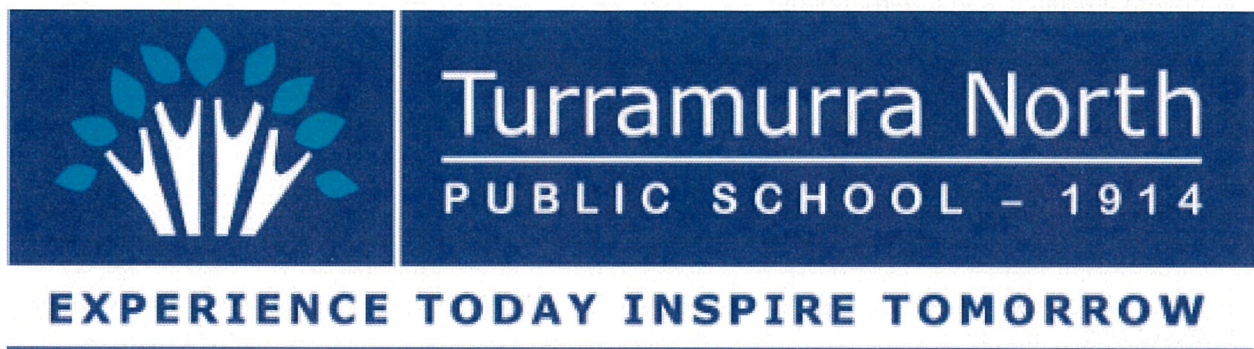


NAME: _____



Learning from Home

Unit: 4
Stage 1

Year 1 and Year 2



Term 3 Week 4 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:

1W Marianne Galluzzo	marianne.galluzzo@det.nsw.edu.au
1F Nicole Fagan	nicole.fagan3@det.nsw.edu.au
2M Mary Muldrew	mary.barr2@det.nsw.edu.au
2R Alex Atterton	alexandra.redford1@det.nsw.edu.au

OLYMPICS

- <https://jpf.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

- www.storyboxlibrary.com.au (username: tnps and password: tnps)
- Premier's Reading Challenge 2021 Book List. <https://online.det.nsw.edu.au/prc/booklist/home.html>
- Ada Twist Scientist by Andrea Beaty, read by an astronaut on the International Space Station – <http://www.viewpure.com/Q7TLqgct42M?start=0&end=0>
- The Scarecrows' Wedding by Julia Donaldson - <http://www.viewpure.com/UIHLnnJ-uFc?start=0&end=0>
- Alison Lester reads her book Clive Eats Alligators - <http://www.viewpure.com/Z3d0JoxTVUI?start=0&end=0>
- The Library Lion by Michelle Knudsen - <http://www.viewpure.com/T18NCobS43c?start=0&end=0>
- Storyline Online <https://www.storylineonline.net/> - videos featuring celebrated actors reading children's books alongside illustrations.
- <https://www.literacyshed.com/> - offers a range of free reading materials.
- Dance Mat Typing www.dancemattypingguide.com – Typing training with levels for children

MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- ABC Splash Mathematics activities for K-10 <https://education.abc.net.au/home#!/resources/-/mathematics>
- Mathematics activities for K-10 <https://nrich.maths.org/> with a focus on developing mathematical thinking and problem solving skills
- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> Fun, creative and practical activities to develop everyday Maths skills

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 writing prompts for informative, persuasive & imaginative texts.
- NASA Kids Club: <https://www.nasa.gov/kidsclub/index.html>
- Science for kids has some great experiments you could try at home. <http://www.sciencekids.co.nz/>

HSIE – HISTORY AND GEOGRAPHY

- National Geographic Kids <https://www.natgeokids.com/au/category/kids-club/>

CREATIVE ARTS

- Dance exploration <https://www.gonoodle.com/>
- Drama Activities <https://www.teachstarter.com/au/blog/drama-games-lesson-ideas-activities-for-kids-k-3/>
- Art Hub for Kids has some great directed drawing videos. <https://www.artforkidshub.com/>
- Just Dance has great videos that children can copy and move and groove to. Great opportunity for parents to join in. https://www.youtube.com/channel/UCHljW4BWKLqpojTrS_tX0mg

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- 000 Hero <http://kids.triplezero.gov.au/> for K-2 children. An interactive game that promotes safety messages and how to act in an emergency.
- Cosmic Yoga has great creative yoga videos that are easy for children to follow. <https://www.youtube.com/user/CosmicKidsYoga>



Turramurra North Public School

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

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

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	
2R	Morning am	Afternoon pm	Morning am	Afternoon pm
	685 2058 3071	660 1830 7345	834863	330720
3R	652 0989 0751	632 0941 4232	767684	183052

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 2 August, Tuesday 3 August, Wednesday 4 August, Thursday 5 August and Friday 6 August

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

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

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

Protocols for using Zoom

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

Parents and Carers:

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

Students:

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

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

Teachers / Turramurra North Public School:

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

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

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

Kind regards,

K-6 Teachers
Turramurra North Public School

Michelle Verhagen
Principal

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser

Chrome Edge Firefox Safari

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

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

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

Accessing Zoom using mobile apps

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

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

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

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

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

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

Week 4 Term 3 – Learning from Home

Stage 1 Year 1 and 2

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am
Break	Break	Break	Break	Break	Break
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Break	Break	Break	Break	Break	Break
Afternoon	ZOOM 1:30pm Science	ZOOM 1:30pm Art	ZOOM 1:30pm Library	ZOOM 1:30pm PDHPE	ZOOM 1:30pm Music



Olympics in Tokyo 2021

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

aquatics

archery

athletics

baseball

canoe

cycling



equestrian

football

golf

gymnastics

hockey

Japan

karate

medallist

olympics

rowing

skateboarding

sport



surfing

tennis

Tokyo

torch

triathlon

volleyball

MONDAY - English

Spelling

- Ask a family member to pre-test you with the Week 3 spelling words. If a family member cannot help you, choose words that you find tricky to spell.

Year 1 students should choose **10** words from the spelling list to complete the daily activities.

Year 2 students should choose **12 – 15** words from the spelling list to complete the daily activities.

Year 1 Week 4 Spelling Words		
s ss se ce x(ks) c		
seal kiss mouse juice fox pencil		
Core	Extension	Theme
miss	centre	cauldron
missed	chance	international
missing	circle	medals
cross	city	mascot
skip	fence	wreath
skate	glass	relay
sleep	grass	marathon
sling	horse	olives
scar	nurse	Demon
scarf	sauce	yield
fox	scare	thorough
fix	sister	temperature
cents	skirt	separate
said	sleeve	sincerely
mouse	slippery	soldier
house	slowly	referred
		recommend
		miscellaneous
		mischievous

Year 2 Week 4 Spelling Words		
s ss se ce x(ks) c		
seal kiss mouse juice fox pencil		
Core	Extension	Theme
mass	cancel	cauldron
sky	central	international
just	cereal	medals
sleep	certain	mascot
sister	circular	wreath
horse	course	relay
house	guess	marathon
next	happiness	olives
ice	ice-cream	Demon
nice	juice	yield
place	lesson	thorough
dance	passed	temperature
once	pencil	separate
cent	postal	sincerely
centre	scared	soldier
city	sense	referred
circle	September	recommend
circus	serious	miscellaneous
sometimes	since	mischievous
something	sound	



Must do:

- Practise your spelling words each day.

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

**Look****Say****Cover****Write****Check**

Monday	Tuesday	Wednesday	Thursday	Friday

Can do:**Back to Front**

Write your spelling words forwards and then backwards.

**cat****tac**

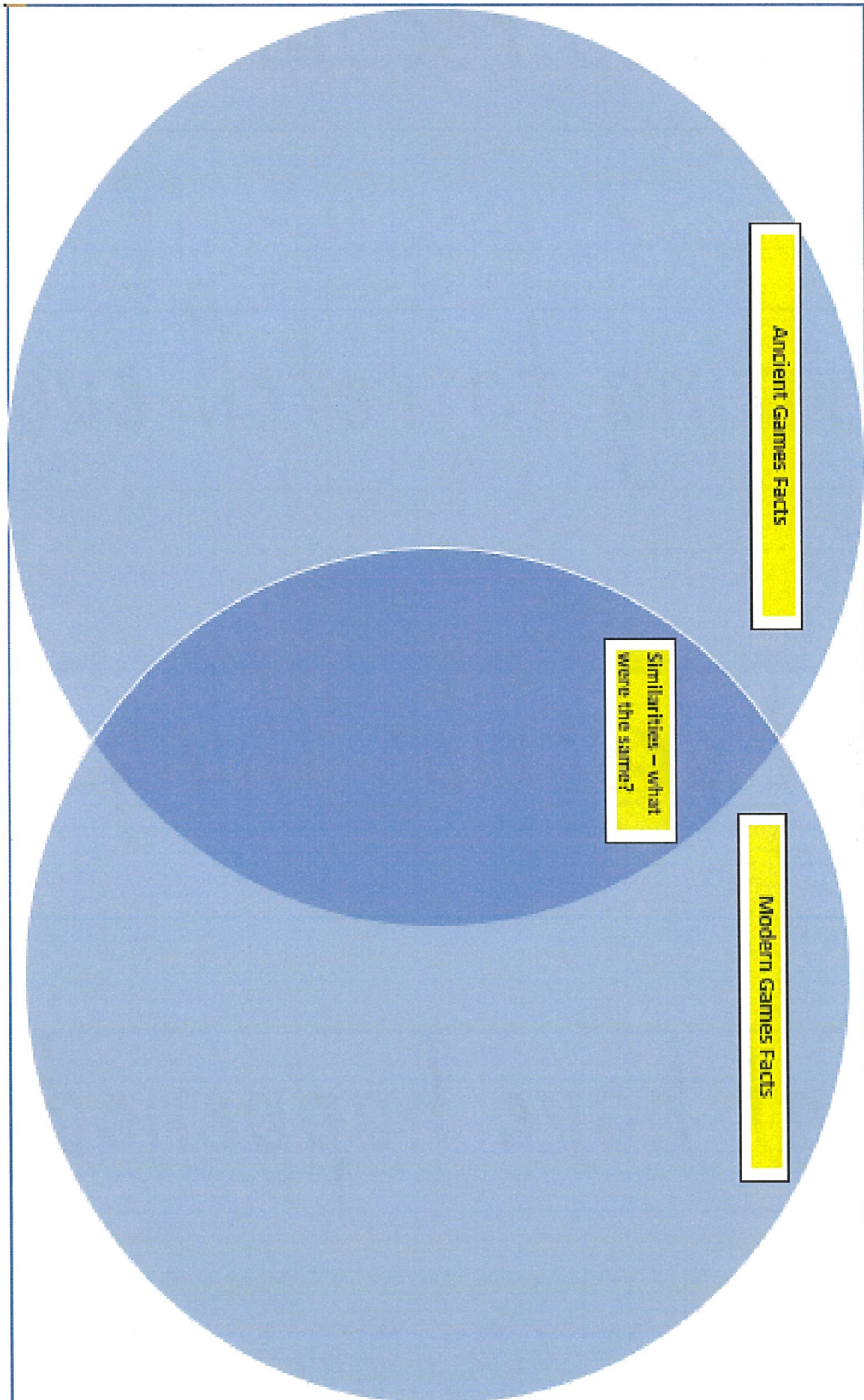
Reading

- Carefully listen to the book on The Olympics.
- Record in the diagram facts about the ancient games and facts about the modern games. In the cross over record what remains the same for both ancient and modern games.



Click on this link or scan the QR code

https://www.youtube.com/watch?v=WBPISN_wI0M



Writing

Handwriting

- Complete the handwriting task by tracing the words and then copying it below.

We use recount

writing to retell events

and describe things

that have happened.

Editing

- Choose ONE of the editing activities below to complete.

You must find the mistakes and then copy the correct version onto the lines below.

Option A is easier.

- Find 2 spelling mistakes
- Add 2 capital letters and 1 full stop

time connectives are words dat help us order events these include words such as firstly, nexed and finally.

Option B is more challenging.

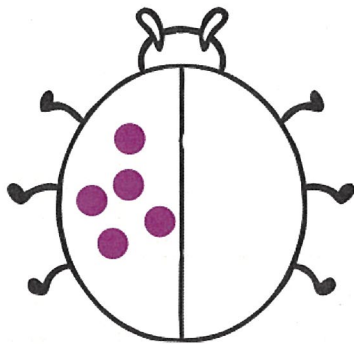
- Find 2 spelling mistakes
- Add 4 capital letters and 2 full stops

time conectives are also called temporal connectives or time conjunctions they can be dedicated, like first, next and last or constructed phrases which actually refer to the specific time period, like in decemba or on 15th january

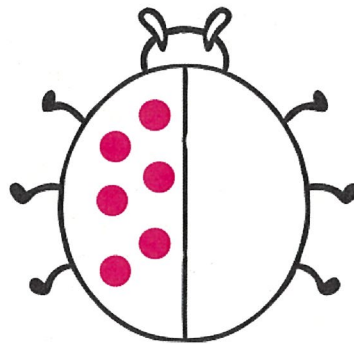
MONDAY - Mathematics

Minute Maths

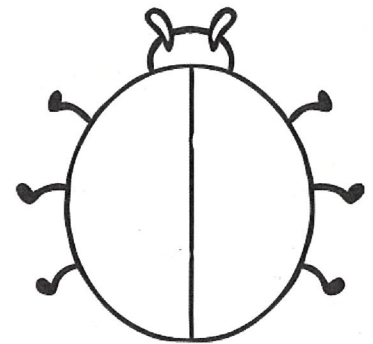
Draw the same number of dots on the blank side of each ladybug to show your knowledge of number doubles. In the blank ladybugs, have a go at making your own!



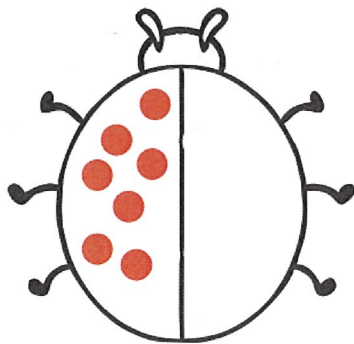
Double 5 is _____



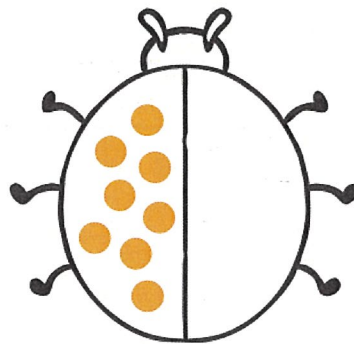
Double 6 is _____



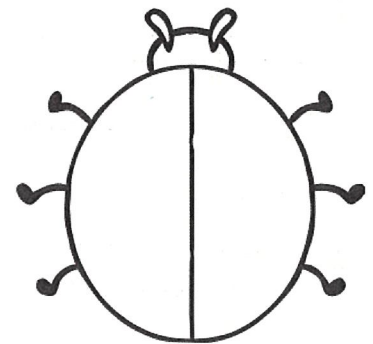
Double is _____



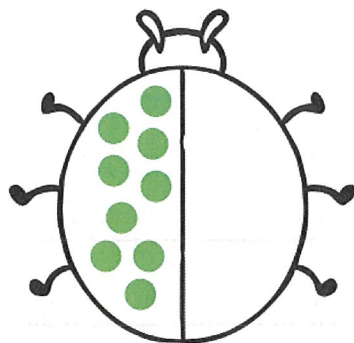
Double 7 is _____



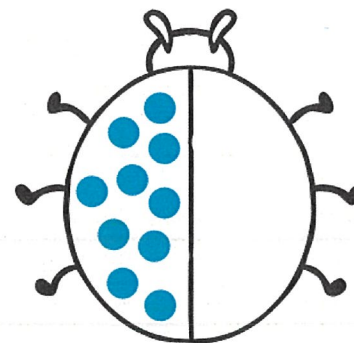
Double 8 is _____



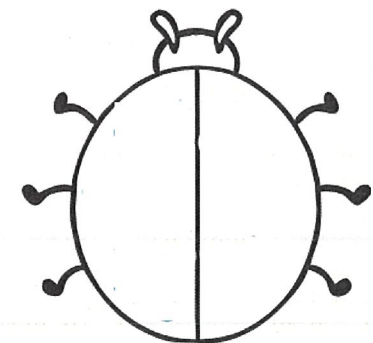
Double is _____



Double 9 is _____



Double 10 is _____



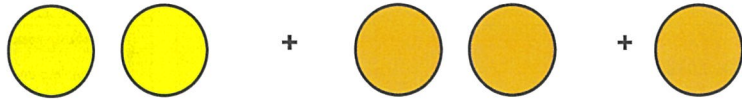
Double is _____

Number and Algebra - Must Do

Knowing our doubles can help us to add numbers that are *nearly* doubles.

Eg: $2 + 3$ is the same as:

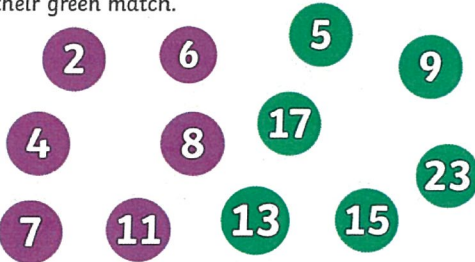
- double 2 plus 1 more
- or $2 + 2 + 1$



Level 1

Doubles Plus One

Double and add one to the purple numbers to find their green match.



Doubles Plus One

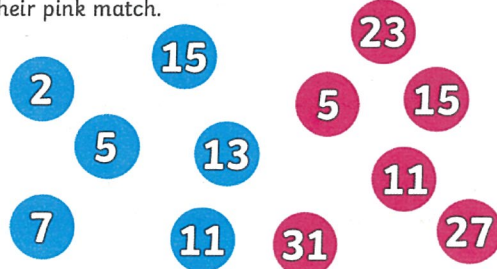
Double these numbers and add one more.

4 → _____	3 → _____
8 → _____	6 → _____
11 → _____	9 → _____

Level 2

Doubles Plus One

Double and add one to the blue numbers to find their pink match.



Doubles Plus One

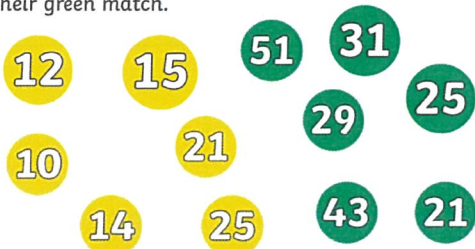
Double these numbers and add one more.

3 → _____	13 → _____
6 → _____	15 → _____
8 → _____	17 → _____
11 → _____	21 → _____

Level 3

Doubles Plus One

Double and add one to the yellow numbers to find their green match.



Doubles Plus One

Double these numbers and add one more.

9 → _____	15 → _____
13 → _____	18 → _____
17 → _____	21 → _____
27 → _____	24 → _____

Number and Algebra - Can Do

Use your knowledge of doubles to solve the word problems.

Level 1

Doubling and Halving

★★

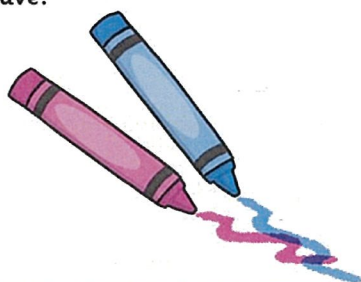
14. In March it rained for 6 days. In April it rained for double that amount. **How much did it rain in April?**



Doubling and Halving

★★

15. Matthew has 14 crayons. This is double the amount Andrew has. **How many crayons does Andrew have?**



Doubling and Halving

★★

16. Granny is making an apple pie. She has 8 apples but needs double this. **How many apples does Granny need?**

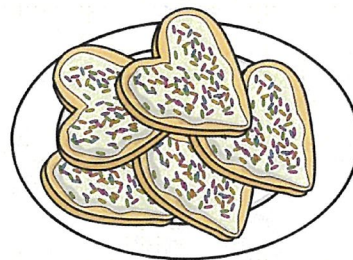


Level 2

Doubling and Halving

★★★

39. In the morning Sarah made 12 biscuits. In the afternoon she made double this. **How many biscuits did she make in the afternoon?**



Doubling and Halving

★★★

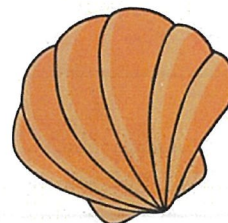
41. In the football match Philip scored 2 goals, Henry scored double this and Joe scored double Henry's score. **What did Joe score?**



Doubling and Halving

★★★

55. There are 30 shells in a box. Half of them are orange. **How many of them are orange?**



MONDAY – Science

What happens when seasons change?

Must Do:

There are four seasons: Summer, Autumn, Winter and Spring.



Brainstorm what you will see or do in the different seasons.

Draw pictures or write words to explain.

Summer

Autumn

Winter

Spring

Read the information about the seasons below

Introduction

When seasons change, everything changes around you. Landscapes, animals and plants change.

Changes in seasons happen as temperatures rise and fall across the year.

Summer

Spring

Autumn

Winter

Aboriginal seasons

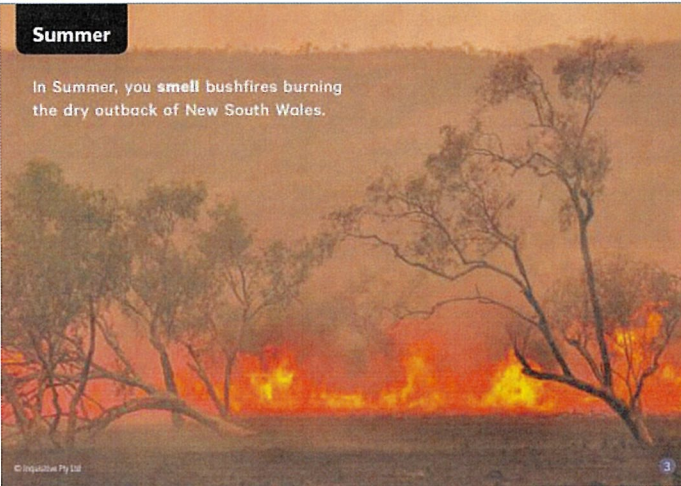
Aboriginal peoples use their senses to name their own seasons.

For example, the Gariwed people call early summer the season of butterflies or *Ballambar*.



Summer

In Summer, you **smell** bushfires burning the dry outback of New South Wales.



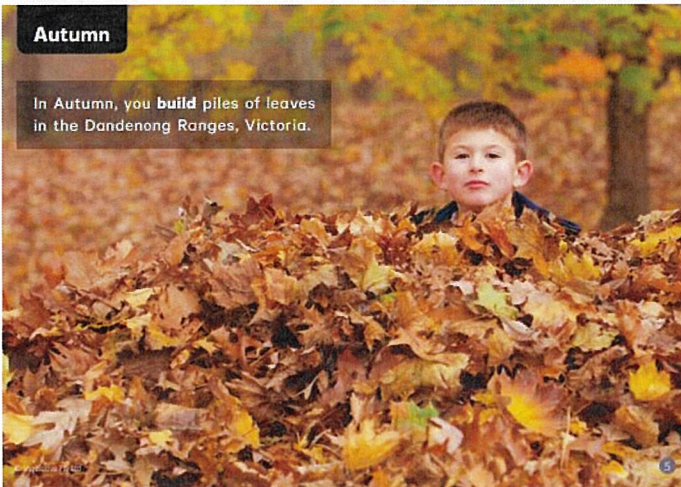
Summer

In Summer, you **taste** the berries in season from Tasmania.



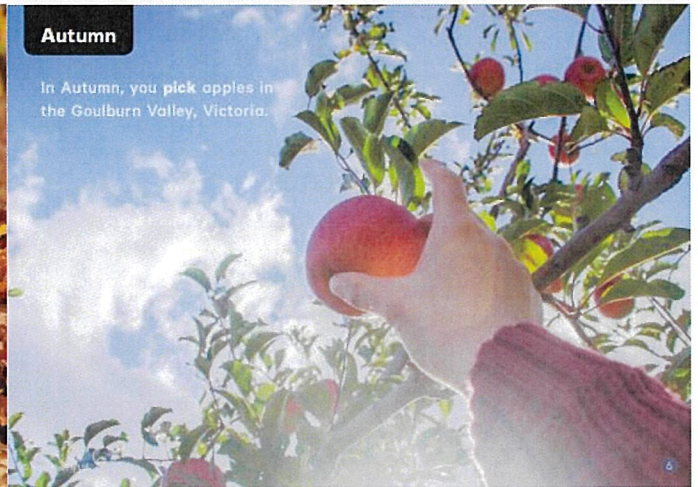
Autumn

In Autumn, you **build** piles of leaves in the Dandenong Ranges, Victoria.



Autumn

In Autumn, you **pick** apples in the Goulburn Valley, Victoria.



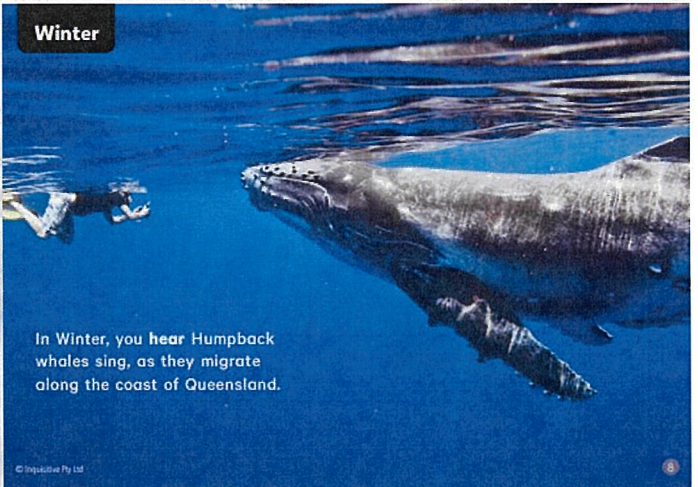
Winter

In Winter, you **see** kangaroos moving through snow in the Victorian high country.



Winter

In Winter, you **hear** Humpback whales sing, as they migrate along the coast of Queensland.



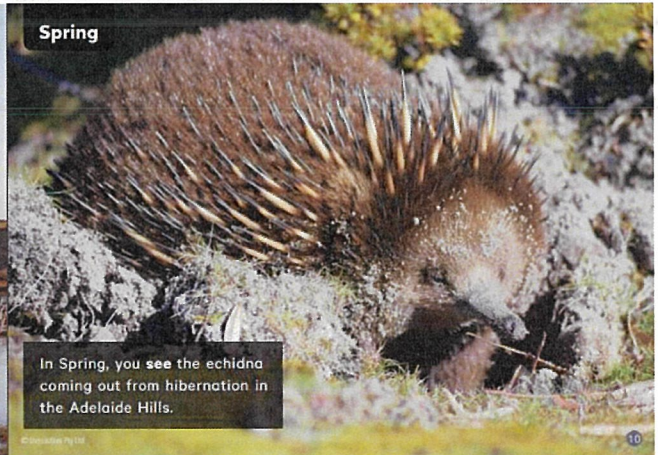
Spring

In Spring, you **see** billabongs appear in the Kimberley, Western Australia.



Spring

In Spring, you **see** the echidna coming out from hibernation in the Adelaide Hills.



As we can see in the pictures above there are lots of changes when the seasons change.

Some plants give fruit in the Summer and some in the Autumn.

Humans must change the clothes they wear when the seasons change.

Animals behave differently too. Read some more information about how animals change their behaviour when the seasons change.

Animals move when seasons change to find food and breed.

This is **migration**.

Here is a big flock of nesting birds called **godwits**.



Some animals save energy in winter. Their bodies and brains slow down. It is like sleep.

This is **hibernation**.

Here is a **dormouse** curled up saving energy.



Why do living things like humans, plants and animals change when the seasons change?

Give some examples to help explain your thoughts.

Can Do: Watch the video of the story 'Ernie Dances to the Didgeridoo' by Alison Lester.

<https://www.youtube.com/embed/PbEjwdXrc98>



As you are listening to the story of Ernie Dances to the Didgeridoo, have a think about the different seasons that are in the story.

Write down some of the things you notice about each season in the table below. Think about:

What is the weather like?

What are the story characters wearing?

What animals or plants do you notice?

What activities are the characters doing in the story?

See if you can think about what months of the year these seasons are happening in.

Arnhem Land Season	What do you notice?	What month of the year do you think this season happens in?
Kudjewk (monsoon season)		
Bangkerreng (harvest time)		
Yekke (cool weather)		
Wurrkeng (early dry season)		
Kurrung (hot dry season)		
Kurnumeleng (pre-monsoon season)		

TUESDAY - English

Spelling

Must do:

- Using the table in Monday's spelling, practise your spelling words.

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



Look



Say



Cover



Write



Check

- Read the sentence below. Can you find the common sound?
Underline, circle or highlight the letter / letters that make the common sound.

Miss Jane was skipping down the road to the circus with happiness shown on her face.



- The letters **s**, **ss**, **c** and **x(ks)** can all represent the same sound. Using the table below, brainstorm as many words that you can think of.

You may use the spelling lists to help you.

s	skip,
ss	miss,
c	ice,
x (ks)	fix,

Can Do:

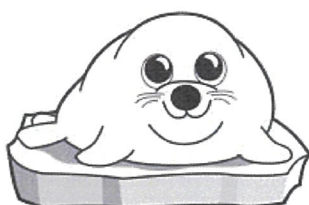
- The letters **se** and **ce** can also represent the same sound. There are also some exception words that make the weekly sound – one of these words is in the **bold sentence above**. Using the table below, brainstorm as many words that you can think of.

se	mouse,
ce	chance,

Colour the part only if you hear **s ss se ce x(ks) c** in the word.

Colour parts with –

- s** – red,
- ss** – yellow,
- se** – green,
- ce** – purple,
- x(ks)** – orange,
- c** – pink.



rang	fizz	sky	fish	ring	buzz
write	right	once	city	rung	shop
dance	extra	next	house	horse	sister
cent	miss	just			

Reading

- Use the words in the boxes to create sentences. Add in adjectives to make your sentences descriptive.

ADJECTIVES

An adjective describes a noun.



Can you use **two adjectives**, separated by a comma, to describe each **noun** in the sentence?

For example: The **soft, white** **bunny** hopped along the **long, grassy** **path**.

Here's an example of how your sentences should look:

The	small, hungry	mouse	ate the	smelly, yellow	cheese.
------------	----------------------	--------------	----------------	-----------------------	----------------

Must do:

1.	Three	boys played a	joke.
2.	A	girl made a	sandcastle.

Now it's your turn!

1.	<div></div>	<div></div>	<div></div>
2.	<div></div>	<div></div>	<div></div>

Can do:

3.	My	teacher gave me a	sticker.
4.	The	rainbow is in the	sky.
5.	The	pancake cooked in the	pan.
6.	Five	ducklings followed their	mother.
7.	The	giraffe is eating	leaves from the trees.

3.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>	<input type="text"/>

Writing

Adding detail using describing words

For this lesson, you will need to know what a noun and an adjective are.

A **noun** is a naming word for a person, place or thing



An **adjective** is a word that describes a noun



Must do:

Have a look at the picture below

- Some of the **nouns** in the picture (**person, place or thing**) have been listed below.
- Can you add an **adjective** (**describing word**) to the noun? (The first one has been done for you).



• **blue** **sky**

• _____ girl

• _____ water

• _____ mountains

• _____ kayak

• _____

• _____

Look at the picture below

- What can you see?
- Write what you can see below using an adjective with a noun. Underline the adjective.



- hazy sky
- _____
- _____
- _____
- _____
- _____
- _____

Choose one of the pictures above and using your nouns and adjectives, write a description of your picture.

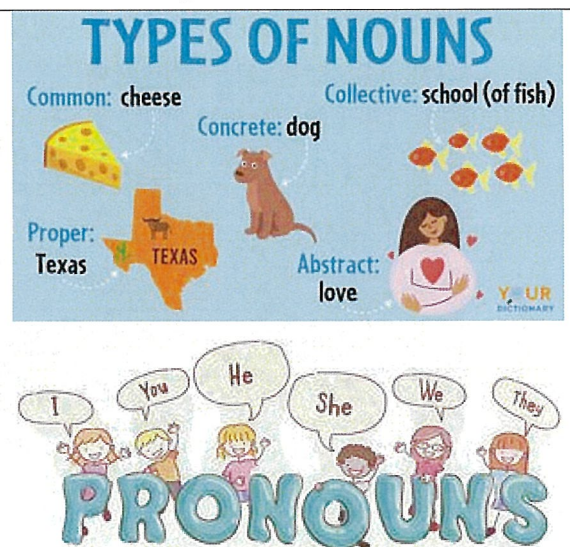
For example: In my picture, I can see a strong girl looking up at a clear sky. I can see...

In my picture, I can see _____

Can do:

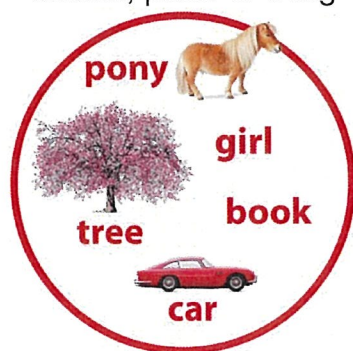
There are different types of nouns including:

Noun Type	Examples
common noun	<i>a person, animal, place or thing</i> girl, city
pronoun	<i>a word that takes the place of a noun</i> I, me, he, she
proper noun	<i>a special name of a person or place</i> <u>M</u>ary, <u>S</u>ydney
concrete noun	<i>can be a common or proper noun</i> tree, Miss Fagan
abstract noun	<i>something you cannot touch</i> happiness, surprise



Complete the activity below on concrete and abstract nouns

Concrete nouns are words to name a person, animal, place or thing



Abstract nouns are words to name our thoughts and feelings



Decide whether each of the following nouns is abstract or concrete. Write the noun in a sentence.

fun	abstract / concrete	
tree	abstract / concrete	
dream	abstract / concrete	
school	abstract / concrete	
love	abstract / concrete	
lunchbox	abstract / concrete	
dog	abstract / concrete	
playground	abstract / concrete	

TUESDAY - Mathematics

Minute Maths

Can you show how to split the top number into 2 parts?

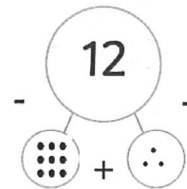
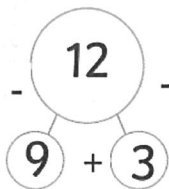
For example:

$$9 + 3 = 12$$

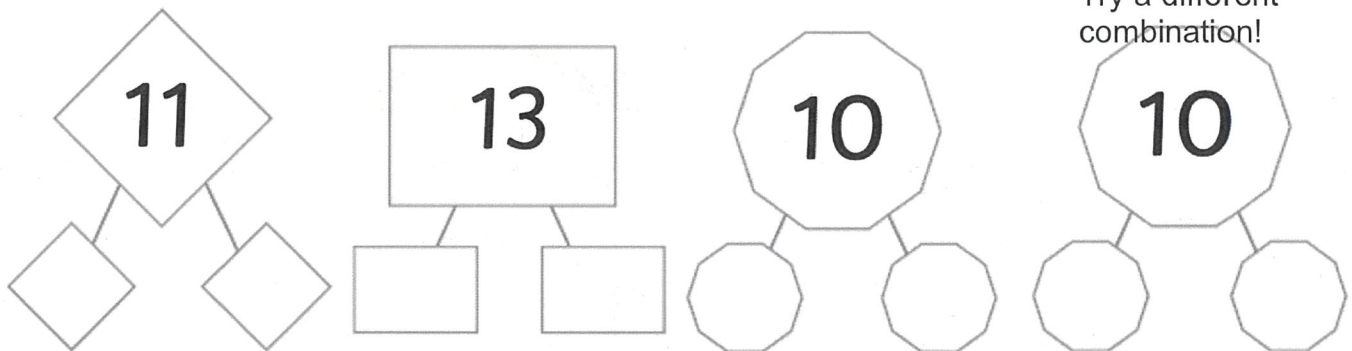
$$3 + 9 = 12$$

$$12 - 9 = 3$$

$$12 - 3 = 9$$

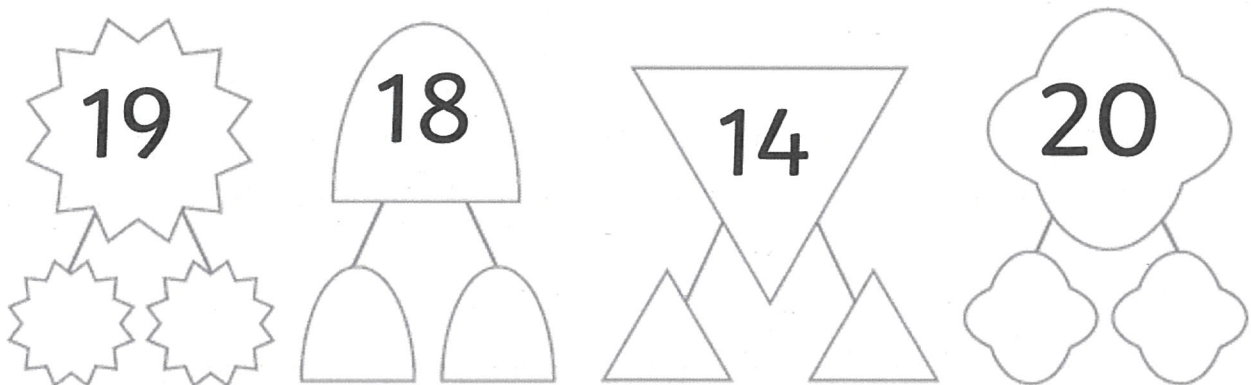


Level 1:

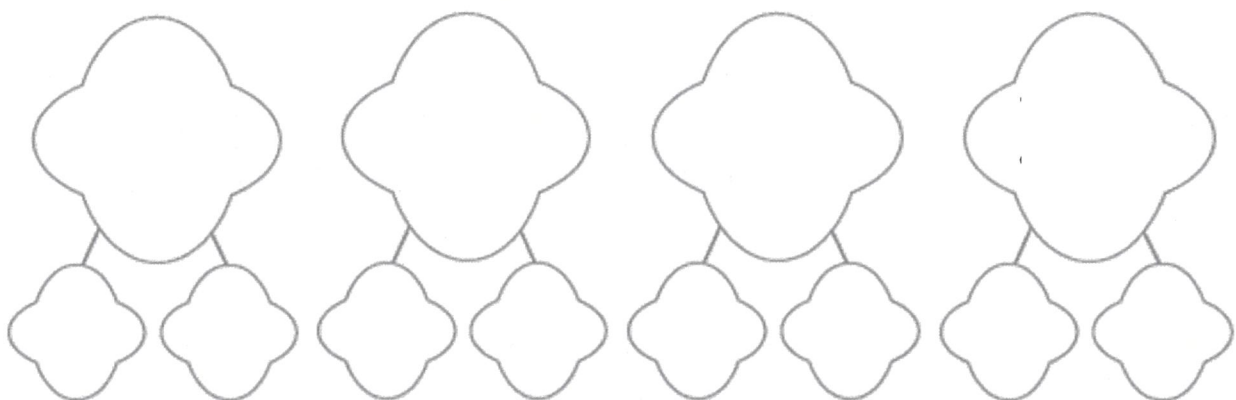


Try a different combination!

Level 2:



Level 3: Pick any 2 or 3 digit number you like! I suggest: 44, 89, 150 or 780.

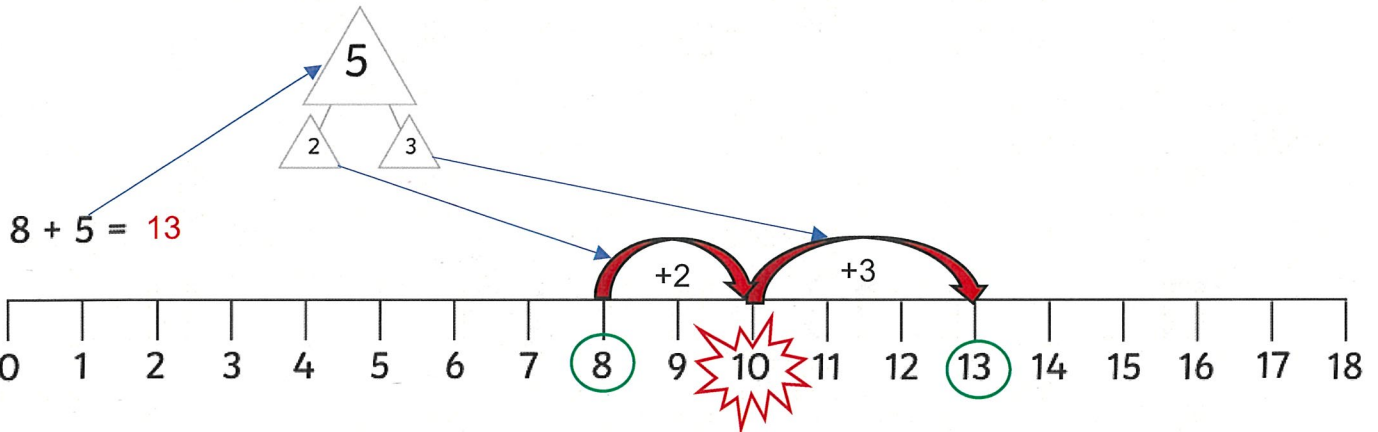


Number and Algebra - Must Do

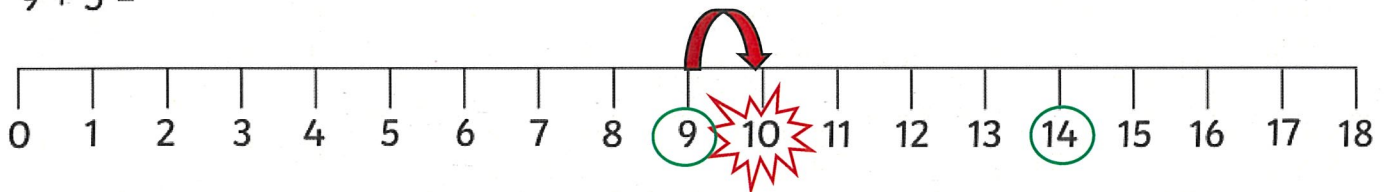
Watch these videos about using the bridging strategy to add numbers together easily.



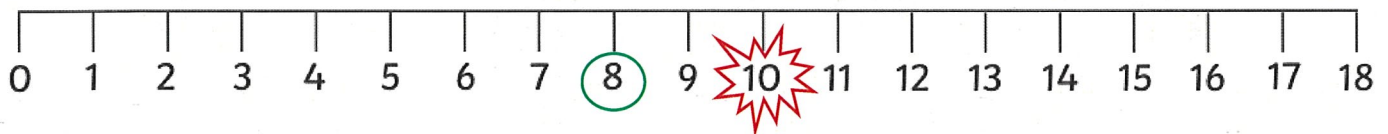
Use the number lines to solve these problems. Don't forget to bridge to 10 or 20 first!



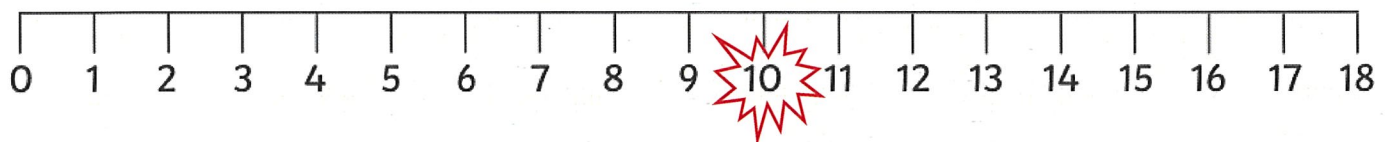
$$9 + 5 =$$



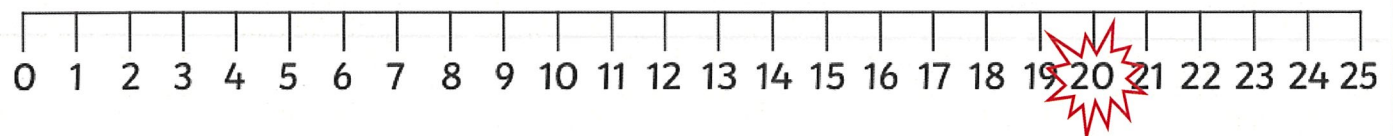
$$8 + 6 =$$



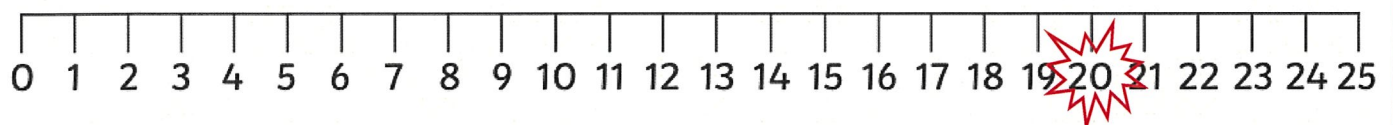
$$9 + 6 =$$



$$15 + 7 =$$



$$16 + 7 =$$



Level 2:

Here's What to Do

Example:

$$80 + 30 = ?$$

```

      30
     /  \
    20    10
  
```

Use your number bond knowledge to get from 80 to 100.
Then add on the rest.

$$80 + 20 = 100$$

$$100 + 10 = 110$$

Here's What to Do

Example:

$$90 + 30 = ?$$

```

      30
     /  \
    10    20
  
```

Use your number bond knowledge to get from 90 to 100.
Then add on the rest.

$$90 + 10 = 100$$

$$100 + 20 = 120$$

Example:

$$70 + 50 = \boxed{}$$

```

      50
     /  \
    30    20
  
```

$$70 + 30 = 100$$

$$100 + 20 = 120$$



1. $90 + 50 = \boxed{}$

```

      50
     /  \
    30    20
  
```

_____ + _____ = _____

_____ + _____ = _____

2. $40 + 80 = \boxed{}$

```

      80
     /  \
    30    50
  
```

_____ + _____ = _____

_____ + _____ = _____

3. $60 + 70 = \boxed{}$

```

      70
     /  \
    30    40
  
```

_____ + _____ = _____

_____ + _____ = _____

4. $50 + 60 = \boxed{}$

```

      60
     /  \
    30    30
  
```

_____ + _____ = _____

_____ + _____ = _____

5. $30 + 80 = \boxed{}$

```

      80
     /  \
    30    50
  
```

_____ + _____ = _____

_____ + _____ = _____

Challenge

$$83 + 20 = \boxed{}$$

```

      20
     /  \
    10    10
  
```

_____ + _____ = _____

_____ + _____ = _____

Number and Algebra - Can Do

Race to 100

For this game you will need a partner. You can wait until an adult or partner at home is free to play this game with you.

Materials:

- Hundreds chart
- 1 difference coloured pencil per player
- Dice (Use 1 dice for 'easy' level and 2 for the 'hard' level). If you don't have a dice at home, you can use a random number generator from this QR code.



Directions:

1. The first player rolls the dice.
2. Player 1 colours in the number of squares in order that they rolled.
3. Player 2 rolls.
4. Player 2 continues colouring after the end of Player 1's numbers.
5. The first person to colour in 100 wins.
6. You could also make this a 'race to zero' by starting at 100 and subtracting!



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

TUESDAY – Art

Create your own Starry Night

Vincent Van Gogh is a very famous artist. He was Dutch and died over 100 years ago. He painted in a very different way to everybody else at the time. He lived in Holland, England and France and sadly died at a young age. He only sold one painting during his lifetime but his paintings now sell for many, many millions of dollars.

Below is a link if you would like to find out more about Vincent Van Gogh.

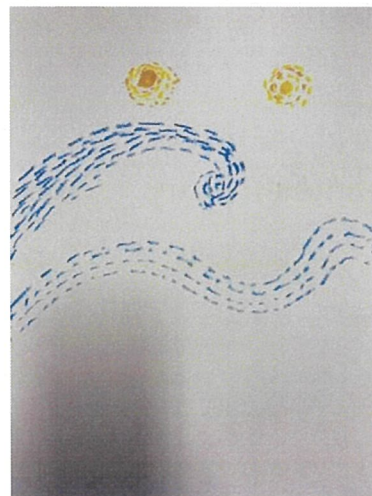
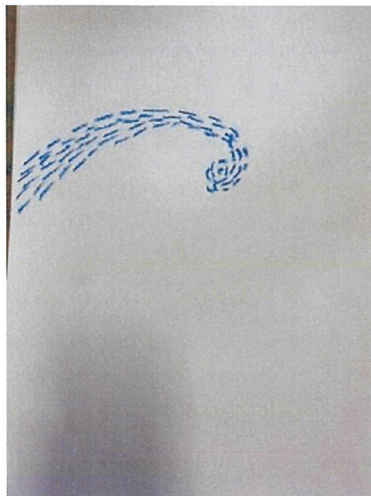
<https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh>

Vincent Van Gogh painted many artworks about the sky and stars, here are some examples of his work.



Can you see the movement in his night sky? See how he paints the swirling colours using small brush strokes. Create your own starry night sky painting by using what you have at home, paint/textas/oil pastels or coloured pencils.

I have started some examples below using oil pastels and building up colour. You can begin your artwork by using short lines to create the idea of movement in the sky.



Now complete your own artwork, filling the page, making sure you create movement and stars.

Mrs Plasto

WEDNESDAY - English

Spelling

Must do:

- Using the table in Monday's spelling, practise your spelling words.

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



Look



Say



Cover



Write



Check

Write the letters that are in the baskets to finish the words.
Finish the sentences with these words.



mi____
cro____

I can draw a _____.



hou____
mou____

A _____ is under the desk.



____ents
mi____e

It costs ten _____.

Write the letters that are in the baskets to finish the words.
Write a word to match the clue.



fi____
fo____

This is an animal. _____



____ate
____ip

I jump with a rope. _____



____arf
____ar

It keeps you warm. _____



____eep
____ing

You do this at night. _____



Can do:

Finish each sentence by adding **ed** or **ing** to the word in the brackets.

Sally, the clown, loves _____ (dance)

The juggler _____ rings around his neck. (place)

A crazy clown was _____ a cake upside down. (ice)

The acrobats _____ around the ring. (race)

Trapeze artists were _____ way up high. (swing)

One clown was _____ in the safety nets. (sleep)

Write these words in alphabetical order. The alphabet is here to help you.

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

sometimes city fuss house place dance

1st _____ 2nd _____ 3rd _____

4th _____ 5th _____ 6th _____

Colour the first words **red** and the second words **green** to show the two words that have joined to make these compound words. Go to Helpful Hint 14

sometimes sleepwalk iceblock horseshoe centrepiece crossroad
something houseboat skylight somehow somewhere surfboard

Reading

Today you listen to the story "The Very Blue Thingamajig."

Click on the following link or scan the QR code to hear the story.

https://www.youtube.com/watch?v=4boq_FWZTpE



Complete the following activities

Level 1

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	--------	---------	-----------	----------	--------	----------	--------

Can you match the days of the week to the different features on the Very Blue Thingamajig?


Days of the Week Sequencing

Noun, Verb and Adjective Sort

Write the words from the box below into the current column.

blue	creak	scoffed	Wednesday
horns	muttered	pink	hard
Monday	twisty	tail	snorted
skinny	waxy	hairs	snapped

Nouns Naming Words	Verbs Action Words	Adjectives Describing Words



NOUN VERB ADJECTIVE

The Very Blue Thingamajig Text to Self Connection

I can make a text to self connection.

Write or draw about a time when you felt the same way as the very blue thingamajig.



In the beginning, the very blue thingamajig felt lonely. Have you ever felt like this?

At the end of the story, the very blue thingamajig makes a new friend! Has this ever happened to you?

Can you think of any other ways you felt the same as the very blue thingamajig?

Writing

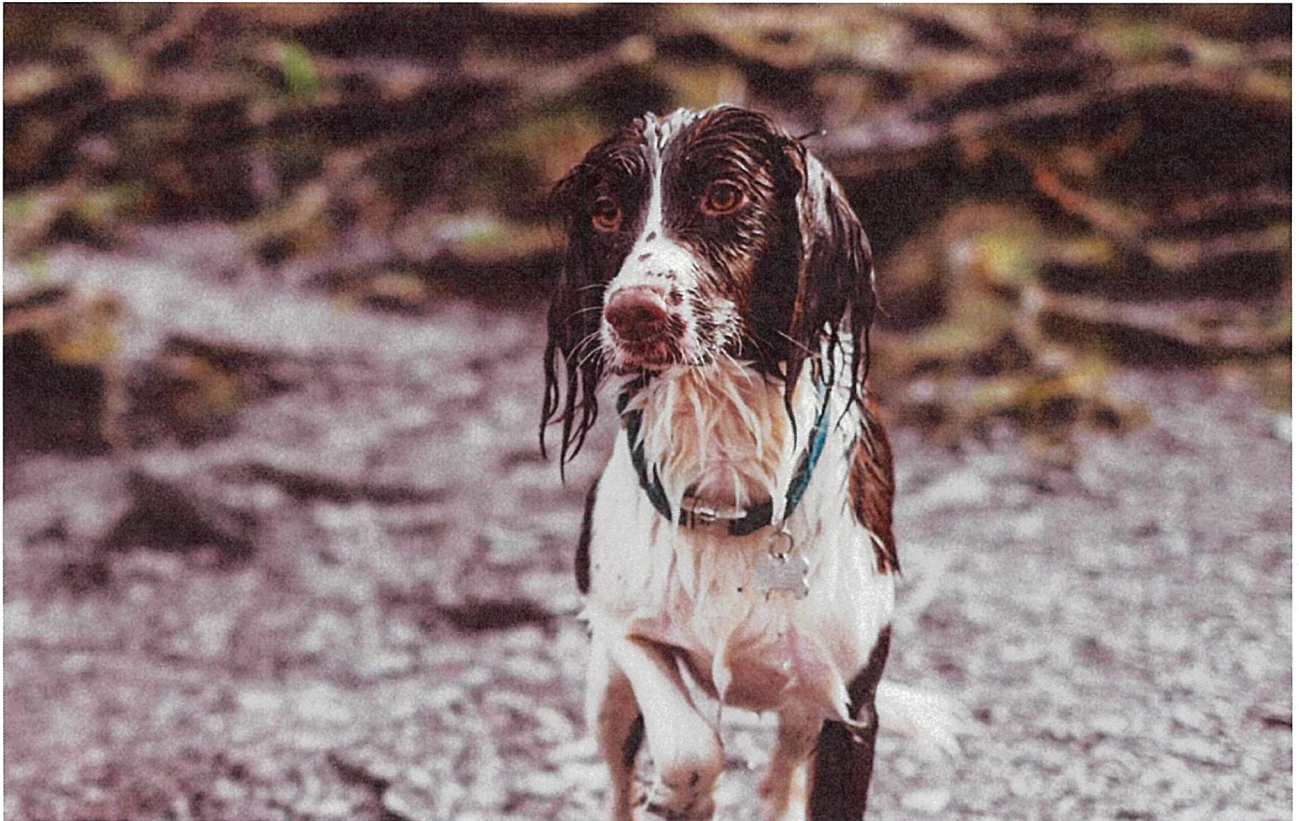
Adding detail using describing words

Yesterday we looked at Nouns and Adjectives.

It is important to add adjectives to our writing so that whoever reads our stories and recounts can picture in their mind what you are describing.

Must do

Below is a recount written about when I took my dog for a walk in the bush. It is not very interesting as there are not many adjectives.



My bush walk

Last Sunday, I went on a bush walk with my dog. It was the bush near my house.

Firstly, we went down a hill.

Then we came to a river.

Finally, my dog jumped into the river. He made a splash.

When we got home I had to give my dog a bath.

Your job is to add adjectives to the recount to make it more interesting.

Add some adjectives to the spaces.

Title

My _____ bush walk.

Orientation

Last Sunday, I went on a _____ bush walk with my dog. It was the bush near my _____ house.

Firstly,

Firstly, we went down a _____ hill.

Then

Then we came to a _____ river. It was very _____. My dog was very _____ to see the river.

Finally,

Finally, my dog jumped into the river. He made a _____ splash. My dog was very _____.

Concluding sentence

When we got home, I had to give my dog a _____ bath. My dog was _____.

Draw a picture to match your recount

Can do:

Can you add more detail to this recount written by my cat who went to space?
Think about adding lots of adjectives to make it interesting.



My space adventure.

Yesterday I went to space in a rocket ship.

Firstly, I made the rocket ship out of my old food containers and my cat bed. It was powered by my kitty litter.

Then I landed on the moon.

Finally, I decided to come home because I was hungry for dinner.

When I got home, my owner fed me tuna. My owner has no idea about my adventure to space.

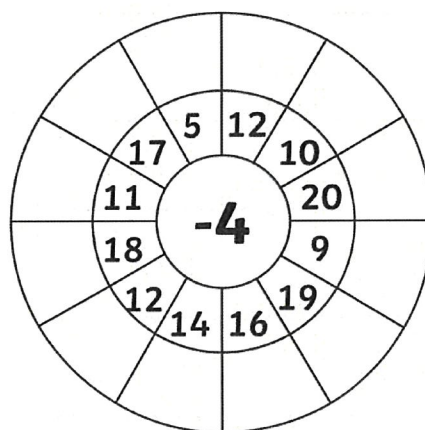
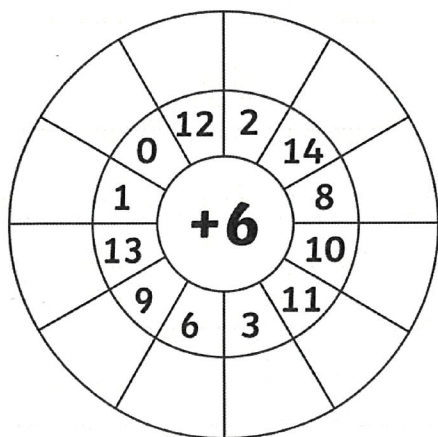
Draw a picture to match your recount

WEDNESDAY - Mathematics

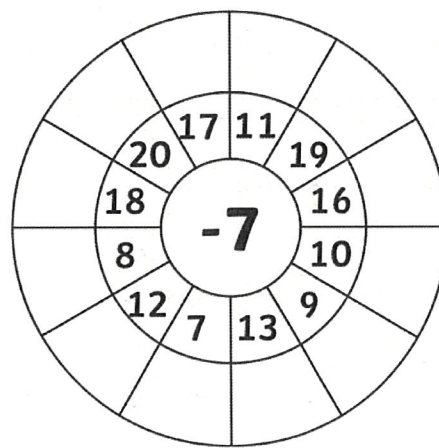
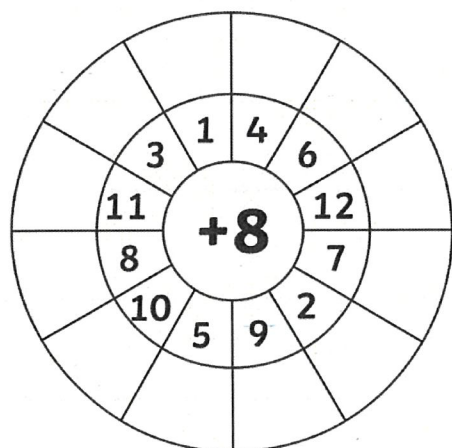
Minute Maths

Choose a level and complete these addition and subtraction wheels. Add or subtract each number around the outside with the number in the middle.

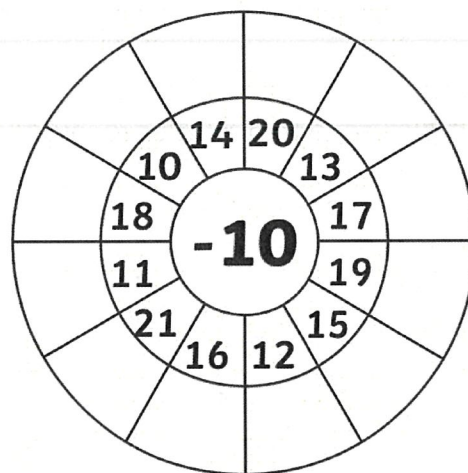
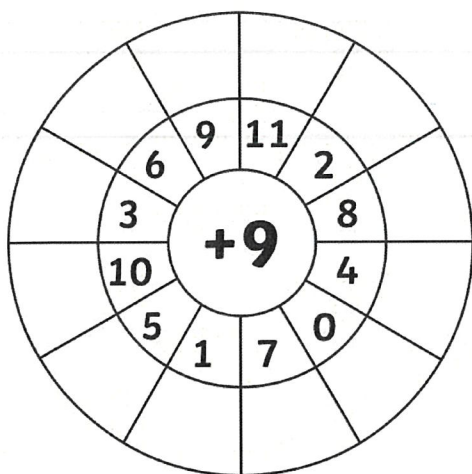
Level 1:



Level 2:



Level 3:

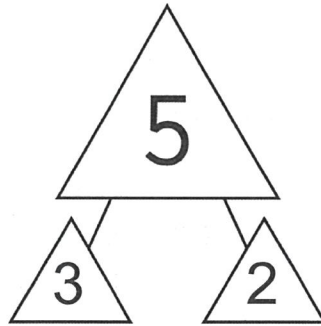


Number and Algebra - Must Do

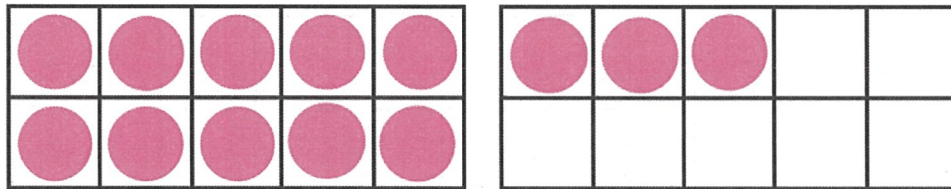
Yesterday we learnt about bridging to 10 to solve addition problems easily. We can do this to subtraction questions too.

If I want to solve $13 - 5$, follow the pictures to see how I do it.

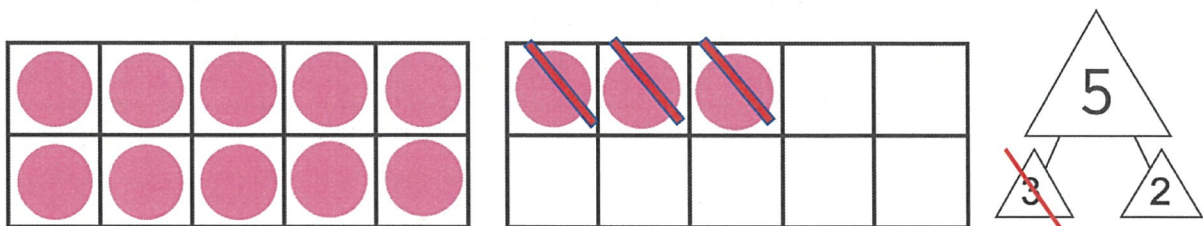
First I need to split my 5 into 2 parts to make it easier to use. I chose 3 and 2 because 3 will help me reach 10 if I start from 13.



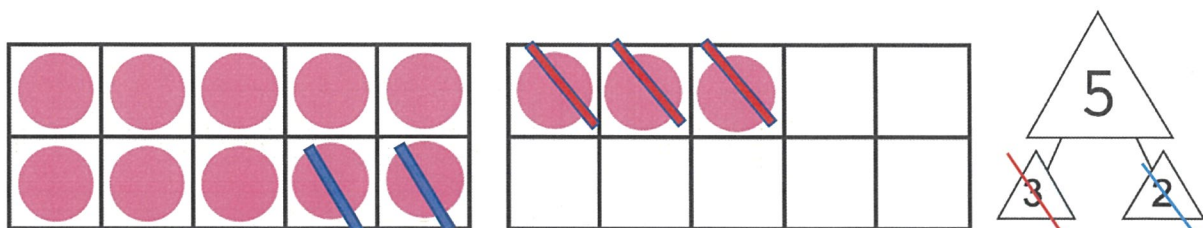
Then, I need to show 13 on my tens frames.



Then I need to subtract part of my 5 and stop when I get to 10. Here I have subtracted the 3.



Then I subtract the 2 and you're left with the answer... 8!

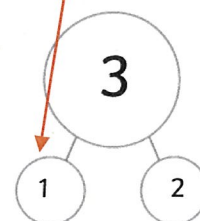
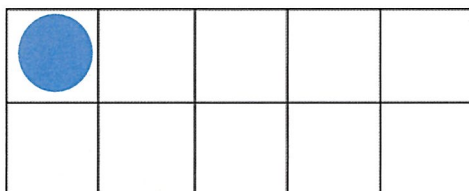
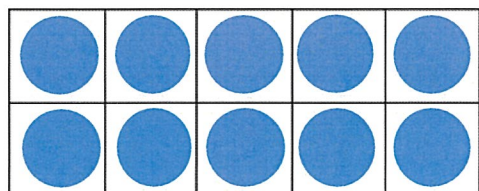


Solve these problems using the tens frames and try to bridge to 10 first. Cross off both parts of your subtracting number one at a time (but try to pick the number that will reach 10 first!).

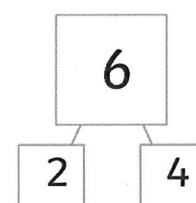
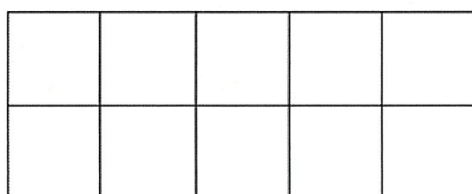
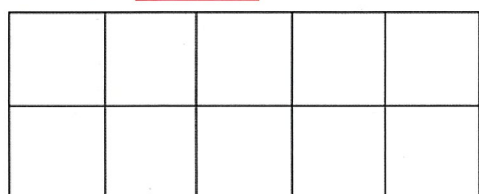
Cross each part off in a different colour to show which number you picked first.

Level 1:

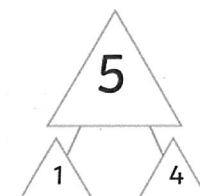
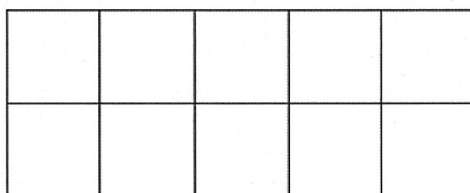
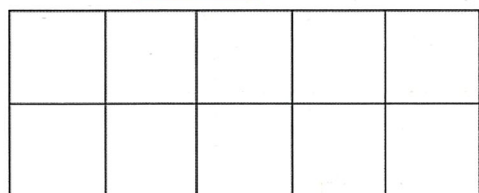
$11 - 3 = \underline{\quad}$



$12 - 6 = \underline{\quad}$

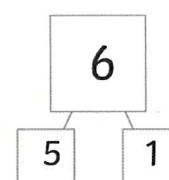
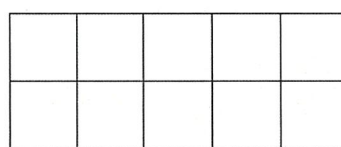
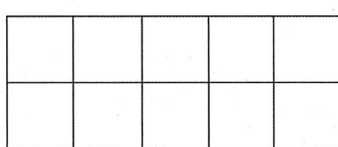
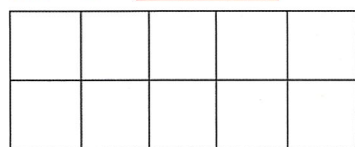


$14 - 5 = \underline{\quad}$

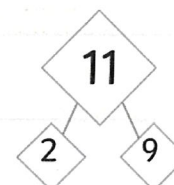
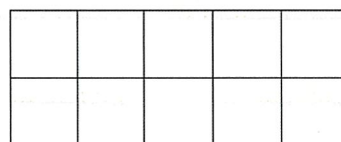
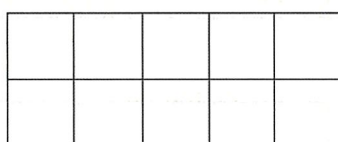
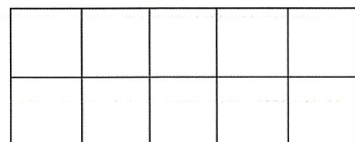


Level 2:

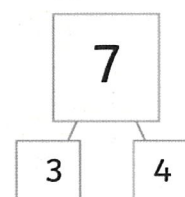
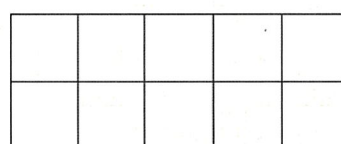
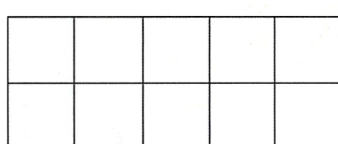
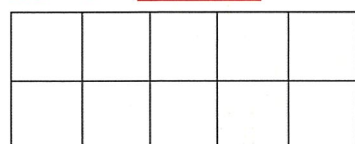
$25 - 6 = \underline{\quad}$



$29 - 11 = \underline{\quad}$



$23 - 7 = \underline{\quad}$



Number and Algebra - Can Do

Last week we learned about **number fact families**. Follow the instructions to play this game with a partner (or simply play by yourself and time how long it takes you to complete all the questions!)

Fishing for Fact Families

Start

$6 + 6 = 12$

Cover any answer.

$15 + 3 = 18$

$11 - 8 = 3$

$16 - 6 = 10$

Miss a turn.

$17 + 3 = 20$

$15 - 2 = 13$

Move forward 2 spaces.

$8 + 4 = 12$

$15 + 2 = 17$

Move back 3 spaces.

$9 - 4 = 5$

Have an extra turn.

$6 + 4 = 10$

$1 + 4 = 5$

$13 - 3 = 10$

Move back 3 spaces.

$19 + 1 = 20$

$11 + 4 = 15$

$10 - 2 = 8$

Move forward 2 spaces.

$20 - 6 = 14$

$2 + 3 = 5$

Cover any answer.

$20 - 6 = 14$

How to Play

1. You will need dice, counters or whiteboard markers.
2. Roll the dice and move the correct number of spaces.
3. Read the calculation on the square you land on or follow the instructions. Find the matching fact family on one of the fish.
4. Cover the matching fact family with one of your counters or cross it out with your whiteboard marker.
5. If the answer has already been covered, miss a turn.
6. The winner is the player who covers the most answers.

$20 - 3 = 17$

$4 + 4 = 8$

$10 + 3 = 13$

$5 + 4 = 9$

$3 + 3 = 6$

$12 - 6 = 6$

$8 + 2 = 10$

$15 = 4 + 11$

$6 = 3 + 3$

$10 + 5 = 15$

$7 + 3 = 10$

$12 + 2 = 14$

$8 = 4 + 4$

Cover any answer.

$2 + 3 = 5$

$20 - 6 = 14$

$20 - 3 = 17$

$4 + 4 = 8$

$10 + 3 = 13$

$5 + 4 = 9$

$3 + 3 = 6$

$12 - 6 = 6$

$8 + 2 = 10$

$15 = 4 + 11$

$6 = 3 + 3$

$10 + 5 = 15$

$7 + 3 = 10$

$12 + 2 = 14$

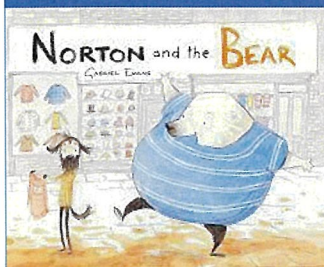
$8 = 4 + 4$

Cover any answer.

$2 + 3 = 5$

$20 - 6 = 14$

WEDNESDAY – Library



Click on the link below or scan the QR code to be taken to Story Box Library

<https://storyboxlibrary.com.au/>



Log in (the top right corner) using the user name & password provided in the SZapp.

Click on My Playlists in the top right corner, then Library.

Click on 'Norton and the Bear' by Gabriel Evans to listen to the story.

This is a Shortlisted book for the Picture Book of the Year for Book Week this year.

I am unique because,

I can _____

I am _____

I don't _____

I like _____

Draw a picture which shows one of the ways you are unique.

THURSDAY - English

Spelling

Must do:

- Using the table in Monday's spelling, practise your spelling words.

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



Look



Say



Cover



Write



Check

Can do:

Letter Search

Use magazines or newspaper to cut out the letters you need to spell your spelling words. Stick them into your book.



Spelling Task Cards

© teachstarter

Reading

Correct the punctuation. Choose level 1 or level 2.

Level 1:

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks, where they are needed.

1. my brother's dog is called tess

2. on sunday she went to the park

3. australia day is on january 26th

4. toby and mark are going to perth in march

5. martha took her children to the zoo yesterday

6. when i go to the shop i get some chips

7. sameera and i are going to town on friday

8. did you sell lollies at the fair

9. my mum has a cat he is called tom

10. have you got a dress for the prom

Level 2:

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks, where they are needed.

1. one warm sunny day jessica and lilly went to the zoo when they arrived they visted the monkeys

2. i like the zoo said jessica lilly looked up and saw a monkey had stolen her lunchbox

3. do we have any money to buy more food asked jessica

4. lilly replied no now we dont have anything for lunch

5. don't worry girls a voice called from behind them it was the zookeeper who was holding their lunchbox with a big smile on his face

Writing

Adding detail using Emotive Words and Personal Comments

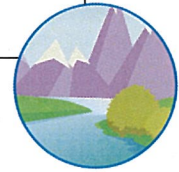
Watch the video 'Sesame Street A Song About Emotions'

www.youtube.com/embed/y28GH2GoIyc



Last week we identified emotive words in a recount:

Did you find all the **personal pronouns**, **past tense action verbs**, **emotive words**, **descriptive words** and **time connectives**?



Last winter, my family and **I** **camped** up in the mountains.

First, **we** **built** a **large** camp site. It was **fun** but **exhausting**!

After that, **we** all **helped** to collect firewood. **I** **found** three logs that were **the perfect size and shape** for our camp fire.

Finally, **we** **roasted** marshmallows over the **roaring** fire. **I** was so **warm** and **happy**. **We** **sat** around the camp fire for hours.

I loved our camping holiday in the mountains.

Underline or highlight any emotive words in the recount 'My Wonderful Weekend'

Personal Recount- My Wonderful Weekend

On the weekend, my cousins came to stay from out of town. Their names are Jeremy and Georgia. I love spending time with them.

Firstly, we went to the huge playground at the park near our house. Jeremy, Georgia and I pretended that we were fierce pirates. We felt so brave, bold and adventurous!

After that, we had a picnic lunch on the grass under the trees. We ate some delicious sandwiches, fruit and cake. Jeremy loved the chocolate cake so much that he ate three pieces!

Next, we all went to the cinema. My cousins and I felt overjoyed and very excited about going to see a movie. It was scary and funny with a happy ending.

I loved spending the weekend with Jeremy and Georgia. I feel so lucky to have such wonderful cousins. I hope they can come and stay at my house again very soon.

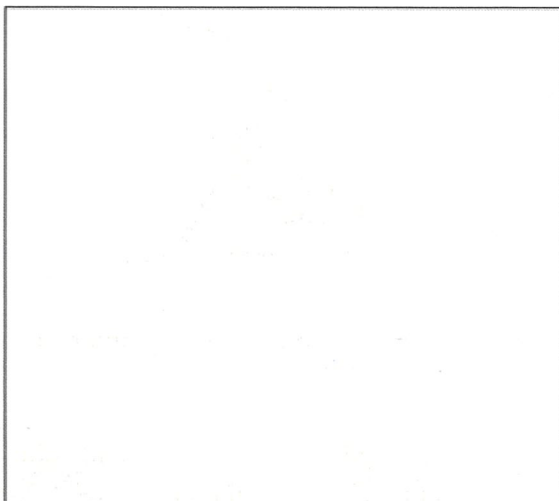
In the boxes below, draw four things that you did on the weekend. Write a sentence underneath that uses emotive words to explain what you were doing.

Try and include some exciting or fun things as well as some things that weren't very enjoyable.

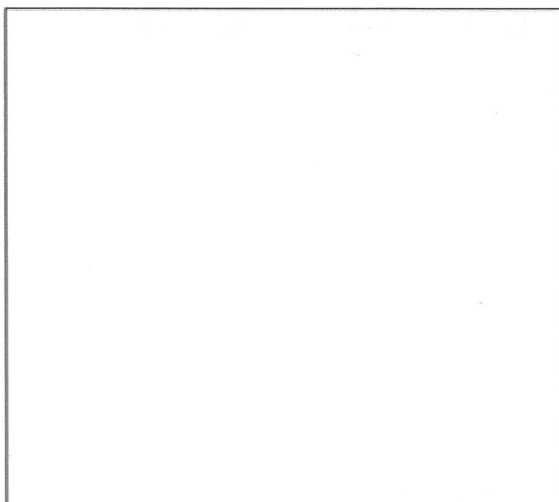
For example:

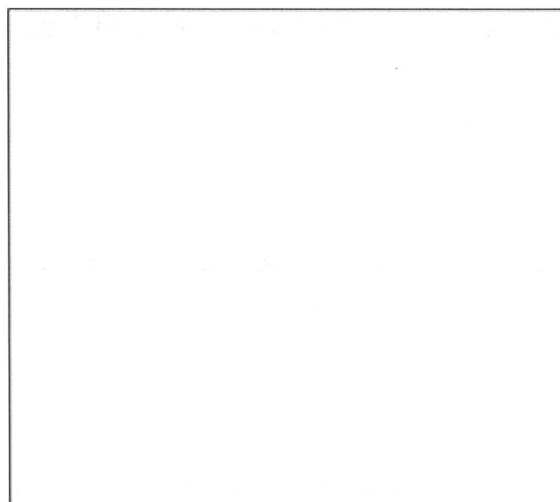
I was stuck inside all of Saturday because it was raining. It was so boring!

I went for a bike ride through the bush. It was so scary but also very fun.







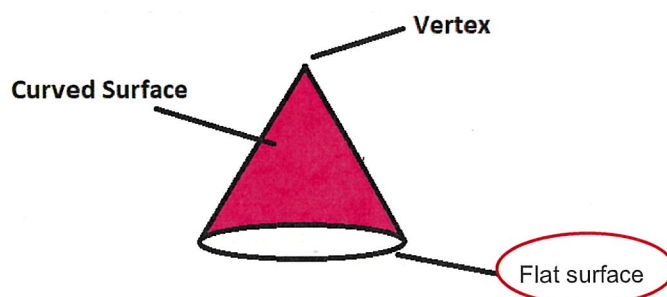
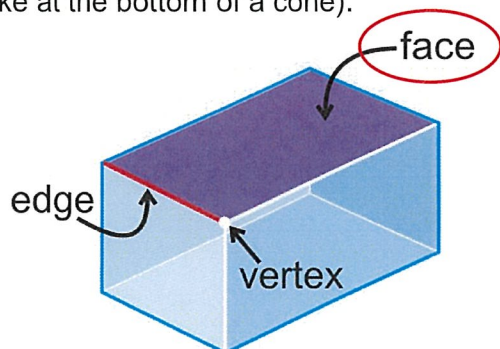


THURSDAY - Mathematics

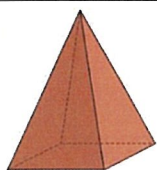
Minute Maths

See if you can work out which 3D object matches to the clue about its features. Write the answer in the box to match the clue.

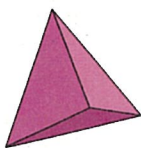
Remember...a face is a flat surface that has straight edges (like in a prism). A flat surface has curved edges (like at the bottom of a cone).



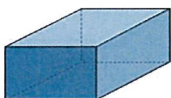
Use the 3D objects below to help you. But beware – some of them do not match any of the clues!



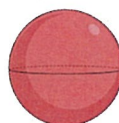
Square pyramid



Triangular pyramid



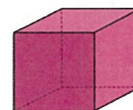
Rectangular prism



Sphere



Cylinder



Cube

1. I have no edges, no vertices and just one curved surface.

1.

2. I have 12 edges and 8 vertices and 6 square faces (2 possible answers).

2.

3. I have 8 edges, 5 vertices and 5 faces.

3.

4. I have 1 curved surface and 2 flat surfaces but no vertices.

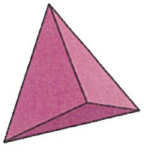
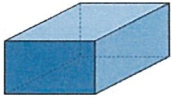
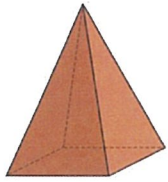
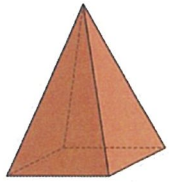

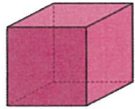

4.

Measurement and Geometry - Must Do

The faces of 3D objects look like 2D shapes we know. For example, a cube has 6 faces that are shaped like squares.


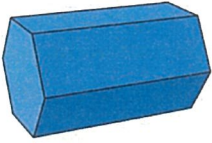
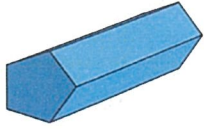
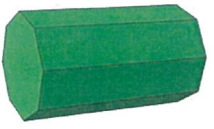
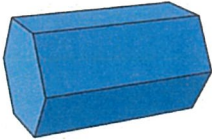
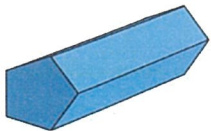
Cut out the objects below and paste them in the box that belongs to the 2D shape you can see in the object's flat surfaces or faces. Look at the faces on the bottom and on the sides to figure it out.

Tip: You may notice that we have given some 3D objects to you twice. This is because this object has faces that look like 2 different 2D shapes, so you can glue it in twice.

						
Triangular pyramid	Rectangular prism	Square pyramid	Square pyramid	Cylinder	Cube	Cone



Challenge:

		
Octagonal prism	Hexagonal prism	Pentagonal prism
		
Octagonal prism	Hexagonal prism	Pentagonal prism

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Glue your 3D objects here to match the 2D shape you can see in its faces and flat surfaces.



circle



square



rectangle



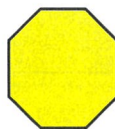
triangle



pentagon



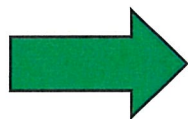
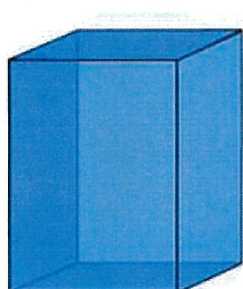
hexagon




octagon

Measurement and Geometry - Can Do

3D objects are all around us! Can you draw some objects from real life that look like the 3D objects we have been learning about? For example, **buildings that look like rectangular prisms**.



Name the 3D object and its matching real life object in each box below. Draw a picture of the real life object. Use your skills from last week's lesson about drawing 3D objects to make your picture look as life-like as possible. The first box has been done for you:




<p>3D object: rectangular prism</p> <p>Real life object: apartment building</p> 	<p>3D object: _____</p> <p>Real life object: _____</p>	<p>3D object: _____</p> <p>Real life object: _____</p>
<p>3D object: _____</p> <p>Real life object: _____</p>	<p>3D object: _____</p> <p>Real life object: _____</p>	<p>3D object: _____</p> <p>Real life object: _____</p>

THURSDAY – PDHPE

Lesson 4 - Emergency Services in our community & role-playing a 000 call.

Children need to be able to identify emergency service workers such as paramedics, police officers and firefighters.

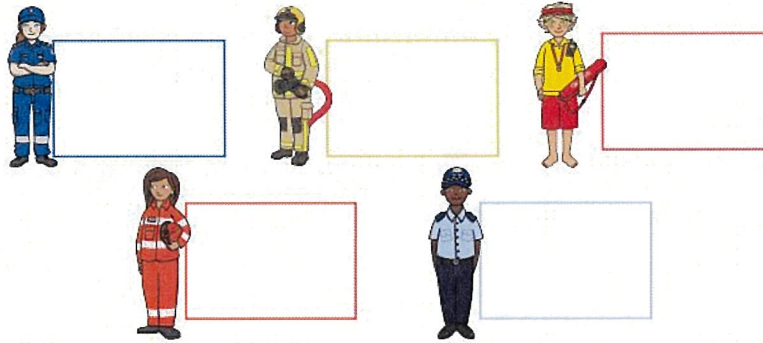
Activity 1 – Use the written information below to fill in the gaps on the table below.

Emergency Services	What they do	What they wear	What they carry	What they drive
	Police officers make sure the community is safe.			The car is blue and white with flashing lights and a noisy siren.
			They carry bags with medicine and the van also has a stretcher like big bed	
		Big coats and a hard firefighter's hat to protect themselves from the hot fire		

They put out fires.	They wear a dark blue shirt and dark blue pants and help people who are sick or hurt.	Use radios to talk to each other. Might also have handcuffs and a gun.	Help people who are sick or hurt.
Carry a fire hose to put out fires by squirting water onto it.	Its red and white. It has flashing lights on top and looks like a big van.	The truck is big and red with a ladder on the top and flashing blue and red lights.	They wear a light blue shirt and dark blue pants.

Activity 2 – Draw a line to match the correct vehicle with the emergency service.

Emergency Services



Activity 3 – Role Playing an Emergency Situation

Here is a telephone call script template. You are going to pretend you are in an emergency and answer the questions on the script. Fill in the missing blanks where it says “caller”. You are the “Caller”. “ESO” is the Emergency Services Operator the person on the other end who is answering your phone call.

Triple Zero Emergency Call Script



Speaker	Comments	Notes
Emergency Services Operator (ESO):	Emergency. Police, fire, ambulance?	
Caller:		Choose which service you need.
ESO:	What state and town are you calling from?	
Caller:		Write your state and town.
ESO:	What phone number are you calling from?	
Caller:		Write your phone number.
ESO:	What is the exact address of your emergency?	
Caller:		To practice, use your home address.
ESO:	What is your name?	
Caller:		Fill in your name.
ESO:	Tell me exactly what's happening.	

Caller:		Write what the emergency is.
ESO:		At this point the ESO will give you instructions on what to do next based on the event. What might they say?
Caller:		Follow the instructions. How might you respond?

Activity 4 – PE Activity

Let's have some fun!!

Watch the video of Mrs Deck doing a workout by visiting the link or scanning the QR code.

<https://www.youtube.com/embed/ohXn1CocaWI>



Put on your gym shoes, grab a drink bottle and find a safe space to exercise.

We are going to pretend we are going to the Zoo look at the table below to see the animals and exercises we are going to do.

Active recovery can be any of the following activities. Galloping, skipping, star jumps, broad jumps, and lateral slides. You get to choose.

Complete each exercise for 30 seconds then do 30 seconds of active recovery. Each round takes 5 mins. Complete as many rounds as you like. Recommendation 2-3 rounds.

Don't forget to warm-up and cool-down afterwards.

<u>Animal</u>	<u>Exercise type, time and Recovery</u>
	Crocodile Snaps for 30 seconds and then 30 Seconds Active Recovery of your choice
	Frog Squats for 30 seconds and then 30 Seconds Active Recovery of your choice
	Crab walks for 30 seconds and then 30 Seconds Active Recovery of your choice
	Kangaroo hops for 30 seconds and then 30 Seconds Active Recovery of your choice
	Bear Crawls for 30 seconds and then 30 Seconds Active Recovery of your choice

FRIDAY - English

Spelling

Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

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



Look



Say



Cover



Write



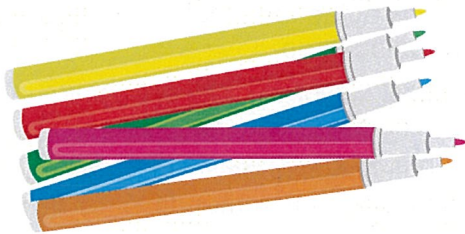
Check

- Have a family member test you on your spelling words. How did you go?

Can do:

Crazy Colours

Write each of your spelling words in different colours in your book.



apple
baby
frog

Spelling Task Cards

teachstarter

Reading

Today's reading activity is all about water.

What interesting facts will you learn about water? Read the passage and complete the task.

Must Do:

10 Fascinating Facts About WATER

1 Three-quarters of the Earth's surface is covered with water. Most of this water is salty and is found in our oceans/seas.

2 Lakes, streams and rivers are usually unsalted water (also called 'freshwater'). Other sources of freshwater are glaciers (huge masses of ice that flow slowly over the land) and groundwater (water found beneath the Earth's surface).

3 The amount of salt in oceans and seas varies around our planet. The Mediterranean Sea is much saltier than the Pacific Ocean. The more salty the water is, the denser it becomes. This makes it easier for things to float on it.

4 Water, in the form of ice, is found at the polar ice caps of the moon and Mars.

5 Water is a good solvent. This means that many different things dissolve (mix in so that you can't see them) when you put them in water.



6 Precipitation is the name we give to water that falls from clouds. Precipitation includes rain, snow and hail.



7 Approximately three-quarters of our body weight is made up of water. Our bodies lose water when we sweat, when we go to the toilet, and when we breathe out.

8 Words that are related to water sometimes have 'hydr/o-' or 'aqua-' in their name, e.g. 'aquarium' and 'dehydrate'.



9 When water freezes, it expands. Sometimes water trapped in pipes bursts the pipes as it freezes.

10 Water likes to move towards other water. Inside the stem of a plant, water moves up tiny tubes called 'xylem'. As water evaporates from the leaves, this causes more water to be drawn up the stem.

© teachstarter

10 Fascinating Facts About Water

1. Which of the 10 Fascinating Facts About Water did you find the most interesting? Why?

2. Why do you think scientists were excited to discover polar ice caps on the moon and Mars?

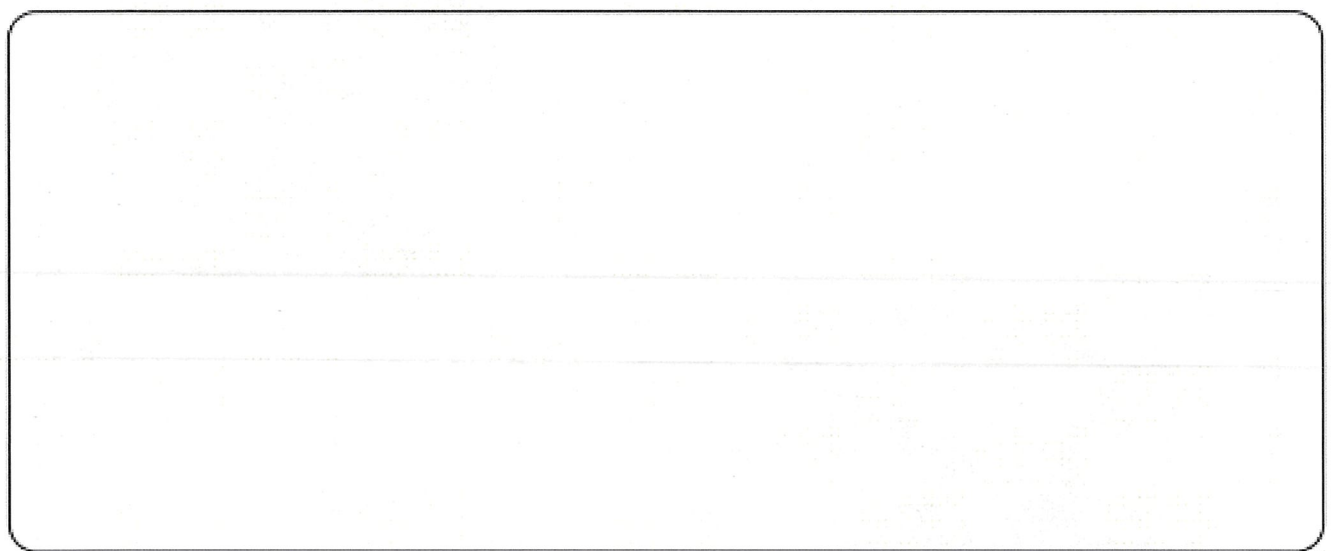
3. Name two things that dissolve in water and two things that do not.

Dissolve

Do not dissolve

<hr/>	<hr/>
<hr/>	<hr/>

4. Draw yourself using water for a purpose.



How Does WATER Get to Our Taps?

Water is an extremely precious resource that all living things need to survive. Plants and trees need water to grow. Animals and humans need water to keep their bodies healthy and working correctly. Humans also use water for cooking, washing, cleaning and farming.

We rely on water for so many things, but how does it get to our taps?

Water is collected from two main sources. Dams, rivers and lakes are all examples of 'surface water'. 'Groundwater' sits underground in the cracks between soil and rock. The water is pumped from these locations to the next step in the process.

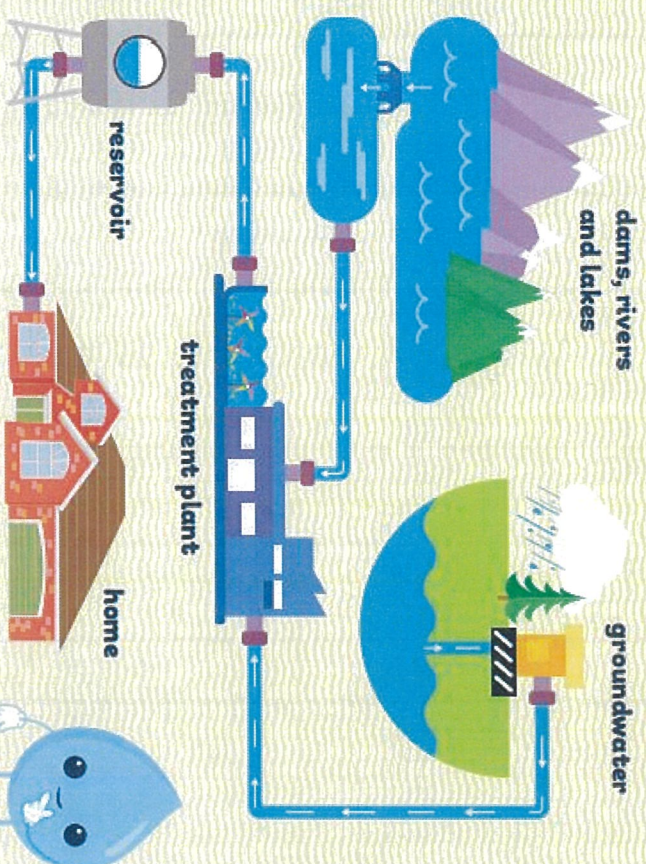
Before the water is ready to be used, it needs to be cleaned. This happens at a treatment plant. Here the water is

pumped through filters that remove dirt and other solids. Any germs in the water are then killed by using chlorine or ultraviolet light.

Now that the water is safe to drink, it is stored in a reservoir ready for people to use.

Reservoirs are big tanks that are usually placed on top of hills or tall stands. Raising the tanks high helps the water flow through the pipes with strong pressure.

Finally, the water is all set and ready to be used. When a tap is turned on, the water flows from the reservoir, through pipes and out of the spout. It is ready to be used as a drink, in a bath, watering plants or cooking dinner. It might be easy to forget that this process is happening all the time! Let's not take it for granted. We must monitor how we use water and make sure we don't let any go to waste.



Desalination

Some countries also source water from the ocean or sea. This salt water is treated at a desalination plant where the water is pushed through a special filter that traps the salt but lets the fresh water pass through.

Walking for Water

Not everyone is lucky enough to have clean drinking water available so easily. Some people must walk for over half an hour every day to collect clean water and carry it back to their families.

Water-Saving Tips

- Turn off the tap when brushing teeth or soaping hands.
- Check taps and hoses for leaks.
- Use a watering can to water plants.
- Take shorter showers.

Tanks for the Rainwater

Some people have rainwater tanks connected to their house. When it rains, the water flows into the tank where it is stored until it needs to be used.

How Does Water Get to Our Taps?

1. Write the following steps of the process in the correct order.

Reservoir

Water Source

Home

Treatment
Plant

1.

2.

3.

4.

2. How is the water treated for germs?

3. Write a list of the ways humans use water.

4. What is the purpose of a desalination plant?

5. Why is it important to save water?

Writing

Today you will be writing your own recount on either your favourite holiday or an exciting weekend.

Make sure you consider:

- The structure of your recount
 1. Title
 2. Orientation and Background Information
 3. Series of Events in Time Order with Emotive words or Personal Comments
 4. Concluding Sentence
- Using time connectives e.g. Firstly, Then, Finally
- Using Adjectives to describe your Nouns e.g. The most amazing beach.
- Using emotive words e.g. It was so fun!

You can use either:

- Template A (Easiest)
OR
- Template B (Medium)
OR
- Option C: You can use the lines (Harder)

Template A (Easiest)

Title

Orientation

Firstly,

Then,

Finally,

Concluding Sentence

Picture:

Template B (Medium)

Title

Orientation and Background information

Series of events in time order with personal comments

Concluding sentence

Picture:

[illegible]

Picture:

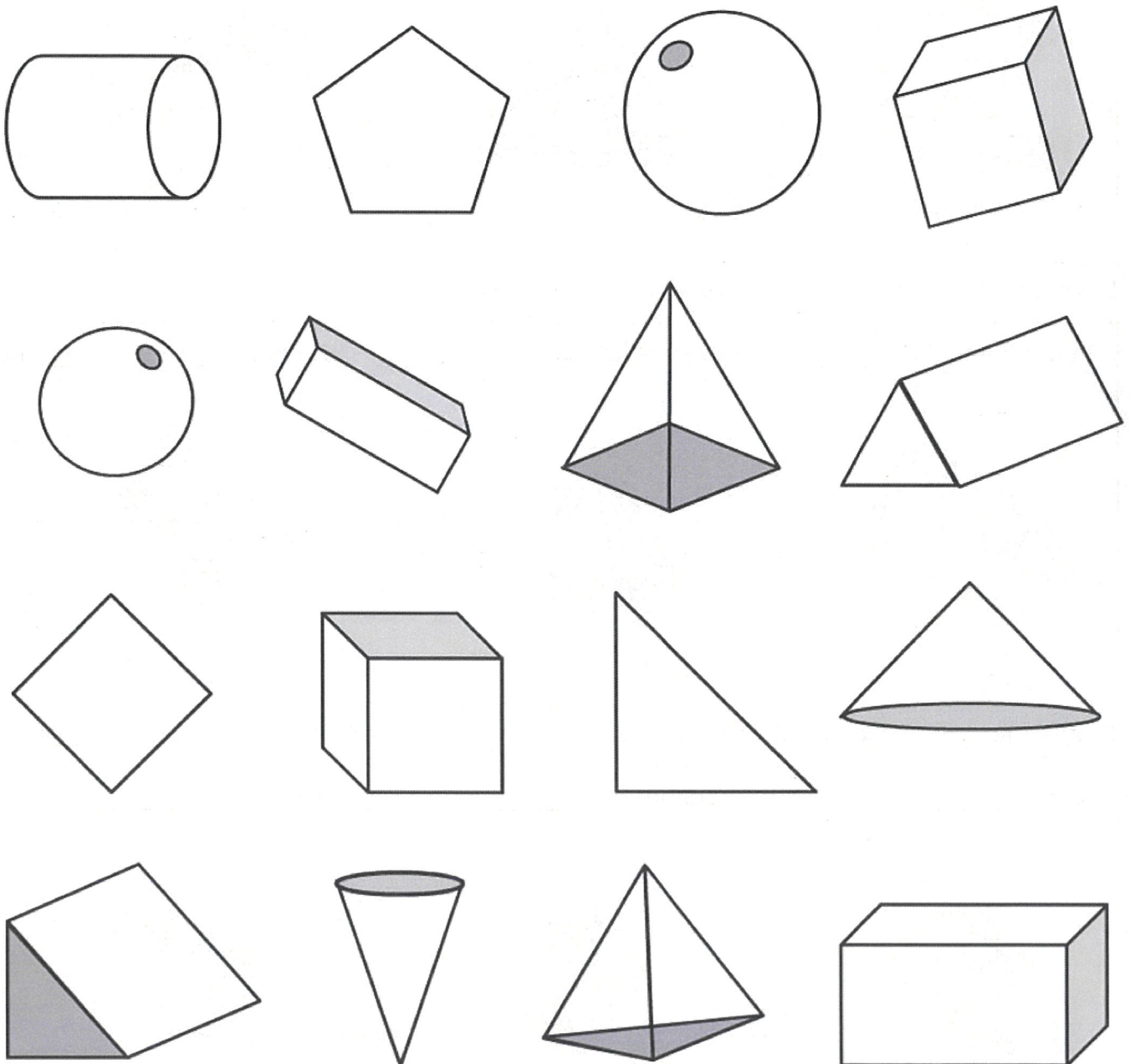
FRIDAY - Mathematics

Minute Maths

3D objects can look different when you see them from different angles. They can look smaller, thinner, wider or taller. If you check their features, you can tell which object is which!

Colour in the objects like so:

- Cylinders: blue
- Spheres: red
- Cubes: green
- Prisms: purple
- Cones: yellow
- Pyramids: orange



Measurement and Geometry - Must Do

Make these 3D objects using the sticks and plasticine provided in your pack.

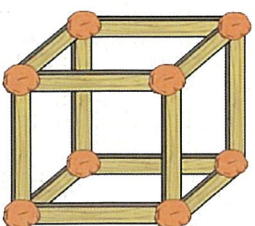
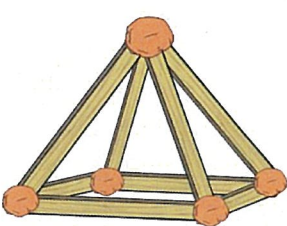
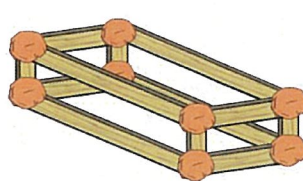
Complete the name of each 3D object you make and record many faces, edges and vertices (or corners) each one has.

Tips:

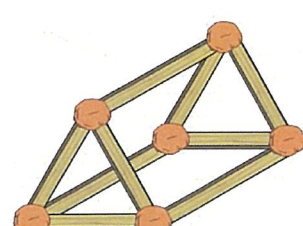
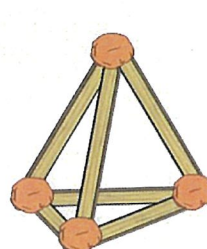
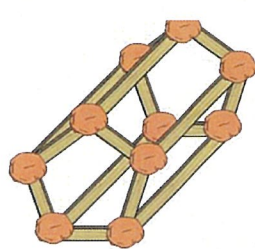
- Pyramids always have a point at the top and triangular faces around the side.
- Prisms always have rectangular faces around the side.
- The name of the object comes from the 2D shape you can see on one of the faces.



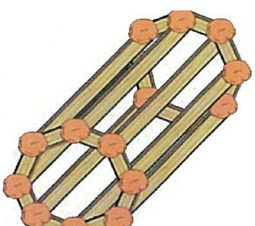
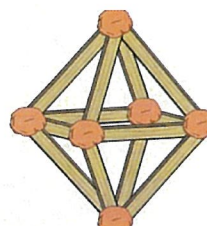
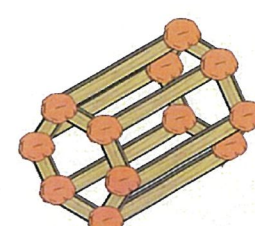
Level 1: (Missing words: prism, triangular, cube)

<p>Name: _____</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>	<p>Name: _____ pyramid</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>	<p>Name: rectangular _____</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>
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Level 2: (Missing words: prism, pyramid, pentagonal)

<p>Name: triangular _____</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>	<p>Name: triangular _____</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>	<p>Name: _____ prism</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>
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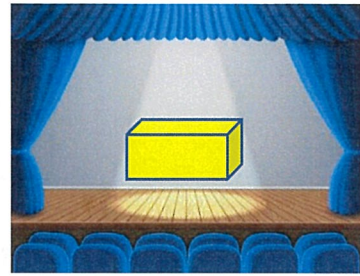
Challenge: (One of these is an octahedron. Can you write the names of the other 2 without any clues?)

<p>Name: _____</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>	<p>Name: _____</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>	<p>Name: _____</p>  <div style="text-align: right; margin-top: 10px;"> _____ faces _____ edges _____ vertices </div>
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Measurement and Geometry - Can Do

Put a 3D object under the spotlight by giving clues to help someone guess what it is. For example. If you heard the clues:

- I am a 3D object that looks like a long box.
- I have 6 rectangular faces
- I have 8 corners or vertices
- I have 12 straight edges



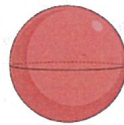
...then you would know that my 3D object is a rectangular prism!

Try writing clues for some of the 3D objects below. Share them with an adult at home at see if they can guess what they are!



Square pyramid

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-
-
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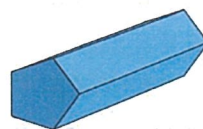
Sphere

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-
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Cylinder

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-
-
-



Pentagonal prism

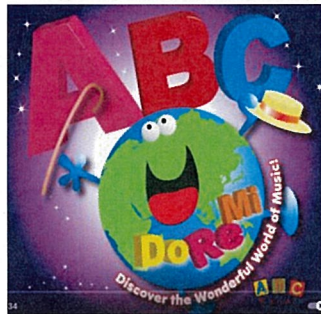
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FRIDAY - Music



Listen to the song *Pots N Pans*, then find some kitchen percussion instruments and play along.
Try to learn the chorus well enough to sing it to someone else without the video.

<https://youtu.be/5NupPvVba3A?t=1>



Listen to the song *All I really need* by Canadian singer/songwriter Raffi

<https://www.youtube.com/embed/qZB96eDhhF0>



I find it such a positive and inspiring song and I hope you do too.

Last week we listened to a song about fast and slow music.
In music we use special Italian words to talk about the tempo (speed) of music.
Watch this video to find out about the words Presto and Largo.

<https://www.youtube.com/embed/iN5Jv9s-z80> .

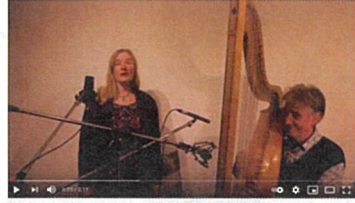


Can you think of other animals that move Presto (fast) or Largo (slow)?

Extension: Rhythm Reading practice: https://www.youtube.com/embed/yTUXC_O2FI8

Here is a song I would like you to start learning. I am playing my harp and the singer is Mrs Cronin.

<https://www.youtube.com/watch?v=kqAa4IDb29M>



Don't Fence Me In

Oh, give me land, lots of land under starry skies above
Don't fence me in
Let me ride through the wide open country that I love
Don't fence me in
Let me be by myself in the evenin' breeze
listen to the murmur of the cottonwood trees
Send me off forever, but I ask you please
Don't fence me in
Just turn me loose
Let me straddle my old saddle
Underneath the Western skies
On my Cayuse
Let me wander over yonder
Till I see the mountains rise
I want to ride to the ridge where the West commences
Gaze at the moon till I lose my senses
Can't look at hobbles and I can't stand fences
Don't fence me in
Repeat (go back to the beginning).

Songwriter: Cole Porter

If you have time and would like to, revise the activity from last week. Try increasing the playback speed.

https://www.youtube.com/embed/0FLVPIKPN_c



Have fun 😊

Mr Cronin

Friday Fun

On Friday, wear your Olympic themed dress-up items for the afternoon Zoom.

Using the template on the next page or items you have at home, create your own medal to wear around your neck and bring the Olympic torch that you made last week!

Here are some examples of what your medal could look like:



Make your own Olympic torch.

Here are some examples:

