Werrington Public School – Learning Continuity Plan Stage 2
(Term 3, Week 5)

Week 5 will be the same as last week, with the Google Classroom page being updated daily with the tasks for that day. It will be monitored by Stage 2 teachers who will reply to posts and/or questions where appropriate. For some learning tasks, students will be required to select an activity from the relevant learning grid, at other times, there will be additional attachments to the daily post. With all work, students should either upload or attach evidence of their work on the Google Doc attachment provided on the daily post. The timetable below is just a guide. Tasks do not need to be completed in this exact order and if there are any tasks that your child is having trouble with please leave it and move on to the next.

The page is titled Stage 2 Term 3 Home Learning 2021 and can be accessed using the code: ypwjozx. Alternatively, all work can be completed offline on paper or in a workbook. In these cases, please refer to the school's SkoolBag app, Facebook or website for information regarding the pick-up and drop-off of work.

SPELLING Week 5

RED	ORANGE	GREEN
cheese	erase	poise
those	tease	advertise
lose	please	bruise
nose	phase	compose
rise	choose	turquoise
rose	wise	disease

FOCUS: The diagraph /se/ making the sound "z" as in cheese

RULE/GENERALISATION: *If a word ends in /se/, preceded by a vowel, it will often say the /z/ sound*

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task-** Fidget Spinner **Writing Task-** Character Description (make up any character and write a description that makes them come to life!). **Spelling** – complete a look/cover/write/check and place your words in alphabetical order. Select a task from your spelling grid. **Grammar –** Collective Nouns	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task-** Silk Worms **Writing Task-** Character description: follow the same process as yesterday to write about the character in the picture. **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. **Grammar –** Verbs	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task-** Summer in Australia **Writing Task-** Setting description **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. **Grammar** – Adjectives	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task-** The Bottom of the Stairs **Writing Task-** Narrative: 'In the Middle of the Night' **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. **Grammar-** Conjunctions	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task-** Winter Weather **Writing Task-** Narrative: 'Stuck' **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. Can someone at home test you on this weeks' words? **Grammar-** Speech Marks
Break					
Middle	***Mathematics*** **Number of the day** **Maths lesson:** *Place Value* Watch the clip below then complete the attached worksheet	***Mathematics*** **Number of the day** **Maths lesson:** *Multiply or Divide?* Remind yourself of the relationship between multiplication and division by watching the	***Mathematics*** **Number of the day** **Maths lesson:** *Triangles* Watch the clip below then complete the attached worksheet https://www.youtube.c	***Mathematics*** **Number of the day** **Maths lesson**: *Area* Watch the clip below then complete the attached worksheet https://www.youtube.c	***Mathematics*** **Number of the day** **Maths lesson:** *Bar/column graph* Watch the clip below then complete the attached worksheet

	Monday	Tuesday	Wednesday	Thursday	Friday
	https://www.youtube.com/watch?v=MVUCT8Fp37A **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	below clip then complete the attached page. https://www.youtube.com/watch?v=tER-YslAY-8 **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	om/watch?v=mLeNaZcy-hE **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	om/watch?v=xCdxURXMdFY **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	https://www.youtube.com/watch?v=ReW4MPqXTvA **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.
Break					
Afternoon	*Other KLAs* **BTN Newsbreak-** write a quick recap **Creative Arts-** Visual Arts 'Symbolic Sculpture'	*Other KLAs* **BTN Newsbreak-** write a quick recap **Geography-** The Earth's Environment: Natural Healing and Medicines	*Other KLAs* **BTN Newsbreak-** write a quick recap **PD/H/PE-** Health Wellbeing & Relationships: Respect and Empathy	*Other KLAs* **BTN Newsbreak-** write a quick recap **Science-** *Plants: Healthy and Unhealthy*	*Other KLAs* **BTN Classroom Episode-** take notes during and write a recap of one story **SPORT:** Practice a sporting or dance skill **And/or** **CAPA:** Music: Mythical Characters

Term 3 Learning from home SPELLING GRID Stage 2 Werrington Public School

Instructions: Complete one activity each day from this grid. Write the date you completed each activity in your work book.

Spelling	Spelling	Spelling	Spelling	Spelling	Spelling
Write your spelling words in forwards and backwards alphabetical order.	Colour code your spelling words according to the vowels and consonants.	Write each of your spelling words inside a word search.	Write your spelling words showing breaks for each syllable.	Write each of your spelling words in a meaningful sentence.	Write a conversation (using direct speech) which includes your spelling words.
Spelling Write the dictionary definition of each of your spelling words.	**Spelling** Write a true statement and a false statement for each of your spelling words.	**Spelling** Write 5 clues about each of your spelling words.	**Spelling** Write your spelling words in an interesting font.	**Spelling** Write each of your spelling words with the letters jumbled up	**Spelling** Write a paragraph which includes your spelling words.
Spelling Pick 5 of your spelling words and draw a picture that represents each of them.	**Spelling** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word.	**Spelling** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out and glue them in your book.	**Spelling** For each of your spelling words, write four words. One is your spelling word, two relate to you spelling word and one is the odd word out that doesn't fit with the other two.	**Spelling** On a sheet of paper write your spelling words in different directions, filling up the whole sheet. Use different colours and style of writing for each word.	**Spelling** Write your spelling words in groups of nouns, verbs and adjectives.
Spelling Think of as many words as possible that rhyme with each of your spelling words and write them down.	**Spelling** Write a sentence for each of your spelling words using as much alliteration as possible.	**Spelling** Create a funny poster selling something using only your spelling words.	**Spelling** Write a short story using as many of your spelling words as you can. Write your spelling words in a different colour.	**Spelling** Sort your spelling words into three different categories of your choice.	**Spelling** Create a code for the alphabet and write your spelling words using the code. Then have someone decipher your words.

Fidget Spinners

Fidget spinners are toys that are made with a ball in the middle and three 'branches' coming from the centre. The branches spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The different materials change the vibration and the length of time that the toys spin.

How to Spin a Fidget Spinner
- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.

- Flick one of the outside branches with your middle finger and watch it spin.

How the Fidget Spinner Began
Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still trying to look after her own eight-year-old daughter. Catherine began inventing toys for her daughter and the two of them went on to create the fidget spinner.

Uses of the Fidget Spinner
- It has been discovered that some children with special educational needs can use fidget spinners to help them to concentrate or calm down.

- They have been found to help people lower their stress levels by helping the user to 'zone out' and clear their mind.

Fidget Spinners in School
Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also be a danger to others.

Questions

1. What materials might fidget spinners be made from? Tick two.

☐ brass

☐ wood

☐ stainless steel

☐ wool

2. What does using different materials change? Tick two.

☐ the size of the spinner

☐ the vibration of the spinner

☐ the length of time that the toy spins

☐ the type of person using the spinner

3. The paragraph titled 'How to Spin a Fidget Spinner is a type of what text?' 'Instructions' 'Poem' 'Recipe' 'Story'.

☐ Poem

☐ Recipe

☐ Instructions

☐ Story

4. Complete this sentence:

To make it spin, flick...

[   ]

Questions

5. Which word most closely matches the meaning of 'created'? Tick one.

☐ found

☐ invented

☐ sewed

☐ fixed

6. Why did Catherine Hettinger make the fidget spinner?

7. What does the fidget spinner help some children with? Tick one.

☐ their maths

☐ their spellings

☐ their concentration

☐ their spinning

8. Why have some schools banned fidget spinners? Tick one.

☐ They are too much fun.

☐ They are too big.

☐ They are too expensive.

☐ They are too distracting.

Silkworm Life Cycle

Silkworms create silk which is used for clothes. There are four stages in a silkworm's life cycle.
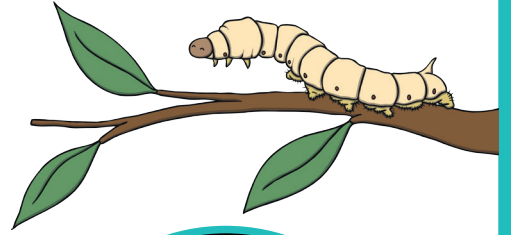
Eggs

Silkworms start as an egg. The eggs are tiny and sticky. It takes about fourteen days until they begin to hatch.

Larvae

Silkworms are the larvae or caterpillars of the silk moth. They do not stop eating for twenty to thirty days. They only eat mulberry leaves.

Pupa

The larvae will stop eating and start to spin a silk cocoon around themselves. This can take them two days. Then, they turn into a pupa.

Adult Moth

After about seven days, the pupa turns into an adult moth. The moth makes a hole in the cocoon and climbs out. The male moth looks for a female moth to start the life cycle again. An adult moth will only live for five to ten days.

Questions

1. Choose the correct answer. A silkworm starts as...

   ☐ an egg

   ☐ a larva

   ☐ a pupa

   ☐ an adult moth

2. Fill in the missing word.

   Silkworms are the larvae or _____ of the silk moth.

3. Choose the correct answer. How long does it take the larvae to make a cocoon?

   ☐ one day

   ☐ two days

   ☐ ten days

   ☐ twenty days

4. What does the pupa turn into?

   ☐ egg

   ☐ larva

   ☐ pupa

   ☐ adult moth

5. How long will the adult moth live? _____

6. Why do you think people collect the silk cocoons of silkworms?

   _____

   _____

   _____

Questions

1. Choose the correct answer. A silkworm starts as...

   ☐ an egg

   ☐ a larva

   ☐ a pupa

   ☐ an adult moth

2. Fill in the missing word.

   Silkworms are the larvae or _____ of the silk moth.

   They only eat mulberry leaves for _____ days.

3. How long does it take the larvae to make a cocoon?

   _____

4. What does the pupa turn into?

   _____

5. How long will the adult moth live?

   _____

6. Why do you think people collect the silk cocoons of silkworms?

   _____

   _____

   _____

Summer in Australia

In Australia, the four seasons are summer, autumn, winter and spring. The seasons are identified by the group of calendar months that they belong to.

Season	Months	Weather
Summer	December, January and February.	The weather is hot. Some parts of Australia are humid and other parts are dry.
Autumn	March, April and May.	The weather becomes cooler.
Winter	June, July and August.	The weather is cold. Rain and storms are common. Some places in Australia get snow.
Spring	September, October and November.	The weather becomes warmer however it is still very mixed. There can be rain, wind and cool days.

Animals in Summer

Native Australian animals have adapted to survive the Australian heat. Koalas stay still in the shade of a tree and wait for the heat to pass. Sugar gliders are nocturnal so they are active during the cooler nights. During the day, they curl up in the shade of the tree. In summer, kangaroos do not sweat so, instead, they lick themselves to keep cool. Snakes are most active in summer because they are cold-blooded and they need the heat to warm their bodies.

Plants in Summer

Australian native plants have adapted to the summer weather in Australia. Plants with smaller leaves or spikes lose less water through evaporation. If a plant has spikes, it is less likely to be eaten by animals. Some plants will stop growing during summer. They may even look dead; however, they are just in a resting state so they can save energy in the heat. Finally, soft fruits, such peaches, tomatoes and strawberries, ripen. This means that they are ready to eat in summer. This explains why these fruits are eaten during the summer.

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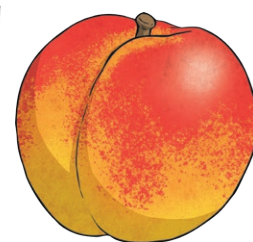
Questions

1. How long is summer?

_____

2. Which season comes after summer?

_____

3. Describe the weather in summer.

_____

_____

4. Name one way an animal might keep cool in summer.

_____

_____

5. Why do you think a plant may stop growing in the summer?

_____

_____

6. Why are snakes most active during the summer?

_____

_____

_____

7. Which fruits ripen during summer?

_____

8. From what you have read in the text, which plant or animal adaptation is the most effective? Explain your answer.

_____

_____

_____

_____

The Bottom of the Stairs

Catherine had never been afraid of the dark. To her, the dark night was where adventures happened, where ogres fought each other in the forest, and where dragons flew through the blackened sky. She had never been afraid of the dark before, so why should she start being afraid now?

Catherine trod carefully, the air was becoming warm and wet as she descended into the basement. She arrived at the bottom of the stairs and a long, tiled corridor stretched out before her. At the end of the corridor was a door with a deep red glow shining through. "The dragon," she said to herself, and crept towards the door.

Questions

1. What two adjectives describe the air?

   _____

2. What did Catherine say to herself in the corridor?

   _____

3. How might Catherine have felt going down the stairs?

   _____

4. Why would Catherine need to creep towards the open door?

   _____

5. What question does the writer ask in the story?

   _____

6. Why might the writer have described a deep red glow shining through the door?

   _____

   _____

7. Do you think the writer tells us that Catherine is not afraid of the dark for a reason?

   _____

   _____

8. How would you describe this text type? Choose two descriptions.

   _____

website	romance	fiction
adventure story	information text	non-fiction

Questions

1. What does Catherine imagine happens in the dark?

   _____

   _____

2. Why might Catherine have been too hot in the basement?

   _____

3. How would you have felt going down the stairs into the basement?

   _____

4. Why would Catherine need to creep towards the open door?

   _____

5. In what part of the text does Catherine's journey begin?

   _____

6. Why might the writer have described a deep red glow shining through the door?

   _____

   _____

7. What do you think the writer wants us to understand about Catherine?

   _____

   _____

8. Do the dragons and ogres in this story make a link to any other type of story?

   _____

   _____

Winter Weather

Winter is a time to wrap up warm and enjoy the frosty weather. But which type of weather do we normally have in the temperate zones in Australia?

Let It Snow

Snow is cold, white and beautiful. Snowflakes fall from the sky and cover the ground below. Each snowflake is unique. This means that they are all completely different and no two snowflakes are the same. Children enjoy making snowmen when it snows. They also enjoy sledging and having snowball fights.
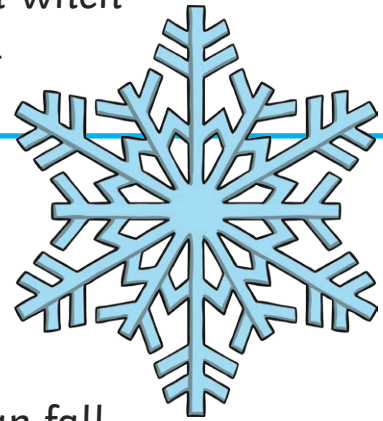
Wild Winds!

Cold winds can make us feel chilly in the winter. We need to wear warm clothes to stop us from getting too cold. Windy weather can also cause problems. Trees can fall down and things can get blown around on the streets and in people's gardens.

Rain, Rain, Go Away

Rainy weather can be lots of fun. You can go jumping in puddles and splashing through the mud in wellington boots. Rain can turn to sleet or snow if it is very cold and starts to freeze.

Winter Clothing

With such cold weather, clothes which keep us warm in winter are very important.

Earmuffs: These are attached to a headband and worn over your ears. They can be woollen or fluffy.

Scarf: This is worn around your neck. Scarves can be plain or bright colours.

Gumboots: Sometimes called 'wellies', these boots are waterproof and protect your feet and ankles from water and snow.

Questions

1. Finish this sentence: Snow is...

   _____

2. What do children enjoy making when it snows?

   _____

3. How can the wind cause a problem in winter?

   _____

4. What do you need to wear if splashing through puddles?

   _____

5. Where on your body would you wear a scarf?

   _____

6. What do you enjoy doing when it snows?

   _____

   _____

Character Description Checklist

Did I...

	Child	Friend	Teacher
describe the character's appearance?	☐	☐	☐
describe the character's background/past?	☐	☐	☐
describe the character's actions, thoughts and feelings?	☐	☐	☐
describe the character's personality?	☐	☐	☐
describe how the character speaks?	☐	☐	☐
describe how the character moves?	☐	☐	☐
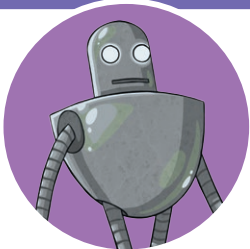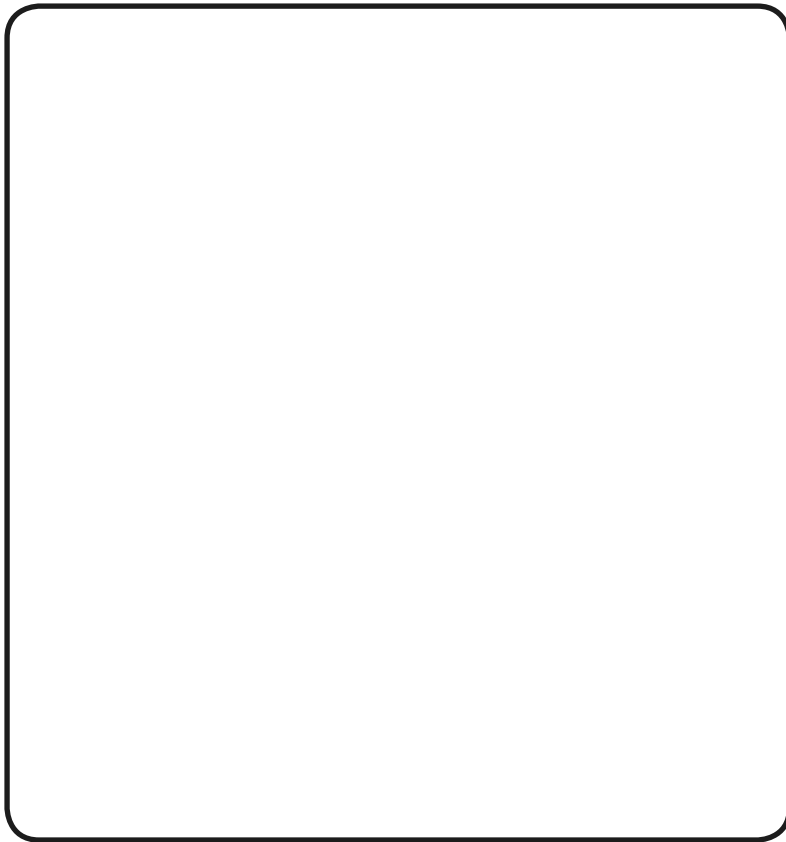
Character Description

My character's name is: _____

Circle some words that describe your character:

bold friendly fierce

clever kind beautiful

caring rude unkind

angry furious calm

moody shy smart

handsome helpful honest

happy ugly wicked

nasty scary pretty

cross polite grumpy

horrible mean

Write some sentences about your character:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Where are they going? Which character is the story about?
Where do you think they are? Where are they coming from?

Setting Description Checklist

Did I...

	Child	Friend	Teacher
say what can be seen?	☐	☐	☐
say what can be heard?	☐	☐	☐
include details about the weather?	☐	☐	☐
include details about the time of day?	☐	☐	☐
use adjectives (describing words) to describe each noun?	☐	☐	☐
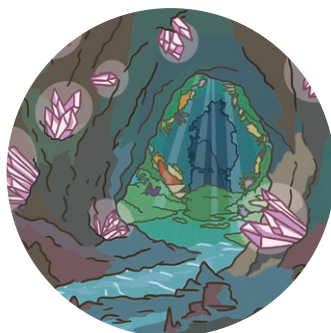
Story Settings Description

Key Words

beautiful magical

enchanting glowing

glistening glittering stunning

fantastic magnificent starry

quiet bright majestic

glamorous elegant

Can you write a paragraph about this setting?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

In the Middle of the Night

Today you are going to write a narrative or story. The idea for your story is 'In the Middle of the Night'.

What could happen in the middle of the night? You could choose to write about an exciting night-time adventure or something scary that happens in the dark.

Think about the following:

• Who are your characters?

• Where is your story set?

• What is the problem or complication and how will it be solved?

• How will your story end?

Remember to:

• Plan your story with a beginning, middle and end.

• Organise your ideas into paragraphs.

• Choose your words carefully to entertain the reader.

• Write in sentences.

• Pay attention to your spelling and punctuation.

• Check and edit your work carefully.

Stuck

Today you are going to write a narrative or story. The idea for your story is 'Stuck'.

It could be a person, object or animal that is stuck in your story. Where are they stuck? How did they get there? What will happen to them?

Think about the following:
• Who are your characters?

• Where is your story set?

• What is the problem or complication and how will it be solved?

• How will your story end?

Remember to:
• Plan your story with a beginning, middle and end.

• Organise your ideas into paragraphs.

• Choose your words carefully to entertain the reader.

• Write in sentences.

• Pay attention to your spelling and punctuation.

• Check and edit your work carefully.

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Collective Nouns

Collective nouns are names for a collection of people or things.

For example:

- a herd of wild horses

Make a list of the collective nouns for ten different animals.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Verbs

Verbs are action/doing words.

Underline the sentence(s) which contains two verbs?

- The volcano erupted an oozing, orange lava.
- Lava exploded out of the volcano, bubbling over the landscape.
- A streak of lightning shot across the sky.
- The ash-cloud shot over the land, rising high up into the sky.

* Write three sentences about the volcano.
* Use two interesting verbs in your sentences today.

For example:

- shot
- dashed
- exploded
- erupted

- bubbled
- smothered
- spewed

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

Adjectives

An adjective is a word that describes an animal, person, thing, or thought.

Write three sentences that use two adjectives before a noun. Use a comma to separate the adjectives (because they are in a list).

For example:

The beautiful, red balloon glided through the sky.

_____

_____

_____

_____

_____

_____
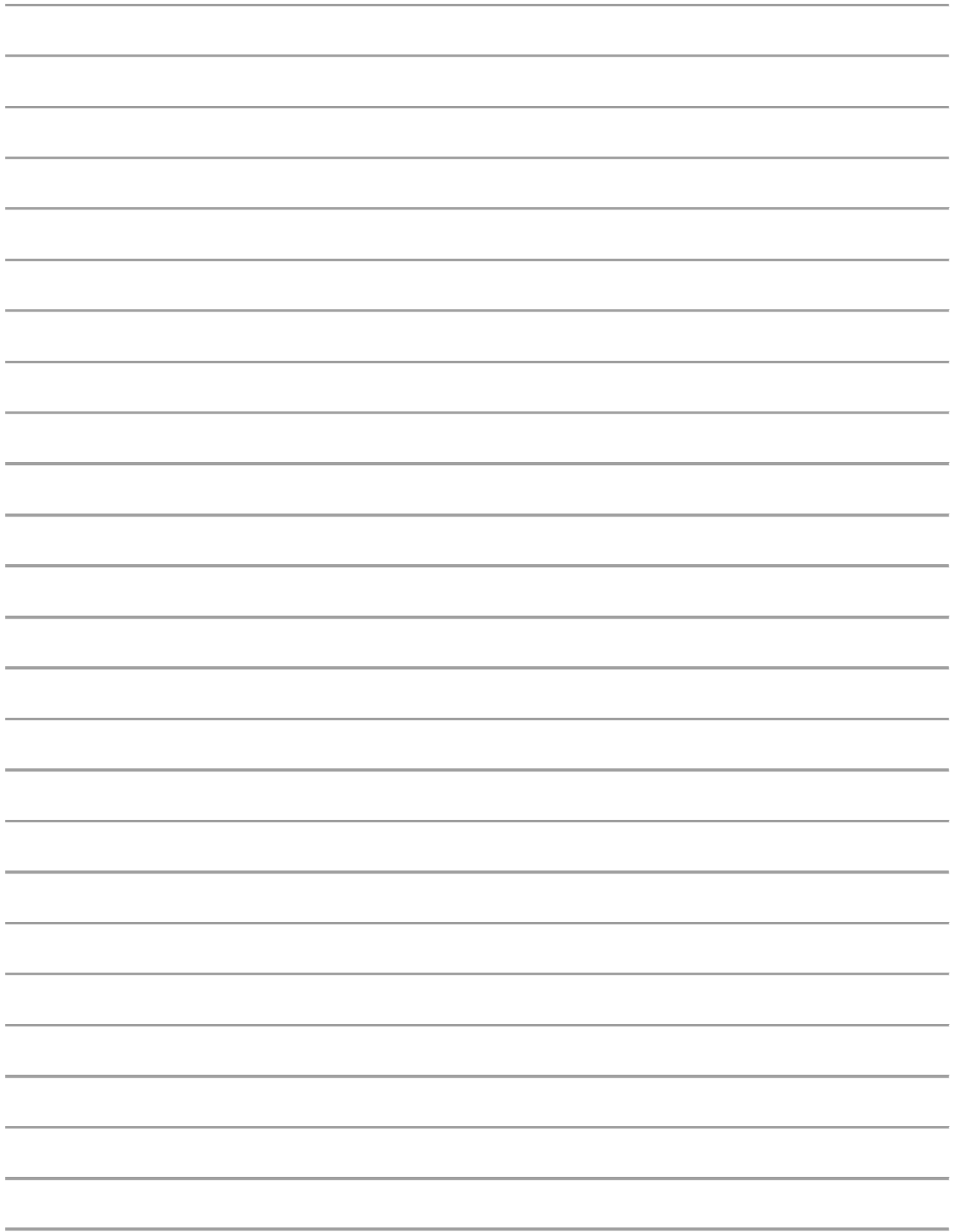
Conjunctions

A conjunction is a word that joins together words, phrases, or parts of sentences.

Write one of the following conjunctions in each space to complete the sentences.

Use each word once.

- because
- but
- and

Ben _____ Claire thought the beast was terrifying _____ Jane liked him _____ he had been kind to her.

Write your own sentence using the same conjunctions.

_____

_____

_____

_____

Friday 13th August 2021

Speech Marks
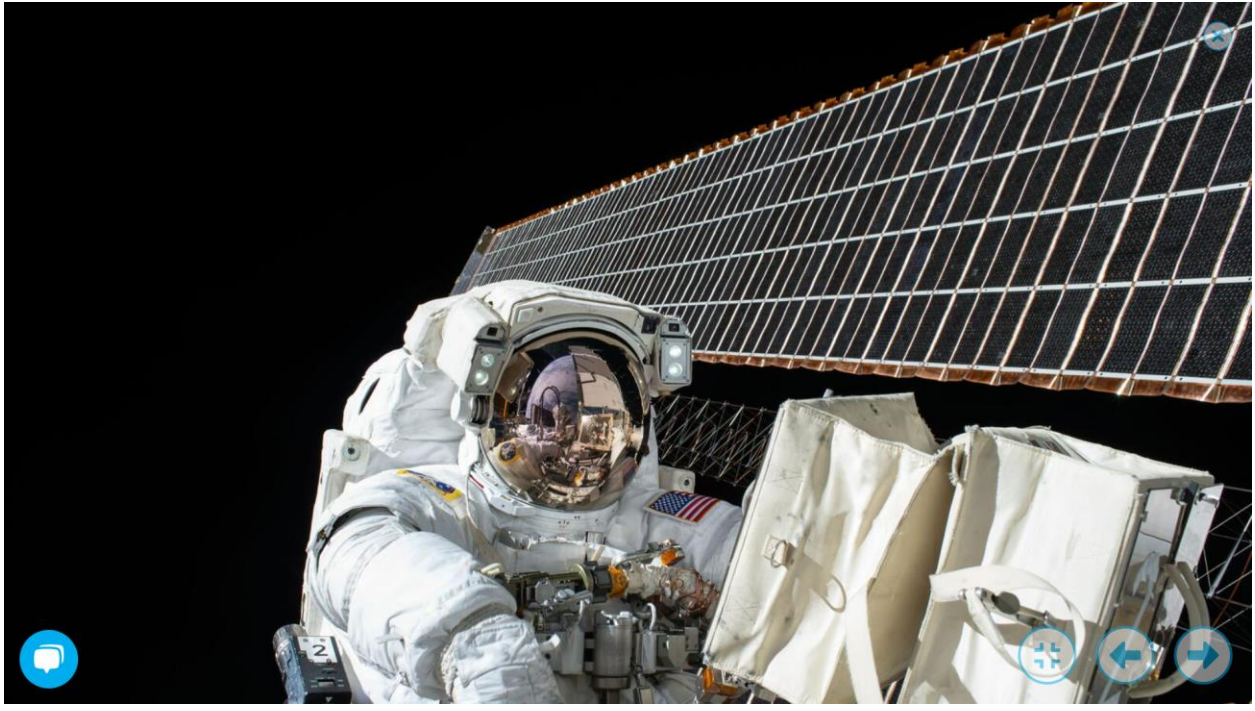
When we read stories with speech in them, the spoken words are always inside punctuation marks called inverted commas or speech marks.

For example:

As soon as Darcey and her team arrived at the space station, she looked at them all and smiled brightly, "We made it team! Great job everyone. Now let's get on with our mission."

Write your own speech that follows this sentence and remember to put the speech marks around the spoken words only, just like the example shows you.

As soon as Darcey and her team arrived at the space station, she looked at them all and smiled

brightly,

_____

_____

_____

_____

_____

Term 3 Learning from home Maths Grid Stage 2 Weeks 4 & 5 Werrington Public School

Instructions: Each Day choose one math activity to complete. Students may change the size and place value of a number to make it more/less challenging

Number	Addition & Subtraction	Multiplication & Division	Measurement	Statistics & Probability	Geometry
Draw and write everything you know about 360, 450 and 1600 (you can use any operation you like)	Look at a catalogue from the mail. Choose and list the price of 5 items. Round each price to the nearest dollar. Use the rounded price to calculate the total cost of the items.	Write 5 real-life word problems involving multiplication. Use a written strategy to solve each problem. Show your working.	Estimate and then measure the length of each family member's hands. Draw them and order them from largest to smallest. Take a photo and post it.	Heads and Tails - Flipping a coin 100 times. Record your results on a chart. Analyse your results. What did you notice? Use 20 cents then 10 cents. Did it make a difference?	Design your own backyard and draw a map of where everything would be placed. Think about the measurements of objects/features. Try to be realistic. If you would like a challenge, Include a measurement scale e.g. 1cm=1m
Number Write the following numerals in words and represent them using expanded notation: 254 916 1723 5829 10 231	**Addition & Subtraction** Solve these subtraction questions anyway you would like. Show your working out: 56 - 23 = 45 - 21 = 63 - 28 = 644 - 212 = 537 - 226 = 734 – 233 = 3 836 - 1 734 =	**Multiplication & Division** Divide a packet of biscuits between each member of your family. How many biscuits will each person get? Are there any remainders? Draw and explain your working.	**Measurement** Make a timetable for the week. Include waking up, school work, eating times, breaks, other activities and bedtime. Remember to put the time for each activity in digital time.	**Statistics & Probability** You will need a packet of jelly beans/lollies for this activity. Only pull 1 jelly bean out at a time until you have pulled out 20. Make sure you are not looking as you pull them out. Record this data using tally marks and then represent the data in a table and column graph. Analyse data - greater than, equal, least likely.	**Geometry** Tessellation is when 2D shapes fit together in a pattern with no gaps. Make a list of shapes you can find in and outside of your house that will tessellate. On a piece of paper, create your own tessellating design. Take a photo and post it!
Number Partition any or all of the following numbers using standard place value and then as many non-standard place value representations as possible. a) 486 b) 3621 c)76 453	**Addition & Subtraction** Solve these addition questions anyway you would like. Show your working out: 45 + 22= 12 + 45 = 644 + 212 = 530 + 357 = 317 + 428 = 2 657 + 4 836 =	**Multiplication & Division** Draw a visual representation of all the different arrays for the number 64. Write a number sentence to accompany each array.	**Measurement** We use millimetres(mm), centimetres (cm), metres(m) and kilometres(km) to measure lengths and distances. Make a list of 5 things you would measure using each of the units of measurement.	**Statistics & Probability** Watch the BTN classroom for the week and record how many times the following words are said: **Olympics, Covid, school, people**. represent the data in a table and column graph.	**Geometry** Find examples of objects that have three-dimensional objects around your home, draw and label them.
Number Use a piece of string. Write these numbers on paper and place them on the string as though it is a number line. Place the following numbers on your line. Remember to space them out carefully: 0, 30, 14, 27, 22, 11	**Addition & Subtraction** You are making dinner for a family of 4. Imagine you have $50 to spend. What will you make? You will need to make a listing of the items you will need to buy with their amounts. Don't forget dessert!	**Multiplication & Division** Write the next 6 numbers for each pattern. Describe the rule for each pattern. 12, 16, 20 … 18, 24, 30 … 21, 28, 32 ... 27, 24, 21 … 88, 80, 72, …	**Measurement** A can of soup weighs 420g. Find 10 items/things in your house that weigh more and 10 items/things that way least. Write down your lists in order.	**Statistics & Probability** Tokyo Olympics Choose 5 of your favourite countries At the end of the week take a look at their tally. Record their medal count. Gold, silver and bronze.	**Geometry** Angles In your home or back yard find 10 acute angles, 10 right angles, and 10 obtuse angles. Write them down.

Writing Out Place Value II

Fill in the missing numbers in the box.
Then write out the place values on the line provided.
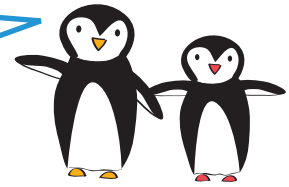
$725 = 700 + \boxed{20} + 5 = $ _Seven hundreds, two tens, and five ones._

$593 = \boxed{} + 90 + \boxed{} = $ _____

$4421 = \boxed{} + \boxed{} + \boxed{} + 1 = $ _____

$8079 = 8,000 + \boxed{} + \boxed{} = $ _____

$9437 = 9,000 + \boxed{} + \boxed{} + \boxed{} = $ _____

$25766 = 20,000 + \boxed{} + \boxed{} + 60 + 6$

$= $ _____

$97642 = \boxed{} + \boxed{} + \boxed{} + \boxed{} + \boxed{}$

$= $ _____

$456387 = 400,000 + \boxed{} + 6,000 + \boxed{} + \boxed{} + \boxed{}$

$= $ _____

$2357278 = \boxed{} + \boxed{} + \boxed{} + 7,000 + \boxed{} + \boxed{} + 8$

$= $ _____

$8860324 = \boxed{} + \boxed{} + \boxed{} + \boxed{} + \boxed{} + 4$

$= $ _____

Multiply or divide?

Write x or ÷ in the box.

6 ⨯ 5 = 30   18 ÷ 2 = 9   5 ⨯ 10 = 50

Write x or ÷ in the box.

7 ☐ 5 = 35	10 ☐ 2 = 5	12 ☐ 2 = 6
30 ☐ 5 = 6	30 ☐ 10 = 3	9 ☐ 2 = 18
14 ☐ 2 = 7	35 ☐ 5 = 7	6 ☐ 10 = 60
40 ☐ 10 = 4	20 ☐ 4 = 5	5 ☐ 3 = 15
5 ☐ 6 = 30	3 ☐ 10 = 30	90 ☐ 10 = 9
50 ☐ 5 = 10	18 ☐ 2 = 9	15 ☐ 3 = 5

Write the answers in the boxes.

A number divided by 4 is 10. What is the number?   ☐

I multiply a number by 6 and the answer is 30. What is the number?   ☐

A number multiplied by 10 gives the answer 10. What is the number?   ☐

I divide a number by 8 and the answer is 5. What is the number?   ☐

A number divided by 7 is 5. What is the number?   ☐

I multiply a number by 2 and the answer is 18. What is the number?   ☐

A number multiplied by 5 is 45. What is the number?   ☐

I divide a number by 2 and the answer is 1. What is the number?   ☐

Write x or ÷ in the box.

7 ☐ 10 = 70	5 ☐ 5 = 25	10 ☐ 10 = 1
5 ☐ 5 = 1	9 ☐ 2 = 18	2 ☐ 2 = 4
15 ☐ 5 = 3	10 ☐ 10 = 100	50 ☐ 5 = 10
100 ☐ 10 = 10	2 ☐ 2 = 1	20 ☐ 5 = 4

Multiply or divide?

Write + or – in the box.
$6 \times 5 = 30$ $18 \div 2 = 9$ $5 \times 10 = 50$

Write x or ÷ in the box.

$7 \times 5 = 35$	$10 \div 2 = 5$	$12 \div 2 = 6$
$30 \div 5 = 6$	$30 \div 10 = 3$	$9 \times 2 = 18$
$14 \div 2 = 7$	$35 \div 5 = 7$	$6 \times 10 = 60$
$40 \div 10 = 4$	$20 \div 4 = 5$	$5 \times 3 = 15$
$5 \times 6 = 30$	$3 \times 10 = 30$	$90 \div 10 = 9$
$50 \div 5 = 10$	$18 \div 2 = 9$	$15 \div 3 = 5$

Write the answers in the boxes.

A number divided by 4 is 10. What is the number? — 40

I multiply a number by 6 and the answer is 30. What is the number? — 5

A number multiplied by 10 gives the answer 10. What is the number? — 1

I divide a number by 8 and the answer is 5. What is the number? — 40

A number divided by 7 is 5. What is the number? — 35

I multiply a number by 2 and the answer is 18. What is the number? — 9

A number multiplied by 5 is 45. What is the number? — 9

I divide a number by 2 and the answer is 1. What is the number? — 2

Write x or ÷ in the box.

$7 \times 10 = 70$	$5 \times 5 = 25$	$10 \div 10 = 1$
$5 \div 5 = 1$	$9 \times 2 = 18$	$2 \times 2 = 4$
$15 \div 5 = 3$	$10 \times 10 = 100$	$50 \div 5 = 10$
$100 \div 10 = 10$	$2 \div 2 = 1$	$20 \div 5 = 4$

The second section requires children to perform the inverse operation to reach
the answer. For the other sections, children should realize that if the answer is
larger than the first number, they must multiply, and if it is smaller,
they must divide.

Triangles

1 Classify this triangle. Check any that apply.
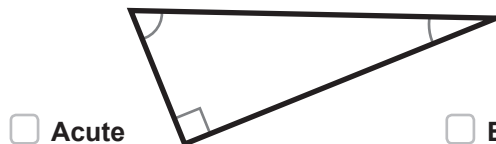
- [ ] Acute
- [ ] Right
- [ ] Obtuse
- [ ] Equilateral
- [ ] Isosceles
- [ ] Scalene

2 Classify this triangle. Check any that apply.
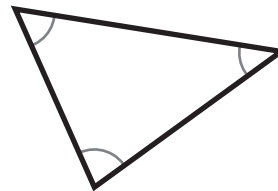
- [ ] Acute
- [ ] Right
- [ ] Obtuse
- [ ] Equilateral
- [ ] Isosceles
- [ ] Scalene

3 Classify this triangle. Check any that apply.
(the marked sides are the same length)

- [ ] Acute
- [ ] Right
- [ ] Obtuse
- [ ] Equilateral
- [ ] Isosceles
- [ ] Scalene

4 Classify this triangle. Check any that apply.
(the marked sides are the same length)
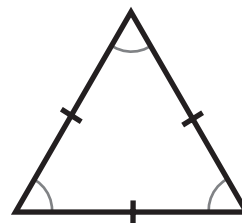
- [ ] Acute
- [ ] Right
- [ ] Obtuse
- [ ] Equilateral
- [ ] Isosceles
- [ ] Scalene

5 Find the unknown angle.

55°
45°
A
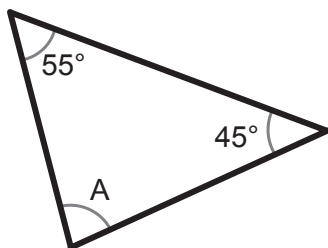
6 Find the unknown angle.

35°
125°
A

7 Find the unknown angle.

A
23°

8 Find the unknown angle.

A   A

Name:

Date:
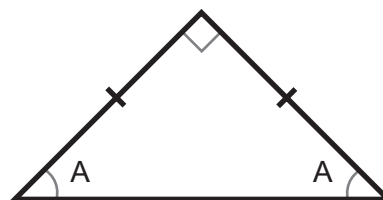
Area

1 Find the area of this square.

3 cm
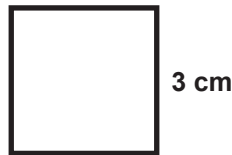
2 Find the area of this rectangle.

7 in

10 in
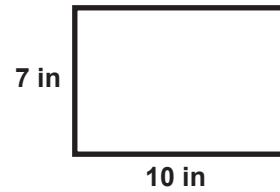
3 Find the area of this rectangle.

2 km

12 km

4 Find the area of this right triangle.

6 ft

11 ft
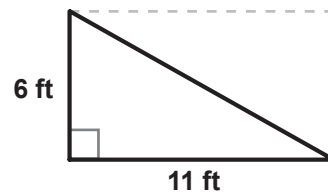
5 Find the area of this acute triangle.

5 m

10 m
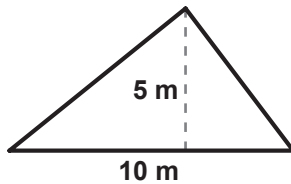
6 Find the area of this obtuse triangle.

7 m

14 m
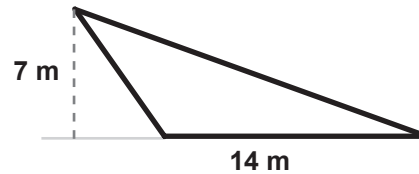
7 This shape is a combination of two rectangles. What is its area?

6 m

4 m

8 m

5 m
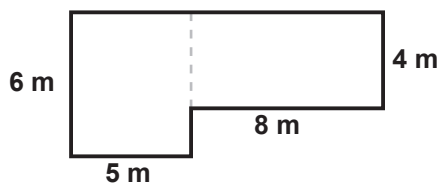
8 This shape is a combination of a triangle and a rectangle. What is its area?

4 m

4 m

10 m
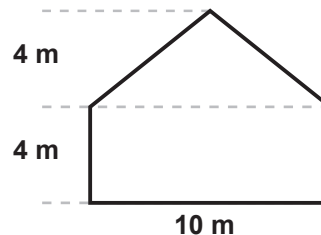
Eat Healthy Bar Graph

Directions: Read the data in the bar graph below. Then, answer the questions that follow.

Favorite Fruits in My Class
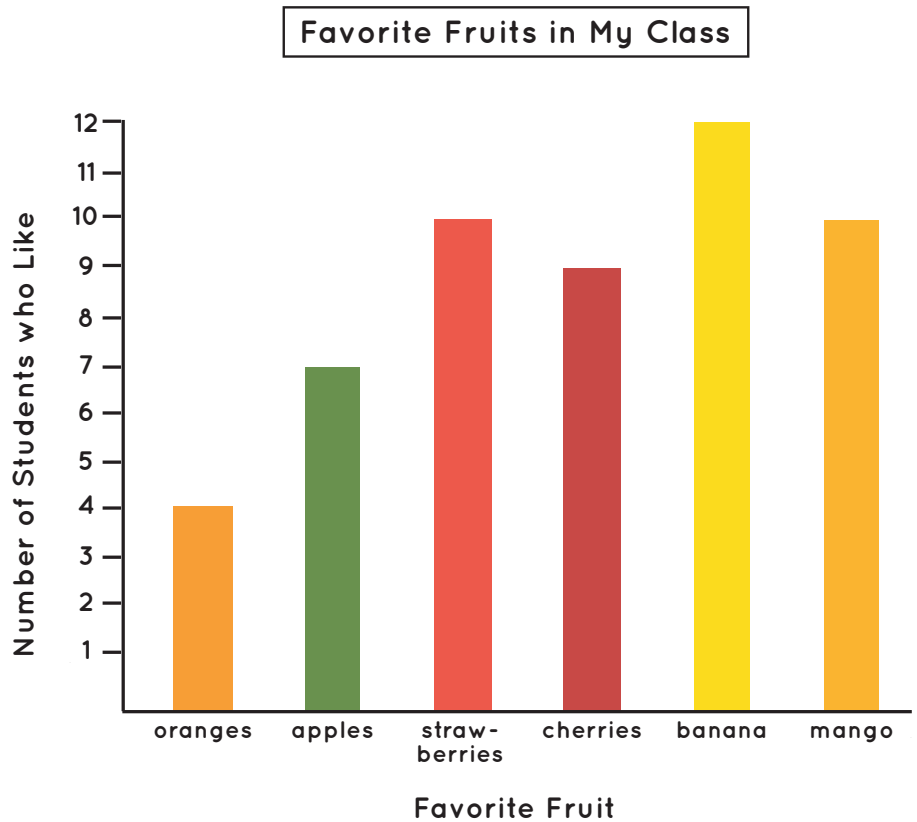
Questions

1. What is the title of the graph? _____

2. Which fruit do students like the most? _____

3. Which fruit do students like the least? _____

4. How many more students like apples than oranges? _____

5. How many fewer students like oranges than bananas?_____

6. How many students answered the question, "Which is your favorite fruit?" _____

7. How many students total like apples and oranges? _____

8. Which fruit do 10 students like? _____

9. What information is on the x-axis? _____

10. What information is on the y-axis? _____

The Earth's environment – GE2-2 – 'Natural healing and medicines'

Key inquiry question – How does the environment support the lives of people and other living things?

What to do:

1. Investigate natural healing properties and medicines that native Australian vegetation has been used to make as a natural treatment to many illnesses and injuries

Resource to do this:

https://www.australiangeographic.com.au/topics/history-culture/2011/02/top-10-aboriginal-bush-medicines/

I typed into Google:'Australia native plants used as medicine'. Something similar to that should get you the right information. The website above does have enough information to complete the activity.

2. Choose 5 native plants that are types of bush medicine and describe how they can heal living things. Include the information in the table below. Add some relevant images of the plants if you can.

Bush Medicine list:	How it can help you:
1.	
2.	
3.	
4.	
5.	

Bush medicine images:

Fitness Week 5

Monday	https://youtu.be/pnKCGY9ZocA
	Fitness day
	(kids workout 3)
	Take a photo or video of yourself doing your exercises
	5 exercises for 40 seconds with 20 second rest between each exercise
	- Reach for the sky
	- Running on the spot while pulling the rope
	- Sit down touch your toes then jump up
	- Lunge - Step back and touch the ground
	- Star jumps and then sprint on the spot (alternate)
Tuesday	Roll the dice - You can create your own dice.
	Roll it and whatever number you land on you do that exercise for 20 secs
	1 = Lunges
	2 = Squats
	3= Speed skaters (step side to side)
	4 = Mountain Climbers
	5 = Burpees
	6= Shoulder taps (while doing the plank)
Wednesday	https://www.youtube.com/watch?v=QM8NjfCfOg0&t=621s
	(Sonic the Hedgehog - A Cosmic Kids Yoga Adventure)
	Yoga
Thursday	Fitness day
	https://youtu.be/SbFqQarDM50 (kids workout 2)
	Take a photo or video of yourself doing your exercises
	5 exercises for 40 seconds with 20 second rest between each exercise
	- Star jumps
	- Running on the spot while punching
	- Frog jump
	- Squats
	- Marching high knees - elbow to your knee
	OR Skipping with a rope
Friday	Dance
	https://youtu.be/AFIqSaZM2D0
	Blue (Da Ba Dee)

Health, wellbeing and relationships – PD2-3 – 'Respect and empathy'

Key inquiry question: Why are empathy, inclusion and respect important in our relationships?

What to do:

1. Discuss with an adult the following questions.

What is respect? What is disrespect?

Why is it important to be respectful and not disrespectful?

What is empathy?

How do we show empathy towards our peers and in the community?

2. Match each scenario with an appropriate response.

Draw an arrow to indicate your answer.

Identify the type of behaviour demonstrated in the response column by

circling one of the three options. (Respectful/Disrespectful/Empathy)

1. A new student has joined your class and is sitting alone at lunch time. They are crying and look very sad.

a) You may not always agree with a response you are given but you should always talk calmly and respectfully about the issues.

respectful/disrespectful/empathy

2. A number of your classmates are ignoring the teacher's instructions by throwing objects and yelling rude comments.

b) You think how hard it would be if you had to start at a new school. You walk over, introduce yourself and ask if you could sit with them. The student talks to you about how they are feeling and you acknowledge these feelings.

respectful/disrespectful/empathy

3. You really want to go to a friend's house for a play on the weekend but you have been told you can't go. You scream really loudly that you hate everyone and slam the bedroom door.

c) You ask the students being rude to stop because their behaviour is making you feel uncomfortable. You ask them to follow the teacher's instructions so everyone can learn.

respectful/disrespectful/empathy

3. Reflect upon the answer you provided. Using your answers, consider how you can demonstrate respect to others. Complete the sentences.

I can be respectful to my parents/caregivers by…

_____

_____
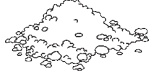
I can be respectful to my teacher by…

_____

_____

I can be respectful to my friends by…

_____

_____
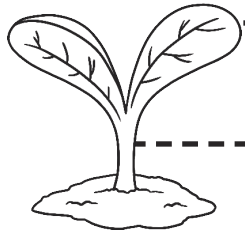
1.   Colour what plants need.

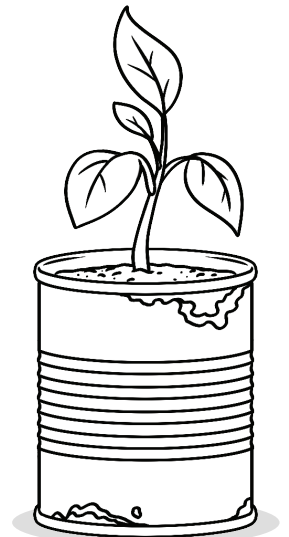| water	air	music	soil	light	love

Complete BOTH sheets of the FIND and DRAW activity

Use plants you can see in your yard, garden, school or on a nature walk.

Draw 3 healthy plants.

Healthy Plants

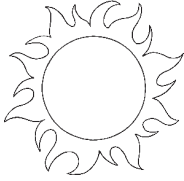The healthy plants are getting w ⬜⬜⬜⬜ , a ⬜⬜ ,

l ⬜⬜⬜⬜ and s ⬜⬜⬜ . Plants need these things to grow and survive.

twinkl
Quality Standard
Approved

3. Draw **4** unhealthy, sick - looking plants. Tick which need(s) you think the unhealthy plants are missing.

Unhealthy Plant	I think the unhealthy plant is missing...			
	water	air	soil	light

If a plant does not get what it needs it will d◯◯ .

twinkl
Quality Standard
Approved
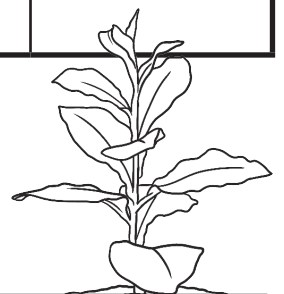
Visual arts – VAS2-2 – 'Symbolic sculpture'

What to do: (click on underlined link or see below)
Look at the work 'Centrepoint Tower' by Aboriginal artist Esme Timbery from the collection at the Art Gallery of NSW. Timbery is a Bidjigal artist whose family were shell workers from the Aboriginal mission community of La Perouse in Sydney.

a) How do you think this work was made?

b) Did you notice how the artist used traditional materials (the shells) that are important to Aboriginal culture to show a modern city symbol (the tower)?

c) Think again about your environment and look for an object that symbolises Australia to you. Remember if you take something from nature such as shells from the beach, it must be returned once your artwork is complete.

d) Create a symbolic sculpture artwork and photograph it. This may include leaves, shells or flowers and may also include cultural symbols important to your community or how you feel about Australia.

'Centrepoint Tower' by Aboriginal artist Esme Timbery

Music – MUS2.1, MUS2.2, MUS2.3, MUS2.4 – Mythical characters

What to do:

Play (click on link): [Where the Creatures Roam Animated Score V2](#)

•*Identify the sounds of the instruments being played. Reflect on why the composer may have chosen these instruments to represent mythical African creatures.*

   a) *Instruments include:*

   b) *Why?*

What other choices (of instruments) could the composer have made?

 c) *other choices could be:*

Identify the mythical creatures used in 'Where the Creatures Roam'.

 In Zulu mythology, Tikoloshe is a dwarf-like water sprite.

 A Ninki Nanka is a legendary creature in West African folklore that is reptilian and possibly dragon-like.

Yumboes are a kind of fairy in the mythology of the Wolof people in Senegal, West Africa.

'Where the creatures roam' Lyrics

Africa, where the great creatures roam,

We know about the lion and the big hippo.

But who has heard of Ninki Nanka?

Ninki Nanka who?

Get the medicine man, he'll tell you what is true.

Down in the swamps of Gambia,

Lives the great dragon monster called Ninki Nanka.

So don't go and play, don't go and stray,

He has mirrored scales, a big long tail and gobbles up his prey.

Africa, where the great creatures roam,

We know about the zebra and the big baboon,

But who has heard of Tikoleshe?

Tikoleshe who?

Get the medicine man, he'll tell you what is true.

In the land of the Zulu, he sounds rather sweet.

Just 1 foot tall and hairy, but wait till you meet.

Whatever you do just don't go to sleep,

Because that's when he eats the toes right off your feet!

Africa, where the great creatures roam,

We know the rhino, cheetah and giraffe call it home.

But what about the Yumboe?

Yumboe who?

Get the medicine man, he'll tell you what is true.

Down beneath the Paps Hills of Senegal,

The silver haired Yumboe won't eat your toes at all.

They dance by the moonlight and feast on fish.

And if you come across them, they just might grant you a wish.

Africa, where the great creatures roam,

Now you know about some creatures there that also call it home.

The Ninki Nanka of Gambia,

And the Tikoleshe of South Africa.

The Yumboe fairy of Senegal,

There are far too many more to name them all Africa, where the great creatures roam,

Africa, strange creatures call it home.

d) Strange, mythical creatures in this song include the following.
- :
- :
- :
- :
- :
- :