

Below is a sample recommended timetable that adheres to the National Education Standards Authority (NESA) requirements for each key learning area.

We recommend that you follow this routine as much as possible according to what works in your house.

The following equates to one week of work and is applicable to all year groups.

	<div>Lynwood Park Public School</div> <div>Learning From Home Whole School Timetable</div> <div>Stage 2 Term 4 Week 3 2021</div>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
10 mins	Reading	Reading	Reading	Reading	Reading	
15 mins	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	
30 mins	Writing	Writing	Writing	Writing	Writing	
BREAK	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	
45 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
20 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
45 mins	Science & Technology	Creative Arts	Personal Development	History	Catch up	

Stage 2 Term 4 Week 3 – Learning From Home

Monday					
Monday		Tuesday		Wednesday	
Thursday		Friday			
Morning		Reading		Reading	
Reading <i>Learning Intention – Students read a variety of texts for a range of purposes</i>		Reading - Try the “ Before you read ” tasks to build your comprehension strategies. Focus: Cause & Effect - Read all (or part) of Charlotte’s Web- Chapter 11 “The Miracle” OR follow along with this read-aloud video: http://www.viewpure.com/JR7I69bpbWQ?start=0&end=0		Reading - Try the “ Before you read ” tasks to build your comprehension strategies. Focus: Summarising - Read all (or part) of Charlotte’s Web- Chapter 12 “A meeting” OR follow along with this read-aloud video: http://www.viewpure.com/A6S6STJweKkdE?start=0&end=0	
Reading - Try the “ Before you read ” tasks to build your comprehension strategies. Focus: Facts & Opinions - Read all (or part) of Charlotte’s Web- Chapter 12 “A meeting” OR follow along with this read-aloud video: http://www.viewpure.com/A6S6STJweKkdE?start=0&end=0		Reading - Try the “ Before you read ” tasks to build your comprehension strategies. Focus: Making Inferences - Read the information about ‘Inferring’ before reading the introduction to the text: “The Case of the Missing Cookie”. Draw your own conclusion about what happened.			
Morning Word work		Word Work Spelling		Comprehension / Word Work	
Word Work Spelling - complete the spelling tasks attached. Use ‘look, cover, write & check’ to write your spelling words for this week using the words listed. - Write the grammar rule for this week. List the ‘grammar’ words. - Can you think of 3 more words that have an apostrophe? <i>Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words</i>		Word Work Spelling- Use your list words to answer the questions. Which word means: a) the process of scraping or wearing something away? b) to expel air from the lungs with a sudden sharp sound? - Find and write all the common nouns (naming words) in this week’s spelling list.		Comprehension / Word Work Remember to answer in full sentences and use information from the text in your answers. 1. What does Charlotte write in her web? 2. What is the main purpose of Charlotte’s trick? 3. Why do Zuckerman and Lurvy begin to tremble? - What does the word miracle mean? Find and write the definition before using the word in a sentence. Draw an example of a miracle. <i>Learning Intention – Students explore a range of vocabulary used to convey the author’s purpose</i>	
Comprehension / Word Work Remember to answer in full sentences and use information from the text in your answers. 1. Charlotte says ‘people believe almost anything they see in print’. Do you agree with her? Why or why not? - Wise Words: If you were Charlotte, what would you weave into your web and why? Think of five examples and explain your choices. <i>Learning Intention – Students summarise information to make judgements about texts and their own experiences</i>		Word Work It’s time to apply your skill of inferring. Look closely at the images in the comic strip. Using the clues provided in the images, infer what is happening. Add a description under each cell (frame), then draw your own picture in the last cell to finish the story. <i>Learning Intention – Students summarise information to make judgements about texts and their own experiences</i>			

Morning English	Writing Spelling sentences – Write a sentence for each of the 5 grammar words from the spelling list. Make sure each sentence begins with a capital letter, ends with a full stop and uses an adjective or adverb. For an extra challenge try and use our Word of the Week (<u>grotesque</u>) in one of the sentences. <i>Learning Intention – Students can write simple and compound sentences with correct punctuation.</i>	Writing Procedure writing Have you been baking and cooking during some of your free time? You might have followed a recipe to make some yummy things. A recipe is a procedure. It tells us the equipment and quantities of items we need, as well as step by step instructions. Using the attached template, sequence a recipe for a delicious meal you have cooked or would like to cook. Make sure you list the ingredients, quantities and the equipment. Don't forget to ensure you write the instructions down in the correct sequence.	Writing Procedure writing Yesterday you wrote a procedure for a delicious meal. Today you are going to write a procedure to play a game or do an after-school activity. You might like to write about an activity that you do yourself, like how to play a game of football or how to tap dance. Make sure you list any equipment needed and write the instructions down in the correct sequence. <i>Learning Intention – Students can sequence and write a series of instructions</i>	Writing Road safety How do you travel to school? Maybe you walk, or ride or get a lift in a car? Create two columns with the headings: <table border="1"><tr><td>Ways to travel to school</td><td>Risks and hazards</td></tr></table> In column 1, brainstorm a list of ways you might travel to/ from school. In the column 2, write some of the risks or hazards when travelling to school that way. - List some ways to reduce or eliminate the risks or hazards. Think about some of the safe practices when in a car. - Complete the attached cloze passage on passenger safety. <i>Learning Intention – Students can identify safe practices when travelling to and from school</i>	Ways to travel to school	Risks and hazards	Writing Handwriting Review your 'do drop in' and 'horizontal joins'. Write the letter combinations and the passage on the worksheet. Focus on using the example to help you check your letter joins, letter entries and exits. <i>Learning Intention – Students build their pencil control and neatness as they learn to write with cursive handwriting.</i>
Ways to travel to school	Risks and hazards						
Break							
Middle Mathematics	Mathematics - Answer Monday's maths mental Whole Number-Prime & Composite numbers: A prime number is a number that can only be divided by itself and 1 without remainders. A composite number is a positive number that can be formed by multiplying two smaller positive numbers. Working through questions 1 to 6, colour the prime and composite numbers on the grid.	Mathematics - Answer Tuesday's maths mental Prime & Composite numbers: You will need to have completed Monday's math work to help you complete today's worksheet. Work through questions 1 to 5 to demonstrate your understanding of Prime and Composite numbers.	Mathematics - Answer Wednesday's maths mental Prime & Composite numbers: Work through questions 1 to 4 on the worksheet to demonstrate your understanding of Prime and Composite numbers. <i>Learning Intention – Students will be able to understand, read, order, and represent numbers up to five digits.</i>	Mathematics - Answer Thursday's maths mental Whole number: Work through questions 1 to 7 on the worksheet to demonstrate your understanding of comparing numbers. Use the symbols > (greater than), < (less than) or = (equal to) to answer the questions.	Mathematics - Try the maths 'warm up' tasks to apply your maths knowledge. Fill in the reflection 'faces' – how did you go? Converting time: On the worksheet, write the times using words, convert them to 24hour time, 12hour time and draw them on the analog clock. Read the word problems and explain your answers. <i>Learning Intention – Students will be able to convert analog and digital times and write the time in words.</i>		

Middle Fitness	Online Fitness Options Try some of these activities in your fitness break: SISA Yoga, Mindfulness and Breathing https://www.youtube.com/watch?v=-uKEuikMrRo Kids HIIT Workout https://www.youtube.com/watch?v=591Stmzm9EA Just Dance Workout https://www.youtube.com/watch?v=yQ4fTl4wbko Kids 20-minute Tabata https://www.youtube.com/watch?v=LNLs9ONr5YI Kids Yoga https://www.youtube.com/watch?v=4ZpkRAcgws4			Fitness Options Without Technology Complete the 'Lunchbox kid's workout' (attached to the back of your booklet). Turn on some music and have a dance party. Create an obstacle course that includes running, jumping, hopping, galloping and balancing. Try some Tabata (20 seconds of work and 10 seconds of rest, 8 times) that includes star jumps, squats, burpees, high knees and tuck jumps.	
BREAK					
Afternoon	Science and Technology The Earth's surface is constantly changing. This change can be due to natural processes or human activity. Today we will be learning about some of the natural processes that happen to the Earth's surface. Natural processes, like bushfires, can quickly change the Earth's surface and appearance of a landscape, but the Earth's surface can also change slowly over millions of years. Read the information on the attached sheet and work through the experiment to find out how the Earth can change slowly and how it's still changing today. <i>Learning Intention – Students can identify how natural processes can change the Earth's surface over time.</i>	Creative Arts Musical instruments Our school band is continuing in 2022 and we'd like to invite all students in Years 2-5 (2021) to participate. Our music lesson today will help you learn some more about the instruments. Visit https://www.schoolbands.com.au/choosing-the-right-instrument/ to watch some videos about each of the instruments in the band. - Listen to the instruments and notice how they are played/ the type of sound the instrument makes. Read the information on the website about the instrument families. - Complete the worksheets about the instruments in the band. Describe the sound of each instrument and how is it played. Can you name the instruments? <i>Learning Intention – Students listen to, describe, name and identify musical instruments and the sounds they produce.</i>	Personal Development Wellbeing Wednesday You have been working so hard, we want you to stop, breathe and find something relaxing to do away from a screen and your desk this afternoon. Try some mindfulness colouring, do something to make someone else's day OR try something new.	History Read through the timeline of the Australia's Indigenous Peoples. Task: Choose 4 dates from the top part of the timeline and 4 from the bottom part of the timeline then draw an item or an image that represents it. For example: 63000 BCE – You could draw a picture of what you think a grinding axe may look like. <i>Learning Intention – Students will be able to draw an image or an item which represents a period in time.</i>	Catch Up Use this time to finish any tasks that need completing from this week. If you are looking for more activities to do, you could read a text of your choice, complete some Study ladder activities, watch BTN or look at some of the links provided at the end of this grid.

Optional Extension activities	<u>Art Hub</u> Follow along with a directed drawing https://www.artforkidshub.com/how-to-draw/	<u>STEM Activity</u> Cloud in a Jar https://www.giftofcuriosity.com/weather-science-how-to-make-a-cloud-in-a-jar/	<u>Making Ice Cream in a Bag</u> https://www.sciencebuddies.org/stem-activities/ice-cream-bag
	<u>READ, READ, READ!!!</u> Reading everyday makes you a better reader.	<u>StudyLadder</u> https://www.studyladder.com.au/	<u>Fitness</u> Move your body and follow along with PE with Joe on Youtube!
	<u>Kids News!</u> https://www.kidsnews.com.au/	<u>BTN</u> Watch a BTN to keep up to date on current affairs! https://www.abc.net.au/btn/	<u>Meditation</u> https://www.headspace.com/meditation/kids Or https://www.smilingmind.com.au/
	<u>Watch an 'Education Live' talk at 10am each day</u> https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home		

Monday

Before you read- Week 3

Try these tasks to build your Comprehension strategies.

Learning intention: Students apply a range of comprehension strategies to understand texts.

Monday

CAUSE & EFFECT

Annie went outside for a play. Suddenly, it started to rain! She went back inside and put on her raincoat and boots. Annie then went back outside and played in the puddles.

- QUESTION -

Why did Annie go back inside?
a) She got scared
b) To get something to eat
c) To put on her raincoat

Tuesday

FACTS & DETAILS

On January 27, 2010 Steve Jobs revealed the first Apple iPad. The iPad was the first popular mobile tablet of its kind. It only came in black and had a 9.7-inch screen, Wi-Fi and Bluetooth capabilities, but no camera.

- QUESTION -

The first iPad did not have:
a) Bluetooth capabilities.
b) Wi-Fi capabilities.
c) a working camera.

Wednesday

SUMMARISING

Elephants are the world's largest land-living mammals. There are two types of elephants, African and Asian. Elephants are herbivores, they enjoy eating leaves, roots and bamboo.

- QUESTION -

This passage is mostly about:
a) mammals.
b) herbivores.
c) elephants.

Thursday

FACTS & OPINIONS

Mary loves milkshakes! She believes everyone should try one of her delicious milkshakes! To make them, Mary uses 2 scoops of ice cream, 1 tablespoon of honey and 2 cups of milk.

- QUESTION -

Which statement is a fact about Mary's milkshakes?
a) They have 2 cups of milk
b) They are delicious
c) Everyone should try one

Friday

MAKING INFERENCES

Mike and his dad are spectators at a football match. They are both wearing their team beanies, a warm coat, gloves, and a long knitted scarf. At half time, Mike's dad buys them each a hot chocolate.

- QUESTION -

We can infer from this passage that the season is:
a) spring.
b) summer.
c) winter.

Spelling

Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words

Grammar Tip: Apostrophes generally show missing letters in contractions

Literacy	Grammar	History	Science
future	you're	Anzac	abrasion
factory	you've	Australia	breaking
forest	that's	harmony	chemical
cough	what's	celebrations	diagram
through	they'll	commemorations	oxygen

Wow word: grotesque – comically or repulsively ugly or distorted.

- Use 'look, cover, write & check' to write your spelling words.
- Write the grammar rule for this week including the grammar words.
- Can you think of 3 more words that have an apostrophe?
- Which word means, the process of scraping or wearing something away?
- Which word means to expel air from the lungs with a sudden sharp sound?
- Find and write all the common nouns (naming words) in this week's spelling list.

Monday Mentals

A

- 1 $8 + 5$ _____
- 2 $18 + 5$ _____
- 3 $10 - 9$ _____
- 4 $20 - 9$ _____
- 5 3×2 _____
- 6 3×4 _____
- 7 $6 \div 3$ _____
- 8 $12 \div 4$ _____
- 9 6 tens + 4 ones _____
- 10 20, 40, 60, _____, 100
- 11 200, 400, _____, 800, 1 000
- 12 Colour $\frac{1}{4}$



- 13 Is $\frac{1}{2}$ equal to $\frac{4}{8}$? _____



Can containers with a capacity of 1 litre have different shapes? _____

- 15 Do parallel lines intersect? _____



Tuesday Mentals

B

- 1 $30 + 20$ _____
- 2 $300 + 200$ _____
- 3 $30 - 15$ _____
- 4 $50 - 15$ _____
- 5 4×4 _____
- 6 8×4 _____
- 7 $16 \div 4$ _____
- 8 $32 \div 4$ _____
- 9 Tens in 4 312 _____
- 10 4, 8, _____, 16, 20
- 11 40, 80, 120, _____, 200

Look for a pattern.



- 12 Circle $\frac{1}{4}$ ○○○○○○○○○

- 13 How many $\frac{1}{8}$ in one whole? _____

- 14 Complete the labels:

a



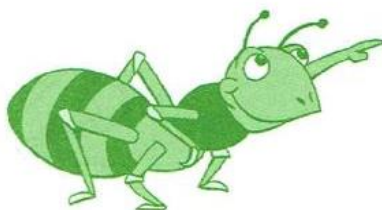
past

b



to

- 15 Is a trapezium a quadrilateral? _____



Look for pairs of numbers that add to ten.

$$6 + 7 + 4 = 6 + 4 + 7 = 17$$

That makes it easy!



Add:

- | | | |
|-------------------------|--------------------------|-------------------------|
| a $1 + 5 + 9 =$ _____ | b $21 + 7 + 9 =$ _____ | c $19 + 6 + 11 =$ _____ |
| d $16 + 8 + 4 =$ _____ | e $26 + 5 + 14 =$ _____ | f $14 + 7 + 16 =$ _____ |
| g $7 + 2 + 3 =$ _____ | h $17 + 9 + 13 =$ _____ | i $13 + 8 + 27 =$ _____ |
| j $312 + 7 + 8 =$ _____ | k $32 + 14 + 18 =$ _____ | l $28 + 9 + 82 =$ _____ |

Monday- Maths (Whole Numbers: Prime and Composite numbers)

Learning Intention: Understand place value to read, order and represent up to five digits.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

You may use a calculator.

- 1 Colour red.
- 2 Starting at colour every number divisible by 2, blue.
- 3 Starting at colour the rest of the numbers that are divisible by 5, green.
(Hint: They end in a 5.)
- 4 Starting at colour the rest of the numbers that are divisible by 3, yellow.
- 5 Starting at colour the rest of the numbers that are divisible by 7, orange.
- 6 Write a list of the numbers which are left.

Monday- Science and Technology

Learning Intention – Students can identify how natural processes can change the Earth's surface over time.

The Earth's surface appears to be still, but it is actually constantly on the move. It's outer shell (crust) is made up of huge slabs of moving rock called tectonic plates. The plates fit together like puzzle pieces to make up the Earth's surface. It's their movement that changes the Earth's surface depending on how the plates meet. For example, plates that collide together may form mountains, Others that move away may cause valleys and those that grind past each other most likely cause earthquakes. Mountains are formed over the course of millions of years, but can continue to fold and rise.

The Earth's Changing Surface

Create your own folded mountain range

Step 1

Fold the towels in half, lay them on top of each other.



Step 2

Gently, start pushing the two boxes together.



Step 3

Observe and video/photograph your results with your tablet. Take a slow-motion video.



Repeat the procedure a few times.

Observe what happens and ask questions, e.g. where are the highest peaks?

Record the interesting things you noticed during your investigation.

Observations:

Draw and label a diagram to explain how your mountain range formed

[illegible][illegible]

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

Primes and composites

Prime numbers have only two factors, 1 and themselves. eg 11 is prime because its only factors are 1 and 11.

Factors: odd and even

1 Look at page 142.

- a These are the numbers less than 50 which are not coloured. Use your calculator to find all the factors of each number.

Number	Factors
2	
3	
5	
7	

Number	Factors
11	
13	
17	
19	

Number	Factors
23	
29	
31	
37	

Number	Factors
41	
43	
47	

b What did you find?

c How many factors has each number?

d These are called

2 Find all the factors of these numbers.

a 8

b 30

c 15

d 41

e 11

f 52

g Colour the composite numbers green.

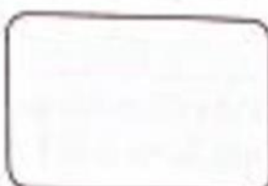
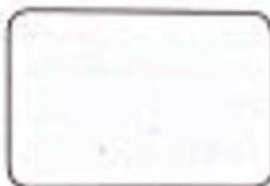
3 a Are the prime numbers after 2 all odd?

Why?

b Are all composite numbers even?

Why?

c Using arrays, show that odd \times odd will be odd.



Composite numbers have more than two factors. eg 6 has factors 1, 2, 3, 6. So 6 is a composite number.

4 a $9 \times 7 =$ b $8 \times 4 =$ c $7 \times 3 =$ d $5 \times 10 =$ e $6 \times 7 =$
 $7 \times 9 =$ $4 \times 8 =$ $3 \times 7 =$ $10 \times 5 =$ $7 \times 6 =$

5 True or false.

a $5 \times 9 = 9 \times 5$

b $3 \times 4 = 4 \times 3$

c $8 \times 7 = 7 \times 6$

d $3 \times 2 = 3 \times 4$




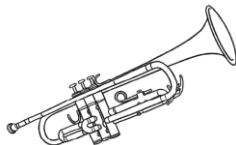
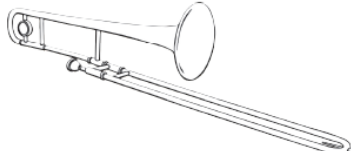

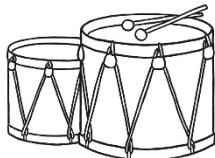
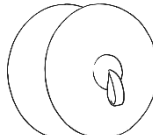
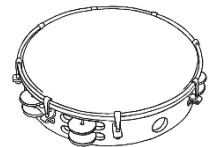
e $9 \times 8 = 8 \times 9$

f $6 \times 4 = 4 \times 6$



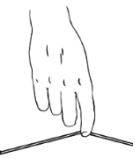

Tuesday- Creative Arts (Music)

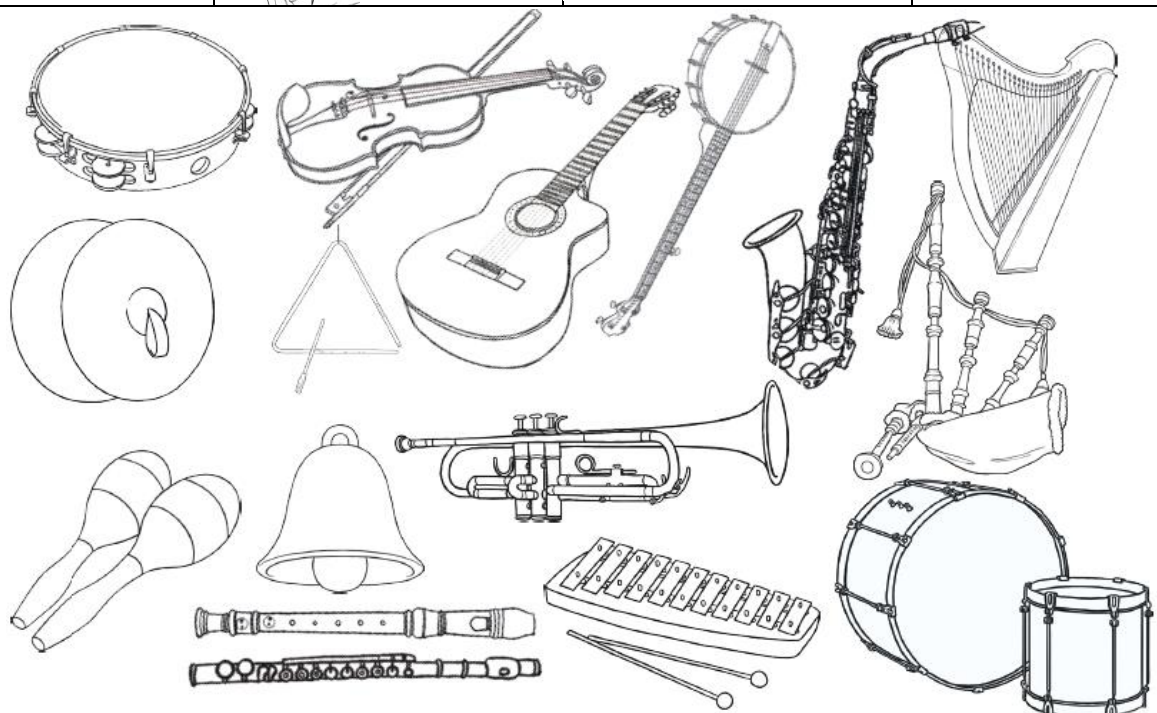
Learning Intention – Students listen to, describe, name and identify musical instruments and the

Watch the videos (See link on the LFH grid) THEN describe the sounds of the following instruments:

<div>Flute</div> <div></div> <div><table><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table></div>	high	low	loud	soft	<div>Clarinet</div> <div></div> <div><table><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table></div>	high	low	loud	soft	<div>Saxophone</div> <div></div> <div><table><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table></div>	high	low	loud	soft
high	low													
loud	soft													
high	low													
loud	soft													
high	low													
loud	soft													
<div>Trumpet</div> <div></div> <div><table><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table></div>	high	low	loud	soft	<div>Trombone</div> <div></div> <div><table><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table></div>	high	low	loud	soft	<div>Bass Guitar</div> <div></div> <div><table><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table></div>	high	low	loud	soft
high	low													
loud	soft													
high	low													
loud	soft													
high	low													
loud	soft													
<div>Percussion</div> <div><div></div><div><table><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table></div><div></div><div></div></div>			high	low	loud	soft								
high	low													
loud	soft													

Colour the instruments by sorting out how they are played.

 Strike Colour these instruments blue	 Blow Colour these instruments red	 Pluck Colour these instruments green	 Shake Colour these instruments orange
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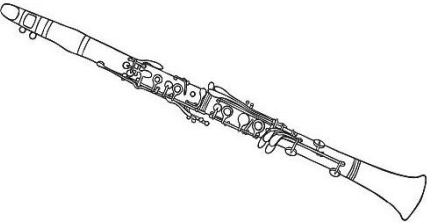



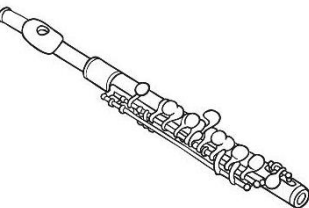



Tuesday- Creative Arts cont'd

The way the instrument is played or what it is made from gives you a clue about the instrument family it belongs to. Write the name of the instruments in each family.

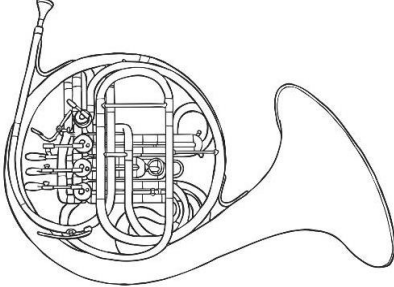
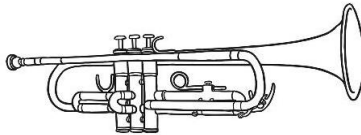
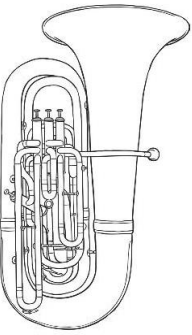
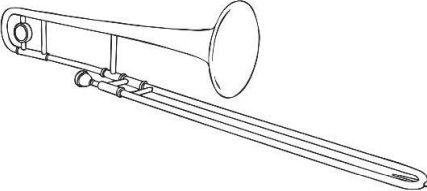
The Woodwind Family

Instruments in the woodwind family aren't all made of wood, although most used to be. They are played by blowing into them. Notes are changed by pressing on holes or keys.

Flute	Clarinet	Saxophone	Bassoon	Oboe	Piccolo
					
					
					

The Brass Family

Instruments in the brass family are usually made of brass. They are played by blowing into them while vibrating your lips against the mouthpiece. Notes are changed by changing the shape of your mouth, pressing down on keys or (with the trombone) moving the slider.

Trumpet	Trombone	French Horn	Tuba
			
			

If you are in Year 2- Year 5 (2021) and you would like to register for band in 2022, speak with your family. Register via the sign- up button on the School Band's Australia page (see link in the Learning Grid).



Procedural Recount

<p>Aim/Goal: What was the aim or goal of the task?</p>	<hr/> <hr/> <hr/>
<p>Ingredients/Materials: List the Ingredients, materials or equipment you used for the task.</p>	<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/> • <hr/>
<p>Method/Steps: What was the method or what were the steps that you took during the procedure?</p> <p>List them in order, using time e.g. it took 10 mins for the water to boil.</p> <p>Remember to use verbs to describe the action. e.g., cut, mix, glue.</p>	<ol style="list-style-type: none"> 1. <hr/> 2. <hr/> 3. <hr/> 4. <hr/> 5. <hr/> 6. <hr/> 7. <hr/> 8. <hr/>

Wednesday Mentals

C



- 1 $50 + 40$ _____
- 2 $500 + 400$ _____
- 3 $14 - 8$ _____
- 4 $24 - 18$ _____
- 5 $5 \times \square = 40$
- 6 10×4 _____
- 7 $40 \div 8$ _____
- 8 40 shared by 10 _____
- 9 306 in words _____

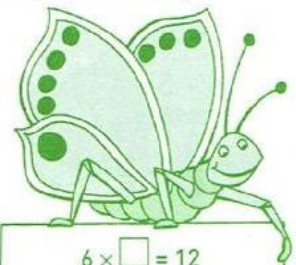
- 10 6, 12, 18, _____, 30
- 11 60, 120, 180, _____, 300
- 12 Is  the same as ? _____
- 13 Is $\frac{1}{2}$ equal to $\frac{5}{10}$? _____
- 14 How many cm in 50 mm? _____
- 15 Is this a right angle? _____



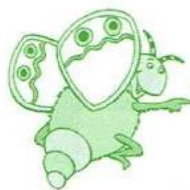
Thursday Mentals

D

- 1 $20 + 80$ _____
- 2 $200 + 800$ _____
- 3 $19 - 7$ _____
- 4 $29 - 7$ _____
- 5 $7 \times \square = 28$
- 6 7×8 _____
- 7 28 into groups of 4 _____
- 8 $56 \div 8$ _____
- 9 Circle the largest: 639, 963, 936
- 10 65, 70, 75, _____, 85
- 11 650, 700, _____, 800, 850
- 12 Is  the same as ? _____
- 13 Is $\frac{1}{2}$ less than $\frac{1}{4}$? _____
- 14 Choose cm^2 or m^2 to measure:
 - a the cover of this book _____
 - b your classroom floor _____
 - c your footprint _____
- 15 How many sides on a pentagon? _____



$6 \times \square = 12$
Think! We have 6 groups. How many in each group to make 12?
 $6 \times 2 = 12$

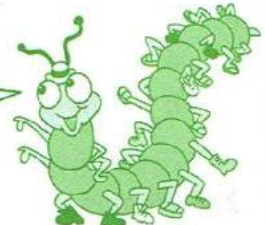


Each little line shows one minute.



The time is 20 past 7 or 7:20

The hour hand has passed 7. The minute hand has gone 20 minutes from 12.



Complete the labels for each time shown.

a



4:

past 4

b



12:

past 12

c



7:

past 7

d



4:

past 4

e



8:

past 8

Rounding thousands

When rounding:

Remember

0, 1, 2, 3, 4 — leave

5, 6, 7, 8, 9 — + 1

eg 7650 → 8000

4299 → 4000

When rounding to hundreds, look at the tens place.

When rounding to thousands, look at the hundreds place.

3694

3718

3467

3554

3499

3640

3748

3549

3639

3619

3507

3732

1 Round to the nearest hundred.

a 793

b 419

c 854

d 278

e 647

f 338

g 35 124

h 56 602

i 90 848

j 63 169

2 Colour the numbers that round to 3700 red, 3600 blue, 3500 yellow.

3 Round to the nearest thousand.

a 5284

b 7307

c 3784

d 8074

e 1514

f 9436

g 24 480

h 56 503

i 85 991

j 62 564

k 30 827

l 91 733

Used cars	Colour	Price in '000s
Honda	Blue	19
Mercedes	Silver	47.5
Renault	Red	7
BMW	Green	38.5
Rolls Royce	Yellow	22
Suzuki	Black	12.5

4 a What does the Price in '000s mean?

b Write the real price of each car.

Honda

Mercedes

Renault

BMW

Rolls Royce

Suzuki

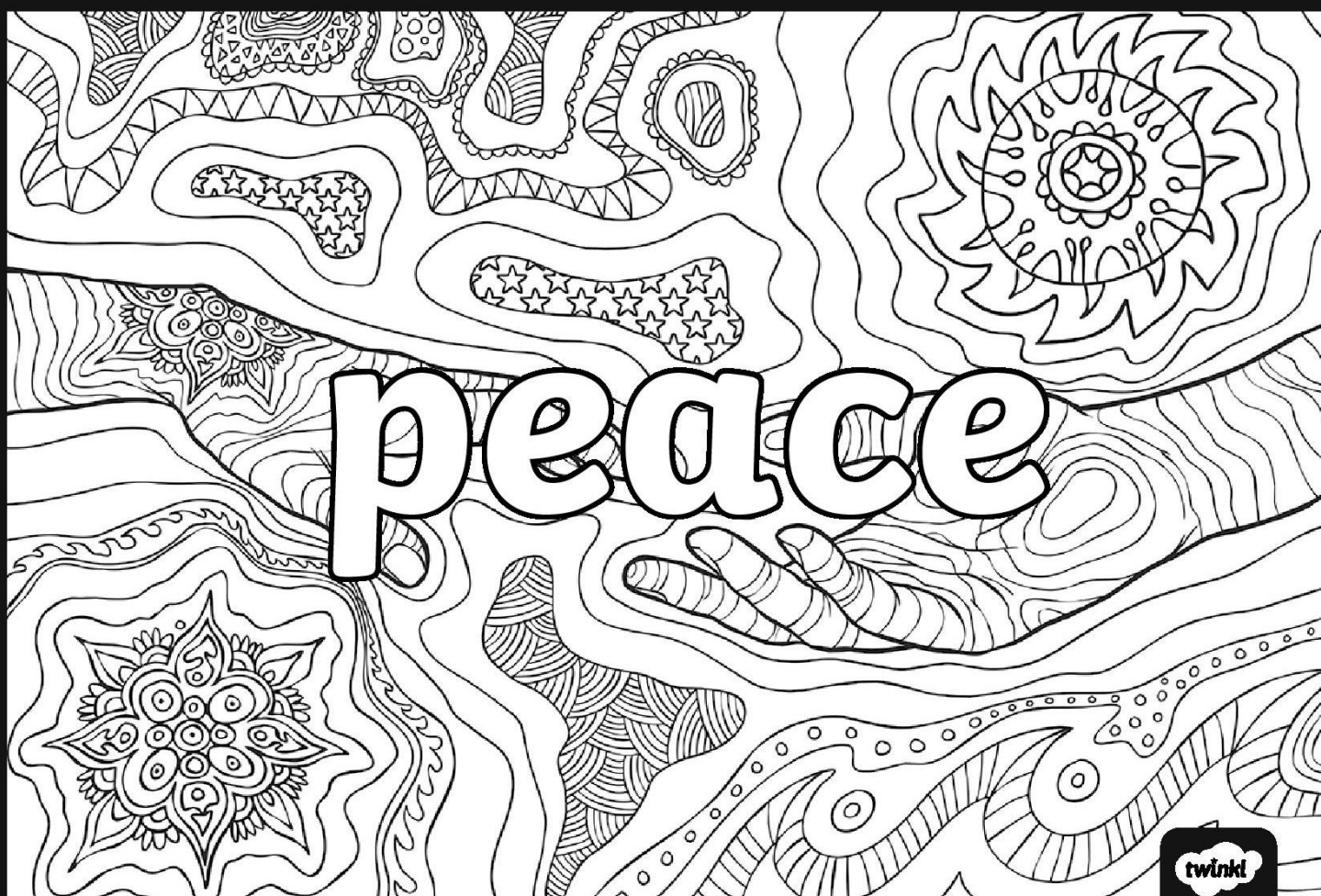
c The dealer rounds the price to the nearest five hundred. What will he charge for these cars?

Ford \$9825

Holden \$17 460

Pulsar \$12 690

Subaru \$26 195



twinkl

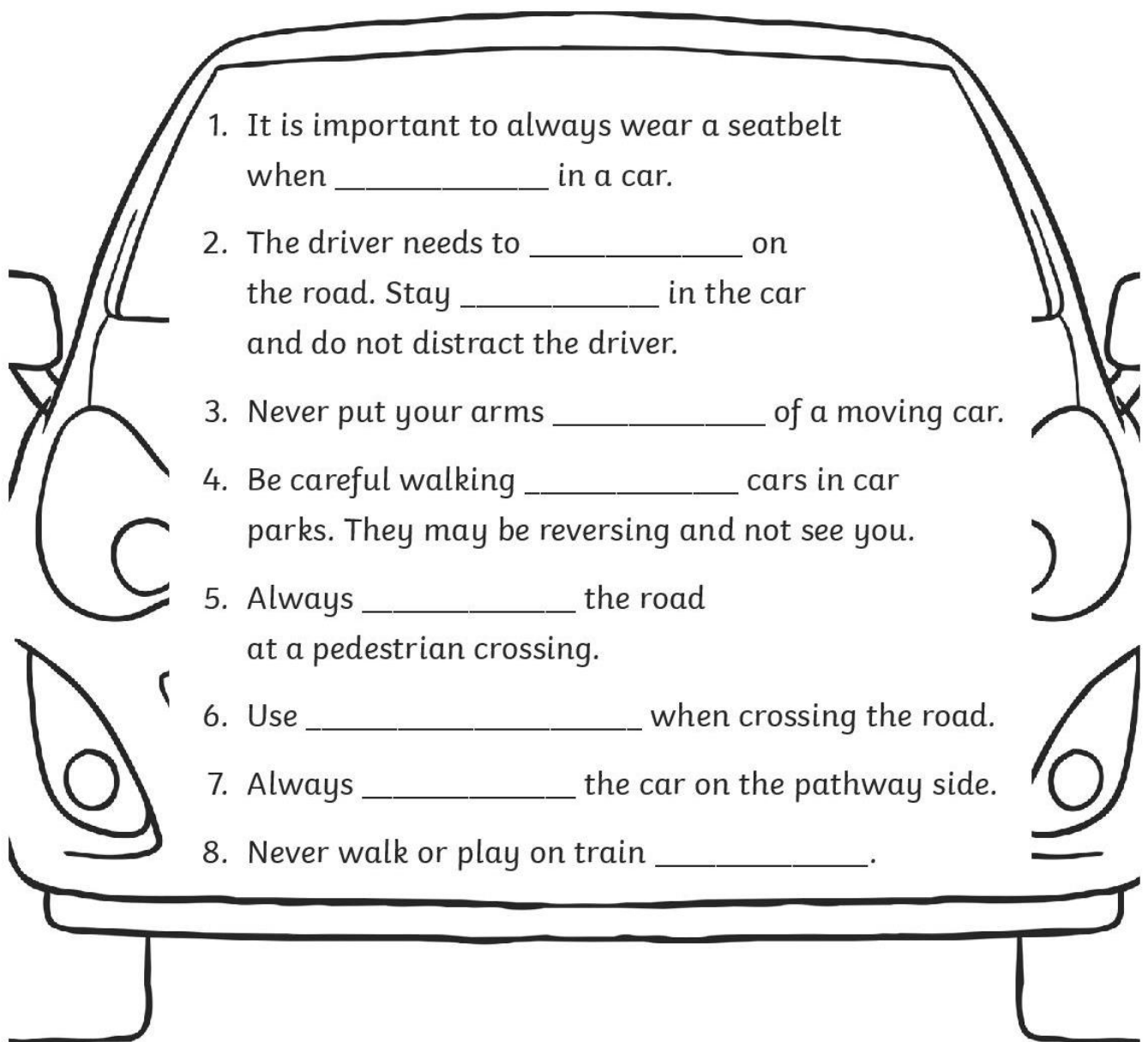
<p>Create a FlipGrid Video telling some jokes. Send it to a family member or friend to make them smile!</p>	<p>Draw a mindmap of your support network and people you can go to for support.</p>	<p>Make a poster to promote R U OK? Day. Put it up somewhere so others can see it.</p>	<p>Draw a chalk drawing on your driveway or nearby footpath to brighten up someone else's day!</p>
<p></p>	<p>Make a Warm Fuzzies jar. Decorate the jar and add pieces of paper with things you love about each family member or your class mates.</p>	<p>Interview a grown up about R U OK? Day. Ask them for some ideas of what you could say to a friend who was not feeling ok.</p>	<p>Learn some breathing exercises to help you relax when you are feeling upset or worried.</p>
<p>Do some yoga with Cosmic Kids. Create some of your own moves.</p>	<p>Create a space just for you. Add your favourite books, activities, colouring in or drawing materials you like to explore and create with.</p>	<p>Create a 'happy dance' to your favourite song. Video it and share it with your teacher or a family member who lives far away.</p>	<p>Make some positive affirmation cards. I am grateful for... I am proud of... I feel calm when... My smile is...</p>
<p>Make a care package with a card, craft and/or little gift to give to a friend or family member to show you are thinking of them.</p>	<p>Take a walk in nature and collect some items that make you happy. Create a sensory nature table at home and add to it each day.</p>	<p>Cut out some pictures from a magazine and create a collage showing different emotions you have experienced.</p>	<p>Make a life size 'hug' and send it to someone special.</p> <p></p>

EMPOWERING
LEARNING TOGETHER

This activity can be freely used by educators or families.
Resource created by Empowering Learning Together

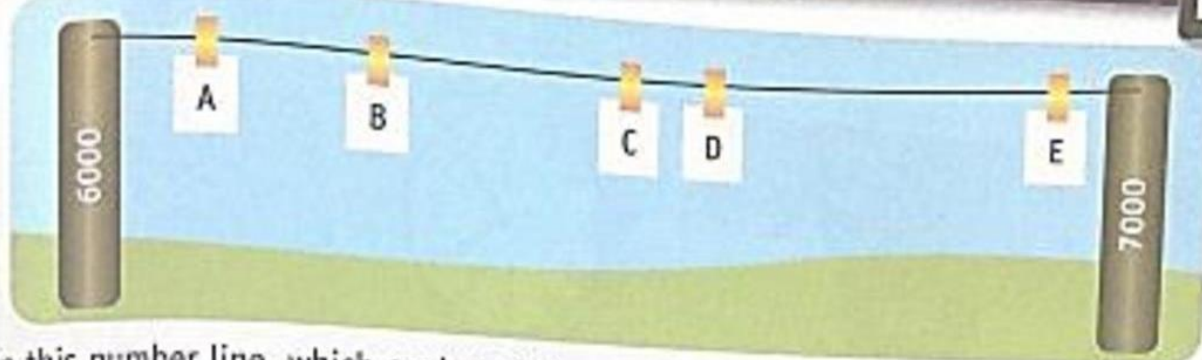
Road Safety

cross	exit	quiet
outside	behind	tracks
stop, look, listen, think	concentrate	travelling



Learning Intention: Understand place value to read, order and represent up to five digits.

Comparing numbers



- 1 On this number line, which card would have the value of:
 a 6500? _____ b 6098? _____ c 6567? _____ d 6250? _____ e 6921? _____

- 2 Draw cards on the number line with the value of: a 6800. **F** b 6450. **G**

- 3 Circle the larger number.

- a 17 065 16 750 b 92 108 92 180 c 60 547 56 740
 d 80 416 80 604 e 29 743 29 751 f 4968 40 009
 g 28 011 20 118 h 19 999 91 111 i 70 006 69 074

- 4 Use <, >, = to make these true.

- a 3840 _____ $3000 + 800 + 4$ b $9000 + 200 + 6$ _____ 9206
 c $80 + 8000$ _____ 8088 d $3 + 30 + 5000$ _____ 5333
 e $70 + 6 + 900 + 1000$ _____ 1976 f 5075 _____ $50 + 7 + 5000$
 g $8000 + 400 + 20$ _____ 8420 h $9000 + 100 + 1$ _____ $9000 + 90 + 9$

- 5 Add 1000.

- a 8468 _____ b 3156 _____ c 19 803 _____ d 24 065 _____

- 6 Subtract 1000.

- a 7850 _____ b 5206 _____ c 36 168 _____ d 99 999 _____

- 7 Add 10 000.

- a 3020 _____ b 7951 _____ c 54 687 _____ d 30 156 _____

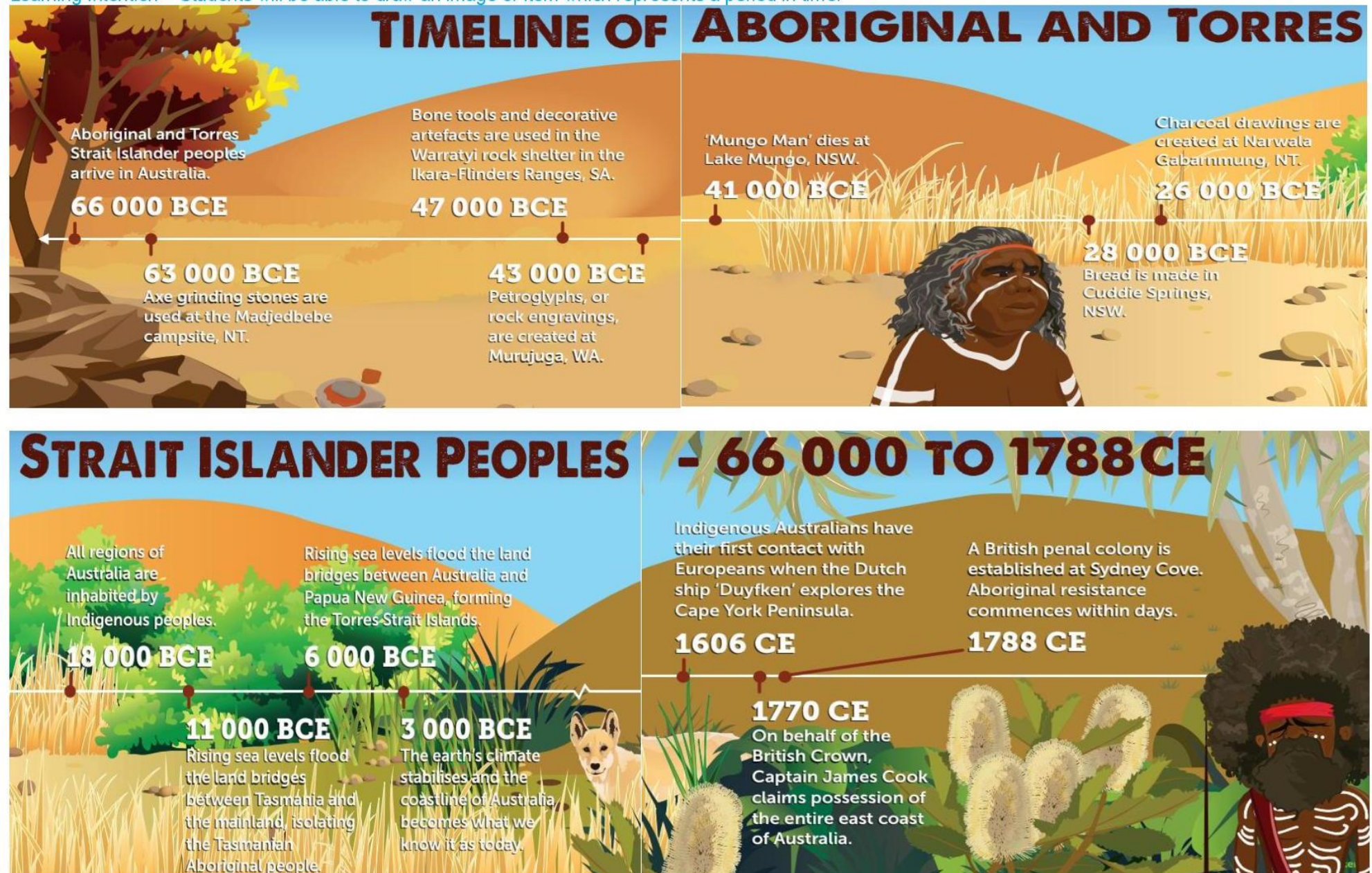
Draw a table

Take five different numerals from 0 to 9. Use this table to help you find every possible number that can be made using these five digits.

1 digit	2 digits	3 digits	4 digits	5 digits

Australia's Indigenous Peoples Timeline – History #3

Learning Intention – Students will be able to draw an image or item which represents a period in time.



Thursday History (cont'd)

Task: Choose 4 dates from the top part of the timeline and 4 from the bottom part of the timeline then draw an item or an image that represents it. Use the table below.

For example: 63000 BCE – You could draw a picture of what you think a grinding axe may look like.

Date	Image	Date	Image

Learning Intention – Students summarise information to make judgements about texts and their own experiences.

Inferring

Inferring means using clues from a text to form a theory or come to a conclusion about characters, events or information.

Writers do not always include every detail about an event or character in a text. They expect readers to use their knowledge in conjunction with the clues to 'read between the lines' to create meaning.

How to Infer

While you are reading, ask yourself the following questions to help you make inferences about the text:

- What prior knowledge do I have about what is happening?
- What clues does the text provide about what is happening?
- How can I use clues to form a theory about the text?
- What conclusions can I make about the text?
- What information can I gather by 'reading between the lines'?



You are going to read the start of a narrative text called "**The Case of the Missing Cookie**". In the text the narrator has returned to the kitchen after answering the front door to discover their chocolate chip cookie is missing!!

Look for the clues in the text which could help you form a theory about what might have happened. After reading, use the clues you have gathered and your own prior knowledge to **come to a conclusion** about how the chocolate-chip cookie went missing.

The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone!

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie.

As I was looking around the kitchen, I found some short brown hairs down by the bottom of the bench. They were just below where my cookie had been sitting!

I continued to search further. Around the corner, in the hall, there was a tennis ball on the floor. It had chocolate-chip cookie crumbs on it! Who would have left cookie crumbs on a tennis ball?

I bent down to inspect the floor around the ball. There was a trail of muddy paw prints leading toward the back door... which was open! The crumbs continued down the back stairs and onto the grass in the yard.

I followed the trail. Then, I saw...



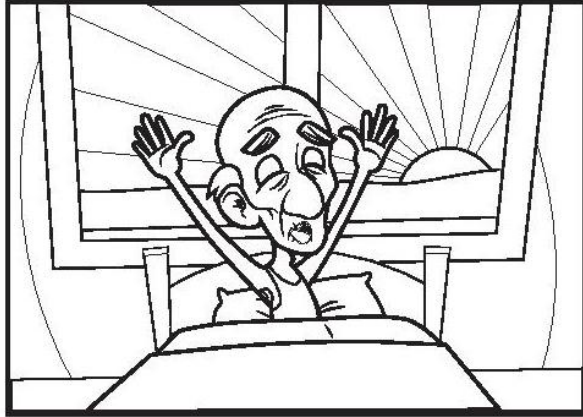
Clues from the text	My conclusion about the event.... (What happened?)

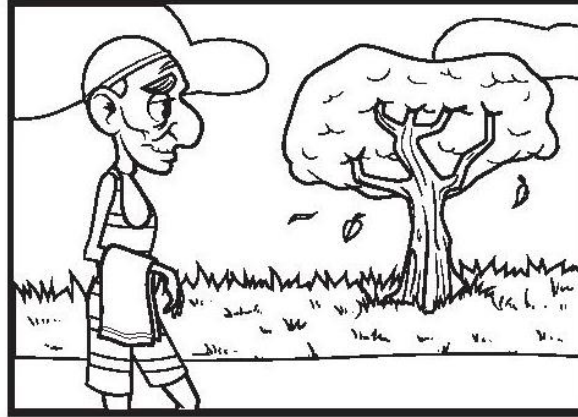
Friday- Word Work

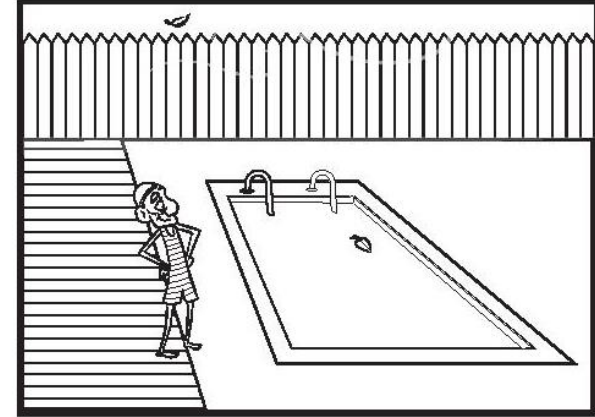
Give this your own title: _____

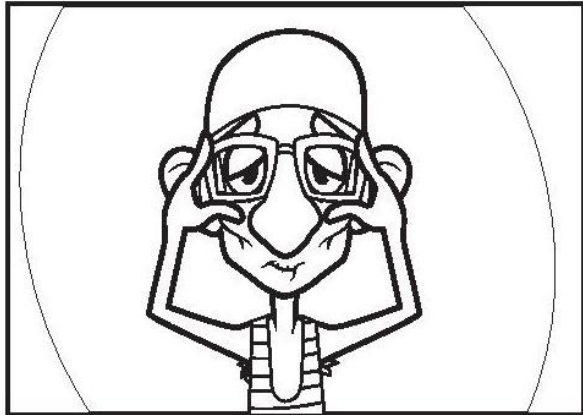
Learning Intention – Students summarise information to make judgements about texts and their own experiences.

Infer from the whole comic strip what is happening in each cell. Add a description and draw your own picture in the last cell.









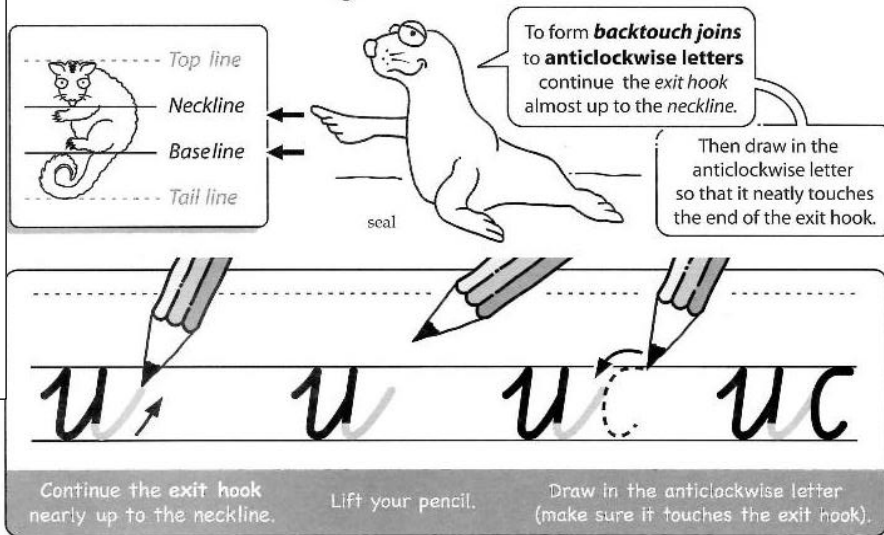




Friday- Handwriting Review your 'do drop in' letters (also known as backtouch join letters) and 'horizontal (neckline) joins'

The backtouch join to anticlockwise letters

Learning Intention – Students build their pencil control and neatness as they learn to write with cursive handwriting.



To form **backtouch joins** to anticlockwise letters continue the exit hook almost up to the neckline.

Then draw in the anticlockwise letter so that it neatly touches the end of the exit hook.

Continue the exit hook nearly up to the neckline. Lift your pencil. Draw in the anticlockwise letter (make sure it touches the exit hook).

Trace and copy these paired letters using **backtouch joins**.

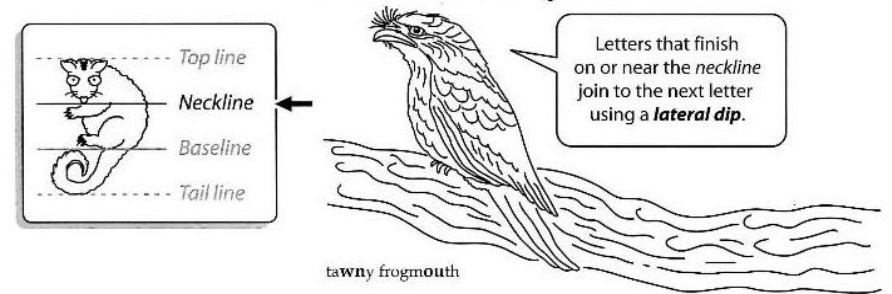
ic io ia id ig is uc ua ud

ug us mo ma ms no na nd

ng nq ns ac ad ag as co ca

ea ed es la lo ho ha ka ks

The neckline join



Letters that finish on or near the neckline join to the next letter using a **lateral dip**.

tawny frogmouth

vi wn xi ru ou

With the letters **v**, **w** and **x**, extend their exit dip across to meet the next letter at the neckline.

Give the letters **r** and **o** a similar dip.

Trace and copy these paired letters using **neckline joins**.

vi vu vy wi wu wr wn wy

xi xu xp xy ri ru rv rw

rr rn rm rp ry oi ou ov

ow or on om op oy



Friday Maths Warm Ups

Use the space around the questions to show your working out and your answers.

Learning Intention – Accurately recall number facts and apply knowledge of number strategies to answer questions.

Problem 1:

What is the biggest number you can make using the digits 2, 5, and 7?
What is the smallest?

Problem 2:

If you toss 2 coins at once, will they usually land with the same side up or different sides up?



Problem 3:

Manu is having a birthday party. He puts 5 balloons in a bag for each friend that is coming. How many balloons might Manu need?

Quick questions:

1. Write the number 15 in words.
2. Is twelve an odd number or an even number?
3. How many tens are there in 60?
4. What is $32 - 10$?
5. What is $28 + 3$?
6. What is half of 10?
7. What is $100 - 10$?
8. Write the number thirty-six using digits.
9. How many minutes are there in an hour?
10. What is $4 - 4$?

How many switches?

How many light switches are there in your house?
How many power point switches?
Which are there more of?
You don't need to turn these on or off to count them!









Number line challenge:

Draw a number line. Put these numbers on it. Think carefully about which numbers to put on first.

0, 10, 3, 5, $\frac{1}{2}$, 2, 1

What other numbers can you add to the number line?

Converting Time Worksheet

Time in words	24 - hour clock	12 - hour clock	Analogue
Seven o'clock in the evening	19:00h	07:00pm	
		11:00am	
	14:15h		
			
Midday			
		6:40pm	
Midnight			
7 minutes to 8 at night			

Converting Time Word Problems

1. Would you rather have a lunch break 1 hour and 10 minutes long or 80 minutes long? Explain why, showing your working out.

2. If it is 10 weeks and 2 days until Christmas. How many days is this? Show your working out.

3. Your class is going on an excursion. The bus is leaving at 9:30am. You must be at school 20 minutes before the bus leaves. It will take you 15 minutes to walk to school from your house. What time do you need to leave home so that you don't miss the bus? Show your working out.

4. You are having a bike race with your friend. The race starts at 11:30am. Your friend crosses the finish line at 1:10pm and you finished 8 minutes before them.

How long was your friend cycling for in minutes? Show your working out.

How long were you cycling for in hours and minutes? Show your working out.

**Recommended
for children
6 years old
and up.**

LunchBox Kids™ **WORKOUT**

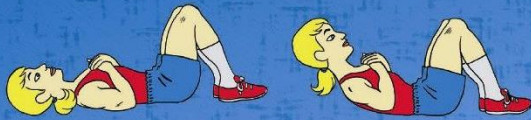
For A Healthy LunchBox Kids Lifestyle™

**Complete each exercise
in order from 1 to 8.
Repeat the cycle up to
3 times! For a bigger
challenge, try to get 15-20
counts on each exercise
your last time through!**

**Tip: Move quickly but
ALWAYS control your
form and technique!**

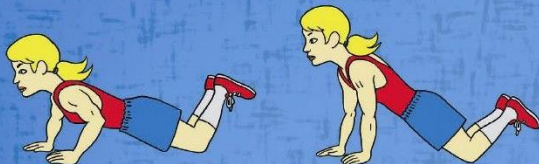
1. Abdominal Crunches **Complete 8 Counts**

Lay on the floor with your lower back pressed into the floor. Your feet stay on the floor shoulder width apart and arms are crossed over your chest. Use your abdominal muscles in your stomach to raise your chest and head off the floor about 3-6 inches. Exhale as you raise up. Remember to squeeze together your abdominal muscles as you raise up and do not jerk your neck. Inhale as you lower back down to the floor and repeat!



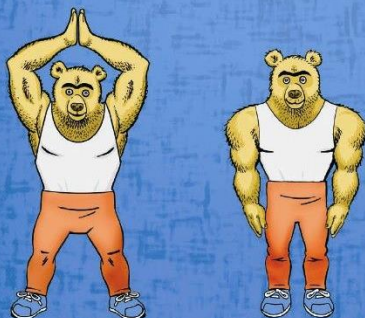
2. Push-Ups **Complete 6 Counts**

Lay on the floor with knees down and hands placed shoulder width apart. (or keep knees straight for harder push-ups). Push your body up until your arms are straight, keep your back flat, then lower back to the ground and repeat. Remember to inhale as you lower to the floor and exhale as you push yourself up into the push-up position.



3. Jumping Jacks **Complete 10 Counts**

Stand straight with feet apart and arms above head, palms touching. Jump feet together while you bring your arms down to your sides and repeat! Exhale as you jump out and inhale as you jump in bringing your arms down to your sides.



4. Hop On Right Leg **Complete 10 Counts**

Stand on your right leg while holding your left leg off the ground. Hop for 10 counts. Try to keep your body straight and stomach (abdominal) tight to strengthen your balance. Remember to breathe normally. Do not hold your breath.



5. Hop On Left Leg **Complete 10 Counts**

Stand on your left leg while holding your right leg off the ground. Hop for 10 counts. Try to keep your body straight and stomach (abdominal) tight to strengthen your balance. Remember to breathe normally. Do not hold your breath.



6. Frog Jumps **Complete 8 Counts**

Squat down to the floor with feet apart and put your hands in front of you on the floor. Jump up and raise your hands above your head as your feet leave the ground. Repeat 8 times. Remember to inhale on the way down and exhale as you jump up.



7. Jog In Place **Jog In Place For 20 Counts**

Standing straight, lift one leg then as it lowers to the ground lift the other leg (just like you are running in place). Keep your back straight and stomach (abdominal) tight. Remember to breathe normally. Do not hold your breath.



8. Hold Toes Stretch **Hold Toes For 15 Counts**

Stand straight keeping knees straight but not locked. Bend down and try to put your palms flat on the floor or grab your toes. Tuck your chin down and remember to inhale and exhale slowly for 15 counts.



Listen to Ben-Jamm-In, a.k.a. H2O
**"Remember to drink your water
during and after you exercise
to keep your body hydrated!"**



Important: This workout is intended to give guidance and a visual aid to help children learn how to exercise. This information reflects the author's experiences and opinions. It is not intended to replace any medical advice from your doctor. Always get a physical release from your doctor before starting any exercise program to reduce the risk of injury.

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