



Stafford State School

Independent Public School

Term 2

Week 1

Year 4

Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Music
- Chinese

Monday – Week 1



Wellbeing Task	Practise 5 minutes of calm breathing everyday – either first thing after waking up, after exercise or right before bed to help you sleep. Hold your hands to your chest and feel your chest rise and fall to the count of 4 or 5.
Morning English	<u>Reading</u> <ul style="list-style-type: none">• Read one chapter of a novel or a book that you have at home.• How are the characters and plot creating an interesting narrative?• How have the main character/s changed? What/who is responsible for this?• What do you think will happen next? <u>Spelling</u> <ul style="list-style-type: none">• Pretest. Test the student on the 25 spelling words in Unit 11. Mark. Choose 10 words from the test (or extension words from the back of the book) to be the spelling focus for the week.• Complete Question 4 in Soundwaves <u>Pobble Writing Warm Up 'The Watery World'</u> <ul style="list-style-type: none">▪ Look at the picture▪ Read the passage in <i>Italics</i>▪ Answer question No 1 Sentence challeng <u>Read Theory</u> <ul style="list-style-type: none">• Complete 15 minutes of tasks
Break	
Middle Maths	<u>Maths Warmup</u> <ul style="list-style-type: none">• Chant out the 4 times tables from the page attached in the Week 1 resources <u>Maths Mentals</u> <ul style="list-style-type: none">• Complete Unit 11 Monday in your Maths Mental book. <u>Number and Place Value</u> <ul style="list-style-type: none">• Cut out the numbered boxes on Place Value Chart Week 1.• Using the place value chart (PVC), make the following and record your numbers in your book (all five digit numbers): biggest number, smallest number, biggest even number, smallest odd number, biggest number with a 9 in the tens column.• How difficult / easy was that? Record your answer in your exercise book.• <i>If</i> you printed ten copies of each card (eg: you had ten 0 cards, ten 1 cards etc), would your answers to the above dot points change?• What would your new answers be? Record in your book. <u>Mathletics</u> <ul style="list-style-type: none">• Complete 15 minutes of tasks
Break	
Afternoon HASS	<u>ANZAC Day</u> <ul style="list-style-type: none">• As you know, ANZAC Day is this coming Saturday. Complete the cloze activity titled 'ANZAC Day' and call a family member / friend to discuss why ANZAC Day is so important to commemorate, even though we will be doing that differently this year.• There's also a crossword for you to do.



<p>Wellbeing Task</p>	<p>Practise the mini yoga flow sequence from class – breath in to rocket, breathe out to ragdoll, breath in halfway lift, breathe out plank, breathe in cobra, breathe out down dog and hold 3 breaths, jump feet to hands, breathe in and halfway lift, breathe out rag doll, breathe in reverse swan dive to rocket, breathe out finish in mountain – repeat 5 times slowly.</p>
<p>Morning English</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Read a novel or book that you have at home for 20 minutes. Write a minimum of 3 questions you would like to ask the author of the book. <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Read through all 25 words and clap out the syllables (eg: fun/ny; sud/den/ly) • Complete Questions 5, 6 & 7 in Soundwaves <p><u>Pobble Writing Warm Up 'The Watery World'</u></p> <ul style="list-style-type: none"> ▪ Look at the picture ▪ Read the passage in <i>Italics</i> ▪ Answer question No 2 Question time. <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> • Complete 15 minutes of English tasks
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> • Chant out the 4 times tables from the page attached in the Week 1 resources <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> • Complete Unit 11 Tuesday in your Maths Mental book. <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Using the PVC from yesterday, make the smallest number (all five digits) you can. Record in your books. Make the largest number you can. Record in your books. • Make 5 more numbers. Order these five numbers from smallest to largest. • Choose 2 of these numbers. Using greater than > or less than < to make the number sentence true. eg: 43219 > 15398 • Choose two of these numbers, and put the biggest one on the top. Subtract the smallest one. What is your answer? Check on a calculator. <p><u>Mathletics</u></p> <ul style="list-style-type: none"> • Complete 15 minutes of tasks
<p>Break</p>	
<p>Afternoon Chinese</p>	<ul style="list-style-type: none"> • Refer to Chinese sheet



Wellbeing Task	Teach someone in your family how to play handball. You could use chalk to make squares outside.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Read one chapter of a novel or a book that you have at home. <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Read through all 25 words and tell someone what they mean. Look up on google / dictionary any words you don't know the meaning of. • Complete Questions 8 & 9 <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> • Writing – Write a letter to a character from a text you are reading. Let them know what you like about their character and what you would like their character to do next in the text. • Can you replace three words in your letter with a more interesting synonym? <p><u>English</u></p> <ul style="list-style-type: none"> • Alliteration is a type of figurative language used in writing. Complete the alliteration page attached in Week 1's resources. • Using alliteration, create sentences describing your family members & pets. Underline the alliteration. eg: <u>M</u>arvellous <u>M</u>ax <u>m</u>unches her <u>m</u>eaty bone on <u>M</u>ondays. <p><u>Read Theory</u></p> <ul style="list-style-type: none"> • Complete 15 minutes of tasks
Break	
Middle Maths	<p><u>Times tables</u></p> <ul style="list-style-type: none"> • Complete the number search for the 4 times tables attached in the Week 1 resource pack. <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> • Complete Unit 11 Wednesday in your Maths Mental book. <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Expanded Notation – complete the Sheet in Week 1 Expanded Notation <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> • Spend 15 minutes on Study Ladder for maths <p><u>BTN</u></p> <ul style="list-style-type: none"> • Stream the latest episode of BTN (google Behind The News). Discuss.
Break	
Afternoon Science	<p><u>Science</u></p> <ul style="list-style-type: none"> • Read 'The Lifecycle of a Sunflower' from Week 1 resources and answer the comprehension questions



Wellbeing Task	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. If you have access to the internet search 30 jump rope tricks you can learn #JumpingJordyn
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Read one chapter of a novel or a book that you have at home. <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Read through all 25 words and give an antonym (word that means the opposite) or synonym (word that means the same) • Complete Questions 10, 11 & 12 <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> • Write a detailed description of a person or animal in your home. Remember to describe their personality as well as their physical appearance. • Ask your parent or carer for some feedback on your writing. What changes could you make? <p><u>Pobble Writing Warm Up 'The Watery World'</u></p> <ul style="list-style-type: none"> ▪ Look at the picture ▪ Read the passage in <i>Italics</i> ▪ Answer question No 3 Sick sentences. <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> • Complete 15 minutes of English tasks
Break	
Middle Maths	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> • Chant out the 4 times tables from the page attached in the Week 1 resources, shuffling up the order. (eg: $4 \times 3 = 12$, $4 \times 6 = 24$, $4 \times 10 = 40$, $4 \times 5 = 20$ etc) <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> • Complete Unit 11 Thursday in your Maths Mental book. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Complete Unit 11 Maths Mentals Problem Solving. You can use the CUBES page to assist you. <p><u>Mathletics</u></p> <ul style="list-style-type: none"> • Complete 15 minutes of tasks
Break	
Afternoon Music Health/PE	<ul style="list-style-type: none"> • Refer to Music sheet • Refer to Health/ PE sheet



Wellbeing Task	Ask someone to read you The Farm - Yoga Story (attached) perform the yoga poses when you hear them read just like in class.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together. • How does the title describe the content of the book? • Was the title a good one for this book? Why or why not? <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Test the 25 words for Unit 11 and mark • Challenge yourself with the Challenge! Give it a try! • Complete the spelling activity attached (Week 1 Spelling Activity) <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> • Write a letter to your teacher. Let them know how you have been going this week. You can save it to give to your teacher when you return to school. <p><u>Pobble Writing Warm Up 'The Watery World'</u></p> <ul style="list-style-type: none"> ▪ Look at the picture ▪ Read the passage in <i>Italics</i> ▪ Answer question No 4 Perfect picture. <p><u>Read Theory</u></p> <ul style="list-style-type: none"> • Complete 15 minutes of tasks
Break	
Middle Maths	<p><u>Times tables</u></p> <ul style="list-style-type: none"> • Complete the number search for the 4 times tables attached in the Week 1 resource pack. • Test the 4 times tables (from 4x0 through to 4x10). Mark. <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> • Complete Unit 11 Friday review in your Maths Mental book. <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Revise the PVC. Using the cards from Monday Wk 1, make the following number: 43817 • If you were to add ten to that number, change the cards to show what you would now make (eg: 43827) • Using the same number, add or subtract eg: twenty, one hundred, one thousand, fifty etc. Check your answers with a calculator. • Complete Place Value to 9999 worksheet in Week 1 resources. <p><u>Mathletics</u></p> <ul style="list-style-type: none"> • Spend 15 minutes doing some tasks on Mathletics
Break	
Afternoon Art	<p><u>Art</u></p> <ul style="list-style-type: none"> • Complete the art activity page – all about Feet!

Unit 11

Week 1 Spelling Activity

Unit 11

MatchIt Definitions

Match the definition to the word by drawing a line or by writing the number in the box

- | | | |
|-------------|--------------------------|---|
| 1) uncle | <input type="checkbox"/> | a group or set of twelve |
| 2) suddenly | <input type="checkbox"/> | just the right amount of something |
| 3) upstairs | <input type="checkbox"/> | the day between Saturday and Monday |
| 4) tough | <input type="checkbox"/> | having or bringing good fortune |
| 5) Sunday | <input type="checkbox"/> | to put something on or over something else |
| 6) hurry | <input type="checkbox"/> | happening quickly or without warning |
| 7) lucky | <input type="checkbox"/> | an overflow of water onto dry land |
| 8) number | <input type="checkbox"/> | no one, not any or nothing |
| 9) hunt | <input type="checkbox"/> | a brother or brother-in-law of one's parent |
| 10) funny | <input type="checkbox"/> | a digit or numeral |
| 11) doesn't | <input type="checkbox"/> | an open-topped container with a handle |
| 12) dozen | <input type="checkbox"/> | contraction of "does not" |
| 13) such | <input type="checkbox"/> | the act of moving quickly |

MatchIt Definitions

Match the definition to the word by drawing a line or by writing the number in the box.

- | | | |
|------|--------------------------|--|
| er | <input type="checkbox"/> | an unidentified person |
| e | <input type="checkbox"/> | difficult, hard or inflexible |
| er | <input type="checkbox"/> | capable of causing laughter |
| ble | <input type="checkbox"/> | nation or land |
| cet | <input type="checkbox"/> | unpleasant to look at |
| iday | <input type="checkbox"/> | having a bumpy, gritty surface |
| ugh | <input type="checkbox"/> | to a higher building level, often by steps |
| d | <input type="checkbox"/> | having few years |
| jh | <input type="checkbox"/> | to make twice as great or multiply by two |
| rg | <input type="checkbox"/> | the day between Sunday and Tuesday |
| eone | <input type="checkbox"/> | a pursuit or search |
| ntry | <input type="checkbox"/> | to a great extent |

Place Value Chart Week 1

Tens of Thousands	Thousands	Hundreds	Tens	Ones
0	1	2	3	4
5	6	7	8	9



NA3 Expanded notation

Numbers can be expanded to show the value of each digit. A simple example would be $247 = 200 + 40 + 7$. The same strategy can be used to show the place value of large numbers like the one below.

We write: **86 725**

We say: **8 6 7 2 5**

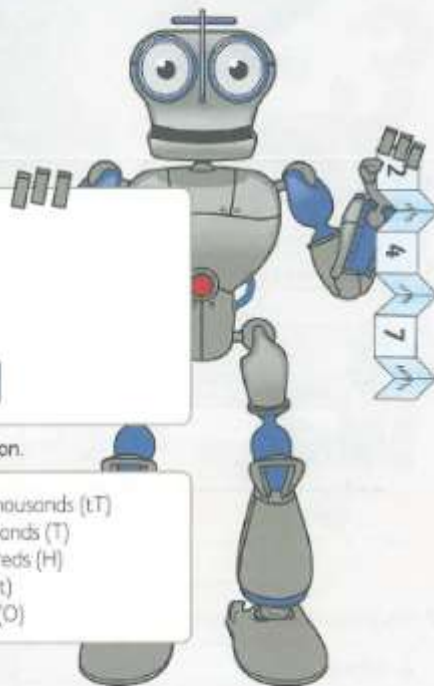
We show: **8 6 7 2 5**

Here are three ways to show the number in expanded notation.

80 000
6 000
700
20
5

$8 \times 10\ 000$
 $6 \times 1\ 000$
 7×100
 2×10
 5×1

8 ten thousands (tT)
6 thousands (T)
7 hundreds (H)
2 tens (t)
5 ones (O)



Try this

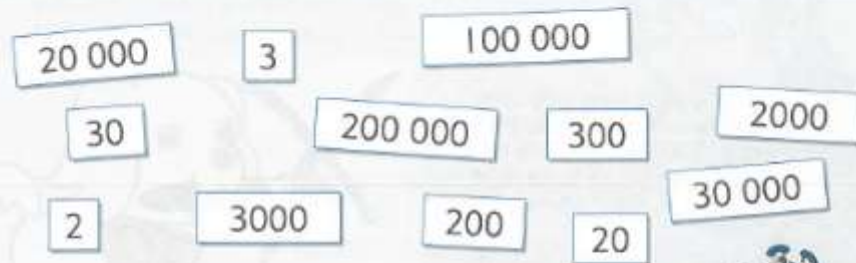
1 Show the number **68 274** using three forms of expanded notation.

a

b

c

2 Colour the cards needed to make the number **33 222**. Some cards are not needed.



3 Write the number shown by each expanded notation.

a = $90\ 000 + 5000 + 800 + 60$

b = $60\ 000 + 8000 + 200 + 10 + 3$

c = $70\ 000 + 40 + 6$

4 The expanded notation is all jumbled up for these numbers. Write the number shown by each expanded notation.

a = $40 + 4000 + 7 + 30\ 000 + 700$

b = $90\ 000 + 500 + 9000 + 5 + 50$

c = $60 + 80\ 000 + 6000$

5 Write **53 962** in words.

★ Challenge

Expander for ten thousands: Design an 18-square number expander made from a strip of paper or card. Label the place values from ones to hundred thousands.

1 Write the numbers on the place value chart.

	Number	Thousands	Hundreds	Tens	Ones
a	800		8	0	0
b	7296				
c	2307				
d	60				
e	5207				
f	1406				
g	6237				

2 Place each set of numbers in descending order.

- a 8507, 7503, 5073, 3057 _____
- b 2645, 3658, 1999, 2500 _____
- c 2907, 8436, 3541, 2657 _____
- d 3524, 5234, 2453, 4532 _____
- e 837, 238, 1438, 2745 _____

Descending order means from the highest to the lowest.



3 Write the largest number you can using the digits supplied.

- a 3, 5, 6 _____ b 7, 0, 9 _____ c 3, 4, 2 _____ d 1, 3, 6, 5 _____ e 2, 7, 3, 4 _____

4 Expand each number. The first one has been done for you.

- a $4527 = 4000 + 500 + 20 + 7$
- b $5436 = \square + \square + \square + \square$
- c $6748 = \square + \square + \square + \square$
- d $6740 = \square + \square + \square + \square$
- e $8407 = \square + \square + \square + \square$
- f $7987 = \square + \square + \square + \square$
- g $8579 = \square + \square + \square + \square$

$4677 = 4000 + 600 + 70 + 7$



Alliteration

Alliteration is the repetition of consonant sounds. Writers use alliteration to make stories and poems fun to read. Sometimes they use alliteration to show a certain mood or feeling. Tongue twisters are good examples of alliteration.

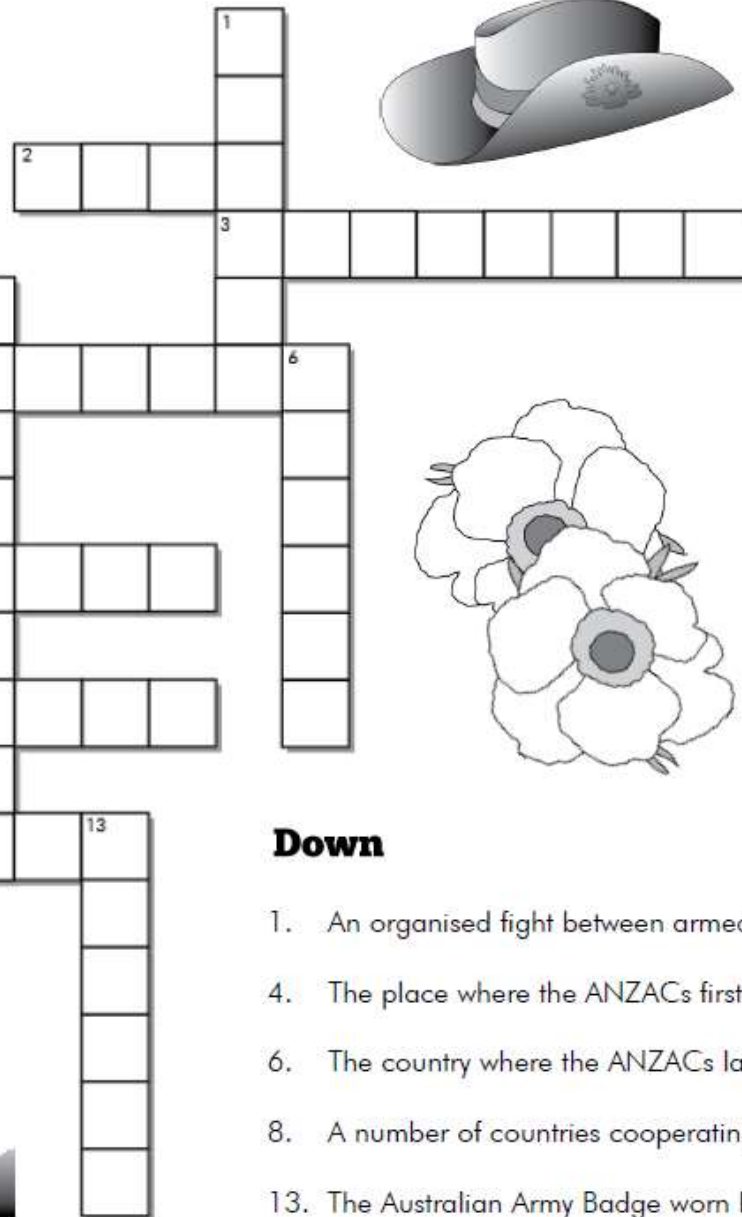
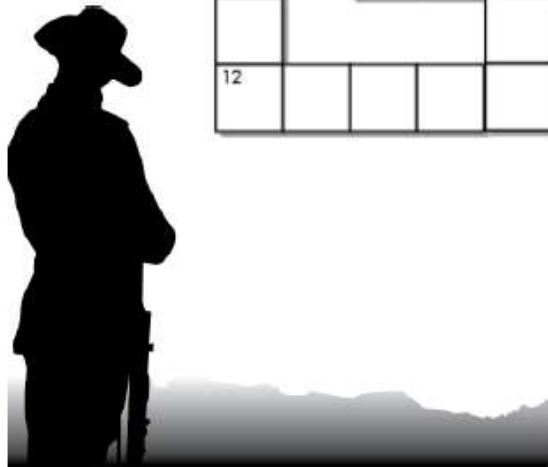
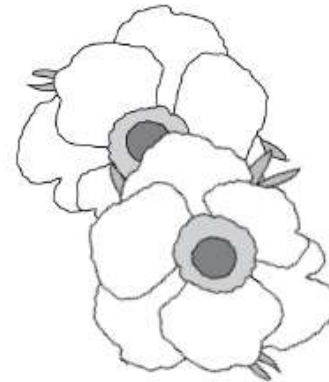
example: That perky purple penguin is the mascot at the Pizza Palace.

Read the sentences below and underline the words that start with the same consonant sound.

- I stepped in a gooey glob of grape gum.
- The sticky stuff stuck to my shiny new shoes.
- Stepping in messy gum makes me mad.
- The ducks dive and dip in the deep water.
- The geese gather in a noisy group.
- The pigeons peck at peanuts on the pavement.
- The loons look lovely on the lake.
- The raccoon ran rapidly toward the raging river.
- The plump, pink pigs played in the puddles.
- Ben put the bunch of bananas in the big blue bowl.
- Sara silently sneaked into her sister's room.
- Words can be wacky, wonderful, and weird.

ANZAC

Crossword



Across

2. A flag flying below the top of the flag pole, as a mark of respect. half _ _ _ _
3. Long, narrow ditches, which provide shelter from enemy fire or attack.
5. A sword-like blade which is fixed to a rifle.
7. A piece of coloured material used as a symbol of a country.
9. A gun which is fired from the shoulder.
10. A small brass instrument used for sounding military signals.
11. The wide brimmed felt hat worn by Australian soldiers. _ _ _ _ _ hat
12. A person who serves in an army.

Down

1. An organised fight between armed forces.
4. The place where the ANZACs first fought in WW1.
6. The country where the ANZACs landed in 1915.
8. A number of countries cooperating for military purposes.
13. The Australian Army Badge worn by the diggers. _ _ _ _ _ Sun



What is the life cycle of a sunflower? – 1

Read the text.

The beginning ...

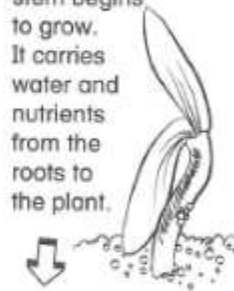
A sunflower seed falls to the ground. It will start to develop, or **germinate**, when the weather is warm and the soil is damp.



A root develops and grows down into the ground. It holds the plant in place. The root allows the plant to grow by taking in water and nutrients from the soil.



A small shoot appears above the soil. Then the stem begins to grow. It carries water and nutrients from the roots to the plant.



The leaves appear. They make the nutrients the plant requires to continue growing. It does this by using sunlight, water and the carbon dioxide it gets from the air. This process is called **photosynthesis**.



Flowers begin to develop. These contain pollen and ova. In the future, they will combine to produce the seeds which will eventually germinate and grow into new plants. Sunflower petals are bright yellow. The plants are fully grown in about three months. They can grow up to three metres tall.



The petals and leaves fall off as the flowers die. Seeds begin to form inside each flower.



What is the life cycle of a sunflower? – 2

Use the text on page 3 to complete the following.

- What do you think the word 'germinate' means?

- What happens after seeds germinate? Write the numbers 1 to 5 to show the correct order.
 - The leaves begin to grow.
 - Seeds begin to grow inside each flower.
 - A small shoot appears above the soil.
 - Flowers begin to grow.
 - A root appears and grows down into the soil.
- How are the roots and stems of a sunflower similar?

- What would happen if a sunflower didn't have flowers?

- Think about what is the same and what is different about animal and plant life cycles. Write each of these things in the correct place.



They: grow, die, reproduce, germinate, are born, lay eggs, have seeds, make own food.

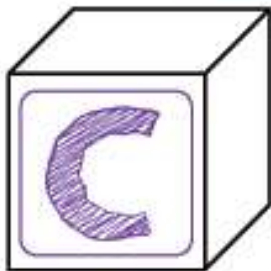
Plants only	Both	Animals only



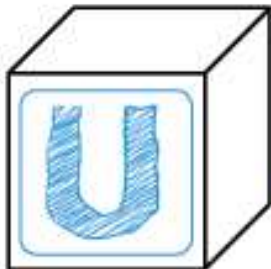
Scientists have discovered that sunflower seeds are full of Vitamin E and other nutrients. Find out ways they are used in the foods we eat.

CUBES

PROBLEM SOLVING STRATEGY



Circle the numbers



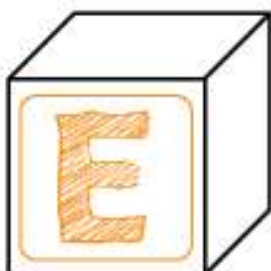
Underline the question

What is the problem I am trying to solve?



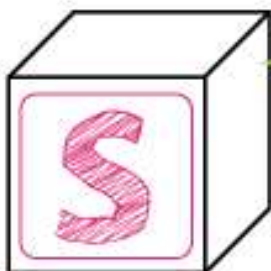
Box the key words

Do I need to add, subtract, multiply or divide?



~~Eliminate~~ and evaluate 

What information is not needed?
What steps do I need to take?



Show your work!

Solve and check 

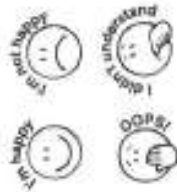
Did I answer the underlined question?
How can I check my answer?

Set B

1. $4 + 12 =$ _____
2. $4 \times 7 =$ _____
3. $24 \div 4 =$ _____
4. $8 - 4 =$ _____
5. $4 + 20 =$ _____
6. $4 \times 9 =$ _____
7. $8 + 4 =$ _____
8. $32 - 4 =$ _____
9. $4 + 16 =$ _____
10. $4 \times 3 =$ _____
11. $32 \div 4 =$ _____
12. $44 - 4 =$ _____
13. $4 + 8 =$ _____
14. $4 \times 6 =$ _____
15. $12 \div 4 =$ _____
16. $36 - 4 =$ _____
17. $4 + 4 =$ _____
18. $4 \times 10 =$ _____
19. $16 \div 4 =$ _____
20. $24 - 4 =$ _____
21. $32 + 4 =$ _____
22. $8 \times 40 =$ _____
23. $28 \div 4 =$ _____
24. $16 - 4 =$ _____
25. $4 + 40 =$ _____
26. $4 \times 8 =$ _____
27. $20 \div 4 =$ _____
28. $20 - 4 =$ _____
29. $40 \div 4 =$ _____
30. $5 \times 40 =$ _____
31. $36 \div 4 =$ _____
32. $12 - 4 =$ _____
33. $24 + 4 =$ _____
34. $4 \times 0 =$ _____
35. $4 + 4 =$ _____
36. $28 - 4 =$ _____
37. $4 + 36 =$ _____
38. $4 \times 4 =$ _____
39. $40 \div 4 =$ _____
40. $40 - 4 =$ _____

My score:

My time: _____ mins _____ secs



The main area for me to work on is: _____

Set A

1. $4 + 4 =$ _____
2. $4 \times 5 =$ _____
3. $40 \div 4 =$ _____
4. $12 - 4 =$ _____
5. $4 + 12 =$ _____
6. $4 \times 7 =$ _____
7. $16 \div 4 =$ _____
8. $24 - 4 =$ _____
9. $4 + 28 =$ _____
10. $4 \times 3 =$ _____
11. $8 \div 4 =$ _____
12. $8 - 4 =$ _____
13. $4 + 8 =$ _____
14. $4 \times 9 =$ _____
15. $12 \div 4 =$ _____
16. $36 - 4 =$ _____
17. $4 + 20 =$ _____
18. $4 \times 10 =$ _____
19. $32 \div 4 =$ _____
20. $40 - 4 =$ _____
21. $4 + 16 =$ _____
22. $4 \times 8 =$ _____
23. $20 \div 4 =$ _____
24. $28 - 4 =$ _____
25. $32 + 4 =$ _____
26. $4 \times 4 =$ _____
27. $28 \div 4 =$ _____
28. $16 - 4 =$ _____
29. $40 \div 4 =$ _____
30. $4 \times 6 =$ _____
31. $36 \div 4 =$ _____
32. $20 - 4 =$ _____
33. $24 + 4 =$ _____
34. $2 \times 4 =$ _____
35. $24 \div 4 =$ _____
36. $4 - 4 =$ _____
37. $36 \div 4 =$ _____
38. $4 \times 0 =$ _____
39. $40 \div 4 =$ _____
40. $32 - 4 =$ _____

My score:

My time: _____ mins _____ secs



The main area for me to work on is: _____



TIMES TABLES CHARTS 1 TO 12

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

2	x	1	=	2
2	x	2	=	4
2	x	3	=	6
2	x	4	=	8
2	x	5	=	10
2	x	6	=	12
2	x	7	=	14
2	x	8	=	16
2	x	9	=	18
2	x	10	=	20
2	x	11	=	22
2	x	12	=	24

3	x	1	=	3
3	x	2	=	6
3	x	3	=	9
3	x	4	=	12
3	x	5	=	15
3	x	6	=	18
3	x	7	=	21
3	x	8	=	24
3	x	9	=	27
3	x	10	=	30
3	x	11	=	33
3	x	12	=	36

4	x	1	=	4
4	x	2	=	8
4	x	3	=	12
4	x	4	=	16
4	x	5	=	20
4	x	6	=	24
4	x	7	=	28
4	x	8	=	32
4	x	9	=	36
4	x	10	=	40
4	x	11	=	44
4	x	12	=	48

5	x	1	=	5
5	x	2	=	10
5	x	3	=	15
5	x	4	=	20
5	x	5	=	25
5	x	6	=	30
5	x	7	=	35
5	x	8	=	40
5	x	9	=	45
5	x	10	=	50
5	x	11	=	55
5	x	12	=	60

6	x	1	=	6
6	x	2	=	12
6	x	3	=	18
6	x	4	=	24
6	x	5	=	30
6	x	6	=	36
6	x	7	=	42
6	x	8	=	48
6	x	9	=	54
6	x	10	=	60
6	x	11	=	66
6	x	12	=	72

7	x	1	=	7
7	x	2	=	14
7	x	3	=	21
7	x	4	=	28
7	x	5	=	35
7	x	6	=	42
7	x	7	=	49
7	x	8	=	56
7	x	9	=	63
7	x	10	=	70
7	x	11	=	77
7	x	12	=	84

8	x	1	=	8
8	x	2	=	16
8	x	3	=	24
8	x	4	=	32
8	x	5	=	40
8	x	6	=	48
8	x	7	=	56
8	x	8	=	64
8	x	9	=	72
8	x	10	=	80
8	x	11	=	88
8	x	12	=	96

9	x	1	=	9
9	x	2	=	18
9	x	3	=	27
9	x	4	=	36
9	x	5	=	45
9	x	6	=	54
9	x	7	=	63
9	x	8	=	72
9	x	9	=	81
9	x	10	=	90
9	x	11	=	99
9	x	12	=	108

10	x	1	=	10
10	x	2	=	20
10	x	3	=	30
10	x	4	=	40
10	x	5	=	50
10	x	6	=	60
10	x	7	=	70
10	x	8	=	80
10	x	9	=	90
10	x	10	=	100
10	x	11	=	110
10	x	12	=	120

11	x	1	=	11
11	x	2	=	22
11	x	3	=	33
11	x	4	=	44
11	x	5	=	55
11	x	6	=	66
11	x	7	=	77
11	x	8	=	88
11	x	9	=	99
11	x	10	=	110
11	x	11	=	121
11	x	12	=	132

12	x	1	=	12
12	x	2	=	24
12	x	3	=	36
12	x	4	=	48
12	x	5	=	60
12	x	6	=	72
12	x	7	=	84
12	x	8	=	96
12	x	9	=	108
12	x	10	=	120
12	x	11	=	132
12	x	12	=	144

Name: _____

Multiplication Search

Directions: Multiply to solve the problems in the problem list. Find the same problems in the puzzle. Circle the problem and write x and = in the correct places. The problems are hidden across and down.

Problem List

$4 \times 7 =$

$4 \times 1 =$

$4 \times 3 =$

$2 \times 4 =$

$4 \times 9 =$

$4 \times 4 =$

$6 \times 4 =$

$4 \times 11 =$

$4 \times 0 =$

$4 \times 8 =$

$4 \times 5 =$

$4 \times 10 =$

$7 \times 4 =$

$11 \times 4 =$

$3 \times 4 =$

$4 \times 2 =$

$0 \times 4 =$

$4 \times 12 =$

$4 \times 6 =$

$9 \times 4 =$



4	7	0	1	3	4	5	9	11	2	4	10	40	6	3
1	4	7	28	4	1	7	12	4	5	8	2	9	3	2
3	1	5	2	9	4	7	11	9	10	3	32	5	1	7
7	7	11	9	12	6	0	3	36	5	1	9	20	3	4
4	9	3	2	4	8	2	5	0	4	1	8	5	9	2
18	5	6	2	1	4	7	9	1	4	4	16	7	10	8
4	0	4	5	4	12	48	8	7	10	6	11	28	9	2
5	2	6	1	7	10	11	4	44	9	2	5	4	8	1
7	5	24	2	8	3	11	2	9	4	9	1	5	3	7
1	9	3	2	7	4	8	32	2	30	11	4	20	7	1
4	0	5	9	6	3	4	1	36	2	8	11	7	1	6
0	5	2	3	9	1	0	4	3	12	5	9	4	0	4
0	2	9	4	5	7	8	2	5	3	1	0	20	1	24
4	3	7	12	1	0	4	0	6	8	9	2	1	5	6
1	9	4	36	8	2	5	8	3	11	4	11	44	8	2

Anzac Day

Word Bank

Zealand	Australians	Corps	plan	rescued
Anzac	Gallipoli	Turkey	evacuation	battle
long	worried	troops	killed	April
world	countries	difficult	8000	history
mission	casualties	suspicious	lost	

_____ Day is a day of remembrance that takes place on 25th _____. It is commemorated in Australia and New Zealand or by _____ and New Zealanders living elsewhere in the _____. It is held in memory of the members of the Australian and New _____ Army Corps (Anzacs), many of whom lost their lives in _____.

The Australian and New Zealand Army _____ landed at _____ on 25th April 1915. This was the first major combat of the war for these two _____. It was a _____ and brutal eight-month battle. The _____ was to knock _____ out of the war as quickly as possible. However, this proved to be more _____ than was expected.

At the end of 1915, the Anzac forces were _____ from the beach. Generals and commanders were _____ about the high number of casualties. A secret _____ was planned so that the Turkish _____ did not find out. The Anzac troops were evacuated in stages to stop the Turkish troops getting _____.

There were many _____ and many were _____ during the battle at Gallipoli. Over _____ Australian soldiers and more than 2500 New Zealander soldiers _____ their lives. Even though the _____ was not successful, the bravery and determination shown by the Anzacs have made this terrible battle an important moment in Australian _____.





NAME _____

CLASS _____

Feet are very important - they hold you up! Walk for ages, seldom complain! Take you out and bring you back!

FEET

Ask a friend to help you take an outline of your foot on card - remember to take your shoe and sock off first!

Use this drawing as a template - Can you give it expression?



Make it happy, sad, angry, sleepy.

DON'T FORGET TO PUT YOUR

SHOE AND SOCK BACK ON





Music - Year 3 and 4

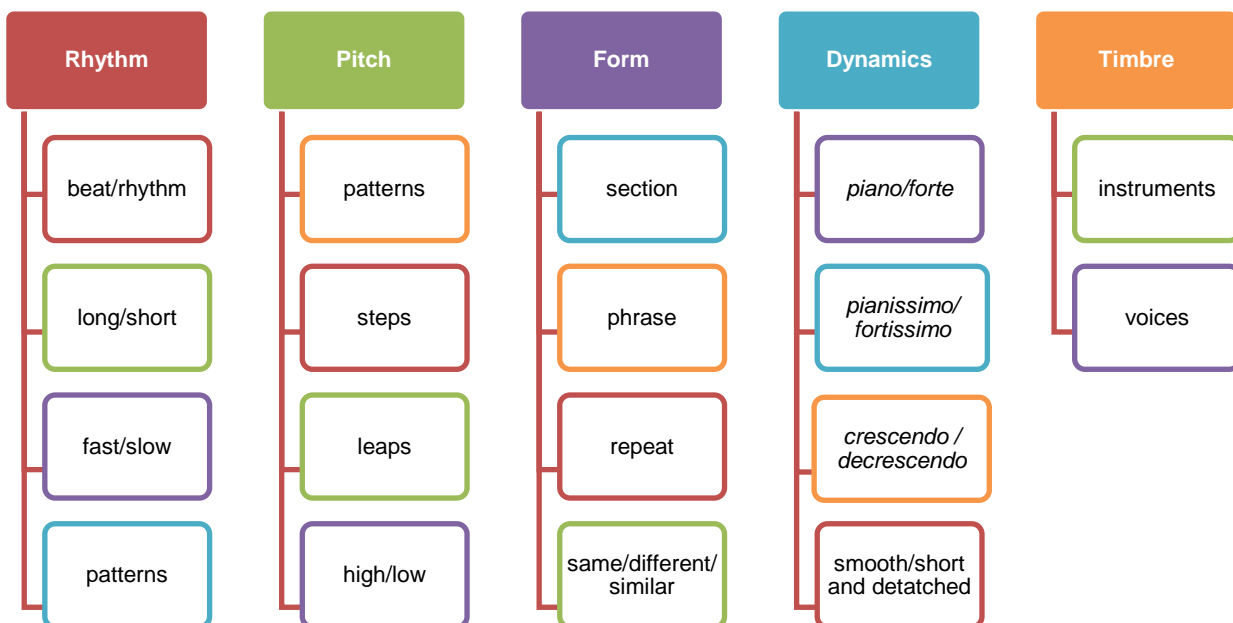
Welcome to our music unit on responding to music!

Your task, if you choose to accept it, is to

compare two pieces of music.

- Use the **elements of music** to discover how the elements of music are used in each piece of music.
- Using musical terms, **discuss and describe** how each piece of music is **different or the same**.
- Discuss this with your family and see if they agree or disagree with your findings.
- Choose two different pieces of music. These can be either pop songs, movie themes, or any music of your favourite genre (style) of music – maybe jazz, classical, country, world, Australian etc.
- Try talking with your family about ANY music you hear on the radio, internet, CDs, iPad etc!

Elements of Music



Music eLearning Grid

Debbie O'Shea is a wonderful music teacher in Brisbane. She has created a series of musical activities and experiences you may like to try. Some are online, while others only require a good imagination. No matter what activities you try, Mr Dooner encourages you to make music a part of your day, every day!

Name: _____

	Music Piece 1	Music Piece 2
Title of music piece		
Genre of music piece (eg. pop, movie, jazz)		
Circle any of these musical elements that you can hear in your music piece	Dynamics (volume; loud and soft) Form (patterns) Pitch (steps, leaps, high/ low) Rhythm (beat, long/short, fast/slow) Texture (unison, melody, accompaniment, drone) Timbre (instruments, voices)	Dynamics (volume; loud and soft) Form (patterns) Pitch (steps, leaps, high/ low) Rhythm (beat, long/short, fast/slow) Texture (unison, melody, accompaniment, drone) Timbre (instruments, voices)
Task 1 Write 3 sentences about each song. Is the music sad/ happy/ scary/ exciting/slow/fast? How have the elements of music been used to create those feelings?		
Task 2 Now compare your two pieces of music. Think about how they are the same similar or different .		

Task 1- Sample Response

*My first song has a sad sound at the beginning of the piece. It creates the sad feeling by using a slow **tempo** (largo). The dynamics are soft (piano). There is only one female singer and a guitar in this song.*

Task 2- Sample Response

*My first song is sad but my second song is a really happy. The **tempo** is slow (largo) in the first song and fast (allegro) in the second song. The **dynamics** are much louder in the second song. I can hear lots of instruments and at least two singers in the second song.*

You will be asked to return your task sheet response later in the term. Keep them somewhere safe!



PE (Athletics) - Year 3 to Year 6

This term Students, develop specialised movement skills of running, jumping, landing, throwing and catching. They apply and combine the above skills to solve movement challenges.

Mini Olympics

Your mission is to create your own Mini Olympics @ Home. There are currently 5 events on your Olympics program for you to compete in. You may wish to design and add more events to your program.

Each week you will need to train for the following events. Skill and drill videos have been supplied if you have access to the internet. Each event has three key words for you to remember when competing in that event.

Week 1 - Running – Look Ahead, Arm Drive, Knee Drive

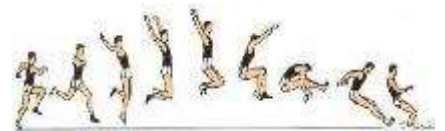
Drill videos - <https://www.youtube.com/watch?v=5SQviRdHHRI>

Practise your running over short and long distances. Experiment with different ways to move your body - galloping, skipping, hopping, side stepping, bear walking, crawling and rolling. Race someone in your family.



Week 2 - Long Jump – Run Up, Pop Up, Landing

Drill videos https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15 and https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s



Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.

Week 3 - Shot Put – Pivot, Push, Release

How to video - <https://www.youtube.com/watch?v=tHVMufMECPo>

Using a scrunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.



Shot Put

Week 4 - High Jump – Run Up, Kick Up, Landing

How to Video - <https://www.youtube.com/watch?v=VZApaVkMIHw>

Place something on the ground like a skipping rope. Stand side on to the rope. Practise jumping over the rope using the scissors kick. If you have space add a run up and then jump over the object on the ground. See how high you can jump over the object by throwing your arms into the air as you jump.



Week 5 - Ball Games – Teamwork, Sportsmanship, Have Fun!

Ball Games Rules and Information

Please note these games do not allow for social distancing – Only play these games with people from your bubble.

Tunnel Ball <https://www.youtube.com/watch?v=leGwtjZEQeA>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide. Back person crouches down.

3rd Whistle = Game begins by the captain rolling the ball through everyone's legs.

The game is finished when everyone has had a turn at rolling the ball from the front and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished.

Leader runs over the finish line.

Under and Over <https://www.youtube.com/watch?v=w-EkRQWgFUw>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide.

3rd Whistle = Game begins by the captain passing the ball **under** their legs. The second person grabs the ball and passes the ball **over** their head. The ball should not leave the students hands and should not touch the ground. The game is finished when everyone has had a turn at passing the ball from the front of the line and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Captain Ball *no examples available online*

1st Whistle = Ball on the ground in front of the captain / leader. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain / Leader picks up the ball.

3rd Whistle = Students line up side by side. Captain stands 1.5m away in a circle facing the line. Game begins by the captain / leader passing the ball to the first person in line who then passes it back to the captain. The captain then passes the ball to the second person and so on until everyone has a turn. When the last person in line catches the ball they run to the circle. The game continues until everyone has had a turn at being a leader. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

For all Years P-6

1st Whistle - SOLDIERS

2nd Whistle - PREPARE

3rd Whistle – START

For more videos to improve your athletics skills and drills check out;

https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC

While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!

I can't wait to see you when you get back and to hear what you have been up to!

Miss B



Chinese - Year 4

My place, your place

☺ Click on the link (https://quizlet.com/_88clos?x=1jqt&i=fiv4a) to hear the pronunciation.

★ Learning objectives: Revise the words we learnt.

Revision: Read the words below and memorise the word meanings.

1. <small>hěn dà</small> 很大!	2. <small>zhèshì</small> 这是
3. <small>hěn xiǎo</small> 很小!	4. <small>wǒde</small> 我的
5. <small>hěn kù</small> 很酷!	6. <small>jiā</small> 家。
7. <small>hěnpiàoliang</small> 很漂亮!	8. <small>fángjiān</small> 房间。
9. <small>hěn shū fu</small> 很舒服!	10. <small>wǒ</small> 我
11. <small>hěn kě ài</small> 很可爱!	12. <small>xǐhuan</small> 喜欢

My place, your place

© Click on the link (https://quizlet.com/_88clos?x=1jqt&i=fiv4a) to hear the pronunciation.

★ Learning objectives: Revise the words we learnt.

Revision: Read the words below and memorise the word meanings.

2. This is	1. very big
4. My	3. very small
6. home	5. very cool
8. room	7. very pretty
10. I	9. very comfortable
12. like	11. very cute



Wellness/ Yoga

Complete one or more of the activities on the Health and Wellbeing Grid.

Health and Wellbeing Grid



Online Tasks	Offline Tasks			
YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power	Create a health diary and list all the things you do each day to look after your body	Design your own yoga sequence – link poses you know and/or make up some of your own	Create a hop scotch with chalk or pieces of paper How many different ways can you play?	Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster
Choreograph a dance to Dance Monkey or another favourite song	Write a list of 10 things you like about another family member	Write a list of 10 things you like about yourself	Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.	Design a funny poster that would encourage people to exercise and eat healthy
Do a meditation with a family member – smiling mind is a great app	Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage	Try two new fruits or vegetables each week to boost your immune system	Build a cubby house Make sure you pack it away after play	Write a list of 10 things and opportunities you're grateful for
Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing	Write 5 'I am ...' statements to describe yourself.	Design a new active game for indoors Write out the rules	Write a thankyou letter to a doctor or nurse who is exhausted treating patients	Create your own obstacle course. You could use chalk and objects from around the home
Find your favourite GoNoodle on YouTube	Design your own scavenger hunt and ask someone in the house to complete it	Create a line drawing in black texta/pen and colour in with colour leaving no white spaces	Play with a ball – hit, kick, throw, catch, roll, juggle, experiment	Scrunch up some paper into a ball and throw it at a target – create a points system
Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves	Move to the Music - play a range of music styles and move your body in funny ways to the beat	Create a beat with your body and objects and teach it to a family member	List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.	Call an elderly family member and read them a story – maybe they will read one to you too?

- Highlight the tasks when you have completed them

Meditation Online

- Rainbow breathing <https://www.youtube.com/watch?v=O29e4rRMv4>
- The Listening Game https://www.youtube.com/watch?v=uUIGKhG_Vq8

Brain Breaks Online

- Move and Freeze <https://www.youtube.com/watch?v=388Q44ReOWE>
- Exercise, Rhyme and Freeze <https://www.youtube.com/watch?v=cSPmGPlyyKU>

Yoga Online

- Strengthen Your Focus <https://www.youtube.com/watch?v=0vuaCHEAs-4>

Health and Wellbeing Grid







Online Tasks	Offline Tasks			
<p>YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power</p>	<p>Create a health diary and list all the things you do each day to look after your body</p>	<p>Design your own yoga sequence – link poses you know and/or make up some of your own</p>	<p>Create a hop scotch with chalk or pieces of paper How many different ways can you play?</p>	<p>Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster</p>
<p>Choreograph a dance to Dance Monkey or another favourite song</p>	<p>Write a list of 10 things you like about another family member</p>	<p>Write a list of 10 things you like about yourself</p>	<p>Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.</p>	<p>Design a funny poster that would encourage people to exercise and eat healthy</p>
<p>Do a meditation with a family member – smiling mind is a great app</p>	<p>Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage</p>	<p>Try two new fruits or vegetables each week to boost your immune system</p>	<p>Build a cubby house Make sure you pack it away after play</p>	<p>Write a list of 10 things and opportunities you're grateful for</p>
<p>Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing</p>	<p>Write 5 'I am ...' statements to describe yourself.</p>	<p>Design a new active game for indoors Write out the rules</p>	<p>Write a thankyou letter to a doctor or nurse who is exhausted treating patients</p>	<p>Create your own obstacle course. You could use chalk and objects from around the home</p>
<p>Find your favourite GoNoodle on YouTube</p>	<p>Design your own scavenger hunt and ask someone in the house to complete it</p>	<p>Create a line drawing in black text/pen and colour in with colour leaving no white spaces</p>	<p>Play with a ball – hit, kick, throw, catch, roll, juggle, experiment</p>	<p>Scrunch up some paper into a ball and throw it at a target – create a points system</p>
<p>Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves</p>	<p>Move to the Music - play a range of music styles and move your body in funny ways to the beat</p>	<p>Create a beat with your body and objects and teach it to a family member</p>	<p>List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.</p>	<p>Call an elderly family member and read them a story – maybe they will read one to you too?</p>

- Highlight the tasks when you have completed them



BLUEY FAMILY FUN ACTIVITY GRID. THINGS TO DO AFTER WATCHING THESE EPISODES.



<p>TAXI Build a taxi. Design or draw a satnav map of your local area. How many left and right hand turns do you take to get to school? What is the longest car trip you've ever been on?</p>	<p>BACKPACKERS What do you take on holidays? If you could go anywhere, where would you go? What would you eat? Where would you stay? Talk to the people in your family. How many countries have they been to?</p>	<p>MARKETS Set up a stall. Make price tags and a price list. What would you sell? What's the most expensive item at your stall? What's the cheapest? How many teeth have you lost?</p> 	<p>DANCE MODE Have a dance party in your lounge room. Let each member of your family pick their favourite song to dance to. Design your own 'yes' 'no' button. What else would it say?</p>
<p>THE WEEKEND Have a game of backyard cricket. Who can score the most runs? Play a game of statues. Go on a backyard bug safari. How many different types of insects can you find? Draw your favourite.</p>	<p>GRANNIES Call / Skype your grandparents or a relative. Teach them a new dance. Make a list of things 'Grannies' can't do. Find out if it's accurate.</p> 	<p>ZOO Make your own zoo at home using your toys. Line them up in order from smallest to largest. Design a map of your zoo. How many animals do you have in your zoo?</p>	<p>DADDY ROBOT Design or build a robot. How many 2D shapes are in your design? How many 3D objects are in your model? What jobs would you make your robot do?</p> 
<p>BBO Design a menu for a family dinner. Write place cards for your family. Set the table. Help mum or dad make a salad.</p> 	<p>CAMPING Make a cubby inside or put up a tent in your backyard. How many languages can you say 'hello', 'goodbye' or 'thankyou' in? Does your family know any more?</p>	<p>TRAMPOLINE Design a new game to play with your family. What is your favourite family boardgame or card game? Call a cousin or relative and ask them what their favourite game is.</p>	<p>SHADOWLANDS Have a picnic lunch together. Play 'What's the time Mr Wolf'. What's your favourite time of the day? Can you travel across your yard using shadows? Make shadow puppets with your hands.</p>

Images taken from <https://www.abc.net.au/teleshop/episode-guides/>