NAME: _____

Turramurra North
PUBLIC SCHOOL – 1914

EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 4

Stage 2

Year 3 and Year 4

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:

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://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)
- 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

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

3H 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	
3H	Morning am	Afternoon pm	Morning am	Afternoon pm
	696 7712 7165	685 2099 1287	687333	824175

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.

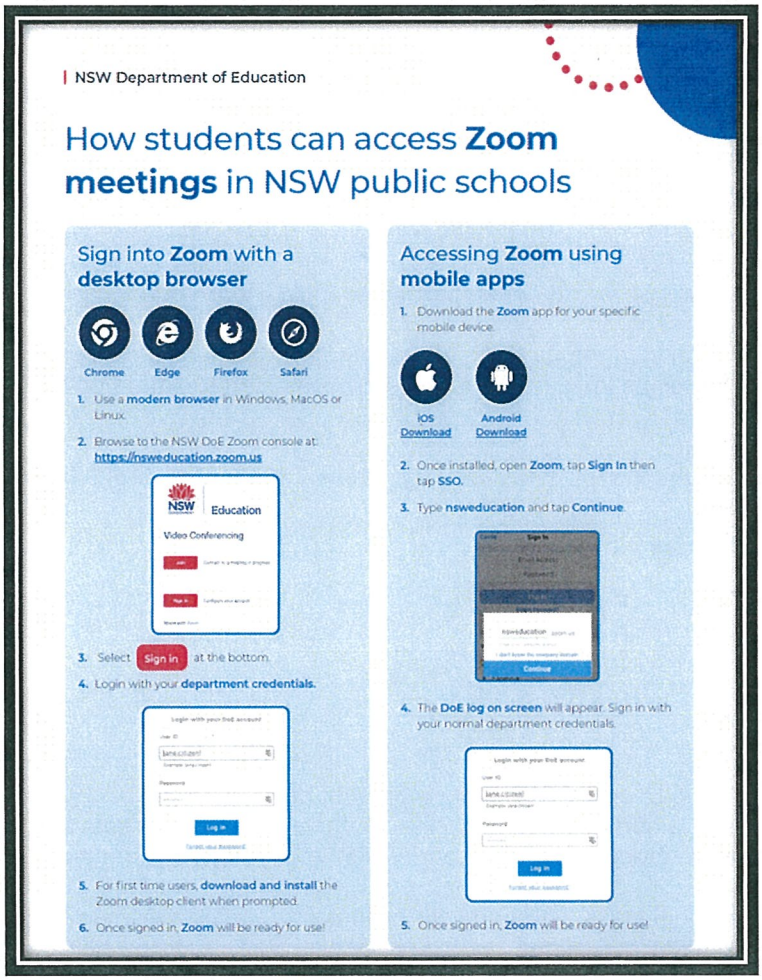
Please read the instructions below and download Zoom in preparation for your child's class meetings.

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



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

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

3H SEESAW INFORMATION FOR TERM 3 2021

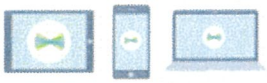
Dear Stage 2 Parents and Carers,

With the continuing Learning from Home requirements, Stage 2 teachers have set up *Seesaw* for their students. Seesaw is an online forum. It enables students to login, access a range of activities and resources that the classroom teacher has assigned and share / upload their work more easily.

Please note: We will continue to provide our weekly Learning from Home Units, available for collection on Monday each week from 7:30am at the school gates. A digital copy will be uploaded to the school website. Daily Zoom classes will also continue as normal.

Seesaw will be used by students to upload selected tasks each week. These tasks will be clearly highlighted on the weekly timetable of the Learning from Home Unit of Work. Classroom teachers will give short written feedback on these tasks for each student.

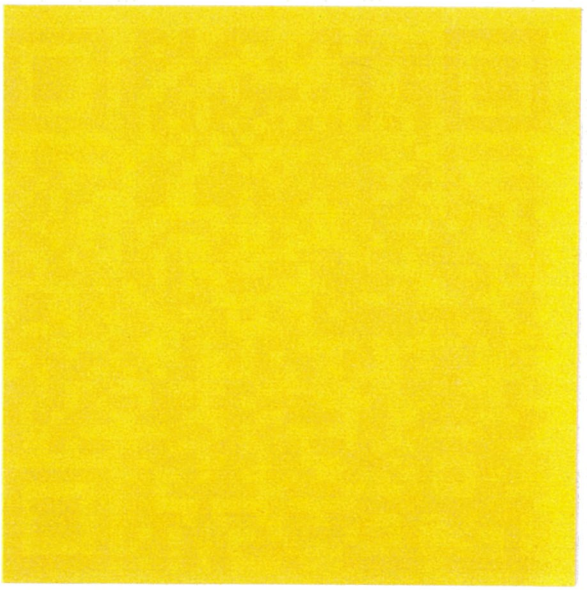
How do students sign-in to Seesaw?



Step 1: Please download the Seesaw class app on your device to access your child's class (*this is different to the family app*) or go to https://app.seesaw.me/#/login to get started.

Step 2: Click *I'm a Student* to log in

Step 3: *Scan your class QR code* when you see the page.
(Please do not post this code on social media or any other publicly accessible place.)



Step 4: Click *your name* to join the class and access the learning activities.
Step 5: Once logged in, you will see activities from your teacher. Click the *activities* tab.

Step 6: Scroll to find the specific task.
Step 7: Click *Add Response* to respond
Step 8: Always *press the green tick* to save your work to your journal.
Step 9: To see announcements from your teacher, click on the *inbox*

Protocols for using Seesaw

Parents and Carers:

- Support student access to their Seesaw classroom.
- Understand the student protocols below and support your child/ren with these.

Students:

- Make sure no one other than yourself is visible in your photo or video.
  You do not have to show your face in your photo or video.
- Don't invite anyone else into your Seesaw classroom.
- Ensure you are wearing appropriate clothing when showing yourself in videos or photos.
- Remember to:
  - Address your teacher respectfully: Dear Miss/Mrs…/Dear Mr….
  - Your language is appropriate
  - No abbreviations
  - Only upload work that is completed.
  - Edit your written work: complete sentences, punctuation, capital letters and correct spelling.
  - Plan your video: plan what you are going to say, ensure your voce is clear and the video is steady, retake if needed.

Teachers / Turramurra North Public School:

- Provide students with information on tasks requiring upload to Seesaw each week.
- Approve appropriate posts by students in a timely manner.
- Provide feedback on tasks that have been selected at the beginning of each week as highlighted on the weekly timetable of the Learning from Home Unit of Work.

Kind regards,

Stage 2 Teachers
Turramurra North Public School

Michelle Verhagen
Principal

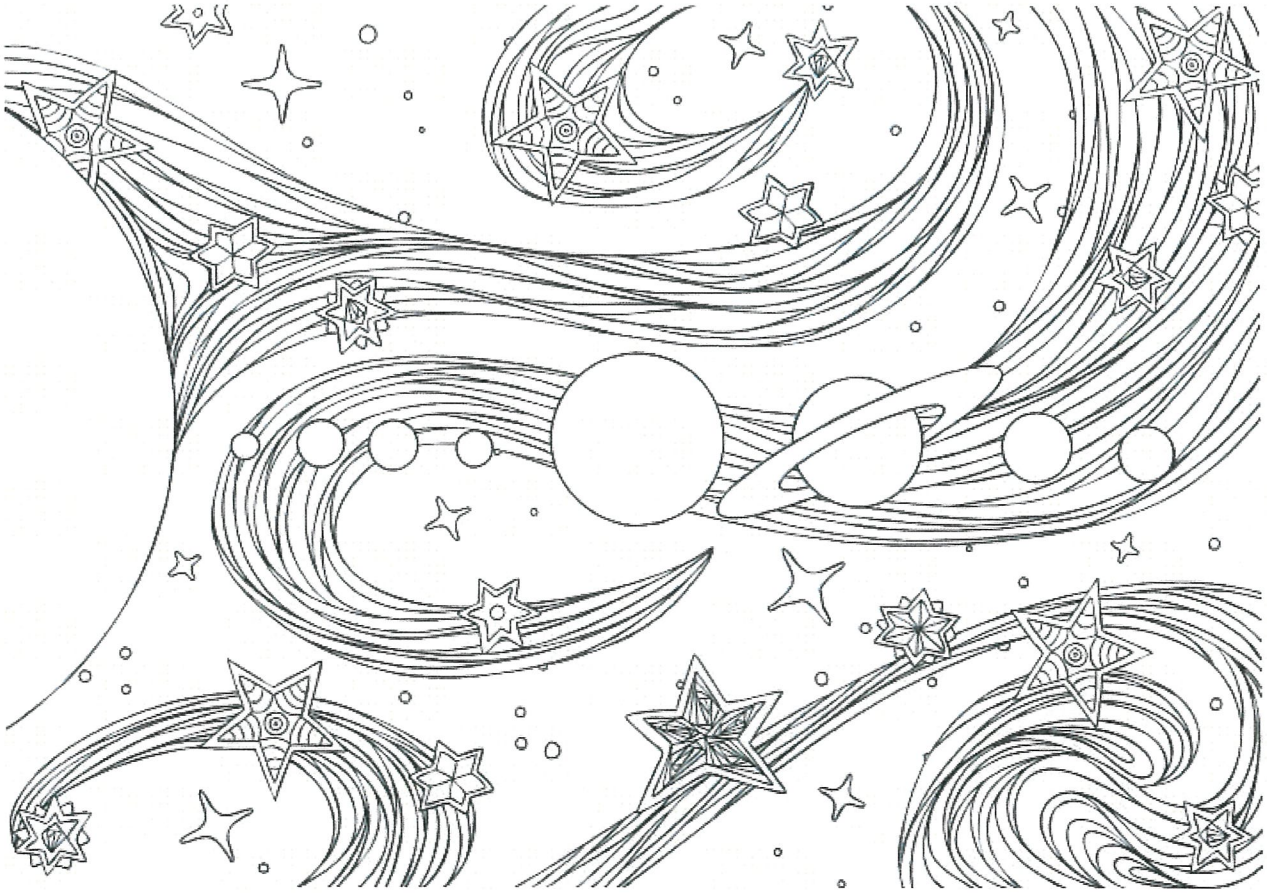
Week 4 Term 3 – Learning from Home
Stage 2 Year 3 and 4

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

Two activities have 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 tasks will be shared via Seesaw. See the task for more details.



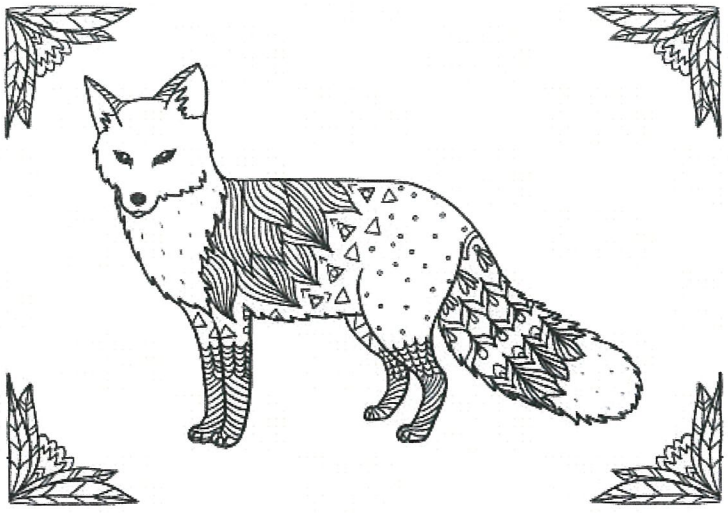
Week 4 Term 3 – Spelling
Stage 2 Year 3 and 4

Year 3 Spelling Words

s ss se ce x(ks) **c** **s**eal ki**ss** mou**se** ju**ice** fo**x** pen**c**il		*based on weekly focus in other KLAs*
Core:	**Extension:**	**Theme**
sent	accident	Mars
cent	ambulance	oxygen
seem	business	fuel
next	century	mission
once	certain	scientists
dance	cylinder	Olympics
post	essential	medal
sister	explanation	bronze
desk	juice	silver
ice	message	gold
face	passenger	
son	possess	**Demon**
across	question	accuracy
asleep	science	technician
class	separate	stratosphere
east	silence	tortoise
slow	spacious	distinguish
inside	successful	sorcery
decide	thoughtless	patience
explain	useless	pessimism
September		plasticine
Saturday		apprentice
nurse		
chase		
sleepless		

Year 4 Spelling Words

s ss se ce x(ks) **c** **s**eal ki**ss** mou**se** ju**ice** fo**x** pen**c**il		*based on weekly focus in other KLAs*
Core:	**Extension:**	**Theme**
sold	absence	Mars
cent	astronomy	oxygen
once	cemetery	fuel
sail	cereal	mission
Christmas	circular	scientists
Easter	decision	Olympics
story	decrease	medal
sprint	dissatisfied	bronze
centimetre	essential	silver
circle	loneliness	gold
glass	poisonous	
sound	safety	**Demon**
fence	scissors	solitary
sweet	secrecy	turbulence
else	sensation	vivacious
lesson	separate	fossilisation
since	silence	indistinguishable
space	souvenir	irreconcilable
explain	spacious	cessation
season	successfully	translucent
sour		vengeance
September		sustenance
exercise		
kindness		
dangerous		



MONDAY - English

Spelling

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

s	ss	se	ce	x (ks)	c
sent					

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

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

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

ACROSS
ASLEEP
CENT
CENTIMETRE
CHASE
CHRISTMAS
CIRCLE
CLASS
DANCE
DANGEROUS
DECIDE
DESK
EAST
EASTER
ELSE
EXERCISE
EXPLAIN
FACE
FENCE
GLASS
ICE
INSIDE
KINDNESS
LESSON
NEXT
NURSE
ONCE
POST
SAIL
SATURDAY
SEASON
SEEM
SENT
SEPTEMBER
SINCE
SISTER
SLEEPLESS
SLOW
SOLD
SON
SOUND
SOUR
SPACE
SPRINT
STORY
SWEET

Reading

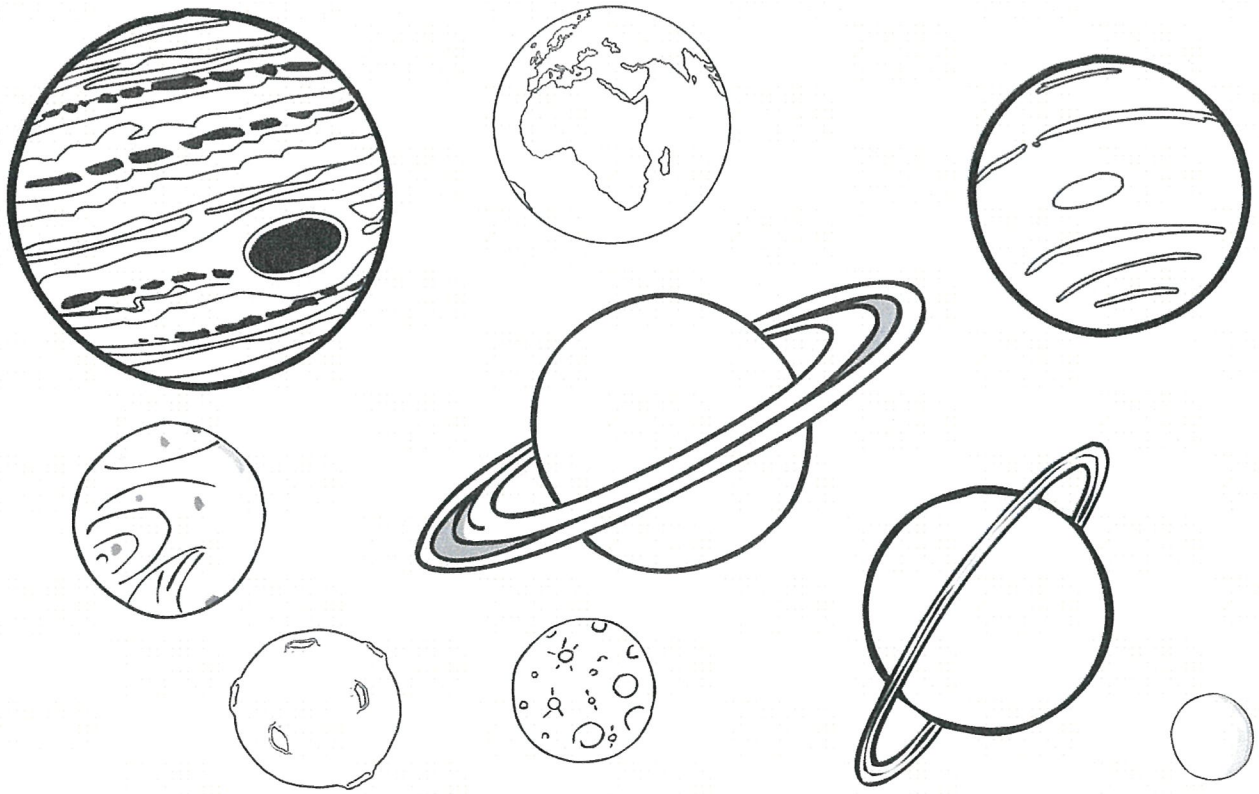
- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Read → Mars: The Red Planet** and then complete the **comprehension** questions. Choose either Sheet A or Sheet B.
- **Here are some words to practise before you read**

Sheet A

Mars	oxygen	fuel	European	mission
scientists	Curiosity Rover	atmosphere	Rosetta	gravity

Sheet B

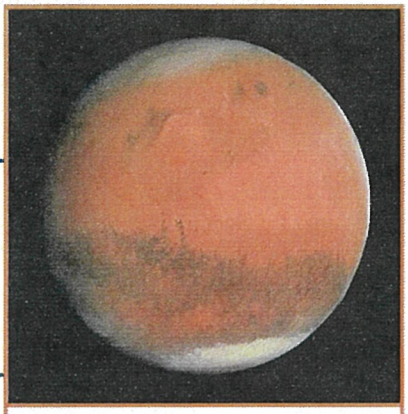
atmosphere	carbon dioxide	breathable	exploration	habitable
radiation	Curiosity Rover	laboratory	Martian	geology



Sheet A

Mars: The Red Planet

Mars is the fourth planet from the Sun and is the second smallest planet in our solar system. Mars is sometimes called 'the Red Planet' because of its colour. The atmosphere on Mars does not have enough oxygen for us to breathe.



A "true colour" photograph of Mars taken by the OSIRIS instrument on the European Space Agency (ESA) Rosetta spacecraft in February 2007.

Did You Know...?

- Mars was named after the Roman god of war. The month of March is also named after him.
- A Mars day is called a 'sol'.

Missions to Mars

It is important to launch a mission to Mars at the right time because Earth and Mars are always moving. Sometimes, Mars is closer to Earth than at other times. Choosing the shortest distance is a good idea because the journey will need less fuel.

Why Mars?

Mars is the safest planet to travel to because:

- its soil contains a little water;
- it gets enough sunlight to use solar power;
- there is some gravity to help us to walk;
- a day on Mars is almost the same length as on Earth.

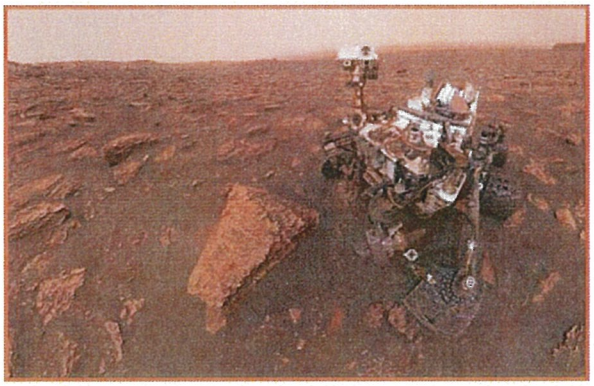
Mars Quick Facts	
Size:	6,779km
Moons:	2
Length of year:	687 days
Length of day:	24 hours 37 minutes
Temperature:	between -140°C and 30°C
Atmosphere:	95% carbon dioxide

Humans want to find out if there might be life on other planets and scientists believe that Mars is the best planet for life, apart from Earth.

The Mars Rover

The Curiosity rover is a robotic car which is exploring the surface of Mars right now. It was launched on 26th November 2011 and landed on 6th August 2012. The main goals of the rover are to:

- study the planet's climate and what it is made of;
- search for water;
- find out whether Mars could have ever supported life.



A self-portrait taken by NASA's Curiosity rover.

Read the KS2 Twinkl Originals story '**Jazz Harper: Space Explorer**' to learn all about life on Mars!

Sheet A

Mars: The Red Planet **Questions**

1. Tick the correct response.
   We cannot breathe on Mars because the atmosphere does not have enough:

   - ○ air
   - ○ carbon dioxide
   - ○ atmosphere
   - ○ oxygen

2. Find and copy the correct word to complete the sentence.
   Mars is named after the Roman god of _____.

3. Which of these are reasons why Mars is a good place to explore? Tick **two**.

   - ○ Mars gets enough sunlight to use solar power.
   - ○ A day on Mars is very short.
   - ○ There is no gravity on Mars.
   - ○ There is a little water in the soil on Mars.

4. Tick the correct response.
   The Curiosity rover was launched on:

   - ○ 26th November 2011
   - ○ 28th November 2011
   - ○ 6th August 2012
   - ○ 16th August 2012

5. How many moons does Mars have?

   _____

6. What is a day called on Mars and how long is it?

   _____

   _____

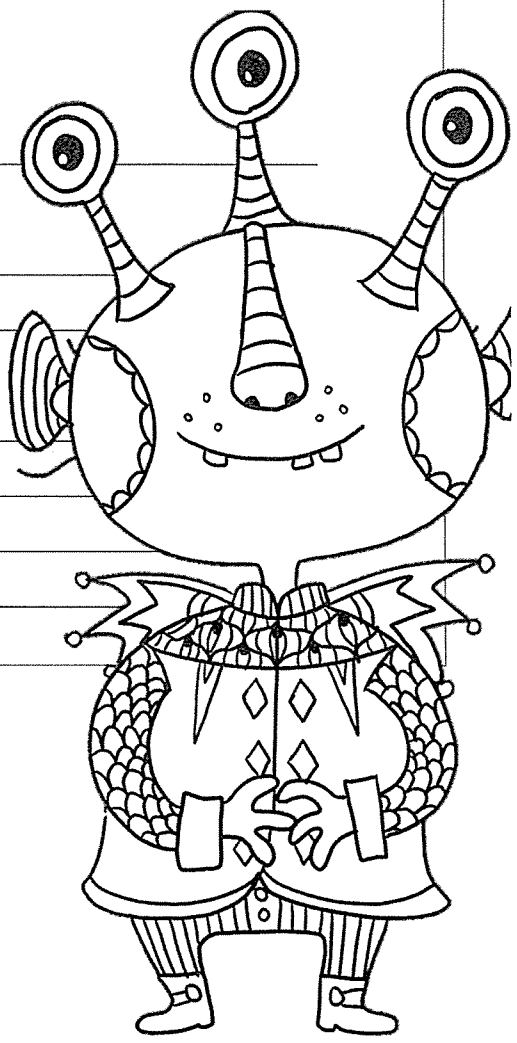
7. What is the Curiosity rover trying to find out?

   _____

   _____

   _____

   _____



Sheet B

Mars: The Red Planet

Mars is the fourth furthest planet from the Sun and the second smallest planet in our solar system. Named after the Roman god of war, Mars is often described as 'the Red Planet' because of its red appearance. The atmosphere on Mars is made up of mainly **carbon dioxide**, meaning that it is not breathable.

A "true colour" photograph of Mars taken by the OSIRIS instrument on the European Space Agency (ESA) Rosetta spacecraft in February 2007.

Missions to Mars

It is important to launch a mission to Mars at the right time because Earth and Mars are always moving. Scientists have to calculate the distance between the two planets at any one time and to prepare resources for that distance of travel.

Why Mars?

Mars is not the closest planet to Earth – Venus is. The closest possible distance between Earth and Venus is approximately 38 million kilometres, while the closest distance between Earth and Mars is around 55 million kilometres. Why, then, are most of Earth's exploration efforts directed at the Red Planet?

Venus, Earth's smaller sister, is blisteringly hot and has a thick atmosphere which could melt a block of lead as easily as an ice cream on Earth. Mars, on the other hand, is smaller and much colder.

Mars Quick Facts	
Size:	6,779km
Moons:	2 (Phobos and Deimos)
Length of year:	687 days (1.9 Earth years)
Length of day:	24 hours 37 minutes
Temperature:	between -140°C and 30°C
Atmosphere:	• 95.9% carbon dioxide • 0.14% oxygen • 3.96% other (carbon monoxide, nitrogen, argon, water vapour)

It is the most **habitable** planet next to Earth because:

- its soil contains traces of water;

Sheet B

- it gets enough sunlight to use solar power;
- gravity is 38% as strong as on Earth, which, it is believed, humans could adapt to;
- the atmosphere somewhat protects from the Sun's **radiation**;
- Mars' day, called a 'sol', is only a little longer than Earth's.

The Mars Rover

The Curiosity rover is a robotic car which is currently exploring the surface of the planet. It is nuclear-powered and the fourth rover sent to Mars in 16 years. It was launched on 26th November 2011 and landed on 6th August 2012. Curiosity uses the most advanced scientific equipment ever used on Mars.

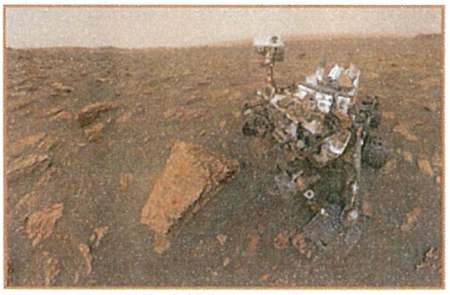
The main goals of the mission, which forms part of NASA's Mars Science Laboratory, are to:

- study Martian climate and **geology**;
- search for water;
- find out whether Mars could have ever supported life.

Glossary

geology – The science which deals with the physical structure and substance of a planet.

radiation – Energy emitted by the Sun, some of which is dangerous to humans when not absorbed by the atmosphere of a planet.



A self-portrait taken by NASA's Curiosity rover.

Read the KS2 Twinkl Originals story '**Jazz Harper: Space Explorer**' to learn all about life on Mars!

Sheet B

Mars: The Red Planet **Questions**

1. Tick the correct response.
   We cannot breathe on Mars because the atmosphere does not have enough:

   ○ air
   ○ carbon dioxide
   ○ atmosphere
   ○ oxygen

2. Find and copy the correct word to complete the sentence.
   Mars is named after the _____ god of _____.

3. Which of these are reasons why Mars is a good place to explore? Tick **two**.

   ○ Mars gets enough sunlight to use solar power.
   ○ A day on Mars is very short.
   ○ There is no gravity on Mars.
   ○ There is a little water in the soil on Mars.

4. How many moons does Mars have and what are their names?

   _____

   _____

5. What is a day called on Mars and how long is it?

   _____

   _____

6. Find and copy one **caption** from the text.

   _____

   _____

7. Why does it seem odd at first that NASA has chosen to explore Mars and not Venus?

   _____

   _____

8. Why do you think the author has put the facts about Mars' size and atmosphere into a 'quick facts' box?

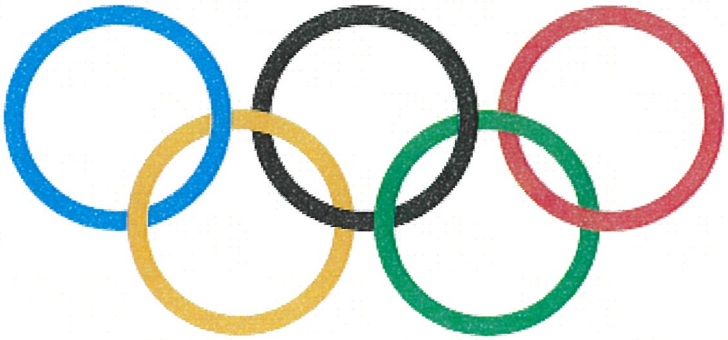
   _____

   _____

   _____

Writing

- **Put on your green and gold and get ready for a week of Olympic themed fun.**
  This week we are making an Olympic themed lap book!



Lapbook activity overview for the week:

Athlete research task

1. V.I.P Info Cards
2. Interesting Facts

General Olympic Information

3. Olympic Trivia
4. Sport Procedure Text

Mini Olympics STEM project

5. Catapult design

Submission of your lapbook

6. Record yourself sharing the information from your lapbook and upload to Seesaw on Friday

Work through the tasks throughout the week.

All the resources for the lapbook will be found in your plastic sleeve.

Today, you will be starting with an **Athlete research task. This will become the first part of your lapbook.**

1. **Choose an athlete** that is currently competing in the 2021 Olympic/ Paralympic Games.
2. **Read through the V.I.P info cards** so you are familiar with what you will be researching.
3. **Research and fill in the V.I.P info cards** about your athlete.

Websites

- **Australian Paralympian profiles: https://www.paralympic.org.au/athletes/**
- **Australian Olympian profiles: https://www.olympics.com.au/olympians/**

MONDAY - Mathematics

Minute Maths

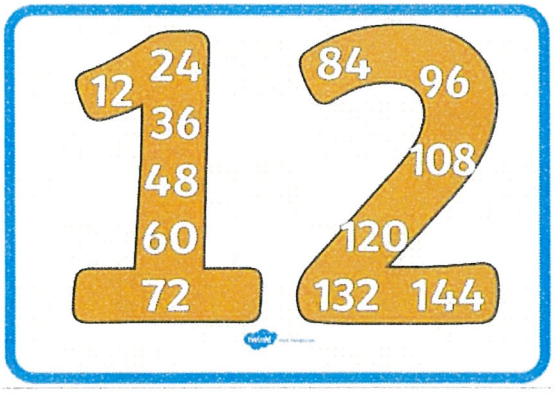
Write out your 12 times table below. Check it with a Multiplication Square. Learn your 12 times table facts.

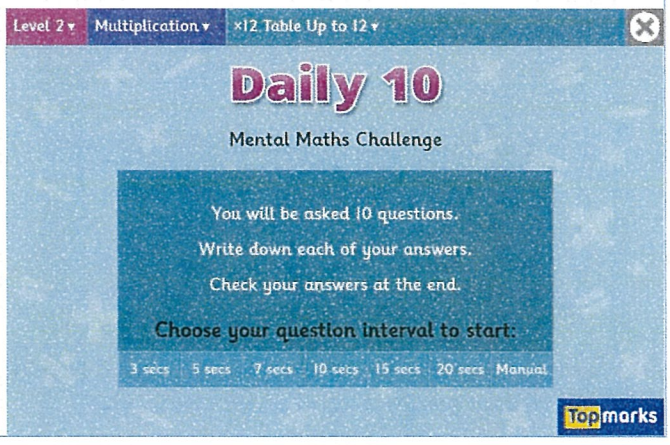
0 × 12 =	7 × 12 =
1 × 12 =	8 × 12 =
2 × 12 =	9 × 12 =
3 × 12 =	10 × 12 =
4 × 12 =	11 × 12 =
5 × 12 =	12 × 12 =
6 × 12 =	

Use your 12 times table facts to solve these problems:

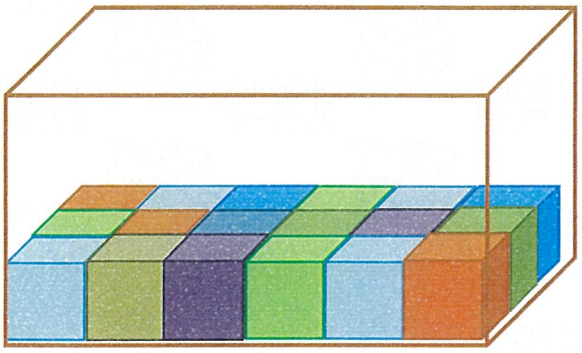
1. 6 × 12 = _____
2. 7 = 84 ÷ _____
3. 60 = 12 × _____
4. Three times twelve is _____
5. Five multiplied by twelve is _____
6. Circle the number that is NOT a multiple of 12: 144, 96, 24, 35, 48
7. 96 ÷ 12 = _____
8. I put 144 children in teams of twelve, how many teams were there? _____
9. 0 × 12 = _____
10. Continue this sequence: 120, 108, 96, 84, _____, _____, _____
11. 4 × 12 = _____
12. The product of twelve and six is _____
13. 10 × 12 = _____
14. 24 = _____ × 12
15. 108 ÷ 12 = _____

Optional: Play TopMarks Daily 10 Mental Maths 12 x Challenge
https://www.topmarks.co.uk/maths-games/daily10

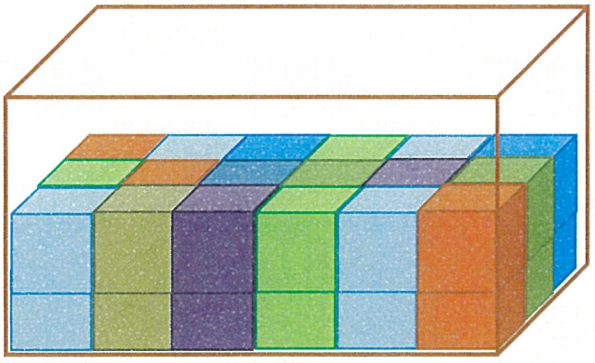


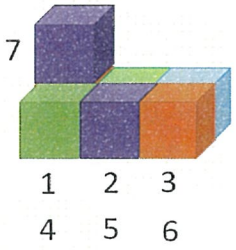


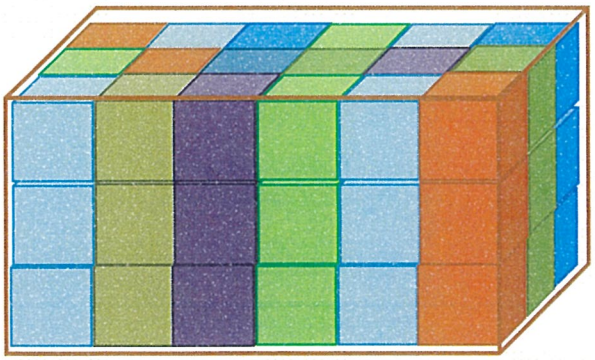
Measuring Volume and Capacity in Cubic Centimetres.



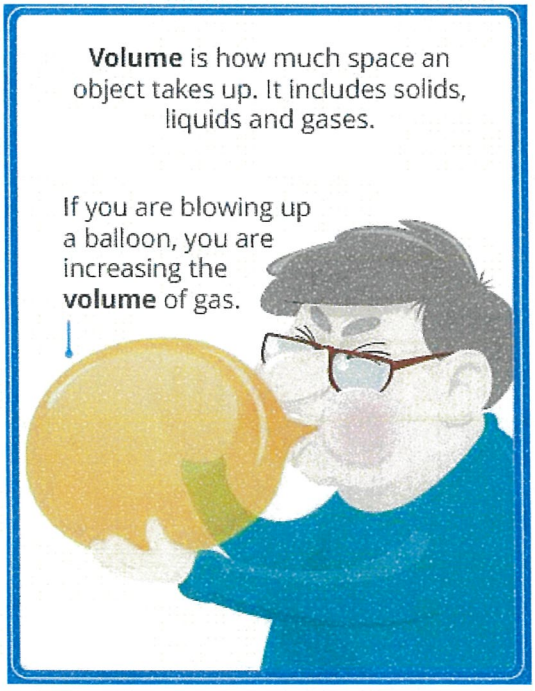
When we calculate the volume of objects in cubic centimetres it is important to think about the cubes that we can't see.







18 + 18 + 18 = 54 cubic cm
We write that as 54 cm3



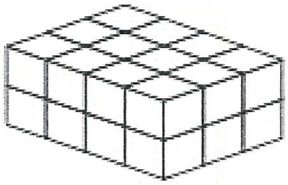
Choose one activity to complete:

Level 1

Volume of Shapes

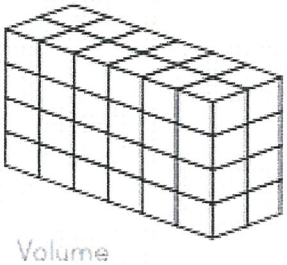
Find the volume of these shapes

1



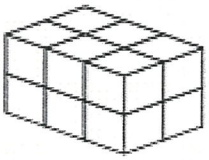
Volume _____

2



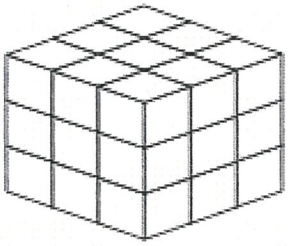
Volume _____

3



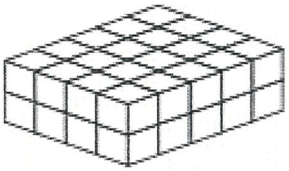
Volume _____

4



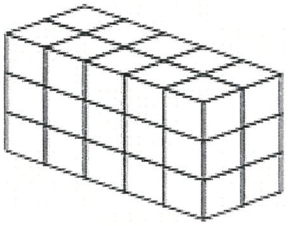
Volume _____

5



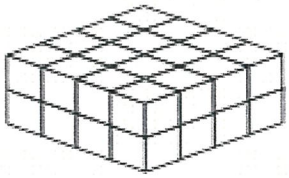
Volume _____

6



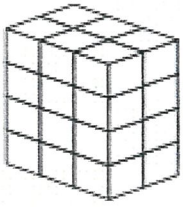
Volume _____

7



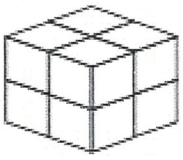
Volume _____

8



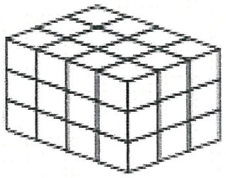
Volume _____

9



Volume _____

10



Volume _____

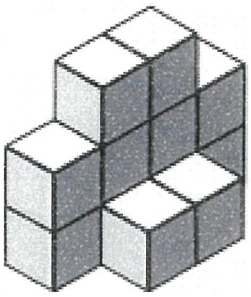
Level 2:

Finding the Volume by Counting Cubes

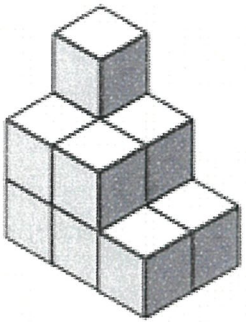
What is the volume of each shape below?

 = 1 cubic unit

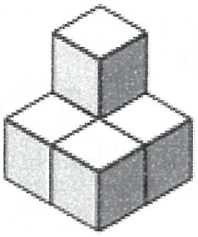
1.



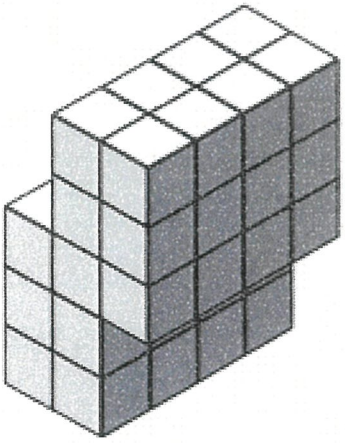
2.



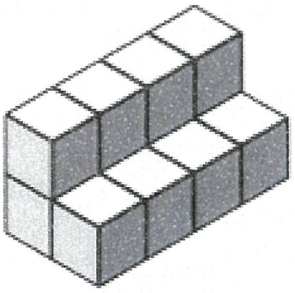
3.



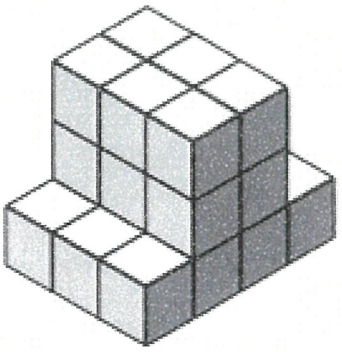
4.



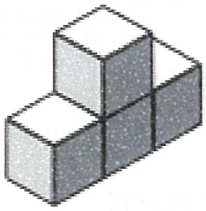
5.



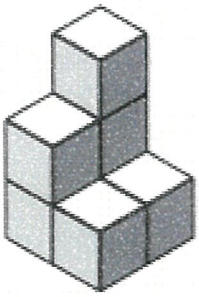
6.



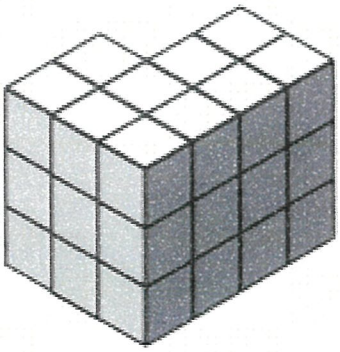
7.



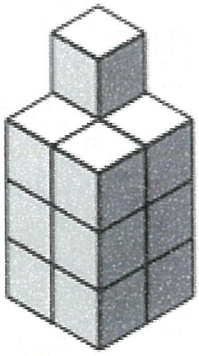
8.



9.



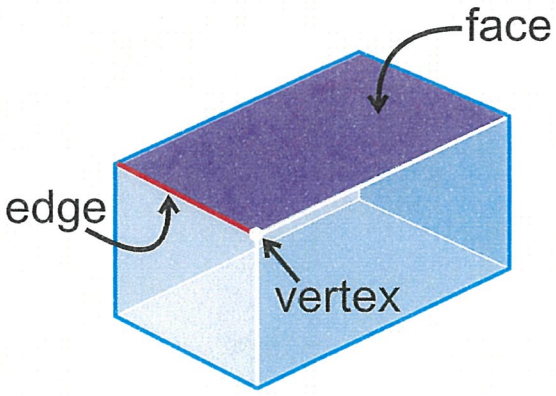
10.



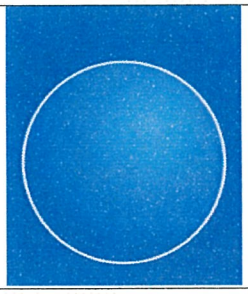
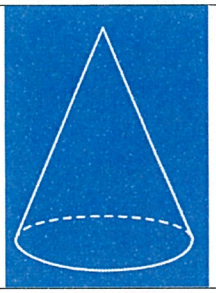
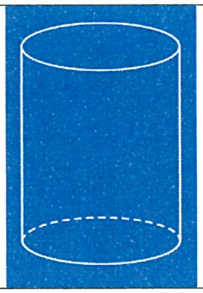
Monday Zoom Class 11:30am – 12pm

3D Objects

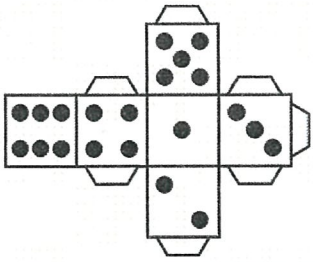
Three-dimensional (3D) objects have three dimensions: length, width, and height. 3D objects are often classified according to the number of faces, edges, and vertices they have.



In geometry, a face is classified as a flat plane and not a curved surface. It also means that these objects do not have edges as an edge is the straight line where two flat surfaces meet.

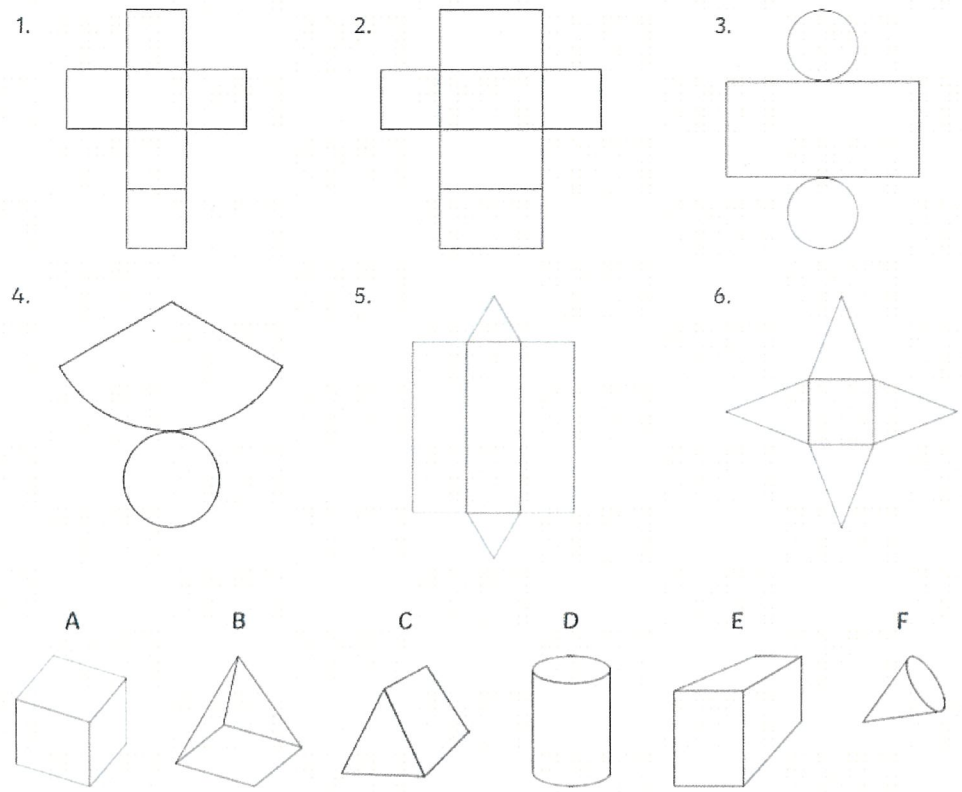
Sphere:	Cone:	Cylinder:
		
1 curved surface No edges No vertices	1 face and 1 curved surface No edges No vertices	2 faces and 1 curved surface No edges or No vertices

Nets: The net of a 3D shape is what it looks like if it is opened out flat. Try and match the 3D objects and their nets on the next page.



Match the Nets

Can you match the correct net with the 3D shape?



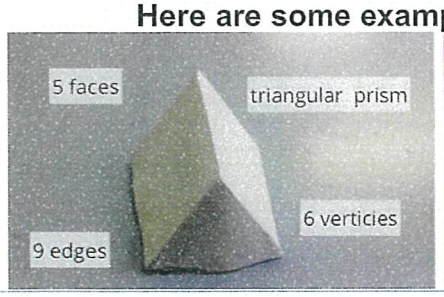
Test your knowledge on Kahoot using your first name and initial e.g.: Mr H
Game Pin **0442654**

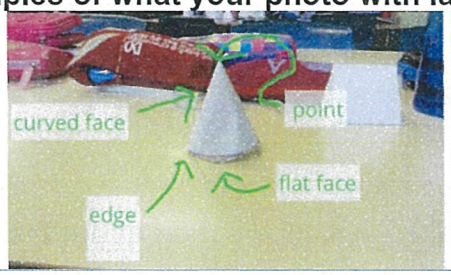
SCAN ME

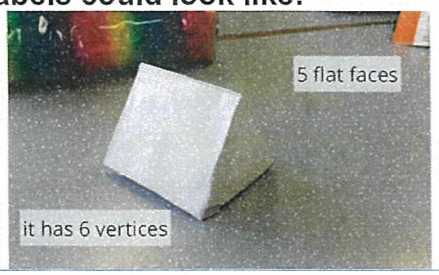
https://qrco.de/bcGhEb

Seesaw Feedback Task:

At the end of this pack you will find some 3D object nets.
Choose one shape to cut out and build.
Take a photo of your completed 3D object and upload it to Seesaw.
Label your object with its name and properties (faces, edges, vertices).
Here are some examples of what your photo with labels could look like:



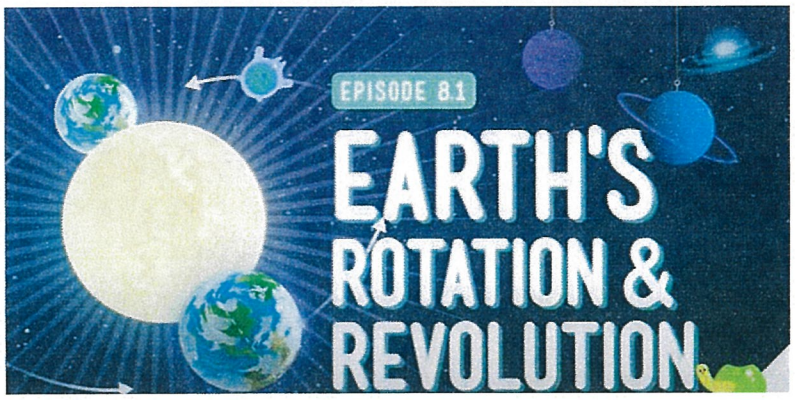




MONDAY – Science

What happens when the Earth revolves around the Sun?

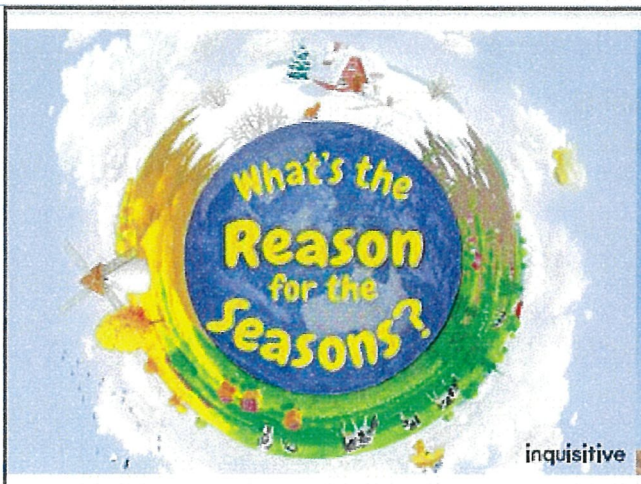
Watch this video by Crash Course Kids explaining how the Earth moves around the Sun.
https://www.youtube.com/embed/I64YwNI1wr0



Draw and label a diagram then write about how the Earth and Sun work together. The words below will help you.

rotate | orbit | revolve | Sun | Earth | year

Read the following information about the four seasons



Contents

Skiing in summer

January is in the middle of our summer season. Many of us visit the beach or rivers to try some water skiing or wake boarding.

However, many Australians fly to countries like Japan to go snow skiing. How is this possible?

The hemispheres and equator

It is possible to ski in Japan in January because it is the middle of their winter season.

All countries above the equator are in the Northern Hemisphere, like Japan.

All countries below the equator are in the Southern Hemisphere, like Australia.

The equator is an imaginary line circling the middle of the Earth.

Use a globe or atlas to locate other countries in each hemisphere.

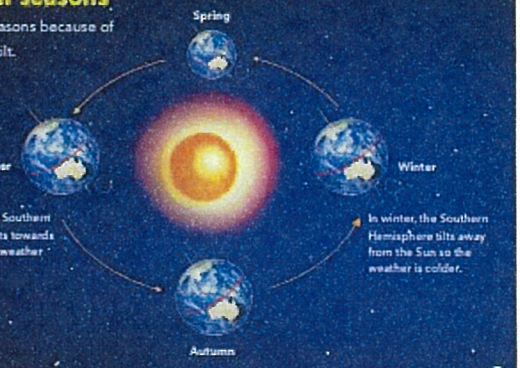
The Earth's tilt

As it spins, the Earth tilts. The Earth's tilt never changes.

The Earth rotates on an imaginary line called an axis, which goes from the South Pole to the North Pole.

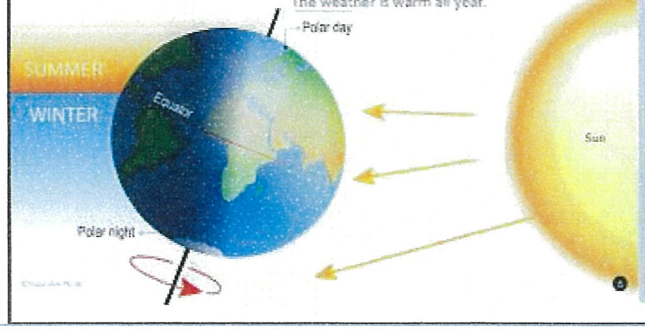
The four seasons

We have seasons because of the Earth's tilt.



Tropical countries

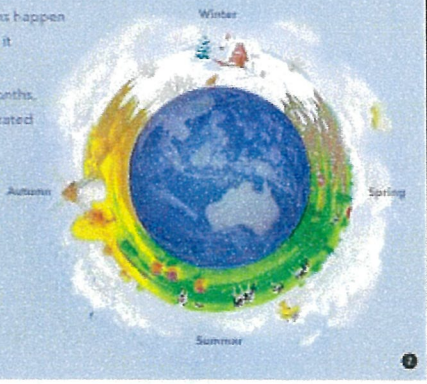
The Sun's rays shine directly on countries near the equator all year round. Places like Bali (Indonesia) and Darwin (Northern Australia) are tropical and do not have the four seasons. The weather is warm all year.



The pattern of the seasons

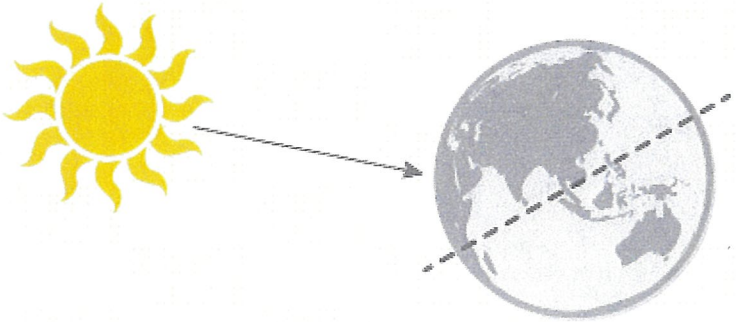
The pattern of the seasons happen because the Earth tilts as it revolves around the Sun.

Changing every three months, the four seasons are repeated every year.



Work out the season in each hemisphere. Colour each hemisphere.

Orange = Summer Blue = Winter



1. How often does the Earth orbit the Sun?
   - ◯ Every 24 hours
   - ◯ Every 7 days
   - ◯ Every 365 days

2. What is the main cause of the seasons?
   - ◯ The tilt of the Earth
   - ◯ The speed of the Earth spinning
   - ◯ Sun spots and flares

3. When the North Pole tilts away from the Sun, what's the season in Australia?
   - ◯ Winter
   - ◯ Autumn
   - ◯ Summer

4. If it's spring in Japan, it's _____ in Australia.
   - ◯ Winter
   - ◯ Autumn
   - ◯ Summer

5. When are the nights longer?
   - ◯ In summer
   - ◯ In winter
   - ◯ The nights are the same during both seasons

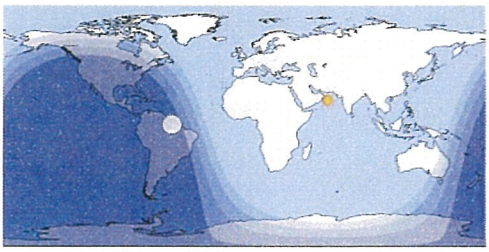
Watch this funny video

https://www.youtube.com/embed/Ln2Xq8fCNI8

Day and Night World Map

Visit this website to see a map of the World that shows day and night and the positions of the Sun and the Moon right now.

https://www.timeanddate.com/worldclock/sunearth.html



On the map below, shade in grey the areas of the world that are now in night.

Draw a dot on a country where it is now around midnight.

What might you see in the sky?

Press on the **+12** blue tab below the Day and Night World Map. Describe what will happen in twelve hours' time.

Visit this website for some more information and interactive games

https://www.dkfindout.com/us/space/solar-system/day-and-night/

Optional Science Research Activities:

These activities can be completed at any time during the week.

10 Write plus, minus and interesting points about the question.

What if the Earth did not tilt and there were no seasons?

Plus

Minus

Interesting

11 Scientists believe the Earth wobbles. Investigate and explain what you find.

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

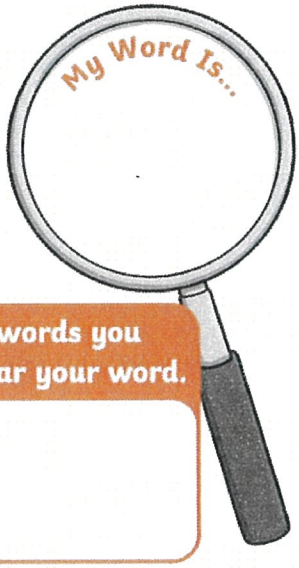
- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Re read → Mars: The Red Planet** <u>out loud</u> and then complete the **activity below**.
  Today you are a detective! Find a new word in the text and then fill in the detective sheet below.

New Word Detective

Use the word in a sentence.

Where did you find it?

Where else could you find the word?



Illustrate the meaning.

Write three other words you think of when you hear your word.

1.
2.
3.

Parts of Speech

Is it a verb, noun or adjective?

Write the dictionary meaning.

Write the meaning in your own words.

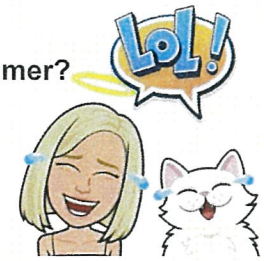
Extension: Find 5 or more new words in *Mars: The Red Planet* and find their dictionary definition.

Writing

- **Time to continue our Olympic themed lapbook!**

What kind of exercises are best for a swimmer?

POOL- Up's



Lapbook activity overview

Athlete research task

1. V.I.P Info Cards ✓
2. Interesting Facts

General Olympic Information

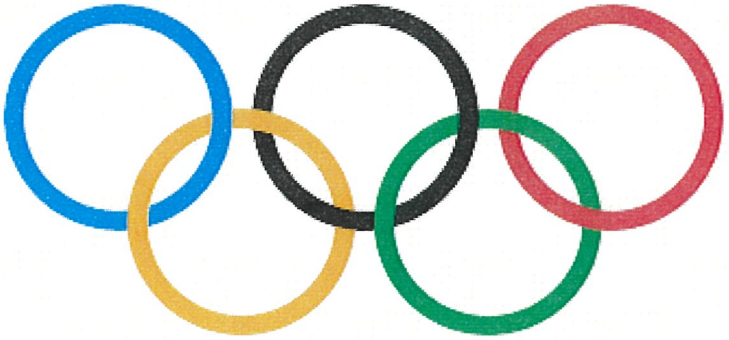
3. Olympic Trivia
4. Sport Procedure Text

Mini Olympics STEM project

5. Catapult design

Submission of your lapbook

6. Record yourself sharing the information from your lapbook and upload to Seesaw on Friday



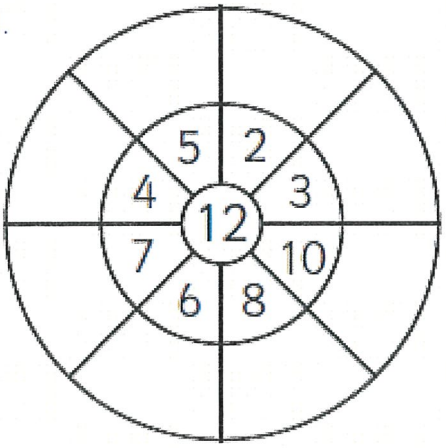
Work through the tasks throughout the week.

Today, you will be continuing with your **Athlete research task.**

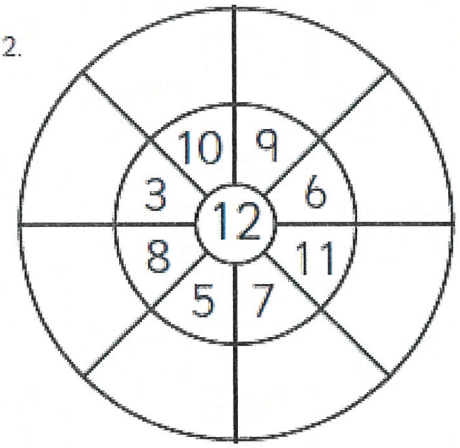
1. **Finish off** your V.I.P info cards if you did not complete them yesterday
2. **Using the Interesting Facts sheet,** find some interesting information about your athlete. Remember facts are true.
3. **Then,** complete the **Olympic Trivia**. Read the instructions on the sheet which tells you where you need to write your answers.

12 Times Table Multiplication Wheels

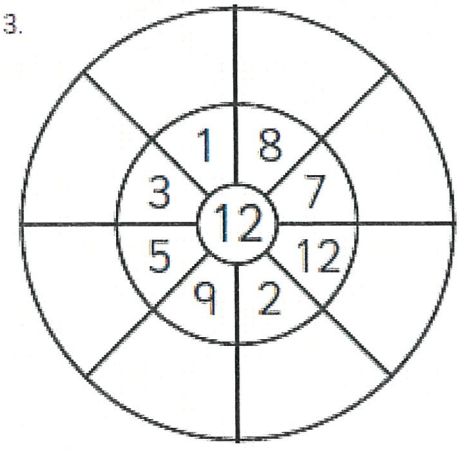
1.



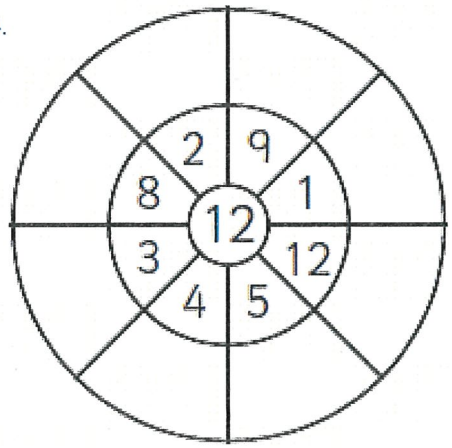
2.



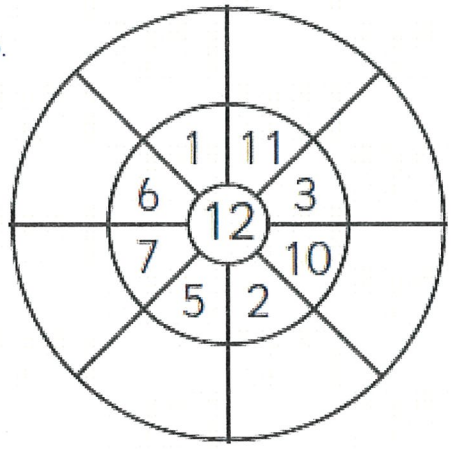
3.



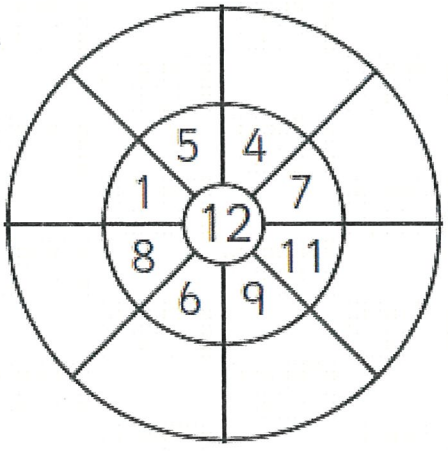
4.



5.



6.



Revision: Fractions

Equivalent Fractions:

Some fractions that are written with different numbers have the same value.

In other words, a fraction can be written in many different ways, but have the same value.

$\frac{1}{2}$

$\frac{2}{4}$

Equivalent Fractions

These are all equivalent fractions, even though they all have different numerators and denominators.

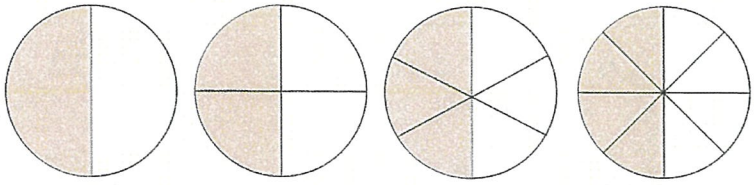
They show that the same amount of the bar has been shaded overall.

$\frac{1}{4}$

$\frac{2}{8}$

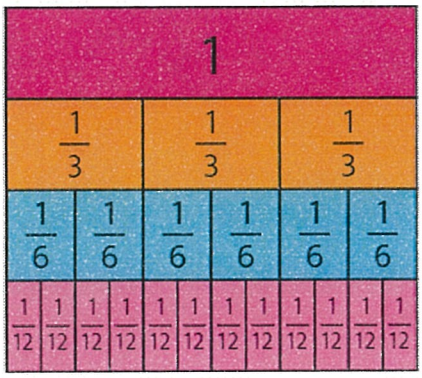
$\frac{3}{12}$

$\frac{4}{16}$



$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$$

Choose one of the following activities to complete.
Use the fraction wall on the previous page to help you if you need.



Level 1:

Fill in the numerator to make the fractions equivalent.

1. $\frac{1}{3} = \frac{\square}{6}$	2. $\frac{2}{3} = \frac{\square}{6}$	3. $\frac{1}{3} = \frac{\square}{12}$
4. $\frac{1}{6} = \frac{\square}{12}$	5. $\frac{5}{6} = \frac{\square}{12}$	6. $\frac{2}{3} = \frac{\square}{24}$
7. $\frac{1}{6} = \frac{\square}{24}$	8. $\frac{1}{3} = \frac{\square}{24}$	9. $\frac{5}{6} = \frac{\square}{24}$
10. $\frac{1}{12} = \frac{\square}{24}$	11. $\frac{5}{12} = \frac{\square}{24}$	12. $\frac{11}{12} = \frac{\square}{24}$

These pictures may help you to work out some of the answers below.
Remember whatever you do to the numerator, you must do to the denominator.

Multiply

$$\frac{2}{3} \overset{\times 2}{=} \frac{4}{6} \overset{\times 2}{=} \frac{8}{12}$$

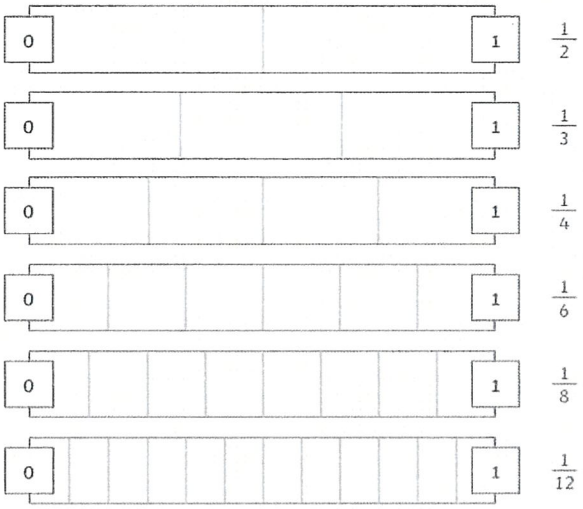
Divide

$$\frac{2}{3} \overset{\div 2}{=} \frac{4}{6} \overset{\div 2}{=} \frac{8}{12}$$

Level 2: Extension

Equivalent Fractions

First, divide each line according to the denominator shown. Then, use each fraction line to find the equivalent fractions.



1. $\frac{6}{12} = \frac{\square}{2}$
2. $\frac{3}{\square} = \frac{1}{4}$
3. $\frac{2}{\square} = \frac{4}{12}$
4. $\frac{\square}{4} = \frac{6}{8}$
5. $\frac{4}{\square} = \frac{1}{3}$
6. $\frac{5}{6} = \frac{10}{\square}$
7. $\frac{2}{3} = \frac{8}{\square}$
8. $\frac{1}{\square} = \frac{2}{12}$

Challenge:
Using what you've learnt about the equivalence between the fractions above, can you work out these equivalent fractions?

9. $\frac{1}{3} = \frac{\square}{9}$
10. $\frac{7}{8} = \frac{\square}{16}$
11. $\frac{5}{12} = \frac{10}{\square}$
12. $\frac{2}{3} = \frac{\square}{9}$

Level 3: Super Extension

Equivalent Fractions

Work out these equivalent fractions:

1. $\frac{2}{3} = \frac{\square}{6}$
2. $\frac{4}{\square} = \frac{2}{4}$
3. $\frac{1}{5} = \frac{4}{\square}$
4. $\frac{1}{4} = \frac{\square}{12}$
5. $\frac{4}{\square} = \frac{8}{12}$
6. $\frac{2}{\square} = \frac{1}{6}$

In your own words, explain how to find an equivalent fraction.

Now, work out these equivalent fractions:

7. $\frac{6}{\square} = \frac{2}{3}$
8. $\frac{\square}{16} = \frac{3}{8}$
9. $\frac{5}{6} = \frac{\square}{24}$
10. $\frac{\square}{8} = \frac{14}{56}$
11. $\frac{4}{7} = \frac{\square}{28}$
12. $\frac{9}{13} = \frac{45}{\square}$

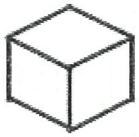
Sam says that $\frac{2}{3}$ is equivalent to $\frac{3}{9}$. Is he correct? Explain your answer.

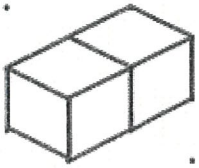
3D Objects: Zoom Lesson 11:30am till 12pm

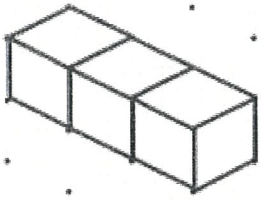
Success Criteria

- I can draw 3D objects from multiple angles

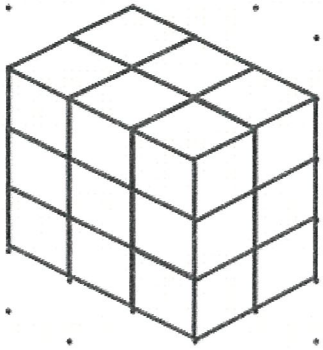
Challenge your teacher to drawing 3D Objects during the Zoom lesson. Tasks will be revealed on the day.

a. 

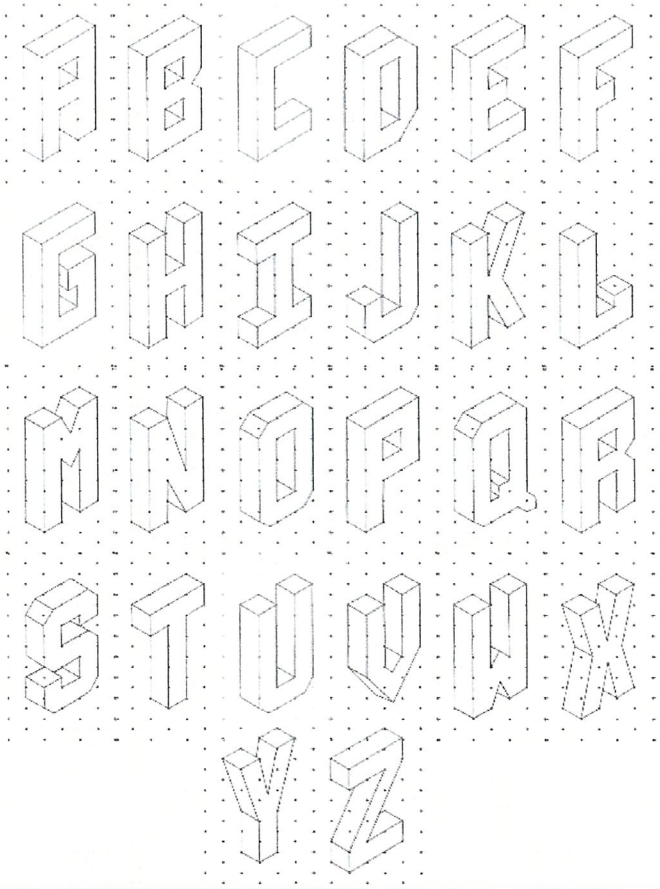
b. 

c. 

c.



Extension Task:
Write your name using the isometric alphabet on the isometric paper on the next page



TUESDAY – Art

A Learning from Home Mural

Your piece of aluminium shim will be included in your learning from home pack.

The shim is a little bit sharp on the edges and corners so please take care when handling it.

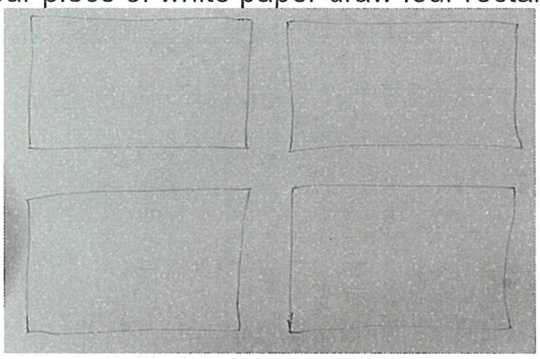
Each child in years 3 – 6, will create an image or a design on their piece of shim and send it back to school, to be placed in the tub when you collect your week 5 pack.

Please make your design or image <u>LANDSCAPE</u> only.

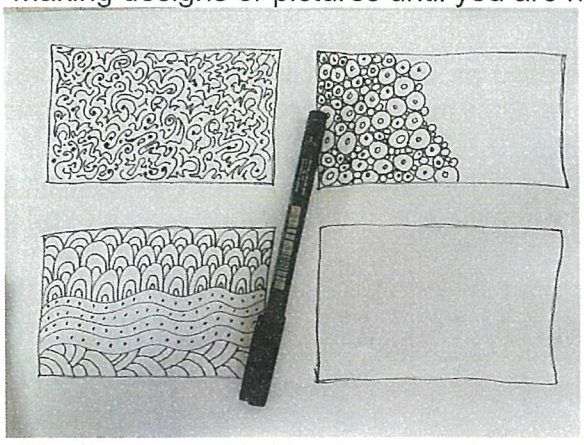
What you will need:

- A piece of aluminium shim
- A pencil
- A towel or thick fabric to rest your shim on
- A piece of paper to practice designs

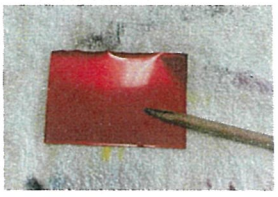
On your piece of white paper draw four rectangles.



Use these four rectangles to practice and refine your pattern or picture. Have a look at the ones I have done below. Take note of how I have filled my area and included detail. Once you have seen my example, I would like you to put it away so you can't see it. Remember that is what we do in our art lessons. I want the designs to be completely yours and not influenced by anything else you might see. Keep making designs or pictures until you are happy with them.



When you think you have the design or picture you are going to use, *<u>place your aluminium shim on a towel.</u>* This will allow your pencil to emboss into the shim.



Your design/picture may be a little different to your original drawing and because you are an artist that is what happens when you create.

Now begin your image.

You need to press hard. You will have to use your muscles!

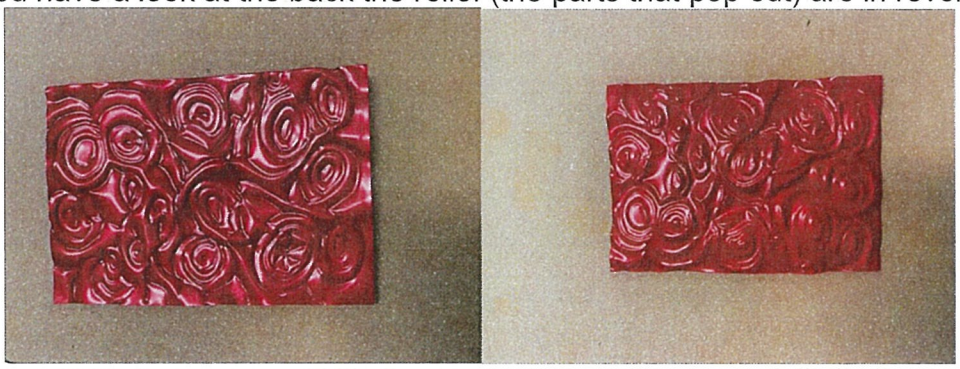
Sometimes it is easier to stand up to do this as you can put more weight into it that way.

Make sure you use your space well, don't leave large blank areas.

If you make a mistake turn it into something that looks like it should have always been there.

Below is a photo of the shim before it has been embossed and after it has been embossed.

If you have a look at the back the relief (the parts that pop out) are in reverse.



We will attach these artworks together to become a large artwork.

Maybe we will auction these at the art show in term 4.

Please place your completed aluminium shim back into the envelope and return it to the tub when you collect your week 5 LFH package.

The colour I have used for my demonstration is red but there are a few different coloured pieces, please just be happy with the colour you get.

I look forward to seeing your beautiful artworks but please take your time and remember

***LANDSCAPE, LANDSCAPE*.**

Have fun,

Mrs Plasto

WEDNESDAY - English

Spelling

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

  For example: **s**ent, acro**ss**, nur**se**, dan**ce**, ne**x**t, **c**ent

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)

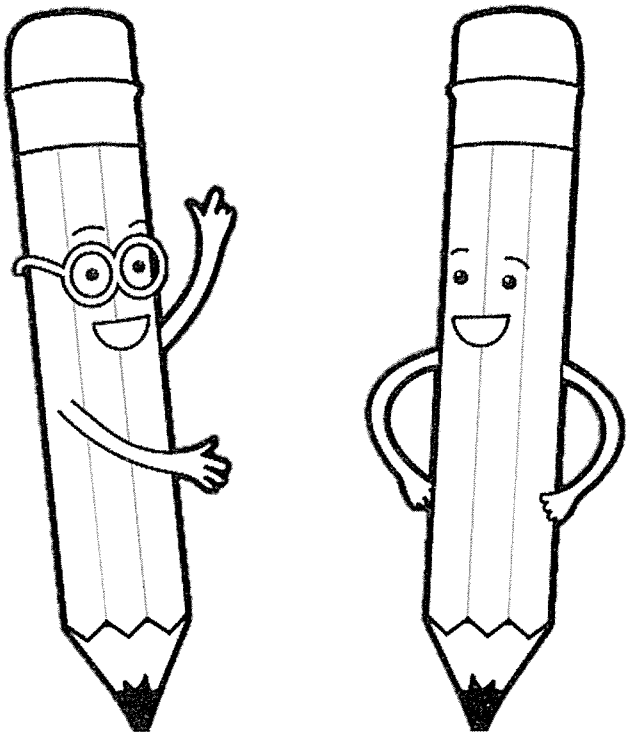
Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Complete** one of the **editing passages** below**.** Choose either **Sheet A** or **Sheet B**

- ***<u>Optional fluency practise</u>: Record yourself re reading → Mars: The Red Planet*** *on a device, then listen to yourself. What are you doing well? What could you improve on?*

  - ***Questions to ask yourself:*** *Am I reading to quickly/slowly? Am I reading with expression? Am I pausing at full stops and punctuation points?*

Re-record yourself reading and see if you can improve your fluency.



EPIC EDITING

Sheet A

Name: _____ Date: _____

Text 11 – Beeper

Find the mistakes in this text. You will need to:

- find and fix 3 spelling mistakes
- add 3 capital letters
- add 2 full stops.

beeper is a silver robot wif lots of buttons Some of the buttons make a noise wen you push them. beeper has big round eyes and claws for hands he is the coolest robot I hav ever seen

Write the text correctly on the lines below.

Sheet B

The Solar System – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

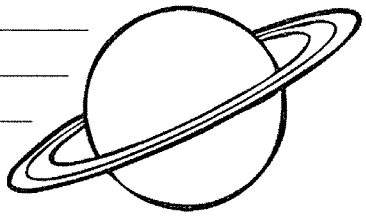
Editing Marks

Capital Letter	|||
Lower case letter	/
Add end marks	. ? !
Spelling mistake	⬭
Add a word	^
Doesn't make sense	———
New paragraph	[ ]
Add a space	#
Add a comma	,

The solar systym is the gravitationally bound system consisting of the sun and the objects that orbit it. The solar formed 4.6 billion yeears ago. there are eightplanets that directly orbit the sun: mercury venus earth mars Jupiter Saturn Uranus and Neptune. There are other objects that orbit the sun however they are known as dworf planits and small solar system bodies.

The Solar System is in the Orion Arm, 26,000 light years from the center of the Milky way. The four smaller inner planets are terrestrial planets. They are composed of rock and medal. The for outer planets are giant planets. jupiter and saturn are gas giants, being made up of hydrogen and helium. The too outer planits Uranus and neptune are ice giants, being composed of substances with high melting points.

After you have edited the paragraph, rewrite the text correctly on the lines below.

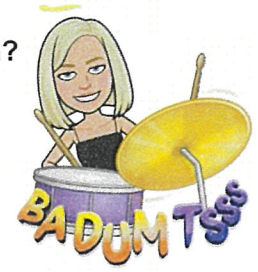


Writing

- **Time to continue our Olympic themed lapbook!**

What do gymnasts and bananas both have in common?

They can do the splits.



Lapbook activity overview

Athlete research task

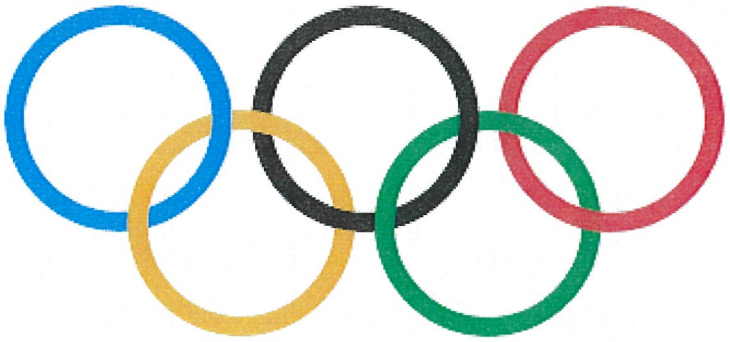
1. V.I.P Info Cards ✓
2. Interesting Facts ✓

General Olympic Information

3. Olympic Trivia ✓
4. Sport Procedure Text

Mascot Design

5. Catapult design



Submission of your lapbook

6. Record yourself sharing the information from your lapbook and upload to Seesaw on Friday

Work through the tasks throughout the week.

Today, you will be continuing with your **Athlete research task.**

1. **Finish off** your Interesting Facts and Olympic Trivia

Now it's time to get sporty.

- Your job is to choose a sport that is being represented at the Tokyo Olympic or Paralympic Games and write a simple procedural text on how to demonstrate an aspect of that sport (e.g. how to dribble a soccer ball, or shoot for goal in basketball).
- You will need to:
    1. **Choose a sport that is in the Olympics or Paralympic Games.**

       The sport I have chosen is _____

    2. **Think about 1 important part of that sport that athletes need to know how to do. For example:** dribbling a soccer ball, swimming freestyle, reeling in a fishing rod, completing a slam dunk, doing a back handspring, completing a roundhouse kick or diving from a diving board.

       The aspect of the sport I have chosen is

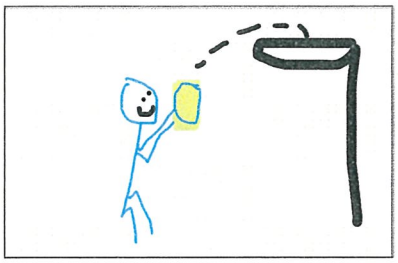
       _____

       _____

    3. **Using the scaffold in your resources, write a procedure** which could inform someone of how to demonstrate that aspect of your chosen sport.
    4. Choose to either use **Sheet A or Sheet B** (more challenging) using your **neatest handwriting.**

Sheet A

- Using your knowledge of procedural language and structure, write the steps on how to complete your sporting aspect. You may then use the rectangle above to illustrate your step (you may like to do this before writing your instructions so you have an idea about what the step is going to happen in each step).
  E.g.



Step 7: Bend your knees and elbows and release the ball in an upwards motion towards the netball hoop.

Sheet B

- Using your knowledge of procedural language and structure, write the steps on how to complete your sporting aspect.
- Make sure you include: full sentences, time connectives to connect your steps, explicit and specific language, correct grammar and punctuation…

Check and edit your work for spelling and punctuation once you have finished.

12× Table Search

2. Find the sets of 3 numbers from your 12x table number sentences. Colour them in. They may be horizontal, vertical or diagonal. Write the ones you find underneath. One is done for you as an example.

60	12	5	14	11	35	3	12	36	44
8	58	91	73	12	22	65	48	10	9
12	0	33	1	132	40	7	81	66	12
96	21	53	44	12	95	15	12	72	108
84	18	24	29	33	12	85	16	84	36
94	12	107	10	77	72	144	4	102	142
2	48	12	38	12	14	12	12	96	125
133	120	54	6	60	108	12	48	78	30

a. 1 × 12 = 12

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

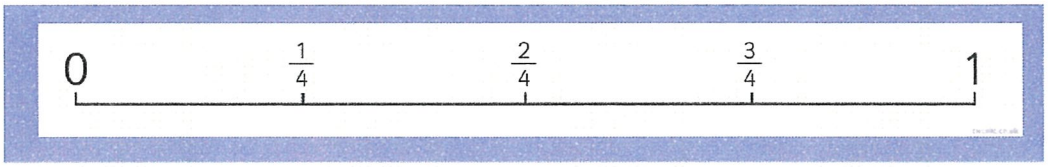
k. _____

l. _____

Revision: Fractions

Fractions on a number line

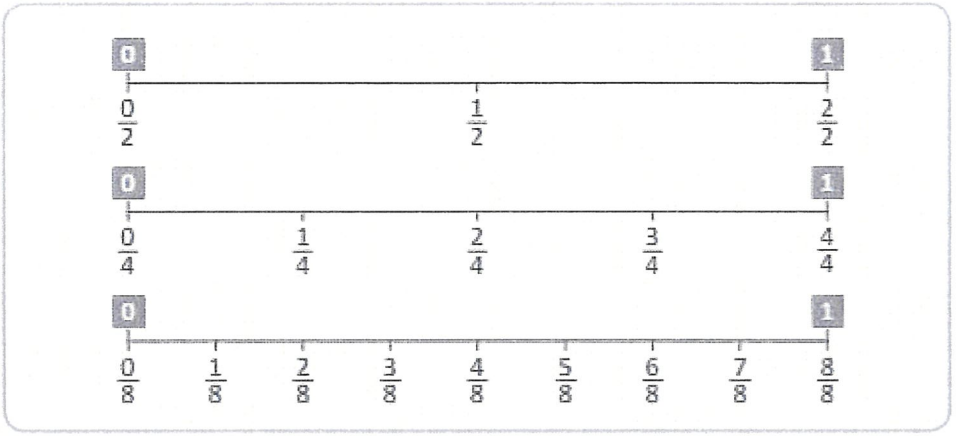
Fractions can also be represented on a number line as pictured below.



Level 1:

When number lines are placed on top of each other it provides a great visual for comparing the sizes of various fractions. The closer they are to one, the larger they are.

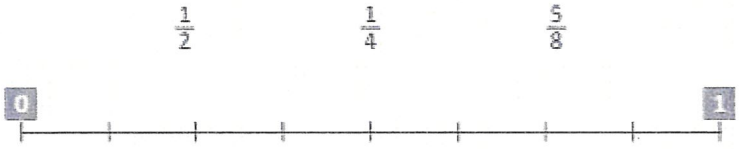
In the diagram above 3/4 is closer to 1 than 2/4, so it is the larger fraction.



1 Connect the fractions to their places on the number lines.

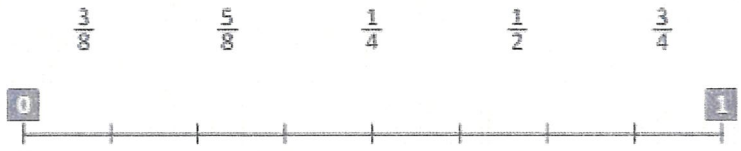
a

b



c

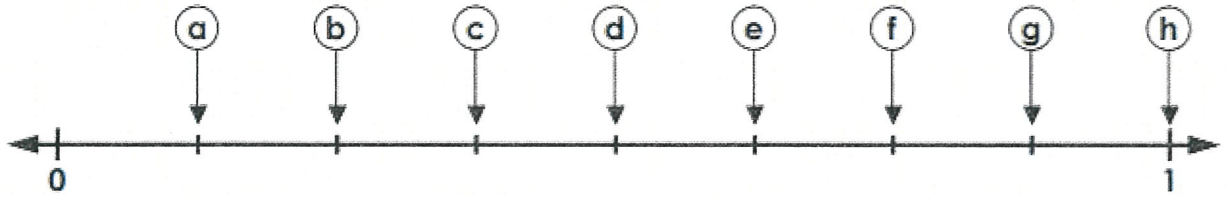
d



Level 2:

Fractions Number Line

Write the correct letter on the blank line next to each fraction.



$\frac{1}{2}$ d $\frac{7}{8}$ _____ $\frac{1}{4}$ _____ $\frac{8}{8}$ _____

$\frac{5}{8}$ _____ $\frac{3}{4}$ _____ $\frac{1}{8}$ _____ $\frac{3}{8}$ _____

Compare the fractions using <, >, and =.

$\frac{3}{8}$ (>) $\frac{1}{4}$ $\frac{4}{8}$ ◯ $\frac{1}{2}$ $\frac{5}{8}$ ◯ $\frac{3}{4}$

$\frac{1}{2}$ ◯ $\frac{3}{4}$ $\frac{7}{8}$ ◯ $\frac{1}{4}$ $\frac{1}{4}$ ◯ $\frac{2}{8}$

$\frac{1}{4}$ ◯ $\frac{7}{8}$ $\frac{8}{8}$ ◯ 1 $\frac{1}{2}$ ◯ $\frac{6}{8}$

Need a bit of help? Scan the QR code to access the interactive fraction wall.

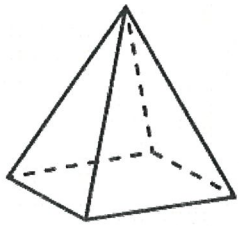
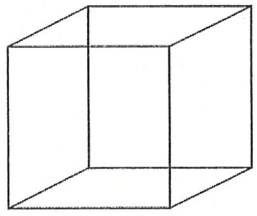
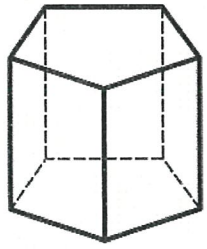
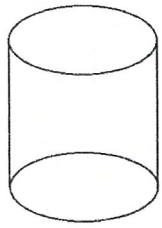
SCAN ME

3D Objects: Zoom Lesson 11:30am till 12pm

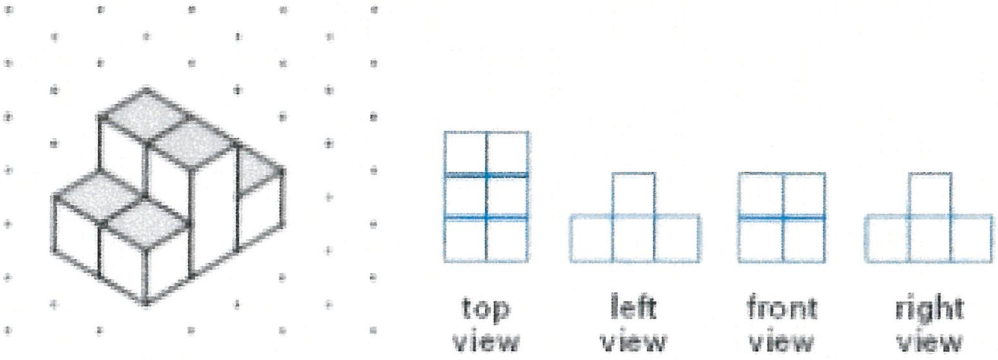
Euler's Rule:

Swiss mathematician Leonhard Euler (1707 - 1783) discovered a mathematical equation relating to the properties of 3D shapes:

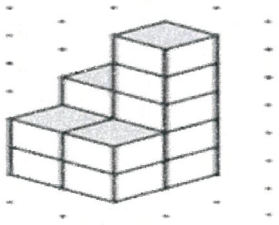
$$\text{Number of faces} + \text{Number of Vertices} - \text{Number of Edges} = 2$$

Shape	Faces + Vert		Total	Edges (Subtract)	Total
					
					
					
					

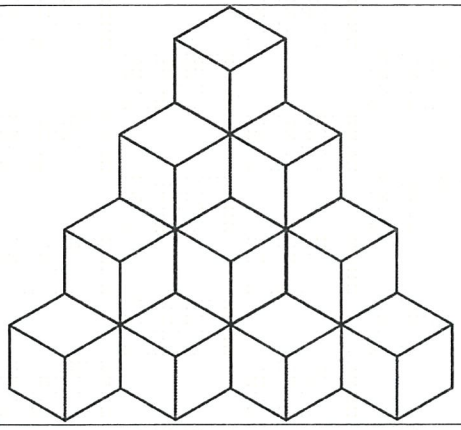
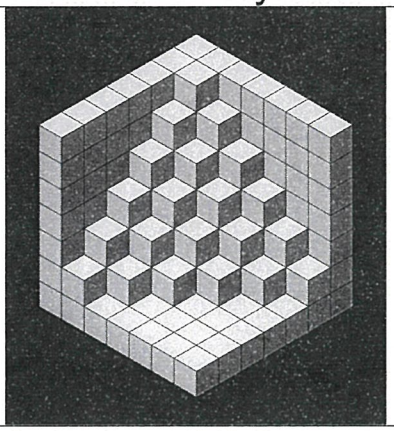
I can Draw 3D Objects in 2D from multiples perspectives



Draw the 3D object in 2D from multiples angles

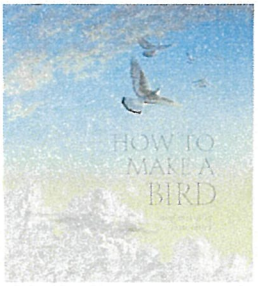


3D Drawing Challenge

Level: 1	Level: Melt my Brain
	

WEDNESDAY – Library

'How to Make a Bird' by Meg McKinley



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

https://storyboxlibrary.com.au/

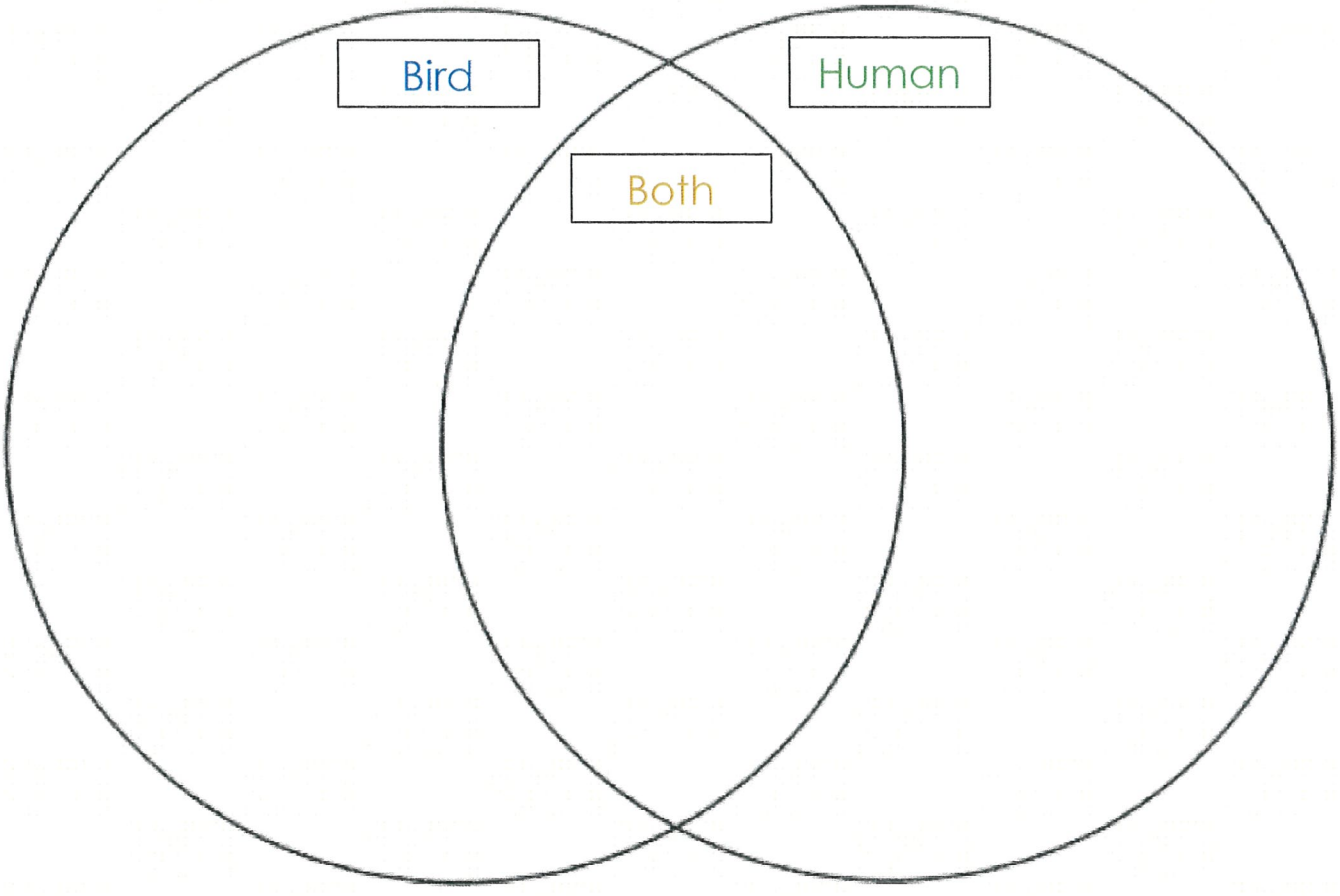
Log in (the top right corner) using the user name & password provided in the SZapp.

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

Click on 'How to Make a Bird' by Meg McKinley to listen to the story. This is a Shortlisted book for the Picture Book of the Year for Book Week this year.

In the story the bird needs "a heart that beats faster than any human heart".

Make a Venn diagram which shows the ways birds and humans are alike and different.
On the left (bird) side write ways in which birds are different to humans.
On the right (human) side write ways humans are different to birds.
In the middle, write ways in which humans and birds are alike.
Include things such as appearance (how they look), behaviour, food, habitat (where they live).
You may use the internet for research if needed.



THURSDAY - English

Spelling

- Practise your spelling words and write them 5 times in different colours.

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

literacy

 Look  Say  Cover  Write  Check

My Words	Practise

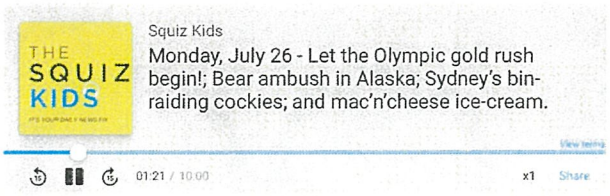
- Choose **one** activity to complete in the space below

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 Squiz Kids Podcast:** *Monday, July 26 – Let the Olympic gold rush begin!; Bear ambush in Alaska; Sydney's bin raiding cockies; and mac'n'cheese ice-cream*
  https://www.squizkids.com.au/podcast/monday-25-july-2021/



In Pop Culture Corner Squiz Kids tells us

'the latest ice cream flavour to come out of the United States is the living definition of gross.... its yellow and cheesy and has the sweet, sticky consistency of ice cream. Its Mac and Cheese Flavour!"

Time for you to design your own ice cream flavour. It could be delicious, or totally disgusting!

Design Your Own Ice Cream

If you could choose any flavour of ice cream, what would you choose?

Would you choose more than one flavour?

What topping would you add?

Write about what you would choose and then draw your ice cream.

The flavours I would add:

_____

_____

The toppings I would add:

_____

_____

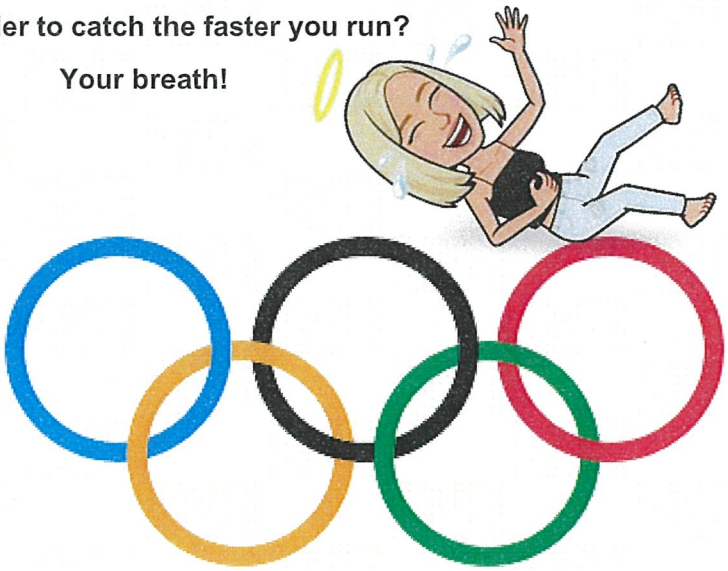
Draw your ice-cream below!

Writing

- **Time to continue our Olympic themed lapbook!**

What is harder to catch the faster you run?

Your breath!



Lapbook activity overview

Athlete research task

1. V.I.P Info Cards ✓
2. Interesting Facts ✓

General Olympic Information

3. Olympic Trivia ✓
4. Sport Procedure Text ✓

Mini Olympics STEM project

5. Catapult design

Submission of your lapbook

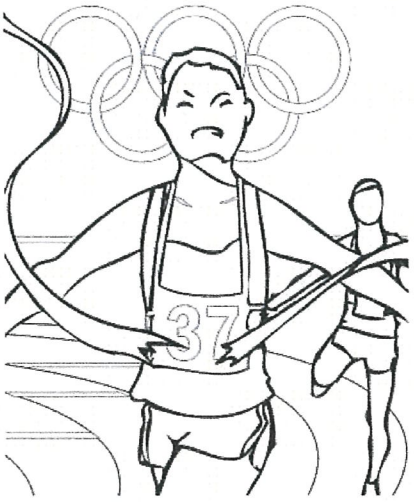
6. Record yourself sharing the information from your lapbook and upload to Seesaw on Friday

Work through the tasks throughout the week.

Today, you will be creating a catapult to send an athlete flying.

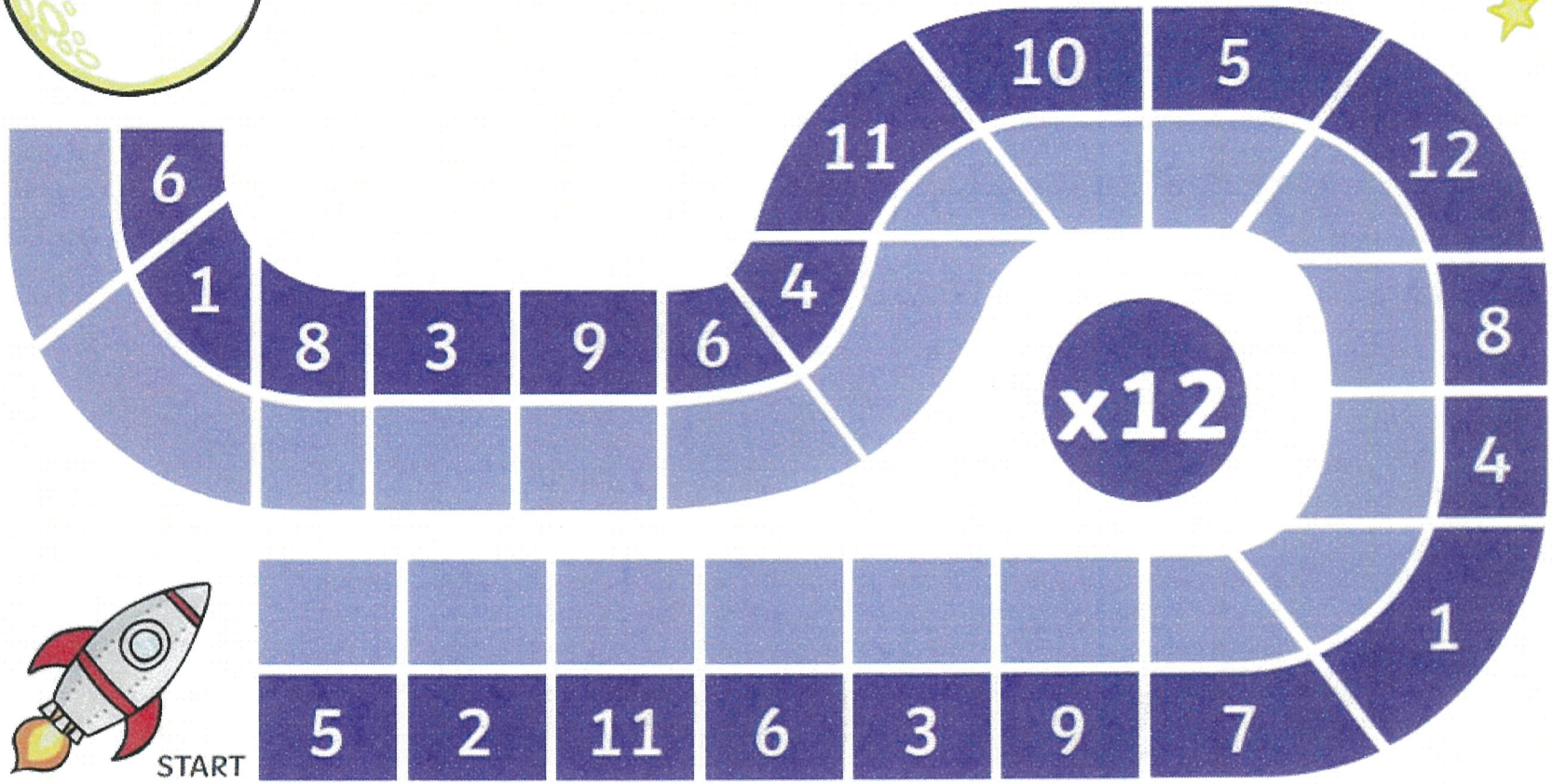
1. **Finish off your Sport Procedure Text** if you did not complete yesterday
2. **Using the information below and resources in your pack,** create a catapult.
3. **Then,** work on finalising your lap book, ready to share on SeeSaw.

Optional: you might like to take a video of your catapult in action!



12 Times Table Space Race

Multiply the numbers on the track.
Write them down as you go around.
Use a timer to see how long it takes you to finish the race!



Revision: time

Choose one activity to complete:

Level 1:

Telling time – o'clock and half past

The minute hand is on 12 and the hour hand is on 4.

4 o'clock

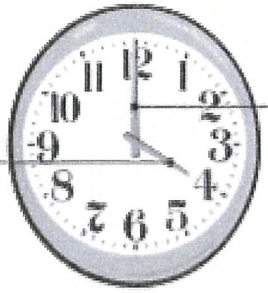
half past 4

The minute hand is on 6 and the hour hand is half way between 4 and 5.

1 **Complete these labels of the clock hands by writing these words in the correct places – *long*, *short*, *hours*, *past*, *to* and *o'clock*:**

The hour hand is _____.

It shows the _____.



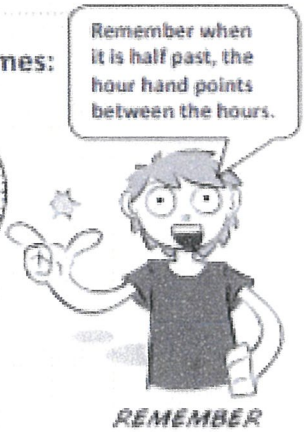
The minute hand is _____.

It shows how many minutes _____ or _____.

It can also show _____.

2 **Draw a line to connect each of these clocks to the matching times:**

half past 3 | 7 o'clock | half past 8 | half past 9



3 **Draw the hour and minute hands on each clock to show the correct time:**

a

half past 10

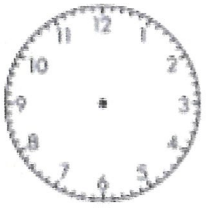
b

5 o'clock

c

1 o'clock

d

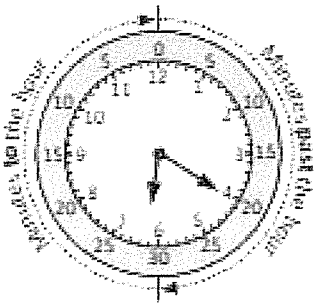


half past 2

Level 2:

Telling time – five minute intervals past the hour

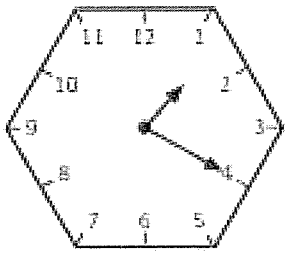
It takes 5 minutes for the minute hand to move from one number to the next. The time shown on this clock is 20 minutes past 6.



20 past 6

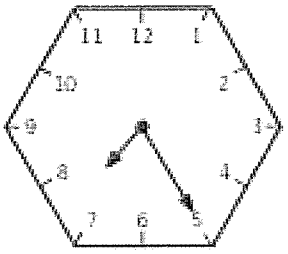
1 **Complete these labels of the clock hands:**

a



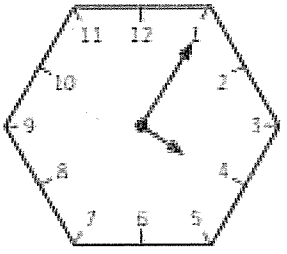
_____ past _____

b



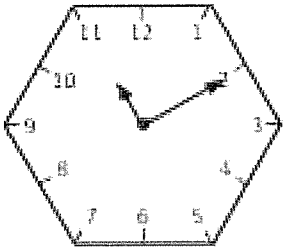
_____ past _____

c



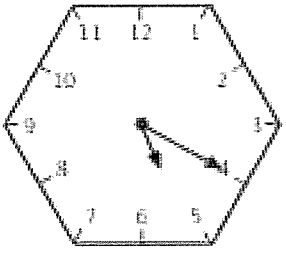
_____ past _____

d



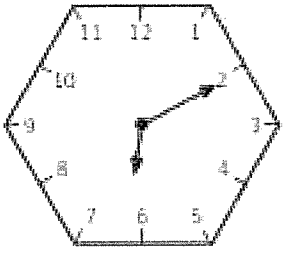
_____ past _____

e



_____ past _____

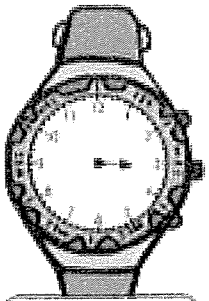
f



_____ past _____

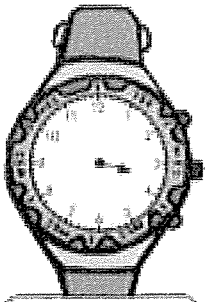
2 **Draw the minute hand on each watch according to the label:**

a



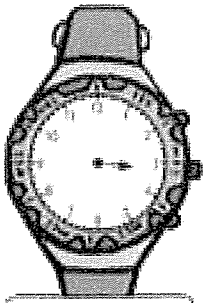
5 past 3

b



25 past 3

c



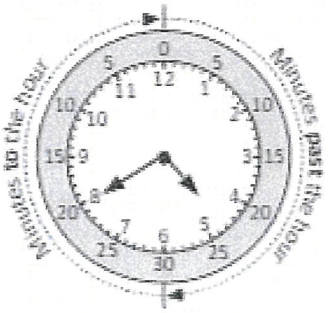
10 past 3

Level 3:

Telling time – five minute intervals to the hour

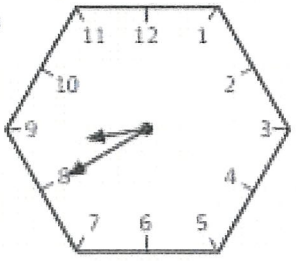
When the time is later than half past, instead of saying the number of minutes after the hour we usually say the number of minutes **before** or **to** the next hour.

20 to 5



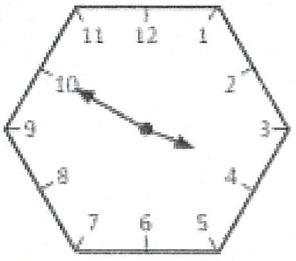
1 **Complete these labels of the clock hands:**

a



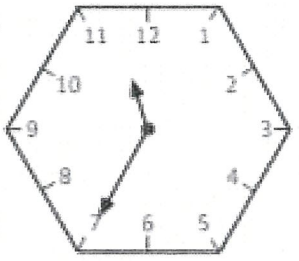
_____ to _____

b



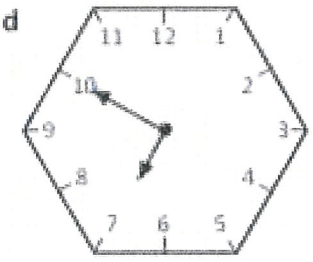
_____ to _____

c



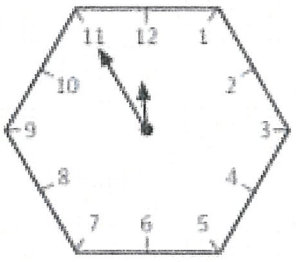
_____ to _____

d



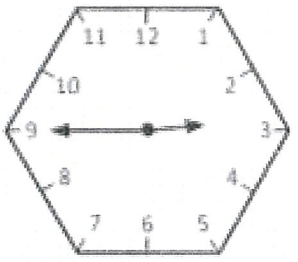
_____ to _____

e



_____ to _____

f



_____ to _____

2 **Draw the hands on the clocks to show these times.**

a 20 to 2

b 10 to 8

c 5 to 6

3D Objects: Zoom Lesson 11:30am till 12pm

Warm up: Test your knowledge

Shapes

Look at each illustration. What kind of shape is pictured?
Color in the bubble next to the correct answer.

1. 

triangle ○ diamond ○ pyramid ○ cone ○

2. 

star ○ hexagon ○ pentagon ○ octagon ○

3. 

sphere ○ cone ○ cylinder ○ circle ○

4. 

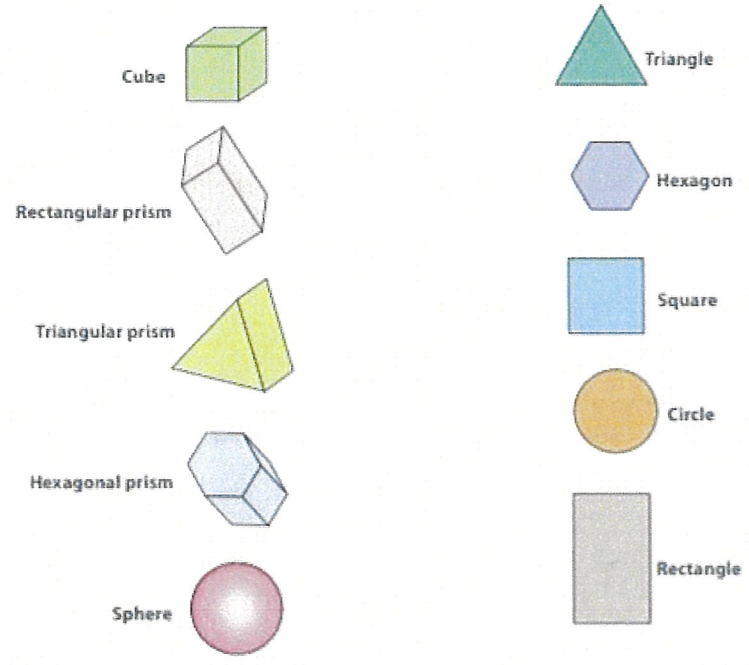
hexagon ○ oval ○ octagon ○ heart ○

5. 

trapezoid ○ cube ○ rectangle ○ square ○

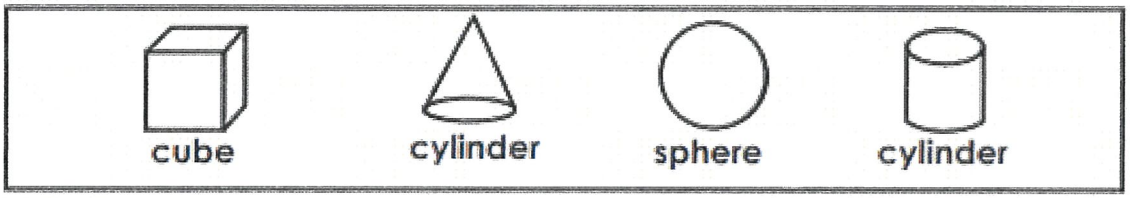
Match 3D and 2D

Draw a line to match the 3D objects to their 2D look alikes.

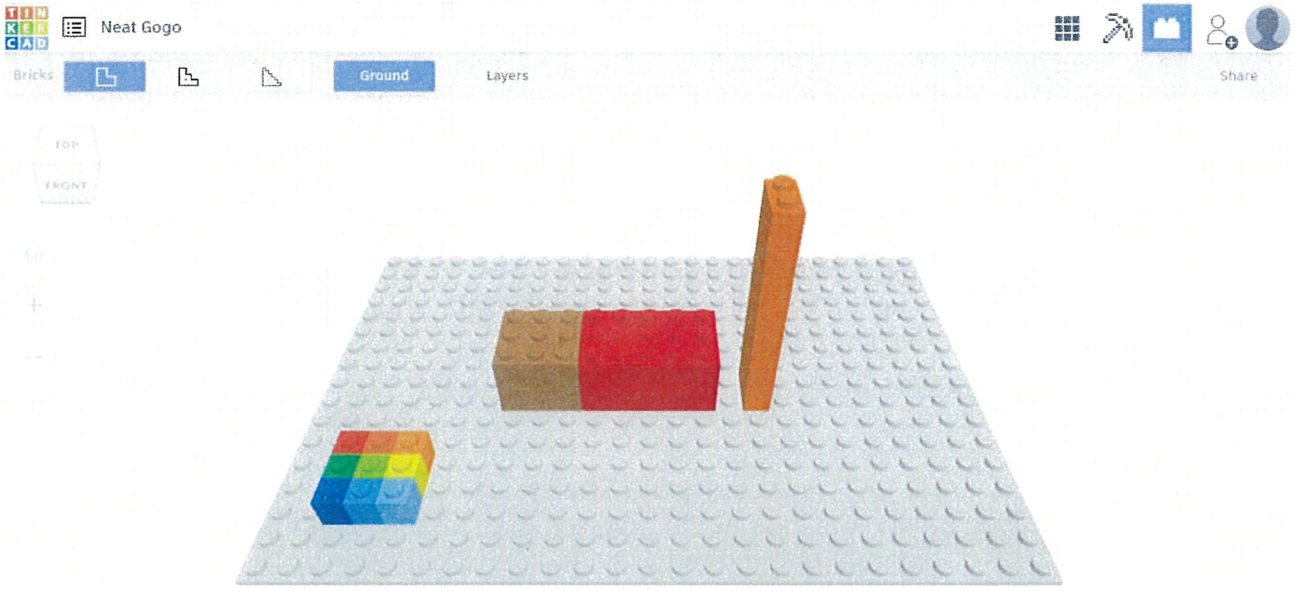


Three Dimensional Castle

Architects use 3-D shapes to create layouts of buildings all the time. Pretend you are an architect who has been hired to create a castle. Draw a layout of what your castle would look like by using the 3-D shapes below. Use as many as you like and be as creative as you can.



Feeling creative?
Try building your 3D Castle on Tinkercad



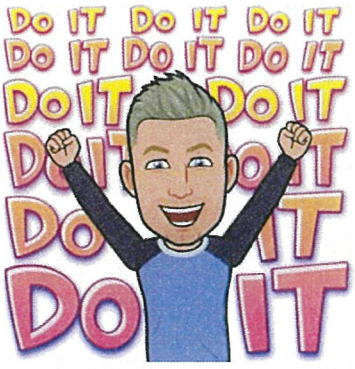
Student instructions
Have a class link?

1. **Go to your class at https://www.tinkercad.com/**joinclass/4KQVD67DUWLN.
2. **Enter the** Nickname **your teacher assigned you.**

SCAN ME

Your Nickname is your first and last name in lowercase with no spaces.

Example: Mr Hahlos – mrhahlos



THURSDAY – PDHPE

Lesson 4 – All Systems Go!

Last week we identified the major body systems and how they are interconnected to help our body survive. Now we are going to take a closer look at the Circulatory System.

The role of the circulatory system is to transport blood throughout the body. Blood acts as the vehicle, carrying oxygen (O2) and nutrients to cells, and carbon dioxide (CO2) and wastes away from cells. It transports white cells and antibodies to fight infection, and blood-clotting factors that help to stop bleeding. The circulatory system also plays an important role in maintaining a stable body state (homeostasis): the flow of blood throughout the body helps to regulate body temperature, as well as carrying hormones that regulate body activities. The three main parts of the circulatory system are the blood, heart and blood vessels.

Activity 1 – Watch the video

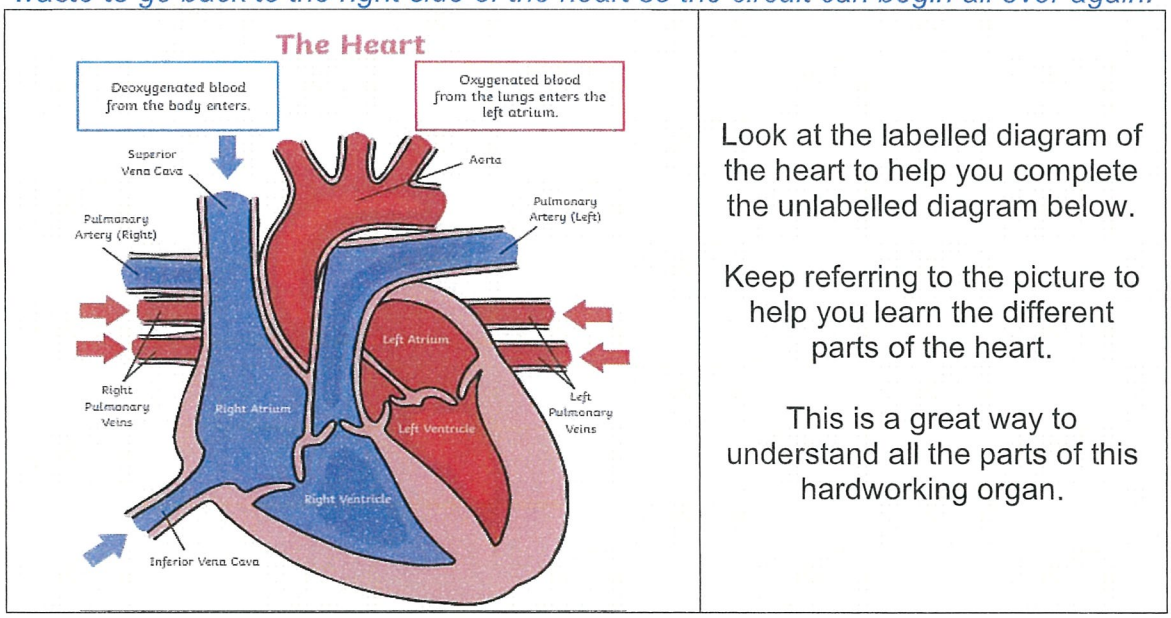
Watch the short video by visiting the link or scanning the QR code to learn more about how the Circulatory System works.

https://www.youtube.com/embed/f9ONXd_-anM

Activity 2 – The Heart

Read the information below and look at the diagram of the heart. Then go to the unlabelled diagram of the heart to try to label it correctly.

The Heart is a pump that helps push blood throughout the body. It is slightly larger than the size of a clenched fist and sits just to the left of the chest. Humans have a four-chambered heart that's divided into left and right sides, each with an atrium and a ventricle. The pulmonary circuit starts with the right side of the heart pumping oxygen-poor blood from the body to the lungs where it can take up oxygen and release carbon dioxide. The oxygenated blood then returns to the left side which has to do more work by pumping this blood through the largest artery, the aorta, to the rest of the body. This blood distributes oxygen and nutrients while picking up carbon dioxide and waste to go back to the right side of the heart so the circuit can begin all over again.

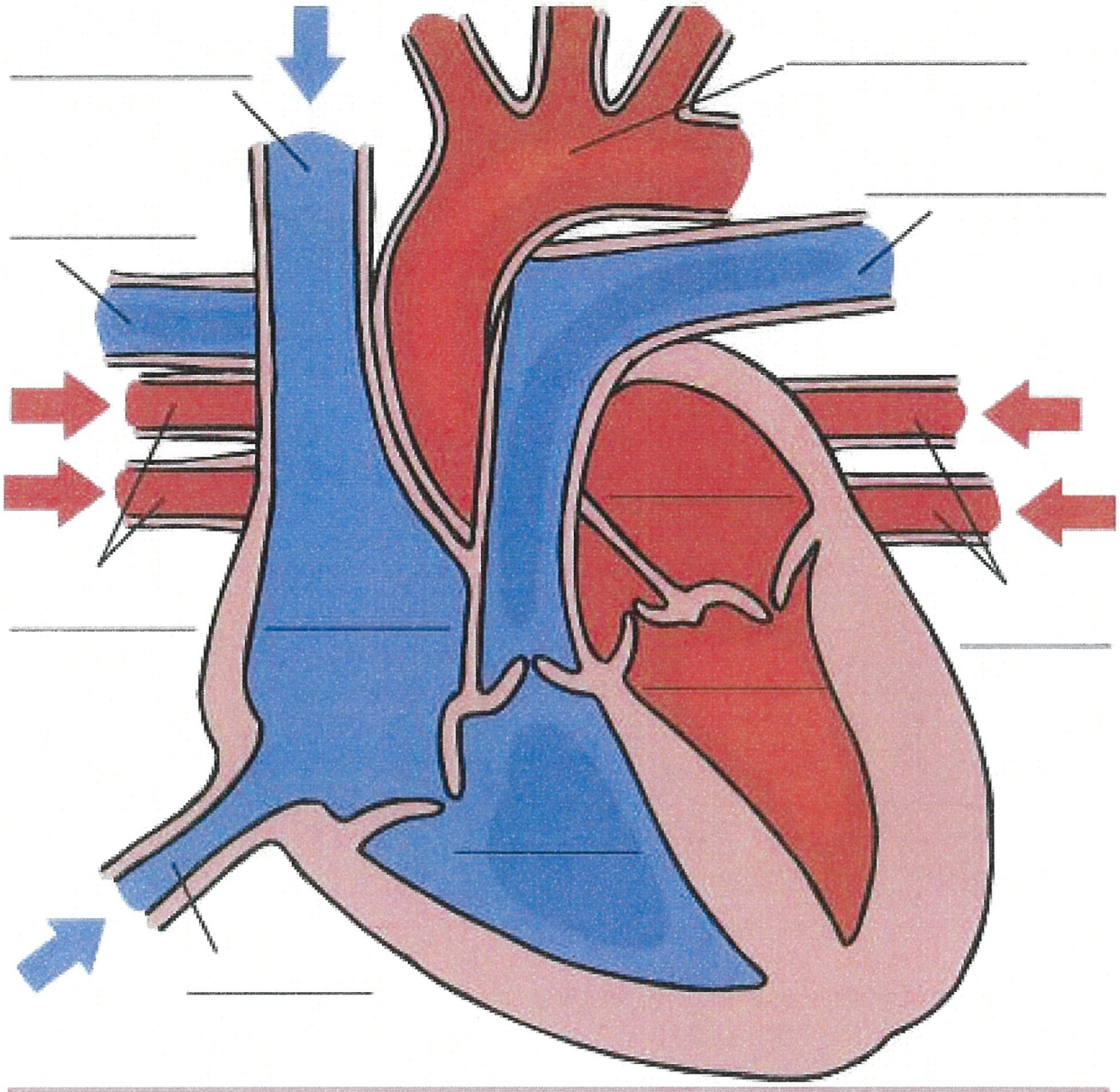


Look at the labelled diagram of the heart to help you complete the unlabelled diagram below.

Keep referring to the picture to help you learn the different parts of the heart.

This is a great way to understand all the parts of this hardworking organ.

The Heart



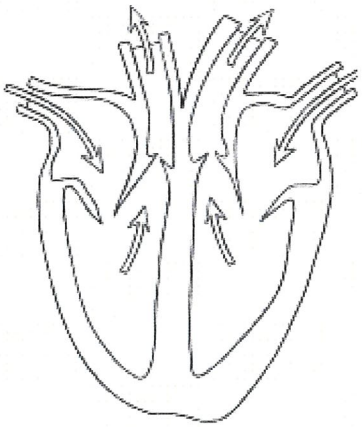
Inferior Vena Cava	Left Atrium	Left Pulmonary Veins
Superior Vena Cava	Right Atrium	Pulmonary Artery (Left)
Left Ventricle	Aorta	Pulmonary Artery (Right)
Right Ventricle	Right Pulmonary Veins	

Activity 3 – Complete the Heart Worksheet below.

Your Heart

The heart is a muscle in your chest made up of four chambers:

- the right atrium;
- the left atrium;
- the right ventricle;
- the left ventricle.



Your heart is protected by your ribs and pumps blood around your body. This is what happens:

Your blood 'picks up' the oxygen from your lungs and then it travels to your heart. The heart pumps or pushes the blood around your body by using the muscles in its walls. These muscles contract to push the blood around the body. Arteries carry the blood to every part of your body so your muscles and organs can use the food and oxygen to make them work. Veins carry blood back to your heart when all the oxygen has been used so the blood can be pumped back to your lungs again to 'pick up' more oxygen.

Task 1: Complete the following paragraph using the paragraph above to help you.

The heart is a _____in your chest made up of _____chambers. The heart is protected by the _____. The heart acts like a _____ pushing blood around the body. This happens because the muscles in the _____ of the heart regularly contract, squeezing out the blood. Blood travels away from the heart in blood vessels called _____ and travels to _____ part of your body. The blood travels through _____ to return to the heart. Blood collects _____ from the lungs then returns to the heart to begin the cycle again.

Task 2: Put a tick or a cross next to each of the following statements to show whether they are good or bad for your heart:

1) Walking to the shops ☐
2) Eating lots of sweets ☐
3) Eating fruits and vegetables ☐
4) Playing football ☐
5) Driving to the shops ☐
6) Sitting and watching TV ☐
7) Walking the dog ☐
8) Drinking lots of water ☐
9) Going for a bike ride ☐
10) Playing computer games ☐

Activity 4 – PE Activity

- Complete a Just Dance or Cosmic Yoga
- Practice your passing skills with a soccer ball or netball with a sibling or your mum and dad.
- Go for a walk around the block or bike ride with your parents.

FRIDAY - English

Spelling

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

My Words	Mark
apear	x
keep	√
Score: _____ / _____	

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

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

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

ABSENCE	CIRCULAR	LONELINESS	SECRECY
ACCIDENT	CYLINDER	MESSAGE	SENSATION
AMBULANCE	DECISION	PASSENGER	SEPARATE
ASTRONOMY	DECREASE	POISONOUS	SOUVENIR
BUSINESS	DISSATISFIED	POSSESS	SPACIOUS
CEMETERY	ESSENTIAL	QUESTION	SUCCESSFUL
CENTURY	EXPLANATION	SAFETY	THOUGHTLESS
CERTAIN	JUICE	SCISSORS	USELESS

- Optional: Make a mnemonic for each of your spelling words.

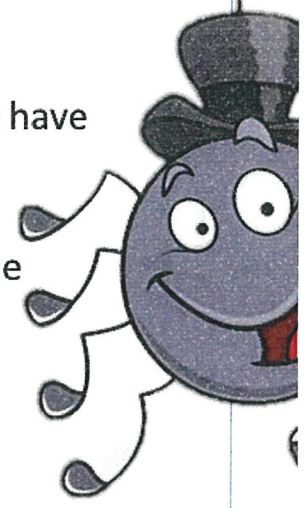
  For example: learn

little
elephants
are
really
nice

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Drawing on demand activity:** Read these instructions carefully.
  On the next page, try to draw exactly what you have read.

Drawing on Demand – Sporty Spider



Read these instructions carefully. Try to draw exactly what you have read.

Look at the completed picture to see how close you came to the original.

- This is a spider that is in the middle of your page.
- It takes up ¾ of your page.
- The spider has a round, pink body. Its body has small, black hairs all over it.
- The head is at the front of the body, so the spider is facing you.
- The head is ¼ the size of its body and it is orange in colour.
- The spider has two round eyes on top of its head that are blue, with black eyelashes and pupils.
- Its open smile takes up ½ of its face and it has big red lips.
- The spider has eight legs. They are long, skinny and purple in colour.
- Each foot has a running shoe on it. The front two feet have blue shoes on, the four middle feet have yellow shoes on and the back two feet have green shoes on.
- The laces and soles of each shoe are white.

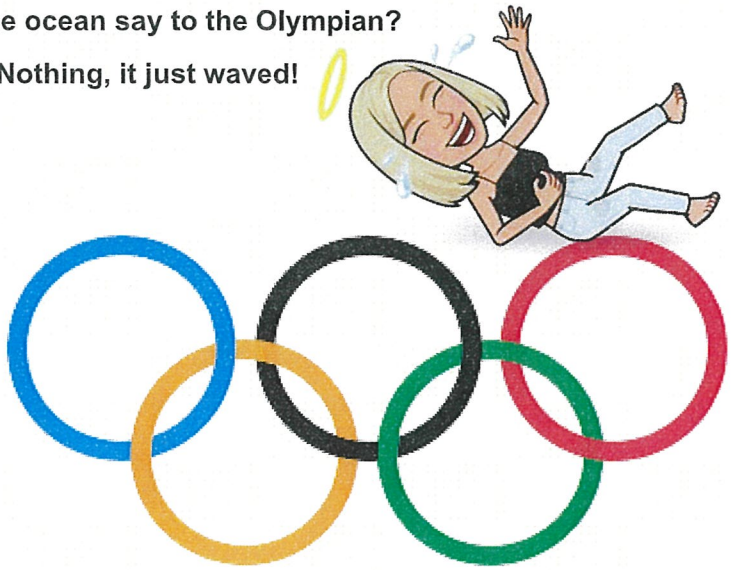
Sporty Spider

Writing

- **Time to finalise your Olympic themed lapbook!**

What did the ocean say to the Olympian?

Nothing, it just waved!



Lapbook activity overview

Athlete research task

1. V.I.P Info Cards ✓
2. Interesting Facts ✓

General Olympic Information

3. Olympic Trivia ✓
4. Sport Procedure Text ✓

Mini Olympics STEM project

5. Catapult design ✓

Submission of your lapbook

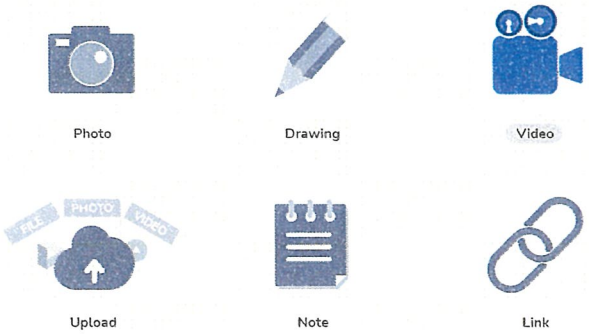
6. Record yourself sharing the information from your lapbook and upload to Seesaw on Friday

Today, you will be finishing your lapbook.

1. **Finish off your catapult and any colouring you need to complete your lap book.**
2. **Using Seesaw,** record a short 1-minute video (approx.) presenting your lapbook.

You should include:

- Information about your athlete
- A summary of your Sport Procedure Text
- Your catapult creation
- Any other information you would like to add (so long as it is within approximately 1 minute)!



Well done on completing your lap books! You are a superstar.

Your teachers can't wait to watch your video footage!
You will receive some short feedback on your presentation over the next week.

FRIDAY - Mathematics

Minute Maths

5 Minute Challenge:

Set your timer and see how many you can answer.

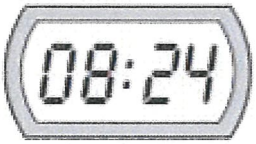
×	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Revision: Time

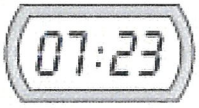
Level 1:

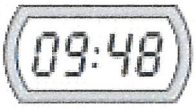
Telling time – digital

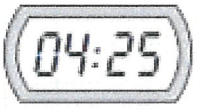
Digital time is always read as minutes past the hour. This digital time could be read as 24 minutes past 8 *or* eight twenty four. Digital clocks often display a zero when the hour is a single digit.

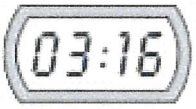


1 **Draw a line to connect each of these digital times to how they could be read:**









16 minutes past 3 | 25 minutes past 4 | 48 minutes past 9 | 23 minutes past 7

2 **Write the times on the digital clock radios. The first one has been done for you.**

a seven twenty — 0 7 : 2 0

b 13 minutes past 4 — :

c 25 minutes past 2 — :

d four thirty two — :

e 28 minutes past 6 — :

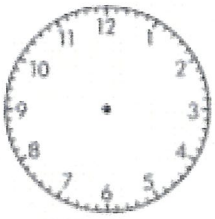
f nine fifty two — :

3 **Complete this row of analogue and digital clocks so each pair displays the same time:**

a  :

b  08:15

c  :

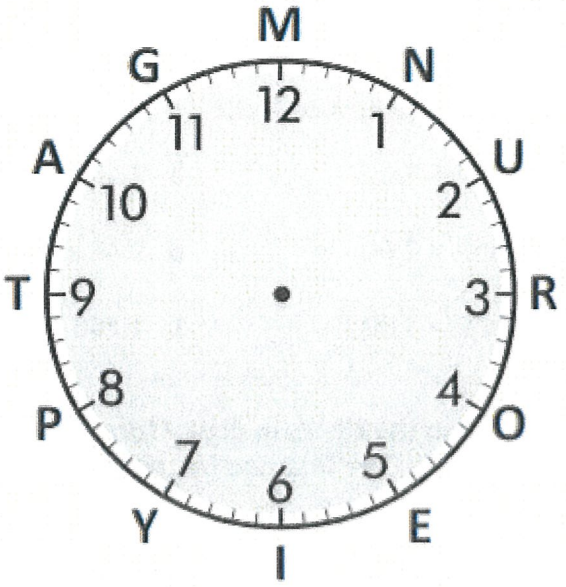
d  10:25

Code Breaker:

Coded clocks — apply

What to do

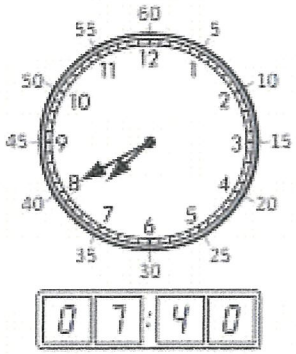
Solve the riddle below by finding the matching letter for each amount of minutes, *to* or *past* hours on the clock face.



Riddle: What did the sock say to the foot?

25 to	20 past	10 past		10 to	15 past	25 past
____	____	____		____	____	____
20 to	10 past	15 to	quarter to	30 past	five past	five to
____	____	____	____	____	____	____
	o'clock	25 past		20 past	5 past	
	____	____		____	____	

Level 2:



In digital time, when it is later than half past the hour, we can tell how long it is until the next o'clock.

This time says 7:40 which means after another 20 minutes it will be 8:00. This makes sense because there are 60 minutes in an hour. 40 + 20 = 60

7:40 + 20 minutes = 8:00

4 **How many minutes until the next o'clock?**

a 6:50 + _____ minutes = 7:00

b 2:40 + _____ minutes = 3:00

c 1:35 + _____ minutes = 2:00

d 9:45 + _____ minutes = 10:00

e 4:55 + _____ minutes = 5:00

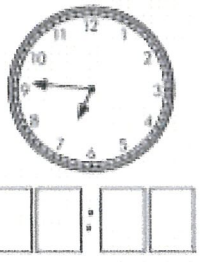
f 10:50 + _____ minutes = 11:00

5 **Write the times shown on the clocks in digital form then calculate how many minutes until the next hour. The first one has been done for you.**

a

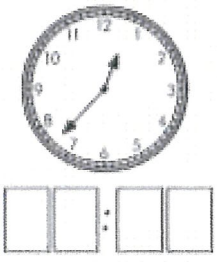
18 minutes to 5

b



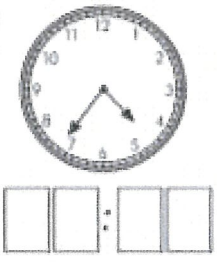
___ minutes to ___

c



___ minutes to ___

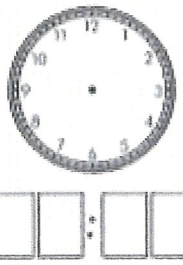
d



___ minutes to ___

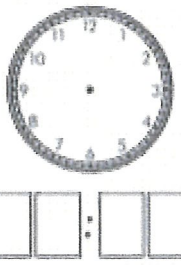
6 **Read how many minutes there are until the next hour. Show this time on the clock face and in digital form.**

a



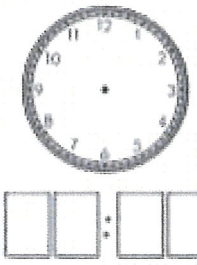
16 minutes to 3

b



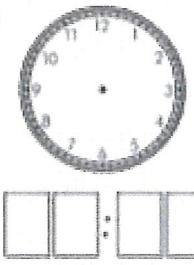
20 minutes to 8

c



25 minutes to 10

d

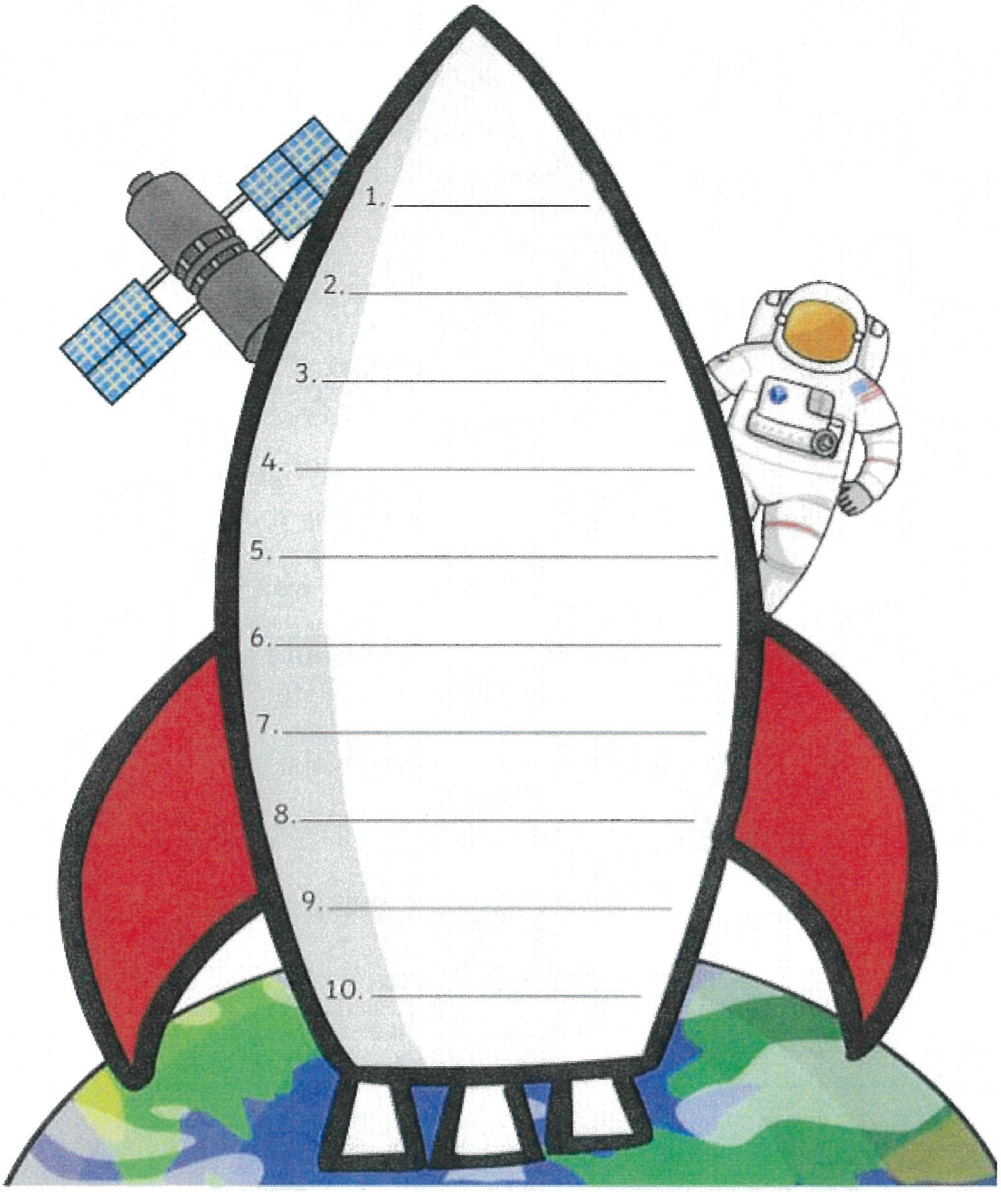


17 minutes to 8

3D Objects: Zoom Lesson 11:30am till 12pm

Brainstorm:

List ten things you know about 3D Objects



Now make your own Kahoot with 3 or 4 questions about 3D Objects

Step 1: Go to https://kahoot.com/

Step 2: Sign up and create your username and use your student email.

Step 3: Click Create

Step 4: Share your Kahoot with the teacher

Step 5: Once it is set up, we will share the game code with the class if you would like people to play.

FRIDAY – Music

From Mr Cronin

Here's a fun warm up. Try playing the minims (ta-aa) with your feet, the crotchets (ta) with your left hand and the quavers (ti ti) with your right.

https://youtu.be/yZFDyOP2MPE

Did you know that our National Anthem was chosen by the Australian public in 1977?

One of the other choices offered in the vote was Waltzing Matilda.

Below are three different versions of the song and I would like you to listen to each one and consider which you prefer?

Sing along with the different versions.

https://www.youtube.com/embed/ZIWXmdTrz1s

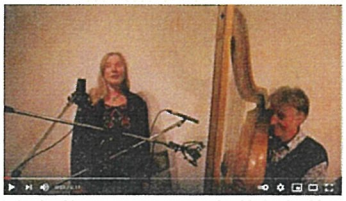
https://www.youtube.com/embed/6JDPjuvO6f8

https://www.youtube.com/embed/R4yCwgElhoo

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.

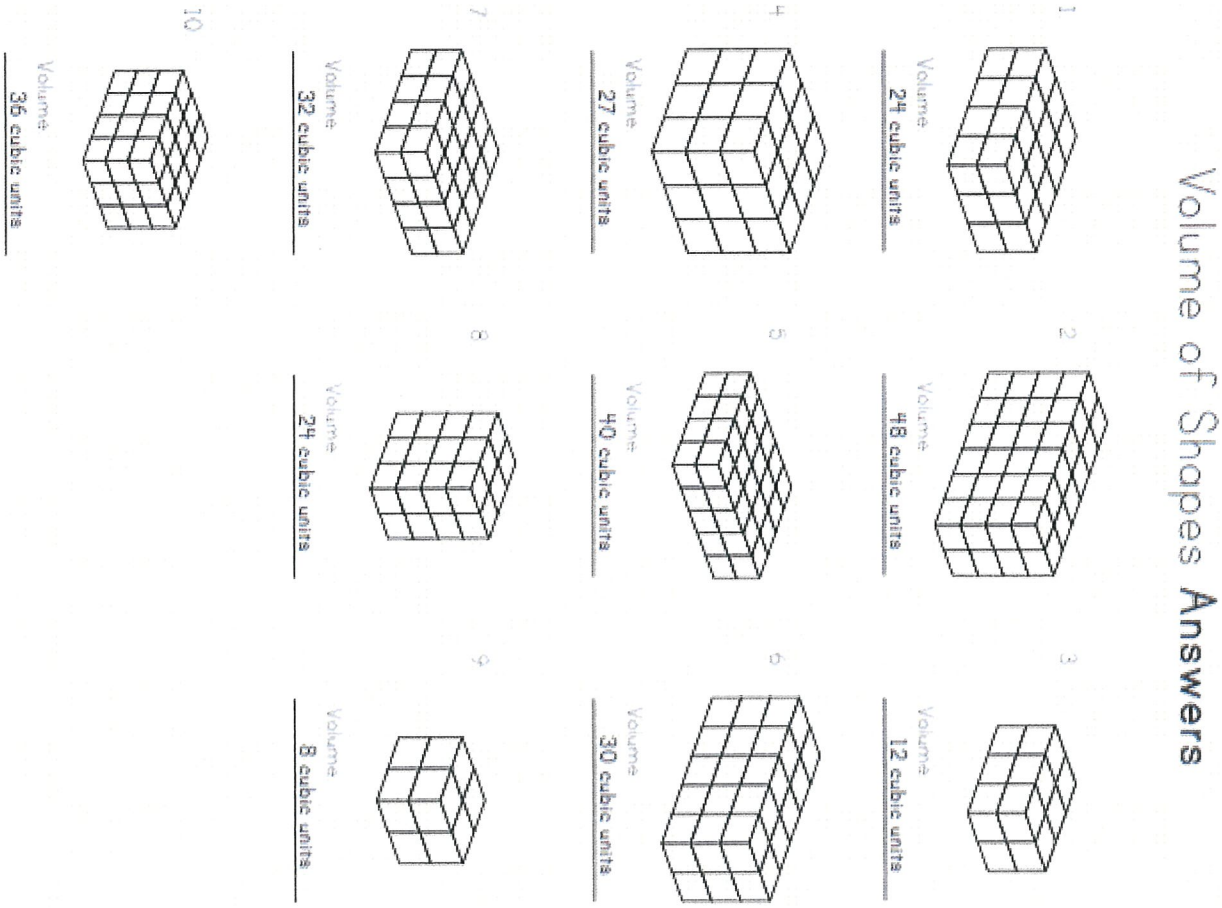
https://www.youtube.com/embed/0FLVPlKPn_c

Have fun 😊
Mr Cronin

Mathematics Answers

Monday

Level 1: Revision



Level 2: Revision

Finding the Volume by Counting Cubes **Answers**

1. 12 cubic units
2. 11 cubic units
3. 5 cubic units
4. 44 cubic units
5. 12 cubic units
6. 24 cubic units
7. 4 cubic units
8. 7 cubic units
9. 30 cubic units
10. 13 cubic units

Tuesday

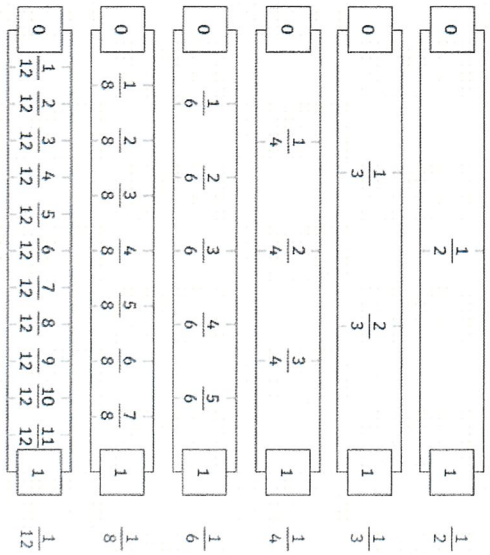
Level 1: Revision

Find the Equivalent Fractions **Answers**

Question	Answer
1	2
2	4
3	4
4	2
5	10
6	16
7	4
8	8
9	20
10	2
11	10
12	22

Level 2: Revision

Equivalent Fractions **Answers**



1. $\frac{6}{12} = \frac{1}{2}$
2. $\frac{3}{12} = \frac{1}{4}$
3. $\frac{2}{6} = \frac{4}{12}$
4. $\frac{3}{4} = \frac{6}{8}$
5. $\frac{4}{12} = \frac{1}{3}$
6. $\frac{5}{6} = \frac{10}{12}$
7. $\frac{2}{3} = \frac{8}{12}$
8. $\frac{1}{6} = \frac{2}{12}$
9. $\frac{1}{3} = \frac{3}{9}$
10. $\frac{7}{8} = \frac{14}{16}$
11. $\frac{5}{12} = \frac{10}{24}$
12. $\frac{2}{3} = \frac{6}{9}$

Challenge:

Using what you've learnt about the equivalence between the fractions above, can you work out these equivalent fractions?

Level 3: Revision

Equivalent Fractions **Answers**

Work out these equivalent fractions:

1. $\frac{2}{3} = \frac{\boxed{4}}{6}$
2. $\frac{4}{\boxed{8}} = \frac{2}{4}$
3. $\frac{1}{5} = \frac{4}{\boxed{20}}$
4. $\frac{1}{4} = \frac{\boxed{3}}{12}$
5. $\frac{4}{\boxed{6}} = \frac{8}{12}$
6. $\frac{2}{\boxed{12}} = \frac{1}{6}$

In your own words, explain how to find an equivalent fraction.

Pupil's own response.

Now, work out these equivalent fractions:

7. $\frac{6}{\boxed{9}} = \frac{2}{3}$
8. $\frac{\boxed{6}}{16} = \frac{3}{8}$
9. $\frac{5}{6} = \frac{\boxed{20}}{24}$
10. $\frac{\boxed{2}}{8} = \frac{14}{56}$
11. $\frac{4}{7} = \frac{\boxed{16}}{28}$
12. $\frac{9}{13} = \frac{45}{\boxed{65}}$

Sam says that $\frac{2}{3}$ is equivalent to $\frac{3}{9}$. Is he correct? Explain your answer.

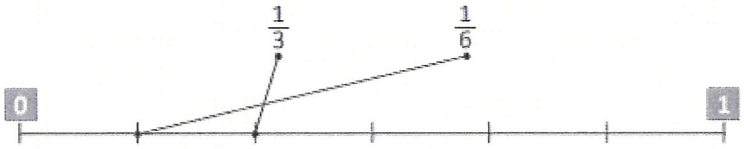
He is incorrect. Accept any explanation that correctly explains why $\frac{2}{3}$ is not equivalent to $\frac{3}{9}$. For example, Sam is wrong because to make the denominators equal (9) 3 would need to be multiplied by 3. 2 multiplied by 3 is 6 so $\frac{2}{3}$ is equivalent to $\frac{6}{9}$.

Wednesday

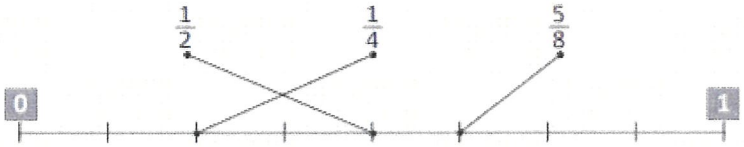
Level 1:

Connect the fractions to their places on the number lines.

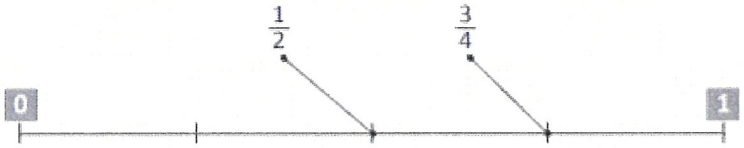
a



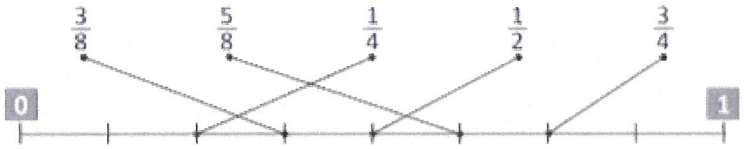
b



c



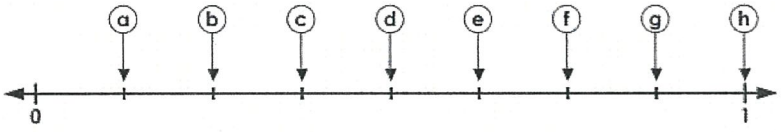
d



Level 2:

Fractions Number Line

Write the correct letter on the blank line next to each fraction.



1/2 d 7/8 g 1/4 b 8/8 h

5/8 e 3/4 f 1/8 a 3/8 c

Compare the fractions using <, >, and =.

3/8 > 1/4 4/8 = 1/2 5/8 < 3/4

1/2 < 3/4 7/8 > 1/4 1/4 = 2/8

1/4 < 7/8 8/8 = 1 1/2 < 6/8

Thursday

Level 1:

Telling time – o'clock and half past

The minute hand is on 12 and the hour hand is on 4.

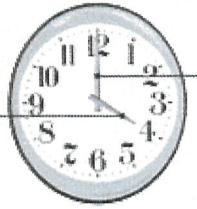
4 o'clock

half past 4

The minute hand is on 6 and the hour hand is half way between 4 and 5.

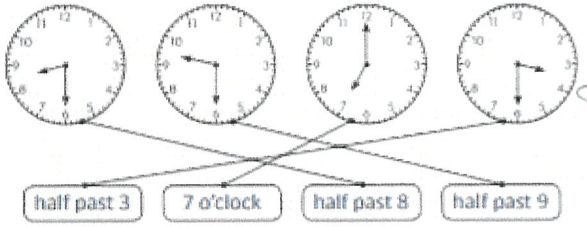
1 **Complete these labels of the clock hands by writing these words in the correct places – *long, short, hours, past, to* and *o'clock*:**

The hour hand is *short*.
It shows the *hours*.

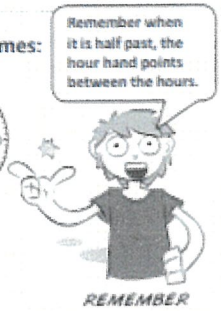


The minute hand is *long*.
It shows how many minutes *past* or *to*.
It can also show *o'clock*.

2 **Draw a line to connect each of these clocks to the matching times:**



half past 3 | 7 o'clock | half past 8 | half past 9



3 **Draw the hour and minute hands on each clock to show the correct time:**

a

half past 10

b

5 o'clock

c

1 o'clock

d

half past 2

Level 2:

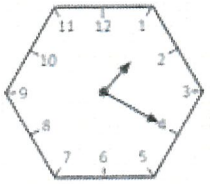
Telling time – five minute intervals past the hour

It takes 5 minutes for the minute hand to move from one number to the next. The time shown on this clock is 20 minutes past 6.

20 past 6

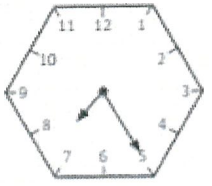
1 **Complete these labels of the clock hands:**

a



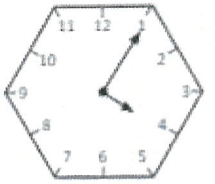
20 past *1*

b



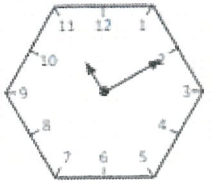
25 past *7*

c



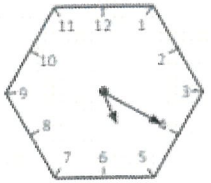
5 past *4*

d



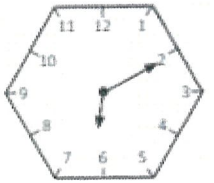
10 past *11*

e



20 past *5*

f



10 past *6*

2 **Draw the minute hand on each watch according to the label:**

a

5 past 3

b

25 past 3

c

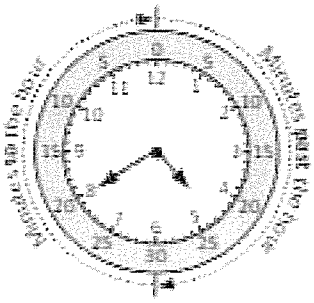
10 past 3

Level 3:

Telling time – five minute intervals to the hour

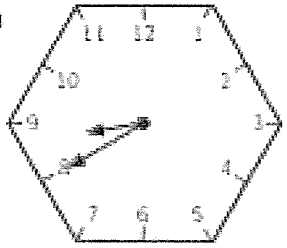
When the time is later than half past, instead of saying the number of minutes after the hour we usually say the number of minutes **before** or **to** the next hour.

20 to 5



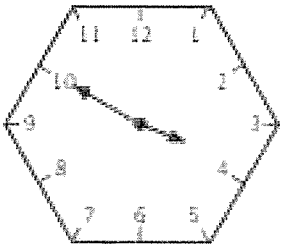
1 Complete these labels of the clock hands:

a



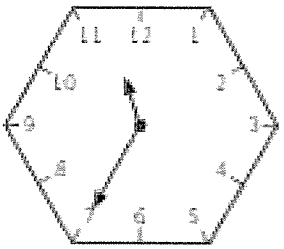
20 to 9

b



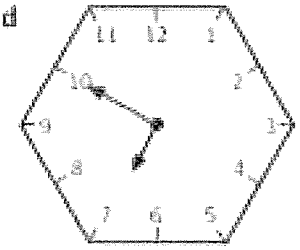
10 to 4

c



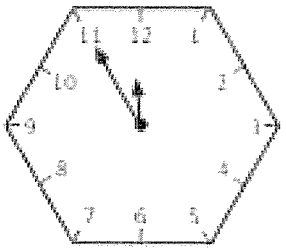
25 to 12

d



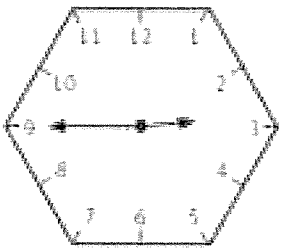
10 to 7

e



5 to 12

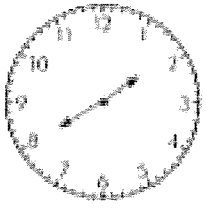
f



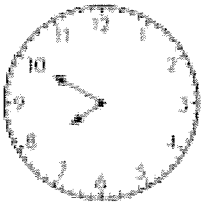
15 to 3

2 Draw the hands on the clocks to show these times.

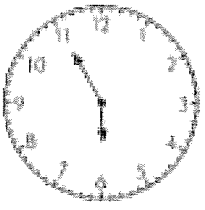
a 20 to 2



b 10 to 8



c 5 to 6



Friday

Level 1:

Digital time is always read as minutes past the hour. This digital time could be read as 24 minutes past 8 or eight twenty four. Digital clocks often display a zero when the hour is a single digit.

08:24

3 Draw a line to connect each of these digital times to how they could be read:

07:23	16 minutes past 3
09:48	25 minutes past 4
04:25	48 minutes past 9
03:18	23 minutes past 7

2 Write the times on the digital clock radios. The first one has been done for you.

a seven twenty — 07:20

b 13 minutes past 4 — 04:13

c 25 minutes past 2 — 02:25

d four thirty two — 04:32

e 28 minutes past 6 — 06:28

f nine fifty two — 09:52

1 Complete this row of analogue and digital clocks so each pair displays the same time:

a — 07:10

b — 08:15

c — 09:05

d — 10:25

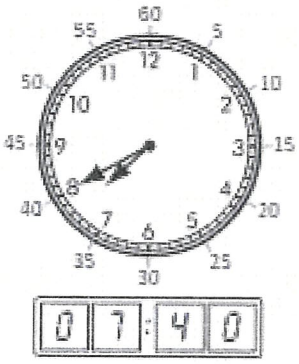
Code Breaker:

Riddle: What did the sock say to the foot?

25 to	20 past	10 past		10 to	15 past	25 past
Y	O	U		A	R	E
20 to	10 past	15 to	quarter to	30 past	five past	five to
P	U	T	T	I	N	G
	o'clock	25 past		20 past	5 past	
	M	E		O	N	

Level 2:

Telling time – digital



In digital time, when it is later than half past the hour, we can tell how long it is until the next o'clock.

This time says 7:40 which means after another 20 minutes it will be 8:00. This makes sense because there are 60 minutes in an hour. 40 + 20 = 60

7:40 + 20 minutes = 8:00

4 **How many minutes until the next o'clock?**

a 6:50 + 10 minutes = 7:00

b 2:40 + 20 minutes = 3:00

c 1:35 + 25 minutes = 2:00

d 9:45 + 15 minutes = 10:00

e 4:55 + 5 minutes = 5:00

f 10:50 + 10 minutes = 11:00

5 **Write the times shown on the clocks in digital form then calculate how many minutes until the next hour. The first one has been done for you.**

a 

0 4 : 4 2

18 minutes to 5

b 

0 6 : 4 6

14 minutes to 7

c 

1 2 : 3 7

23 minutes to 1

d 

0 4 : 3 6

24 minutes to 5

6 **Read how many minutes there are until the next hour. Show this time on the clock face and in digital form.**

a 

0 2 : 4 4

16 minutes to 3

b 

0 7 : 4 0

20 minutes to 8

c 

0 9 : 3 5

25 minutes to 10

d 

0 7 : 4 3

17 minutes to 8

Sheet A

Mars: The Red Planet **Answers**

1. Tick the correct response.
   We cannot breathe on Mars because the atmosphere does not have enough:

   ○ air
   ○ carbon dioxide
   ○ atmosphere
   ✓ **oxygen**

2. Find and copy the correct word to complete the sentence.
   Mars is named after the Roman god of **war**.

3. Which of these are reasons why Mars is a good place to explore? Tick **two**.

   ✓ Mars gets enough sunlight to use solar power.
   ○ A day on Mars is very short.
   ○ There is no gravity on Mars.
   ✓ There is a little water in the soil on Mars.

4. Tick the correct response.
   The Curiosity rover was launched on:

   ✓ 26th November 2011
   ○ 28th November 2011
   ○ 6th August 2012
   ○ 16th August 2012

5. How many moons does Mars have?

   Mars has two moons

6. What is a day called on Mars and how long is it?

   A day on Mars is called a 'sol' and it is 24 hours and 37 minutes long.

7. What is the Curiosity rover trying to find out?

   The main goals of the rover are to:

   - **study the planet's climate and what it is made of;**
   - **search for water;**
   - **find out whether Mars could have ever supported life.**

Sheet B

Mars: The Red Planet **Answers**

1. Tick the correct response.
   We cannot breathe on Mars because the atmosphere does not have enough:

   ○ air
   ○ carbon dioxide
   ○ atmosphere
   ✓ oxygen

2. Find and copy the correct word to complete the sentence.
   Mars is named after the **Roman** god of **war**.

3. Which of these are reasons why Mars is a good place to explore? Tick **two**.

   ✓ Mars gets enough sunlight to use solar power.
   ○ A day on Mars is very short.
   ○ There is no gravity on Mars.
   ✓ There is a little water in the soil on Mars.

4. How many moons does Mars have and what are their names?

   Mars has two moons named Phobos and Deimos.

5. What is a day called on Mars and how long is it?

   A day on Mars is called a 'sol' and it is 24 hours and 37 minutes long.

6. Find and copy one **caption** from the text.

   Accept either:

   - **A 'true colour' photograph of Mars taken by the OSIRIS instrument on the European Space Agency (ESA) Rosetta spacecraft in February 2007.**
   - **A self-portrait taken by NASA's Curiosity rover.**

7. Why does it seem odd at first that NASA has chosen to explore Mars and not Venus?

   Accept any correct explanation that states that Venus is closer to Earth than Mars. For example, it seems odd at first that NASA would travel to Mars first because Mars is not the closest planet to Earth.

8. Why do you think the author has put the facts about Mars' size and atmosphere into a 'quick facts' box?

   Accept responses relating to the fact that the author has made the information:

   - **more digestible/easier to read;**
   - **easier to find quickly;**
   - **more interesting to look at.**

Epic Editing:

Sheet A

Text 11 – Beeper

Beeper is a silver robot **with** lots of buttons. Some of the buttons make a noise **when** you push them. **B**eeper has big round eyes and claws for hands. **H**e is the coolest robot I **have** ever seen**!**

Sheet B

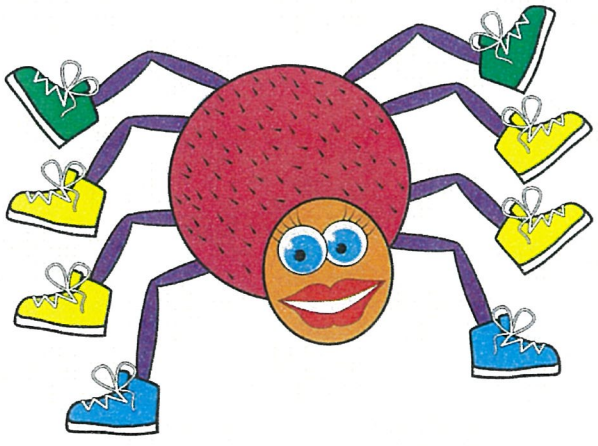
The Solar System – Answers

The solar **system** is the gravitationally bound system consisting of the Sun and the objects that orbit it. The solar **system** formed 4.6 billion **years** ago.

There are **eight planets** that directly orbit the **S**un: **M**ercury, **V**enus, **E**arth, **M**ars, Jupiter, Saturn, Uranus and Neptune. There are other objects that orbit the sun, however, they are known as **dwarf planets** and small solar system bodies.

The solar system is in the Orion Arm, 26,000 light years from the centre of the Milky **W**ay. The four smaller inner planets are terrestrial planets. They are composed of rock and **metal**. The **four** outer planets are giant planets. **J**upiter and **S**aturn are gas giants, being made up of hydrogen and helium. The **two** outer **planets** – Uranus and **N**eptune – are ice giants, being composed of substances with high melting points.

Read and draw

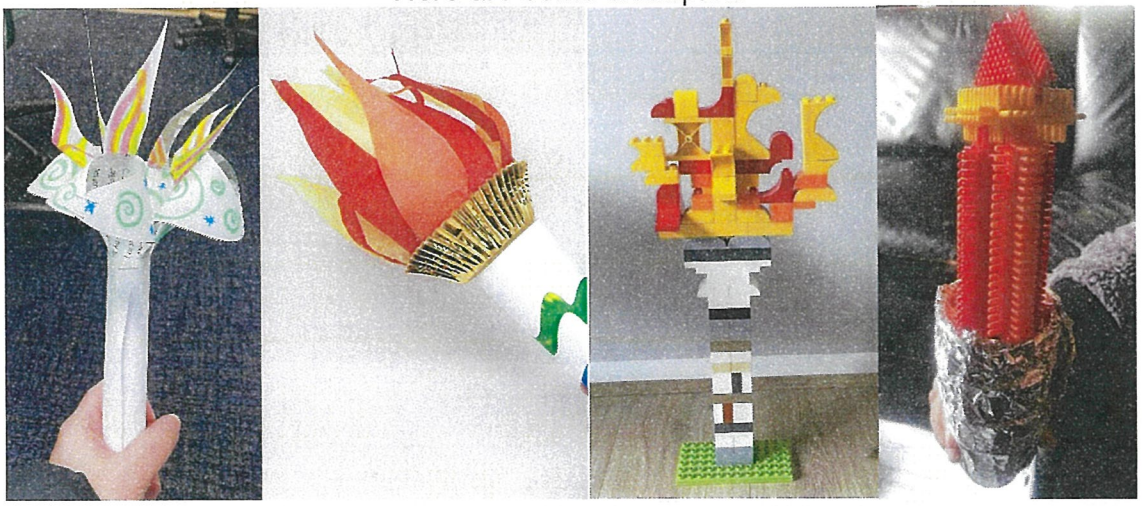


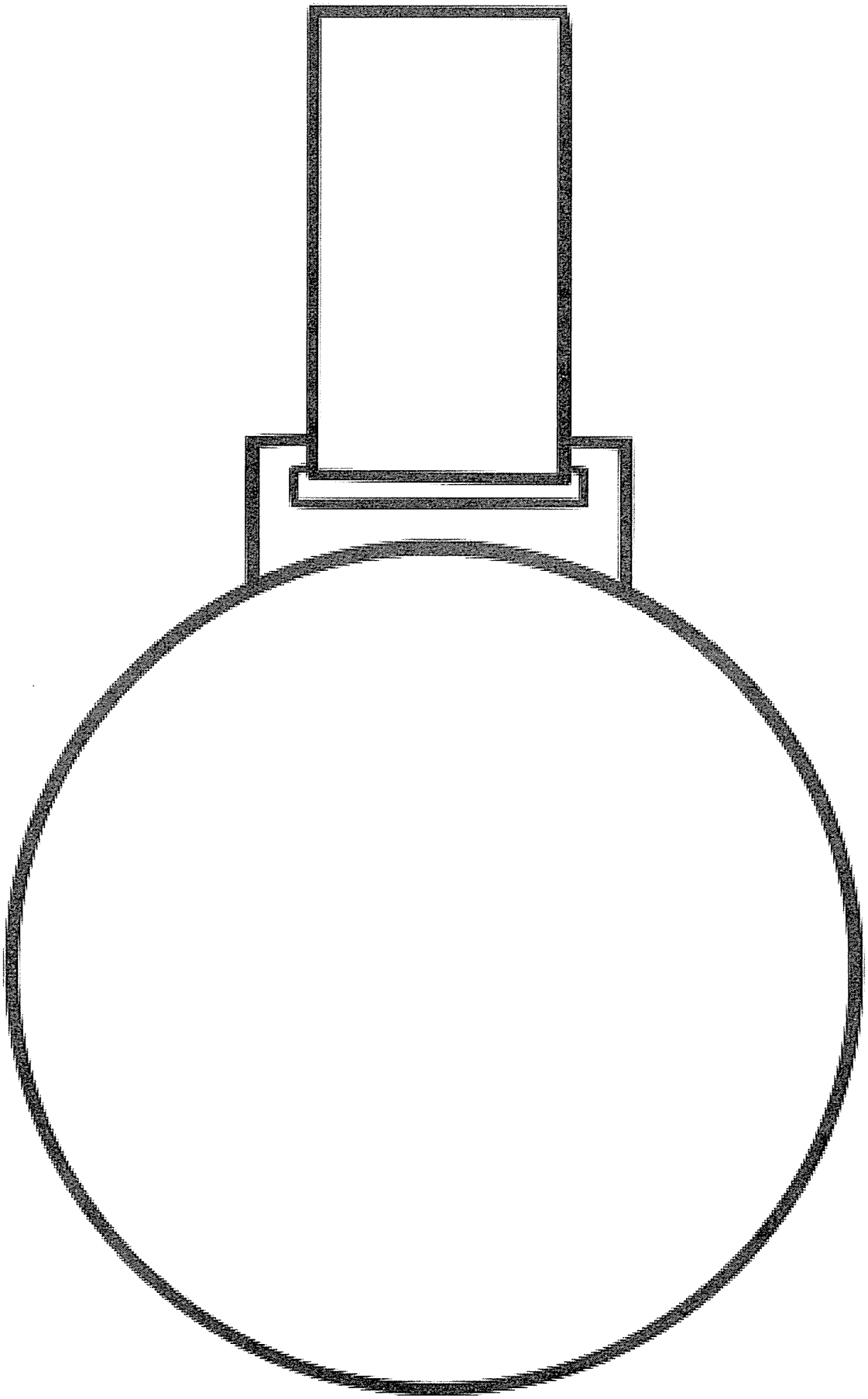
Friday Fun

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 Olympic Torch to hold!

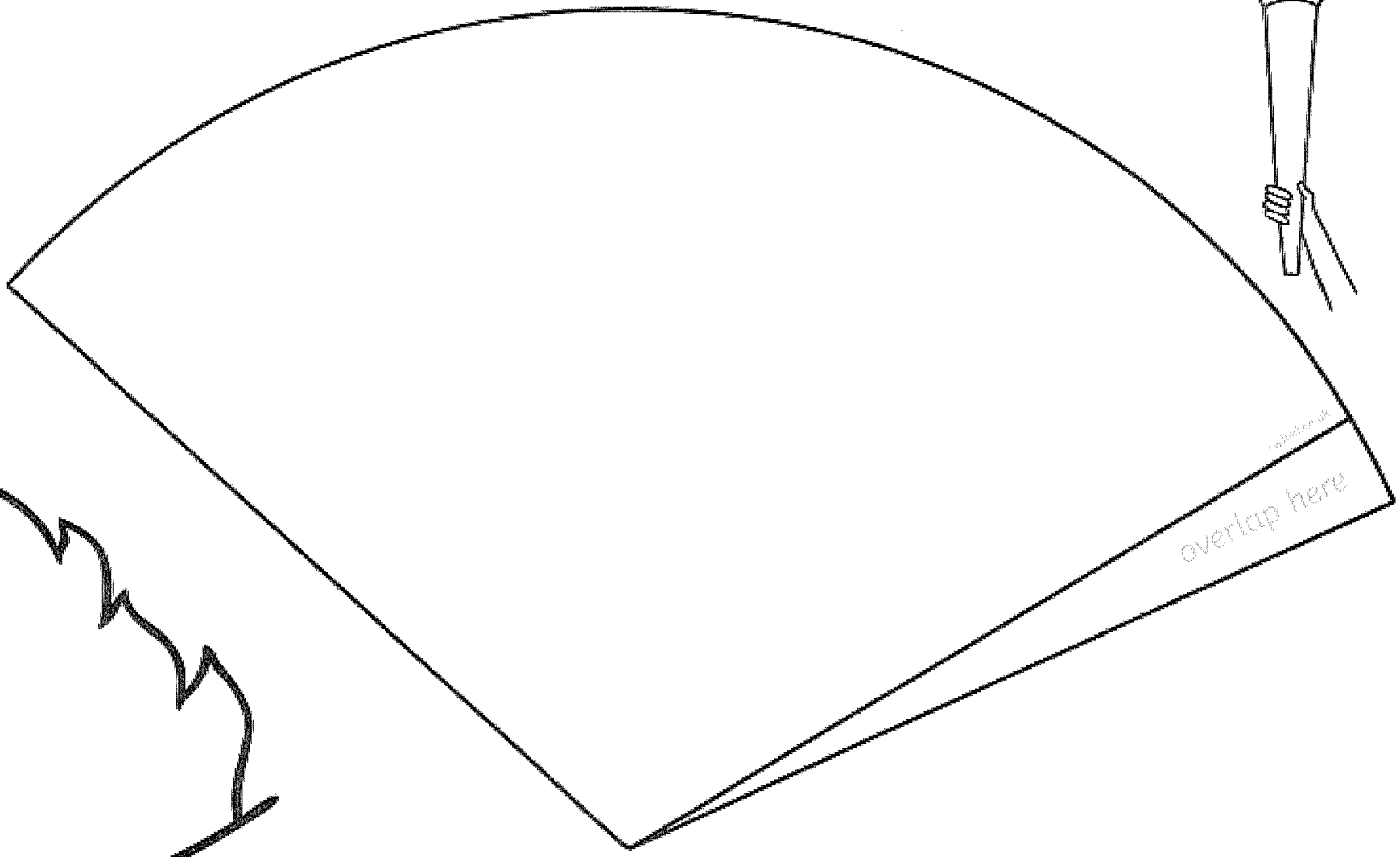
Here are some examples of what your medal could look like:

Make your own Olympic torch.
Here are some examples:





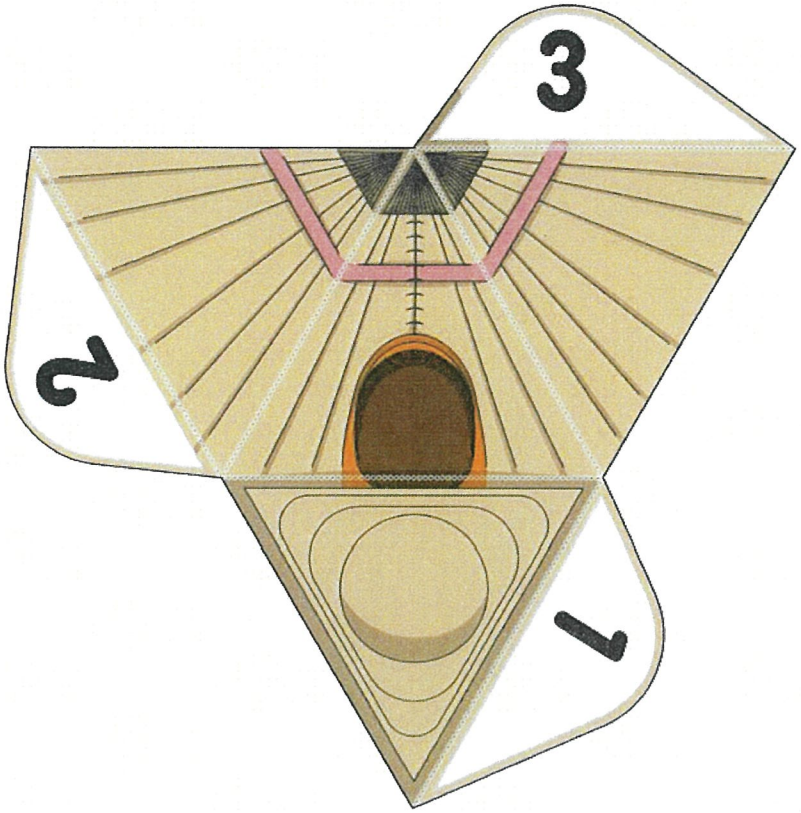
Cut out and decorate. Assemble the cone and then stick the flame inside the top to make the torch.

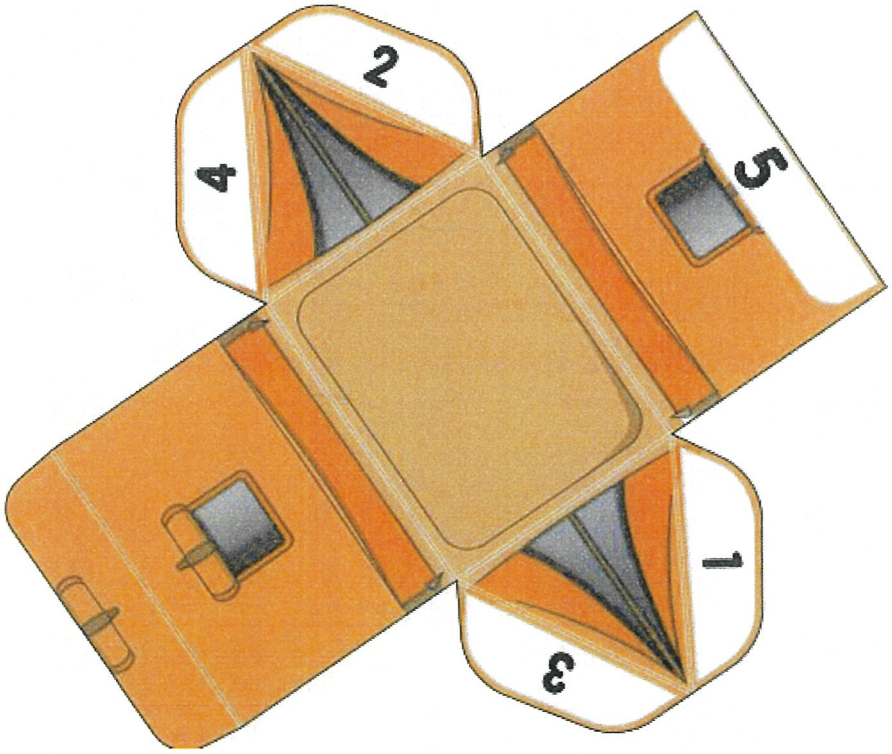


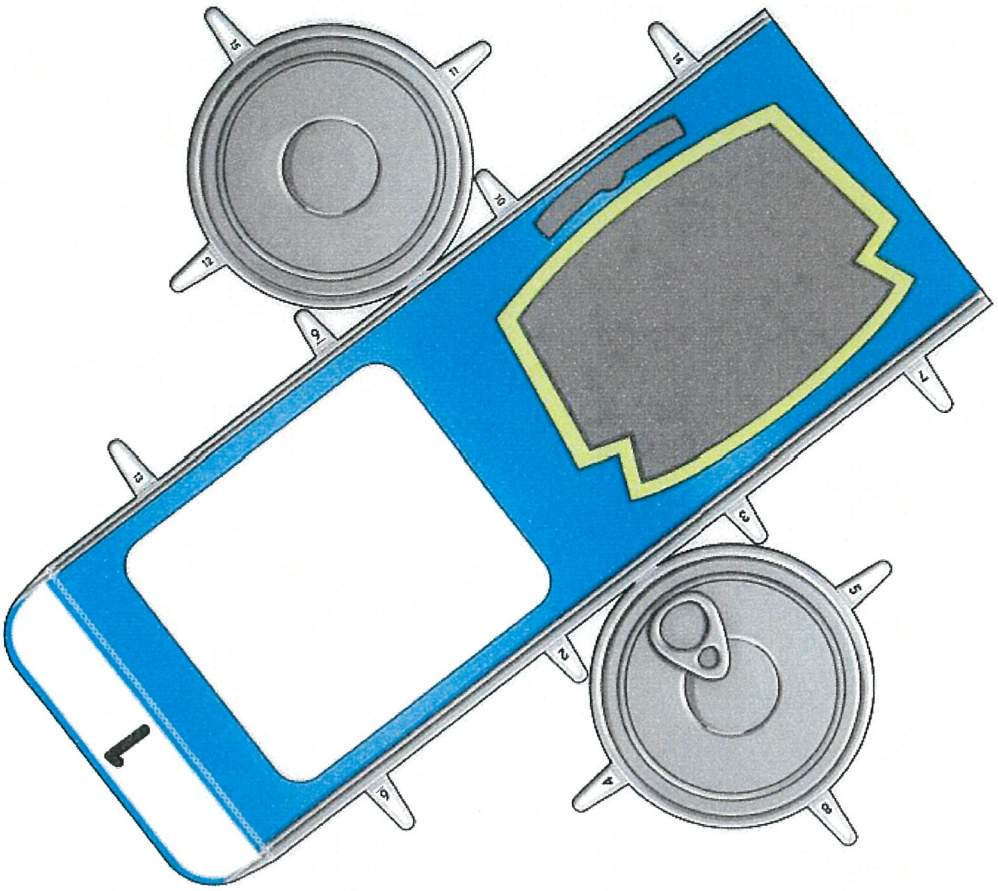
Stage 2 Resources – Week 4

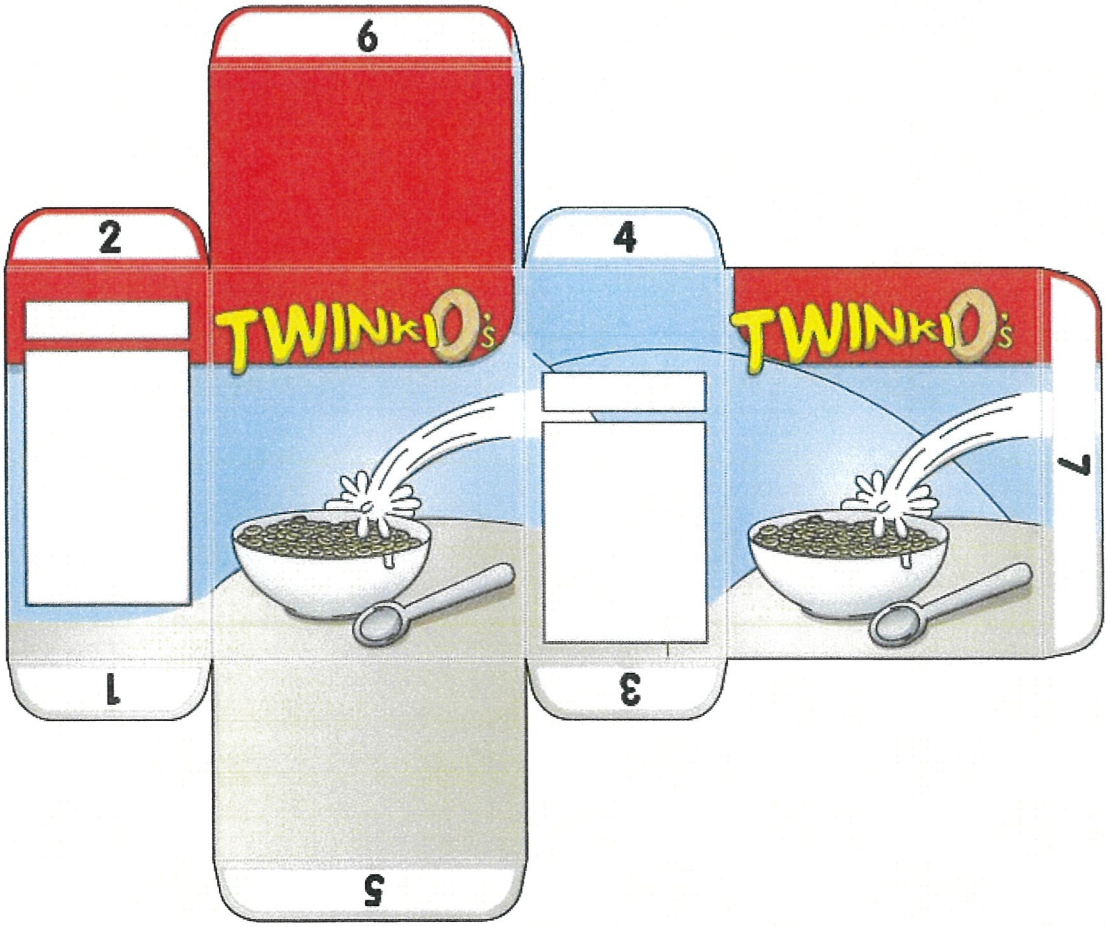
Maths Resources

On the next pages you will find some 3D object nets.
Choose one shape to cut out and build.
You may be asked to discuss the name and properties of your shape (faces, edges, vertices).






1

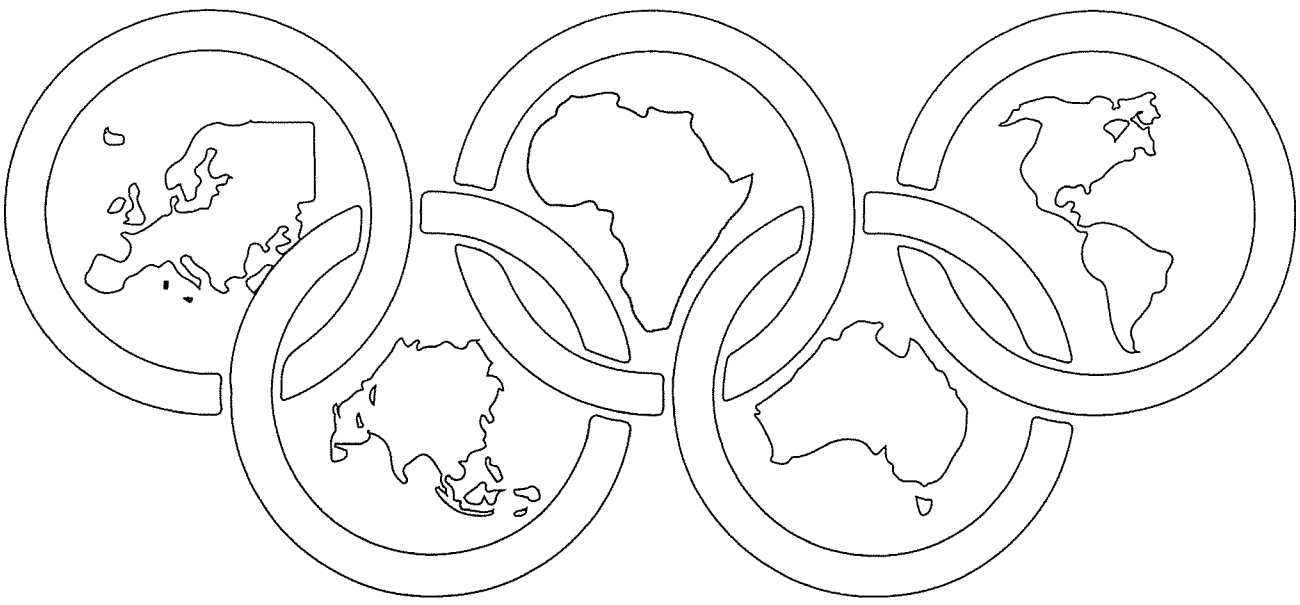

6
2
4
TWINKIES
TWINKIES
7
1
3
5

Writing Resources

Here are the resources needed for your lapbook creations:

MY Olympic LAPBOOK

By _____

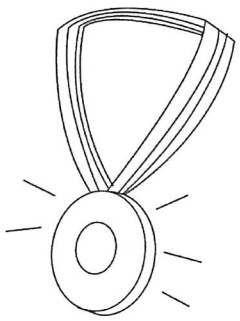


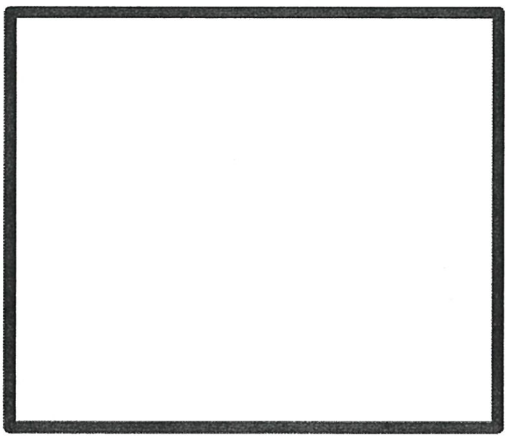
MY ATHLETE

V.I.P Info

Provide some information about your athlete's life, then draw a picture to match!

Cut out and fold on the dotted line to fit into your V.I .P info pocket



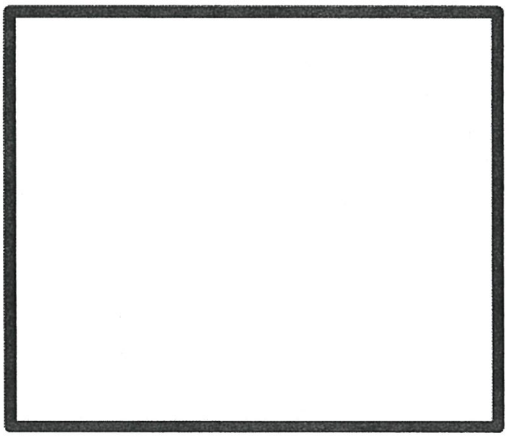


My Olympian

_____ is ___ years old

and was born in _____

on the _____.



What events is your Olympian competing in? Have they won any medals in the past?

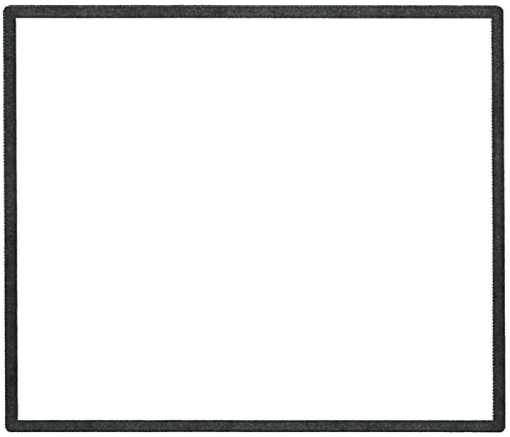
_____

_____

_____

_____

_____



What qualities do you admire about this athlete?

_____

_____

_____

_____

_____

Provide some information about your athlete's life, then draw a picture to match!

Cut out and fold on the dotted line to fit into your V.I .P info pocket

This will fold up into a pocket that holds your V.I .P cards.

What hobbies/ interests do they have outside of sport?

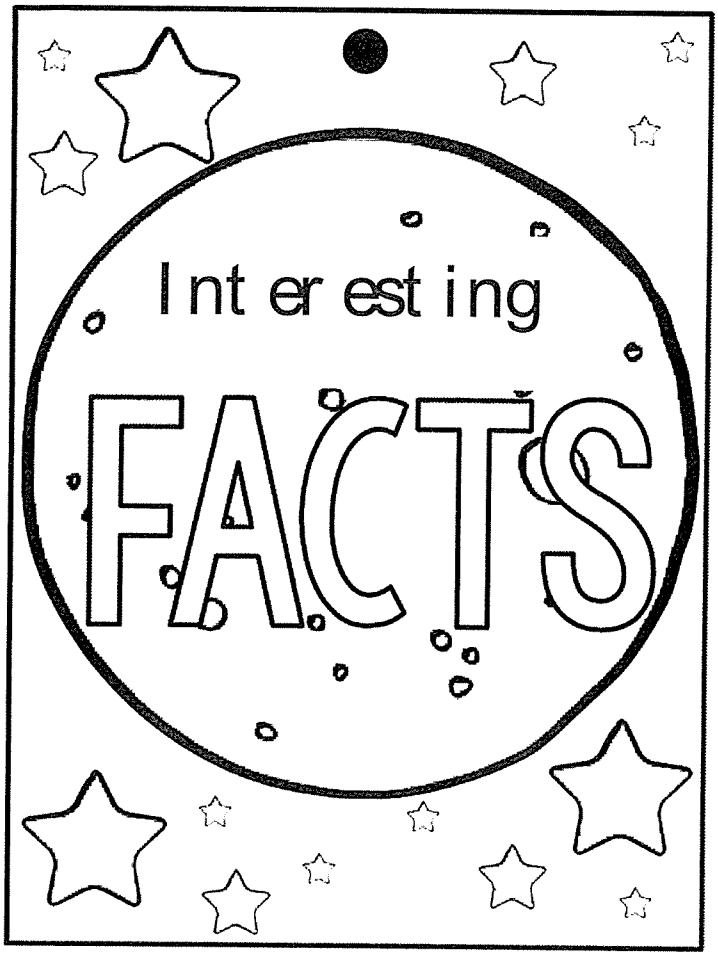
What strengths do you believe make them a great athlete/ role model?

V.I .P INFO

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

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

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



INTERESTING FACT 1

RESOURCE #: _____

INTERESTING FACT 2

RESOURCE #: _____

INTERESTING FACT 3

RESOURCE #: _____

OLYMPIC

trivia

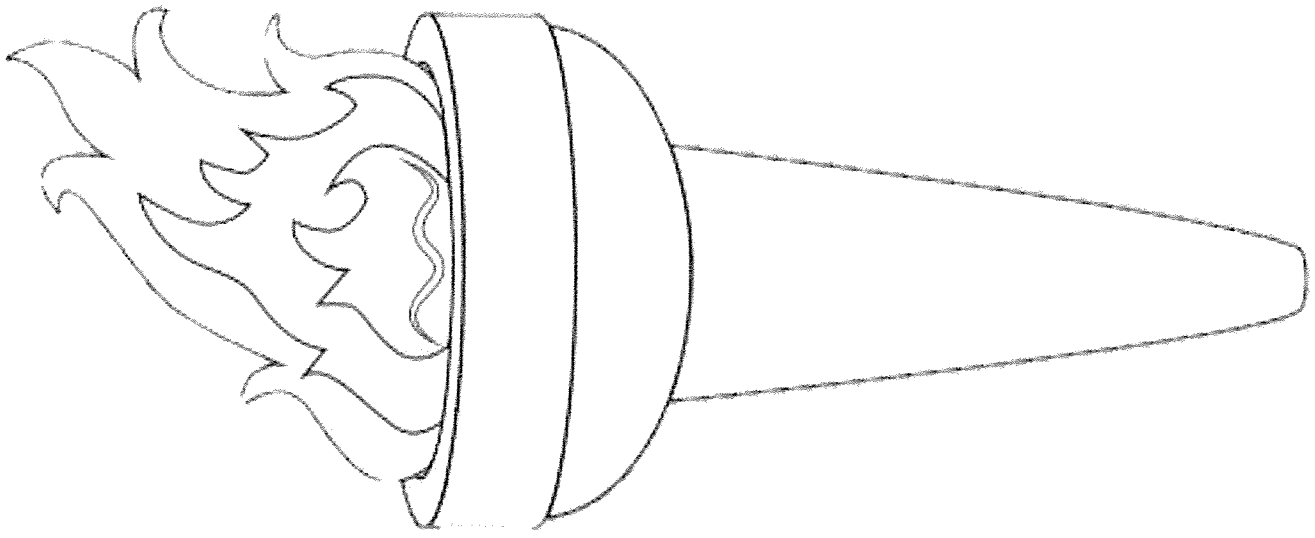
1. Cut out the large rectangle.
2. Fold vertically down the middle on the dotted line.
3. Cut each flap to the fold.
4. Write the answer to each question inside the foldable.
5. Glue this side down inside your lap book.

Where are the Olympics being held this year?

Which country hosted the first modern Olympics?

What colours are the Olympic rings?

What do the Olympic rings represent?



My Procedure Text

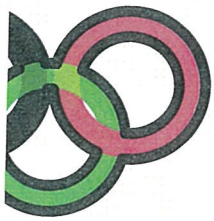
GOAL: _____

MATERIALS/ EQUIPMENT LIST:

METHOD/INSTRUCTIONS:

My Procedure Text

My Procedure Text



GOAL:

MATERIALS/ EQUIPMENT LIST:

METHOD/INSTRUCTIONS:

My Procedure Text

MINI OLYMPICS

Design a catapult and send an athlete flying

Your Task:

Using the goal and materials below, create a catapult that could launch an athlete through the air. Think about the steps required to create your catapult. You may decide to use a similar design to the ones below or create your own.

Goal:

To create a catapult that can launch an Olympian through the air

Materials:

- Paddle pop sticks
- Rubber bands
- Glue
- Olympian faces (you might decide to glue an Olympian onto the cotton ball and see which Olympian flies the furthest)
- Cotton ball

Australian Athletes

Ahmed Kelly

Para-swimming

HOCKEY

Ambrosia Malone

CYCLING
CYCLING - TRACK

Annette Edmondson

FOOTBALL

Caleb Watts

TENNIS

Ash Barty

Wheelchair Tennis

Dylan Alcott

BASKETBALL

Duop Reath

AQUATICS
SWIMMING

Bronte Campbell

SWIMMING

Brendon Smith

RUGBY
RUGBY SEVENS

Charlotte Caslick

FOOTBALL

Daniel Arzani

GOLF

Cameron Smith

AQUATICS
DIVING

Anabelle Smith

Wheelchair Rugby

Ryan Scott

CYCLING
CYCLING - ROAD

Sarah Gigante

AQUATICS
SWIMMING

Ariarne Titmus

AQUATICS
SWIMMING

Cameron McEvoy

EQUESTRIAN
EQUESTRIAN - EVENTING

Andrew Hoy

BADMINTON

Setyana Mapasa

RUGBY
RUGBY SEVENS

Dietrich Roache

SURFING

Owen Wright

SURFING

Sally Fitzgibbons

SURFING

Stephanie Gilmore

Para-rowing

Nikki Ayers

Goalball

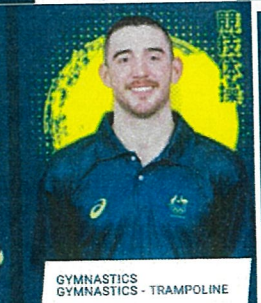
Amy Ridley

ATHLETICS

Bendere Oboya

GYMNASTICS
GYMNASTICS - RHYTHMIC

Alexandra Aristoteli



GYMNASTICS
GYMNASTICS - TRAMPOLINE

Dominic Clarke

KARATE
KARATE - KUMITE

Tsuneari Yahiro

RUGBY
RUGBY SEVENS

Faith Nathan