



Stage 2 - Big idea: First Contacts

This term we will be investigating European settlement in Australia and the interactions between the first colonisers and the Aboriginal people, who were already here. Students will learn about the First Fleet, examine the reasons for transportation, think about how settlement changed Australia and inquire about Aboriginal culture before the Europeans arrived. This week we are investigating: **Stories from the new colony – different perspectives.**



We are here to support you! Our weekly videos, phone calls and Zoom sessions will continue this term. It is expected that all students will post evidence of their work on Class Dojo **daily**. If you need help with this, please let us know.

Learning from home timetable:

| | |
|-------------|---------------------------------|
| 9:00-10:00 | Word Work Reading activity |
| 10:00-11:00 | Writing Activity |
| 11:00-11:30 | Recess |
| 12:00-1:00 | Numeracy Activity |
| 1:00-2:00 | Lunch |
| 2:00-3:00 | Mind, Body and soul activity |

Early finishers!



Read a book! Cook a recipe!

Get out and get active!



Returning to School! We look forward to welcoming back all Stage 2 students on the 25th October.

It would be good to think about getting back into the routine of school by:



Sleep - start getting in to good sleep routine now!

Stage 2 students need 9 to 11 hours of sleep a night to be ready to learn. Start going to bed early and setting an alarm for your normal wake up time!



Organise Uniform and Supplies - Students need their own:

- water bottle
 - pencil case and supplies to colour with.
 - lunch and hat
- Try on your uniform to make sure it fits!







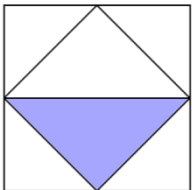




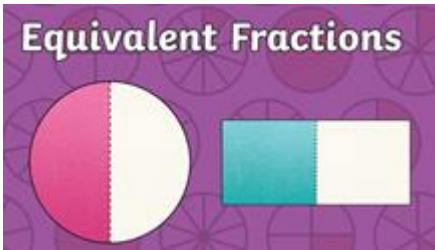

Limit Technology -

- Put the technology away and :
- Eat a meal with your family
 - play outside
 - play a board game!



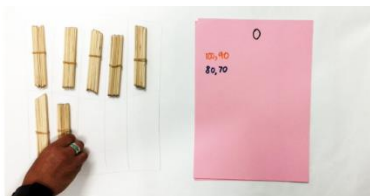
| Literacy | | | | |
|---|---|--|---|--|
| Monday | TUESDAY | WEDNESDAY | THURSDAY | Friday |
| <div> Read for 20 minutes every day! </div> | | | | |
| Word Work – Sort your words 2 times - Write them down on your worksheet or on Dojo. | | Word Work – Sort your words. Write definitions for 6-8 or them. | | Word Work – Sort your words. Write sentences or a story with 6-8 or them. |
| Reading WALT <p>Watch "The Encounter" from My Place and take down some notes. Think about what you can see and hear. Then complete your worksheet in your pack.</p> <p>https://myplace.edu.au/teaching_activities/1878_-_before_time/1788/1/the_encounter.html</p> | Reading WALT: <p>Watch the "Little Drummer Boy"</p> <p>https://myplace.edu.au/teaching_activities/1878_-_before_time/1788/2/little_drummer_boy.html?idSubtheme=</p> <p>Complete your worksheet in your pack</p> | Reading WALT: revise and understand the purpose of writing a letter. <p>Listen/read the story The Letter</p> <p>https://www.youtube.com/watch?v=6HAoeuWdt6M</p> <p>Answer the questions in your learning pack and upload on dojo.</p> | Reading WALT : understand the language features of a text. <p>Listen/read the story Bird to Bird</p> <p>https://youtu.be/NpWEosqL-4</p> <p>Think about the meaning of this story and answer the questions on the sheet in your pack.</p> | Reading WALT: revise our historical readings <p>Watch and read this book.</p> <p>https://www.youtube.com/watch?v=GOuFWs0a64A</p> <p>If there are any words you do not understand the meaning of, list them, check their meanings and record in your books.</p> |

| | Writing - Tuesday | Writing - Wednesday | Writing - Thursday | Writing - Friday |
|--|--|--|---|--|
| <p>WALT:</p>  | <p>WALT:</p>  | <p>WALT give specific details when planning our letter.</p>  | <p>WALT use a variety of sentence types in our writing.</p>  | <p>Complete the Word Search on Contact and Colonisation</p> <p>Contact and Colonisation Australia</p> <div><div><div>L</div><div>P</div><div>Y</div><div>A</div><div>R</div><div>N</div><div>I</div><div>N</div><div>G</div><div>C</div><div>I</div><div>R</div><div>C</div><div>L</div><div>E</div><div>K</div><div>H</div><div>Z</div><div>K</div><div>W</div><div>J</div><div>K</div><div>E</div><div>I</div></div><div><div>K</div><div>E</div><div>X</div><div>B</div><div>C</div><div>U</div><div>S</div><div>T</div><div>O</div><div>D</div><div>I</div><div>A</div><div>N</div><div>S</div><div>U</div><div>K</div><div>J</div><div>V</div><div>U</div><div>N</div><div>Y</div><div>F</div><div>Y</div><div>G</div></div><div><div>B</div><div>T</div><div>Q</div><div>Y</div><div>S</div><div>B</div><div>H</div><div>J</div><div>O</div><div>S</div><div>E</div><div>T</div><div>T</div><div>L</div><div>E</div><div>R</div><div>S</div><div>P</div><div>C</div><div>P</div><div>T</div><div>S</div><div>T</div><div>H</div></div><div><div>F</div><div>J</div><div>W</div><div>C</div><div>O</div><div>N</div><div>F</div><div>L</div><div>I</div><div>C</div><div>T</div><div>S</div><div>N</div><div>X</div><div>I</div><div>N</div><div>D</div><div>I</div><div>G</div><div>E</div><div>N</div><div>O</div><div>U</div><div>S</div></div><div><div>W</div><div>W</div><div>M</div><div>B</div><div>R</div><div>S</div><div>S</div><div>D</div><div>I</div><div>Y</div><div>A</div><div>A</div><div>C</div><div>E</div><div>R</div><div>U</div><div>T</div><div>L</div><div>U</div><div>C</div><div>I</div><div>R</div></div><div><div>A</div><div>Q</div><div>S</div><div>A</div><div>I</div><div>A</div><div>F</div><div>F</div><div>P</div><div>R</div><div>L</div><div>D</div><div>E</div><div>L</div><div>E</div><div>G</div><div>F</div><div>A</div><div>K</div><div>Z</div><div>I</div><div>D</div><div>A</div></div><div><div>Z</div><div>H</div><div>F</div><div>X</div><div>S</div><div>J</div><div>O</div><div>G</div><div>K</div><div>B</div><div>E</div><div>Z</div><div>C</div><div>A</div><div>S</div><div>S</div><div>E</div><div>I</div><div>L</div><div>M</div><div>E</div><div>F</div><div>A</div><div>I</div></div><div><div>T</div><div>U</div><div>K</div><div>C</div><div>A</div><div>S</div><div>Q</div><div>O</div><div>M</div><div>F</div><div>F</div><div>T</div><div>N</div><div>K</div><div>O</div><div>I</div><div>G</div><div>O</div><div>N</div><div>O</div><div>H</div><div>E</div><div>L</div></div><div><div>E</div><div>O</div><div>C</div><div>S</div><div>P</div><div>R</div><div>A</div><div>O</div><div>S</div><div>T</div><div>B</div><div>O</div><div>T</div><div>A</div><div>G</div><div>O</div><div>D</div><div>O</div><div>E</div><div>I</div><div>O</div><div>U</div><div>E</div><div>A</div></div><div><div>E</div><div>O</div><div>V</div><div>O</div><div>J</div><div>V</div><div>O</div><div>C</div><div>S</div><div>R</div><div>I</div><div>L</div><div>E</div><div>A</div><div>H</div><div>B</div><div>I</div><div>C</div><div>Y</div><div>T</div><div>Z</div><div>K</div><div>R</div><div>R</div></div><div><div>F</div><div>R</div><div>O</div><div>O</div><div>X</div><div>F</div><div>R</div><div>R</div><div>T</div><div>E</div><div>I</div><div>J</div><div>E</div><div>U</div><div>T</div><div>U</div><div>S</div><div>Z</div><div>A</div><div>L</div><div>F</div><div>H</div><div>T</div></div><div><div>I</div><div>A</div><div>Q</div><div>T</div><div>P</div><div>R</div><div>T</div><div>I</div><div>I</div><div>E</div><div>G</div><div>R</div><div>X</div><div>H</div><div>A</div><div>Q</div><div>U</div><div>N</div><div>C</div><div>R</div><div>U</div><div>L</div><div>K</div><div>S</div></div><div><div>M</div><div>G</div><div>Y</div><div>W</div><div>J</div><div>S</div><div>O</div><div>D</div><div>R</div><div>G</div><div>S</div><div>I</div><div>E</div><div>S</div><div>D</div><div>S</div><div>T</div><div>O</div><div>E</div><div>Q</div><div>S</div><div>C</div><div>U</div></div><div><div>D</div><div>R</div><div>Y</div><div>U</div><div>L</div><div>K</div><div>A</div><div>B</div><div>A</div><div>E</div><div>I</div><div>C</div><div>I</div><div>H</div><div>E</div><div>D</div><div>G</div><div>R</div><div>S</div><div>N</div><div>O</div><div>Y</div><div>B</div><div>A</div></div><div><div>I</div><div>A</div><div>W</div><div>K</div><div>E</div><div>R</div><div>T</div><div>F</div><div>O</div><div>P</div><div>S</div><div>H</div><div>X</div><div>V</div><div>T</div><div>R</div><div>C</div><div>A</div><div>K</div><div>E</div><div>U</div><div>T</div><div>I</div><div>S</div></div><div><div>I</div><div>K</div><div>U</div><div>Q</div><div>T</div><div>C</div><div>Q</div><div>N</div><div>F</div><div>R</div><div>O</div><div>T</div><div>A</div><div>S</div><div>S</div><div>A</div><div>B</div><div>R</div><div>X</div><div>G</div><div>W</div><div>T</div><div>I</div><div>M</div></div><div><div>E</div><div>N</div><div>Z</div><div>R</div><div>A</div><div>K</div><div>O</div><div>Y</div><div>W</div><div>L</div><div>E</div><div>P</div><div>I</div><div>L</div><div>A</div><div>G</div><div>G</div><div>S</div><div>N</div><div>N</div><div>O</div><div>N</div><div>I</div></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contact disease hunters massacres settlers traditional</div><div>Australia corroboree Dreaming indigenous missions squatters woolera</div><div>colonisation culture fire stick invasion nomadic stolen generation yarning circle</div><div>conflict custodians gatherers kangaroo rock art totems</div></div></div> |
| <p>Write a short script for a scene that comes before or after the episode. With a family member, role play a conversation between two characters: one is Waruwi and the other one is a new character you have devised. Focus on Waruwi and her thoughts and feelings about ‘her place’</p> <p>Please complete the template in your pack.</p> | <p>Imagine you are Waruwi telling your friends in another clan about your encounter with the cow and the young marine. Think about your thoughts and feelings at the time.</p> <p>Remember:</p> <ul style="list-style-type: none">include simple sentences and compound sentences.check your punctuation and spellinguse emotive languageuse exciting ideas <p>Please complete the template in your pack.</p> | <p>Today we are going to plan a letter that we will complete tomorrow.</p> <p>Watch this clip to revise the procedure.</p> <p>https://www.youtube.com/watch?v=y2d-0dlimgY</p> <p>Procedure:</p> <p>Use your planning sheet to think of the recipient of your letter, family or friend and what you would like to talk about.</p> <p>You are writing 3 paragraphs. Use a range of linking words and phrases.</p> <p>Brainstorm ideas to make your letter interesting.</p> <p>Think about how you will finish your letter.</p> | <p>Today you will use your planning to write your letter on the attached sheet.</p> <p>Rewatch the video</p> <p>https://www.youtube.com/watch?v=y2d-0dlimgY</p> <p>Think about the format.</p> <p>Check your planning from Wednesday.</p> <p>Remember:</p> <ul style="list-style-type: none">include simple sentences and compound sentences.check your punctuation and spellinguse exciting ideas | |

| Maths | | | |
|---|---|---|--|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY |
| Problem of the day: Complete one problem in your pack each day. Be ready to review and discuss the problems at the class zooms on Tuesday and Thursday. | | | |
| <p>Monday – Find the fraction</p>  | <p>Tuesday – How much chocolate?</p>  | <p>Wednesday – Martian Goo</p>  | <p>Thursday – Coin Combos</p>  |
| <p>WALT- Fractions on a number line</p> <p>Fractions on a number line</p>  <p>Before you begin, watch the YouTube video.</p> <p>https://www.youtube.com/watch?v=rxkblw3VIGE</p> <p>Fractions represent parts of a whole.</p> <p>So, fractions on the number line are represented by making equal parts of a whole i.e. 0 to 1, and the number of those equal parts would be the same as the number written in the denominator of the fraction.</p> <p>So today your task is to put the numbers in the spot that shows its value on the number line. Use the worksheets in your pack to complete the task. Remember to check your work.</p> | <p>WALT understand equivalent fraction</p> <p>Watch the PowerPoint before attempting the worksheets.</p> <p>https://youtu.be/vT_81UvGp7c</p>  <p>Equivalent fractions are two or more fractions that are all equal.</p> <p>A fraction is a part of a whole: the denominator (bottom number) represents how many equal parts the whole is split into; the numerator (top number) represents the amount of those parts.</p> | <p>WALT solve word problems involving fractions</p> <p>https://youtu.be/fVuJw1rE7Cc</p> <p>Fraction word problems</p> <p>Today we are going to look at some examples of fraction word problems.</p> <p>We need to remember our number strategies:</p> <ol style="list-style-type: none"> 1. Read the problem carefully. 2. Think about what it is asking us to do. 3. Think about the information we need. 4. Solve it. 5. Simplify, if necessary. 6. Think about whether our solution makes sense (in order to check it). <p>Watch the PowerPoint attached, complete the worksheet.</p> | <p>WALT Learn how to demonstrate our learning infraction work problems.</p> <p>Pikelet fraction word problems</p> <p>https://youtu.be/1d_4B-kDU9w</p>  <p>Sharing is probably the most common way of thinking about division.</p> <p>In equal sharing problems, you start with the number of groups and the total number of objects you want to share between them.</p> <p>Your goal is to find out how many objects (Pikelets) each (equal) group can receive.</p> <p>Watch the PowerPoint and answer the questions from the worksheet into your books.</p> |

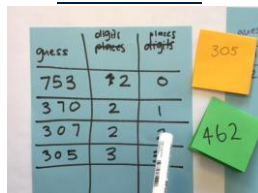
Friday Maths Menu – These are games we have already learned this term - choose one to play again

The Counting Game



Watch the video to learn how to play:
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/the-counting-game-counting-back>

Master Mind -



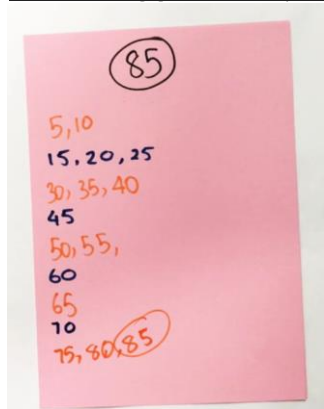
Watch this video:
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/mastermind>

The Remainders Game



Watch the short video "Remainders Game".
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/remainders-game?authuser=0>

The counting game- multiples



Watch the video to learn how to play
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/the-counting-game-multiples>

101 and you're out!



Watch the following video:
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/101-and-youre-out>

Circles and Stars



Read the instructions here to remember how to play the game:

<https://www.youcubed.org/tasks/circles-stars/>

Mind, Body and Soul Activities –Complete 4 Activities to do during the week

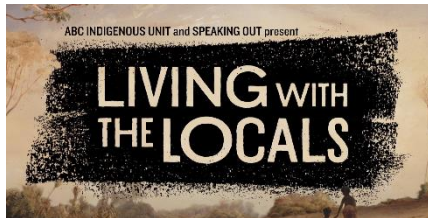
History

From our learning this term, we know that convicts were transported from England to Australia as punishment.

But what if the journey didn't go as planned?

Watch the short video about French convict boy Narcisse Pelletier.

<https://www.youtube.com/watch?v=BL1cu5SsXGM&t=102s>



Science Experiment

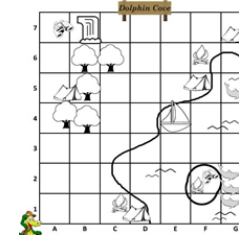
Leak-proof bag Science Experiment



Today you will learn how to poke holes in a plastic bag filled with water without spilling a drop. It is important to practice your liquid trick over the sink in case your experiment is unsuccessful.

Worksheet on how to complete the experiment can be found in your learning pack.

Geography – Mapping



We use grids to help us follow directions, understand the use of coordinates and the structure of the grid. The grid shows the horizontal axis using letters and the vertical axis using numbers. Always begin with the horizontal axis.

In your map you will find a legend which is also known as a key. A map legend or key is a visual explanation of the symbols used on the map. It includes a sample of each symbol (point, line, or area), and a short description of what the symbol means.

Dolphin Cove Map worksheet can be found in your learning pack.

Crossword

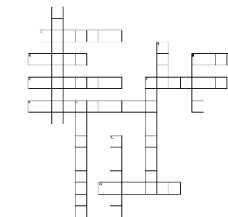
First Fleet



Think about your learning and tasks this term so far about the First Fleet and its passengers.

Look at the clues and insert your word into the crossword.

Remember 1 letter per box.



- | | |
|-----------------------------------|---|
| Across | Down |
| 1. gentle movement (7) | 1. Australia's first colonial landowners (10) |
| 2. a large vessel for sailing (6) | 2. the name of the ship (10) |
| 3. a person (6) | 3. the name of the ship (10) |
| 4. a place (6) | 4. the name of the ship (10) |
| 5. the name of the ship (10) | 5. the name of the ship (10) |
| 6. the name of the ship (10) | 6. the name of the ship (10) |
| 7. the name of the ship (10) | 7. the name of the ship (10) |
| 8. the name of the ship (10) | 8. the name of the ship (10) |
| 9. the name of the ship (10) | 9. the name of the ship (10) |
| 10. the name of the ship (10) | 10. the name of the ship (10) |
| 11. the name of the ship (10) | 11. the name of the ship (10) |

Mindfulness



Today you will be engaging in mindful colouring.

Mindful colouring asks us to focus on how we choose and apply colour in a design to bring our awareness to the present moment. This is similar to meditation, we let go of any thoughts about tomorrow or yesterday, or what we are going to do when we finish.

Mindful colouring sheet can be found in your learning pack.

PE

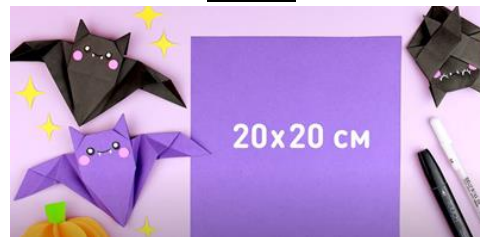
Name Workout

Get moving by creating your very own workout using
YOUR NAME

1. Spell out your first and last name
2. Match each letter to an exercise
3. Make sure to do the warmup and cool down (so that your body is ready for some movement)
4. Time yourself as you do it.



Origami



Halloween is coming, so it's time to make some origami paper bats. Fold a few bats, you may like to make a garland of them, and your Halloween decor is ready!

What you need:

- Square sheet of paper 20x20 cm
- Markers or pens
- Tape and ribbon for garland

Follow the instructions in the video and you will have created your very own origami paper bat.

<https://youtu.be/dqj5Gd0lkgQ>

Visual Arts

Have you ever wondered how to draw a sailing ship? Do you find it hard to draw the sails? Today you will learn just that!

How to Draw a Sailing Ship?

You will need;

Paper
Pencil
Colouring Pencils

Steps;

1. Watch the video in full
2. Gather your materials
3. Play the video again from the beginning
4. Pause the video as you need to, to allow you to draw step by step.

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



Monday Reading

New arrivals

1 Respond to the following questions:

a Why has Waruwi never seen a cow before?

b How does she describe the cow to her Nana?

c What does Waruwi call the marines?

d Why do you think she uses these words to describe them?

e What do these words make you think of?

f How does her Nana refer to the soldiers? (She refers to them in more than one way.)



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

Task:

Imagine you are Waruwi. You have just encountered the 'boat people' or 'ghost people' for the first time. The ways and language of the 'boat people' are strange and they bring with them many new objects never seen before in Australia.

Answer the following questions:

1. How would you feel?

2. How would you describe to your grandparents the strange things you have seen?

3. How would you describe the man and how he is making the strange noise?

Tuesday Reading

Now imagine you are the marine playing the musical instrument. They have just been put ashore in a strange new land after a long journey of many months. Supplies in their camp are running low and they will soon need to find a source of food in the surrounding bush. The foliage around them is nothing like they have seen before.

Answer the following questions:

1 How would you feel?

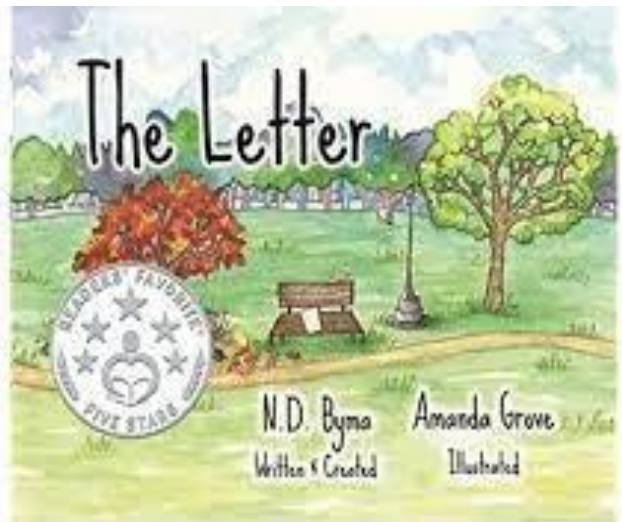
2 How would you describe the new land to others on the ship?

3 How would you describe the Indigenous girl that you have seen in the bush?

Tuesday Writing

Imagine you are Waruwi telling your friends in another clan about your encounter with the cow and the young marine. Think about your thoughts and feelings at the time.

[illegible]



Listen/read the story ***The Letter***

<https://www.youtube.com/watch?v=6HAoeuwDt6M>

1. To whom do you think the girl might have been trying to write her special letter?

2. Why did she go for a walk?

3. How did the letter grow in length?

4. From the letter you see at the end of this story, choose 1 of the 4 segments and discuss who might have written it.



Wednesady **WRITING**

Today we are going to plan a letter that we will complete tomorrow.

Watch this clip to revise the procedure.

<https://www.youtube.com/watch?v=y2d-OdlimgY>

Procedure:

Use your planning sheet to think of the recipient of your letter, family or friend and what you would like to talk about.

You are writing 3 paragraphs. Use a range of linking words and phrases.

Brainstorm ideas to make your letter interesting. Put your events in a logical order.

Think about how you will finish your letter.

Wednesday Writing

Date _____

Name _____

My Letter Planning Sheet

Your address

Date _____

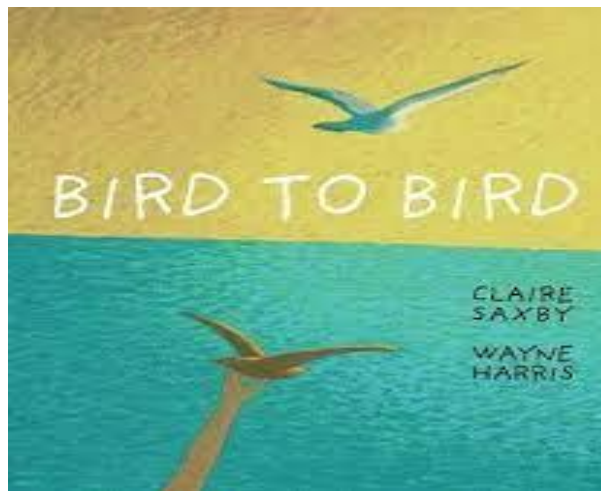
How will you open your letter?

Paragraph 1

Paragraph 2

Paragraph 3

How will you end your letter?



QUESTIONS.

1. Is this story informative, imaginative or persuasive? Explain your answer.

2. Personification occurs when the writer gives human qualities to an object or animal. One example is

The tree trudges to the docks

Can you find another example in the book?

3. There are some examples of alliteration in this book. e.g. ***sundrops spill***. Can you find another example?

4. Draw a flow chart or time line showing the journey of the tree from a seed to a carved toy bird.



THURSDAY WRITING.

Today you will use your planning to write your letter on the attached sheet.

Rewatch the video

<https://www.youtube.com/watch?v=y2d-0dlimgY>

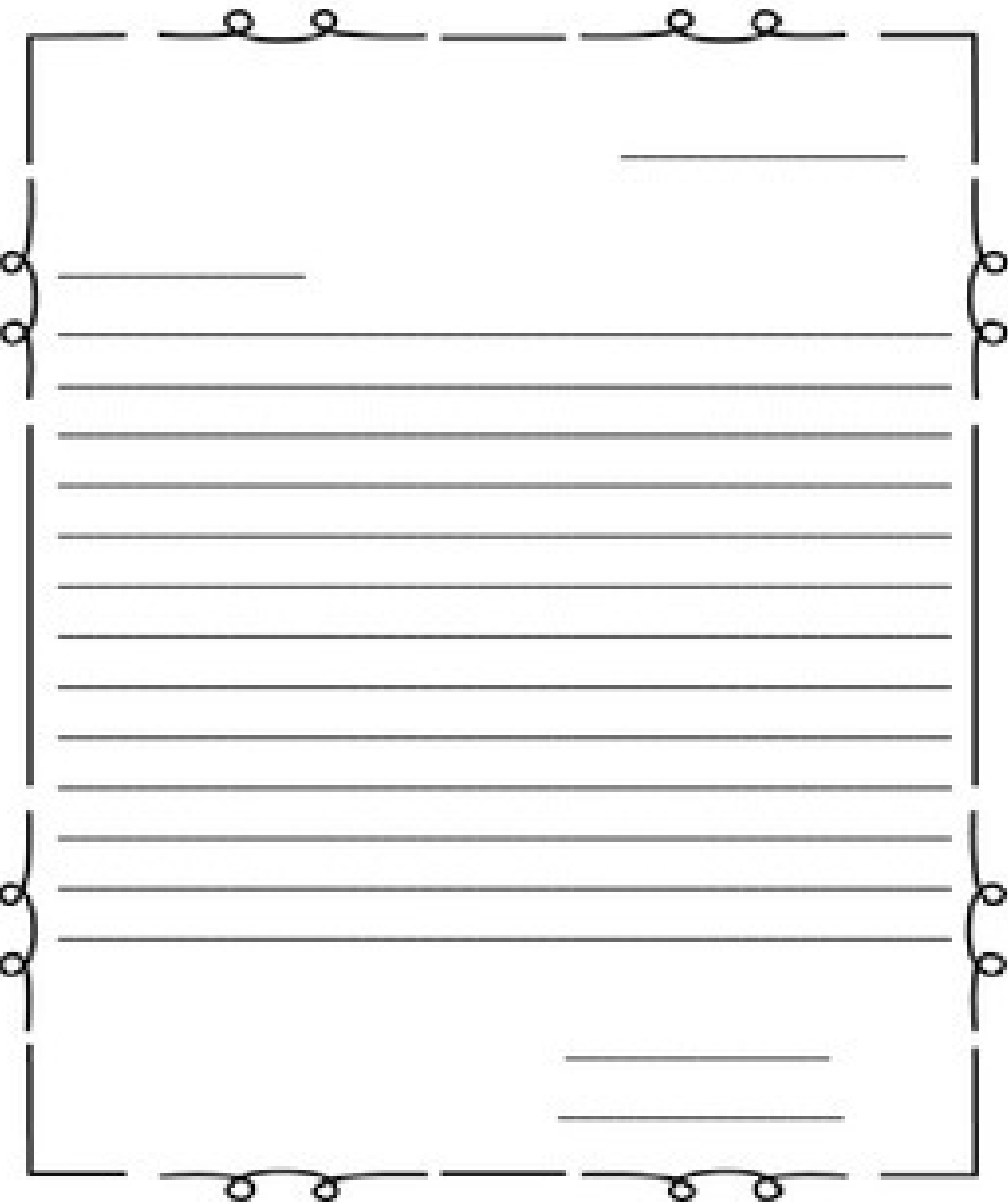
Think about the format.

Check your planning from Wednesday.

- Introduction: It is the introductory paragraph of the letter. ...
- Main Content: This paragraph shows the main message or the matter of the letter. ...
- Conclusion: This is the ending portion of the body of the letter.

Remember:

- include simple sentences and compound sentences.
- check your punctuation and spelling
- use exciting ideas



Contact and Colonisation Australia

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

Aboriginal
 contact
 disease
 hunters
 massacres
 settlers
 traditional

Australia
 corroboree
 Dreaming
 indigenous
 missions
 squatters
 woomera

colonisation
 culture
 fire stick
 invasion
 nomadic
 stolen generation
 yarning circle

conflict
 custodians
 gatherers
 kangaroo
 rock art
 totems

Year 3 Word Work - Day 1 - Cut and sort your words. Write them down in the table:

| <i>watch</i> | <i>war</i> | <i>wrap</i> |
|--------------|------------|-------------|
| | | |

Day 2 - Choose 6–8 words you don't know to write the definition of:

Day 3 - Choose 6–8 words to write sentences for or write a story using 6–8 words

Year 3 Word Work - T4 W2 -
words spelled with w

| | | |
|--------------|--------------|--------------|
| <i>watch</i> | <i>war</i> | <i>wrap</i> |
| <i>wrech</i> | <i>warn</i> | <i>swamp</i> |
| <i>swan</i> | <i>write</i> | <i>warm</i> |
| <i>dwarf</i> | <i>wrist</i> | <i>wand</i> |
| <i>swat</i> | <i>wren</i> | <i>swarm</i> |
| <i>wrong</i> | <i>wart</i> | <i>wash</i> |
| | | |

Year 4 Word Work - T4 W2 -ing endings

| | | |
|-----------------|-----------------|-----------------|
| <i>double</i> | <i>e-drop</i> | <i>add ing</i> |
| <i>trimming</i> | <i>diving</i> | <i>pushing</i> |
| <i>floating</i> | <i>running</i> | <i>riding</i> |
| <i>jumping</i> | <i>raining</i> | <i>popping</i> |
| <i>sliding</i> | <i>finding</i> | <i>sleeping</i> |
| <i>dragging</i> | <i>wasting</i> | <i>kicking</i> |
| <i>wagging</i> | <i>munching</i> | <i>whining</i> |

Year 4 Word Work - T4 W2 -ing endings

Day 1 - Cut and sort your words. Write them down in the table:

| <i>double</i> | <i>e-drop</i> | <i>only add -ing</i> |
|---------------|---------------|----------------------|
| | | |

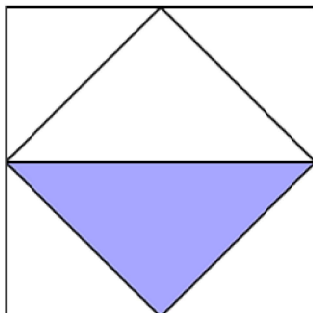
Day 2 - Choose 6-8 words you don't know to write the definition of:

Day 2 - Choose 6-8 words to write sentences for or write a story using 6-8 words

1. Find the fraction

Problem

The midpoints of the sides of a square are joined as shown. A part of the original square is shaded as shown.



What fraction of the original square is shaded?

Multiple Choice

- A.** $\frac{1}{4}$
B. $\frac{1}{6}$
C. $\frac{2}{3}$
D. $\frac{1}{3}$
E. $\frac{1}{5}$

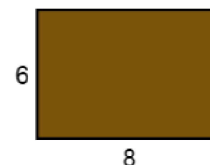
Enabling Prompts

- Add an extra line to the diagram.

2. Block of choc

Problem

Jane is given a large block of chocolate which is made up of square pieces. The block is 6 pieces wide and 8 pieces long.



She eats all the outside pieces. What fraction of the block did she eat?

Multiple Choice

- A.** $\frac{1}{4}$
B. $\frac{1}{3}$
C. $\frac{1}{2}$
D. $\frac{2}{3}$
E. $\frac{3}{4}$

Enabling Prompts

- How many pieces are in the whole chocolate block?
- How many pieces did Jane eat from around the outside?

Extending Prompts

- Are there any other size chocolate blocks which give the same result?
Answer: A 5 by 12 block also has half of its pieces around the outside (30 out of 60).
- Can you find a chocolate block which has one-third of its pieces around the outside?
Answer: There are four: 7 by 30, 8 by 18, 9 by 14 and 10 by 12.

3. Martian goo

Problem

Martian goo doubles in size every 5 minutes. At 9 am, a small amount was placed in a container. At 10 am the container was full.

At what time was the container half full?

Multiple Choice

A. 9:30 am

B. 9:45 am

C. 9:50 am

D. 9:55 am

E. 9:59 am

Enabling Prompts

- Do you know how full the container was at 9 am?
- If you cannot work forwards from 9 am, what else can you try?
- Think about what happens every 5 minutes working forwards through time. What about working backwards?

4. Coin combos

Problem

In my pocket I have three coins: a 50c coin, a \$1 coin and a \$2 coin.



How many different amounts of money can I make up using one or more coins?

Multiple Choice

Monday Maths

Putting fractions on a line.

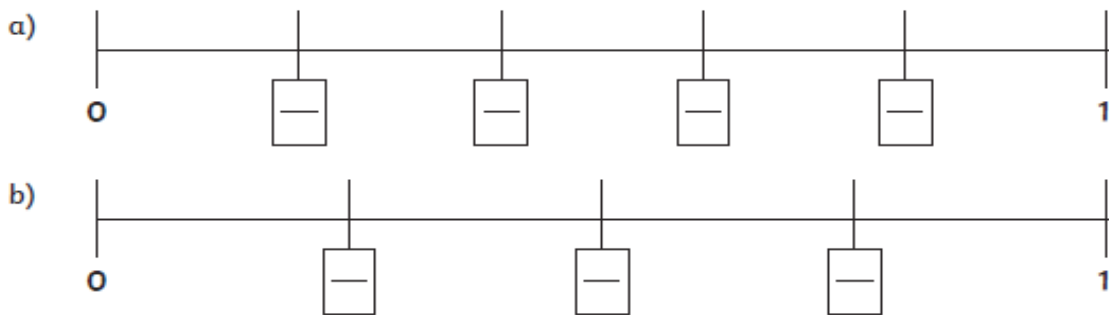
Complete the following activity

Remember to think about the denominator (how many it's divided into) and the numerator (the value of the fraction).

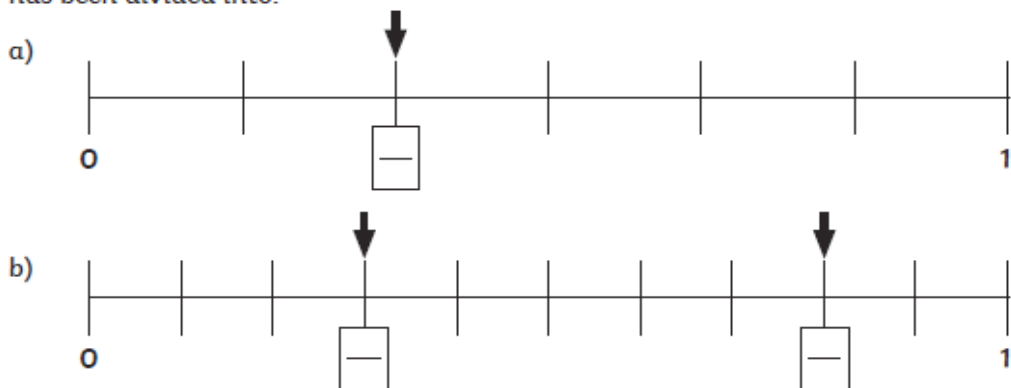
<https://www.youtube.com/watch?v=rxkblw3VIGE>

To reason about the position of fractions on number lines up to one whole.

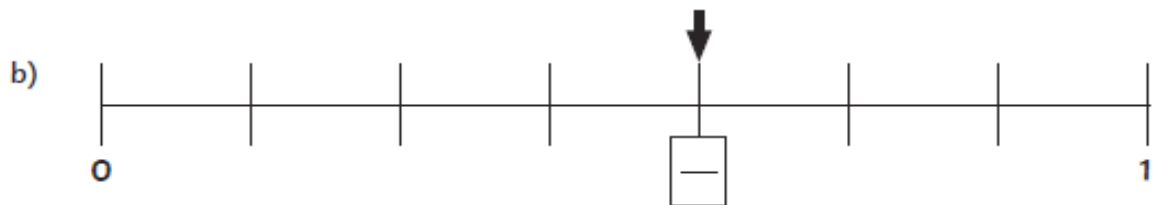
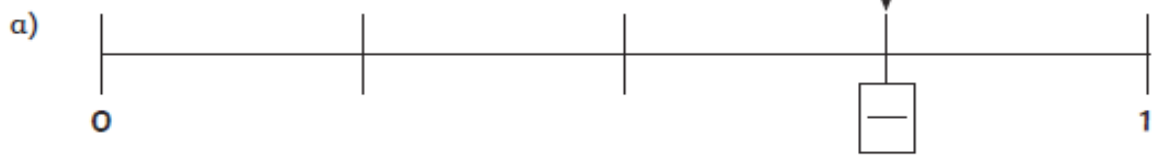
1. Label the number lines. Count how many equal parts the whole has been divided into.



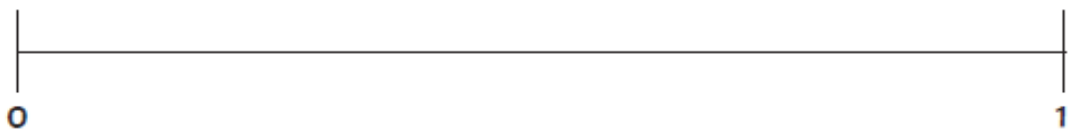
2. What fraction are the arrows pointing at? Count how many equal parts the whole has been divided into.



4. What fraction are the arrows pointing at? Count how many equal parts the whole has been divided into.

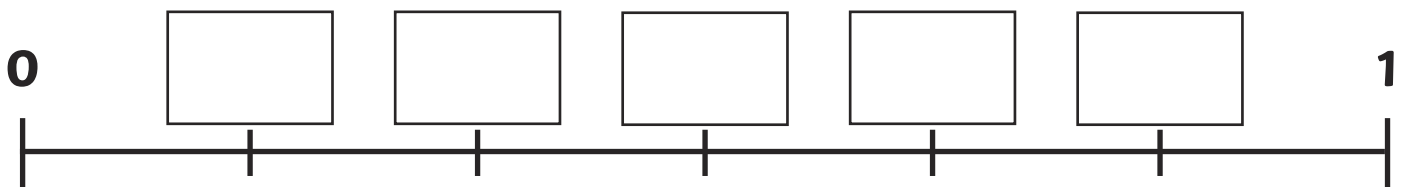
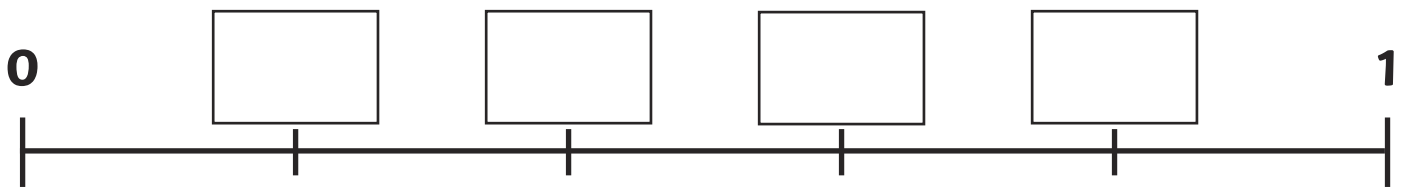
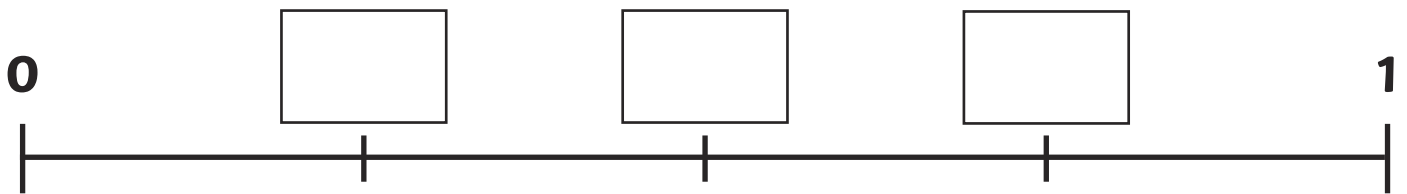
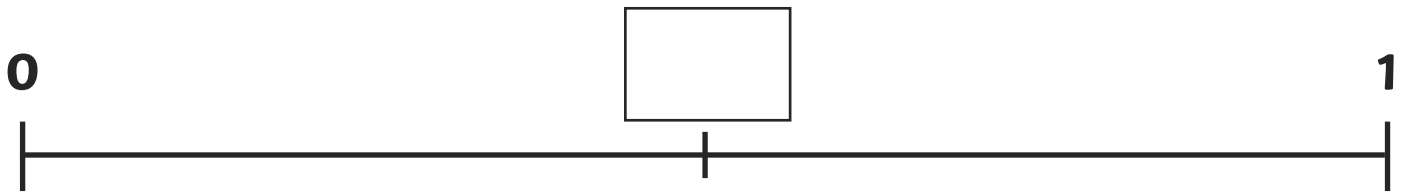


5. Draw an arrow to show approximately where $\frac{2}{3}$ is on the number line. Divide the whole into 3 equal parts.



Fraction Number Line

Cut and Paste



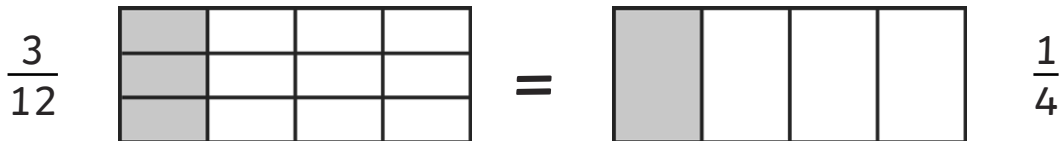
visit [twinkl.com.au](https://www.twinkl.com.au)



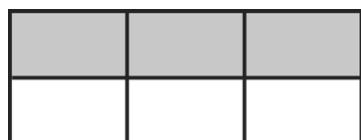
| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| $\frac{4}{5}$ | $\frac{5}{6}$ | $\frac{3}{4}$ | $\frac{1}{6}$ | $\frac{2}{3}$ |
| $\frac{1}{4}$ | $\frac{2}{5}$ | $\frac{2}{6}$ | $\frac{1}{2}$ | $\frac{3}{5}$ |
| $\frac{3}{6}$ | $\frac{1}{3}$ | $\frac{1}{5}$ | $\frac{4}{6}$ | $\frac{2}{4}$ |

Equivalent Fractions

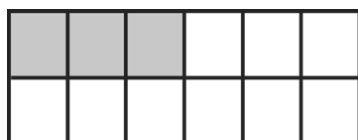
These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.



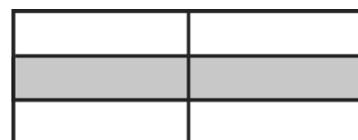
Write the shaded fraction for each rectangle. Cut each section out. Match the rectangles with the equivalent amount shaded and stick each equivalent set together in your book.



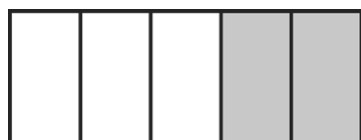
$\frac{\quad}{6}$



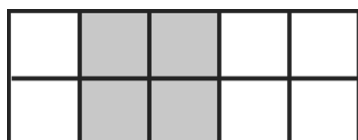
$\frac{\quad}{12}$



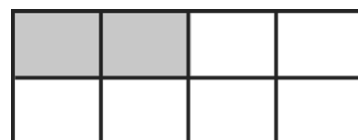
$\frac{\quad}{6}$



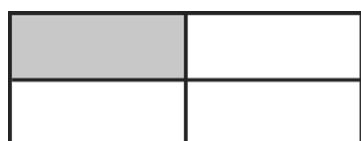
$\frac{\quad}{5}$



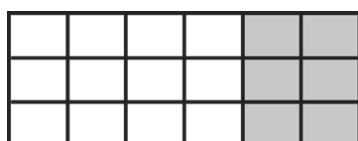
$\frac{\quad}{10}$



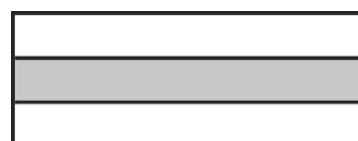
$\frac{\quad}{8}$



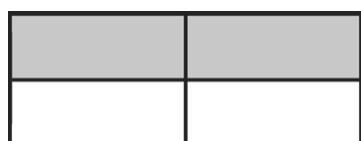
$\frac{\quad}{4}$



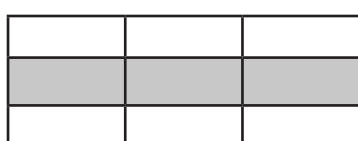
$\frac{\quad}{18}$



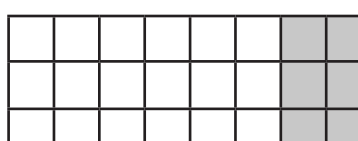
$\frac{\quad}{3}$



$\frac{\quad}{4}$



$\frac{\quad}{9}$

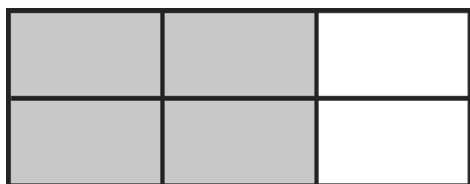


$\frac{\quad}{24}$

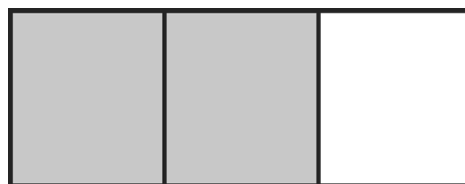
Equivalent Fractions

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

$\frac{4}{6}$

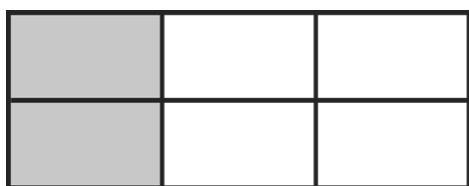


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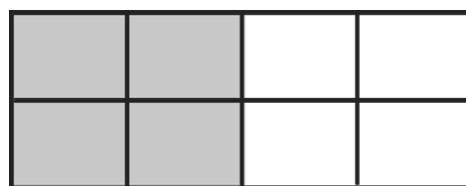


$\frac{2}{3}$

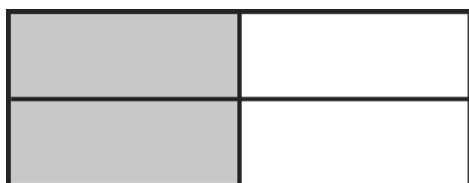
Write the fraction of each shape that is shaded and draw a line to match equivalent fraction.



—



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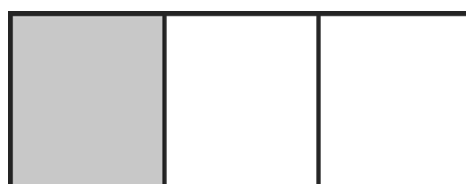
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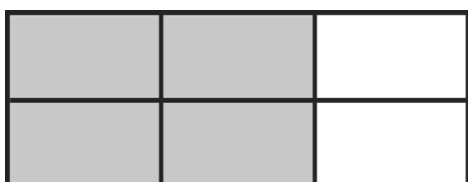
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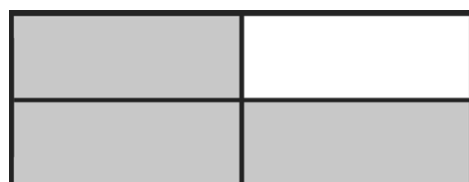
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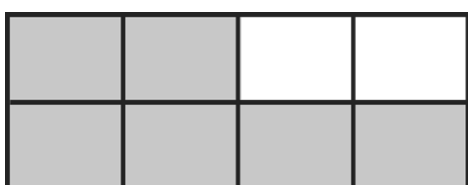
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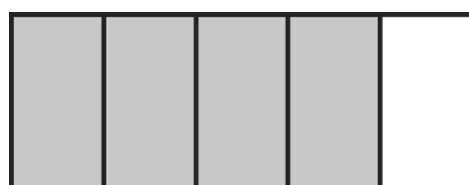
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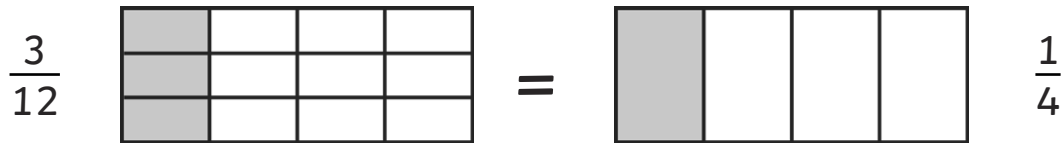
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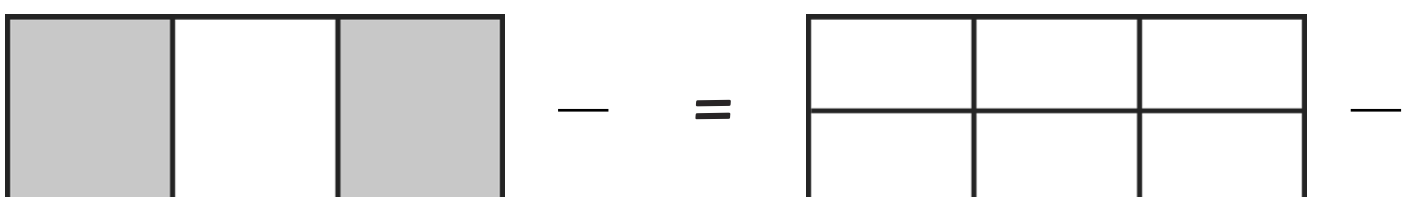
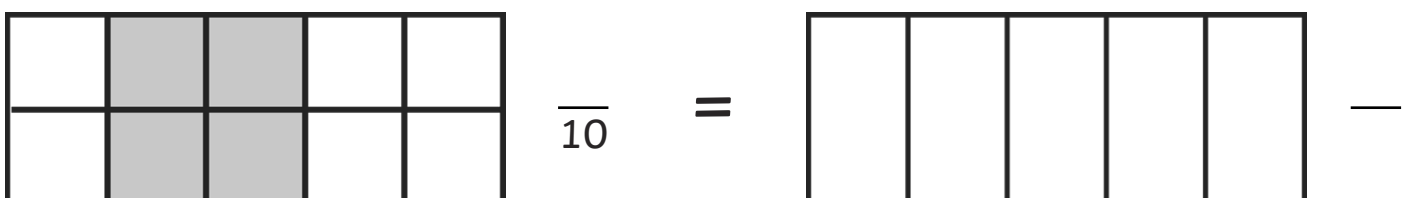
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Equivalent Fractions

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.



Shade the second shape to be equivalent to the first and write the equivalent fractions.



1. Fatima has 12 sweets. She shares her sweets and gives $\frac{1}{2}$ to her friend. How many sweets do they have each?



3. Chen and his friend have 8 apples each after they shared them equally. How many apples did they start with?



9. Gwen has 6 apple halves. How many whole apples does she have?



8. David and his friends shared some biscuits between the four of them. They have 3 each. How many biscuits did they start with?



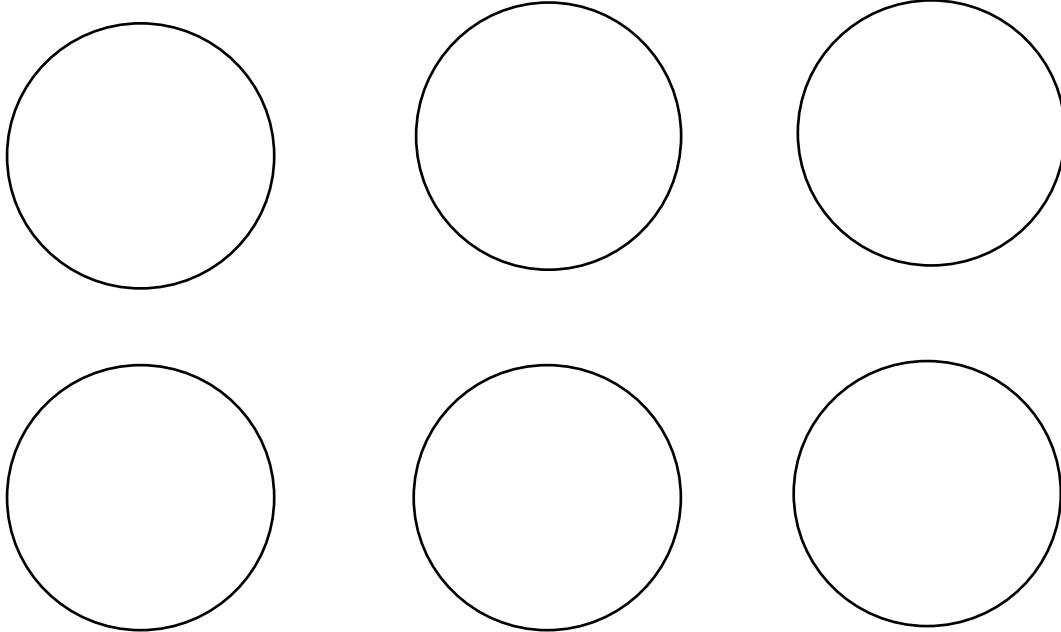
Thursday Week 3

3. What would happen if we had 5 pikelets to share among 4 people? Draw and explain your answer.

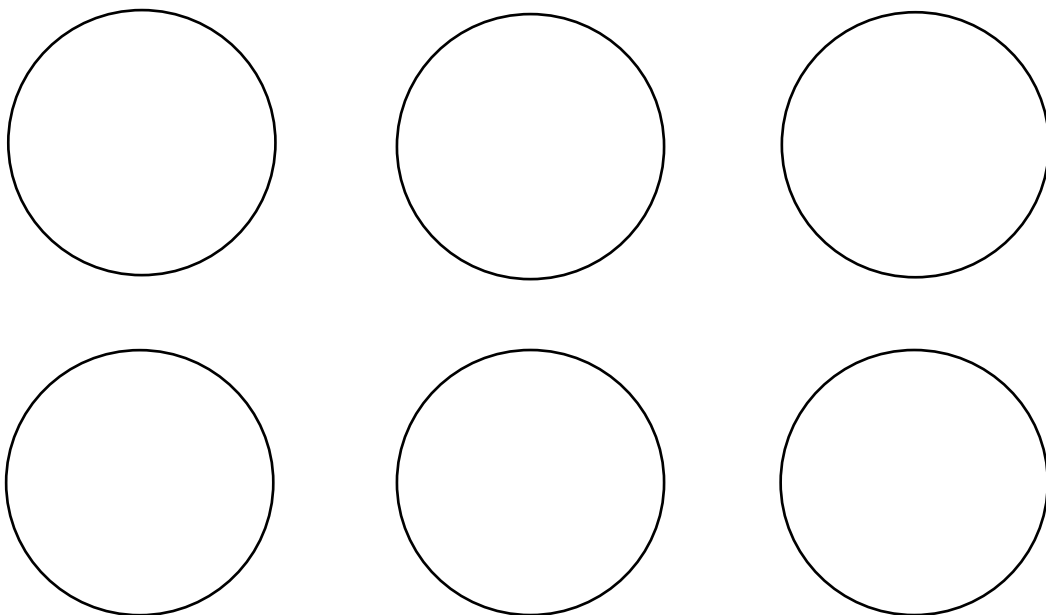
4. Draw what would happen if we had 6 pikelets to share among 4 people?

Fractions Thursday Week 3

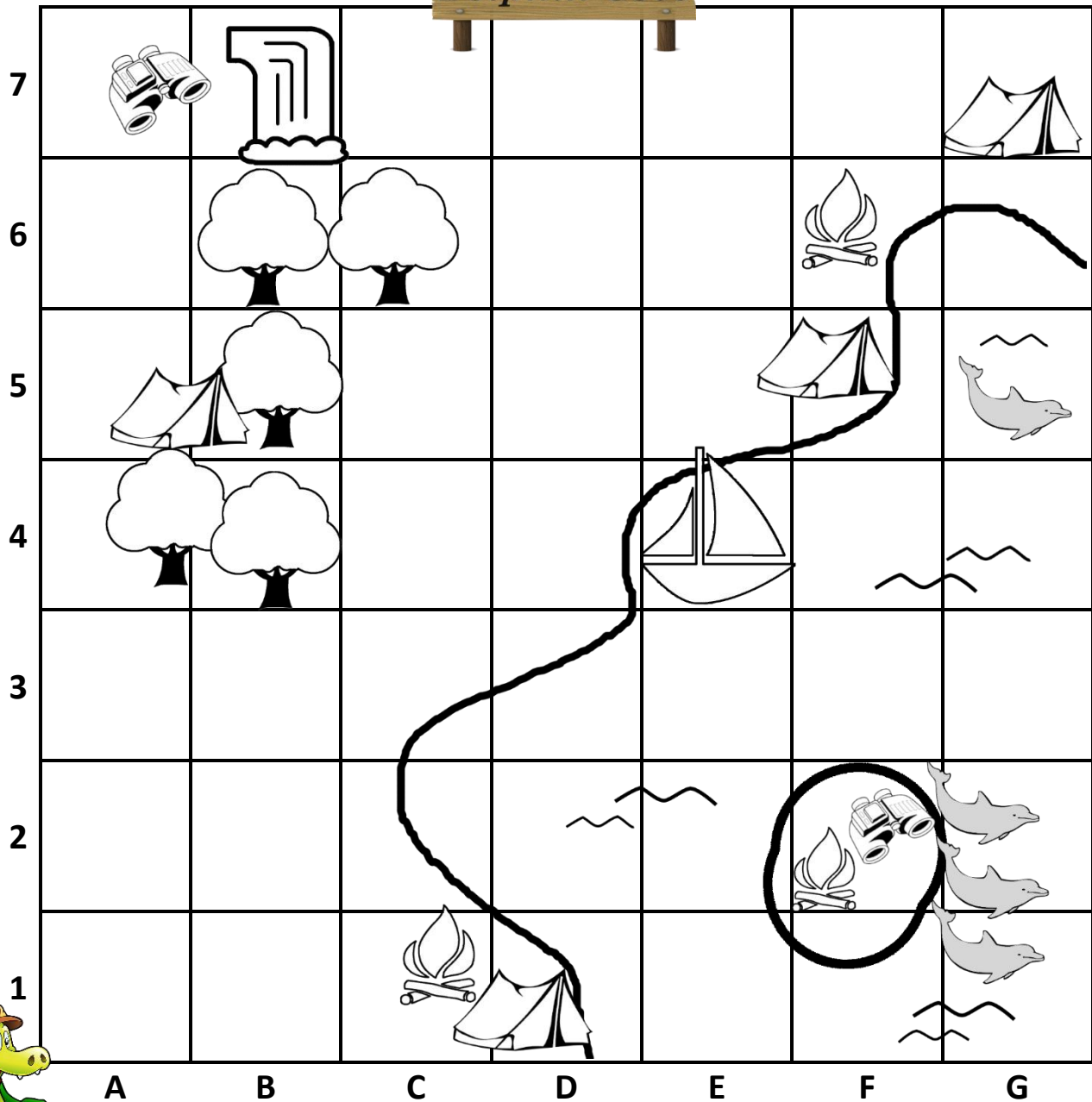
1. I have **6 pikelets** and I want to put **jam on half of them**.
How could I do that?



2. Draw what would happen if we had **6 pikelets** to share
among **4 people**



Dolphin Cove



Max is visiting Dolphin Cove. Use the map & legend to answer the questions.

- Write the grid coordinates of the following:

Waterfall: _____ Camp spots: _____, _____, _____, _____

- What is located at the following grid coordinates?

G2: _____ E4: _____

A7: _____ F6: _____

- Max is camping at B5. What is the location of his closest lookout? _____
- Max found a great fishing spot at D3. Draw a symbol for the legend and draw it on the map.
- Colour the map to show the water and the land.

Legend

- Forest
- Waterfall
- Dolphin watching
- Boat hire
- Lookout
- Camp spot
- Campfire area

Leak-proof bag Science Experiment



Today you will learn how to poke holes in a plastic bag filled with water without spilling a drop. It is important to practice your liquid trick over the sink in case your experiment is unsuccessful.

Before you begin your experiment you must explain your predictions on what you think will happen?

After you have completed your experiment;

- ❖ Explain your reasons to what you have observed during the experiment.
- ❖ If your experiment was successful or unsuccessful.
- ❖ Reasons to why the bag did not leak.

Explain your reasoning using full sentences

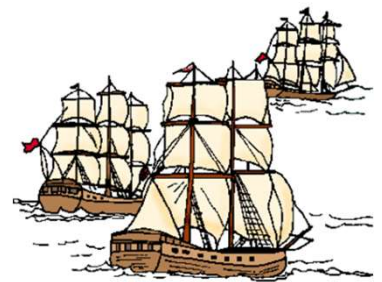
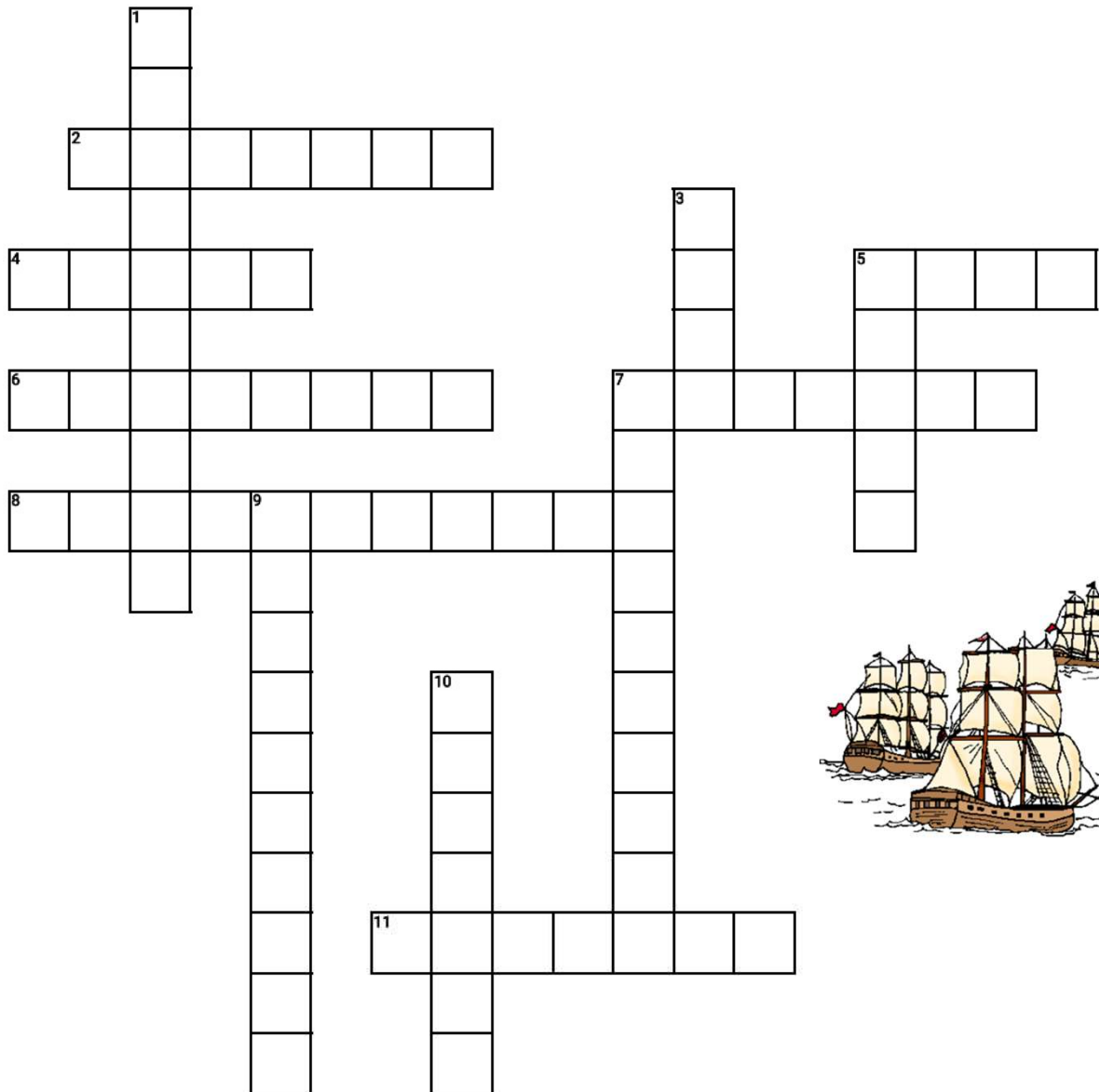
Instructions on how to complete the experiment can be seen in this video link

<https://youtu.be/LdVN9GxJHCg>

Upload images of your experiment onto class dojo 😊

First Fleet

Crossword



Across

2. people sentenced (7)
4. Lizzie made a _____ on the journey in "My Name is Lizzie FLYnn" (5)
5. a huge vessel for sailing (4)
6. a person in jail (8)
7. the crew on the ship (7)
8. Convicts were _____ from England to Australia (11)
11. another word for stealing or theft (7)

Down

1. Australia's traditional land owners (10)
3. tribe ~~the~~ ^{that} the Milba was from (in What's Your Story?) (4)
5. clothing the boys wore (5)
7. the ships sailed towards (6, 4)
9. a place to establish a new community (10)
10. the month the First Fleet arrived in Australia (7)

PE

Warm Up

Stretch for 5mins



Work-Out

Spell your first and last name

Time yourself

- | | |
|-------------------------------|---------------------------------|
| A 10 jumping jacks | N 10 second jump rope |
| B 5 push-ups | O 10 russian twists |
| C 1 burpee | P 5 plie squats |
| D 20 high knees | Q 10 arm circles |
| E 5 crunches | R 10 skaters |
| F 10 mountain climbers | S 10 second jog in place |
| G 5 squats | T 10 butt kickers |
| H 10 front Lunges | U 5 inchworms |
| I 10 side Lunges | V 5 tricep dips |
| J 10 second wall sit | W 3 star jumps |
| K 5 calf raises | X 5 bird dogs |
| L 5 second plank | Y 10 Leg raises |
| M 3 squat jumps | Z 5 squat jacks |

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Cool Down

Stretch for 5mins

PE

Warm Up

Stretch for 5mins



Work-Out

Spell your first and last name

Time yourself

- | | |
|-------------------------------|---------------------------------|
| A 10 jumping jacks | N 10 second jump rope |
| B 5 push-ups | O 10 russian twists |
| C 1 burpee | P 5 plie squats |
| D 20 high knees | Q 10 arm circles |
| E 5 crunches | R 10 skaters |
| F 10 mountain climbers | S 10 second jog in place |
| G 5 squats | T 10 butt kickers |
| H 10 front Lunges | U 5 inchworms |
| I 10 side Lunges | V 5 tricep dips |
| J 10 second wall sit | W 3 star jumps |
| K 5 calf raises | X 5 bird dogs |
| L 5 second plank | Y 10 Leg raises |
| M 3 squat jumps | Z 5 squat jacks |

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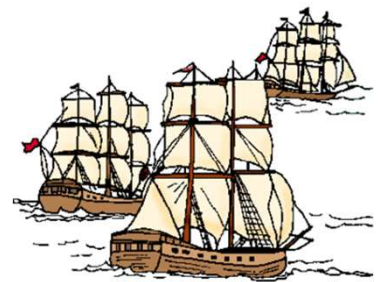
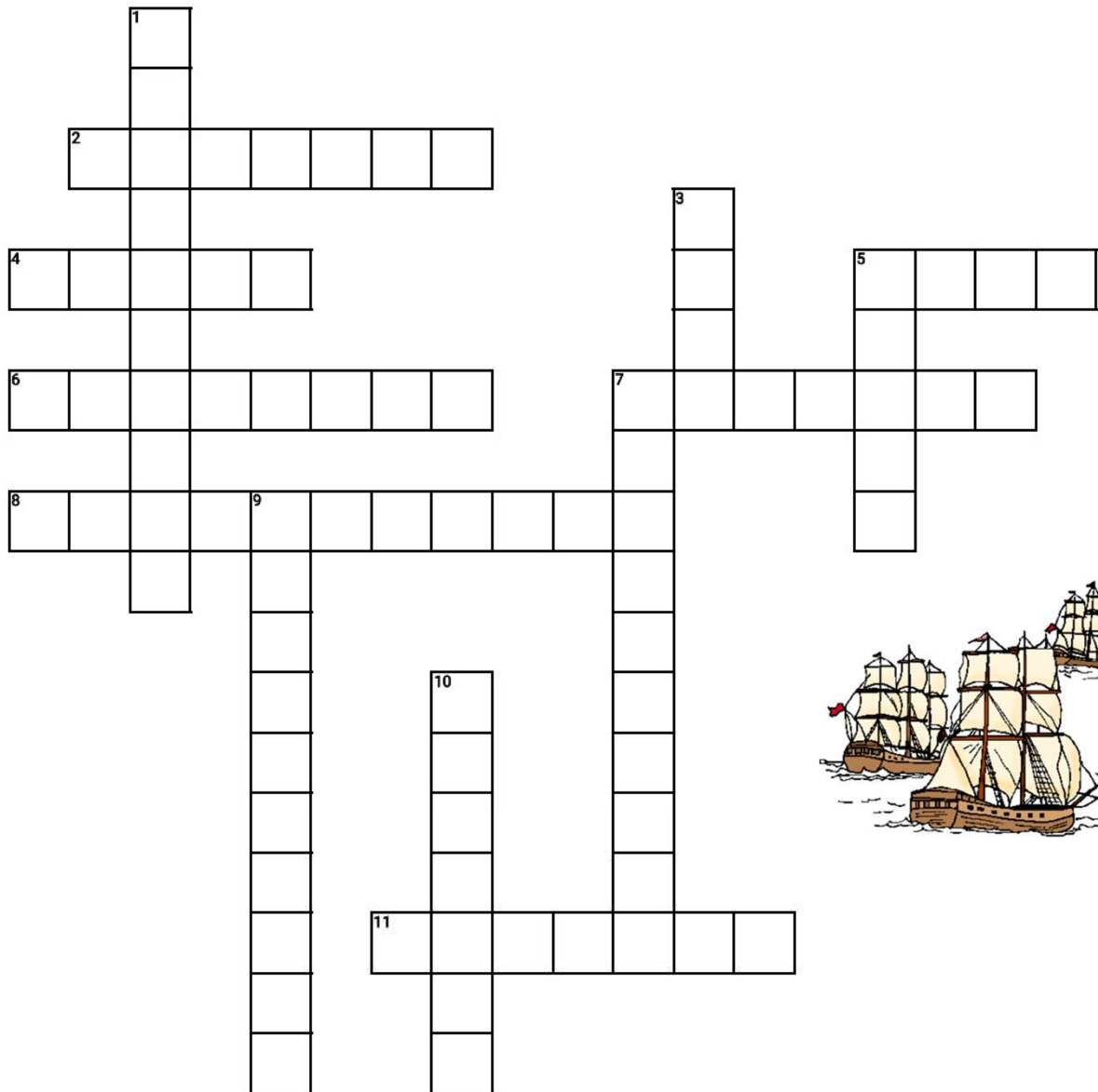


Cool Down

Stretch for 5mins

First Fleet

Crossword



Across

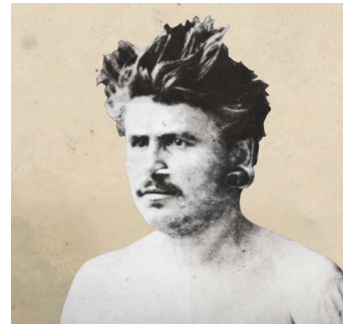
2. people sentenced (7)
4. Lizzie made a _____ on the journey in "My Name is Lizzie FLYnn" (5)
5. a huge vessel for sailing (4)
6. a person in jail (8)
7. the crew on the ship (7)
8. Convicts were _____ from England to Australia (11)
11. another word for stealing or theft (7)

Down

1. Australia's traditional land owners (10)
3. tribe ~~the~~ ^{that} the Milba was from (in What's Your Story?) (4)
5. clothing the boys wore (5)
7. the ships sailed towards (6, 4)
9. a place to establish a new community (10)
10. the month the First Fleet arrived in Australia (7)

ABC INDIGENOUS UNIT and SPEAKING OUT present

**LIVING WITH
THE LOCALS**



sank
stranded
Aboriginal
gift
Anco
British
Kidnapped
returned

[illegible]

