

NAME: _____

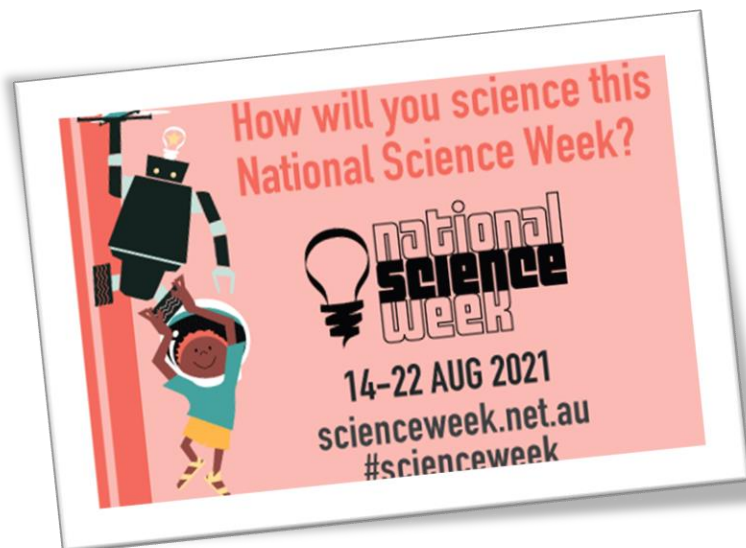


Learning from Home

Unit: 6

Stage 2

Year 3 and Year 4



Term 3 Week 6 2021

Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> for our Learning From Home Packages.
- 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

SCIENCE AND TECHNOLOGY - NATIONAL SCIENCE WEEK 2021 - Online activities

- National Science Week Website <https://www.scienceweek.net.au/>
- Design challenge <https://www.scienceweek.net.au/governor-generals-science-week-design-challenge/>
- <https://australian.museum/learn/teachers/national-science-week/>
- National Science Week at Taronga Zoo <https://taronga.org.au/education/national-science-week>
- National Science week Hackathon <https://www.ansto.gov.au/national-science-week-hackathon>
- <https://www.chicken.org.au/resources/ACMF-chicken-farming-in-the-living-world-stage-3/>
- Sydney science Trail <https://www.rbgsyd.nsw.gov.au/Learn/Sydney-Science-Week>
- Food Science show <https://australian.museum/event/fizzics-education-food-science/>
- From Swamp to Scrub <https://www.westernsydneyparklands.com.au/things-to-do/from-scrub-to-swamp/>
- Dr Karl 's Great moments in Science <https://www.scienceweek.net.au/event/sydney-science-trail-2021-dr-karls-great-moments-in-future-careers/>
- Little Scientist Free Virtual incursion <https://events.humanitix.com/copy-of-national-science-week-virtual-incursion-with-little-scientists>
- Honey production Science Trail <https://dartlearning.org.au/excursion/sydney-science-trail-2021-case-study-honey-production-flow-hives/>
- Little Scientists Activities <https://littlescientists.org.au/tag/national-science-week-2021/>

ENGLISH

- www.storyboxlibrary.com.au (username: tnps and password: tnps)
- Reading Eggs <https://readingeggs.com.au/> login etc
- Typing club <https://www.typingclub.com/> each class have their own links and students use their school log ins
- Visual writing prompts <http://visualprompts.weebly.com/001.html> a range of prompts for writing
- The School Magazine <https://theschoolmagazine.com.au/explore> - A collection of plays, poems, stories and comics.
- Premier's Reading Challenge 2021 Book List. <https://online.det.nsw.edu.au/prc/booklist/home.html>
- Wordshake <https://learnenglishkids.britishcouncil.org/games/wordshake> how many words can you find in 3 mins?
- Free Rice Word Game <https://freerice.com/categories/english-vocabulary> For each question a player gets right, the site donates 10 grains of rice through the World Food Program to help end hunger.

MATHEMATICS

- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> activities to develop everyday Maths skills
- Mathletics <https://www.mathletics.com/au/> Students have their Login details
- Transum <https://www.transum.org/> Maths activities, puzzles, problems, visual aids, investigations and lots more.
- Figure This <https://figurethis.nctm.org/index.html> Maths challenges for kids and their families
- Funbrain – MathsZone <https://www.funbrain.com/math-zone> offers Maths games
- Kids Maths Games <https://www.kidsmathgamesonline.com/> offers Maths games
- Math Game Time <https://www.mathgametime.com/> offers Maths games

News / Education

- Education Live videos <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home> Each day at 10am, Education Live Daily topical shows.
- Squiz kids <https://www.squizkids.com.au/> A news podcast for 8-12 year olds. In a few minutes, kids get a rundown of the big news events delivered free of opinion, and with positivity and humour.
- Virtual Zoo Lessons <https://taronga.org.au/education/digital-programs-online-resources/virtual-zoo-lessons>



4H Zoom Classes WEEK 6 TERM 3 2021

The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
4H	618 0191 6796	644 5709 6360	218719	585042

Each class will have a Zoom class 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. 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.**

Monday 16 August, Tuesday 17 August, Wednesday 18 August, Thursday 19 August and Friday 20 August

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

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser

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

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

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

Accessing Zoom using mobile apps

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

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

- The **DoE log on screen** will appear. Sign in with your normal department credentials.
- Once signed in, **Zoom** will be ready for use!

Week 6 Term 3 – Learning from Home

Stage 2 Year 3 and 4

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

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

The feedback tasks will be shared via Seesaw. See the task for more details.

	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	Wellbeing Time ZOOM 2:15pm	PDHPE ZOOM 2:15pm	Music ZOOM 2:15pm

It's Science Week!

This week you will get to have fun learning about science experiments and completing some activities if you choose.

Over the page you will find some ideas that you might like to choose from, or you can think of your own creation.

Every afternoon in our ZOOM call, students will be sharing their science fun with the class.

We have made some daily tasks **optional** so you will have time to complete your science experiments.

These tasks are highlighted in green on the timetable.

Years 3 – 6 Science Week – Food Different by Design

Choose Your Own Adventure Grid

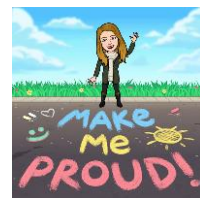
Week 6 is National Science Week. This year, the school theme for National Science Week is 'Food: Different by Design'. All activities in this week's Year 3-6 grid are related to food.

Remember and Understand	Apply and Analyse	Evaluate and Create
Design a magazine cover for 'healthy food'.	Write an advertisement to sell a new product called 'Lumpy Yellow Custard'.	Still life drawing – Draw a food item that is still in front of you. Draw different sketches of it from different perspectives.
Name the food groups that are good for you. Draw a picture for each group.	Paddock to plate – Research how the corn plant ends up in a can on the supermarket shelf.	Write and perform a short play filled, "My Family at the Dinner Table".
Make a cartoon strip showing you making your dinner.	Investigate how eggs are produced in Australia. Create and present an information guide that shows how to produce eggs sustainably at home.	Design a system to grow food in the desert. Include a labelled diagram.
Make a list of adjectives that describe your favourite food, then write and illustrate a poem.	Invent a machine to make good healthy lunches at school.	Do you think takeaway food is a 'good' or 'bad' family option? Make a pros and cons list for your position on this matter.

Experiment

Choose a fun, interesting Science experiment to present during your Zoom class next week. Ensure you have all the materials needed for the experiment and can explain what is happening to your class as you perform the experiment. Be prepared to ask and answer some questions from your class. The experiment might be food related or you could choose a different topic.

TOP TIP: Have a run through to make sure the experiment works!

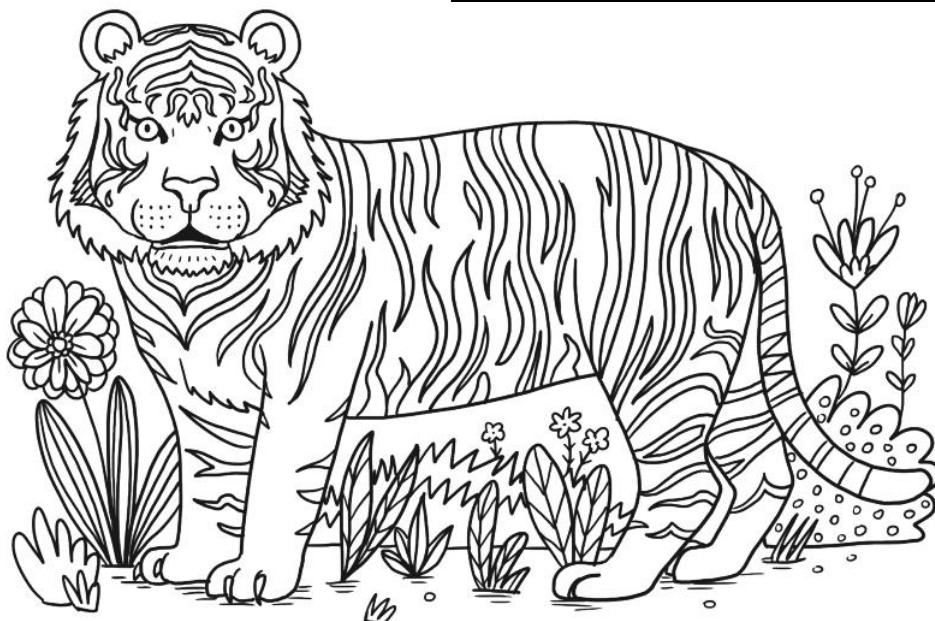


Week 6 Term 3 – Spelling

Year 3 Spelling Words

Year 4 Spelling Words

t tt tiger button		based on weekly focus in other KLAs	t tt tiger button		based on weekly focus in other KLAs
Core: soft sent don't tried write street twenty ninety fifty kitten haven't that's letter wait seat east Easter teeth toe tidy tiny story bottle artist Australia	Extension: assistant calculator concentrate confident gently instead interested regrettable resident scientist straight television temperature temptation terrible tomorrow traditional tremendous triangular twelfth	Theme gravity distance diameter temperature satellite position area metre length breadth Demon intrinsic contingent negotiate yardstick spectrum inventory exasperate inadvertent stencil affectionate Tonga celebrant aggravate differentiate	Core: spent twelve twenty teeth fight meat mate talk store stir written bottom can't doesn't won't wasn't twice twelfth computer together between parents Australia October pattern	Extension: assistant attention attraction competent concentrate confidently lieutenant silhouette technical temperature terracotta tongue tranquil transparent traveller tremendous triplicate trivial turbulent unforgettable	Theme gravity distance diameter temperature satellite position area metre length breadth Demon negotiate gluttonous seniority trident beautician cassette tuition moisturiser vitriol reticent acquittal allegretto utterance battalion



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

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

Find the following words in the puzzle.

Words are hidden     and .

ARTIST	DOESN'T	LETTER	SENT	TEETH	TWELVE
AUSTRALIA	DON'T	MATE	SOFT	THAT'S	TWENTY
BETWEEN	EAST	MEAT	SPENT	TIDY	TWICE
BOTTLE	EASTER	NINETY	STIR	TINY	WAIT
BOTTOM	FIFTY	OCTOBER	STORE	TOE	WASN'T
CAN'T	FIGHT	PARENTS	STORY	TOGETHER	WON'T
COMPUTER	HAVEN'T	PATTERN	STREET	TRIED	WRITE
CORE:	KITTEN	SEAT	TALK	TWELFTH	WRITTEN

Reading

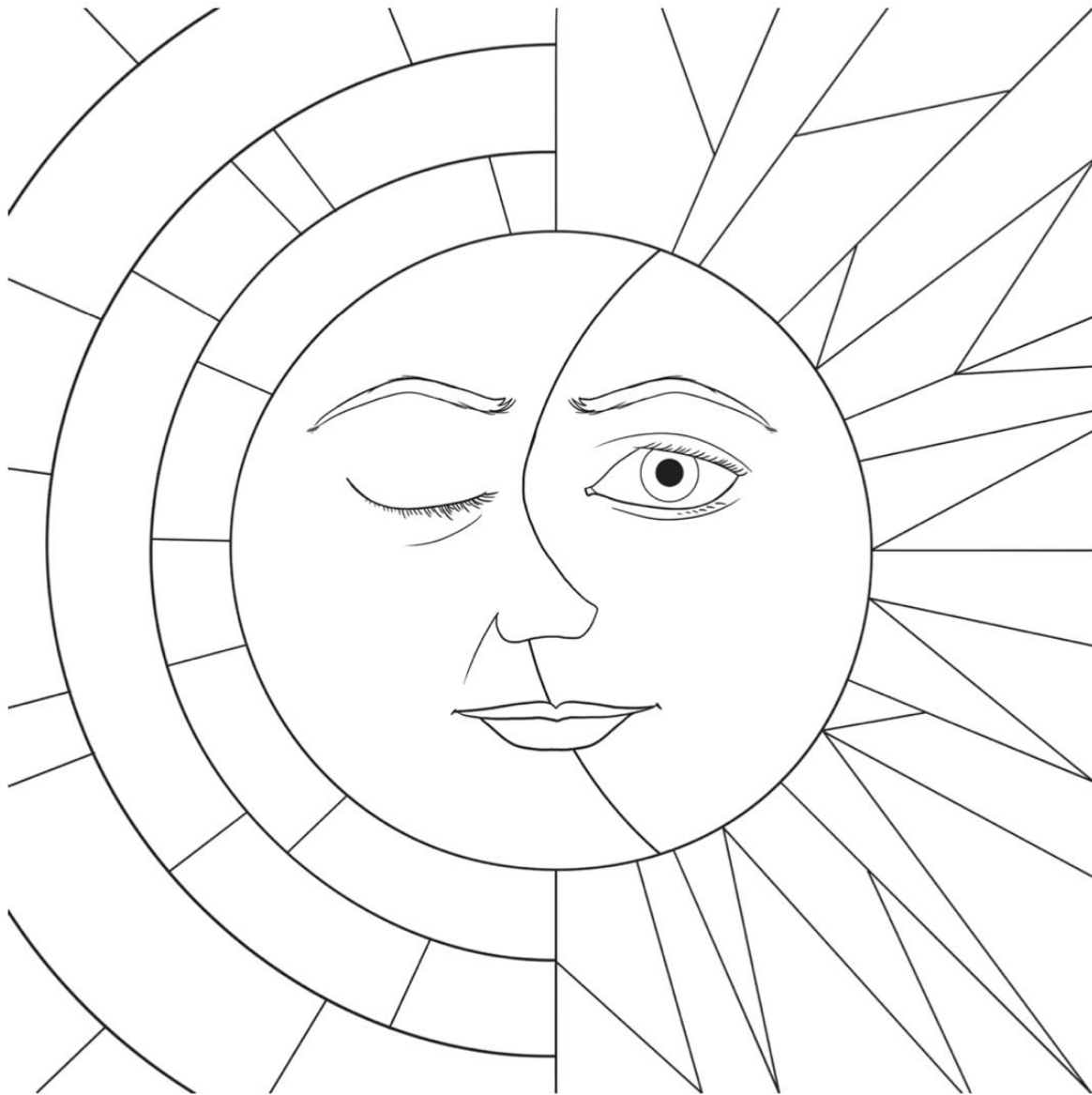
- **Read** → **The Moon** and then complete the **comprehension** questions.
Choose either Sheet A or Sheet B.
- **Here are some words to practise before you read**

Sheet A

Moon	distance	diameter	temperature	satellite
position	relation	phases	angles	gravity

Sheet B

ponder	spherical	Selenophobia	lunar	approximately
waxing	waning	gibbous	crescent	reflecting



The Moon

Do you ever look at the Moon at night? Do you wonder what it would be like to visit the Moon? Read on to find out more...

Moon and Sun

The Moon shines very brightly, but it does not make its own light. It reflects the light of the Sun. When the Sun comes up for our daytime, we think that the Moon goes away but it doesn't, it's just harder to see because the sky is so bright. Sometimes, if you look carefully, you can see the Moon in the sky during the day.



Did you know?

- Day temperature: 107°C
- Night temperature: -153°C
- Distance from Earth: 238 857 miles
- Diameter (from one side to the other): 2160 miles
- Length of day: 708 hours

Orbit

The Moon is the only thing that naturally goes round (orbits) the Earth – anything that does this is called a satellite. It takes the Moon about 28 days to go round the Earth once; we call this a lunar month.

Did you know we only ever see the same side of the Moon?

The phases of the Moon depend on its position in relation to the Sun and Earth. As the Moon makes its way around the Earth, we see the bright parts of the Moon's surface at different angles. These are called the 'phases' of the Moon.

Moonwalking

Only 12 people have ever walked on the Moon! The first person was Neil Armstrong on 20th July, 1969. There were two other men on the mission: Buzz Aldrin and Michael Collins. Their spacecraft was called Apollo 11. It took them just over three days to get there.

You may have seen a film of people walking on the Moon and they bounce along. This is because the Moon's gravity is not as strong as the Earth's so people take longer to come back down when they go up in the air.

Questions

1. Who was the first man to walk on the Moon?

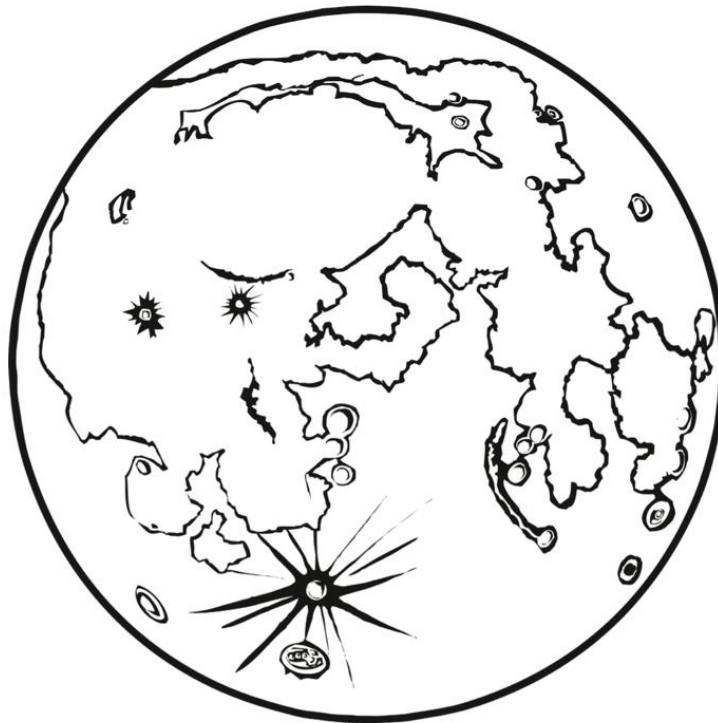
2. Where does the Moon get its light from?

3. How wide is the Moon?

4. How cold is the Moon at night?

5. What causes the different phases of the Moon?

6. Where does the Moon go in the daytime?



The Moon

Do you ever look up in the sky at night and see the spherical Moon lighting up the night-time town? Do you sometimes ponder what it would be like to visit the Moon or wonder why it shines so bright? Well here's some facts and figures that might interest you...

Moon and Sun

The Moon shines extremely brightly but is only reflecting the rays of the Sun whilst it is round the other side of the Earth. The Moon cannot make its own light as it is not a star, like the Sun. When we rotate back towards the Sun for our daytime, we assume the Moon goes away but it doesn't, it's just harder to see because it is so bright. Sometimes, if you look carefully, you can see the Moon in the sky during the daytime.



Did you know?

- Average surface temperature in the day: 107°C
- Average surface temperature at night: -153°C
- Distance from Earth: 238 857 miles
- Diameter: 2160 miles
- Length of day: 708 hours
- Selenophobia is fear of the Moon

Orbit

The Moon is the Earth's only natural satellite (an object that orbits a larger object). It takes the Moon approximately 28 days to orbit the Earth once, this is referred to as a lunar month. During this time, we only ever see the same side of the Moon as it rotates slowly whilst it moves around us. The Moon is not quite spherical and is slightly heavier on one side, so gravity keeps the heavier side facing us.

During its orbit, the angle between the Earth, Moon and Sun changes so the part of the Moon that is lit up can not always be seen from Earth. This is what gives us the phases of the Moon, when it is waxing (getting bigger) and waning (getting smaller) with shapes including crescent and gibbous.

Moonwalking

Only 12 people have ever walked on the Moon! The first person to do this was Neil Armstrong on 20th July 1969. There were two other astronauts on the mission: Buzz Aldrin, who also walked on the moon, and Michael Collins, who stayed to orbit around the moon, travelled on the Apollo 11 spacecraft.

You may have seen footage of astronauts walking on the moon and you will notice it looks bouncy. This is because the Moon's gravity is only that of one sixth of the Earth's so people take longer to return to the surface when they are up in the air.

Questions

1. Who was the second man to walk on the Moon? How do you think he felt?

2. How does the moon look like it lights up when it doesn't?

3. Explain how a satellite and an object work together?

4. How much colder is the Moon at night than in the daytime?

5. Why does the Moon have different phases during its cycle?

6. People refer to the 'dark side of the Moon'. What do you think this means?

7. Why do you think someone might have selenophobia?

Writing

This task is optional

Mindfulness Monday



Choose one of the activities below to complete ☺

Handwriting

Complete the handwriting activity below.

Make sure you have a sharp lead pencil, feet on the floor and a straight back.

Optional: Colour in the Echidna.

Story time

Write a descriptive paragraph using the above image as inspiration. You can write your own or use the sentence starter below to help you get started,

He thrust his lead leg and energetically vaulted over the hurdle. The resistance from the water made the 100 metre hurdles tricky (much more difficult than on land), yet the athlete was up the challenge. After all, this was the first Olympic Games to be held under the sea...

Drawing

Draw a picture of a different Olympic event happening underwater.

Optional: Take this time to think about the things you are grateful for, listen to some music, a Squizz kids podcast or tune into a story read on Storyline Online.

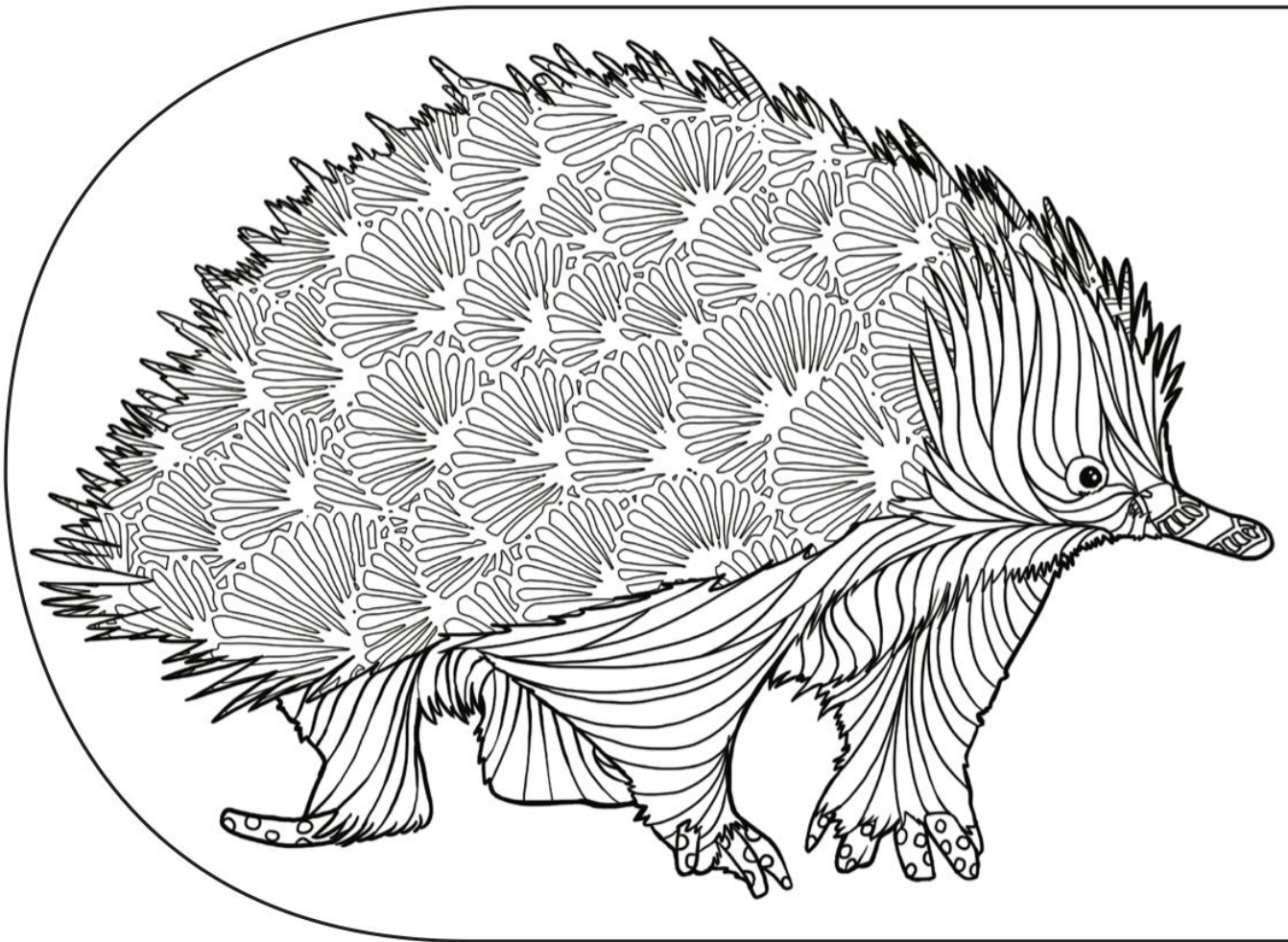
Squizz Kids



Storyline Online



Echidna



The echidna has the widest distribution of any native Australian mammal. It has a skinny snout, long flicking tongue and very sharp spines. The echidna is a monotreme, a rare type of mammal that lays eggs. Termites and ants are what echidnas love to eat. When threatened, an echidna will curl inwards to protect itself.

MONDAY - Mathematics

Minute Maths

$3 \times 1 = \underline{\hspace{2cm}}$

$3 \times 2 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

$3 \times 8 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 11 = \underline{\hspace{2cm}}$

$3 \times 12 = \underline{\hspace{2cm}}$

$3 \times \square = 0$

$3 \times \square = 3$

$3 \times \square = 6$

$3 \times \square = 9$

$3 \times \square = 12$

$3 \times \square = 15$

$3 \times \square = 18$

$3 \times \square = 21$

$3 \times \square = 24$

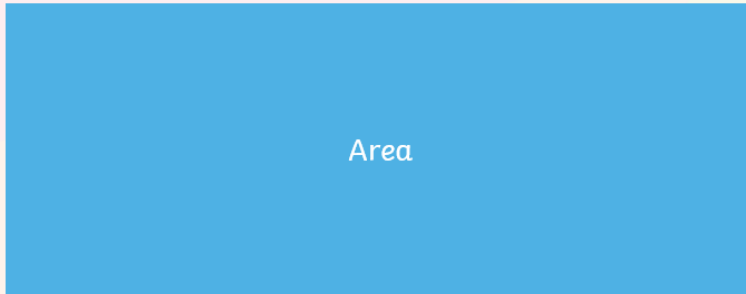
$3 \times \square = 27$

$3 \times \square = 30$

$3 \times \square = 33$

$3 \times \square = 36$

Area

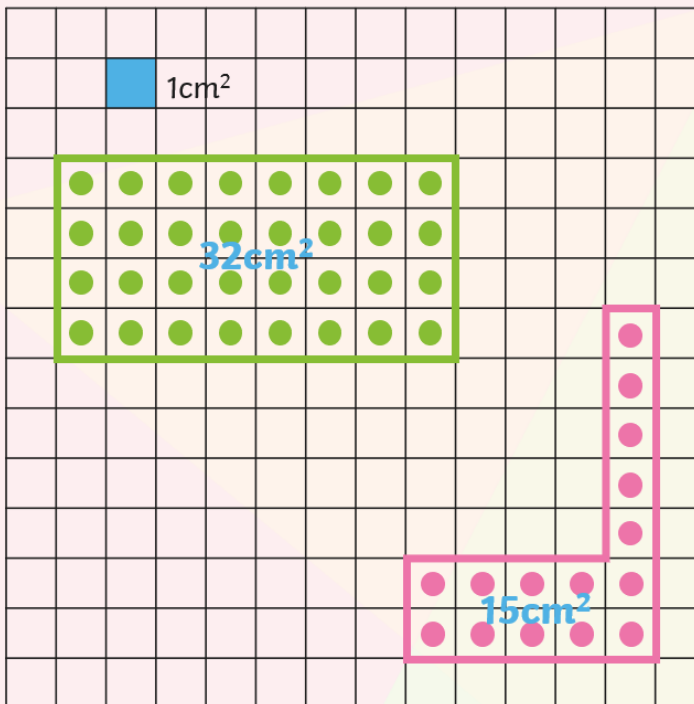


Area is the amount of space inside a given shape.

We measure area in square centimetres - cm^2 .



cm^2



Imagine each of these squares is $1\text{cm} \times 1\text{cm}$. That means the area of each little square is 1cm^2 . (Just like the blue square!)


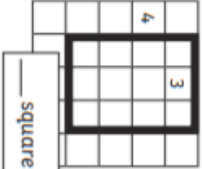
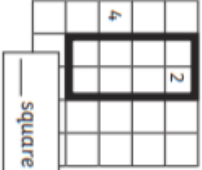
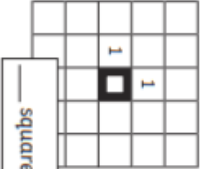
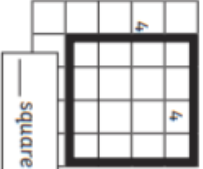
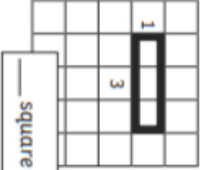
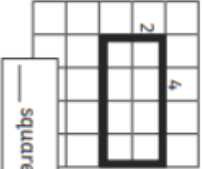
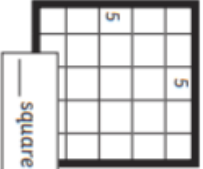
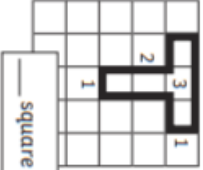
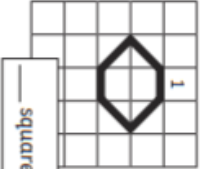

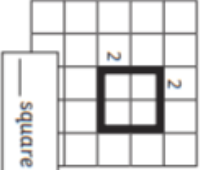
Can you find the area of the green rectangle by counting the squares?

Can you find the area of the pink shape?

Choose one level to complete by finding the area.

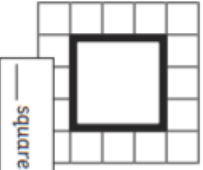
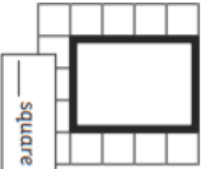
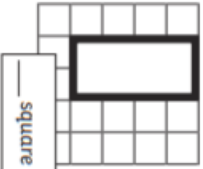
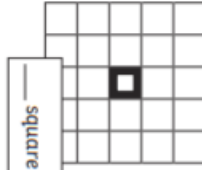
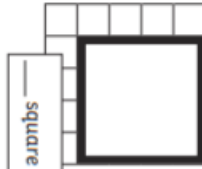
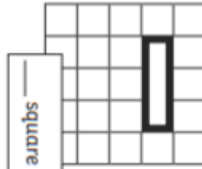
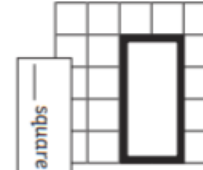
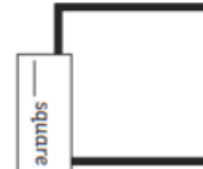
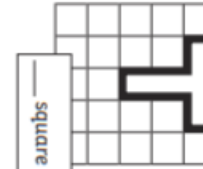
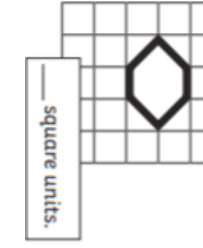

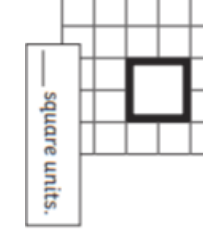
Level 1:

Find the area of each shape.

1.  square units.
2.  square units.
3.  square units.
4.  square units.
5.  square units.
6.  square units.
7.  square units.
8.  square units.
9.  square units.
10.  square units.
11.  square units.
12.  square units.

Level 2:

Find the area of each shape.

1.  square units.
2.  square units.
3.  square units.
4.  square units.
5.  square units.
6.  square units.
7.  square units.
8.  square units.
9.  square units.
10.  square units.
11.  square units.
12.  square units.

Level 3:

Area of Compound Shapes - Find the Area of the Shape

1.

_____ cm²

Area of Compound Shapes - Find the Area of the Shape

2.

_____ cm²

Area of Compound Shapes - Find the Area of the Shape

3.

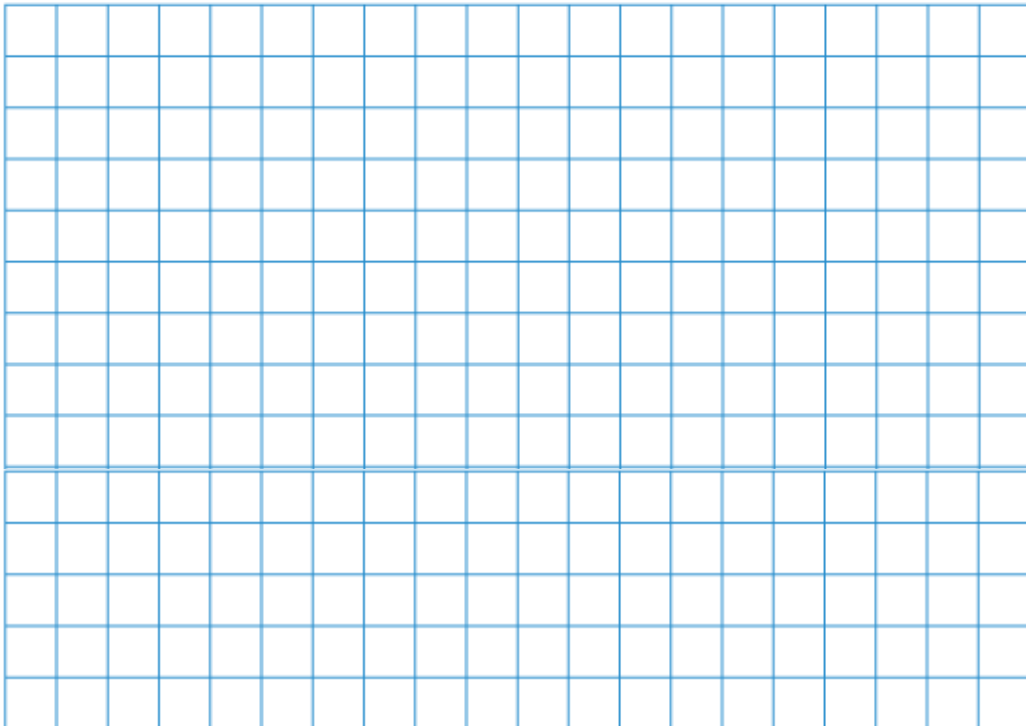
_____ cm²

Area of Compound Shapes - Find the Area of the Shape

4.

_____ cm²

Challenge: Draw your own shapes with different areas



Success Criteria

I can estimate if items are greater than or less than a square metre (m²)



Whilst counting area in centimetres squared is helpful. It would take forever to calculate large spaces. The famous Wembley Stadium in London hosts England football games. To ensure they measure the field correctly greenkeepers use square metres (m²).



Soccer fields have an area of 7,140 Square metres.

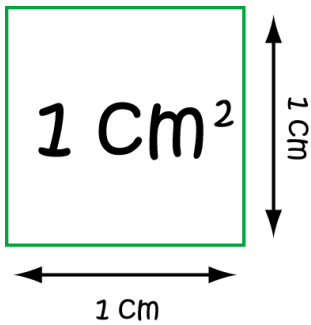
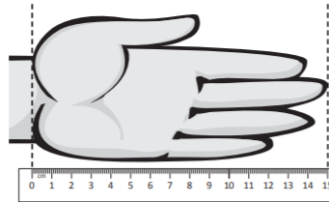
Facts: There are 100cm in a metre.

How many Square metres do you think the netball court at school is?



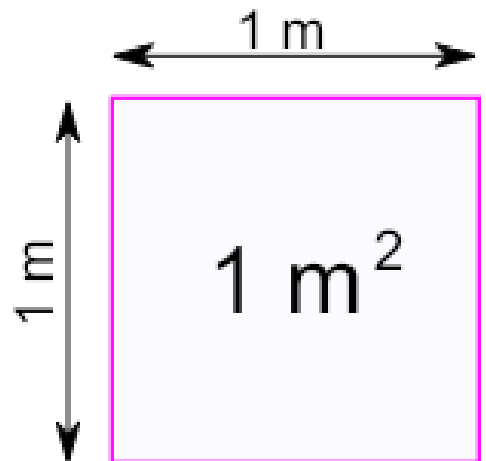
We use centimetres to measure smaller units of length.

There are 100 centimetres in a metre.
 $100 \text{ cm} = 1 \text{ m}$



A square cm is only 1cm by 1cm

1 Square metre is 100cm by 100cm and is equal to ten thousand square centimetres.



As you can see in this picture a square metre is fairly big when you make one.

When we need to find the areas of large spaces we use square metres.
 The symbol for square metres is m^2 .

Making a square Metre: You will need sticky tape or glue and your sheets of newspaper from the pack.



The area of:	Less than 1 m	Area about 1 m^2	More than 1 m^2
iPad / Laptop			
Workbook			
Pillow			
TV Screen			
Wheel of a bike			
A board game			
The desk you work at			

MONDAY – Science

How can the Sun help us tell the time?

How can the Sun help us tell the time?

This little boy has been out playing with his friends. He needs to be back home by six o'clock, dinner time. He has no watch or phone.

How does he know it's time to go home?




Throughout human history, people have looked to the skies to guide their daily lives. Following the regular movement of the Sun, the Moon and the stars helped people to tell the time.

As the Earth spins, the position of the sun in the sky moves, it causes shadows that we can follow.

In the middle of the day, the sun is high in the sky and the shadows cast are short; as the sun moves lower, by the afternoon, the shadows become longer. This pattern is repeated every day.

Over 2000 years ago, people realised they needed an accurate way to tell the time. Time needed to be measured. Until mechanical clocks were invented 500 years ago, the most common measurement of time was the sundial.



 Look at the animation to see how a sundial works, then complete the labels on the diagram below.

<https://kids.britannica.com/scholars/assembly/view/209936>

A sundial is _____

A gnomon is _____



A dial is a _____

Materials needed

QUESTION 5 PAGE 5

Design and produce a working sundial

Variety of equipment to make sundials, for example:

- Sticks
- Straws
- Pebbles
- Sand
- Pencils
- Paper plates
- Chalk



Design and produce your own working sundial by following these steps.

Step 1:  Research information about making sundials by using th

<https://www.youtube.com/embed/SeSexM-wVzA>



Step 2: Investigate and source the materials and equipment you will need to create your sundial.

Materials needed:

Step 3: Plan and design your sundial.

Think about:

- how your sundial will work
- where you will locate your sundial.

My design:

Step 4: Illustrate or photograph, and then label the steps you took to produce your sundial.

Feel free to post about your sundial on Seesaw for your classmates and teacher to see!

Reading





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

We miss listening to you read!

Read the instructions below to help you upload a recording of yourself reading to Seesaw. You may choose to read a few pages of a chapter book of your choice or The Moon.

Fluency Reading Practice

Let's practice reading!

1.  **Add** Tap the add button.
2.  Take a photo of your book cover or the page you will read.
3.  Tap the mic and read your book or page aloud.
4.  Tap the check and add to your journal.

Optional

Name that Character: How many characters can you name?



Writing

Last week we began learning about Explanation Texts!

Review the text below

Learning Objective

- We are learning to identify the language features in explanation texts 😊 😊 😊

Success Criteria

- I can identify the language features of an explanation text 😊 😊 😊
- I can find at least two examples of each language feature in the given text 😊 😊 😊

What Are Explanation Texts?

An **explanation text** explains **how or why something happens**.

Diagrams and/or flow charts are common features of explanation texts. They can **help the reader to understand what is being explained**.



Explanation Texts – Language Features

Explanation texts use specific language. This helps the author to sound like an expert on the topic.

The language you will find in an explanation text includes:

- present tense verbs
- specific vocabulary
- adjectives and adverbs
- connectives of time

Present tense verbs

- Look
- Play
- Eat
- Swim
- Jump
- Dance

Specific vocabulary

- Cat
- Kitten
- Purr
- Fur
- Sleep
- Claws

Adjectives and adverbs

- Bright
- Vibrant
- Strong
- Carefully
- Inside

Connectives of time

- Before
- After
- Firstly
- Last
- Eventually
- Next

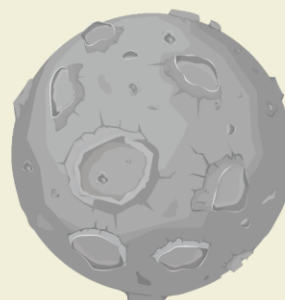
Choose either Activity 1 or Activity 2 to complete

Activity 1:

Your task: Read, *Why does the Moon Keep Changing* and identify at least two examples of each language feature we have learnt so far. Record them in the table below:

Why Does the Moon Keep Changing?

Have you noticed how the face of the moon changes shape each night? Although the moon shines brightly in the night sky, it doesn't produce its own light. We see the moon because it reflects light from the sun. During the moon's orbit of Earth, the sun lights up different parts of its surface. These different views are called the 'phases of the moon'. Approximately once per month, the phases of the moon make a complete cycle.



Present tense verbs	Subject specific vocabulary	Adjectives and adverbs	Time Connectives

Activity 2: Read *How Volcanoes Erupt*

Use colours to colour-code the language features we have been learning about. You might like to use colours suggested below.

Present tense verbs – red

Subject-specific vocabulary – green

Adjectives and adverbs – blue

Time connectives – purple

Cause and effect statements – orange

You may then colour in the picture!

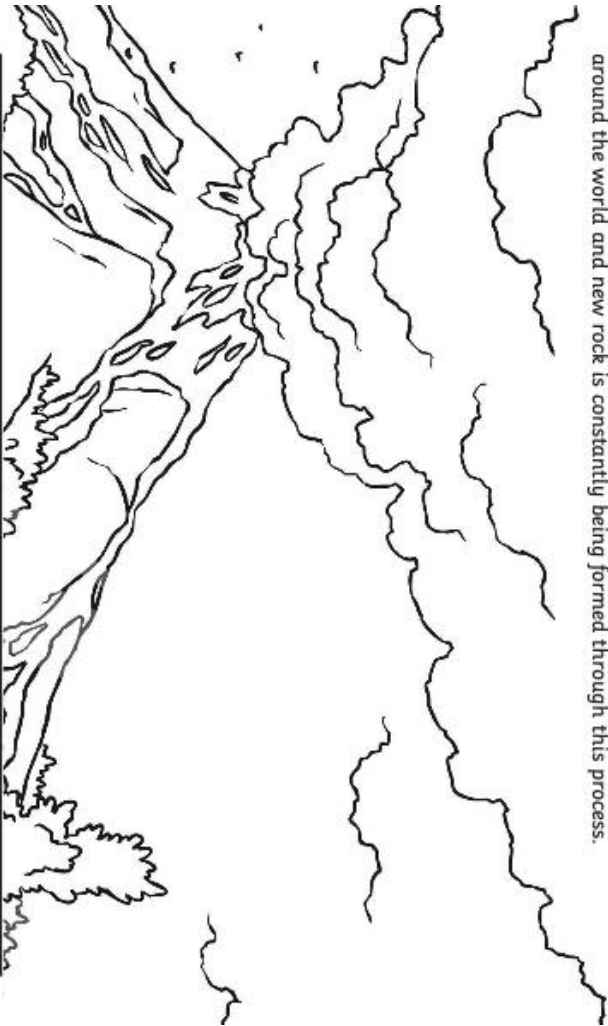
How Volcanoes Erupt

Volcanoes are like openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash, which can cover the surrounding land. When this happens, it is called a volcanic eruption.

There are five main parts of a volcano: the magma chamber, the main vent, the crater, the cone and sometimes there are some smaller vents. The magma chamber is a large space where magma is stored. It is connected to the surface by the main vent and smaller vents. The crater is located above the magma chamber and the outside of the volcano is referred to as the cone.

Just before an eruption, the magma chamber is filled with molten rock from the mantle. After a short period of time, the pressure increases and, as a result, the magma rises through the vent towards the crater. Magma contains bubbles of gas, which grow larger and larger as the pressure increases. This leads to the volcano erupting magma on to the surface of the earth. As the gas bubbles in the magma escape into the atmosphere, the hot molten rock changes to lava. There are two main types of eruptions: explosive eruptions and effusive eruptions. An explosive eruption is when the volcanic material is ejected from the crater violently and dramatically. By contrast, in an effusive eruption, the lava gradually oozes out of the crater. The type of eruption is determined by the amount of gas and the mineral content in the magma. All volcanic eruptions cause significant changes, both positive and negative, to the surrounding land.

As the lava cools, it solidifies and becomes a type of igneous rock, such as basalt and granite. Volcanic eruptions are part of a continual process called the rock cycle. Eruptions occur daily around the world and new rock is constantly being formed through this process.



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3 Times Table Activities

Count in 3s and colour in the grid:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Work out these answers:

- | | |
|-------------------------|--------------------------|
| a) $3 \times 4 =$ _____ | g) $3 \times 7 =$ _____ |
| b) $3 \times 3 =$ _____ | h) $3 \times 1 =$ _____ |
| c) $3 \times 5 =$ _____ | i) $3 \times 11 =$ _____ |
| d) $3 \times 2 =$ _____ | j) $3 \times 8 =$ _____ |
| e) $3 \times 9 =$ _____ | k) $3 \times 10 =$ _____ |
| f) $3 \times 6 =$ _____ | l) $3 \times 12 =$ _____ |

How many pieces of fruit are there?



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

$3 \times 3 =$

$3 \times 4 =$

$3 \times 10 =$

$3 \times 6 =$

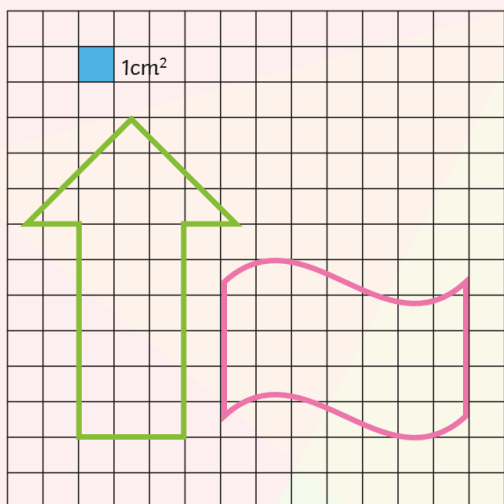
$3 \times 2 =$

$3 \times 7 =$

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

Revision: Area

Irregular Shapes:

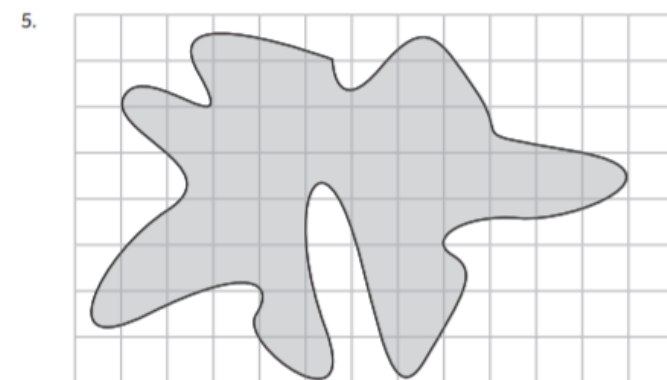
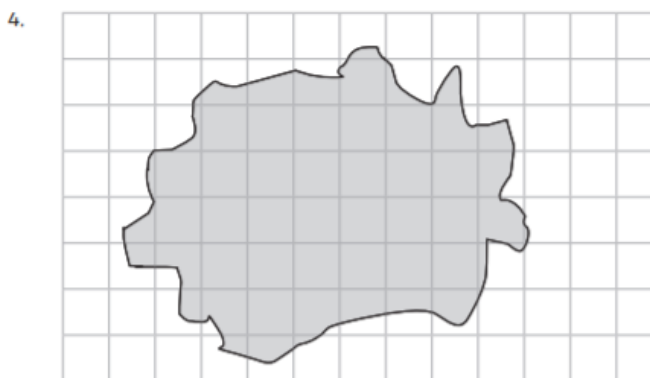
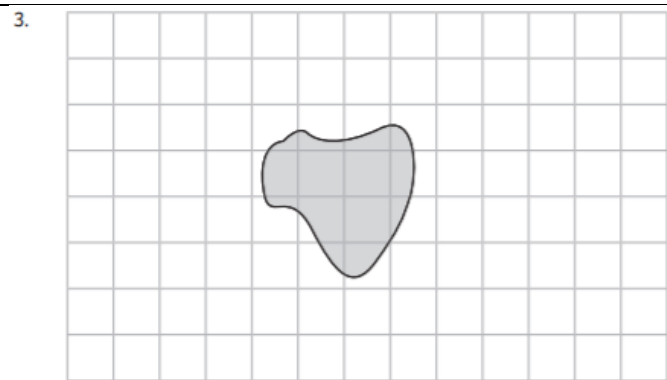
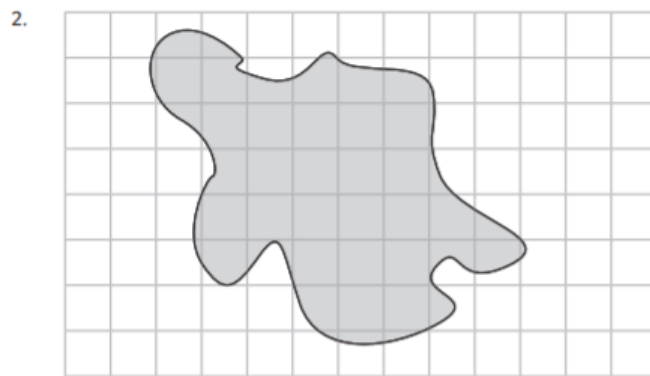
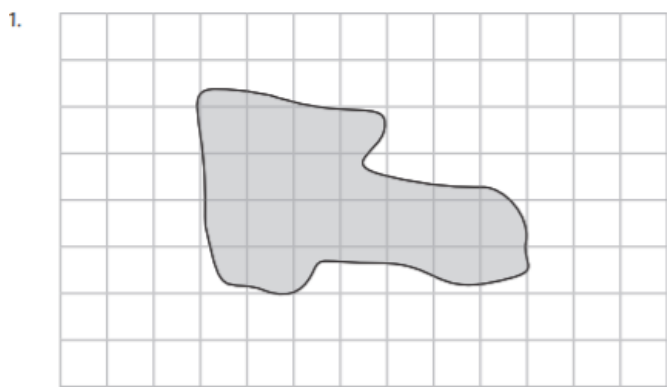


Some shapes are difficult to count exactly because they don't fill up whole squares.

The easy way to remember is to count the whole squares first.

Add any squares which fill half or more and ignore the squares which cover less than half the square.

Try and work out the area of these irregular shapes in cubic units.



1. = _____ cm²

2. = _____ cm²

3. = _____ cm²

4. = _____ cm²

5. = _____ cm²

I can estimate the area of spaces in square metres (m²)

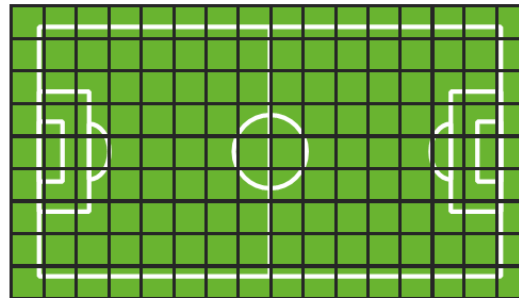
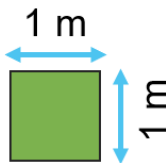


What Is a Square Metre?

Large spaces can be divided into larger squares to measure their area. These larger squares are called **square metres**.

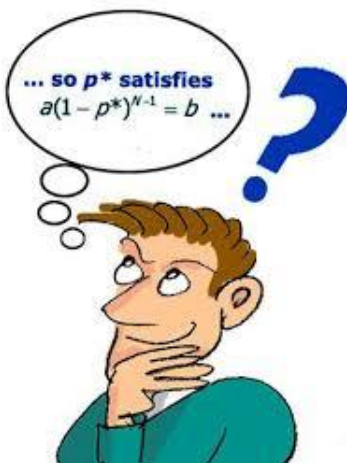
A square metre is a square with sides measuring 1 m in length.

It is written like this: 1 m². The ² is the symbol for squares.



The area of this field is 144 square metres.

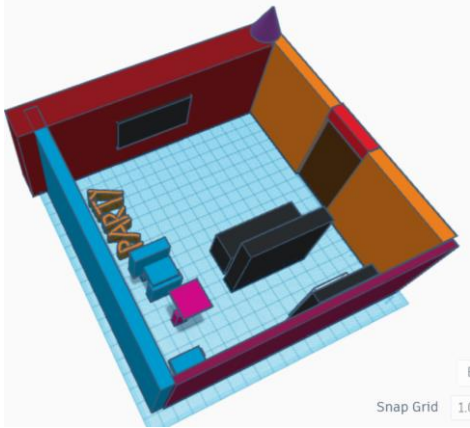
Have a look at your bedroom or another smaller room in your house. Try and estimate how many square metres the area of it is.



My Estimate: _____

Investigation:

Imagine your room was divided into square metre grids like the example below. Using your handmade square metre, try and measure the area of the room you have selected.



1	2	3	4	5	6
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Using your knowledge of arrays, it is possible to just measure two sides of your room to calculate the area in square metres.

You can see that the top (width) of this room is 6m^2 and the side (length) of this room is 13m^2

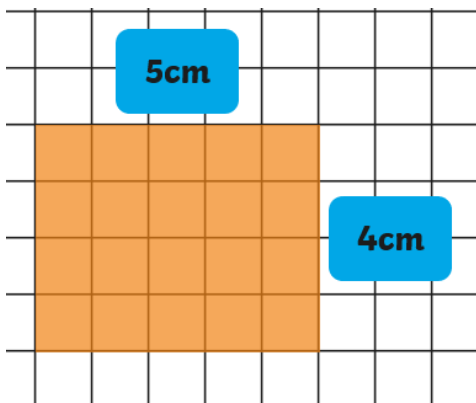
Each of these 6 columns contain 13 square metre blocks so 6 columns x 13 rows gives us a total of 78 squares.

$$13 \text{ squares} \times 6 \text{ squares} =$$

$$\text{Area} = 78 \text{ m}^2$$

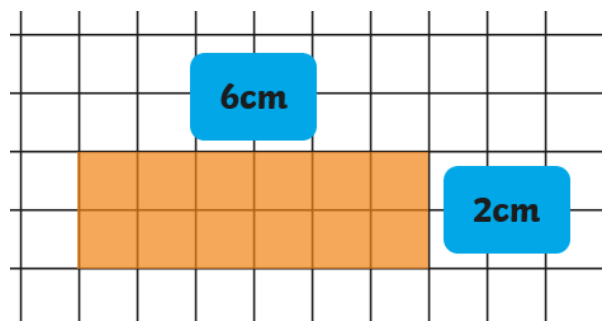
What was the area of your room? _____

Count the squares in these rooms and see what answer you get.



= _____ cm^2

= _____ cm^2



TUESDAY – Art

Take a line for a walk and see what you find.

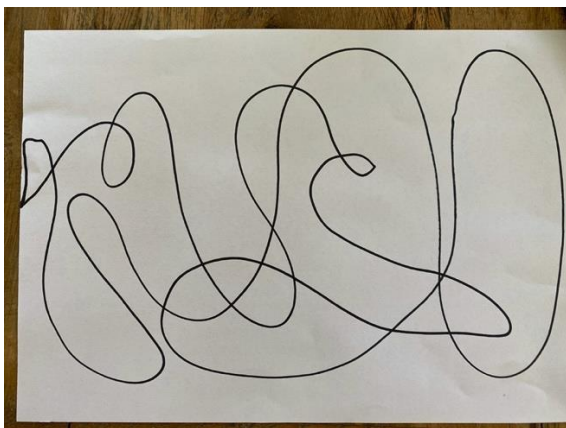
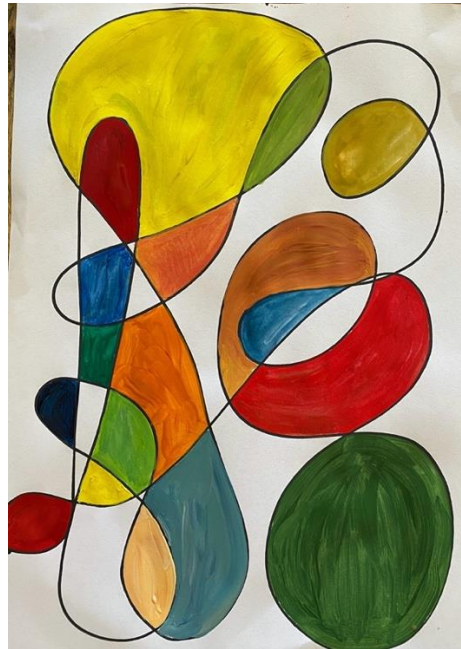
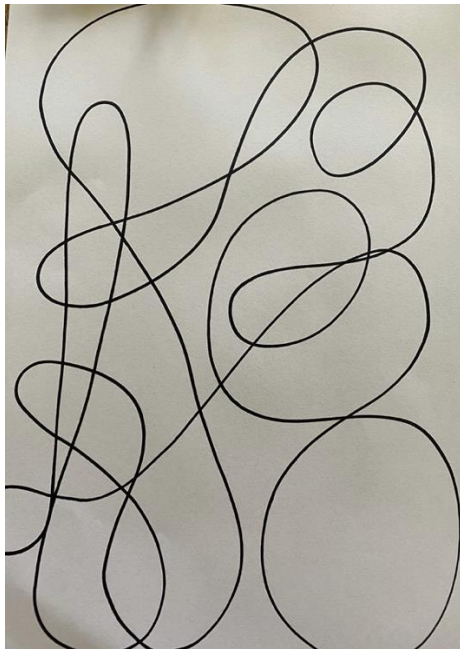
Materials:

- 1 x blank piece of white paper
- 1 x pencil or black pen
- Colouring tools of your choice: coloured pencils or pens, textas, crayons or paint

Steps/method:

1. Place your pencil or pen on a clean piece of white paper.
2. Move it around the page in any direction, creating straight lines and loops. Make sure some of your lines intersect each other.
3. Look at your paper from all angles. Can you see anything that looks familiar to you? A bird, a leaf, a car etc.
4. If you see something paint it in. If you can't see anything, choose some areas and colour them using pencils, pens, texta, paint or crayons.

Here are some examples for you to look at:



Optional: take a photo to share with your class on Seesaw

Reading
This task is optional

- **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 **EPIC EDITING** sheets below. Choose either **Sheet A** or **Sheet B**

Sheet A

Text 20 – The Sense of Smell

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

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

our noses are yoused to smell things We can use our sense of smel to identify foods we like to eat our sense of smell can also warn us about dangers, like fires. our memories can also be linked to our sence of smell

Write the text correctly on the lines below.

Writing

We are continuing our investigation into explanation texts this week!

Choose your own adventure today by completing at least **one** task from the table below.

Watch and Wonder

How is Hard Candy made?

Get ready to be wowed! Once you have watched 'This is How Hard Candy is Made' complete the activity below:

- **Draw** a diagram/flow chart which shows the process of making hard candy.
- **Write** one sentence which describes each step. You will need to use the video to assist you!



<https://www.youtube.com/embed/20P4ZNEZ5Dk>

Think and Explain

You are in charge inventing a robot that will change the world. Your robot could be used to:

- **Make a task easier**
e.g., pancake making robot
- **Help to solve a world problem**
e.g., combat CO2 emissions
- **Have fun with** e.g., robot that kicks a ball to you

Draw your robot in the space below and write a short paragraph which explains how it works. You may like to label the robot too to show its features.



Write and Record

You will become a researcher and need to find out information on 'The Water Cycle.' Use the worksheet below to guide you to:

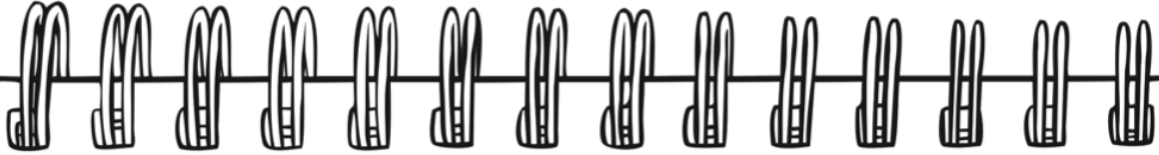
- **Label** the diagram
- **Write** a short paragraph on the water cycle
- **Colour** in the picture!



Workspace for Watch and Wonder Activity or Think and Explain Activity

Explanation Writing

Week One



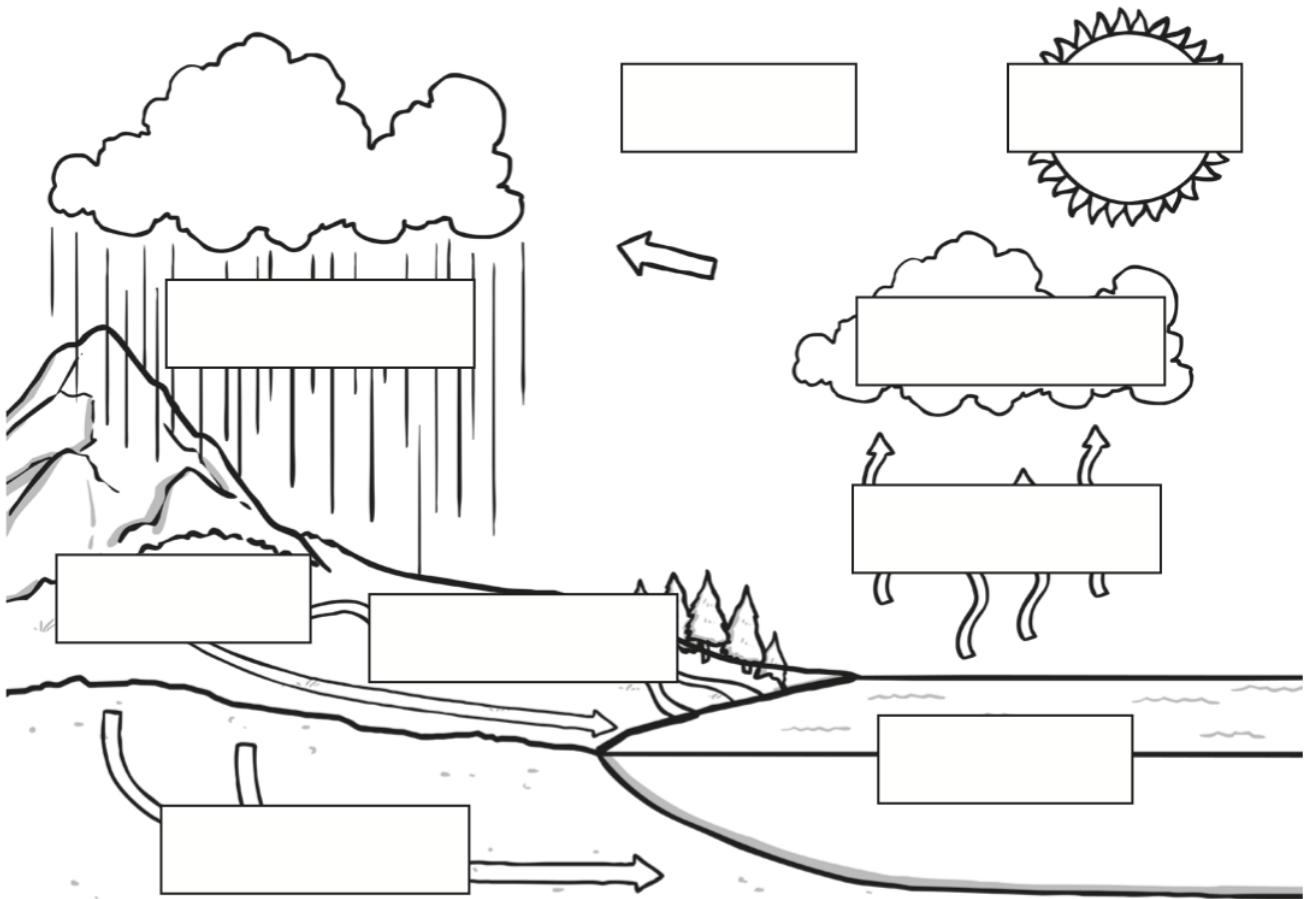
We use explanation writing when we want to explain how something works or explain the process involved in making something, e.g. How does a bee make honey? Explanation writing can be very useful in science and geography in particular.

It starts with a general statement to introduce the topic for explanation. A series of logical steps are used to explain how it occurs or the process involved, which often requires the use of lots of time conjunctions. It is usually written in the present tense and has labelled diagrams or charts which help the reader get a clearer vision of the text.

Task: Label the diagram of The Water Cycle using the words in the box below. Use this information to write an explanation on the next page about how the water cycle works. Use previous learning, books or the internet to help you.



rivers and streams	precipitation	runoff
underground water	sea	wind
sun	evaporation	condensation



A large rectangular area containing ten horizontal lines for writing.

3 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!



3. How many 3s are in 24? Can you draw the jumps?



4. What are 6 lots of 3? Can you draw the jumps?



5. Aliens have 3 eyes. There are 11 aliens. How many eyes are there altogether?



Revision: Perimeter

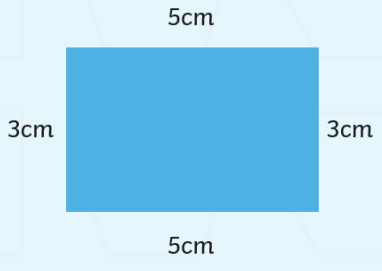
Read the posters below and watch this video for a reminder about perimeter
<https://www.youtube.com/embed/AAY1bsazcgM>



Perimeter

The perimeter is the distance around a shape.

For example, the perimeter of this rectangle is 16cm.
All you have to do is add together the lengths of each side!
 $5 + 5 + 3 + 3 = 16\text{cm}$



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**Hint: you don't need a ruler to work out the perimeter of these shapes.
Just count the squares!**

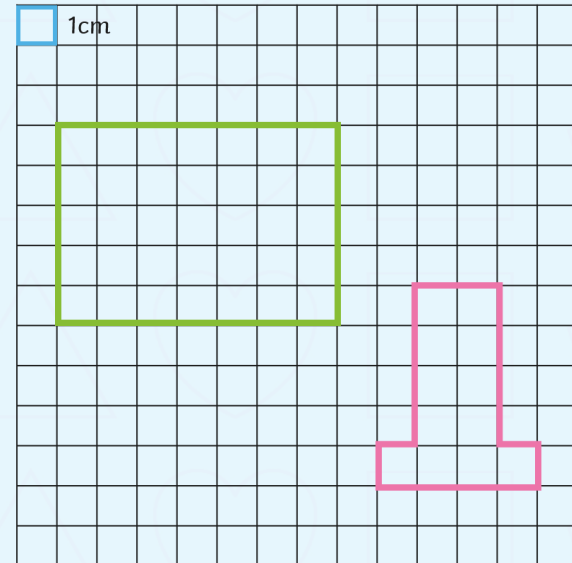
For example: the longer sides on the green shape are both 7cm and the shorter sides are both 5cm.

So if we add the length of all 4 sides together we will get the perimeter!

$$7 + 7 + 5 + 5 = 24\text{cm}$$

Calculate the Perimeter

1cm



Calculate the perimeter of these shapes.

twinkl.com

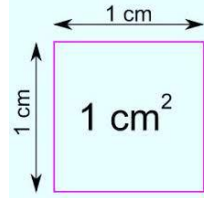
Can you work out the perimeter of the pink shape? It has 8 sides

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}\text{cm}$$

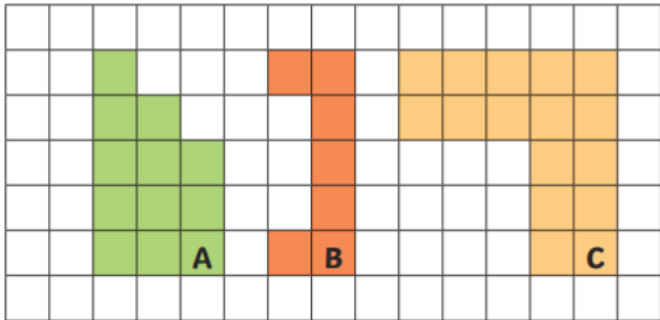
The perimeter of the pink shape is cm

Find the perimeter of these shapes

Remember: the sides of each square = 1 cm.
So you don't need a ruler to measure the length of the shapes



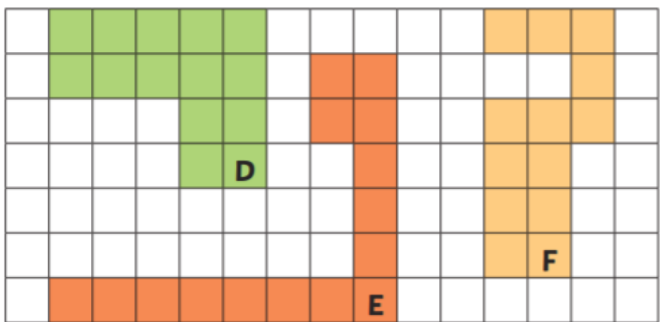
Level 1



The perimeter of shape A = ___ cm

The perimeter of shape B = ___ cm

The perimeter of shape C = ___ cm

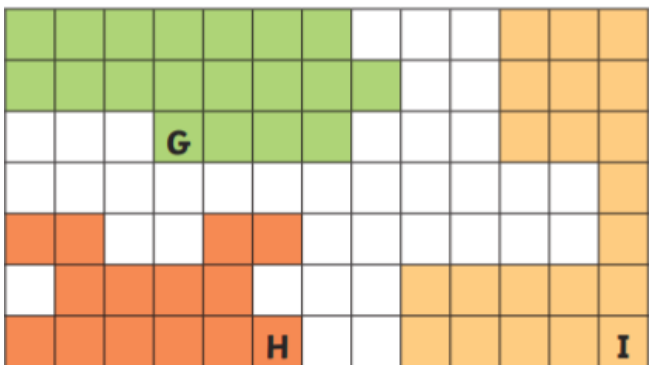


The perimeter of shape D = ___ cm

The perimeter of shape E = ___ cm

The perimeter of shape F = ___ cm

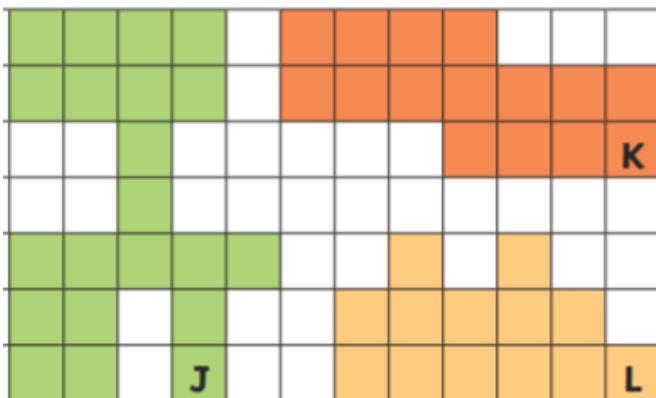
Level 2



The perimeter of shape G = ___ cm

The perimeter of shape H = ___ cm

The perimeter of shape I = ___ cm



The perimeter of shape J = ___ cm

The perimeter of shape K = ___ cm

The perimeter of shape L = ___ cm

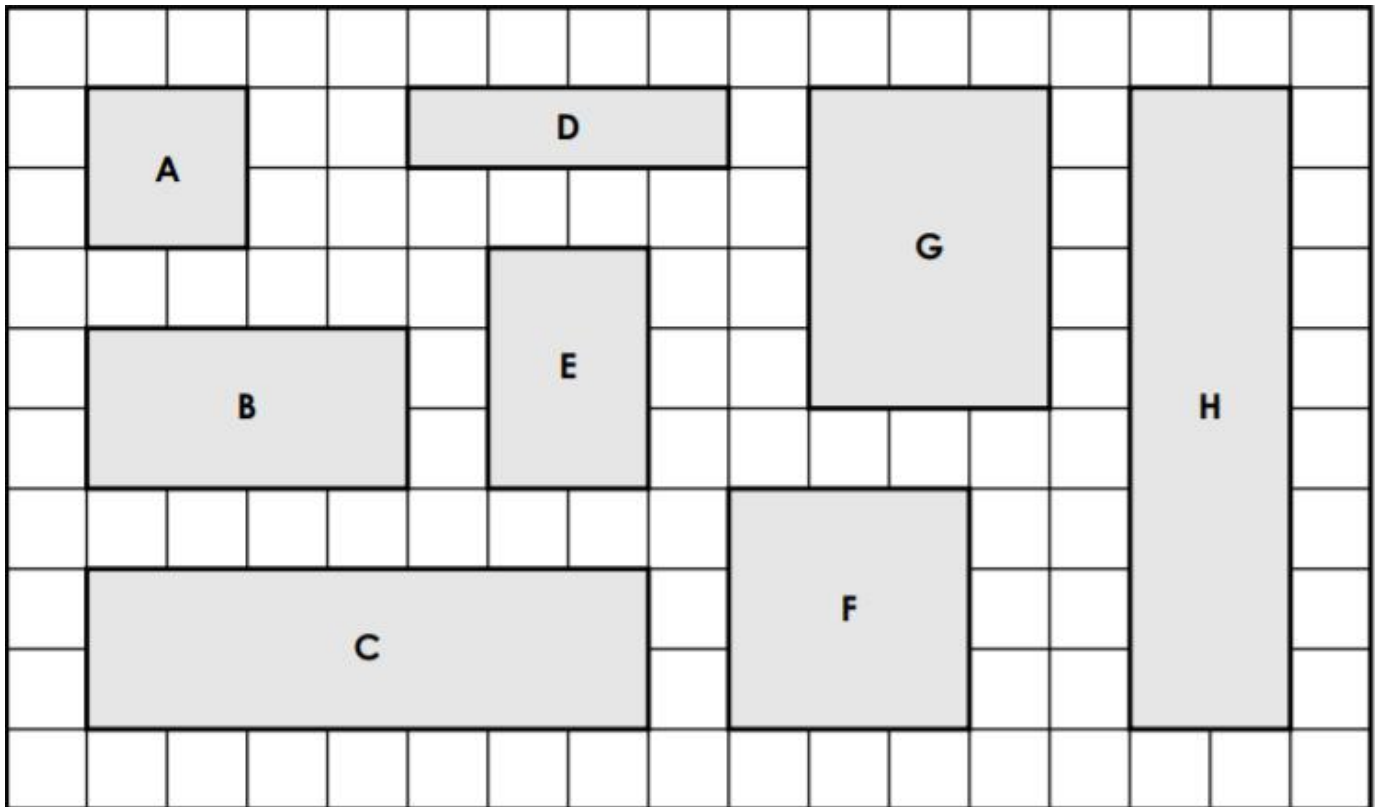
Success Criteria

I can measure the area of squares and rectangles in cm^2



Perimeter = length around a shape
Area = space that a shape takes up

Today we are looking at finding the area of smaller items. Unfortunately, just like when we measured our rooms yesterday, we don't always have visible grids to help us.



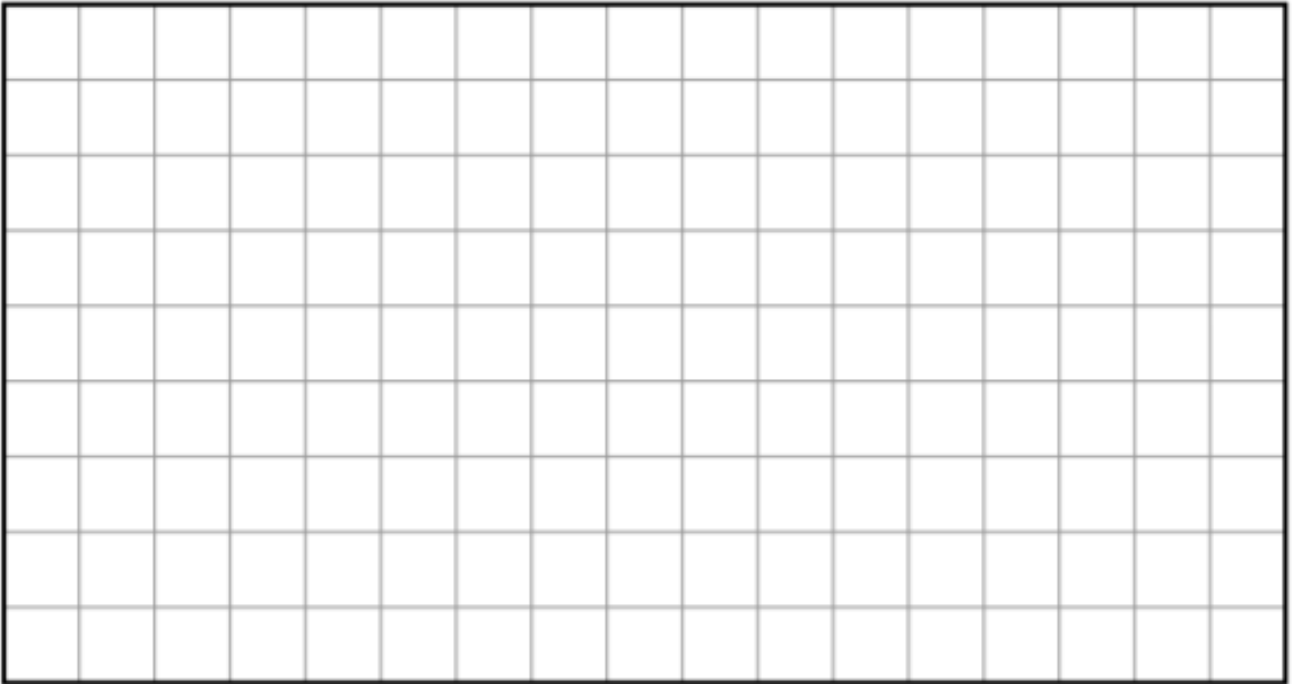
Write the area of each rectangle listed below. Don't forget to write **square units** in your answer. Not all rectangles will be used.

G - _____ A - _____ H - _____

B - _____ F - _____ E - _____

Area of a Rectangle

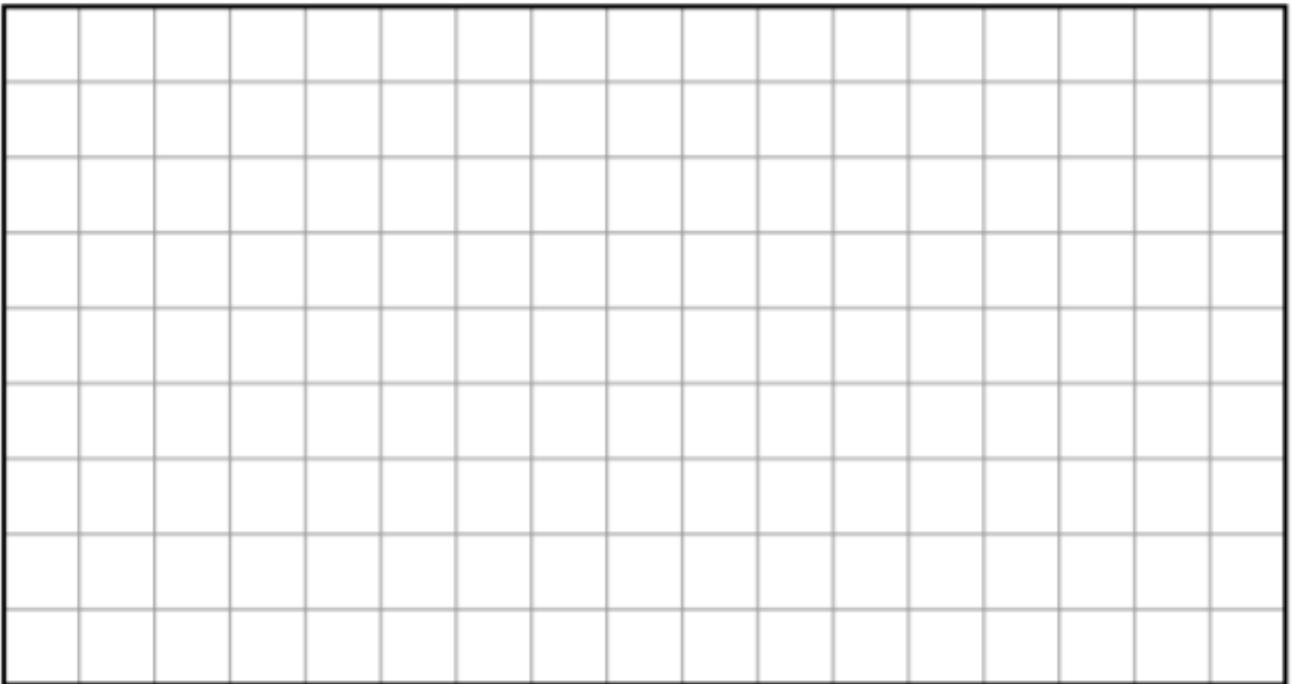
On the grid below, draw a quadrilateral that has an area of 20 square units.



On the grid below, draw two squares and label them **A** and **B**.

Square **A** has an area of 4 square units.

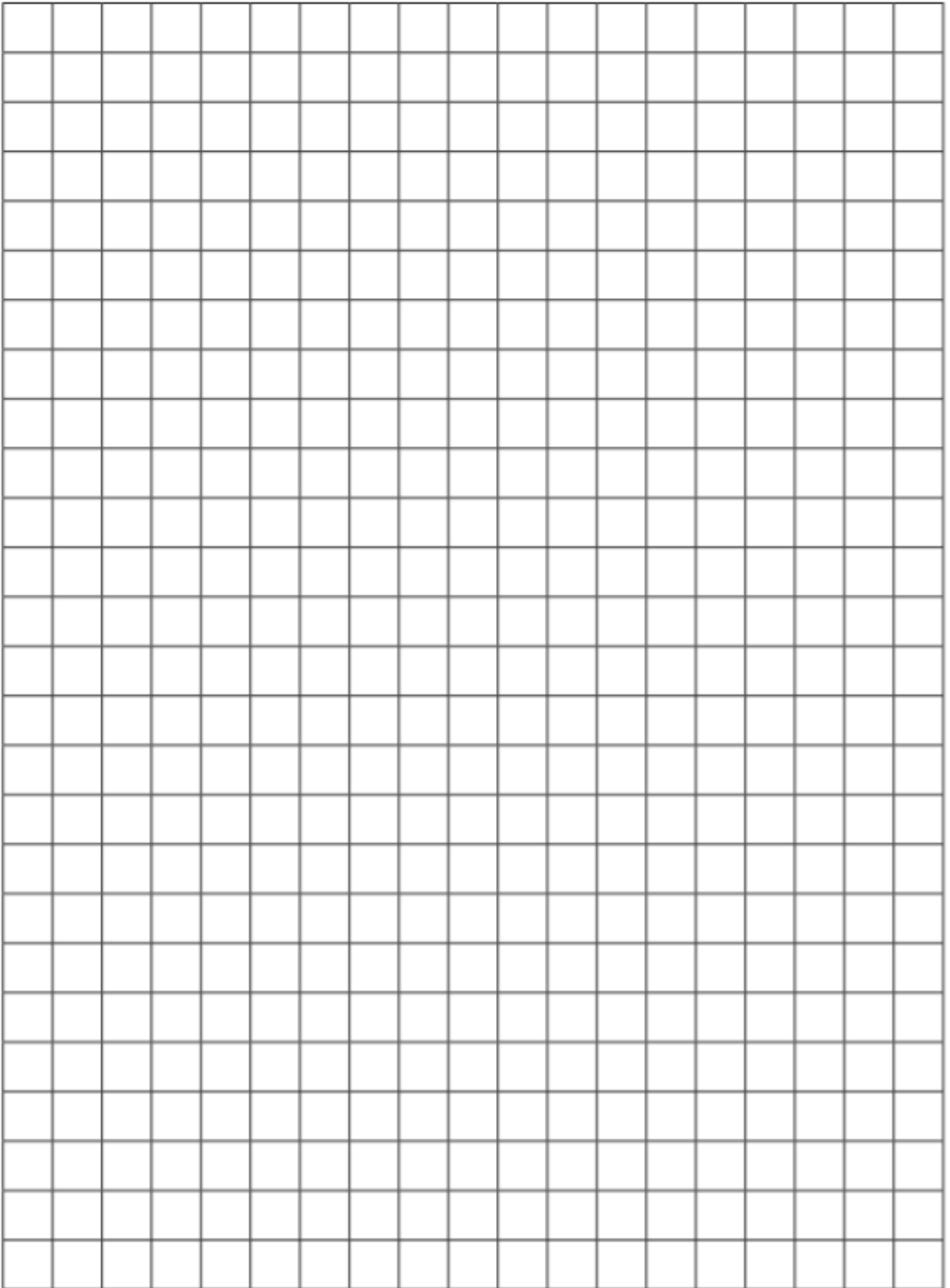
Square **B** has an area 9 times greater than square **A**.



AMAZING



Challenge Task



WEDNESDAY – Wellbeing Time

This task is optional

Use this time to focus on your wellbeing.



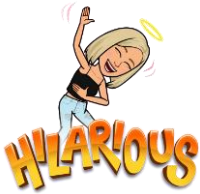
You might like to:

- catch-up on some unfinished work
- write a nice comment to a classmate on Seesaw
- organise to call one of your friends or family members and check in on how they are going
 - go for a walk or a bike ride
 - spend some time outdoors looking at the clouds
 - spend some time with a family member or pet
 - paint or draw a picture
 - read a chapter of a book
 - put on some music and dance around your room
- watch a documentary about something you are interested in
- design a game for your friends or family to play together
- help a family member (vacuum the floor or read to a younger sibling)

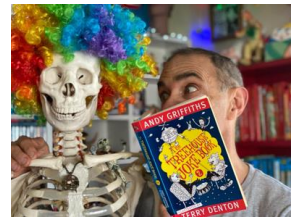


Reading

- **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 below:** Joke Q+A with Andy Griffiths



WARNING: This podcast contains some hilarious jokes!!!!



Optional: Create your own joke book full of your favourite belly hurting jokes!

Writing

We are continuing our investigation into explanation texts this week!

Choose your own adventure today by completing at least **one** task from the table below. Choose an activity under a different category than you completed yesterday.

E.g., if you completed the Watch and Wonder activity yesterday, try the Think and Explain or Write and Record task today.

Watch and Wonder

How are Skittles made?

If you have a sweet tooth, you are in for a treat! Watch 'How Skittles are Made' and complete the activity below:

- **Draw** a diagram/flow chart which shows the process of making hard candy. In the skittles process there are 4 steps. Use these steps to help you with your diagram.
 1. The Pip
 2. The Shell
 3. Blending
 4. The 'S'
- **Write** one sentence which describes each step. You will need to use the video to assist you!



<https://www.youtube.com/embed/IQGIJHGwy5c>



Think and Explain

If you are a LEGO fan, then this task is for you.

- **Watch:** LEGO Bricks in the Making
- **Write** a short descriptive paragraph which explains how LEGO is made.
- **Create** your own LEGO figure using LEGO bricks you have at home. If you don't have any, draw a design you might like to create using LEGO.



<https://www.youtube.com/embed/C3oiy9eekzk>



Write and Record

Time for an explanation text hunt: How do Tadpoles Grow?

Use colours to colour-code the language features we have been learning about. You might like to use colours suggested below.

Present tense verbs – red
Subject-specific vocabulary – green
Adjectives and adverbs – blue
Time connectives – purple
Cause and effect statements – orange

How Do Tadpoles Grow?

Frogs are cold-blooded amphibians. Amphibians are animals that can walk on land and can swim in water.

The process in which a tadpole turns into a frog is called *metamorphosis*.

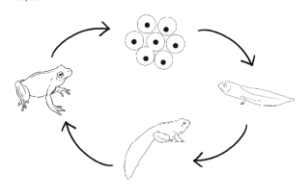
A mother frog lays about 4,000 eggs in a lake or pond. These eggs are very soft and have no shell.

After 3-4 weeks, tiny tadpoles hatch and swim around to find plants to feed on. The tadpoles still have gills so they can't leave the water.

In time, the tadpoles start to grow legs. Firstly, the hind legs appear. Then, the lungs begin to develop and finally the front legs appear. The tadpoles start to look more like frogs and are known as froglets. The froglets become more adventurous, but as a result many of them are eaten by large fish and water insects.

After three months, the froglet's lungs are fully developed so they can get out of the water and breathe. Their tails will shrink away and vanish.

The frogs are now fully grown. During winter, the frogs will hibernate at the bottom of the pond.



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Workspace for Watch and Wonder Activity or Think and Explain Activity

How Do Tadpoles Grow?

Frogs are cold-blooded amphibians. Amphibians are animals that can walk on land and can swim in water.

The process in which a tadpole turns into a frog is called **metamorphosis**.

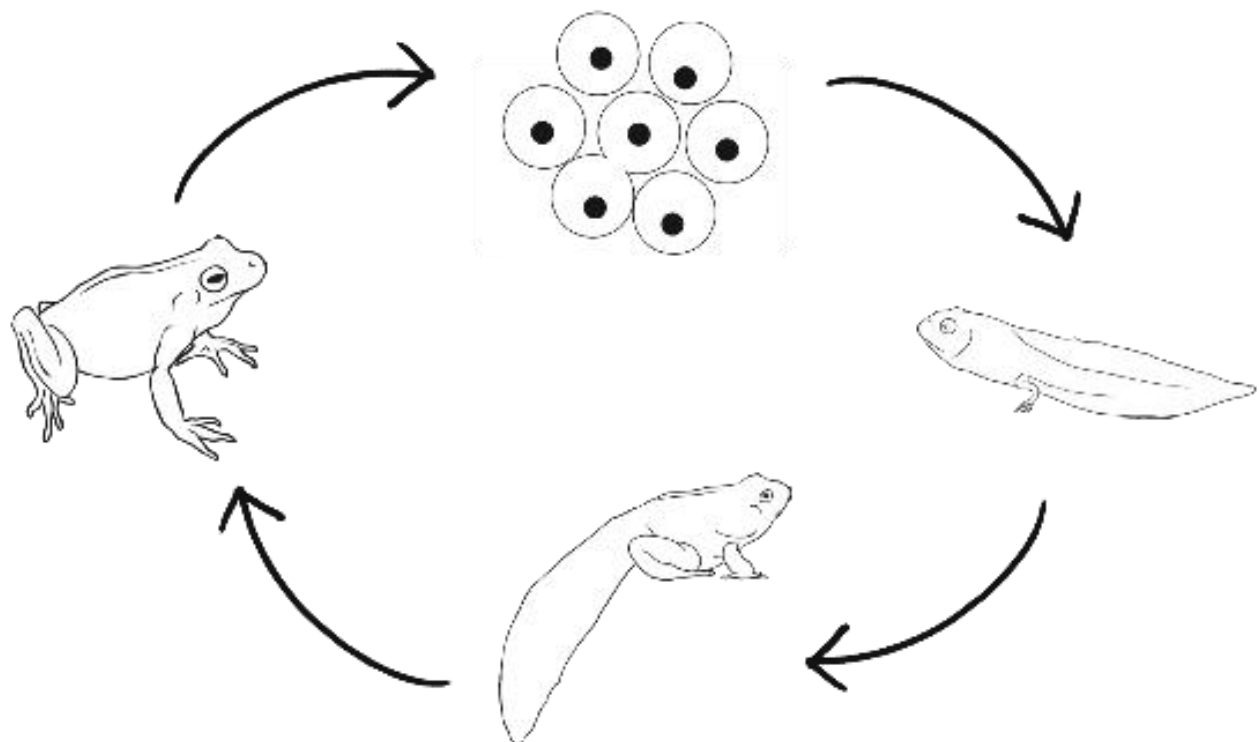
A mother frog lays about 4,000 eggs in a lake or pond. These eggs are very soft and have no shell.

After 3-6 weeks, tiny tadpoles hatch and swim around to find plants to feed on. The tadpoles still have gills so they can't leave the water.

In time, the tadpoles start to grow legs. Firstly, the hind legs appear. Then, the lungs begin to develop and finally the front legs appear. The tadpoles start to look more like frogs and are known as froglets. The froglets become more adventurous, but as a result many of them are eaten by large fish and water insects.

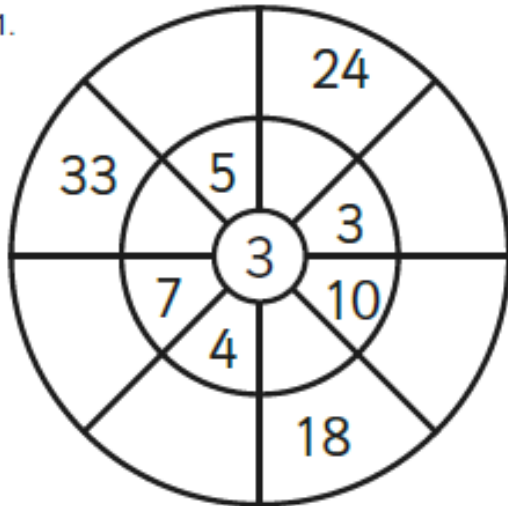
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The frogs are now fully grown. During winter, the frogs will hibernate at the bottom of the pond.

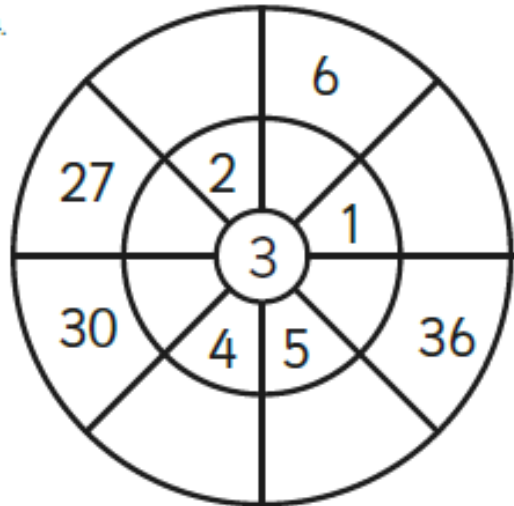


3 Times Table Multiplication Wheels

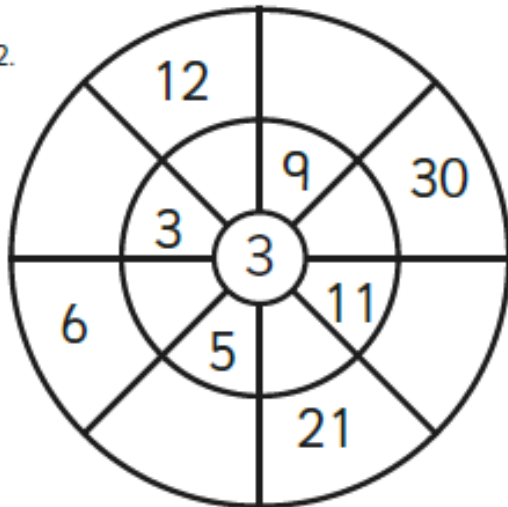
1.



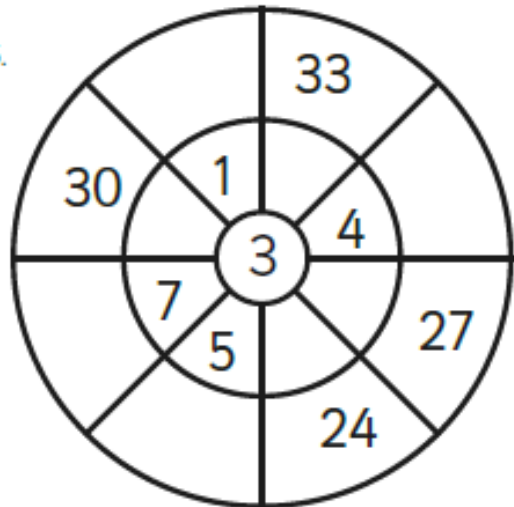
4.



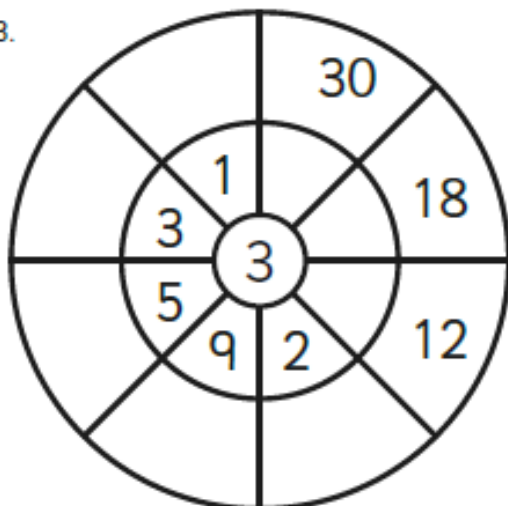
2.



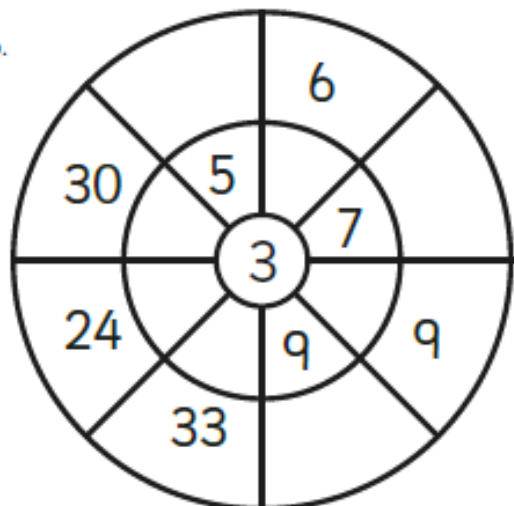
5.



3.



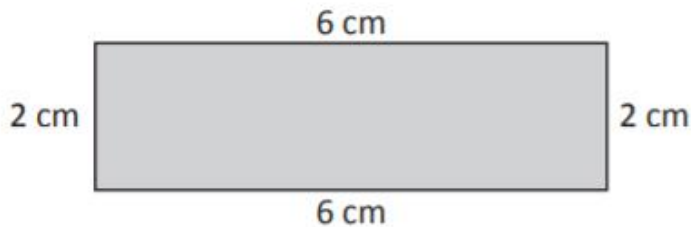
6.



Revision: Perimeter

Perimeter – measuring shapes

Perimeter is the total length around the outside of an enclosed space.
To find the perimeter of this shape, we add the lengths of all the sides.



$$P = 6 + 2 + 6 + 2 \\ = 16 \text{ cm}$$

Level 1:

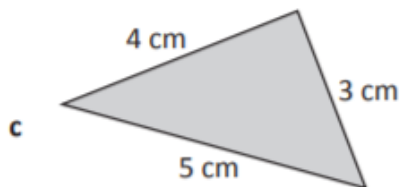
1 Find the perimeters of these shapes:



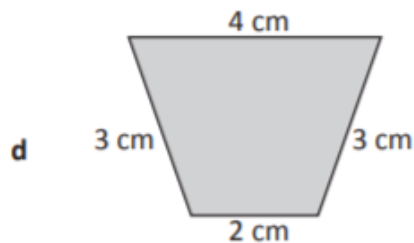
$$P = _ + _ + _ + _ \\ = _ \text{ cm}$$



$$P = _ + _ + _ + _ \\ = _ \text{ cm}$$

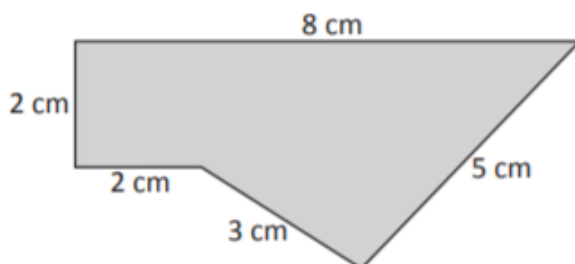


$$P = _ + _ + _ \\ = _ \text{ cm}$$



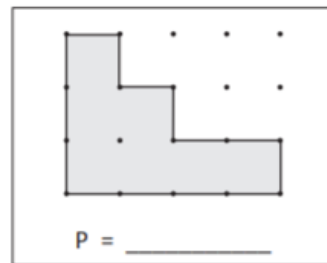
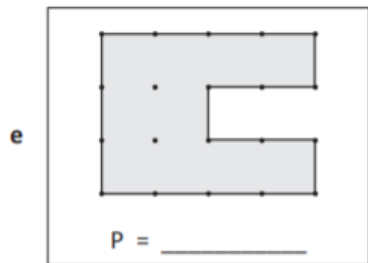
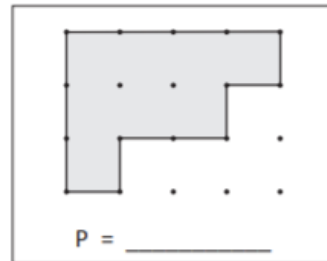
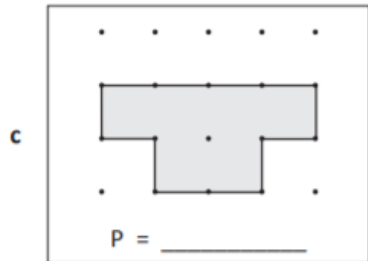
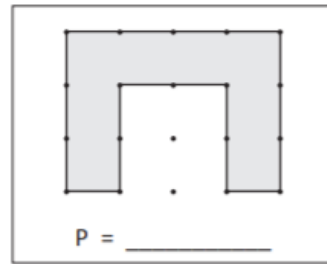
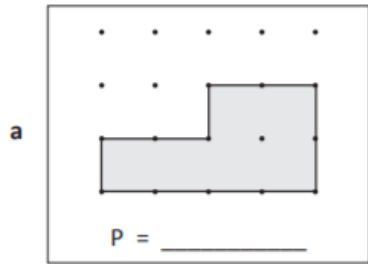
$$P = _ + _ + _ + _ \\ = _ \text{ cm}$$

2 Find the perimeter of this shape. Set your working out clearly.



Level 2:

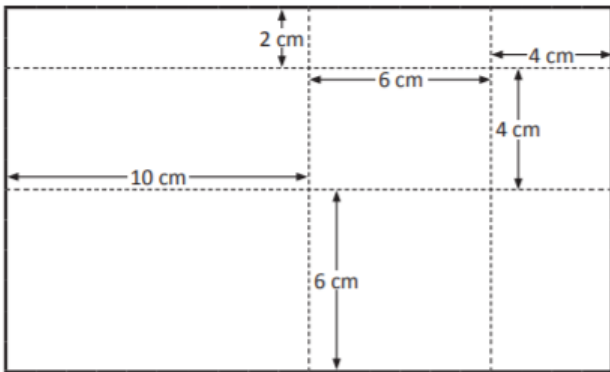
3 Find the perimeters of these irregular shapes. Use the 1 cm dot paper as your guide.



Level 3:

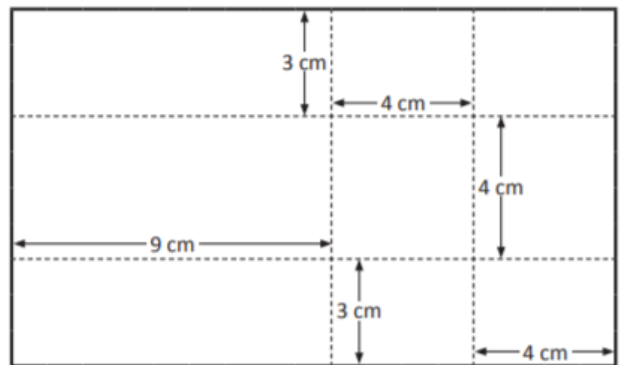
Use the clues in each of these diagrams to find the perimeter.

Diagram 1

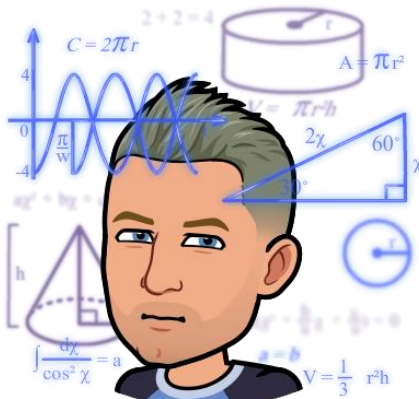


Perimeter =

Diagram 2



Perimeter =




Area: Zoom Lesson 11:30am till 12pm

Success Criteria

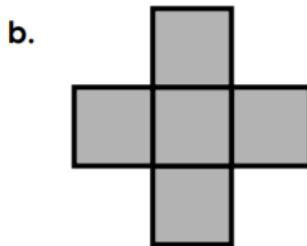
I can calculate the area of squares and rectangles in cm^2

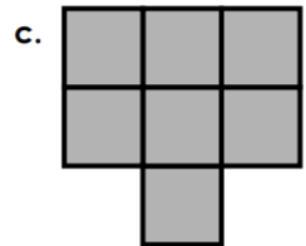


So far this week we have been calculating area by counting full and half square metres and centimetres.

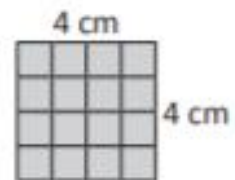
 = 1 cm^2



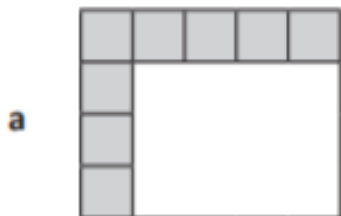




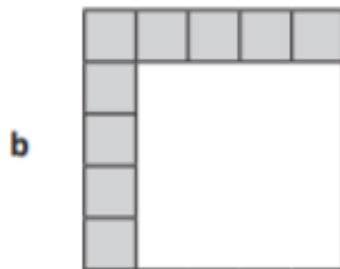
A faster way to calculate area is to multiply the length by the width.
Look at this square. If we multiply the length by the width, we get 16 cm^2 . This is the same as counting all the squares.



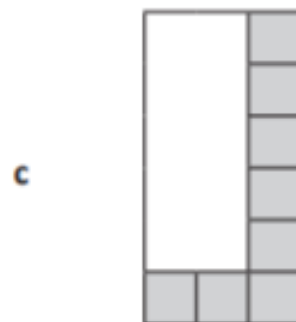
What is the area of each rectangle? Each square in the grid has an area of 1 cm^2 .



Area = _____

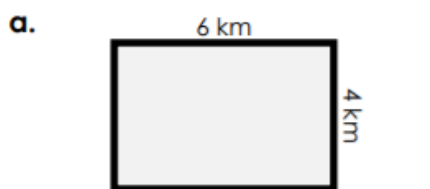
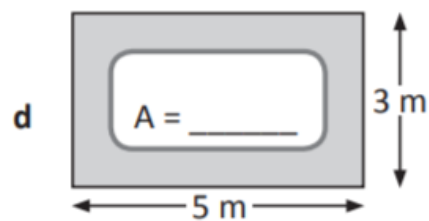
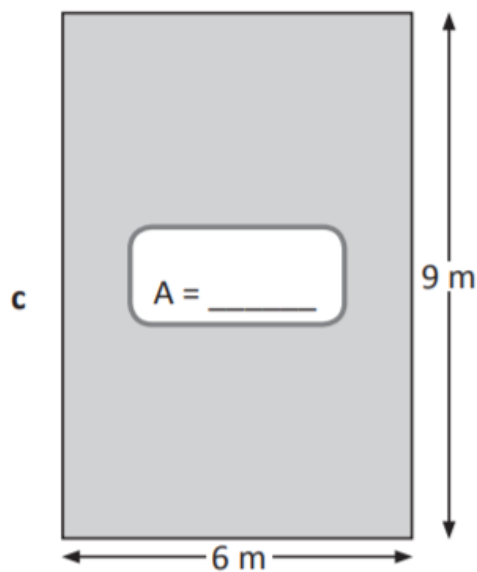
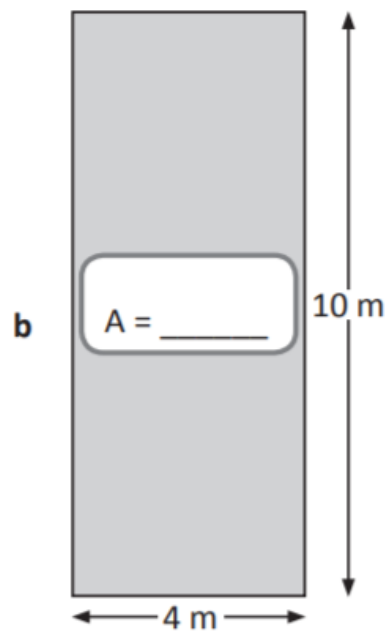
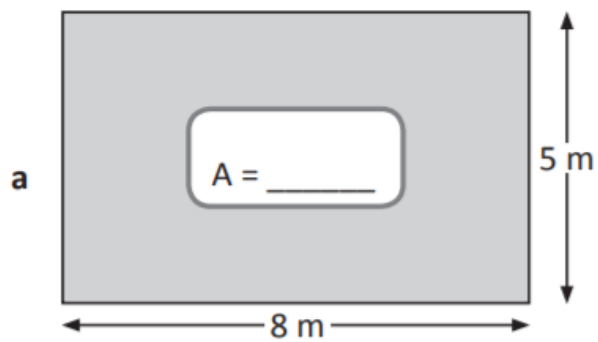


Area = _____

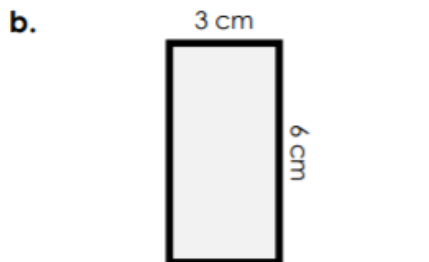


Area = _____

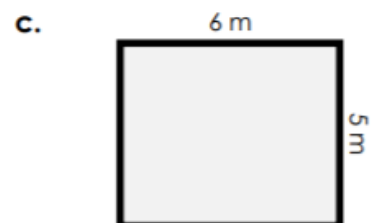
Calculate the area of each of these shapes by multiplying the length by the width:



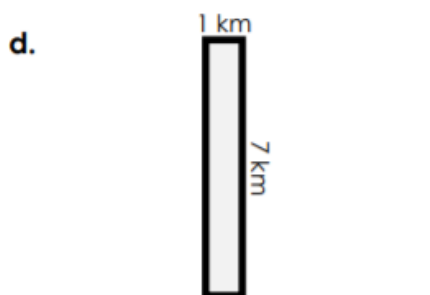
area = _____



area = _____



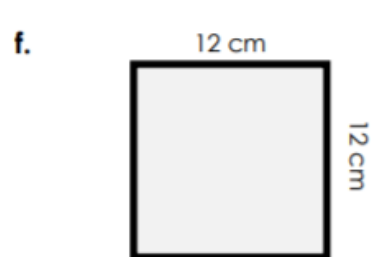
area = _____



area = _____

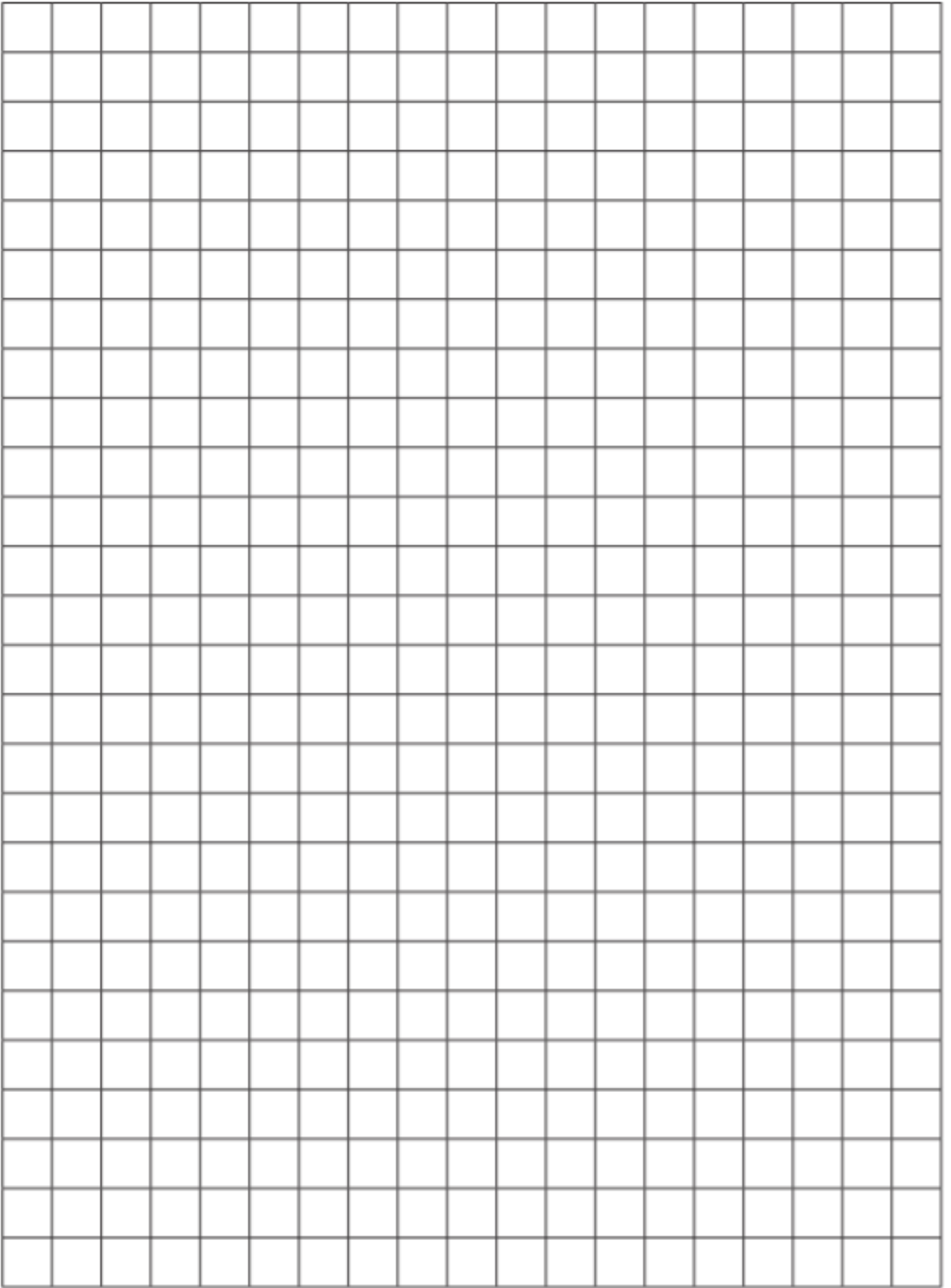


area = _____



area = _____

Working out page



THURSDAY – PDHPE

Lesson 6 – All Systems Go!

Last week we looked at the Respiratory System. Today we are going to explore the Digestive System.

This consists of a series of organs that work together to help convert food into energy. It consists of several different organs that collectively make up the gastrointestinal tract. This system is important because the body relies on nutrients from food in order to stay healthy and function properly. The process of digestion consists of five different stages. By the time food makes its way through the final stage, the body has absorbed enough nutrients that can be used for energy, growth, and cell repair.

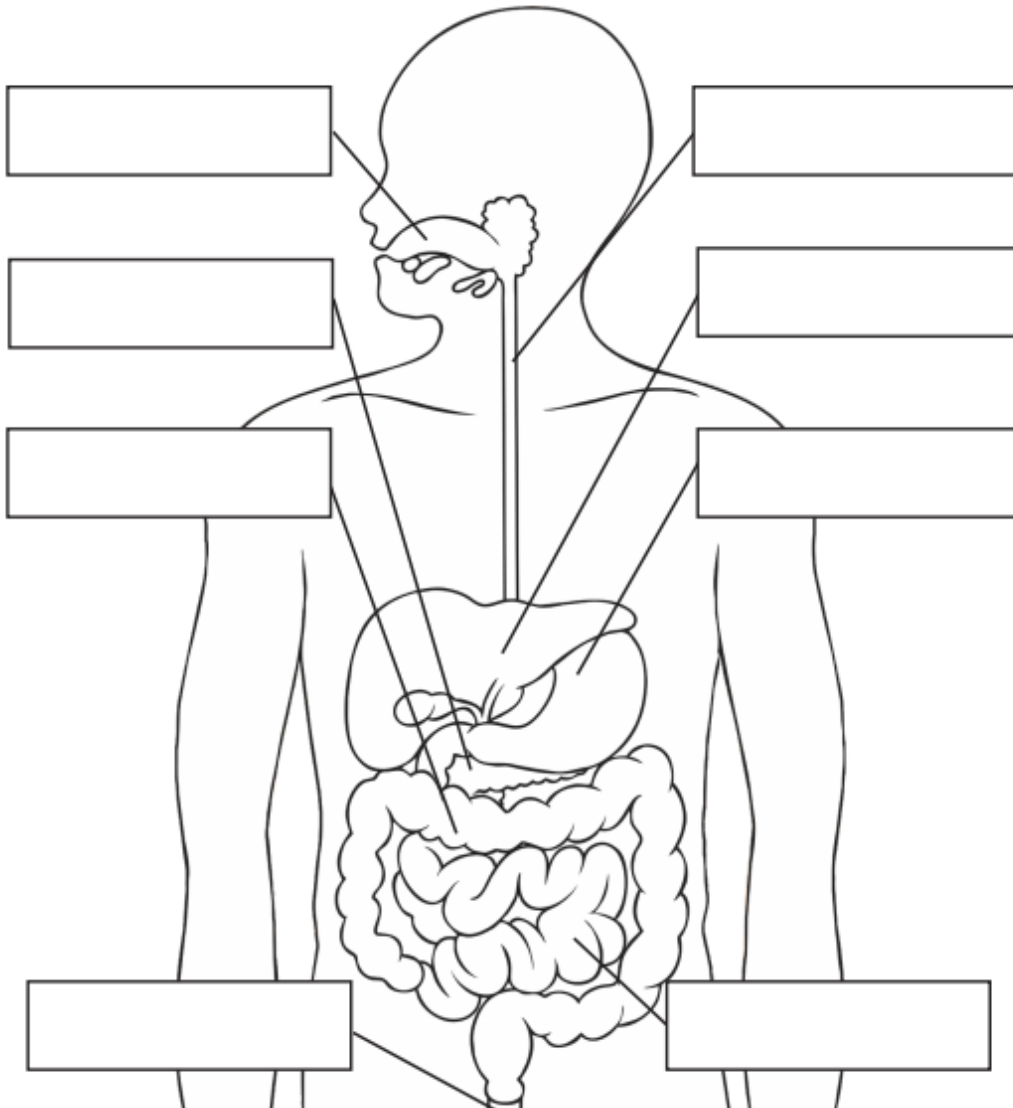
Activity 1 – Watch the video

Click on the link below and watch the short video to learn more about how the Digestive System works. This activity will help you to label the diagram below correctly.

<https://www.youtube.com/embed/v3E1txcKPe8>



Activity 2 – Label the Digestive system – words are below diagram.



oesophagus

anus

liver

mouth

small intestine

large intestine

pancreas

stomach

All about...

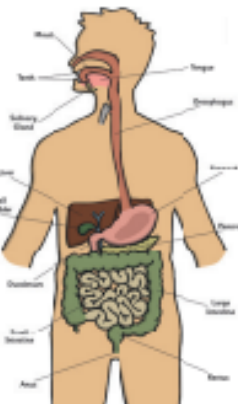
Your Digestive System

Have you ever wondered what happens to your food after you've chewed it in your mouth? Your body is amazing and has a system that sorts and uses the food you eat to make sure your body has everything it needs to work properly. This is called your digestive system. Here's how it works...

Before the Stomach

First of all, we all know that you put food in your mouth to eat it. You enjoy the taste and the feel of the food in your mouth whilst your teeth break it down into smaller pieces. Saliva is the juice in your mouth that is mixed with your food to help make it softer.

When food is small and soft enough to be swallowed, it goes down a big tube to your stomach called the oesophagus (say: a-soff-a-guss). Muscles in the oesophagus take turns to move the food to your stomach. These muscles are so good at this job that they could even get the food to your stomach if you were standing on your head! (Don't try to eat your tea standing on your head though!)



Fact File

- An adult eats about 500kg of food per year.
- Your body can produce up to 1.5 litres of saliva every day.
- An adult oesophagus is about 25cm long.
- A camera has been invented now that is as small as a pill (called Pillcam). It can be swallowed so it passes through your oesophagus in order to take photos of the inside of your body. It can take up to 55,000 pictures over the 8 hours that it's in there! It's been used since 2001 to let doctors see inside patients.

At the Stomach

When the chewed-up food arrives in the stomach, it is mixed with acid that breaks the food down even more into something that looks a bit like porridge- this substance is called 'chyme'.

After the Stomach

The next part of the journey for your food (which doesn't look like food anymore) is through the small intestine. In the small intestine, all the goodness is taken out of the food so it can go off to different places in the body to keep you healthy.

When the small intestine has done its job of getting all the goodness out of the food, all the material that is unwanted goes into the large intestine. Then, it makes its way out of the body as poo at the end of the large intestine.

So, there you have it. Isn't your body clever?

Answer the following Questions

1. Why do you have to chew food before it goes down the oesophagus?

2. What mixes with the food in your mouth?

3. How much food does the average adult eat in a year?

4. Put these organs in the correct order to show the stages of the digestive system?

Large intestine mouth small intestine stomach

5. Where in your body does all the waste go right before it leaves the body?

6. What does "chyme" look like?

7. Why has the author written "(say: a-soff-a-guss)" in the "before the stomach" section?

8. At the end the author says "Isn't your body clever?" Do you agree? Why or Why not?

Activity 4 – PE Workout

Click on the you tube link to follow along with Mrs Deck.

<https://www.youtube.com/embed/zs3cHqd15vc>



We are doing a Pyramid Workout today!!

Exercise 1 – One Burpee

Then repeat Exercise 1 + Exercise 2

Exercise 2 – Two Push-ups or Push-downs

Repeat Exercise 1 & 2 + Exercise 3

Exercise 3 – Three Forward Lunges on each side

Repeat Exercise 1, 2 & 3 + Exercise 4

Exercise 4 – Four In-Out Squats

Repeat Exercise 1, 2, 3, 4 + Exercise 5

Exercise 5 – Five Mountain Climbers on each Side

Now we are at the top of the pyramid, and we need to head back down.

Start with Exercise 5 – Five Mountain Climbers on each side

Repeat Exercise 5 + Exercise 4

Exercise 4 – Four In-Out Squats

Repeat Exercise 5 & 4 + Exercise 3

Exercise 3 – Three Forward Lunges on each side

Repeat Exercise 5, 4, & 3 + Exercise 2

Exercise 2 – Two Push-ups or Push-downs

Repeat Exercise 5, 4, 3, 2 + Exercise 1

Exercise 1 – One Burpee

You have now finished Round 1 – Try to do 2 -3 Rounds to really get your heart racing 😊

Activity 5 – PE Challenge

We are going to do the Alphabet Workout.

Look at the list below of all the letters in the alphabet and the corresponding exercise that goes with each letter.

A = 10 Push-ups or Push- downs

B = 15 Squats

C = 20 second Plank hold

D = 20 Star jumps

E = 20 Mountain Climbers

F = 15 Sit-ups

G = 10 Lunges

H = 10 Burpees

I = 15 Push-ups or Push-downs

J = 20 High knees

K = 10 Star jumps

L = 20 second Plank Hold

M = 10 Lunges

N = 15 Sit-ups

O = 20 Mountain Climbers

P = 10 Burpees

Q = 20 second Plank Hold

R = 20 High Knees

S = 15 Star Jumps

T = 10 Push-ups or Push – downs

U = 15 Squats

V = 20 second plank hold

W = 10 Lunges

X = 15 Sit-ups

Y = 20 High Knees

Z = 10 Burpees

Now to put together your workout simply find all the exercises that go with the letters in your first and last name. If you have two short names you will need to add your middle name too. Write them down and then complete your own personalised alphabet workout.

Good luck!!

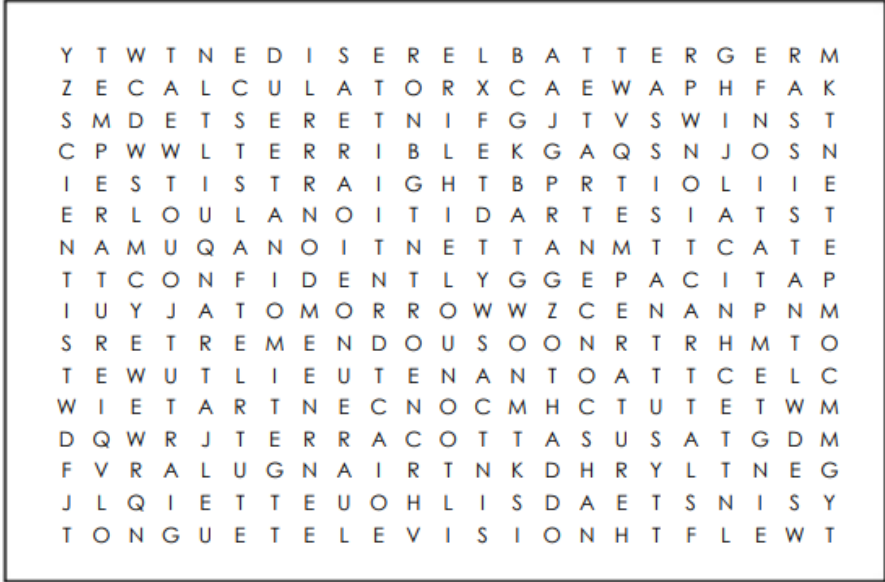
FRIDAY - English

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
appear	x
keep	√
Score: ____ / ____	

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



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

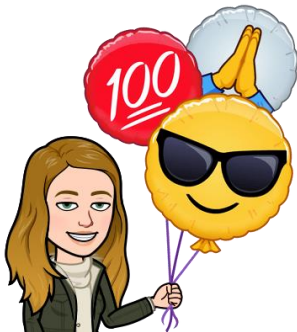
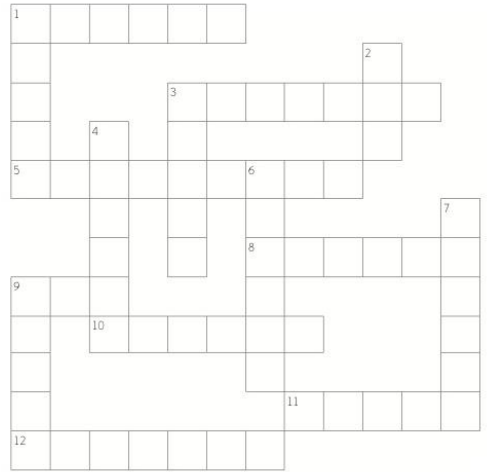
- | | | | |
|-------------|-------------|-------------|------------|
| ASSISTANT | GENTLY | TELEVISION | TREMENDOUS |
| ATTENTION | INTERESTED | TEMPERATURE | TRIANGULAR |
| ATTRACTION | LIEUTENANT | TEMPTATION | |
| CALCULATOR | REGRETTABLE | TERRACOTTA | |
| COMPETENT | SCIENTIST | TERRIBLE | |
| CONCENTRATE | SILHOUETTE | TOMORROW | |
| CONFIDENT | STRAIGHT | TONGUE | |
| CONFIDENTLY | TECHNICAL | TRADITIONAL | |

- Optional:** Complete the challenge Crossword below

Challenge






The Crossword answers are the past tense of the verbs listed, for example, Today I *count*. Yesterday I *counted*.

- | | |
|---------------|-------------|
| Across | Down |
| 1. buy | 1. build |
| 3. stir | 2. meet |
| 5. travel | 3. spend |
| 8. fight | 4. talk |
| 9. eat | 6. lift |
| 10. dust | 7. store |
| 11. try | 9. ask |
| 12. dirty | |

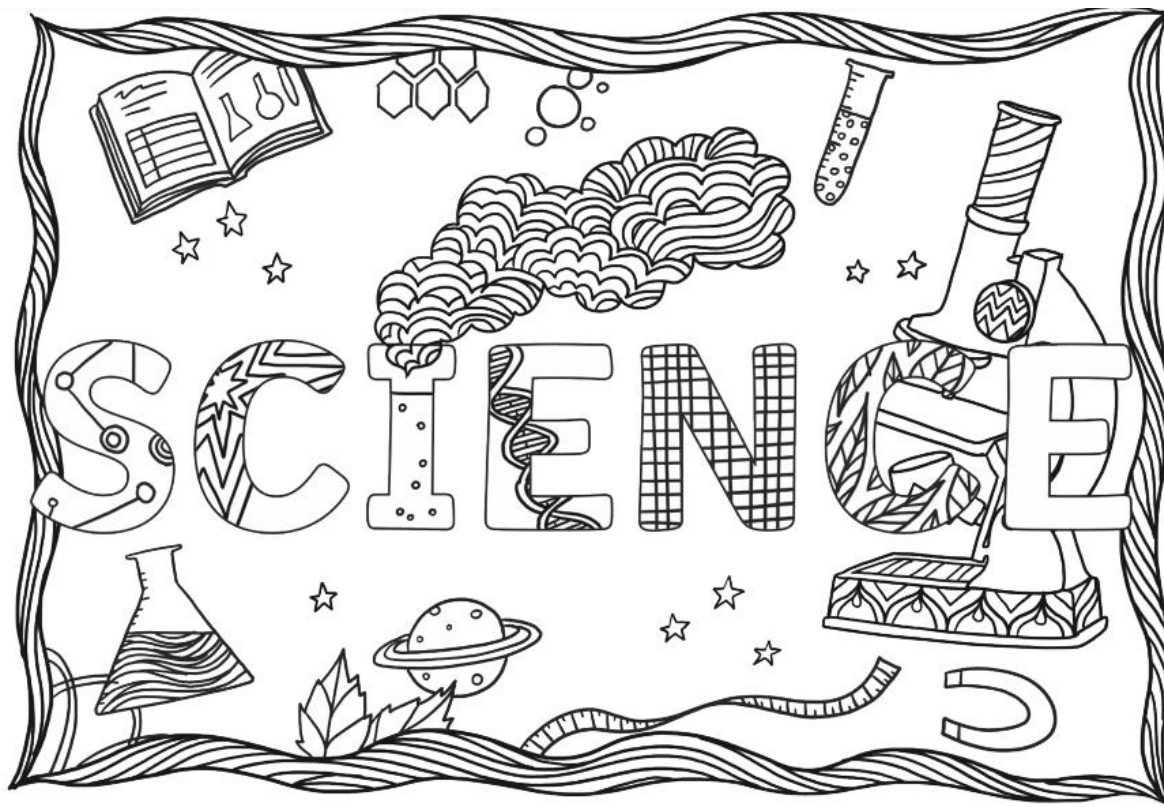


Reading

- Choose one of the activities below to complete this morning 😊

Movement	Gratitude	Read and Relax	Read
<p>Start the day with your favourite outdoor exercise for 10- 15 minutes.</p> <ul style="list-style-type: none"> - Kick a ball - Ride your bike - Jump on the trampoline - Choose a short Cosmic Kids yoga activity <p>Complete an 8-minute kids' workout</p> 	<p>Plan to help someone in your house. You could make your bed, tidy your room or write someone a letter (Mum/Dad/Carer/BFF/Teacher).</p> <p>Write down:</p> <ul style="list-style-type: none"> - What you plan to do and how that will help someone in your family. - How you think you will feel. <p>or</p> <p>Journal writing- write in a journal about how you are feeling today.</p> 	<p>Enjoy reading one chapter of a book that you have at home. Pick a nice spot out in the sun or collect your favourite teddies and enjoy a morning of down time.</p> 	<p>Read an explorer magazine. In this issue: <i>Whale Sharks: Sink or Swim?</i></p> <p>Password: SPACE</p> <p>NatGeo.org/ExplorerMagStudent</p>  

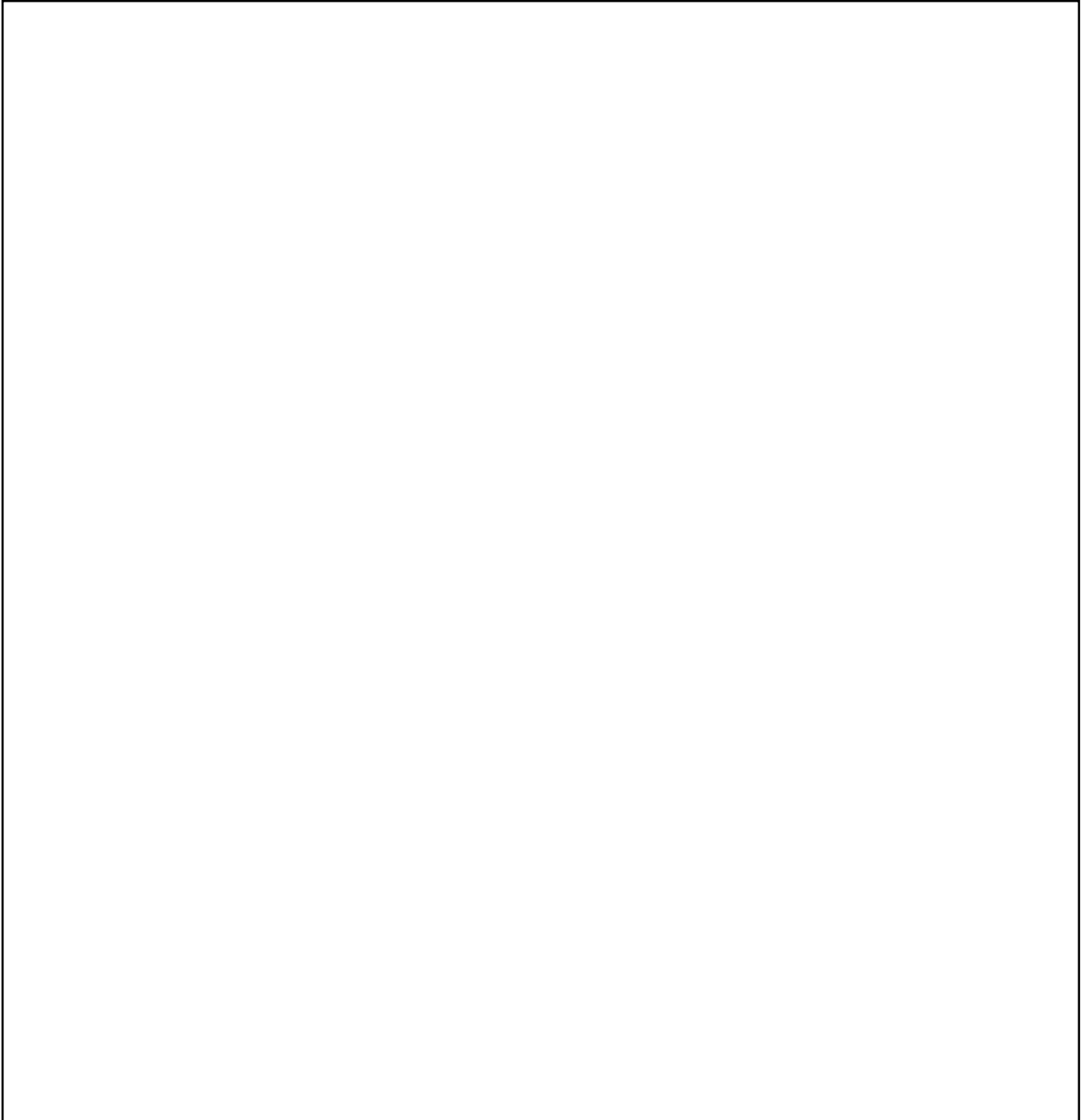
Optional: mindfulness colouring in



Creative Friday

Create a poster which shows what you have learnt so far about explanation texts. On your poster you will need to include information about the:

- **Structure** of an explanation text
- **Language features** in an explanation text (including examples)
- **Examples of different types of explanation texts**
- **A diagram/flow chart/ visual explanation** of your choice

A large empty rectangular box with a black border, intended for students to create a poster based on the instructions above. The box occupies most of the lower half of the page.

LO: Counting on in 3s

Complete the following sequences:

a) 3 6 9 ___ 15 ___

f) ___ 48 45 ___ 39 36

b) 24 21 ___ 15 ___ 9

g) 39 42 ___ 48 ___ 54

c) ___ 24 27 30 ___ 36

h) 21 ___ ___ 12 9 6

d) 45 ___ ___ 36 33 30

i) ___ ___ 21 24 27 30

e) 12 ___ 18 21 ___ 27

j) 54 51 ___ ___ 42 39

Complete the number square below:

1	2		4	5		7	8		10
11		13	14		16	17		19	20
	22	23		25	26		28	29	
31	32		34	35		37	38		40
41		43	44		46	47		49	50
	52	53		55	56		58	59	



Challenge:

Count in 3s up to 30 and write the numbers down in a column (down the page). Next to it in another column, count in 3s from 33 to 60 and write them down. What do you notice?

Optional: Problem Solving

Level 1:


Monkey Mayhem



Three monkeys picked 8 bananas. They were hungry and ate 2 bananas each.

How many bananas do they have left?

Ice Cream Issue



Three friends ordered three ice cream cones. One cone had two scoops of ice cream. The other cones had three scoops of ice cream each.

What is the total number of scoops of ice cream?

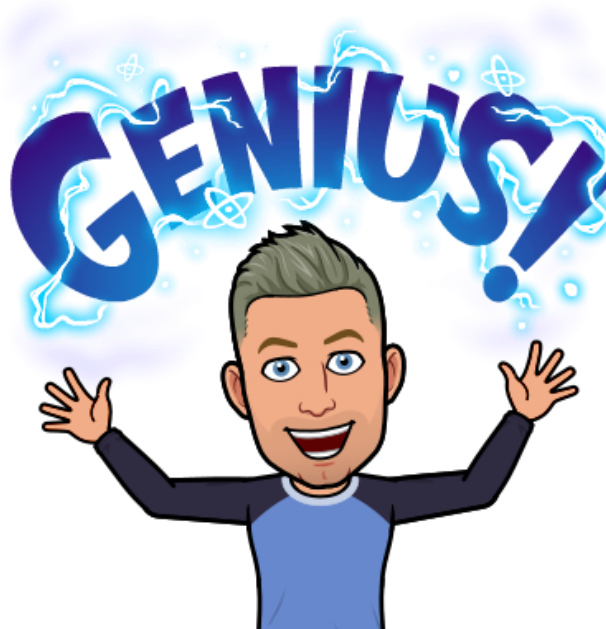
Level 2:

Q1: I am the only number that is spelled with the same number of letters as my own value, what number am I?

Answer: _____

Q2: When asked how old she was, Suzie replied, "In two years I will be twice as old as I was five years ago." How old is she?

Answer: _____



Level 3:

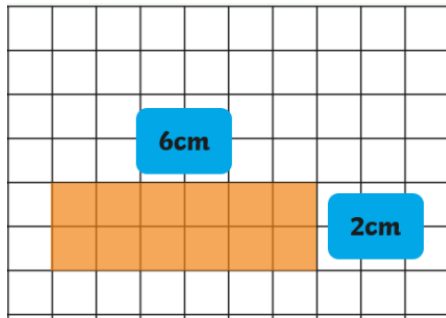
If $4+2=26$, $8+1=79$ and $6+5=111$. Then, what is $7+3$?

Answer: _____

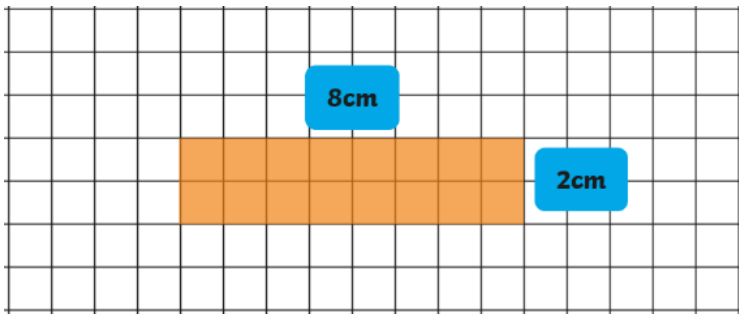
Area: Zoom Lesson 11:30am till 12pm

Area: Level 1

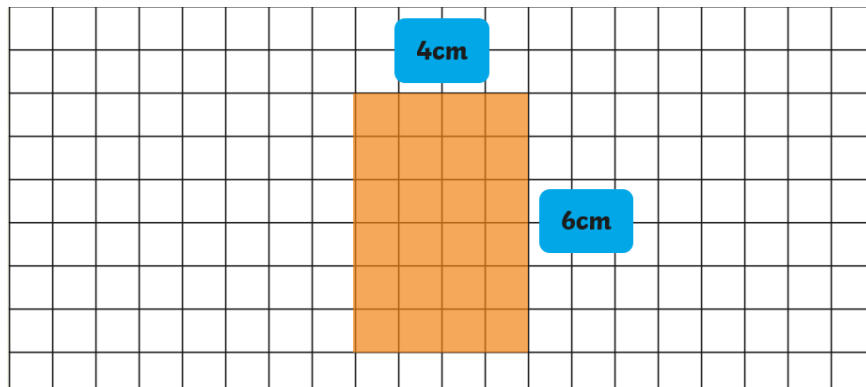
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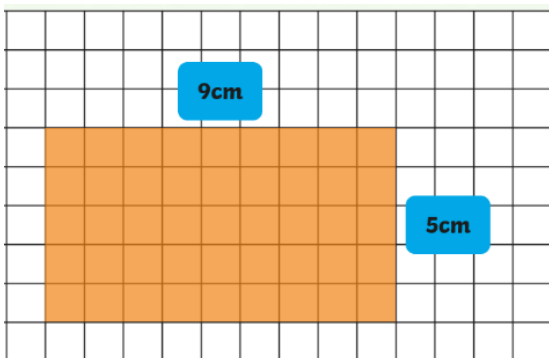
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Area =

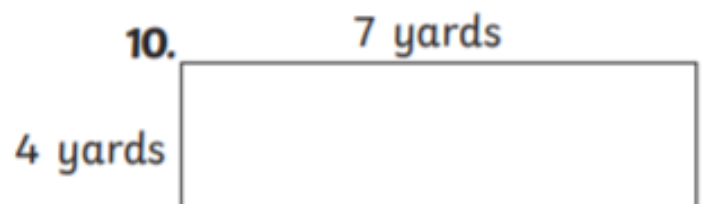
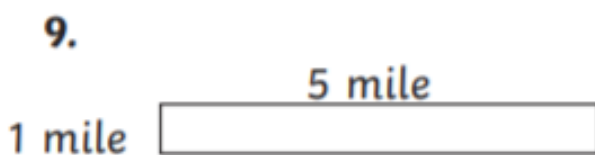
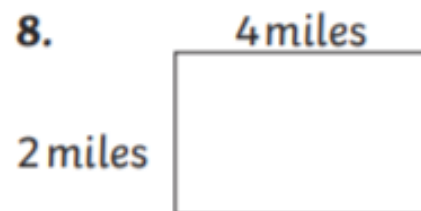
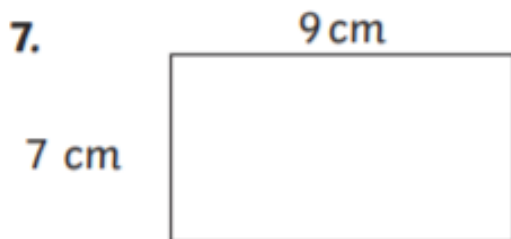
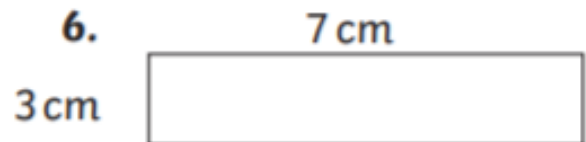
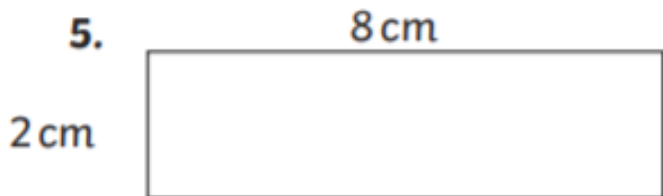
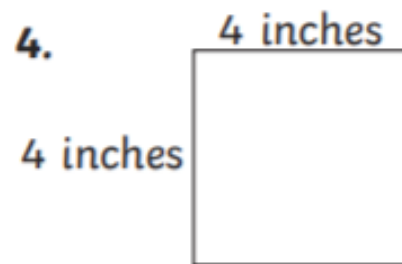
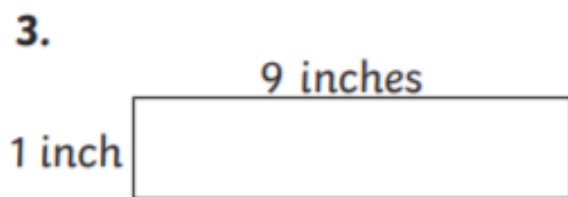
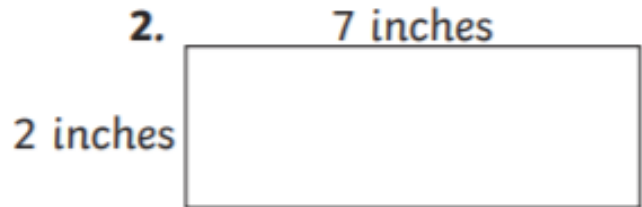
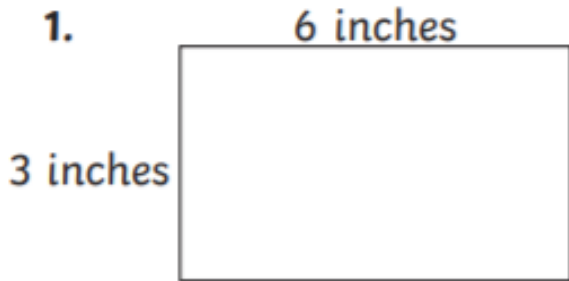


Area =



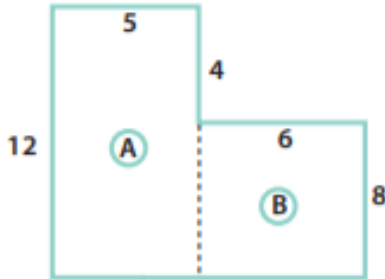
Calculating Area

Find the area of the shapes.

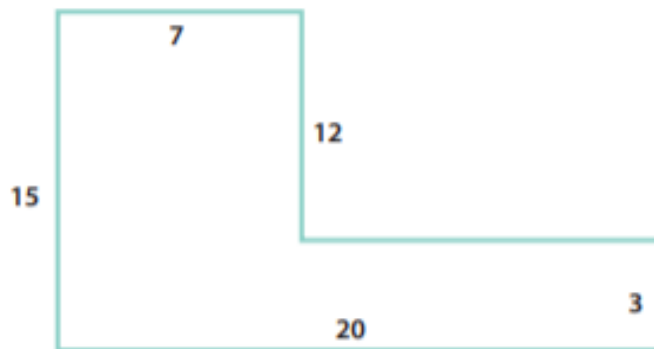
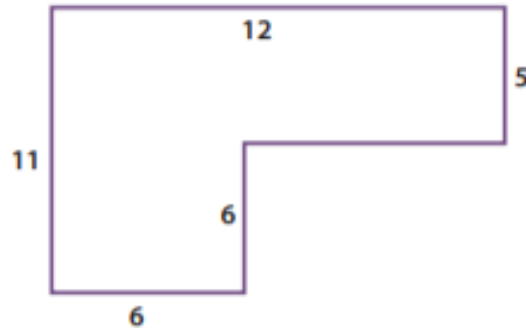


Find The Compound Shape Area

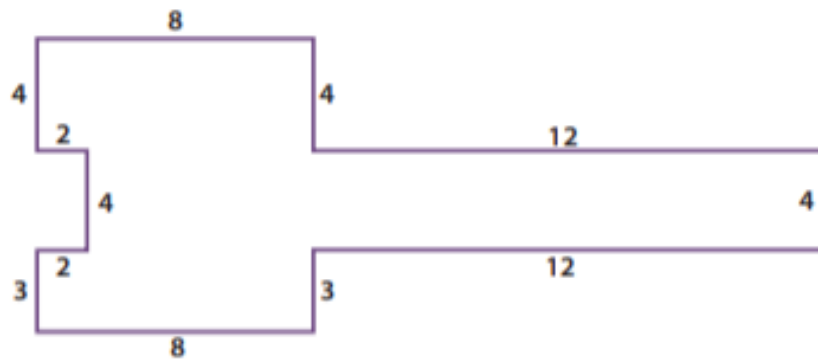
Calculate the area of each compound shape. Remember, area = $L \times W$. See the example.



1. Divide the compound shape into rectangles.
2. Calculate the area of each shape.
3. The area of shape A = 12×5
= 60 sq. inches
4. The area of shape B = 6×8
= 48 sq. inches
5. Combine the two areas = $60 + 48 = 108$ sq. inches
Therefore, the area of this compound shape is 108 sq. inches



★ Challenge

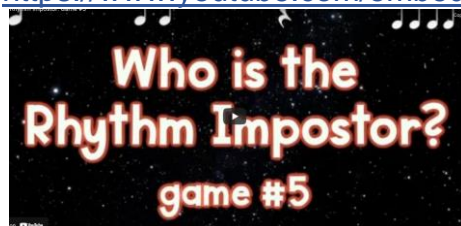


FRIDAY – Music



Rhythm warmup: Play a game of Rhythm Imposter – Game 5 using semiquavers

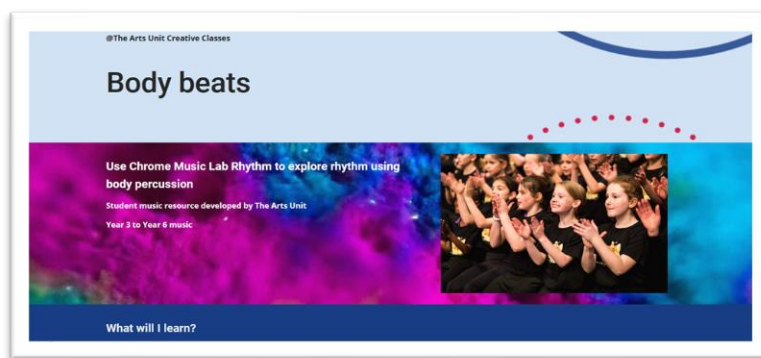
<https://www.youtube.com/embed/QAXVzYA73xA>



Create Your Own Rhythm

Follow along with The Arts Unit Creative Classes Body beats music resource. It explains how to create rhythms using Chrome Music Lab.

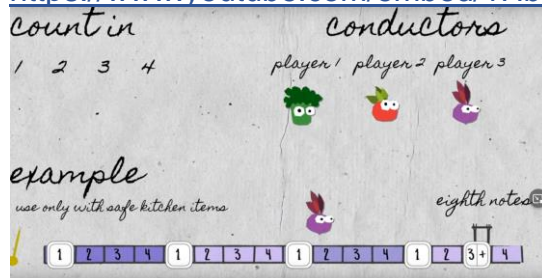
<https://sites.google.com/education.nsw.gov.au/tau-cc-body-beats>



Kitchen Drums Review

Make a kitchen drum kit and play along with *Funky Vegies*. You should notice it being easier and better than last week.

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



Sing a Song

Let's revise the song that we learned a few weeks ago *I Like the Flowers*, with Mrs Cronin helping. Have a go at holding a part when we start singing in a round.

<https://youtu.be/tllwmW3OZtY>



Have fun 😊

Mathematics Answers

Monday

Level 1:	Level 2:	Level 3:
1. 9 square units	1. 9 square units	1. 26cm^2 2. 18cm^2 3. 42cm^2 4. 28cm^2
2. 12 square units	2. 12 square units	
3. 8 square units	3. 8 square units	
4. 1 square units	4. 1 square units	
5. 16 square units	5. 16 square units	
6. 3 square units	6. 3 square units	
7. 8 square units	7. 8 square units	
8. 25 square units	8. 25 square units	
9. 5 square units	9. 5 square units	
10. 4 square units	10. 4 square units	
11. 12 square units	11. 12 square units	
12. 4 square units	12. 4 square units	

Tuesday

Area of Irregular Shapes Answers

Accept answers within 1cm^2 of those below.

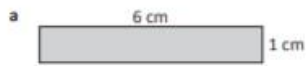
- 20cm^2
- 32cm^2
- 7cm^2
- 40cm^2
- 44cm^2

Wednesday

Warm up questions:	Level 1 and 2 Perimeter:	Level 2 Area:
Rectangle 24 Upside down T 18	A 16cm F 22cm K 20cm	G. 19 H. 14 I. 21 J. 21 K. 15 L. 13
	B 16cm G 22cm L 20cm	
	C 20cm H 24cm M 38cm	
	D 18cm I 28cm N 48cm	
	E 30cm J 34cm O 38cm	
	(Empty space for additional perimeter data)	

Perimeter: Level 1

1 Find the perimeters of these shapes:



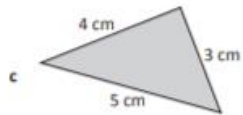
$$P = 6 + 1 + 6 + 1$$

$$= 14 \text{ cm}$$



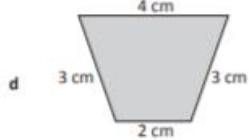
$$P = 3 + 3 + 3 + 3$$

$$= 12 \text{ cm}$$



$$P = 4 + 3 + 5$$

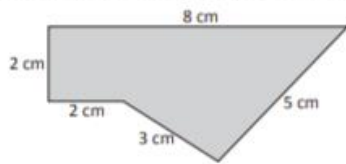
$$= 12 \text{ cm}$$



$$P = 4 + 3 + 2 + 3$$

$$= 12 \text{ cm}$$

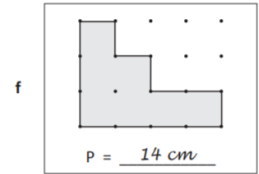
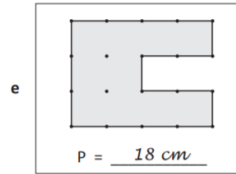
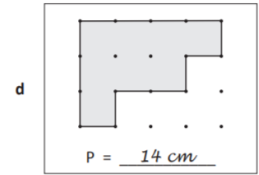
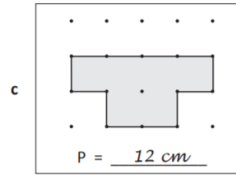
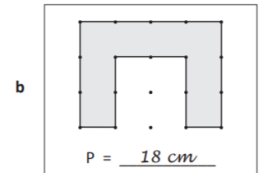
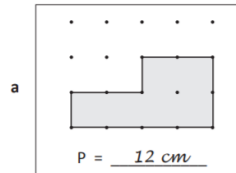
2 Find the perimeter of this shape. Set your working out clearly.



$$8 + 5 + 3 + 2 + 2 + 2$$

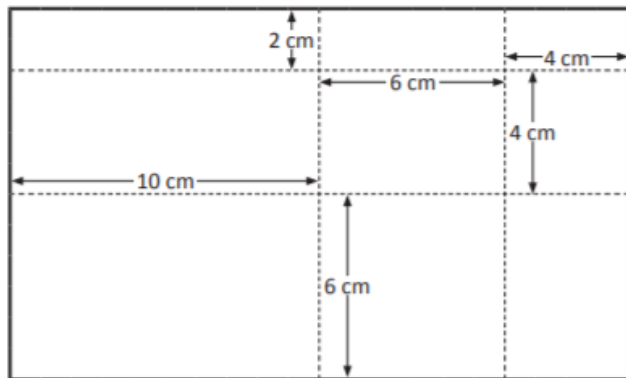
$$= 20 \text{ cm}$$

Perimeter: Level 2



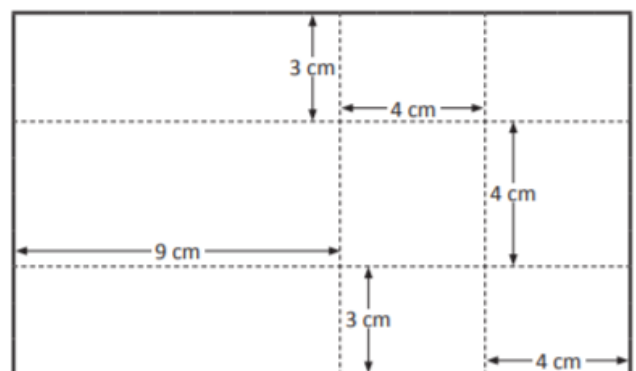
Perimeter: Level 3

Diagram 1



Perimeter = 64 cm

Diagram 2



Perimeter = 54 cm

Friday

Level 1:

- 4. Monkey Mayhem
8 - 2 - 2 - 2 = 2 bananas left
- 5. Ice Cream Issue
2 + 3 + 3 = 8 scoops of ice cream

Level 2:

I am the only number that is spelled with the same number of letters as my own value, what number am I?
Four

When asked how old she was, Suzie replied, "In two years I will be twice as old as I was five years ago."
How old is she?
She's 12!

Extreme Level: Challenge:

If 4+2=26, 8+1=79 and 6+5=111. Then, what is 7+3?
4+2=26 is because 4-2=2 and 4+2=6, so it is 26. Therefore, 7-3=4 and 7+3=10
So the answer is **410**.

Reading Answers

Comprehension Questions: The Moon

Sheet A	Sheet B
<p>1. Who was the first man to walk on the Moon? Neil Armstrong</p> <p>2. Where does the Moon get its light from? It reflects the Sun's light/rays</p> <p>3. How wide is the Moon? 2160 miles</p> <p>4. How cold is the Moon at night? - 153°C</p> <p>5. What causes the different phases of the Moon? The changing angle between the Sun, Earth and Moon.</p> <p>6. Where does the Moon go in the daytime? Nowhere – it stays in the daytime sky.</p>	<p>1. Who was the second man to walk on the Moon? How do you think he felt? Buzz Aldrin (Discuss: how he felt, jealous that he wasn't the first? Or excited as he was still the second person ever to walk on the Moon?)</p> <p>2. How does the moon look like it lights up when it doesn't? It reflects the Sun's light/rays.</p> <p>3. Explain how a satellite and an object work together? The satellite orbits a larger object</p> <p>4. How much colder is the Moon at night than in the daytime? 260°C (107 + 153)</p> <p>5. Why does the Moon have different phases during its cycle? The angle between the Earth, Moon and Sun changes so the part of the Moon that is lit up can not always be seen from Earth.</p> <p>6. People refer to the 'dark side of the Moon'. What do you think this means? We always see the same side of the Moon (this is lit up) so there is always the same side of the Moon that gets no light around the back that we don't see. This is the dark side of the Moon. (Interesting fact: also the name of the seminal album by Pink Floyd).</p> <p>7. Why do you think someone might have selenophobia? Answers may vary including: Someone might have selenophobia because they see the moon at night and they might be afraid of the dark.</p>

Epic Editing

Sheet A

Text 20 – The Sense of Smell _____

Our noses are **used** to smell things. We can use our sense of **smell** to identify foods we like to eat. **Our** sense of smell can also warn us about dangers, like fires. **Our** memories can also be closely linked to our **sense** of smell.

Sheet B

Kangaroos are mammals and marsupials that are found in **Australia** including **Tasmania**. There are about fifty **species** of kangaroos in **Australia** and they can be found in almost all types **of** habitats. They live high in the **mountains**, in deserts, in rainforests and on **the** coast. There is even a type of **kangaroo** with a long **tail** that lives **in** trees.

The kangaroo has large, powerful hind **legs**, large **feet** **and** a long muscly tail. The tail provides counter-balance when they **are** hopping. The **tail** is also used as a weight when the kangaroo **stands** upright.

Writing Answers

Explanatory Language – Shared Activity

Here are some examples of explanatory language from the text.

Present tense verbs	Subject-specific vocabulary	Adjectives and adverbs	Time connectives	Cause and effect statements
changes shines produce see reflects lights up are called make	moon reflects orbits Earth phases	brightly night different complete	during approximately once per month	We see the moon because it reflects light from the sun. As the moon orbits Earth, the sun lights up different parts of its surface.