Addition mental strategies – bridge to ten

Continued from page 6.

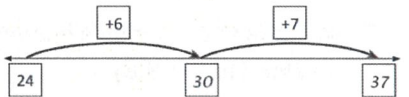
3 Use the number lines to bridge to ten. Fill in the missing numbers each time.

d $44 + 12 = 56$ 

e $84 + 11 = 95$ 

f $32 + 15 = 47$ 

4 Write a problem that matches this number line.

$24 + 13 = 37$ 

Friday

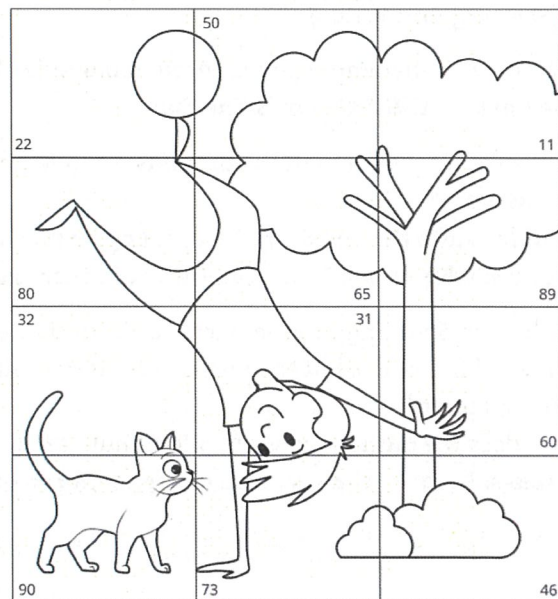
ANSWER KEY

Multiplication Table

Help Multiplication MaX fill in the multiplication table below.

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Answers



Sheet A Answers

Planet Earth

Answers

1. What three things make it possible for us to survive on earth?
Oxygen (air), water and warmth (temperature)
2. How long does it take the Earth to spin once on its axis?
24 hours/1 day
3. Will the Earth always spin at this speed? If not, how will it change?
No – it is slowing down
4. How many planets are between us and the Sun and can you name them?
2 (Mercury and Venus)
5. Why do we experience summer around one side of the Sun?
The Earth is tilted towards the Sun
6. Why is Earth also called 'The Blue Planet'?
Water makes up 2/3 of the surface so it looks blue from space.

Sheet B Answers

Planet Earth

Answers

1. What percentage of the air we breathe is not Oxygen?
79%
2. What is the difference between the highest and lowest points on Earth?
19.7km (10.9 + 8.8)
3. How long does it take the Earth to spin once on its axis?
24 hours/1 day
4. Will the Earth always spin at this speed? If not, how will it change?
No – it is slowing down
5. How many planets are between us and the Sun and can you name them?
2 (Mercury and Venus)
6. Why do we experience summer around one side of the Sun?
The Earth is tilted towards The Sun
7. In the Fact File section the author has written 'approx.', what is the reason for the full stop in this word?
To abbreviate the word – full word: approximately
Discuss: why do this? Can you think of other examples?
8. In the 'I'm Spinning Around' section, the author writes:
You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years'
Why does the author say we wouldn't notice?
Discuss: Because the decrease is happening so gradually/slowly

Medal Tally

For each medal won, colour in one circle.



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Total number of
gold medals:

Total number of
silver medals:

Total number of
bronze medals:

+

+

=

STEM: Olympic Torch in a Bottle

Learning Intention: We can observe how the properties of liquids and gases behave in different ways.

Success Criteria:

1. I can observe that gases have mass and take up space.
2. I can recognise that substances exist in different states.

You will need:

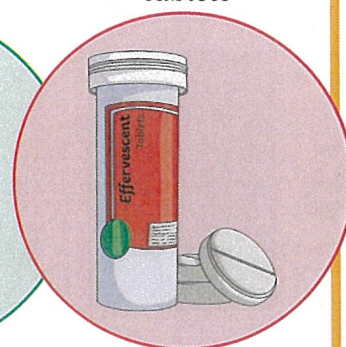
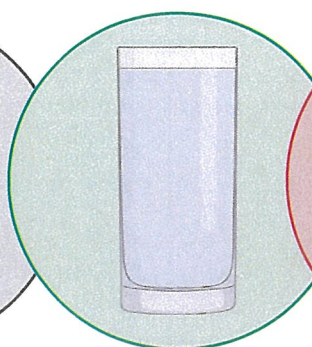
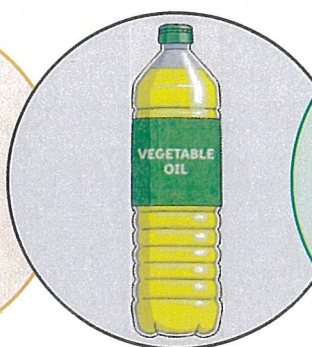
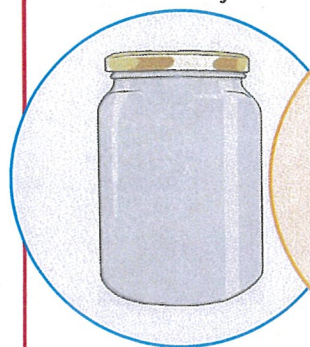
Clear plastic bottle or jar

Red food colouring

Vegetable oil

Water

Effervescent tablets



*Please dispose of oil safely and responsibly.

Method:

1. Fill the bottle or jar a quarter full with water.
2. Fill almost to the top with vegetable oil.
3. They should separate into two layers, water at the bottom and oil sitting on top.
4. Add about 6-8 drops of food colouring once the oil and water separate.
5. The colour will mix with the water at the bottom.
6. Put in half of an effervescent tablet and watch the bubbles form. Add more effervescent tablets bit by bit to keep the bubbles rising and falling.