



**Stafford State School**  
Independent Public School



Term 2

Week 4


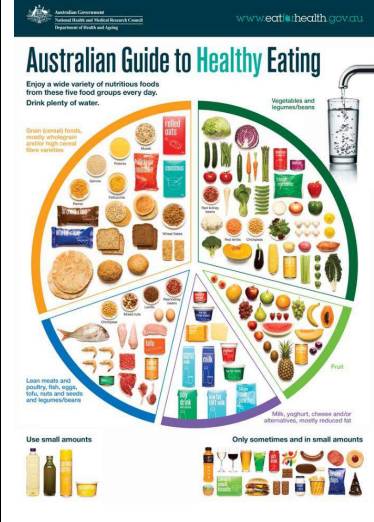
# Year 5

# Home Learning

Learning Areas:

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

# Monday – Week 4

<b>Wellbeing Task</b>	Belly Breathing – find an object such as a toy or book to place on your tummy. Lie on your back with the object on your tummy. Look at your object and take three long slow breaths in and out watching the object move up and down with your breath. Count as you breathe in 1,2,3,4 and count as you breathe out 1,2,3,4. See if you can close your eyes and feel the toy move. Continue for up to 5 minutes. How do you feel?
<b>Morning English</b>	<p><u>Reading (20 minutes minimum)</u></p> <ul style="list-style-type: none"> <li>Choose a non-fictional book / resource 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>Complete Soundwaves Unit 14 page 1</li> </ul> <p><u>Daily Writing Warm Up - Activity 1</u></p> <p><u>English</u></p> <p>Practise making great vocabulary choices by improving the verbs and adverbs used in a horror story in this activity called “Super stories: The abandoned house” produced by Education Services Australia Limited.  <a href="http://www.scootle.edu.au/ec/viewing/L6185/index.html">http://www.scootle.edu.au/ec/viewing/L6185/index.html</a></p> <p><b>Extension:</b></p> <p>Write an action packed paragraph of your own containing amazing verb and adverb choices about an abandoned house. Remember to try to hook your audience with a sizzling start.</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>Problem Solving</u></p> <p>Refer to Monday Week 4 sheet below</p> <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> <li>Complete Monday Week 14.</li> </ul> <p>Write out your 5 times tables. Have your parent / carer test you.</p> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon Health</b>	<p>Create your own version of the ‘Australian Guide to Healthy Eating’ pie graph – (bigger version on the sheet to follow)</p> <ol style="list-style-type: none"> <li>On a blank sheet of paper draw a circle and divide it into five sections like the example shown. The size of the sections lets you know how much of the food you should eat from each group.</li> <li>Cut pictures of food items from catalogues or magazines and glue them in to the correct section of the graph. If you don’t have catalogues or magazines you can draw them instead.</li> </ol> 

# Tuesday – Week 4



<p><b>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.</b></p>	
<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 Mysterious Shadow - Complete activity 2</p> <p><u>English</u></p> <p>Grammar - Sheet below</p> <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> <li>▪ Complete the second page of Unit 14 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 14.</li> </ul> <p>Maths Problem Solving - Sheet below</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 4



<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></p> <p>The Mysterious Shadow– Complete activity 3</p> <p><u>English</u></p> <p>Precise Language – Recipes – Task Sheet Below.</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><u>Mental Maths</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday Week 14.</li> </ul> <p>Write out your 7 times tables. Have your parent / carer test you.</p> <p>Maths – Adding and Subtracting Fractions – Sheet Below</p> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>Chinese</b>	<ul style="list-style-type: none"> <li>• Refer to Chinese sheet</li> </ul>

# Thursday – Week 4



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<b>Wellbeing Task</b>	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?
<b>Morning English</b>	<p><u>Reading</u> Find a comfortable spot without distractions and spend 20 – 30 minutes reading your novel. Write a paragraph, predicting what you think will happen next in the story, and explaining what in the text and your own personal experiences or knowledge, makes you think that is what will happen next.</p> <p><u>English – Research – Weekly Quiz – See Below for sheet – share with an adult something interesting you found out.</u></p> <p><u>Daily Writing Warm Up</u> The Mysterious Shadow – Complete activity 4</p> <p><u>Soundwaves</u> ▪ Choose 10 of your soundwaves words to write into sentences.</p> <p><u>Study Ladder / Read Theory</u> ▪ Spend 15 – 20 minutes doing some tasks on one of these platforms</p>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Mental Maths</u> ▪ Complete Thursday Week 14.</p> <p>Maths – Multiplication 3 digits by 1 digit – Sheet Below</p> <p><u>Mathletics</u> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics</p>
<b>Break</b>	
<b>Afternoon Health and PE Music</b>	<ul style="list-style-type: none"> <li>• Refer to PE sheet</li> <li>• Refer to Music sheet</li> </ul>

# Friday – Week 4



<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 Mysterious Shadow – 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 14.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul> <p><u>Science</u></p> <p>Learn about the Earth’s rotation and how this causes us to have day and night by completing this activity produced by Education Services Australia Ltd.</p> <p><a href="http://www.scootle.edu.au/ec/viewing/L696/index.html">http://www.scootle.edu.au/ec/viewing/L696/index.html</a></p> <p>Watch this short TED-Ed video about tsunamis and then answer the follow up questions.</p> <p><a href="https://www.youtube.com/watch?v=Wx9vPv-T51l">https://www.youtube.com/watch?v=Wx9vPv-T51l</a></p> <ol style="list-style-type: none"> <li>1. Create a glossary of 5 important technical or scientific words/terms from the video.</li> <li>2. Draw a labelled diagram showing how a tsunami occurs.</li> <li>3. Make a dot point list of the measures humans are taking to protect ourselves from tsunamis.</li> </ol>
<b>Break</b>	
<b>Afternoon</b>	<p>Complete any activities not completed this week.</p>



**It happened in the dead of night. The garden light illuminated the person, casting a mysterious shadow.**

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

What is the difference between a shadow and a silhouette? What causes a shadow? Why do shadows sometimes change size? Can you make a shadow in a dark room? Why are shadows always black?

### **Activity Two – Sick Sentences**

These sentences are ‘sick’ and need your help to get better. Can you help?

The shadow went across the garden. A light shone. The shadow touched the lock and opened the door.

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

Can you draw what awaits on the other side of the door?

### **Activity Four – Story Starter**

Continue writing from this point – paper and pencil

It happened in the dead of night. The garden light illuminated the person, casting a mysterious shadow.

As silent as a whisper in the night, the figure stealthily crept towards the green, wooden doors. Click...The key slipped into the metal lock, the cold mechanisms inside responding to the familiar shape of the object that had been slipped inside. Seeing the padlock pop open as expected, the figure slipped the slender bolt across into its resting position. The doors groaned agonizingly, the figure turning to survey the surrounding area, alarmed at the loudness of the sound their actions had made.

The coast seemed clear. Resuming their mission, the shadow slipped inside the room. There it was. This was the sight and moment they had been waiting for...

### **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.



# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.  
Drink plenty of water.



Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



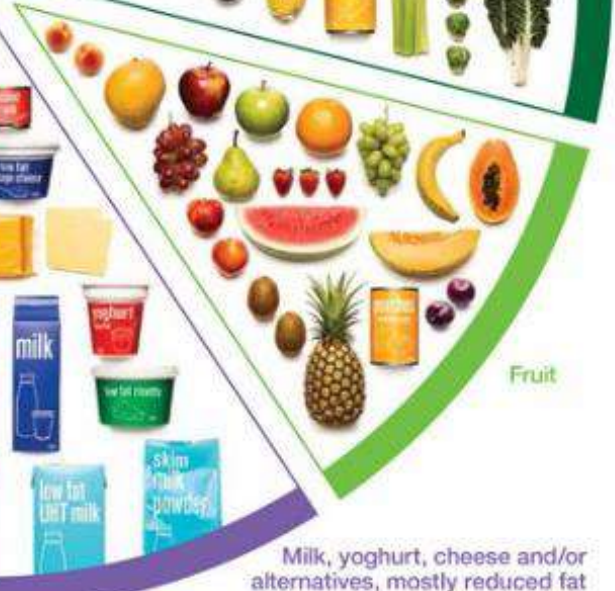
Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



Monday Week 4 Maths – Problem Solving.

Great mathematicians can quickly see when they have made a mistake because they know how numbers work! One such skill is understanding the patterns of odd and even numbers, and whether the answer to a particular equation should result in an odd number or an even number.

For eg, if I add together two even numbers and I get an odd number answer, I know right away that I have made a mistake – two even numbers added will always equal an even number.

Let's investigate how this works with multiplication. Solve the following equations and complete the sentence at the end of each section:

$2 \times 4 =$	$6 \times 2 =$	$8 \times 4 =$	$10 \times 6 =$
$6 \times 6 =$	$4 \times 10 =$	$2 \times 8 =$	$12 \times 4 =$
I can see that EVEN multiplied by EVEN equals _____			

$7 \times 4 =$	$3 \times 2 =$	$8 \times 11 =$	$10 \times 3 =$
$6 \times 9 =$	$4 \times 5 =$	$7 \times 8 =$	$12 \times 5 =$
I can see that EVEN multiplied by ODD equals _____			

$3 \times 3 =$	$1 \times 9 =$	$5 \times 9 =$	$7 \times 3 =$
$5 \times 7 =$	$3 \times 5 =$	$11 \times 7 =$	$5 \times 5 =$
I can see that ODD multiplied by ODD equals _____			

Use what you have learnt to decide whether the answer to each of these equations will be even or odd and write down your prediction. Then solve the equation to see if you were right.

$96 \times 26 =$	$47 \times 31 =$	$95 \times 48 =$
$124 \times 367 =$	$390 \times 214 =$	$453 \times 175 =$

## Tuesday Week 4 – English

1. Read the following passage and circle the 15 words that are spelt incorrectly. Then write the words correctly.

The legend of The Ashes began when Australia defeated England in a cricket match in London. An English newspaper printed the death notice of English cricket which said that the body would be cremated and the ashes sent to Australia. A year later an English team went to Australia and one. Some Australian woman, burnt part of a wicket, put the ashes in a small urn and presented the urn to the English captain. The urn was sent to Lord's in London and remains there no matter which country wins the ashes.

2. Use descriptive adjectives to make these words more interesting.

\_\_\_\_\_ holiday \_\_\_\_\_ dress \_\_\_\_\_ car

\_\_\_\_\_ table \_\_\_\_\_ kitten \_\_\_\_\_ book

3. Correct word usage: 'fewer' and 'less'. 'Fewer' refers to the number (not so many) and 'less' refers to amount (not so much). Rewrite these sentences, inserting the correct word.

- a. \_\_\_\_\_ television sets were imported from Japan during 2006.
- b. \_\_\_\_\_ sugar is being exported to overseas countries than previously.
- c. In cold weather we tend to drink \_\_\_\_\_ liquid.
- d. To stay fit, one should eat \_\_\_\_\_ fatty foods.
- e. James has \_\_\_\_\_ DVDs than his sister.
- f. Hayden has \_\_\_\_\_ memory on his computer than Nik has on his.
- g. Tayla had \_\_\_\_\_ maths examples incorrect this week than previously.

4. Word knowledge: numeral words. Write each word and its matching meaning.

binocular    monarch    quadrangle    pentagon    octave    trident    pentathlon    octagon

quintuplet    triplicate    bisect    quadriplegic    biannual    unique    monopolise

- a. happening twice yearly
- b. spear with three prongs
- c. cut in two
- d. set of eight musical notes
- e. having two eyepieces
- f. reigning alone
- g. having four limbs disabled
- h. five-part athletic event
- i. five-sided figure
- j. four-sided area
- k. one of five children born together
- l. keep for oneself
- m. with three copies
- n. one of a kind
- o. eight-sided figure

## Tuesday Week 4 Maths – Problem Solving

### 1. Problem solving

a. Cody has \$200 in a savings account. How much change will Cody have if he buys:

i. a Wii game worth \$56.00 ii. A ripstick worth \$152.00 iii 2 books worth \$25.00

b. The area of one paddock is  $682\,300\text{ km}^2$ . The area of another is  $30\,350\text{ km}^2$ . By how much is the area of the first paddock greater than the area of second paddock?

c. In one week the jellybean factory produces 11 293 red beans, 11 147 yellow beans, 294167 green beans, 196363 blue beans and 189 893 white beans. How many jellybeans are produced in a month?

### 2. Speed, distance and time

a. A train travels at 63 km/hr. How far will it travel in 3 hours?

b. I can jog 1 km in 20 minutes. How far will I jog in 2 hours?

c. How long will it take to travel 150km at 25km/h?

d. If I walk 2 km/h, how far will I walk in 4.5 hours?

### 3. What is the length of time in hours and minutes from:

a. 7.30 pm Saturday to 12.30 pm Sunday?

b. 3.56 pm Wednesday to 3.56pm Friday?

c. 2.45 am Monday to 1:45am Tuesday?

d. 4 am Sunday to 3:00am Wednesday?

## Wednesday English – Precise Language – Recipes

By choosing their words carefully, writers can give us more precise meanings. For eg, I could tell you that *I ran down the street* or I could say that *I sprinted down the street*. While they both have the same general meaning, the choice 'sprinted' gives more meaning because you now know that I was going as fast as I could, rather than being out for a leisurely jog.

Precise language choices are very common in recipe books because it is important for the cook to know exactly how to prepare the food in order for it to come out right. For this activity you will hunt for precise language used in recipes.

- Draw lines on a sheet of paper to create 4 columns
- At the top of each column write the words *cut*, *mix*, *cook* and *other verbs*
- Look through your recipe book and identify verbs with precise meanings (e.g. sauté, fold, dice) and list them under their more general synonym (or if they don't mean cut, mix or cook add them to the *other verbs* column.)
- Choose 5 precise verbs from your list that were unfamiliar to you, find out what they mean and write a definition for each of them to create a small cooking glossary.

### **Extension:**

Write a recipe for something you enjoy cooking, using precise verbs.

## Maths – Wednesday Week 4

Watch the following YouTube videos with instructions about adding and subtracting fractions. Then complete the equations for your year level.

<https://www.youtube.com/watch?v=5juto2ze8Lg>

$\frac{1}{4} + \frac{2}{4} =$	$\frac{3}{8} + \frac{2}{8} =$
$\frac{1}{2} + \frac{3}{2} =$	$\frac{1}{6} + \frac{4}{6} =$
$\frac{3}{5} + \frac{1}{5} =$	$\frac{1}{8} + \frac{3}{4} =$
$\frac{4}{8} + \frac{2}{8} =$	$\frac{1}{3} + \frac{2}{6} =$
$\frac{3}{7} + \frac{3}{7} =$	$\frac{3}{4} + \frac{1}{2} =$
$\frac{5}{2} - \frac{4}{2} =$	$\frac{5}{8} - \frac{2}{8} =$
$\frac{4}{4} - \frac{3}{4} =$	$\frac{5}{6} - \frac{4}{6} =$
$\frac{4}{5} - \frac{2}{5} =$	$\frac{7}{8} - \frac{1}{4} =$
$\frac{7}{8} - \frac{2}{8} =$	$\frac{7}{10} - \frac{3}{5} =$
$\frac{7}{6} - \frac{5}{6} =$	$\frac{8}{6} - \frac{2}{3} =$

## Thursday Week 4 Maths – Multiplication

$$\begin{array}{r} 911 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 411 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 909 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 814 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 835 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 339 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 272 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 270 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 683 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 870 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 613 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 812 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 917 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 491 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 525 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 295 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 126 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 206 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 187 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 231 \\ \times 7 \\ \hline \end{array}$$

# Weekly Quiz

- How did thousands of Australians commemorate ANZAC day as part of an RSA initiative?
  - by putting a poppy in their windows
  - by sending their messages to an ANZAC website that has been set up by the RSA
  - by observing a minute's silence at their gates or in their driveways on April 25
- What does ANZAC stand for?
  - Association of New Zealand and Australian Cavalries
  - Allied New Zealand and Australian Commission
  - Australian and New Zealand Army Corps
- In which country is Gallipoli located?
  - Germany
  - Turkey
  - Italy
- Which of the following airlines has gone into voluntary administration?
  - Virgin Australia
  - Jetstar
  - Air New Zealand
- Who has seen 16 million new subscribers thanks to lockdowns around the world?
  - Netflix
  - Facebook
  - Greenpeace
- The Federal Government wants Facebook and Google to stop ... ?
  - hosting sites that show people breaking social distancing rules
  - using news items that they have not paid for
  - hosting sites that promote natural remedies to treat COVID-19
- What type of animals have tested positive for coronavirus at the Bronx Zoo in New York?
  - elephants
  - chimpanzees and orangutans
  - tigers and lions
- A team of Australian scientists say they are planning to scale up an experiment to slow the impact of coral bleaching by ... ?
  - brightening clouds
  - increasing the density of water particles
  - encouraging coral to produce its own form of sunblock
- Tonga has started its long road back to normality after which devastating Cyclone?
  - Martha
  - Harold
  - Katrina
- Prince Harry and Meghan Markle have announced they are cutting communication with ... ?
  - Meghan Markle's father
  - the royal family
  - British tabloids (newspapers)
- An Indigenous Australian superhero called Thylacine has just been introduced by ... ?
  - Fortnite
  - DC Universe
  - Marvel
- Why has top tennis player Novak Djokovic been in the news?
  - he has announced he is retiring from tennis
  - he has announced he will donate \$12 million to finding a COVID-19 vaccine
  - he has said he does not want to be forced into being vaccinated in order to play tennis
- Victoria Beckham is taking Sydney-based skincare company VB Skinlab to court, over its use of the letters "VB" in trademarks. What is Victoria Beckham famous for?
  - she is a US Olympic gold medalist skier
  - she is a news presenter on Good Morning Britain
  - she is a former member of the pop group the Spice Girls
- What is the Federal Government spending \$94 million on in the US?
  - a stockpile of pain medication
  - a stockpile of fuel
  - a stockpile of face masks
- Todd Greenberg has resigned as the chief executive of which sports competition?
  - ANBL
  - NRL
  - Cricket Australia

PROBLEM-SOLVING

Monday

1. Tick which of the following would calculate the angle size between each consecutive number.



- $360^\circ \times 12$      $360^\circ \div 12$   
  $12 \div 360^\circ$

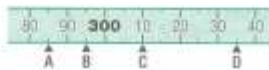
2. In square units, what is the area of the coloured shape?



Tuesday

1. A trainee architect was given this measuring tape. Work out the missing measurements.

- A = \_\_\_\_\_ mm   B = \_\_\_\_\_ mm  
 C = \_\_\_\_\_ mm   D = \_\_\_\_\_ mm



2. A cube was cut in half diagonally, into the object below. The new 3D object has \_\_\_\_\_ faces and \_\_\_\_\_ corners.



Wednesday

1. This magic square has the sum of 15 in all directions. Fill in the missing numbers (1–9). Remember you can only use each number once.

B		
	5	7
4		2

2. Fill in the magic square. Each direction should total 15.

6		
1	5	9
		3

Thursday

What number is:

1. 250 ones and 15 hundreds? \_\_\_\_\_  
 2. 296 tens and 300 ones? \_\_\_\_\_

FRIDAY REVIEW

1.  $\frac{1}{2}$  of 50 = \_\_\_\_\_

2.  $\frac{1}{2} + \frac{1}{2} =$  \_\_\_\_\_

Toys 4 Me	
Bingo	\$18.50
Snakes and ladders	\$ 5.50
Total	_____

4.  $209 - 10 =$  \_\_\_\_\_

5.  $(7 \times 4) - 8 =$  \_\_\_\_\_

6.  $\frac{1}{2} > \frac{1}{10}$

- true    false

7. Round 7.47 to the nearest tenth.

8.  $3 + \frac{4}{10} + \frac{1}{100} =$  \_\_\_\_\_

9.  $27 + 25 =$  \_\_\_\_\_

10. Round  $9\frac{1}{2}$  to the nearest whole.

11.  $\frac{1}{2}$  of 450 = \_\_\_\_\_

12. Write an equivalent fraction.

$\frac{4}{8}$	=	$\frac{\quad}{4}$
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13.  $5 \div 900 =$  \_\_\_\_\_

14. 81, 90, 99, 108, \_\_\_\_\_

15.  $4 \times 18 \times 25 =$  \_\_\_\_\_

16. 10 000, 1000, \_\_\_\_\_, 10

17. What was the time half an hour before?



18. Which triangle has no line of symmetry?

19. There is 9 hours difference between clocks A and B. Write the correct am/pm.

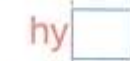


- A = 5 \_\_\_\_\_ m   B = 2 \_\_\_\_\_ m

20. Use Wednesday's map. What direction is a train travelling from Atown to Litown?

- south-east  
 south-west  
 north-east  
 north-west

21. Draw a reflection of:



22. What is the area of this grid? \_\_\_\_\_ squares



23. What two 2D shapes make up a cylinder?

\_\_\_\_\_ and \_\_\_\_\_



24. What is the length of A?

25. Using Thursday's spinner, what is the probability of landing on a 5?

MONDAY

1.  $250 + 50 + 75 =$  \_\_\_\_\_

2.  $0.8 + 0.5 =$  \_\_\_\_\_

3. The prime numbers from 2 to 10 are \_\_\_\_\_

4. Complete the pattern.

2, 2.3, 2.6, 2.9, \_\_\_\_\_

5. Write **o** for odd or **e** for even above each number in this magic square.

6	7	2
1	5	9
8	3	4

6. even + even + odd = \_\_\_\_\_

7. 1 t = \_\_\_\_\_ kg

8. odd + odd + odd = \_\_\_\_\_

9. This is the net for a:

- cube.  
 square-based pyramid.  
 sphere.



10. What is the sum of 6 and 27? \_\_\_\_\_

11. Use a protractor to draw a  $110^\circ$  angle. Use P as the vertex.



12.  $\frac{1}{2} > \frac{1}{4}$     true    false

13. (a) From A head west 4 squares. Write Y.

(b) From Y head directly to CA. Write Z.

(c) What direction is it from Y to Z?



14. The equivalent fraction of  $\frac{1}{2}$  is  $\frac{\quad}{10}$

15. The fifth month of the year is \_\_\_\_\_

16. Round 4.77 to the nearest tenth. \_\_\_\_\_

17. 10 000 square metres is known as a \_\_\_\_\_

18. odd + odd + even = \_\_\_\_\_

19. 1, 3, 9, 27, \_\_\_\_\_, 243



20. What is the length of this pencil? \_\_\_\_\_ mm

TUESDAY

1.  $450 + 75 + 50 =$  \_\_\_\_\_

2. The prime numbers from 10 to 20 are \_\_\_\_\_

3. Complete the magic square.

		4
	5	
6	1	

4. 1 t = 1000 kg

1.1 t = 1100 kg

1.2 t = 1200 kg

1.3 t = \_\_\_\_\_ kg

5. Arrange the digits 6, 0, 2 and 7 to create the highest value possible. \_\_\_\_\_

6.  $\frac{1}{2} > \frac{1}{3}$     true    false

7. Add 10 to 1990: \_\_\_\_\_

8. This is the net for a:

- cube.  
 triangular pyramid.  
 triangular prism.

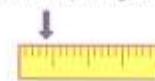


9.  $2 \times 47 \times 50 =$  \_\_\_\_\_

10.  $140\ 000 - 90\ 000 =$  \_\_\_\_\_

11. This arrow points to 4 mm.

Draw an arrow pointing to 18 mm.



12. Round 6.43 to the nearest tenth. \_\_\_\_\_

13. What is the date one week earlier than 9 December?

14.  $1000 \div 100 =$  \_\_\_\_\_

15.  $10 \times 1.7 = 17$

$10 \times 2.7 =$  \_\_\_\_\_

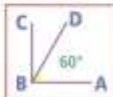
16. Round 15 801 to the nearest thousand. \_\_\_\_\_

17.  $10 \times 3.25 = 32.5$

$10 \times 4.65 =$  \_\_\_\_\_

18.  $5 + \frac{1}{10} + \frac{1}{100} =$  \_\_\_\_\_

19. If  $\angle ABC = 90^\circ$ , then  $\angle CBD$  must have a value of \_\_\_\_\_



20. Is  $\angle CBD$  an obtuse or an acute angle? (Not to scale)

WEDNESDAY

- $150 + 50 + 75 =$  \_\_\_\_\_
- The 24-hour time for 1 pm is:  
 0100    1300    1000
- $\frac{1}{4}, \frac{1}{4}, \frac{1}{4}, 1, 1\frac{1}{4}, 1\frac{1}{4},$  \_\_\_\_\_
- $\frac{1}{2} < \frac{1}{3}$     true    false
- What is the difference between 145 and 90? \_\_\_\_\_
- Which is not a multiple of 3?  

18	21	24	27	30	33	36	39
42	45	48	51	53	54	57	60
- $3000 - 10 =$  \_\_\_\_\_
- Angles A and B are acute.    true    false
  - Angles A and C are obtuse.    true    false
  - Angles B and D are acute.    true    false
  - Angles B and C are obtuse.    true    false
- What is the date one fortnight after 7 June?  
 \_\_\_\_\_
- A rhombus has a rotational symmetry to the order of:  
 2    3    4
- $\frac{3}{10} - \frac{1}{10} =$  \_\_\_\_\_
- $63\,958 -$  \_\_\_\_\_  $= 60\,000$
- Your class teacher receives a \$100 budget to spend for 25 students. What is the amount per student?  
 \$100    \$6    \$4    \$2.50
- $\frac{3}{10} - \frac{1}{10} =$  \_\_\_\_\_
- $6\overline{)402} = 201 \div 3 =$  \_\_\_\_\_
- $80 - 15 =$  \_\_\_\_\_
- Write  $\frac{1}{2}$  in its simplest form. \_\_\_\_\_
- $1100 - 10 =$  \_\_\_\_\_
- $10 \times 6.94 =$  \_\_\_\_\_

MY SCORE

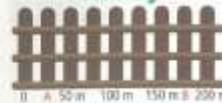
THURSDAY

- $75 + 50 + 650 =$  \_\_\_\_\_
- This shape is known as a \_\_\_\_\_
- Circle the square number.  
 45   46   47   48   49   50
- Use a protractor to draw a  $45^\circ$  angle.  
 Use C as the vertex.  $A^\circ$     $C^\circ$
- How many edges does a triangular pyramid have?  
 \_\_\_\_\_
- $10 \times 7.42 =$  \_\_\_\_\_
- What is the time 18 hours after 2 am? \_\_\_\_\_
- $900 - 350 =$  \_\_\_\_\_,  $9000 - 3500 =$  \_\_\_\_\_
- Halve 550. \_\_\_\_\_
- This arrow points to 6 mm.  
 Draw an arrow pointing to 16 mm.
- $1.1 > 0.9$     true    false
- $1.4 \div 2 =$  \_\_\_\_\_
- Write as an equivalent fraction.  
 (a)  $\frac{4}{6} = \frac{\square}{12}$    (b)  $\frac{10}{15} = \frac{\square}{\square}$
- The 24-hour time for 6 pm is:  
 0600    1800    1200
- What date is it four days before 3 April?  
 \_\_\_\_\_
- Write the next four multiples of 7.  
 21, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Write  $5\frac{1}{2}$  as an improper fraction. \_\_\_\_\_
- Round 6877 to the nearest hundred. \_\_\_\_\_
- What is the probability of the next number rolled being a 2?
- In a 200-g box there were several 50-g packets of jelly beans. How many 50-g packets were there in total?  
 \_\_\_\_\_

MY SCORE

PROBLEM-SOLVING

Monday



- A farmer walks along the fence from A to B.  
 The distance is \_\_\_\_\_ m.
- The distance between each fence post is \_\_\_\_\_ m.

Tuesday

- A wizard had 400 mL of prune juice. He used 100 mL to power up 4 magic wands. How many magic wands could he power up with 400 mL?
- How far did the car travel from A to B?

Wednesday

- A teacher cut 14 apples into halves. Each child had a piece. There were 3 pieces left. How many children were in the class?  
 \_\_\_\_\_
- How much time has passed from A to B?

Thursday

- The area of School Town is 300 km<sup>2</sup>. The neighbouring town, Farm, is a third larger than School Town. What is the area of Farm Town?  
 \_\_\_\_\_ km<sup>2</sup>
- An orchard had 40 ha of land, but 12.5% of the land was unsuitable for growing. What number of hectares was farmed?  
 \_\_\_\_\_

MY SCORE

FRIDAY REVIEW

- $550 + 75 + 50 =$  \_\_\_\_\_
- Round 16 490 to the nearest thousand.  
 \_\_\_\_\_
- 1, 4, 9, 16, \_\_\_\_\_, 36, 49, \_\_\_\_\_
- Write  $\frac{10}{15}$  in its simplest form.  
 \_\_\_\_\_
- $\$20.00 - \$16.20 =$  \_\_\_\_\_
- $10 \times 4.39 = 43.9$ ,  
 so  $10 \times 5.39 =$  \_\_\_\_\_
- $5000 - 10 =$  \_\_\_\_\_
- Write the next four multiples of 7.  
 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- $5\overline{)545} =$  \_\_\_\_\_
- $\frac{1}{10} + \frac{6}{10} =$  \_\_\_\_\_
- $\frac{1}{7} > \frac{1}{3}$   
 true    false
- The sum of 60 and 70 is \_\_\_\_\_
- $(9 + 7) + 2 = 8$   
 true    false
- $87\,239 -$  \_\_\_\_\_  $= 80\,000$
- In a 400-g box there were \_\_\_\_\_ 50-g packets of jelly beans.
- $4 + \frac{1}{10} + \frac{1}{10} =$  \_\_\_\_\_
- How many vertices does a triangular pyramid have?  
 \_\_\_\_\_
- Which angle is <sup>o</sup> \_\_\_\_\_  
 (a) acute? \_\_\_\_\_  
 (b) obtuse? \_\_\_\_\_
- $2.3\text{ t} = 2300\text{ kg}$ ,  
 so  $2.4\text{ t} =$  \_\_\_\_\_ kg.
- The arrow points to 4 mm. Draw an arrow pointing to 19 mm.
- What is the date one fortnight after 15 April?  
 \_\_\_\_\_
- The 24-hour time for 4 pm is \_\_\_\_\_
- Draw a net of a cube.
- How many teachers are aged over 40?
- What is the age difference from the youngest to the oldest teacher?  
 \_\_\_\_\_ years

MY SCORE

List Words

loan  
latter  
medal  
bolder  
really  
elect  
alter  
troubling  
woollen  
allowed  
almost  
already  
collide  
collapse  
include  
usually  
alphabet  
reality  
parallel  
example  
lecture  
lightening  
aisle  
laughter  
although

1 Colour the graphemes that represent **ll** in the List Words.

2 Turn to page 81 or use SLW13. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letters that can represent **ll** on the Grapheme Chart. Write one word example for each.

4 Cross out the words where you hear **ll**. Finish the nonsense poem that is left.

Some hulk folks really had milk elk yolks,  
Cut almost in halves for alphabet calves.  
The salmon were pals laughing unusually calm,  
Swimming parallel although under the elect palm.  
I couldn't include reality talk.  
I was allowed trying to collapse ... alk.

Grapheme Chart

grapheme	word



5 Circle the two errors.

Turn to **2a** and **7** page 86.

all most all ready all together all though play full un till peace full awe full  
almost already altogether although playfull untill peaceful awful

6 Write words built from the words **old** and **young** to finish these sentences.

Turn to **11a** page 87.

In our family there are four children, Luke 13, Lachlan 11, Lisa 7 and Holly 3.

Luke is the \_\_\_\_\_ child and Holly is the \_\_\_\_\_ child. (comparing four)

Luke is the \_\_\_\_\_ boy and Lachlan is the \_\_\_\_\_ boy. (comparing two)

Lisa is the \_\_\_\_\_ girl and Holly is the \_\_\_\_\_ girl. (comparing two)

7 Finish these sentences with the words **later** or **latter**.

★ **Later** means *after right now*, **latter** means *the second choice out of two*.

I can go to the movies right now or I can go \_\_\_\_\_.

I think I will choose the \_\_\_\_\_ option because I want to eat lunch first.

I can go to a comedy movie or an adventure movie. I prefer the \_\_\_\_\_ kind.

8 Finish these sentences with the words **lend** or **loan**.

★ **Lend** is mostly used as a verb (doing word), not as a noun. **Loan** is used as a noun (naming), not as a verb.

I am happy to \_\_\_\_\_ my coloured pencils to my friends as long as they care for them.

I will not \_\_\_\_\_ them to people who break or lose them.

When people ask for a \_\_\_\_\_ I explain that they may have a \_\_\_\_\_ if they look after them.

A friend had a \_\_\_\_\_ of some pencils and lost one so I won't \_\_\_\_\_ them to her again.

9 Rewrite these List Words written with the beginning of the word at the end.  
turelec \_\_\_\_\_ tterla \_\_\_\_\_ phabetal \_\_\_\_\_  
llideco \_\_\_\_\_ alityre \_\_\_\_\_ terlaugh \_\_\_\_\_  
cludein \_\_\_\_\_ allepar \_\_\_\_\_ llapseco \_\_\_\_\_

10 Colour words ending with **al**, **el**, **ol** and **le** in the Word Search to find the Hidden Word. Write the words under the appropriate headings. Write some of the words to match the meanings below.

**al** \_\_\_\_\_  
\_\_\_\_\_

**el** \_\_\_\_\_  
\_\_\_\_\_

**ol** \_\_\_\_\_  
\_\_\_\_\_

**le** \_\_\_\_\_  
\_\_\_\_\_



Hidden Word \_\_\_\_\_

relating to a bride \_\_\_\_\_ a type of trophy \_\_\_\_\_ bike part for a foot \_\_\_\_\_  
part of a horse's harness \_\_\_\_\_ to interfere \_\_\_\_\_ travel selling goods \_\_\_\_\_  
heavenly being \_\_\_\_\_ a sea bird \_\_\_\_\_ musical instrument \_\_\_\_\_  
between meeting lines \_\_\_\_\_ fuel for cars \_\_\_\_\_ represents something \_\_\_\_\_  
relating to the navy \_\_\_\_\_ lazy \_\_\_\_\_ a short gun \_\_\_\_\_  
bellybutton \_\_\_\_\_ adored person \_\_\_\_\_ flower part \_\_\_\_\_

Challenge Decode the homophones, Write them in the sentences below. Turn to **15** page 87.

★ **Code:** Each code letter represents the letter that comes before it in the alphabet, for example **b** represents **a**, **c** represents **b**. The first one is done for you.

b m u f s c p v m e f s m p o f b m m p x i e j m m b m u b s m p b o

alter \_\_\_\_\_

m j h i u f a j o h b j t m f b m p v e c p m e f s j t m f m j h i u a j o h

The minister decided to \_\_\_\_\_ the position of the \_\_\_\_\_ in his church.

Great flashes of \_\_\_\_\_ lit the sky as the sailors began \_\_\_\_\_ the boat by throwing things overboard to help the boat float more easily on the huge waves.

Ben said we could have a \_\_\_\_\_ of the horse standing by the \_\_\_\_\_ tree in the paddock. \_\_\_\_\_ be waiting for you in the \_\_\_\_\_ of the only theatre on the holiday \_\_\_\_\_.

As the people became more confident at climbing the sheer, rocky, cliff face, they got \_\_\_\_\_ and decided to attempt scaling the last huge \_\_\_\_\_.

'I hope I am \_\_\_\_\_ to go to your party,' said the girl out \_\_\_\_\_ so her mother would hear.

► For the Extra Challenge turn to page 93.



### 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

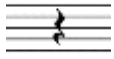
1. Fare - well to old Eng-land for e - ver,      Fare - well to my rum culls as well,  
 Fare - well to the well-known Old Bai-ley      Where I used for to cut such a swell...  
 Refrain  
 Sing-ing too-ral, li - oo-ral li - ad-di-ty      Sing-ing too-ral, li - oo-ral, li - ay,  
 Sing - ing too - ral,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

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

	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.

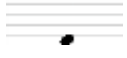


How many minim rests can you see in each piece?

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?



**Stafford State School**

Independent Public School



# 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>**

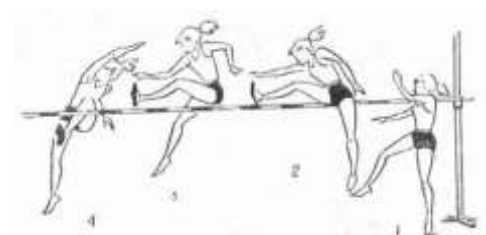
Using a scrunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.



## 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**



# Stafford State School

## Independent Public School



# Chinese - 5A and 5B

## Week 4

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

★ Learning objectives: Revise how to indicate locations:-

- What is this? zhè shì shén me 这是什么?     This is .... zhè shì 这是...。

**Learn:** 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.
<small>zhè shì shén me</small> 1. 这是什么? What is this?		
<small>zhè shì</small> 2. 这是... This is...		
<small>shū</small> 3. 书 Book		
<small>dēng</small> 4. 灯 Light		
<small>jiā zi</small> 5. 夹子 Folder		
<small>mén</small> 6. 门 Door		
<small>diàn nǎo</small> 7. 电脑 Computer		
<small>shuǐ píng</small> 8. 水瓶 Water bottle		
<small>wǒ bù zhī dào</small> 9. 我不知道。 I don't know.		



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

Chinese	English
Example: zhè shì shū 。 这是书。	This is (a) book.
Sentence 1: zhè shì mén 。 这是门。	
Sentence 2: zhè shì shuǐ píng 。 这是水瓶。	
Sentence 3: zhè shì jiá zi 。 这是夹子。	
Sentence 4: zhè shì mā ma 。 这是妈妈。	
Sentence 5: zhè shì lǎo shī 。 这是老师。	

**Read:** Read the following story and fill in the correct characters on the line.

nǐ hǎo      wǒ jiàolín lín      wǒ shì nǚ hái      wǒ yào      rú guǒ wǒ  
你好！ 我叫林林。 我是女孩。 我要\_\_\_\_\_ (run)。 如果我  
pǎo      wǒ      mā ma zài nǎ li  
跑， 我\_\_\_\_\_ (drink water)。 妈妈在哪里？ \_\_\_\_\_ (mum)  
zài zhè lǐ      bà ba zài nǎ li      bà ba  
在这里。 爸爸在哪里？ 爸爸\_\_\_\_\_ (is over there)。  
zhè shì      zhè shì      zhè shì shén me      wǒ  
这是\_\_\_\_\_ (teacher)。 这是\_\_\_\_\_ (book)。 这是什么？ 我  
bù zhī dào  
不知道！



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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/)

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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?



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# 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**