









### 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 – a child’s perspective.**



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

### Early finishers!



Read a book!



Cook a recipe!

Get out and get active!



### This week is Wellbeing Week in the Department of Education!

The Department is running a online sessions designed to support you in being well. Click the links to check these sessions out!

#### Monday 2 PM –

Be an eSafe Kid: Online Boundaries – It’s ok to say ‘no’ - [eSafety Commissioner – Years 3 to 6](https://www.ecs.gov.au/eSafety/Commissioner/years-3-to-6) – <https://youtu.be/GsjatN9aHCk>

#### Tuesday 10:30 AM -




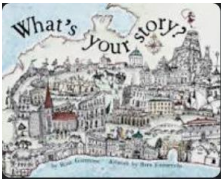
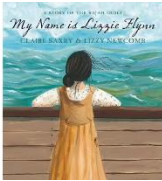
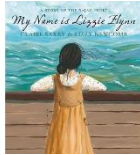
Be Kind to Your Mind – with Smiling Mind - <https://youtu.be/-4wK1Q65UWM>

#### Thursday 10:30 AM

GetActive@Home - [NSW Dept Ed School Sport Unit – Primary students](https://www.nsw.gov.au/education/sport/primary)

<https://youtu.be/WMtYGx7iXbE>



Literacy				
Monday	TUESDAY	WEDNESDAY	THURSDAY	Friday
 <b>Read for 20 minutes every day!</b> 				
<p><b>Word Work</b> – Sort your words 2 times - Write them down on your worksheet or on Dojo.</p>		<p><b>Word Work</b> – Sort your words. Write sentences or a story with 6-8 or them.</p>		<p><b>Word Work</b> – Blind sort. Have a family member test you and write them down without looking!</p>
<p><b>Reading</b> WALT identify the difference between literal and inferential questions</p>  <p><b>Today you are going to listen to:</b></p> <p><b>What's Your Story by Rose Giaccone</b></p> <p>As you are listening take note of new or unfamiliar words. <a href="https://youtu.be/ACGbaLxyXI8">https://youtu.be/ACGbaLxyXI8</a></p> <p><b>Complete your worksheet in your pack.</b></p>	<p><b>Reading</b> WALT: understand the different types of sentences and their punctuation</p>  <p>Look at the worksheet in your pack and see the different examples of sentences and their punctuation</p> <p><b>Complete your worksheet in your pack</b></p>	<p><b>Reading</b> <b>WALT: the difference between literal and inferential questions.</b> Today you are going to listen to the first part of the text <b>“My Name is Lizzie Flynn”</b> by Claire Saxby.</p>  <p>As you are listening take note of new or unfamiliar words. <a href="https://www.loom.com/share/c54b4e6ca4c648eda2aded5b86162b6b">https://www.loom.com/share/c54b4e6ca4c648eda2aded5b86162b6b</a></p> <p>Listen to the teacher explain the difference between literal and inferential questions. <a href="https://www.loom.com/share/f97bbc2998264752bf86140593229c07">https://www.loom.com/share/f97bbc2998264752bf86140593229c07</a></p> <p>Answer the questions in your learning pack.</p>	<p><b>Reading</b> <b>WALT identify the different parts of a sentence.</b> Today you are going to listen to the second part of the text <b>“My Name is Lizzie Flynn”</b> by Claire Saxby.</p>  <p>As you're listening thinking about how Lizzie Flynn's character changes after the passing of her friend.</p> <p>Listen to the teacher read the story <a href="https://www.loom.com/share/8f3fae9b014d4854959fd2866586b7db">https://www.loom.com/share/8f3fae9b014d4854959fd2866586b7db</a></p> <p>Find your worksheet in your pack to answer some questions.</p>	<p><b>Reading</b> Watch “The Encounter” from My Place</p> <p><a href="https://myplace.edu.au/teaching_activities/1878_-_before_time/1788/1/the_encounter.html">https://myplace.edu.au/teaching_activities/1878_-_before_time/1788/1/the_encounter.html</a></p>



**Writing - Tuesday**

**WALT: Brainstorm ideas for narrative writing.**



We're going to be looking at a good way to write our own stories like the story of Leonard and Milba.

Watch this video about Watermelon and Seed Stories: <https://youtu.be/f1UctktEyds>

Use your planning sheet to think of a big watermelon story. One big event that has lots of little seed stories in it.

Now brainstorm the little details that are interesting that happened in your big watermelon!

You will choose one of these to write about tomorrow

**WALT: engage our readers in a story by using details**



Today you will write a "seed" story from your watermelon.

Rewatch the video from yesterday:

Choose one of your seeds from your big watermelon story.

Use your planning sheet to write the details of your story. Give lots of details to build your thoughts.

To be successful you need to:

- Include a beginning, middle and end.
- Include details to "show, not tell" your story
- Use a variety of punctuation

**Writing - Wednesday**

**WALT give specific details when planning our writing.**



Today you will plan another story (seed) from your watermelon.

Go back and look at Monday's "watermelon" activity and choose another seed.

Use your planning sheet to help you plan the details of your story.

Think about;

- the specific details of your story
- what did you see/hear/smell/touch/taste
- elaborate on the details

**Writing - Thursday**

**WALT use a variety of sentence types in our writing.**



Choose your planning from Tuesday or Wednesday to write "your story".

Today you are going to write your story using your planning, making sure to add as much detail as possible.

To be successful you need to;

- include simple sentences and compound sentences.
- use a variety of punctuation.
- elaborate on your thoughts and ideas.

**Writing - Friday**

**Complete the First Fleet Word Search**

JUNIOR FLEETERS  
WORD SEARCH

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

Can you find the words listed below? They are all words that may be applied to the First Fleet and are concealed in this puzzle. To find them you may advance vertically, horizontally or diagonally. Use the same letter twice, and go backwards as well as forwards.

AUSTRALIA	IRONS	SHORE	BOTANY BAY
JAIL	SOLDIERS	CHAINS	JANUARY
STAIRS	COLONY	LANDING	STORM
CONVICTS	FIRST FLEET	NATIVES	STONEY
MEN	TENT	FLAG	OCEAN
SUMMER HEAT	FRIENDSHIP	TRANSPORT	SAIL
ENGLAND	SEA	HISTORY	SETTLEMENT
SUPPLY	GOVERNOR PHILLIP	HOPE	SHIPS
MISERY	WOMEN	RATIONS	FLOG
SETTLE	TRIAL		

**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.

Monday



Tuesday –

**Problem of the Day**

Hannah has a bag of M&M's. There are 24 M&M's in the bag. 8 are red, 6 are green, 7 are yellow, and 3 are brown. **What fraction of the M&M's are brown?**

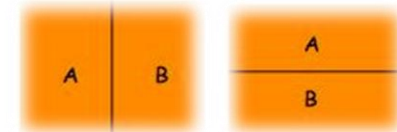
Wednesday –

Q. Is this fraction  $\frac{5}{8}$ ?

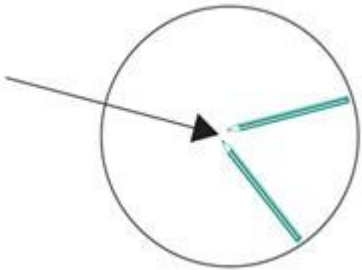
answer choices

Yes  No

Thursday –



**WALT- divide one whole into fractions**



Today you are going to be dividing a whole into fractions.

**Find your worksheet in your learning pack.**

What you need:

- Pencil
- Blank paper

**WALT understand equivalent fraction**

Equivalent Fractions											
0	$\frac{1}{2}$	$\frac{2}{2}$								1	
0	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{3}{3}$							1	
0	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{4}{4}$						1	
0	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{5}$	$\frac{5}{5}$					1	
0	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{6}{6}$				1	
0	$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$	1

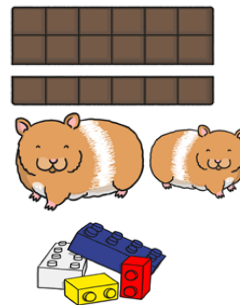
We know that one whole can be divided into smaller parts. Using this knowledge, we'll learn about equivalent fractions.

**Find your worksheet in your learning pack.**

What you need:

- Pencil

**WALT solve word problems involving fractions**



We will solve word problems related to fraction.

**Find your worksheet in your learning pack.**

What you need:

- Pencil
- Blank paper

**WALT represent fractions in different ways**

**Fractions Think Board**  
In each section, show different ways to represent a fraction.

<p><b>Fraction Shape –</b> Draw a shape and shade the fraction.</p>	<p><b>Number Line</b> 0 _____ 1</p>
<p><b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.</p>	<p><b>Write a Story</b></p>

You will think of various fractions and represent in different ways.

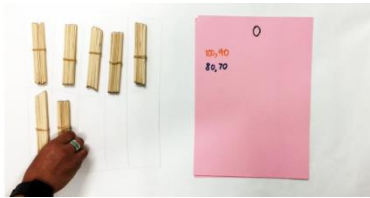
**Find your worksheet, with instructions, in your learning pack.**

What you need:

- Pencil
- colours

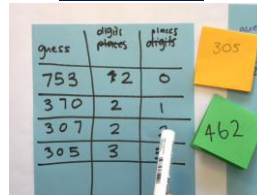
**Friday Maths Menu – These are games we have already learned this term - choose one to play again**

**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:

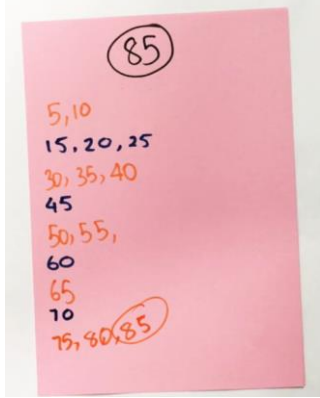
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/mastermind>

**The Remainders Game**



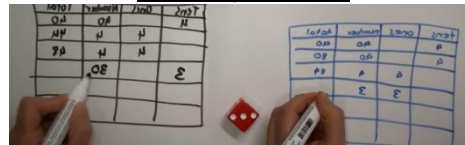
Watch the short video “Remainders Game”.  
<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/remainders-game?authuser=0>

**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**

**Child Convicts in Australia**



<https://www.youtube.com/watch?v=5OWGbZJcN1k>

**Watch the YouTube clip and complete the 'I see, I think, wonder' sheet in your pack.**

**Something to think about:**

What did you see in the clip that was surprising?  
 How were they living?  
 What was happening to the prisoners?  
 There are a lot of things to consider in the images. How would you feel if it were you?

There is an attachment in the pack for those of you who are more curious about the lives of children in government custody.

**Science**



Did you know you could turn milk into plastic?

Today you will be engaging in a fun experiment where you will be turning milk, into plastic...

Please make sure you are doing the experiment with an adult.

**Instructions on how to do the experiment can be found in your learning pack.**

**Geography – Mapping**

**Pirate Mapping**

WALT: to interpret simple grid maps

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



**Example**

The coordinates for the mermaid on the rock is:

(A,7)

Always begin with the horizontal axis.

In your pack, there are two different maps and questions. You can choose to do one of them, or both.

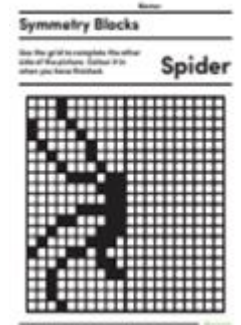
Follow the instructions carefully and check your answers.

This should be fun. Enjoy

**Symmetry**

WALT understand reflective symmetry and be able to match the patterns.

Look at the grid below. Half of the spider has been completed by colouring in the squares.



Complete the pattern on the other side to see the whole spider.

Follow the same method on the second sheet, found in your pack, to complete the patterns.

Reflect on the difficulties you encountered.

**Mindfulness**



Today you will be engaging in a mindfulness activity called best belly buddies. Since breathing is something that we do all the time, it is one of the best tools you have, to bring you into the present moment.

**What to do:**

1. Lie on the ground on your back.
2. Place your soft toy on top of your belly. 3. Look at your toes.
4. Slowly breathe in through your nose and count 1, 2, 3 in your head.
5. Hold your breath and count 1, 2, 3 in your head.
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head
7. Repeat these steps for at least 3 minutes

**Questions to think about**

- Can you see the toy on your belly?
- What does it feel like having your toy on your belly?
- What did your toy do when you breathed in?
- What did your toy do when you breathed out?
- What does the air sound like when it comes in your nose?
- What does the air sound like when it comes out your mouth?
- What do you think it would feel like for your toy sitting on your belly?

**PE**



Today you will be creating and engaging in your very own fitness work out sequence, using some of the body exercise movements in the table.

**Fitness workout table can be found in your learning pack.**

**Origami**



**How To Make a Paper Jumping Frog**

<https://www.youtube.com/watch?v=Vlb2udqPx-M>

You will need a 15cm x 15 cm square piece of paper.

Follow the instructions in the clip and you will have a frog to jump around your house.

**Visual Arts**



**Toilet Roll Sculpture**

**You will need 1 empty toilet roll or a piece of cardboard roll insert from cling wrap or foil.**

<https://www.youtube.com/watch?v=LtVLqRa1qHY>

**Watch the clip, creating your own amazing face character. You could build your own collection.**



## What's Your Story – Rose Giaccone

WALT: use commas effectively in sentences.

Punctuation is important to help get the message across in a text. The five major punctuation symbols we use are the: **Full stops (.)** – end a statement –

*Everyone has a story to tell. Sometimes many stories.*

**Question mark (?)** – ends a question

*Do you have a story? What did you do today?*

**Exclamation mark (!)**, - shows excitement

*There's a story! Imagine being sent tot the other side of the world!*

**Semi-colon (;)** – separates two ideas that are connected, but stand alone as sentences

*He wasn't a convict; he was an orphan.*

the **comma (,)** – the comma has lots of uses, mainly:

to separate lists of things – *Families, towns, even whole countries have stories*

To offset transition words – *Sometimes, groups of people share the same stories.*

To connect two clauses together – *Some came to start a new life, others came because they were forced*

*Add punctuation to the following sentences:*

1. Not all the convicts were bad \_\_\_ some had been so hungry that they had stolen food just so they could eat \_\_\_
2. Leonard was a quiet boy \_\_\_
3. What would it be like on the other side of the world \_\_\_
4. Who knew what tales lay ahead in the mysterious new land \_
5. Suddenly \_\_\_ the strangest thing he had ever seen jumped out in front of him \_\_\_
6. Then there was the day of the dog and emu race\_\_\_ Guess who won \_\_\_ the emu \_\_\_

*Write your own sentences – include the correct punctuation:*

**statement:** \_\_\_\_\_

\_\_\_\_\_

**question:** \_\_\_\_\_

\_\_\_\_\_

**exclamation:** \_\_\_\_\_

\_\_\_\_\_





Watermelon Story

Seed Story



Seed Story



Seed Story



Watermelon Story

Seed Story



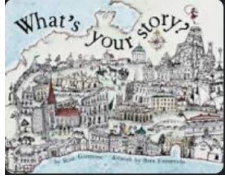
Seed Story



Seed Story



Monday – Reading – Week 2



**What's Your Story – Rose Giaccone**

WALT: find answers to literal and inferential questions

When we read and need to find information in a text there are two ways that we can identify information.

A **literal** answer can be found directly in the text. We can point to the answer in the text.

An answer that is **inferred** needs information in the text to build an answer. We have to take what we have read and make sense out of it by thinking about the answer.

Literal

The journey to Australia from England took **ten months**. ←

How long did the journey to Australia take? It took **ten months**

Inferential

One day Leonard went walking in the **heat** of this new topsy-turvy world. It was **January** – back home in England it would be **snowing** now!

What hemisphere is Australia in? Australia must be in the Southern Hemisphere because it is January and it is hot. In the Northern hemisphere, it would be snowing.

Answer the following questions, tell if they are literal or inferential:

1. Where did Leonard travel from and to? \_\_\_\_\_

\_\_\_\_\_

literal/inferential (circle one)

2. What did the Aboriginal people feel about the people on the first fleet? \_\_\_\_\_

\_\_\_\_\_

literal/inferential (circle one)

3. What did Milba and Leonard like to do together? \_\_\_\_\_

\_\_\_\_\_

literal/inferential (circle one)

4. What animals did they see? \_\_\_\_\_

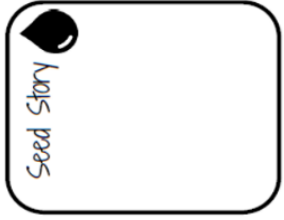
\_\_\_\_\_

literal/inferential (circle one)

5. How did Milba say goodbye to Leonard? \_\_\_\_\_

\_\_\_\_\_

literal/inferential (circle one)



**WALT: engage our readers in a story by using details**

Today you are going to choose a “seed” from you watermelon to write a personal story. You need to include many details about the little event that happened in your story. Be sure to “show”, not “tell” about your event. You can do this by including rich details that put your reader into your story.

For example:

**Telling sentence:** I felt hot at the beach.

**Showing sentence:** The sun pounded down on my back as I walked towards the salty waves.

<b>Task:</b> Seed Story	<b>To be successful I:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Include a beginning, middle and end.</li><li><input type="checkbox"/> Include details to “show, not tell” your story</li><li><input type="checkbox"/> Use a variety of punctuation</li></ul>
<b>Beginning</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>Middle</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>End</b>	<hr/> <hr/> <hr/> <hr/> <hr/>

**My Name is Lizzie Flynn – Claire Saxby and Lizzy Newcomb**



- Listen to the reading of the first part of the text, as you are listening make note of new or unfamiliar words.
- Listen to the teacher explain the difference between literal and inferential questions.
- Answer the questions below and make note of which questions are literal and which are inferential.

**Questions**

If all Lizzie owns is her name, why is she sad to leave England?

---

---

---

---

---

What does the author mean by the sentence “the women are squabbling like seagulls.”?

---

---

---

---

---

Why is Lizzie so hesitant to sew and how do the other women react to her reason?

---

---

---

---

---

What words does Lizzie use to communicate her thoughts about Martha to the reader?

---

---

---

---

---



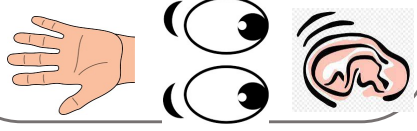
My "Seed" Moment Topic

Who is in the story with you?

Where does it take place?

Emotions

Sensory Details



Beginning

Detail

Detail

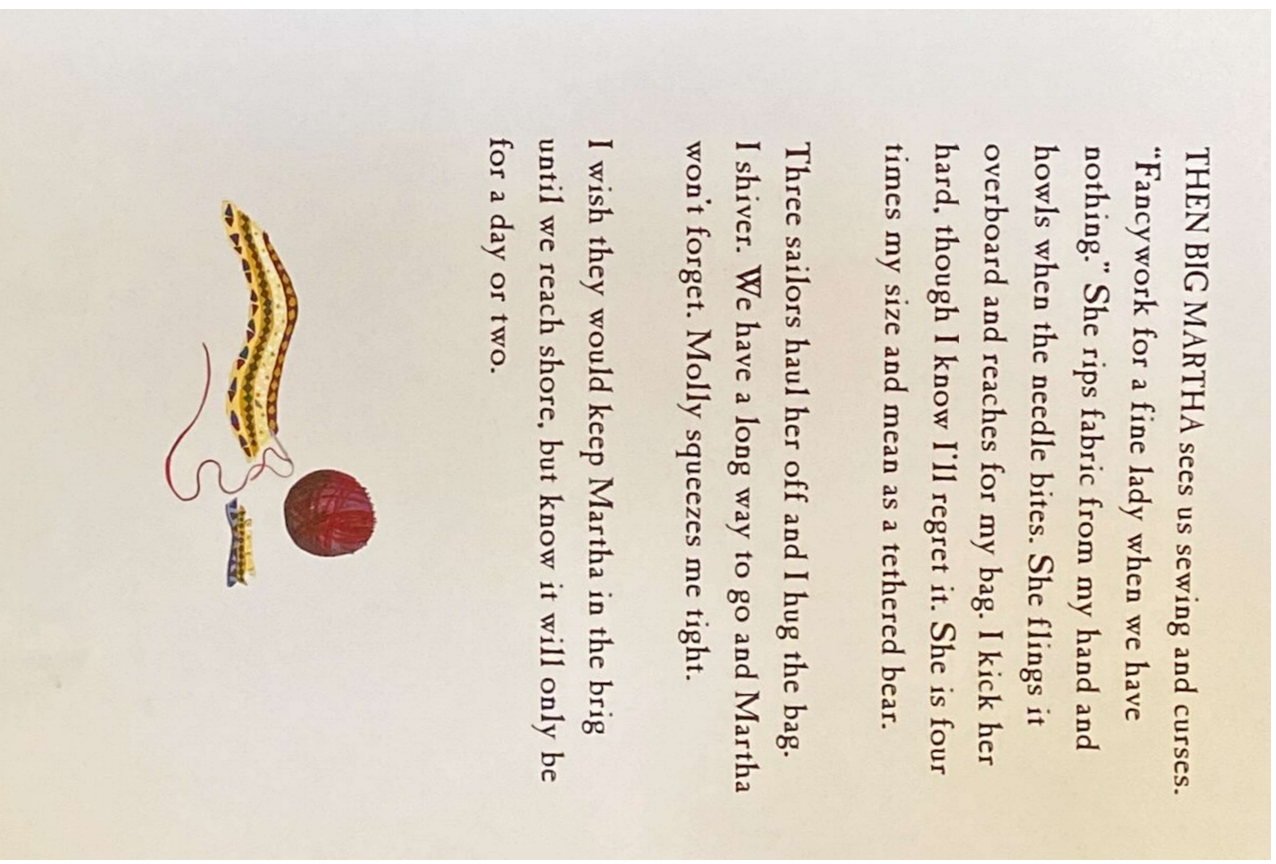
Conclusion



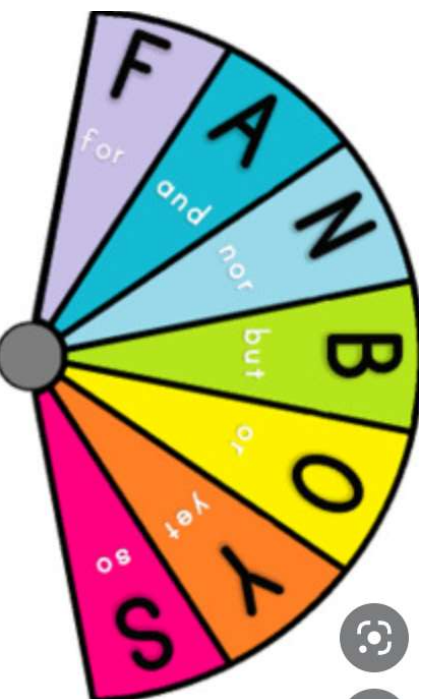
## Thursday - Reading

.Can you find the compound  
Sentence in the text?

Use a pencil or highlighter to  
identify them



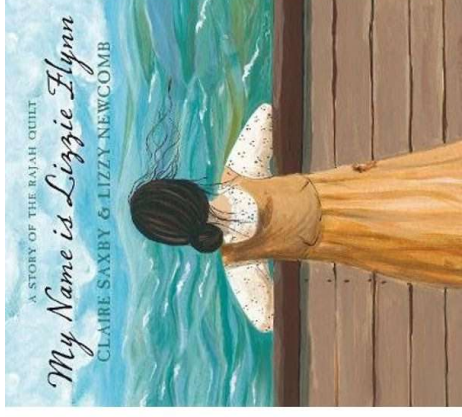
## Coordinating Conjunctions



Thursday - Reading

**“My Name is Lizzie Flynn” by Claire Saxby**

As you’re listening to the story think about how Lizzie’s character changes after the passing of her friend, Molly.



Answer the question.

1. Lizzie’s character changed after Molly’s passing. How did she change? Find evidence in the text to support your thinking.

---

---

---

2. In the text after Molly’s passing Lizzie says “The past is a misted memory. The future has no shape”. What does she mean by this?

---

---

---

3. Why do you think the author chose “My Name is Lizzie Flynn” as the title of this story?

---

---

---



## JUNIOR FLEETERS

### WORD SEARCH

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

Can you find the words listed below? They are all words that may be applied to the First Fleet and are concealed in this puzzle. To find them you may advance vertically, horizontally or diagonally. Use the same letter twice, and go backwards as well as forwards.

AUSTRALIA	IRONS	SHORE	BOTANY BAY
JAIL	SOLDIERS	CHAINS	JANUARY
STARS	COLONY	LANDING	STORM
CONVICTS	FIRST FLEET	NATIVES	SYDNEY
MEN	TENT	FLAG	OCEAN
SUMMER HEAT	FRIENDSHIP	TRANSPORT	SAIL
ENGLAND	SEA	HISTORY	SETTLEMENT
SUPPLY	GOVERNOR PHILLIP	HOPE	SHIPS
MISERY	WOMEN	RATIONS	FLOG
SETTLE	TRIAL		

*Year 3 Word Work T4 W2 Day 1 - Cut and sort your words. Write them down in the table:*

<i>-ce</i>	<i>-ge</i>	<i>-ve</i>	<i>-se</i>

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

---

---

---

---

---

---

---

---

*Day 3 - Blind sort - have a family member read your words to you. Write them in the correct category.  
Cover up your words from above!*

<i>-ce</i>	<i>-ge</i>	<i>-ve</i>	<i>-se</i>



Year 3 Word Work - T4 W2 -

words ending in ce, ge, ve, se

<i>dance</i>	<i>charge</i>	<i>glove</i>
<i>cheese</i>	<i>large</i>	<i>give</i>
<i>please</i>	<i>prince</i>	<i>chance</i>
<i>wedge</i>	<i>curve</i>	<i>tease</i>
<i>fence</i>	<i>dodge</i>	<i>shove</i>
<i>loose</i>	<i>since</i>	<i>ridge</i>
<i>choose</i>	<i>voice</i>	<i>edge</i>



Year 4 Word Work - T4 W2 -ing endings

<i>batting</i>	<i>baking</i>	<i>shopping</i>
<i>bragging</i>	<i>hopping</i>	<i>skating</i>
<i>biting</i>	<i>hoping</i>	<i>humming</i>
<i>sliding</i>	<i>begging</i>	<i>waving</i>
<i>moving</i>	<i>skipping</i>	<i>caring</i>
<i>swimming</i>		



# Year 4 Word Work - T4 W2 -ing endings

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

double	e-drop

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

---

---

---

---

---

---

---

Day 3 - Blind sort - have a family member read your words to you. Write them in the correct category.  
Cover up your words from above!

double	e - drop



My friends and I love pizza.



If I had  $1$  pizza and wanted to share it equally between  $2$  of us, how much pizza would we get each?

How much would each of us have if we had  $1$  pizza to share equally between  $3$  people?

Sometimes, we have some pizza left over which we reheat the next day.

If I have  $\frac{1}{2}$  a pizza and I want to split it between  $2$  of us, what fraction of the whole pizza do we each get?



Q. Is this fraction  $\frac{5}{8}$ ?

— answer choices —

Yes

No

Explain your answer below

## Problem of the Day

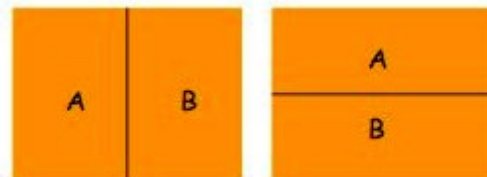
Hannah has a bag of M&M's. There are 24 M&M's in the bag. 8 are red, 6 are green, 7 are yellow, and 3 are brown. What fraction of the M&M's are brown?

Show your working out below

## Paper Halving

In how many different ways can you halve an A4 sheet of paper?

You might start off with something like these two, for example:



Have a good explore and see what different ways you can find. Don't be afraid to be creative!

How will you know if they are halves?

## Monday- Mathematics

### WALT- divide one whole into fractions

**What you need:**

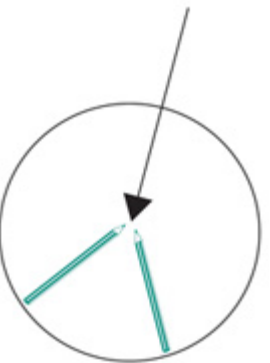
- Pencil
- Blank paper

**Instructions:**

**Draw a large circle on the paper and imagine that the circle is the top view of a round chocolate cake (or pizza base) which you have to share between five people.**

**How would you cut the cake, so you have five equal pieces, and none left over?**

- draw lines on the 'cake' to show where the cuts would be.
- use pencils to work out where the cuts would be, before you draw the cuts on the large circle.



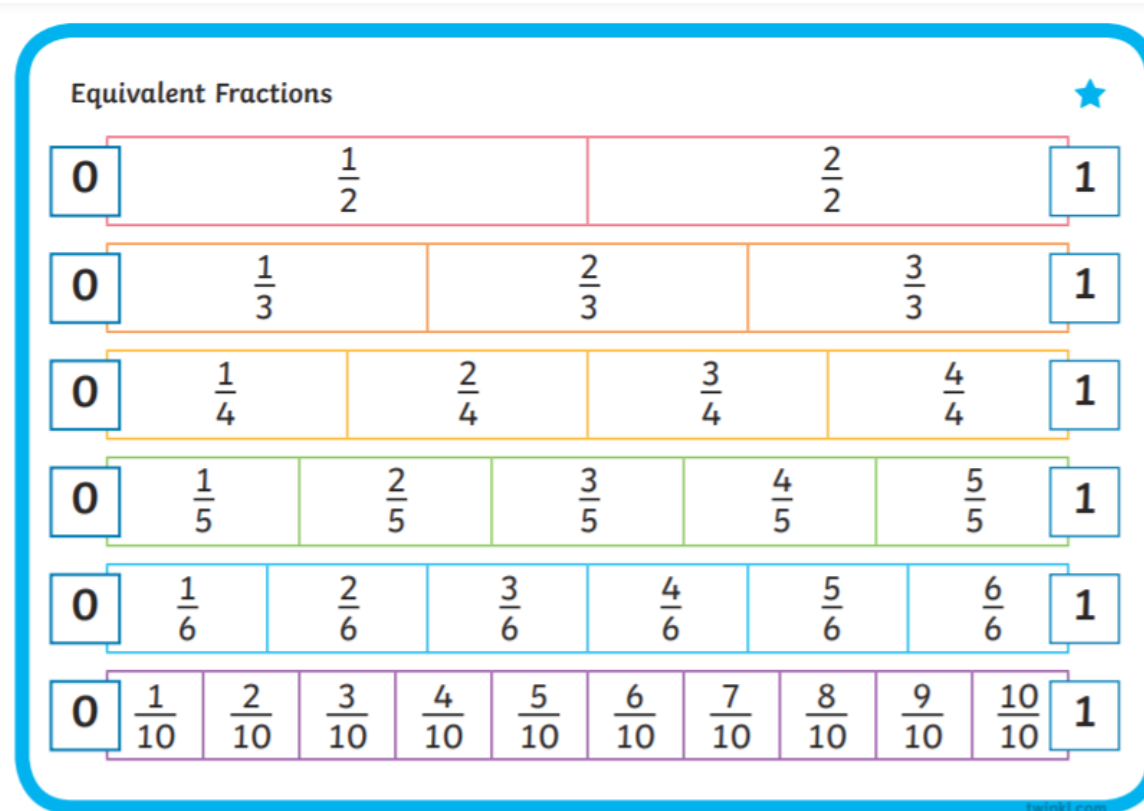
**Discuss the strategy they used to cut the cake into five equal pieces.**

- If you have five equal pieces cut from one whole cake, what would each piece be called?
- What if the same cake was divided into ten equal pieces, so that each person could eat one piece and take one piece home? How would you change the five equal pieces into ten equal pieces?
- If you have ten equal pieces, what would each piece be called?

## Maths – Tuesday 12 th October

### Equivalent Fractions

Look at the chart below and understand how 1 whole can be divided into smaller parts. By looking at this chart, we can see that that the same fraction can be written in different ways, for example,  $\frac{1}{2}$  is equal to  $\frac{2}{4}$  and  $\frac{1}{2}$  is also equal to  $\frac{3}{6}$ . These are called equivalent fractions.



Use the Equivalent fraction card above and complete the equivalent fractions.

1.  $\frac{1}{2} = \frac{\quad}{6}$

2.  $\frac{1}{3} = \frac{\quad}{6}$

3.  $\frac{3}{5} = \frac{\quad}{10}$

4.  $\frac{3}{6} = \frac{\quad}{10}$

5.  $\frac{5}{5} = \frac{\quad}{10}$

6.  $\frac{1}{3} = \frac{\quad}{6}$

7.  $\frac{4}{10} = \frac{\quad}{5}$

8.  $\frac{6}{10} = \frac{\quad}{5}$

Explain why you think they are equivalent fractions.

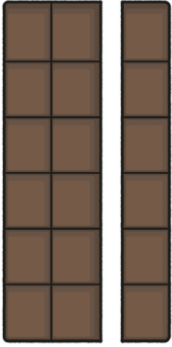

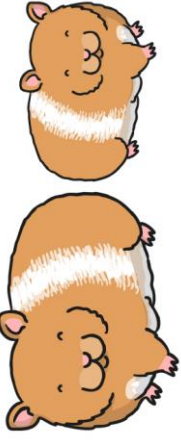

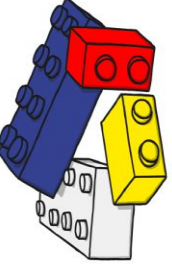
---

---

---

---

Look at the picture in the left column. Read the question and think about how you would get the answer. Show your working and explanation in the next column.

Image	Drawing and Explanation
 <p>Has the chocolate been shared fairly? If not, how would you make it fair?</p>	
 <p>Leo has lost <math>\frac{3}{4}</math> of his marbles. How many did he start with?</p>	
 <p>Harry says his hamster is 28cm long. Theo says his hamster is half as long. How long is Theo's hamster?</p>	
 <p>Which of this shape is not half green? Why?</p>	
 <p>Francis built a house with 4 coloured bricks. She used 64 bricks in all. If she used half red, one quarter blue, and one eighth of each white and yellow. How many of each colour bricks did she use?</p>	

## Maths – Thursday 14<sup>th</sup> October

Represent a fraction in different ways. Choose a different fraction for each of the cards.

### Fractions Think Board

In each section, show different ways to represent a fraction.

<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 0 _____ 1
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	<b>Fraction</b> _____
	<b>Write a Story</b>

### Fractions Think Board

In each section, show different ways to represent a fraction.

<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 0 _____ 1
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	<b>Fraction</b> _____
	<b>Write a Story</b>

# Fractions Think Board

In each section, show different ways to represent a fraction.

<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 0 _____ 1
<b>Fraction</b> _____	<b>Write a Story</b>
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	

# Fractions Think Board

In each section, show different ways to represent a fraction.

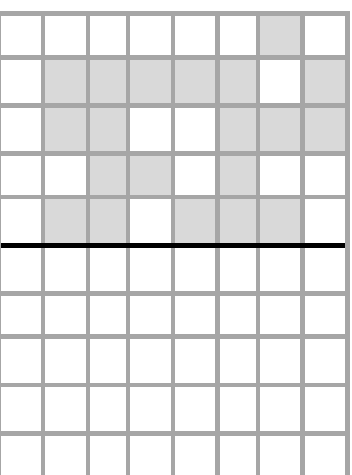
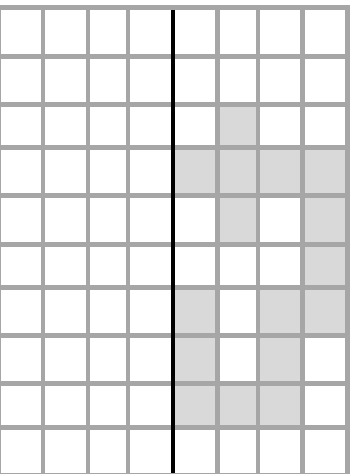
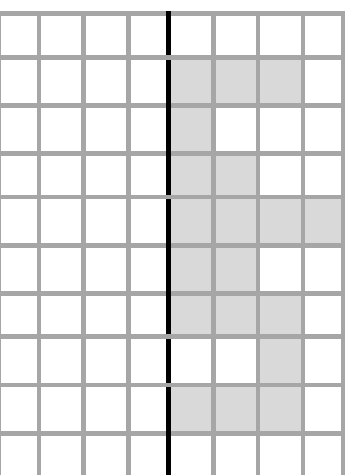
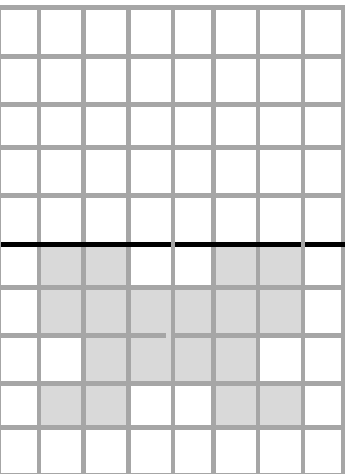
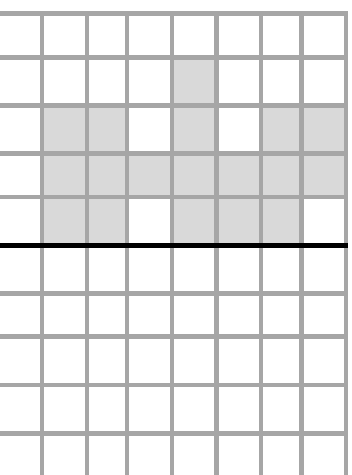
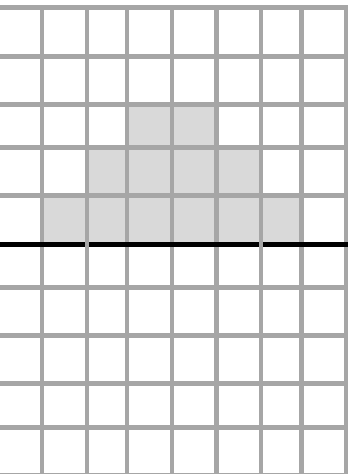
<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 0 _____ 1
<b>Fraction</b> _____	<b>Write a Story</b>
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	



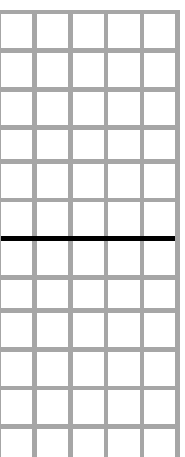
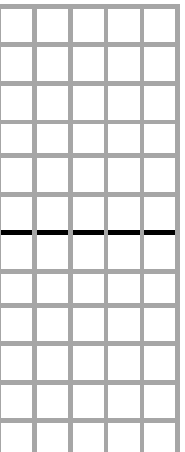
Complete the pattern on each of the blank sides of the squares to complete the matching pattern

### Symmetry

1. Use the symmetry line to help you complete the missing part of each shape.

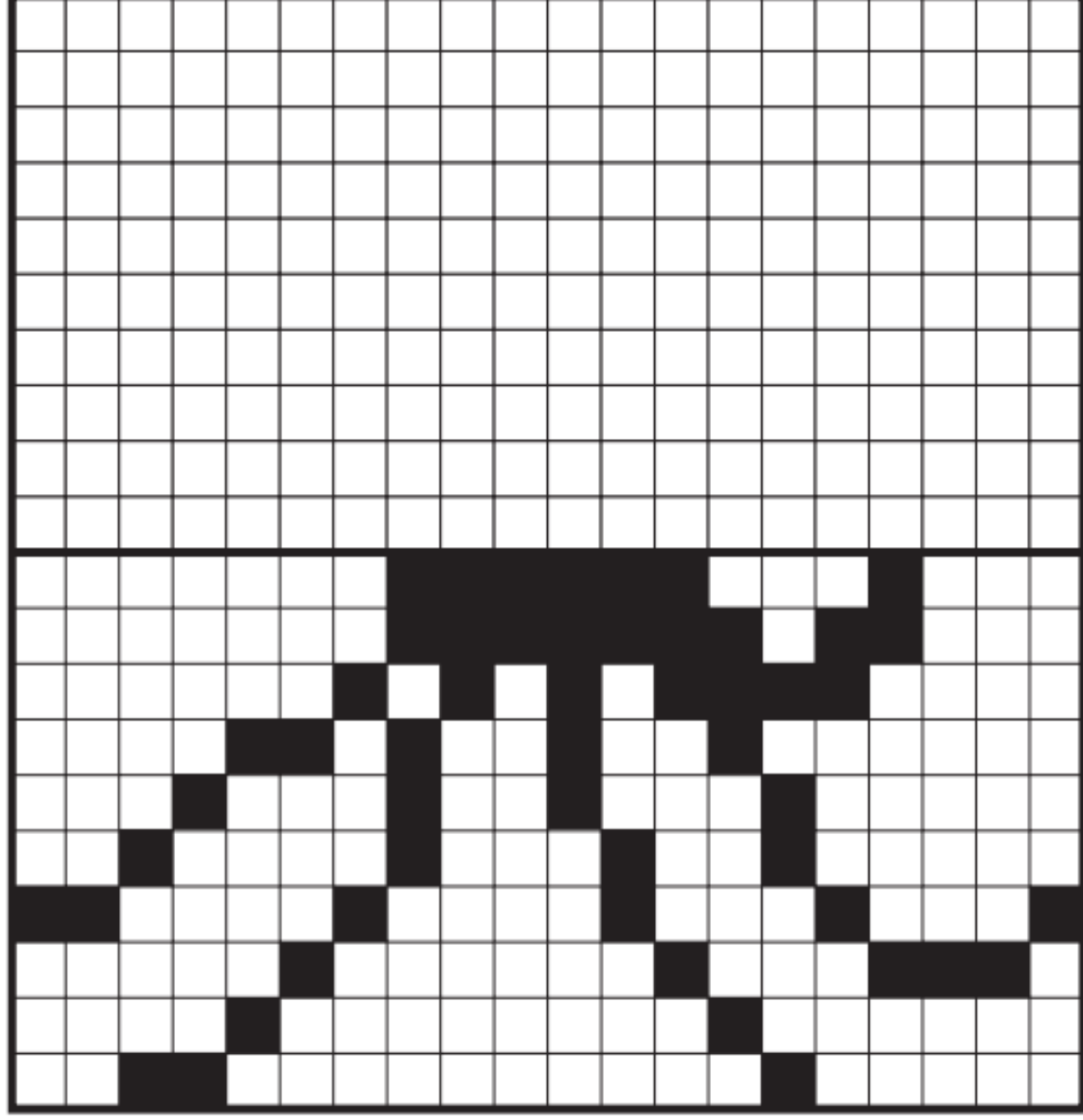


2. Create your own shape on one side of the symmetry line and challenge a friend to finish the missing half!



Complete the pattern on the blank side of the squares to complete the matching pattern.

**The Spider**

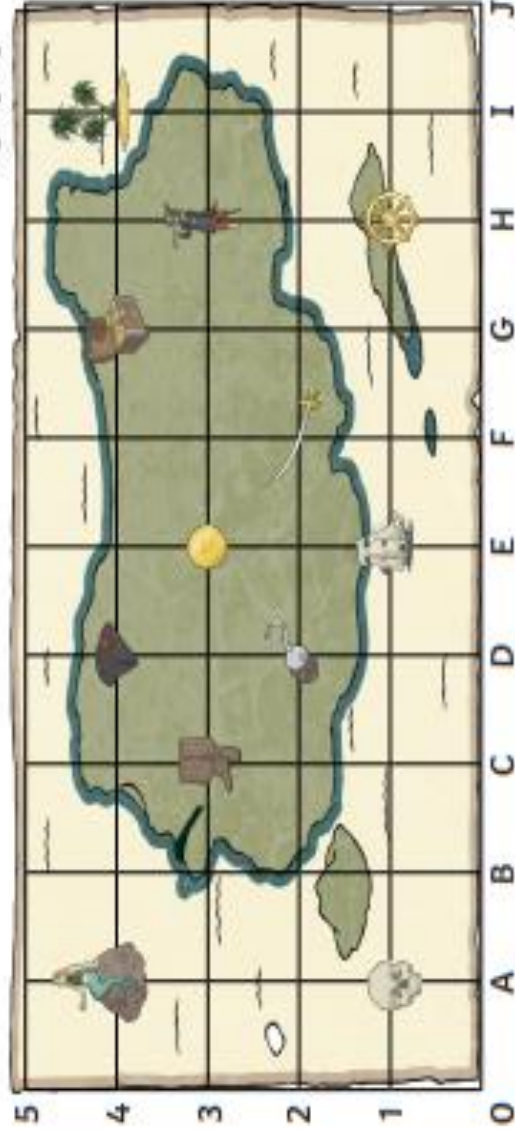






# Pirate Map Coordinates

I can read, write and plot coordinates in the first quadrant.



What is at these coordinates on the pirate map?

(I,4) = \_\_\_\_\_

(A,1) = \_\_\_\_\_

(E,3) = \_\_\_\_\_

(F,2) = \_\_\_\_\_

(G,4) = \_\_\_\_\_

Write the coordinate of these places on the pirate map:



= ( . , . )



= ( . , . )



= ( . , . )



= ( . , . )



= ( . , . )

Plot these coordinates on the grid using a cross.

(B,1)

(C,4)

(E,2)

(I,1)

(G,3)

## Turning Milk to Plastic

Did you know you could turn milk into plastic?

Today you will be engaging in a fun experiment where you will be turning milk, into plastic...

Please make sure you are doing the experiment with an adult.

During the experiment you must do the following...

**Before** you begin, you need to think about what is going to happen. Explain your predictions and thinking in full sentences.

**After** you have completed your experiment, you need to write about following...

How did the consistency of the milk change during the plastic making process? What did you see or notice?

In order to this experiment, you can watch the full video on YouTube using this link

Video link: <https://youtu.be/RF-aET54CGk>

OR

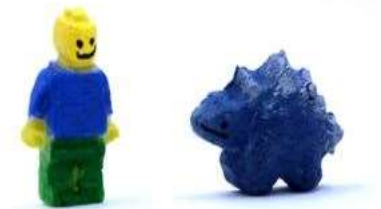
Read the instructions and directions given



### Turn Milk to Plastic

#### Materials:

- Stove or microwave (An adult must supervise you in this step)
- Measuring cup
- Measuring spoon (teaspoon)
- 1 cup of milk
- Pot or microwavable container
- White vinegar
- Paper towels
- Spoon
- Mug
- Optional: food colouring, glitter or cookie cutters for decoration



#### Steps:

- 1) First of all, take 1 cup of milk and warm it in the microwave for about 1.5 minutes (you want it hot, but not boiling) with the support of an adult.
- 2) Next, add 4 teaspoons of vinegar into the hot milk and stir mixture.
- 3) Stack 4 layers of paper towel onto the bench.
- 4) Scoop out curds from liquid mixture and put it onto the paper towel.
- 5) Fold the paper towel over the curds, and press down to absorb liquid.
- 6) Begin to mould into a dough then colour, shape and decorate as you like.
- 7) Put all of your creations on a paper towel and let it dry overnight.

UPLOAD YOUR CREATIONS ONTO CLASSDOJO 

# MY FITNESS WORKOUT

**Directions:** Select 3 exercises from each group to build your own fitness workout. After you have chosen your exercises, cut them out and glue or tape them below to create your personalized fitness workout. Note: You may also draw in your own.

**Upper Body Exercises** →

**Lower Body Exercises** →

**Core Body Exercises** →

 <b>Forearm Plank</b>	 <b>Mountain Hold</b>	 <b>Push-ups</b>	 <b>Side Plank</b>	 <b>Seal Hold</b>
 <b>High Knees</b>	 <b>Lunges</b>	 <b>Back Leg Lifts</b>	 <b>Side Lunges</b>	 <b>Tippie Toe Hold</b>
 <b>Sit-ups</b>	 <b>"V" Hold</b>	 <b>Straight Leg Hold</b>	 <b>Curl-ups</b>	 <b>Bicycles</b>

# MY FITNESS WORKOUT

Name: \_\_\_\_\_

**When Done Pass In This Part**

<b>Upper Body Exercises</b> →			
<b>Lower Body Exercises</b> →			
<b>Core Body Exercises</b> →			

**When Done Pass In This Part**

## Fitness Workout Task

Today you will be building your very own fitness workout time table.

You are to select, cut out and paste the exercise images of your choice in the empty fitness workout table.

Choose

3 upper body exercise of your choice.

3 lower body exercises of your choice.

3 core body exercises of your choice.

Now you are to follow the fitness workout sequence that you have created.

Time yourself doing the whole work out



You can record yourself engaging in your fitness workout and upload it onto class DOJO



You can share your fitness workout to a family member

