



**Stafford State School**  
Independent Public School



Term 2

Week 3

# Year 5

## Home Learning

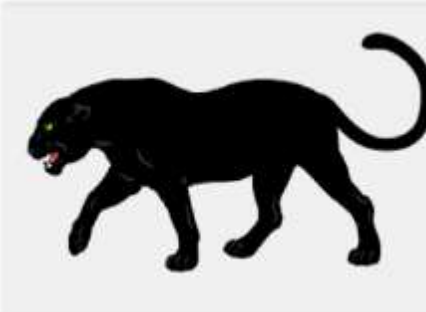
Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Music
- Chinese
- Digital Technology
- Library

# Tuesday – Week 3




**Note – BTN is live on ABC at 10:00am. Students can watch it then from home or download it from the BTN website to do at any time of the day. Normally we do it at school on a Tuesday afternoon.**

<p><b>Wellbeing Task</b></p>	<p>Use the <b>Yoga Poses For Kids</b> cards – Put them in an order and make your own yoga sequence (you can repeat poses if you like). Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again next week.</p>
<p><b>Morning English</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Choose a fictional book to read</li> <li>Answer these questions:             <ul style="list-style-type: none"> <li>What was this book about?</li> <li>Who is your favourite character?</li> </ul> </li> </ul> <p><u>Daily Writing Warm Up</u> The Mirror in the Attic - Complete activity 2</p> <p><u>English</u></p> <p><b>Activity:</b> Learn how to think critically about the reliability of information from different sources by tracking down a black panther in this activity called "Riddle of the black panther: The search" produced by Education Services Australia Limited.</p> <p><a href="http://www.scootie.edu.au/ec/viewing/L2850/L2850/index.html">http://www.scootie.edu.au/ec/viewing/L2850/L2850/index.html</a></p>  <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> <li>Complete the second page of Unit 13 in your Soundwaves book</li> </ul> <p><u>Study Ladder / Read Theory</u></p> <ul style="list-style-type: none"> <li>Spend 15 – 20 minutes doing some tasks on one of these platforms</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle Maths</b></p>	<p>Write out your 6 times tables. Have your parent / carer test you.</p> <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> <li>Complete Tuesday Week 13.</li> </ul> <p>Maths Fractions Activity – Refer to activity attached</p> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon Wellness/ Yoga</b></p>	<p>BTN – Watch episode of BTN For each story write something you THINK, something you KNOW and something you WONDER.</p> <ul style="list-style-type: none"> <li>Refer to Wellness/ Yoga sheet</li> </ul>

# Wednesday – Week 3



<b>Wellbeing Task</b>	Think about your house. What are your 3 favourite things about your house? Choose a favourite place in your house for you to do 2 minutes of slow, quiet breathing with your eyes closed.												
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Choose a non-fictional book to read.</li> <li>Answer these questions:             <ul style="list-style-type: none"> <li>What was this book about?</li> <li>What are three facts you have learnt from reading it?</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Write your Soundwaves words in alphabetical order.</li> </ul> <p><u>Daily Writing Warm Up</u> The Mirror in the Attic – Complete activity 3</p> <p><u>English</u> Watch the following video to learn how to use apostrophes to signal possession. <a href="https://www.youtube.com/watch?v=My6oGvkHnFY">https://www.youtube.com/watch?v=My6oGvkHnFY</a></p>  <p>Edit the following text to show the correct use of apostrophes.</p> <p><i>It was the end of a long day. Mias mum picked up Mias school bag and swung it over her shoulder as Mia trudged behind her, back to the car. For some annoying reason Mias mum had parked as far as humanly possible away from the gate today. They trekked along the path, past the Smiths house and all the way beyond Mr Jones farm. Finally they reached the car. Mia exhaustedly collapsed into her Mums car and slammed the door shut.</i></p> <p><u>Study Ladder / Read Theory</u></p> <ul style="list-style-type: none"> <li>Spend 15 – 20 minutes doing some tasks on one of these platforms</li> </ul>												
<b>Break</b>													
<b>Middle</b>  <b>Maths</b>	<p><b>Problem Solving:</b> <u>Mental Maths</u></p> <ul style="list-style-type: none"> <li>Complete Wednesday Week 13.</li> </ul> <p>Write out your 7 times tables. Have your parent / carer test you.</p> <p>Watch the following video to learn how to solve short division problems with remainders. <a href="https://www.youtube.com/watch?v=FApcidAhnrY">https://www.youtube.com/watch?v=FApcidAhnrY</a></p> <p>Complete the following equations, setting them out as shown in the video.</p> <table border="1" data-bbox="360 1485 1481 1648"> <tr> <td>(a) <math>45 \div 7 =</math></td> <td>(e) <math>124 \div 6 =</math></td> <td>(i) <math>563 \div 7 =</math></td> </tr> <tr> <td>(b) <math>38 \div 9 =</math></td> <td>(f) <math>243 \div 5 =</math></td> <td>(j) <math>346 \div 9 =</math></td> </tr> <tr> <td>(c) <math>76 \div 8 =</math></td> <td>(g) <math>628 \div 3 =</math></td> <td>(k) <math>433 \div 2 =</math></td> </tr> <tr> <td>(d) <math>56 \div 5 =</math></td> <td>(h) <math>451 \div 4 =</math></td> <td>(l) <math>1457 \div 5 =</math></td> </tr> </table> <p><b>Extension:</b> Think about how you could check your own answers for short division with remainder equations. Write an explanation of how to do it.</p> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>	(a) $45 \div 7 =$	(e) $124 \div 6 =$	(i) $563 \div 7 =$	(b) $38 \div 9 =$	(f) $243 \div 5 =$	(j) $346 \div 9 =$	(c) $76 \div 8 =$	(g) $628 \div 3 =$	(k) $433 \div 2 =$	(d) $56 \div 5 =$	(h) $451 \div 4 =$	(l) $1457 \div 5 =$
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<b>Break</b>													
<b>Afternoon</b>  <b>Chinese</b>	<ul style="list-style-type: none"> <li>Refer to Chinese sheet</li> </ul>												



**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. What new tricks can you learn this week?

**Morning English**  
**Activity:**  
Find a comfortable spot without distractions and spend 20-30 minutes reading your novel.  
Write a paragraph or two, predicting what you think will happen next in the story, and explaining what your own personal experiences or knowledge, makes you think that is what will happen next.

Activity – Suffixes – refer to sheet attached.

Daily Writing Warm Up  
The Mirror in the Attic – Complete activity

Soundwaves  
▪ Choose 10 of your soundwaves words to write into sentences.

Study Ladder / Read Theory  
▪ Spend 15 – 20 minutes doing some tasks on one of these platforms

**Break**

**Middle Maths**  
Mental Maths  
▪ Complete Thursday Week 13.

**Activity:**  
Practise your addition and subtraction skills on the following equations. Set them out vertically to do your calculations and show all workings. Check your answers with a calculator after each question – this will enable you to know right away if you have made a mistake so that you don't keep making the same error.

Addition (no trading)	Addition (with trading)	Subtraction (no trading)	Subtraction (with trading)
$351 + 243 =$	$264 + 327 =$	$649 - 237 =$	$892 - 547 =$
$747 + 122 =$	$482 + 341 =$	$796 - 142 =$	$749 - 261 =$
$418 + 260 =$	$299 + 437 =$	$355 - 221 =$	$635 - 248 =$
$224 + 135 =$	$539 + 292 =$	$926 - 705 =$	$925 - 634 =$
$502 + 394 =$	$366 + 388 =$	$834 - 613 =$	$503 - 229 =$

Mathletics  
▪ Spend 15 – 20 minutes doing some tasks on Mathletics

**Break**

**Afternoon Health and PE Music**

- Refer to PE sheet
- Refer to Music sheet

# Friday – Week 3



<b>Wellbeing Task</b>	<p>Create a quiet space in your home for relaxation. Add some things that make you feel calm. Do something active for 2 minutes so your body feels tired. Then take a moment to lie down in your calm corner. Close your eyes and your mouth and breathe in 1-2-3-4 and out 1-2-3-4. As you lie there think about things that make you feel happy. Lay still for up to 5 minutes. When you wake up draw a picture of something that makes you feel happy.</p>																		
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Choose a non-fictional book to read.</li> <li>▪ Answer these questions:             <ul style="list-style-type: none"> <li>- What was this book about?</li> <li>- What are three facts you have learnt from reading it?</li> </ul> </li> </ul> <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> <li>▪ Time how long it takes to write out your spelling words. Record your time. Try again. See if you can beat your first time. Ask an adult to test you on your words.</li> </ul> <p><u>Daily Writing Warm Up</u> The Mirror in the Attic – Activity 5</p> <p><u>Study Ladder / Read Theory</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on one of these platforms</li> </ul>																		
<b>Break</b>																			
<b>Middle Maths</b>	<p><u>Mental Maths</u></p> <ul style="list-style-type: none"> <li>▪ Complete Friday Week 13.</li> </ul> <p><b>Activity:</b> Create a bar graph to display the following data:</p> <table border="1" data-bbox="304 1240 1385 1352"> <thead> <tr> <th colspan="6">Animals observed at the Wildlife Reserve</th> </tr> <tr> <th>Koalas</th> <th>Cockatoos</th> <th>Wallabies</th> <th>Wombats</th> <th>Kangaroos</th> <th>Tasmanian Devils</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>10</td> <td>13</td> <td>2</td> <td>15</td> <td>1</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Give your graph a title that explains what it is about.</li> <li>2. Draw a vertical axis and horizontal axis and label them.</li> <li>3. Write the names of the animals and the numbers along the axes.</li> <li>4. Draw a bar to represent the number of each animal observed.</li> </ol> <p><b>Extension:</b> Try creating a pie graph that shows the percentage each animal makes up of the total number of animals observed.</p> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>	Animals observed at the Wildlife Reserve						Koalas	Cockatoos	Wallabies	Wombats	Kangaroos	Tasmanian Devils	9	10	13	2	15	1
Animals observed at the Wildlife Reserve																			
Koalas	Cockatoos	Wallabies	Wombats	Kangaroos	Tasmanian Devils														
9	10	13	2	15	1														
<b>Break</b>																			
<b>Afternoon</b>	<p>Complete any activities not completed this week.</p>																		



**She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from?**

#### **Activity One- Question Time**

Where do you think the mirror has come from? Who does it belong to? Why has Anna not noticed it before? What will happen now that Anna has touched the mirror? What are attics used for? Do you have an attic? Is there anything interesting up there?

#### **Activity Two – Sick Sentences**

These sentences are 'sick' and need your help to get better. Can you help?  
Anna sat down. Anna touched the mirror. The glass moved.

#### **Activity Three – Perfect Picture**

Can you draw a picture of what might happen now that Anna has touched the mirror?

#### **Activity Four – Story Starter**

Continue writing from this point – paper and pencil

She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror looked flawless, untouched by age, not a finger print in sight.

Anna propped the mirror up against one of the thick, timber beams that jutted from the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...

#### **Activity Five – Review, Edit and Publish**

Review your work from yesterday, can you improve it in any way? Can you incorporate more elements of the Seven Steps of writing – Tightening Tension, Show Don't Tell for example – when you are happy publish a final version.



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Tuesday Week 3 Maths – Fractions

### Activity:

Solve the following worded fraction problems.

Draw pictures to help you find the solutions.

1. Ralph and Bill ordered one pizza each for dinner. Ralph has eaten  $\frac{3}{4}$  of his pizza and Bill has eaten  $\frac{2}{3}$  of his pizza. Who has the most pizza left over?
2. Build-It Inc. is part-way through construction of two side-by-side apartment blocks. The apartment blocks will each be 10-storeys high when they are complete. If Building A is  $\frac{3}{5}$  complete and Building B is  $\frac{7}{10}$  complete at the moment, which one is currently taller?
3. Molly poured three glasses of milk for her children. The blue glass is  $\frac{1}{2}$  full, the green glass is  $\frac{3}{6}$  full and the red glass is  $\frac{1}{3}$  full. Which statement is true?
  - (a) The red glass contains more milk than the other glasses.
  - (b) All of the glasses contain the same amount of milk.
  - (c) The blue glass and the green glass contain the same amount of milk.
4. Jenny, Jamal and Edi bought a lottery ticket together, each paying an equal share. When they win the jackpot Jenny suggests that she should get  $\frac{4}{12}$  of the money, Jamal should get  $\frac{1}{3}$  of the money and Edi should get  $\frac{2}{6}$ . Do you think this is fair? Explain.



### Extension:

Write some worded problems of your own that require the comparison of fractions to solve.



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English – Thursday Week 3

## Suffixes – ‘ment’

### Activity:

A suffix is a few letters put at the end of a word to change its meaning. Adding ‘ment’ to the end of a word can change the word from a verb to a noun with a related meaning.

The new word is the result of the action in the base word. For example: If I *agree* with my mum that she will cook and I will clean up, the result is an *agreement*. If I have a drink of water to *refresh* myself, the result is that I am in a state of *refreshment*.

In the table below, add the suffix ‘ment’ and then use the new word in a short sentence.  
Add four examples of your own.

Verb	Resulting noun	Sentence
achieve		
argue		
replace		
manage		
entertain		
move		

**1 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**2 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**3 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**4 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**5 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**6 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**7 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**8 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**9 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**10 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)**11 x**

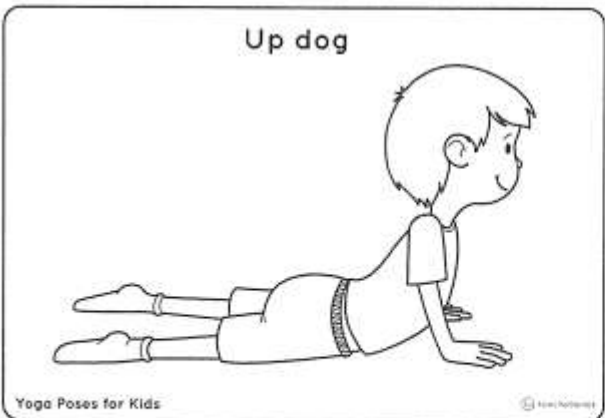
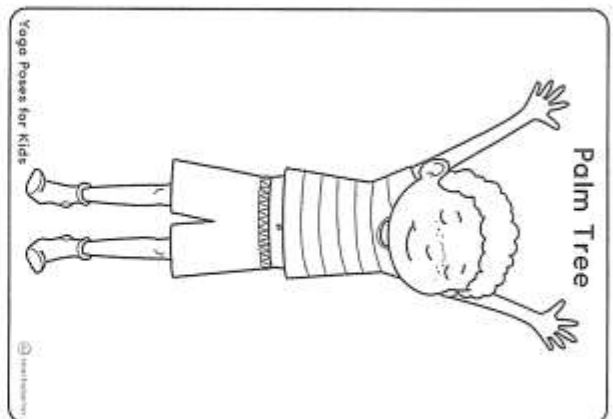
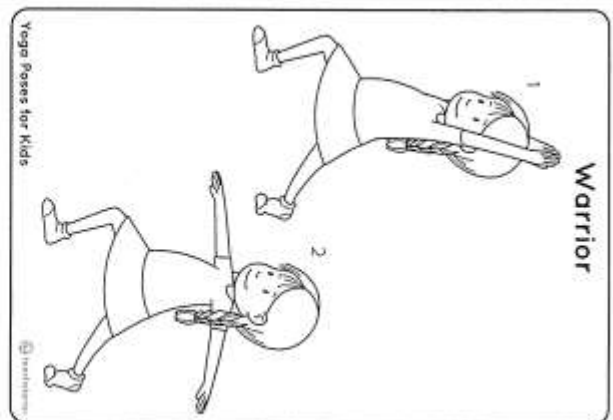
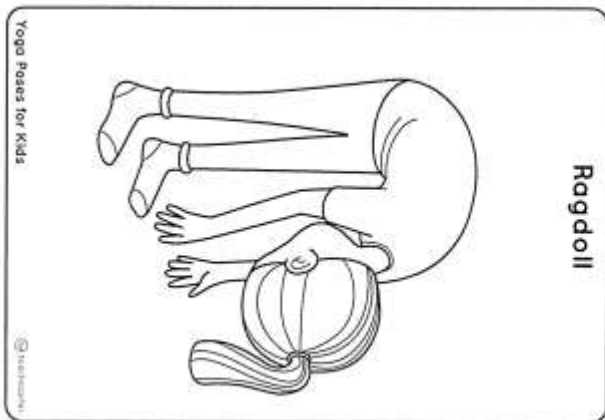
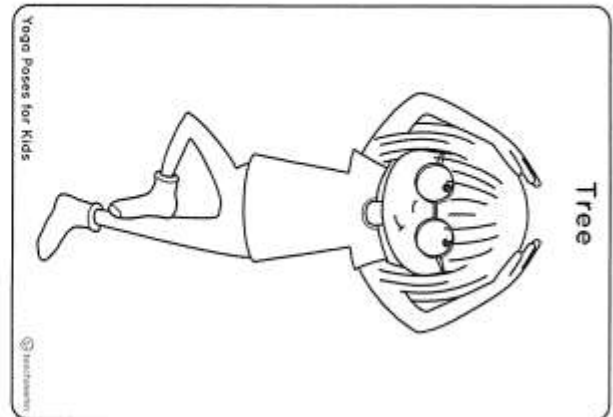
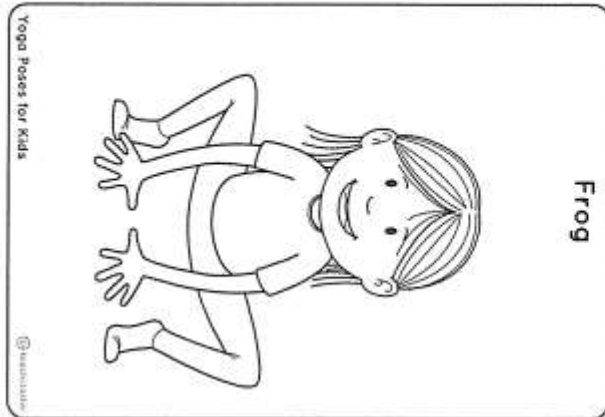
11 x 1 = 11  
 11 x 2 = 22  
 11 x 3 = 33  
 11 x 4 = 44  
 11 x 5 = 55  
 11 x 6 = 66  
 11 x 7 = 77  
 11 x 8 = 88  
 11 x 9 = 99  
 11 x 10 = 110  
 11 x 11 = 121  
 11 x 12 = 132

[www.classroomtemplate.com](http://www.classroomtemplate.com)**12 x**

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

[www.classroomtemplate.com](http://www.classroomtemplate.com)

Tuesday Week 3 – Yoga / Well Being





# j g ge dge jellyfish giraffe barge bridge

## List Words

ledge  
budget  
subject  
marriage  
energy  
suggest  
vegetable  
imagine  
pyjamas  
soldier  
jewel  
kilojoule

1 Colour the graphemes that represent **j g ge dge** in the List Words.

2 Turn to page 80 or use **SLW11**. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letters that can represent **j g ge dge** on the Grapheme Chart. Write one word example for each.

4 Rewrite these List Words that have the beginning of the word at the end.

dgele	etbudg	
_____	_____	_____
eljew	jectsub	ergyen
_____	_____	_____
ggestsu	diersol	iagemarr
_____	_____	_____

## Grapheme Chart

grapheme	word



5 Rearrange each row of word parts to form List Words.

as jam py _____	o joule kil _____
mag i ine _____	ta vege ble _____

6 Write the words under the root words and meanings from which they have developed. Use your dictionary to help.

energy refrigerate geography judgement energetic judge refrigerator geology

ergon (Greek)  
means I work

geo (Greek)  
means the earth

frigus (Latin)  
means cold

judex (Latin)  
means a judge

## Challenge

Colour the base words from which the following words have been built, in the Word Search. Use List Words and your dictionary. The words go  $\uparrow \downarrow \rightarrow \leftarrow \swarrow \searrow$ .

halves	hooves	hurried
marriage	kilojoule	soldierly
hotelier	heavenly	jewellery
horizontal	hoarsely	budgeted
subjective	energetic	suggestion
husbandry	imagination	hospitalised



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

Jellyfish do not have \_\_\_\_\_



**List Words**

handle  
hotel  
husband  
hurried  
heaven  
hospital  
horizon  
hoarse  
halves  
hooves  
happiness  
healthiest  
hectare

- 1 Colour the graphemes that represent in the List Words.
- 2 Turn to page 80 or use SLW11. Count the sounds and identify all the graphemes in each List Word.
- 3 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.
- 4 Finish the List Words.

hec\_\_\_\_\_ ho\_\_\_\_\_al h\_\_\_\_\_se  
h\_\_\_\_\_en h\_\_\_\_\_le h\_\_\_\_\_iz\_\_\_\_\_  
h\_\_\_\_\_b\_\_\_\_\_d hoo\_\_\_\_\_ h\_\_\_\_\_es hu\_\_\_\_\_ed

- 5 Cross out the letters that will be left out in these pairs of words when they form contractions. Write the contractions. Use your contractions in the conversation below.

Turn to 10 page 87.

here is here's have not \_\_\_\_\_ let us \_\_\_\_\_  
he will \_\_\_\_\_ would not \_\_\_\_\_ had not \_\_\_\_\_  
we have \_\_\_\_\_ who has \_\_\_\_\_ what is \_\_\_\_\_

'\_\_\_\_\_ go to the hospital. \_\_\_\_\_ got time to visit Henry,' said Harry.

'No, we \_\_\_\_\_. Visiting hours are over. \_\_\_\_\_ be having tea,' replied Holly.

'The nurses \_\_\_\_\_ be very happy if we interrupted his teatime.'

- 6 Follow the pattern to complete each column. Use words from the table to finish the sentences.

Turn to 11a and 11b page 87.

Adjectives (describing 1)	Comparatives (comparing 2)	Superlatives (comparing 3 or more)
happy		
healthy		
hungry		
hard		



Fresh fruit and vegetables will keep you \_\_\_\_\_ than sugary, fatty foods such as ice-cream.

\* My last birthday when we went to an adventure park was the \_\_\_\_\_ day of my life.

The smallest puppy in the litter of six seems to be the \_\_\_\_\_.

The great height of the third mountain made it look the \_\_\_\_\_ one to climb.

The \_\_\_\_\_ you are, the \_\_\_\_\_ it is to think of something else instead of food.

# MONDAY

1. What was the time one quarter of an hour before?



2.  $1\text{ m} = 1000\text{ mm}$ , so  $4\text{ m} =$  \_\_\_\_\_  $\text{mm}$ .

3. What is the perimeter of a 30-m by 15-m rectangular building?



4. \_\_\_\_\_  
= \$ \_\_\_\_\_

5. Write *ten thousand* as a numeral. \_\_\_\_\_

6.  $1 - 0.3 =$  \_\_\_\_\_

7. Round 1.7 to the nearest whole number. \_\_\_\_\_

8.  $5 \overline{)345} =$  \_\_\_\_\_

9.  $10 \overline{)690} =$  \_\_\_\_\_

10.  $0.3 + 0.7 =$  \_\_\_\_\_,  $0.3 + 0.07 =$  \_\_\_\_\_

11.  $\frac{1}{4}$  of 40 = \_\_\_\_\_

12.  $50 \square 10 = 5$

13. What is this 3D object?



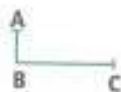
14. What is the place value of 1 in 12 400?

15. Double:  $0.5 =$  \_\_\_\_\_  $0.05 =$  \_\_\_\_\_

16.  $7 - 2 = 3 + 1$

$\frac{7}{1} = 3\frac{1}{1}$  or 3 \_\_\_\_\_

17. Measure the length of  $\overline{ABC}$  \_\_\_\_\_ cm



18. Complete the magic square.

		8
9	5	
2	7	

19. Using the digits 4, 7, 0 and 1, what is the smallest even whole number you can arrange?

20.  $0, \frac{1}{2}, 1, 1\frac{1}{2},$  \_\_\_\_\_

# TUESDAY

1. What was the time 15 minutes before?



2.  $0.9 + 0.2 =$  \_\_\_\_\_

3.  $1.1\text{ m} = 1100\text{ mm}$

$2.2\text{ m} = 2200\text{ mm}$

$3.3\text{ m} =$  \_\_\_\_\_  $\text{mm}$

4. Write *ninety thousand and ten* as a numeral \_\_\_\_\_

5. Round 8825 to the nearest thousand. \_\_\_\_\_

6. Circle the square number.

2      4      6      8      10

7.  $61.4 \times$  \_\_\_\_\_  $= 614$



Write A at 0.2.      Write B at 0.35.      Write C at 0.4.

9. Write the date 7 April in numerals. \_\_\_\_\_

10. \_\_\_\_\_, 9.5, 9.0, 8.5, 8.0

11. What is the perimeter of a 100-m by 50-m rectangular car park? \_\_\_\_\_

12. 1 hectare = \_\_\_\_\_  $\text{m}^2$

13. If you own a bicycle shop and have stock of 117 bicycles, how many wheels are there (no spares)? \_\_\_\_\_

14. This abacus shows 12 132. Add one bead to each place value and rewrite the number.



15. Using the digits 6, 0, 4 and 2, what is the lowest whole number you can arrange? \_\_\_\_\_

16.  $130 - 70 =$  \_\_\_\_\_

17. Double 2.25. \_\_\_\_\_ Halve 2.50. \_\_\_\_\_

18. Share \$20.00 equally among 8 people.

19.  $5 \overline{)21} = 4\text{r}1 = 4\frac{1}{5}$

$6 \overline{)25} = 4\text{r}1 = 4\frac{1}{6}$

20. Is the remainder 1 the same for these divisions? \_\_\_\_\_

MY SCORE

MY SCORE

## WEDNESDAY

- (a)  $10 \times 9 =$  \_\_\_\_\_  
 (b)  $7 \times 9 =$  \_\_\_\_\_  
 (c)  $17 \times 9 =$  \_\_\_\_\_
- Round 13 585 to the nearest thousand. \_\_\_\_\_
- $2900 \text{ mm} = 2.9 \text{ m}$ , so  $2800 \text{ mm} =$  \_\_\_\_\_ m.
- Write ten thousand and eleven as a numeral. \_\_\_\_\_

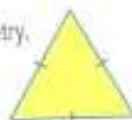
- What is the direction if you:  
 (a) start at A and move to C3? \_\_\_\_\_



- move from C3 to A5? \_\_\_\_\_

- move from A5 to H5? \_\_\_\_\_

- On this triangle, draw all the lines of symmetry.



- $\frac{1}{2}$  of 150 = \_\_\_\_\_

- $5 \overline{) \quad \quad} = 40$

- $\frac{35}{7} =$  \_\_\_\_\_ (mixed number) = \_\_\_\_\_ (decimal)

- Measure the length of  $\overline{XYZ}$ .



\_\_\_\_\_ cm

- $2.0 \div 4 =$  \_\_\_\_\_

- What is the perimeter of an office building that is shaped as a regular pentagon with 10-m sides?  
 \_\_\_\_\_

- $10 \overline{)1270} =$  \_\_\_\_\_

- $9.7, 9.8, 9.9,$  \_\_\_\_\_

- $9 \times 9 = 3 \times$  \_\_\_\_\_

- Calculate the amounts for the Marty's Hardware docket.

Door hinges	
2 @ \$1.45	A
"Hard hit" hammer	\$85
Total	B

- Using 3, 7, 4 and 0, what is the greatest odd number you can arrange? \_\_\_\_\_

- $264\ 905 -$  \_\_\_\_\_ = 200 000

- Which set has 2 prime numbers?

1, 5     2, 9     2, 7     2, 15

- Double 0.6. \_\_\_\_\_

## THURSDAY

- What was the time 15 minutes before?  
 \_\_\_\_\_



- Write one hundred thousand as a numeral. \_\_\_\_\_

- In this 500-g box there are 20 packets of chips. What is one packet's mass?  
 \_\_\_\_\_ g



- A square has a rotational symmetry to the order of:  
 2     3     4

- $789 +$  \_\_\_\_\_ = 78.9

- Round 15 500 to the nearest ten thousand. \_\_\_\_\_

- Halve 1. \_\_\_\_\_

- $60 \quad 70 \quad 80 \quad 90 \quad 1000 \quad 10 \quad 20$

Tradie Tam measured lengths of pipe from 0 to the four points marked. Record her measurements in mm.

A = \_\_\_\_\_ mm    B = \_\_\_\_\_ mm

C = \_\_\_\_\_ mm    D = \_\_\_\_\_ mm

- $3 + 0.4 + 0.01 =$  \_\_\_\_\_

- If  $\uparrow$  is north, then  $\swarrow$  is \_\_\_\_\_

- $\frac{31}{7} =$  \_\_\_\_\_ (mixed number) = \_\_\_\_\_ (decimal)

- $48 \times 7 = (\text{_____} \times 7) + (\text{_____} \times 7)$

= \_\_\_\_\_ + \_\_\_\_\_  
 = \_\_\_\_\_

- $4 + 4 + 4 = 3 \times$  \_\_\_\_\_ = \_\_\_\_\_

- What is the perimeter of a 15-m by 9-m tennis court? \_\_\_\_\_

- (a)  $60 \times 10 =$  \_\_\_\_\_ (b)  $600 \times 10 =$  \_\_\_\_\_

- Using 6, 5, 8 and 3, what is the lowest whole number you can arrange? \_\_\_\_\_

- Double 0.9. \_\_\_\_\_

- = \$ \_\_\_\_\_

- Write in ascending order.

$\frac{3}{4}$      $\frac{1}{5}$      $\frac{1}{2}$      $\frac{1}{3}$

- $3 + \frac{1}{100} =$   or \_\_\_\_\_

## PROBLEM-SOLVING

### Monday

- Luci downloaded 540 MB of her photos. Each photo was 3 MB. How many photos were there?  
\_\_\_\_\_
- A chef baked four 2D-shaped cakes and counted 14 corners. What shapes could there be?  
\_\_\_\_\_  
\_\_\_\_\_

### Tuesday

- Write the missing number from the 3rd pattern.



- After unloading its rubbish the truck's mass is  $\frac{1}{4}$  lighter. What was the net mass of the load?  
\_\_\_\_\_ t



Gross mass 28 t

### Wednesday

- The best buy is:
  - 3 kg of rice at \$21.60
  - 1 kg of rice at \$7.45
  - 2 kg of rice at \$15.10
- A pizza company bought a fleet of 10 cars. They negotiated a discount of \$25 000. What was the final amount?

FOR SALE \$15 500 NEW!



### Thursday

- The difference between 2 numbers is 0. Their product is 16. The 2 numbers are \_\_\_\_\_ and \_\_\_\_\_
- $$\begin{array}{r} 389 \\ + 4\ \square \\ \hline 434 \end{array}$$

## FRIDAY REVIEW

1  $17 \div 2 = \frac{17}{2}$   
= \_\_\_\_\_ (mixed number)  
= \_\_\_\_\_ (decimal)

2 Halve 1. \_\_\_\_\_

3 Double 0.7. \_\_\_\_\_

4  $214 \div \text{_____} = 21.4$

5  $2 - 0.4 = \text{_____}$

6 3000, 6000, 10 000, 15 000,  
\_\_\_\_\_

7 Write *ten thousand, one hundred* as a numeral.  
\_\_\_\_\_

8  $1.6 - 0.7 = \text{_____}$

9  $5 \overline{) \square} = 120$

10 Calculate the amounts for this hardware store docket.

Sandpaper	
4 @ \$1.10	A
Paint roller	\$85
Total	B

11 Using the digits 9, 6, 0 and 7, create the lowest value possible.  
\_\_\_\_\_

12 What is the place value of 7 in 17 643?  
\_\_\_\_\_

13 Share \$15.00 among 10 people.  
\_\_\_\_\_

14 Round 14 600 to the nearest ten thousand.  
\_\_\_\_\_

15  $37 \div 10 = \text{_____}$

16  $2.0 \div 4 = \text{_____}$



= \$ \_\_\_\_\_

18  $127\ 564 - \text{_____}$   
= 120 000

19 What was the time one quarter of an hour before?

20 Which triangle has a rotational symmetry to the order of 3?  
\_\_\_\_\_



21 2500 mm = \_\_\_\_\_ m

22 3.5 m = \_\_\_\_\_ mm

23 If  $\uparrow$  is north, then  $\swarrow$  is \_\_\_\_\_

24 Name this object.  
\_\_\_\_\_



25 A 500-g box holds 25 packets. What is each packet's mass?  
\_\_\_\_\_



MY SCORE

MY SCORE



### Topic 2 – Spot The Difference

Hello everyone!

You have already completed a compare and contrast task for music over the last two weeks. Over the next three you will complete a similar task with a few differences along with music that you have learnt in Term 1. In Weeks 3 and 4 you will look at the sheet music for one song each week, answering questions about the music as well as summarise what you think the piece is about. In Week 5 you will compare and contrast both pieces, showing what is similar and different between them.

Please note that the songs have some slight variations in lyrics and notes from how I have taught them to you. Also note that the *South Australia* is titled *Bound for South Australia* below.

#### Tasks 1

Answer the following questions about both pieces in the table below.

Tempo – Allegro

Dynamic – Forte

### Bound for South Australia

Australian folk song

In South Aus - tra - lia I was born, Heave a - way, haul a - way, In South Aus - tra - lia

Refrain

'round Cape Horn, We're bound for South Aus - tra - lia. Heave a-way, you rol - ling king,

Heave a - way, haul a - way, Heave a-way, oh hear me sing, We're bound for South Aus - tra - lia.

bethsnotes.com

There ain't but one thing grieves my mind  
 Heave away, haul away  
 To leave Miss Nancy Blair behind  
 We're bound for South Australia *Refrain*

Oh when I sailed across the sea  
 Heave away, haul away  
 My girl said she'd be true to me  
 We're bound for South Australia *Refrain*

Tempo – Andante      Dynamic – Mezzo Piano

# Botany Bay

Australian folk song

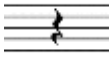
1. Fare - well to old Eng-land for e - ver, Fare - well to my rum culls as well,  
 Fare - well to the well-known Old Bai - ley Where I used for to cut such a swell...  
 Refrain  
 Sing - ing too - ral, li - oo - ral li - ad - di - ty, Sing - ing too - ral, li - oo - ral, li - ay,  
 Sing - ing too - ral, li - oo - ral, li - ad - di - ty,  
 For we're bound for the Bot - a - ny Bay.

2. There's the captain as is our commander,  
 There's the bosun and all the ship's crew,  
 There's the first and the second class passengers,  
 Knows what we poor convicts goes through. *Refrain*
3. 'Taint leaving Old England we cares about,  
 'Taint 'cause we mis-spells what we knows,  
 But because all we light-fingered gentry,  
 Hops around with a log on our toes. *Refrain*
4. Oh had I the wings of a turtle-dove,  
 I'd soar on my pinions so high,  
 Slap bang to the arms of my Polly love,  
 And in her sweet presence I'd die. *Refrain*
5. Now all my dookies and duchesses,  
 Take warning from what I've to say,  
 Mind all is your own as you touchesses,  
 Or you'll find us in Botany Bay. *Refrain*

	South Australia - Week 3	Botany Bay – Week 4
Genre of music piece (eg. pop, movie, jazz, folk)		
<b>Meter</b>		
1. What meter (time signature) is this piece in?		
2. How many beats are in each bar?		
3. Out of the following, what type of beats are they? a) Minims b) Quavers c) Crotchets d) Semiquavers		

## Rests

1. How many crotchet rests can you see in this piece?



2. This is a minim rest. It is worth 2 crotchet rests.

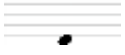


How many minim rests can you see in each piece?

3. If you could turn all the minim rests into crotchet rests, how many crotchet rests would you have in each piece?

## Notes

1. A crotchet has the same rhythm as a Ta.  
How many crotchets can you see in the first 8 bars?



2. A quaver has the same rhythm as a Ti or Titi.  
How many quavers in all can you see in the whole song?



3. A minim is the same as a Ta-a, which is the same as two crotchets worth of beats.

If you add a dot to a minim it lengthens it by half of itself.

How many minims are in each song?



How many dotted minims are in each song?



<p>Write what you believe each song is about and why it was created. Include references to the lyrics and what was happening during the time it was composed/composed for. Also include the feelings that you think each song portrays or gives to its audience.</p> <p>Please feel free to research each song to gather further information about it.</p>		
--	--	--

### **Bonus Question 1!**

(Please attempt)

#### **Anacrusis**

In the beginning of both *South Australia* and *Botany Bay*, there is a short bar with only one beat in it. This is, in fact, not a bar, but something called an anacrusis. This is a special upbeat note that helps lead us in to the music before the music “actually” starts. You’ll notice that it is an upbeat (or a light beat) when you sing *South Australia* out loud. Try singing it or listening to it now...

...When you do, you’ll notice that more emphasis (or more OOMPH) is put on the word “South”, like this:  
*“In South Australia I was born, heave away, haul away. In South Australia round cape horn...”*

However, if you just add extra beats into a piece of music willy nilly it would get very messy very fast. So, to stop the mess, the anacrusis always takes it’s extra beat away from another bar in the music.

**Question:** Which bar has had its beat taken away from it in each song by the anacrusis?



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# 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.*

## Weeks 1-5

Over the 5 weeks of learning from home you will need to attempt each of the following activities. We will continue to work on these skills with the proper equipment when you return to school.

I would like you to email me some **photos or short videos** of you completing your athletics skills. If you have been up to some other activities whilst learning from home please send me footage of those too. **EMAIL: [nxsm0@eq.edu.au](mailto:nxsm0@eq.edu.au)**

**I look forward to seeing what you have been up to – Miss B**

## 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](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](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.



## 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>

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

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

**3<sup>rd</sup> 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>

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

**2<sup>nd</sup> Whistle** = Captain picks up the ball. Everyone opens their legs out wide.

**3<sup>rd</sup> 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*

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

**2<sup>nd</sup> Whistle** = Captain / Leader picks up the ball.

**3<sup>rd</sup> 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**

**1<sup>st</sup> Whistle - SOLDIERS**

**2<sup>nd</sup> Whistle - PREPARE**

**3<sup>rd</sup> Whistle – START**

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

[https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y\\_yPoUqiyKQ1IC](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 look forward to seeing what activities you have been up to,**

**Miss B**



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## Chinese - 5A and 5B Week 3

☺ Click on the link (<https://quizlet.com/89kn1f?x=1qqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: Revise how to indicate locations:-

- Where is it? <sup>zài nǎ li</sup> 在哪里?   
  It is here. <sup>zài zhè lǐ</sup> 在这里。   
  It is over there. <sup>zài nà li</sup> 在那里。

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

	Can I read the word? Tick the box.	Do I know the meaning? Tick the box.
1. <sup>zài</sup> 在 At		
2. ... <sup>zài nǎ li</sup> 在哪里? ...Where is it?		
3. ... <sup>zài zhè lǐ</sup> 在这里。 ...is here.		
4. ... <sup>zài nà li</sup> 在那里。 ...is over there.		
5. <sup>wǒ</sup> 我 I		
6. <sup>nǐ</sup> 你 you		
7. <sup>wǒ zài zhè lǐ</sup> 我在这里。 I am here.		
8. <sup>nǐ zài nà li</sup> 你在那里。 You are over there.		
9. <sup>lǎo shī zài nǎ li</sup> 老师在哪里? Where is the teacher?		



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**Write:** Translate the sentences into English. An example has been given to you.

Chinese	English
Example: <small>wǒ zài zhè lǐ</small> 我在这里	I am here.
Sentence 1: <small>nǐ zài nǎ lǐ</small> 你在哪里?	
Sentence 2: <small>nǐ zài zhè lǐ</small> 你在这里。	
Sentence 3: <small>mā ma zài nǎ lǐ</small> 妈妈(mum)在哪里?	
Sentence 4: <small>mā ma zài nà lǐ</small> 妈妈(mum)在那里。	
Sentence 5: <small>lǎo shī zài zhè lǐ</small> 老师在这里。	

**Read:** Read the paragraph and answer the questions.

nǐ hǎo 你好! wǒ jiào lín lín 我叫林林。 wǒ shì nǚ hái 我是女孩。 wǒ yào pǎo 我要跑。 rú guǒ wǒ pǎo 如果我跑，  
wǒ hē shuǐ 我喝水。 mā ma zài nǎ lǐ 妈妈(mum)在哪里? mā ma zài zhè lǐ 妈妈在这里。 bà ba zài nǎ lǐ 爸爸(dad)  
在哪里? bà ba zài nǎ lǐ 爸爸在哪里。

**Q1:** Where is Linlin's mum? \_\_\_\_\_

**Q2:** Where is Linlin's dad? \_\_\_\_\_



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# Health and Wellbeing Grid

**Weeks 1-5**

**Prep - Year 6**



Continue to highlight items off this grid as you complete. If you would like some more ideas check out the [65 Fun Things To Do Activities](https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/)

<https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/>






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	Create your own obstacle course. You could use chalk and objects from around the home
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 a thankyou letter to a doctor or nurse who is exhausted treating patients	Write a list of 10 things and opportunities you're grateful for
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?

# 65 FUN THINGS TO DO WITH KIDS AT HOME

 teachstarter



<p>1</p> <p>Count all the light switches in your house. How many are on and how many are off?</p>	<p>2</p> <p>Learn a short passage from your favourite book off by heart. Perform it for the people in your house.</p>	<p>3</p> <p>Build a blanket cubbyhouse. Draw up a plan for your cubbyhouse and create a list of the items you will need.</p>	<p>4</p> <p>Write a letter to a friend or family member you haven't seen in a while.</p> 	<p>5</p> <p>Go on a nature scavenger hunt outside and sketch each item on paper.</p>
<p>6</p> <p>Build an outdoors obstacle course for your family. Draw up a plan and create a list of items you will need.</p>	<p>7</p> <p>Find different 3D objects around the house and draw them on paper.</p>	<p>8</p> <p>Play hide-and-seek as a family.</p>	<p>9</p> <p>Dress up and perform a play for your family.</p> 	<p>10</p> <p>Go on an alphabet scavenger hunt. Can you find an object that starts with every letter of the alphabet?</p>
<p>11</p> <p>Do some mindful colouring as a family.</p> 	<p>12</p> <p>Cut out letters from a magazine to make your name.</p>	<p>13</p> <p>Create a colour wheel by cutting out bits of coloured paper from a magazine.</p>	<p>14</p> <p>Using the food you have at home, create a dinner menu. Try to include descriptive language that will make your menu sound delicious!</p>	<p>15</p> <p>Use items found in your garden to make nature faces.</p>
<p>16</p> <p>Create a musical instrument from recycled items you find around the house.</p>	<p>17</p> <p>Draw a maze with a start and end point, and ask each family member to try to navigate it.</p>	<p>18</p> <p>Organise the books on your bookshelf into rainbow colours or alphabetical order.</p> 	<p>19</p> <p>Learn magic tricks and perform a magic show for your family.</p>	<p>20</p> <p>Teach your family how to create some origami.</p>
<p>21</p> <p>Start a gratitude journal. Every morning when you wake up, write about something you are grateful for.</p>	<p>22</p> <p>Interview members of your household, or your grandparents, other family, or friends on Skype and record what they are thinking.</p>	<p>23</p> <p>Play book bingo! Make a list of common words for each family member and see who can find them the fastest on the titles in your bookshelf.</p>	<p>24</p> <p>Create a Joy Jar. Each day, write a sentence on a piece of paper about what made you joyful that day.</p>	<p>25</p> <p>Start a squiggle on a piece of paper and place it on the fridge. During the day, family members take turns to add a little more squiggle to the picture.</p>
<p>26</p> <p>Paint the driveway, fence or deck with water – or with paint if you are allowed.</p> 	<p>27</p> <p>Design a piece of furniture built from paper straws, masking tape, cardboard and a hole punch.</p>	<p>28</p> <p>Use sidewalk chalk on the driveway to create a hopscotch pattern or to draw an obstacle course.</p>	<p>29</p> <p>Have some messy fun, using shaving cream and food colouring on a tray.</p>	<p>30</p> <p>Create a dinosaur city from sticks, dirt, rocks and whatever you can find outside.</p>

<p>31</p> <p>Learn Morse code and use it to communicate to your family members.</p>	<p>32</p> <p>Sit quietly and write about what you can hear, smell, see, touch and taste.</p>	<p>33</p> <p>Graffiti your fence with uplifting messages or bright artwork in chalk.</p>	<p>34</p> <p>Write a short story that includes a giraffe, a panda and a yoyo.</p>	<p>35</p> <p>Have a paper-plane flying competition!</p> 
<p>36</p> <p>Stick masking tape to the floor to create a racetrack around the house!</p>	<p>37</p> <p>Do some cloud-spotting! Write about or draw the different shapes you can see.</p>	<p>38</p> <p>Have an online playdate with a friend, using Skype, Zoom, Google Hangouts or Facetime.</p>	<p>39</p> <p>Transform an empty shoebox into a setting from one of your favourite storybooks.</p>	<p>40</p> <p>Draw a floor plan of your bedroom and show the outlines of all of your furniture.</p>
<p>41</p> <p>Design your 'dream house' floor plan, complete with measurements.</p>	<p>42</p> <p>Collect 10 different leaves on an afternoon walk and put them in order from darkest to lightest.</p>	<p>43</p> <p>Use bark or leaves to create a rub picture.</p> 	<p>44</p> <p>Choose a famous person to research.</p>	<p>45</p> <p>Play a board game.</p>
<p>46</p> <p>Sort your toys into groups. Get people to guess which sorting rule you used.</p>	<p>47</p> <p>Learn to say the alphabet backwards.</p> 	<p>48</p> <p>Play a game of charades with your family.</p>	<p>49</p> <p>Make up a dance routine to go with your favourite song.</p>	<p>50</p> <p>See who can build the largest structure using a deck of cards.</p>
<p>51</p> <p>Pick an exercise move for each number on a dice. Take turns rolling the dice for some movement fun!</p>	<p>52</p> <p>Paint some rocks and create a kindness garden in your backyard.</p>	<p>53</p> <p>List all the different colours you can see outside, and tally how many items you can see in each colour.</p>	<p>54</p> <p>Using recyclable items, design and create a boat that can float on water.</p>	<p>55</p> <p>Learn how to read a map.</p> 
<p>56</p> <p>Hide some 'treasure' and create a treasure map for someone in your family to follow.</p> 	<p>57</p> <p>Make your own pet rock.</p>	<p>58</p> <p>Play a game of I Spy.</p> 	<p>59</p> <p>Go on a bug scavenger hunt around the yard. Take photos of interesting bugs you see.</p>	<p>60</p> <p>Explore the world with Google Earth.</p>
<p>61</p> <p>Learn about a famous artist and use their art as inspiration for your own creation.</p>	<p>62</p> <p>Construct your own sundial.</p>	<p>63</p> <p>Learn the alphabet in sign language.</p> 	<p>64</p> <p>Learn how to say hello in 5 different languages.</p>	<p>65</p> <p>Make some homemade playdough.</p>



**Stafford State School**

Independent Public School

# Digital Technology

## Years 3-6

### Weeks 3, 4 and 5



Online Activities	Offline Activities			
Research a robot that is used in either: education, work or industry.	Write down five (5) rules about staying safe when using the Internet.	Write an acrostic poem using the words: Digital Technologies.	Make a poster about internet safety or cyber-bullying. Include a catchy heading and colour it in.	Design your own game or app for an iPad or tablet.
Use the online dictionary to find definitions to the following words (ensure they are the digital technologies meaning): algorithm, e-safety, network, program, debug, coding.	Create a wordsearch using words related to internet safety. E.g. settings, password, spam, privacy, friend.	Your 'Digital footprint': Trace around your foot and then fill it in with all the ways you use the internet. E.g. what websites you access, games, etc.	Design and draw a robot labelling all the components e.g. Bluetooth capability, wheels, speaker.	Write an algorithm (list of steps) to describe how to make your bed.
Access the 'Hour of Code' on code.org (No registration required.)	Draft (can be written in a notebook or on a computer/tablet) an email to your teacher describing the activities you've completed this week. You could send it online at the end of the week.	Name 5 technological devices that have been invented that make life easier. Hint: Try looking around your house for inspiration. Write a sentence explaining how they make life easier for the user.	Make a list of as many peripheral devices as you can think of.	Write an algorithm (list of steps) to describe how to brush your teeth.
Send an email to your teacher (offline activity draft) describing the activities you've completed this week.	Write a program with directions (like a BeeBot) and try 'coding' a sibling or challenge yourself to follow the program you have written.	Write an algorithm (list of steps) to describe how to make breakfast.	Build a robot out of LEGO.	Create your own code by giving each letter a new symbol, letter or value. Write a secret messages using your code.
Create an animation program using Scratch.mit.edu or Scratch Junior (app on iPad). It could be a story, cyberbullying game, science game.	Using chalk, draw your own programming grid and follow a sequence of steps to get from one corner to another.	Create a crossword about computer and internet words.	Write an algorithm (list of steps) to describe how to draw a square, a triangle, a rectangle, a circle.	Build a robot using cardboard boxes and other recycling and craft materials. Think about the different components it has and what the function is.

### Online resources

- <https://code.org/hourofcode/overview> (No registration required)
- <https://groklearning.com/> (Free access to resources until 5<sup>th</sup> July)
- <https://pencilcode.net/>
- <https://scratch.mit.edu/> (Registration not required)
- Scratch Junior app on iPad
- Watch: *What is an algorithm?* <https://www.youtube.com/watch?v=Da5TOXCwLSg>
- Watch: Learn how to create a program in Scratch <https://www.youtube.com/watch?v=VlpmkeqJhmQ>



**Every Day is a Good Day to Read a Book!** Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

<p><b>An Old Favorite</b> Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p><b>Scavenger Hunt</b> Use the books you have at home and complete the Book Scavenger Hunt.  Sheet supplied.</p>	<p><b>Book Talk</b> Use the <b>Talking about Books</b> sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p><b>Lego or Construction</b> Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p><b>Book End Pages</b>  Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p>	<p><b>Craft Activities for all year levels.</b> It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at <a href="http://www.artycraftykids.com">www.artycraftykids.com</a> Have fun.</p>	<p><b>Scratch for Juniors.</b> If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p><b>Writing a Poem 1</b> Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p>
<p><b>Writing a Poem 2</b> Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more.  Or just write down some words that you think about when looking at the picture.  Make a 'Wordle' for it.</p>	<p><b>Nonfiction Activity 1</b> Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 <b>interesting</b> facts that you have found out about the topic.  Choose 1 fact and draw a picture about it. Write a caption.</p>	<p><b>Nonfiction Activity 2: Atlas</b> With or without an atlas.  A to Z of World Countries A to Z of World Capital Cities  Younger students explore a map of Australia. Find all the states and capital cities.</p>	<p><b>Nonfiction 3 Websites</b> Check out and explore the National Geographic Kids and NASA websites. <a href="http://www.natgeokids.com">www.natgeokids.com</a>  <a href="http://www.nasa.gov/kidsclub/index.html">www.nasa.gov/kidsclub/index.html</a></p>

# Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

## Fiction

### Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

### During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?
  
- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?
  
- What do you think will happen next?
- What do you hope will happen next?

### After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?
  
- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?
  
- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

## Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

# Picture Book Scavenger Hunt



*Look through your favourite picture books at home.*

*Find the items below. Show someone or tick each item when you have found it.*

**An animal with fur**

**The word together or happy**

**A picture of the moon**

**Someone sleeping**

**A cat**

**Someone running**

**A bicycle**

**Someone laughing**

**A picture of a book or someone reading**

**A picture of the countryside**

**A picture of someone eating or cooking**

**A book with a blue cover**

**A book with a tree on the front cover**

**A word starting with the first letter of your name**

**Make it harder and find a character whose name starts with the first letter of your name**