

Plattsburg Public School

Learning from Home

3/4A

Term 4 Week 1

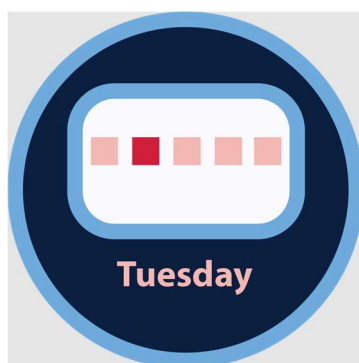
K-6 Guided Learning Packages Week E S2 timetable

Online and offline timetable











This is a new pack that contains QR codes, which you can scan to get online content. When you scan the QR codes it will take you to the activities and explanations in a video/online format. Please work through the work allocated for each day at your own pace.

| <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|--|---|--|---|
| Care and connect Keepy Uppy | Care and connect Stretching | Care and connect Rainbow hunt | Care and connect Square breathing |
| English – Vocabulary Exploring similes How to build a Google site Gold as Honey Writing Outcomes: EN2-9B, EN2-8B, EN2-2A | English – ABCKidsNews Finding similes in text Dog poem Outcomes: EN2-1A, EN2-9B, EN2-2A | English – Vocabulary – Sandcastles Creating similes First time simile event Outcomes: EN2-1A, EN2-9B, EN2-8B, EN2-2A | English – Vocabulary – word cline Delightful dogs All about me Outcomes: EN2-1A, EN2-8B, EN2-9B, EN2-2A |
| Brain break Drawing | Brain break Balance stuff | Brain break Flamingo stylin' | Brain break Throwing and clapping |
| Education Live – | Education Live – Cressida Cowell Activity | Education Live – | Education Live – |
| Mathematics – Let's talk 2 Order! Order! Outcomes: MA2-2WM, MA2-5NA, MA2-7NA | Mathematics – Let's investigate Strike it out! Let's play Outcomes: | Mathematics – Same and different Hit it Outcomes: | Mathematics – reSolve fruit shop 1 reSolve fruit shop 2 Outcomes: |

| | | | |
|---|--|--|---|
| | MA2-1WM, MA2-2WM, MA2-3WM, MA2-5NA, MA2-8NA | MA2-1WM, MA2-3WM, MA2-6NA, MA2-8NA | MA2-1WM, MA2-2WM, MA2-6NA |
| GetActive@Home – Striking part 1 | History – Community and Remembrance Act 1 and Act 2 Outcomes: HT2-1 HT2-5 | PDHPE – Benefits of being active and things that impact how active we are Obstacle golf – testing alternatives Outcomes: PD2-8, PD2-4 PD2-5, PD2-9 | GetActive@Home - Striking part 2 |
| Creative Arts – Line up Art Ease - Print it straight up, Spice it up Outcomes: VAS2.1, VAS2.2, VAS2.3, VAS2.4 DAS2.2, MUS2.1 MUS2.4 | | | Science and Technology Caesar Cipher Act 1 Act 2 Outcomes: ST2-11DI-T |
| Environmental Education Exploring the world of colour using Google Earth | | | |



Things you need

| Activity | You will need |
|--------------------------|--|
| Most activities |  Workbook,  pen or lead pencil, Optional: iPad, phone or computer |
| Brain Break |  Paper,  Textas or pencils |
| Physical Activity | Wear Shoes  timer 5 varied items (e.g. a shoe, a small soft toy, a small ball, a pair of socks and a toy car)  Water bottle |
| Order! Order! 2 | sticky notes (or blank number cards)  markers  4 x 0-9 dice (you could also use playing cards, a spinner or numeral cards). |
| Creative Arts | Chalk or string, wool, balls or counters  Paint of a chosen colour/s and a paint brush (if desired)  Blank paper Cardboard scraps, matchsticks/toothpicks or other stiff recycled materials such as scraps of plastic Textas, crayons or coloured pencils. |

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect

All you need is a pair of socks. Throw your socks up in the air. Keep the socks up in the air by hitting it with your hands. Don't let the socks fall to the ground. Count how many times you hit the socks. If the socks touches the ground, stop counting



"socks" by Congerdesign is licensed under CC BY 4.0

Brain break – Drawing



1. Collect your paper and textas or pencils
2. Ask someone at home to draw 4 different shapes or lines or squiggles on the piece of paper
3. Use the shapes and squiggles to make a picture

Alternative: You could draw 4 shapes or lines or squiggles on a different piece of paper and ask someone at home to make a picture using them.



Physical activity



Scan the QR code to watch the Physical Activity video or read the instructions below.

1. Collect the items you need (see the things you need list).
2. Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds. Spend 3 minutes stretching your muscles.
3. Lay your 5 items on the floor face up. Now turn all the items to be face down. How many times can you turn your items (so that all are face up and then all are face down) in 30 seconds? Eg. Turning all 5 items face up = 1, then turning all 5 items face down = 2, and so on)
4. Using your hands as open (palm facing up) and closed (palm facing down) as a bat and a pair of rolled up socks – throw the socks up (not too high), turn your hand closed (palm down) and bat the socks up using the back of your hand, turn your hand open (palm up) and bat the socks up again, and keep turning your hand and batting the socks. How many times can you bat the socks up? Try this 3 times and see if you can beat your high score.
5. Using both your hands as open hands - bat the socks twice with one hand and then twice with the other. How many times can you bat the socks in 30 seconds?
6. Repeat step 5. However, this time after 4 bats go down onto your knees, after 4 bats stand back up, and repeat. How many times can you bat the socks in 30 seconds?
7. Make up your own challenge.

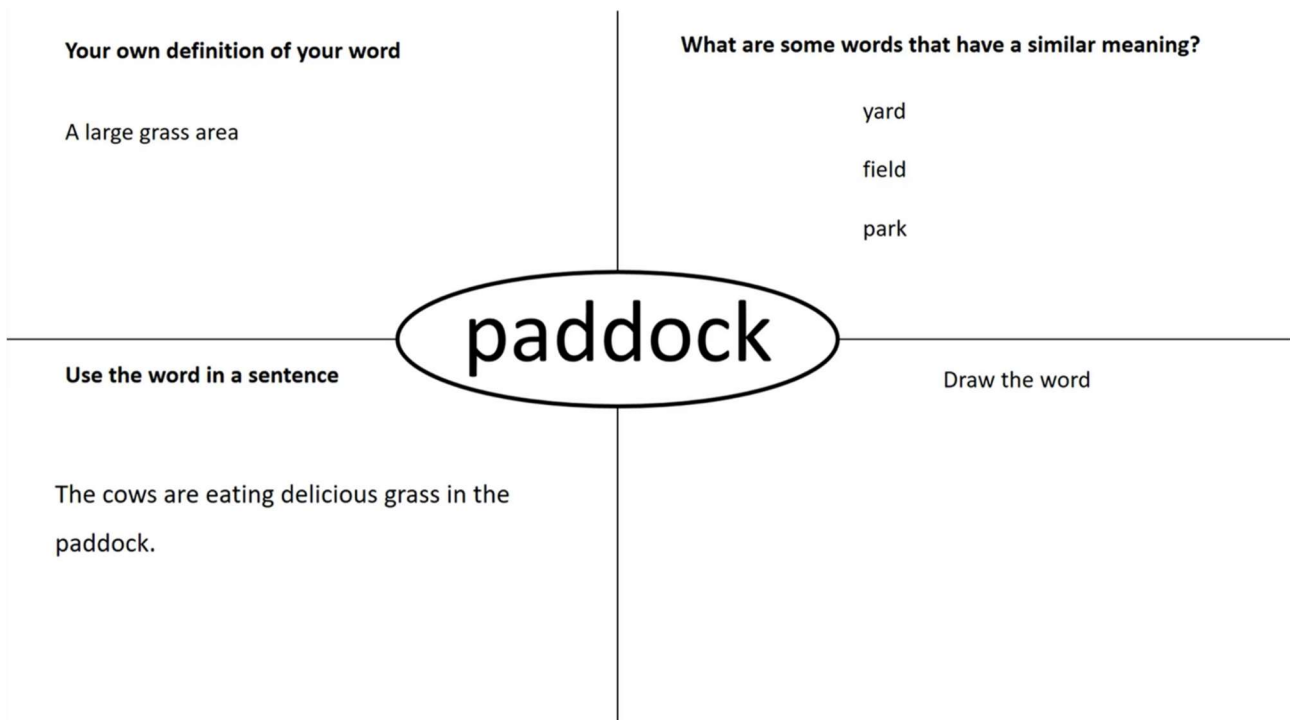


English – Activity 1 – Vocabulary



| Vocabulary | | |
|------------|------------|---------|
| claw | huddled | cushion |
| paddock | scanned | stroll |
| platter | gulped | ajar |
| visor | chattering | scent |

Is there a word on the list that you have not heard before, or you are unsure what it means? Choose a few words to create a word map. If you know all of these words, choose a different word you don't know. Use a dictionary (you could use an online dictionary) to look up the words. Draw a word map in your workbook like the one below for each of your words to show your understanding of the words you have chosen.



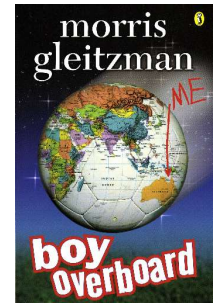
English – Activity 2 – Reading: Exploring similes



Scan the QR code, or read the following information.

This is an example of a simile from the book *Boy Overboard* by Morris Gleitzman (2002).

“Jamal,” screams Zoltan, flapping his arms like a buzzard with a belly-ache.’



‘Boy Overboard’ by Morris Gleitzman © 2002. Used with kind permission from Penguin Random Publishing Australia

A simile compares two things that are similar but not the same. An example could be when comparing a kite’s flying to a bird’s flying. A simile uses the words “like”, “as...as” or “as if” to compare the two things, e.g. the kite flew **like** a bird.

In the above example from *Boy Overboard*, the word “like” is used to compare Zoltan’s flapping arms to a buzzard with a belly-ache. This helps us to get a good picture in our minds of what Zoltan is doing.

Examples of simple similes:

- Her hands were **as** cold **as** ice. (We’re comparing her hands to ice.)
- He ran **like** the wind. (We’re comparing the boy’s running and the wind.)
- He was **as** tall **as** a mountain. (We’re comparing the man’s height to the mountain.)

To help your reader create a great picture in their minds, you could add further information and descriptive language.

- Her fingers were as cold as ice from a glacier.
- His teeth were as white as newly-fallen snow.
- The horse galloped like the winter wind, blowing from the arctic.
The saucepan bubbled like a cauldron boiling over a fire.



"Horse" by BioPic is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



Task 1: Similes

Create your own similes by completing these sentences. Challenge yourself to add more detail and make your similes interesting. Try to use “like”, “as” or “as if”.

The flame danced...

The window was...

The kite flew...

The doctor was...

The clouds were...

The bedroom was...



Task 2: Comparing Similes

The bamboo kite flew like a bird into the cool air.

- What is being compared?

- Why do you think the author used the simile?

The book was as loved as a hug from my family and friends.

- What is being compared?

- Why do you think the author used the simile?

English – Activity 3 – Writing: Similes in poetry



Scan the QR code to hear the poem 'Gold as Honey' by Jenny Blackford, or read the poem below.

Gold as Honey

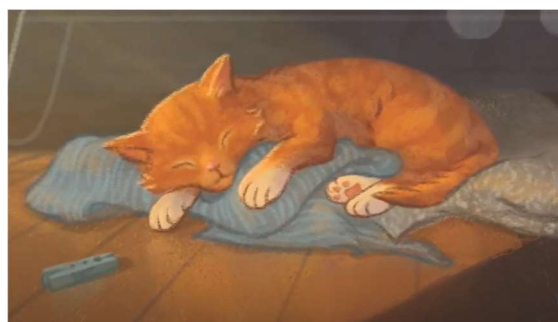
My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



Task

In this poem, similes are used to compare the colour, softness and warmth of the cat. For example, paws as white as milk, gold as honey, warm as sunlight, soft as silk.

Try re-writing the poem using different similes e.g. her four paws are white as snow.

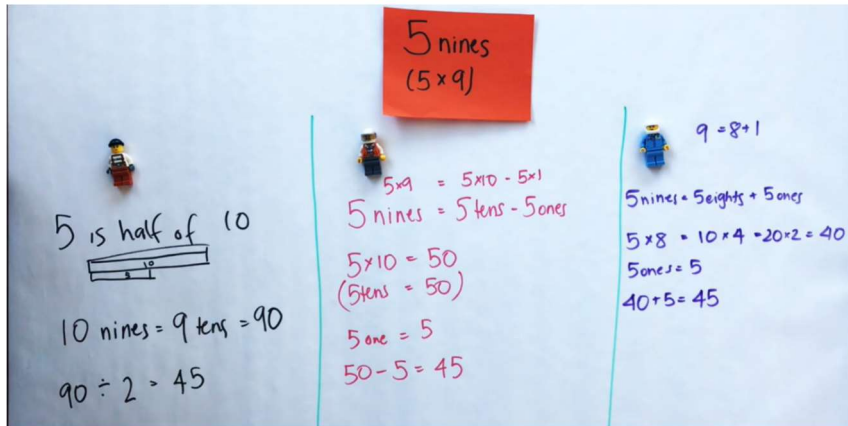
Mathematics – Activity 1 – Let's talk 2



This activity will need you to access a device to watch video. If you do not have access to a device you will just move Activity 2.



the
onto



This clip from the video will help you with the next activities.

- Can you think of another 2 strategies to solve the problem 5 nines (5×9)?
- Record your thinking in your workbook.
- How could use any of the strategies shared in the video to solve 6 nines (6×9)?



Record your thinking below or in your workbook.



Mathematics – Activity 2 – Order! Order! 2

In this activity you are going to be creating and ordering 4-digit numbers. This is explained here or you could scan the QR code to watch the game being played.



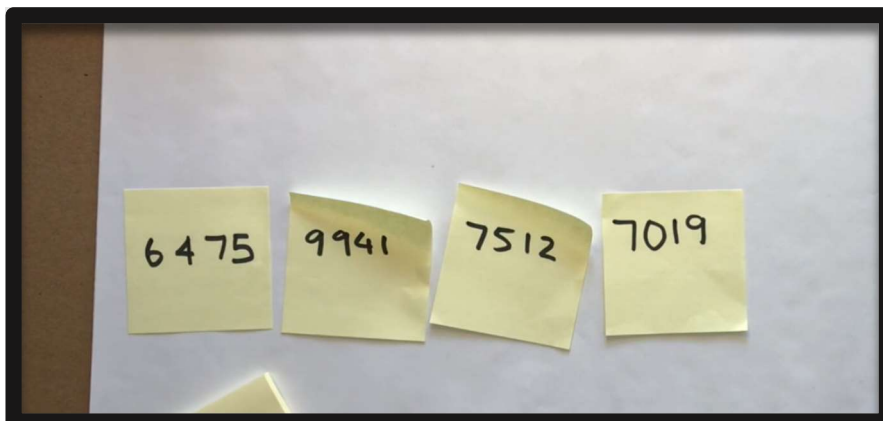
1. Roll dice 4 times to create a four digit number and write it on a sticky note or piece of paper. It could be a normal 6-sided dice or a 0-9 dice. You could also use cards or a spinner
2. Place the first number on the left of your table.
3. Repeat until you have 4 numbers all placed next to each other in the order they were created.
4. Read your numbers aloud.

Challenge: Move the numbers so that they are in order of smallest to largest, or largest to smallest in the fewest moves possible.

You can only move a card by swapping it with one that is next to it.

If you look at the picture below, we could swap 6475 with 9941. We cannot swap 9941 with 7019 because they are not next to each other. How many moves did it take you to complete the task?

Have a go and record here how many moves it took you.



To challenge yourself try using only the numbers 1-6. Does this make it harder to solve?

From Mike Askew, A practical guide to transforming primary mathematics, 2016

Creative Arts – Option 1 – Line up

Scan the QR code to watch the teaching video or read the instructions below.



- Today you are going to learn about Australian artist named Lesley Dumbrell. She loves to combine patterns with lines, shapes and repetition in a style called 'optical art'.
- Optical art is often nicknamed 'op art' and it usually makes an optical illusion. Optical illusions happen when our brain and eyes try to speak to each other in simple language but the interpretation gets a bit mixed-up. For more information about op art visit: <https://edu.nsw.link/tX4MSd>
- Artist Briget Riley is one of the main op artists like Australia's Lesley Dumbrell. If you would like to read more information about Briget Riley visit: <https://edu.nsw.link/mUoQ7s>
- In her artwork 'Spangle', Dumbrell uses patterns with shapes, colours, lines and intersections with dots and dashes. Can you trace them with your finger?



To access the artwork 'Spangle' from the art gallery of NSW visit: <https://edu.nsw.link/rqNNoo>



Create an artwork: Make a path of lines dots and dashes.

Option 1: If you can go outside and you have some chalk - Make a path that uses only lines, dots and dashes.

Option 2: If you don't have chalk or you need to stay inside – Make a path that uses string or wool for the lines and dashes, and any balls or counters you have as dots.

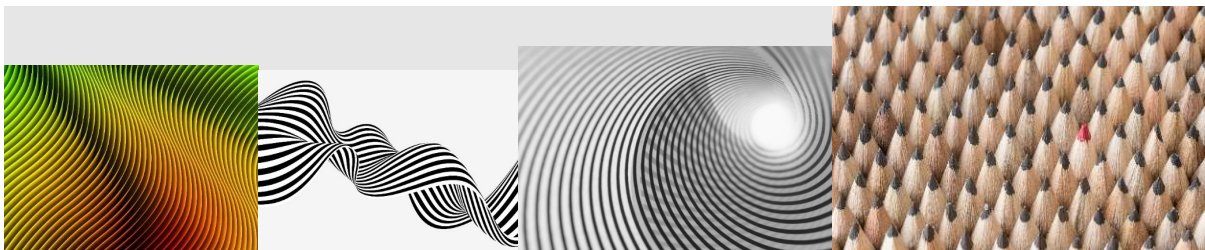
Activity: Let's move! Represent your artwork through movement.

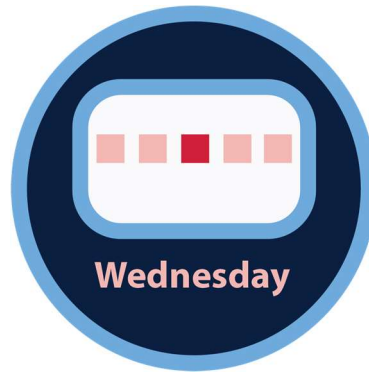
Look at your map. What movements could you do for the dots, lines and dashes? Think about using different levels (up high and down low) and movement dynamics (light or heavy steps). Using your movements create a short sequence of steps to represent you map.






Create your own op artwork to share with your teacher.

- You will need:
 - Paint of a chosen colour/s and a paint brush (if desired)
 - Blank paper
 - Cardboard scraps, matchsticks/toothpicks or other stiff recycled materials such as scraps of plastic
 - Textas, crayons or coloured pencils.
- 1. Create your background on the blank paper. You might choose to paint the whole page with a particular colour or just leave it white.
- 2. While your background is drying, create a 'stencil' line-marker using available materials such as toothpicks, matchsticks, left over packaging or thick cardboard.
- 3. Once your background is dry, use your line-marker stencil in patterns to create an 'op artwork' using patterns of lines, dots and dashes. Think about which directions the lines will go and how the patterns will work together.





Things you need

| Activity | You will need |
|------------------------|---|
| Most activities |  Workbook,  pen or lead pencil, Optional: iPad, phone or computer |
| Brain Break | Choose some items from around the house to balance (eg cards,  rocks, a broom) |
| | |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect - Stretching

Stand with your feet slightly apart. Your arms should be by your side. Breathe in as you slowly bring your hands up. Stand like a mountain. Then as you fall like a ragdoll, breathe out. Stay like this for 5 seconds. Then do it again.



Brain break – Balancing objects

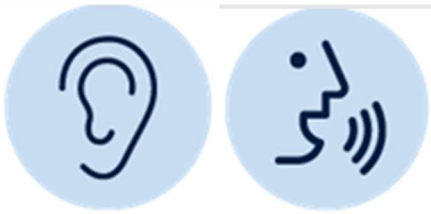


1. Collect some items from around your house you could balance (e.g. a deck of cards, some rocks or a broom).
2. See if you can stack them up to balance.
3. Can you make a tower of cards? Or a tall pile of rocks?

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Challenge: Can you balance a broom to stand on its own?

English – Activity 1 – Listening: ABC KidsNews



Scan the QR code to listen to 'Kids News' (ABC). If you can't listen to these stories, listen to or read a different story. You could ask a family member to tell you a story, or you could listen to an audio book of your choice.

After listening to or reading the story, tell somebody something new you learnt from each story.

In your workbook, write down the interesting fact you heard or read.



["Listening cat"](#) by [naobim](#) is licensed under [CC BY 4.0](#)

Challenge

Research more facts about one of the stories.

List anything you would like to know more about from the stories you heard.

English – Activity 2 – Reading: Finding similes in a text



Scan the QR code to listen to today's lesson or read the following information.

Revise what you learnt about similes yesterday. Today we will be finding similes in texts.

Look at the text below.

Waiting

Story by Jack Gabolinscy, illustrated by Douglas Holgate

Dad's brand-new bulldozer squatted like a big red dinosaur beside the river. He loved it. He oiled and polished it daily, kicked its steel tracks to ensure they were sound and pampered it like a pet pony.



Can you find the similes? What two things are being compared?



Task 1: Finding similes

Highlight or underline any similes you find. Circle the two things being compared. Find whether the author has used “as...as” or “like”.

Example 1

Floating freely

Her wings spread apart-

As quick as a flash

She dives straight like a dart!

Example 2

Jack knew that the tide was coming in, he knew he would have to move quickly. The sand gave way beneath his feet as he marched like an army approaching.

Example 3

It wouldn't be long now. The doctor's surgery had a queue a mile long – like a never ending piece of string. He sat nervously, waiting for his name to be called. His mother was as calm as the smooth water that he had been so looking forward to swimming in. He sat with his wrist that was as limp as a rotten banana – he hoped it wasn't broken!

Why do author's use simile? Author's use simile to engage their reader, help to create clear images and use less words.

Without a simile: The clouds looked soft

With a simile: The clouds looked as soft as the feathers of a baby bird.

What is being compared? Clouds and feathers

Why do you think the author used the simile?

To add more detail and help the reader visualise the idea. The feathers on a baby bird are very soft so I can visualise this and compare the bird with a cloud.



Task 2: Looking into similes

Your task

This task should be completed in your workbook. Complete the missing elements in the examples below.

Simile 1

Without a simile: The bamboo kite flew in the air.

With a simile: The bamboo kite flew like a bird into the cool air.

- What is being compared?
- Why do you think the author used the simile?

Simile 2

Without a simile: The book was loved.

With a simile: The book was as loved as a hug from my family and friends.

- What is being compared?
- Why do you think the author used the simile?

Simile 3

Without a simile: Her hair was shiny.

With a simile: Her hair shone like the reflection of the moon on the waves.

- What is being compared?
- Why do you think the author used the simile?

English – Activity 3 – Writing: Dog Poem



Scan the QR code for today's lesson or read on.

Look at yesterday's simile activity you completed with the poem 'Gold as Honey' by Jenny Blackford.

Here is another example:

My new pup's name is Strup.
Her two eyes are blue as starling eggs
all the rest is white as snow
warm as Nan's cuddle
soft as wool.



"Husky dog" by [ClasicallyPrinted](#) is licensed under [CC BY 4.0](#)

Can you find the similes? Can you see the structure is like yesterday's poem?



Task

In your work book, write your own poem about this image of the dog. Follow a similar structure to the poem from yesterday.

Challenge

Notice that the words pup and Strup are rhyming words. In the original poem, there were other rhyming words such as milk and silk. Can you create rhyming words in your poem?

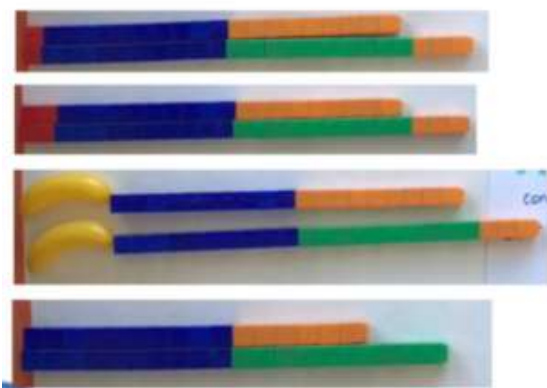
Mathematics – Activity 1 – Let's investigate



This activity needs you to watch a video. If you do not have access to a device move onto Activity 2.



The video demonstrated to us that when subtracting, one strategy we can use to solve a problem is to adjust both numbers, so we keep a constant difference. This slide was part of the video you will remember.



23 - 19 is equivalent in value to:

- $24 - 20$
- $25 - 21$
- $23 + 1 \text{ banana} - 19 + 1 \text{ banana}$ 🍌
- $20 - 16$



Once you have watched the video. Complete the following activity below.

- How could you use this strategy to solve $73 - 29$?
- Record your thinking below or in your workbook.



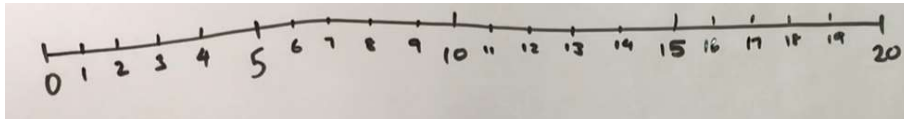
Maths – Activity 2 – Strike it out! Let's play

This activity is an easy one to do on your own or you could take turns with a partner. It has come from Nrich maths. You can watch the game being played by using the QR code or reading the instructions



Instructions

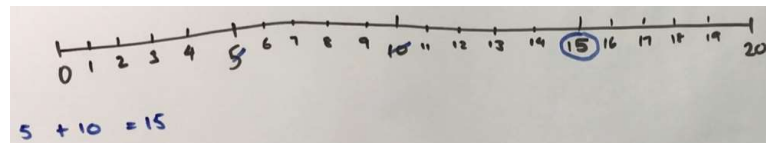
Start by drawing a number line from zero to 20.



You are now going to use a maths strategy of addition or subtraction to make up a question. In this game below they used $5 + 10 = 15$.

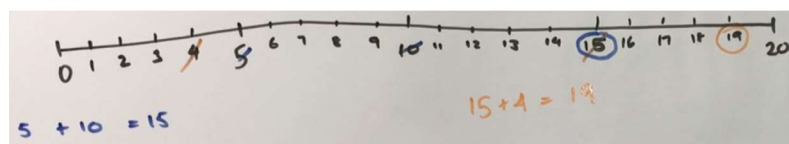
1. Cross out the numbers used for the algorithm in this one it was 5 and 10.
2. Circle the sum or difference of the numbers (15) and record the calculation below the number line.

For example, in the demonstration video, the first go looked like this:



3. The next move must start by crossing out the number circled by the first player.
4. Then think of another algorithm you can create and then cross out a second number that not already used.
5. Then circle the sum or difference of the numbers and record the calculation.

For example, in the demonstration video, the second go looked like this: (orange)

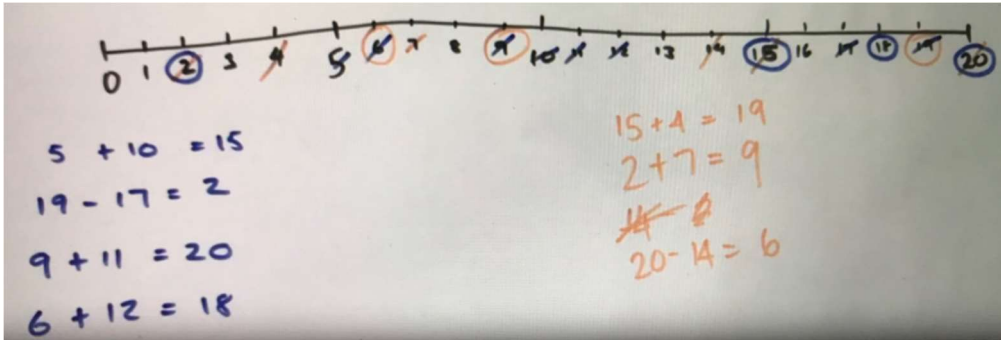


The goal is to see if you can use up all the numbers. **Remember** that you can't use a number again once it is crossed off.



Challenge:

If you were playing the game below is another move you can make? Can you see a move you could make next? If you can write it below. If not, what could you have done differently in the game.



HSIE – Activity 1 – Community and Remembrance



Scan the QR code to watch the teaching video on Community and Remembrance or read the instructions below.

Today we are learning to recognise the significance of national symbols and emblems.

- What is a symbol or emblem?

A symbol or emblem is usually an image that represents something. It can represent a country, a state, people, a sporting team or even your school.



What symbols do you know? Can you recognise these? In your workbook, have a go at drawing these symbols or emblems and label what they represent.



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- Does your school have a logo or emblem? You might find it on your school uniform somewhere. In your workbook, draw it and see if you can write a sentence about what it means.

HSIE – Activity 2 – Community and Remembrance



Scan the QR code to watch the teaching video on Community and Remembrance or read the instructions below.

Today we will continue learning to recognise the significance of national symbols and emblems.

In the first activity we looked at some Australian symbols and emblems. In this activity we will be researching the emblems for each State/Territory in Australia. Copy the table into your workbook and find the floral (plant/flower) emblem, fauna (animal) emblem and the bird emblem for each State and Territory in Australia.

Option 1: Visit the website: <https://edu.nsw.link/slovyP> to help you complete the table. (Hint: scroll to the section called Australia's Floral and Faunal Emblems. It has each State and Territory listed and the 3 emblems). You can draw or write the emblems.

Option 2: Here is the information if you do not have internet access.

NSW – New South Wales: waratah, platypus, kookaburra

Qld – Queensland: Cooktown orchid, koala, brolga

NT – Northern Territory: desert rose, red kangaroo, wedge-tailed eagle

WA – Western Australia: kangaroo paw, numbat, black swan

SA – South Australia: Sturt desert pea, southern hairy-nosed wombat, leafy sea dragon

Vic – Victoria: pink heath, Leadbeater's possum, helmeted honeyeater






Tas – Tasmania: bluegum, Tasmanian devil, yellow wattlebird (unofficial)

ACT – Australian Capital Territory: royal bluebell, no animal emblem, gang-gang cockatoo

| | NSW | Qld | NT | WA | SA | Vic | Tas | ACT |
|--------|-----|-----|----|----|----|-----|-----|-----|
| Floral | | | | | | | | |
| Fauna | | | | | | | | |
| Bird | | | | | | | | |



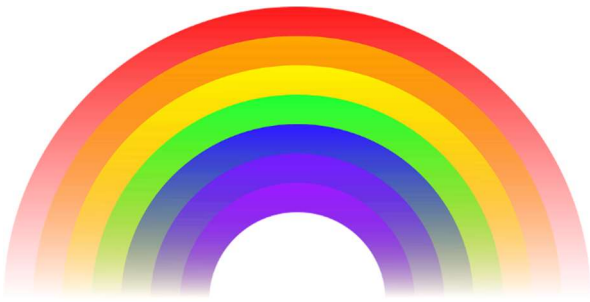
Things you need

| Activity | You will need |
|------------------------|--|
| Most activities |  Workbook,  pen or lead pencil, Optional: iPad, phone or computer |
| Brain Break |  Timer |
| PD/H/PE | <p>A soft object to throw (for example,  soft ball, pair of socks, soft toy, scrunched-up paper)</p> <p>3 objects or landmarks to create  targets for objects to hit (for example, bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree)</p> |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect – Rainbow hunt



Walk or run carefully and with permission from an adult, around your house and find items that match each colour of the rainbow.

"rainbow" by [Clker free vector images](#) is licensed under [CC BY 4.0](#)

Brain break – Balance on one leg



Can you balance on one leg and count to 30?

Next, try to balance on your other leg for 30 seconds?

Which one was easier?

How long can you balance without putting your foot down?

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English – Activity 1 – Speaking and vocabulary: Sandcastles



"Sandcastle" by FabianZepeda is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Look at the picture of the sandcastle. In your workbook, brainstorm words that you could use to describe the sandcastle. You could include adjectives (describing words, for example rough, crystallised), adverbs (a word that describes a verb, for example, majestically) and figurative language (for example, similes – rough as sandpaper).

Don't forget to include descriptions about colour, size and shapes. Remember to use your five senses. What can you see, hear and smell? What are the textures you can feel? Would the sandcastle be fragile or strong?

If you can, describe the sandcastle to someone in your home. You may also like to record your description on a recording app on a phone or computer.

Challenge

In your workbook, write a descriptive paragraph describing the sandcastle.

English – Activity 2 – Reading: Creating similes



Scan the QR code for today's lesson, or read the following information.

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words “like”, “as... as” or “as if”. Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He moved as fast as a cheetah darting through the savannah.
- The wolf's breath was as warm as a piece of freshly-cooked toast.
- The water splashed like a toddler in the middle of a tantrum.
- The cup of hot chocolate tasted like sunshine and happiness.



Task 1: Completing similes

- Complete the similes which use either “as...as”, “like” or “as if”
- Add extra detail with adjectives and verbs to help your reader visualise your simile.

Simile 1:

The candle burned as hot as

Simile 2:

Jarrold knew that he needed to be as quiet as

Simile 3:

The rosy-red balloon took to the sky like a

Simile 4:

The tomatoes looked as fresh as

Simile 5:

The kangaroo jumped as if

Creating Similes

When writing a simile, you need to think about the object you are describing.

If we wanted to write a simile about balloons, we need to think of words that describe balloons, or the actions of balloons e.g. bright, loud, fun, floating, exciting, and emerald-green.

We then choose one of those words. For example, we may choose the word 'huddled'. What is something that huddles? Lorikeets like to huddle together!

We can use this to create an interesting simile, for example:
The balloons huddled together like a family of lorikeets; they looked like a colourful rainbow with emerald green and golden yellow



Task 2: Creating similes

- Use the image to brainstorm vocabulary to describe it.
- Create as many similes as you can using words from your brainstorm.

Brainstorm vocabulary:



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Simile examples:

Challenge:

Create a description of the image using similes.

English – Activity 3 – Writing: First time simile event



Scan the QR code for today’s lesson or read the following information.

We are going to write a description using similes. For this task, you need to think of an activity you did for the first time and describe this event.

Let’s look at an example of how you might be feeling when you go on a skiing trip for the first time.

| | Feeling | Simile |
|--|-------------|---|
| How were you feeling before the event? | Excited | I was as excited as a dog when he sees a large bone. |
| How were you feeling during the event? | Nervous | I was feeling as nervous as an acrobat on a trapeze. |
| How were you feeling after the event? | Exhilarated | I was feeling as exhilarated as an athlete winning a medal at the Olympics. |



Task

Think of something you are doing for the first time. In the table, record your feelings. Think of a simile that compares your feeling to something else. Remember to use “like”, “as...as” or “as if”.

| | Feeling | Simile |
|--|---------|--------|
| How were you feeling before the event? | | |
| How were you feeling during the event? | | |
| How were you feeling after the event? | | |

Mathematics – Activity 1 – Same and different

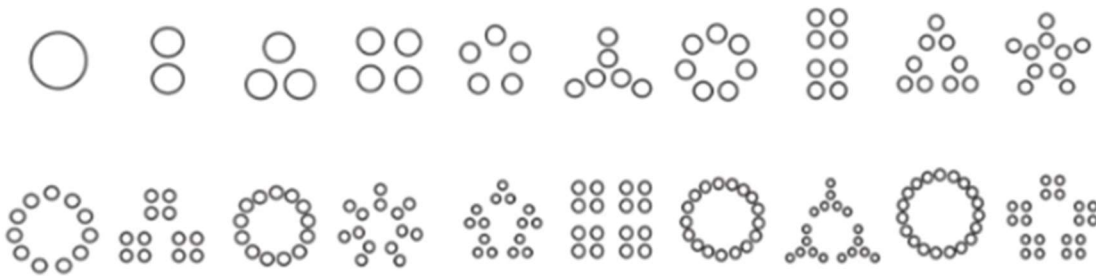
Numbers and patterns are interesting things. They are in the world around us everywhere. We all see things differently and notice different things.



Look closely at the picture with all the circles. Can you see they are the numbers 1-20? Can you see any patterns that interest you?



Colour in the numbers to 20 and show some of the patterns you can see. You can do it here on the picture.



Can you explain some of the patterns and why you coloured things in a certain way?



Now let's look at the coloured numbers. Why do you think they have used different colours in different numbers?



Write here some of the things you notice.

What is some of the mathematics here?

We can see that bigger numbers are made up of smaller numbers, and these visuals help us see the composition of numbers.

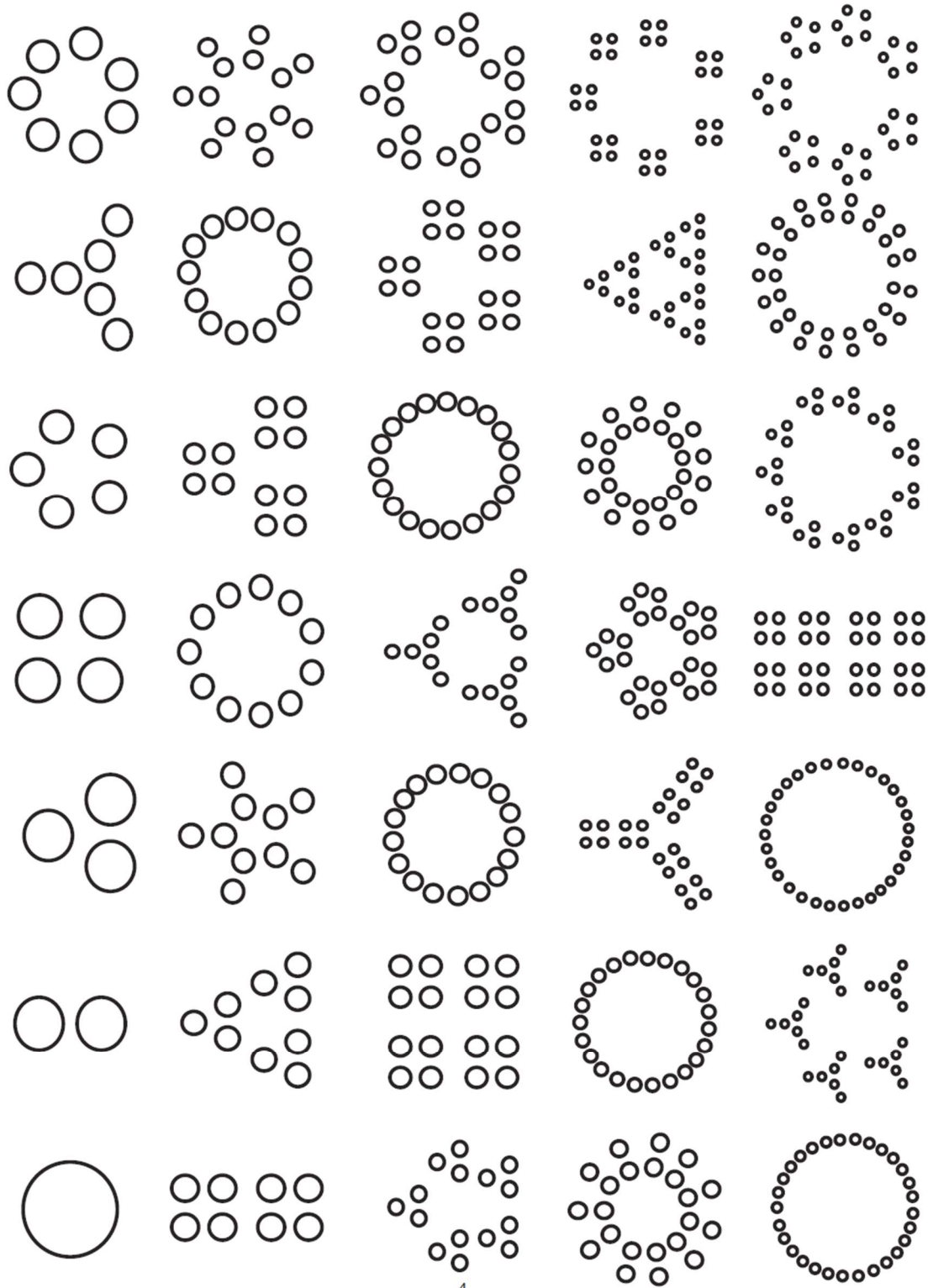
Some numbers can be partitioned into equal groups in different ways, and other numbers can't be partitioned into equal groups at all.

Numbers can have the exact same value, but look quite different. Just look at these two ways of representing 8.

If you have time why not try the next page which has numbers to 50. What patterns can you see?

Scan the QR code to see what the Maths team found interesting when they looked at this.








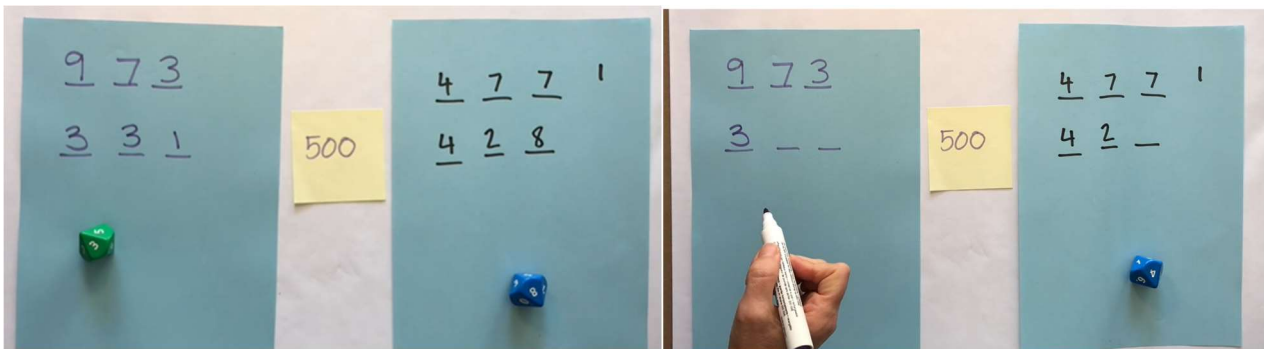


Mathematics – Activity 2 – Hit it!

You will need:



-  pencils
-  your workbook
-  0-9 dice or playing card Ace-9 or numeral cards.



This is a two-player game.

- You need to come up with a target number, which is the same number for both of you. It needs to be a multiple of 100 (for example 200 or 500).
- Each player, on their own piece of paper, put three dashes (_ _ _). This is where they will write their numbers on to.
- Player one will roll their dice and think about one of the dash's to put their number into. The goal is to get as close to the target number as possible. If I roll a 7 I can put it as 7 _ _ so 7 hundreds or _ 7 _ for 7 tens or _ _ 7 for 7 ones.
- Keep rolling, filling in your dashes till you and your partner have a three-digit number. Explain to your partner how close you are. Whoever is closest wins.
- Play again with the same target number or maybe try a bigger number (still a multiple of 100) but with four digits like 5000.



PDHPE – Option 1 – Being Active



Scan the QR code to watch the teaching video on 'Being active' or read the instructions below.

What does the word active mean?

Being active means moving your body.

You can be active both inside and outside your home.

Being active can include actively playing with your family and friends, playing a sport or other exercise such as skipping.

What are the benefits of being active?

- Stronger bones and muscles
- Feeling happy
- Better sleep
- Improved balance and skills
- Improved concentration
- Meeting new people

What can impact how active we are?

- Equipment
- Space
- Time
- How you feel

Complete the activity:

Create a plan to increase how active you are.

For example, you might

- create a weekly timetable to fit in more time to be active,
- create a map of your home and include all the places you can be active, or
- look for equipment you have and record a list and ways you could use it to be active.

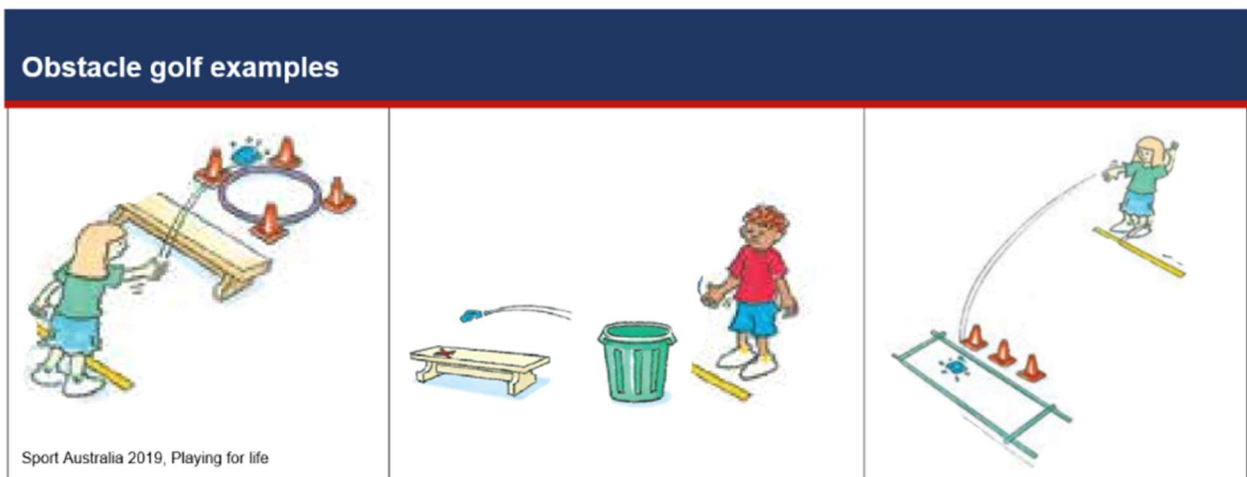


PDHPE – Option 2 – Obstacle Golf



Scan the QR code to watch the teaching video on Obstacle Golf – testing alternatives or read the instructions below.

1. Create 3 targets that you can safely throw a soft object towards. Choose a 'starting point' where you will throw the object from. Place each target at different distances from the 'starting point'.
2. Choose or create at least one object that will act as an obstacle for each target. The obstacle needs to be placed between the 'starting point' and the target.



Question:

- a. How will you attempt to avoid the obstacle so you can hit the target in as few throws as possible?

In your workbook - describe two different approaches you will try for each target. Explain how you will use the space and adapt the amount of force applied.

Examples could include:

- i. throw the object high and hard so it can drop down over the obstacle and only roll a short distance from the target
- ii. deliberately throw the object softly to land it before the obstacle so I can take my second throw closer to the target and avoid the obstacle more easily.

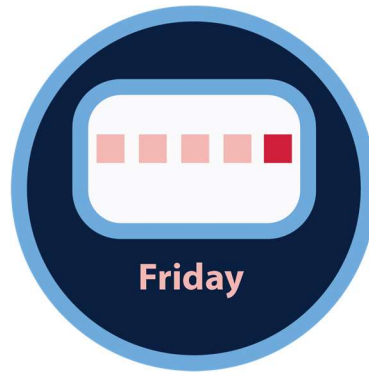
Play obstacle golf

1. Throw the object towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.
2. In your workbook draw a table to record how many throws it took to hit the target. Repeat the challenge 5 times for each of the 3 targets.
3. Challenge: move the starting line, obstacle, or target for each attempt.







| How many throws did it take to hit the target? | Attempt 1 | Attempt 2 | Attempt 3 | Attempt 4 | Attempt 5 |
|--|-----------|-----------|-----------|-----------|-----------|
| Target 1 | | | | | |
| Target 2 | | | | | |
| Target 3 | | | | | |

Reflection questions

1. Which alternative was most successful? Why?
2. Which alternative was least successful? Why?
3. Explain how you could adjust this alternative to throw your object accurately and avoid the obstacle?



Things you need

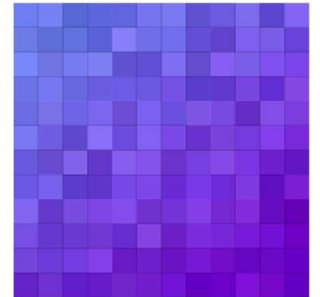
| Activity | You will need |
|---------------------------|---|
| Most activities |  Workbook,  pen or lead pencil, Optional: iPad, phone or computer |
| Brain Break |  Ball (inside options – teddy bear, rolled up socks or rolled up piece of paper) |
| Physical Activity |  6 small soft balls (or 6 pairs of socks or similar small soft objects) Tennis or squash racquet (or similar) or an open hand  A washing basket or bucket Water bottle |
| ReSolve fruit shop |  Coloured pencils or textas |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect – square breathing

it quietly in your chair or on the floor. Think about the shape of a square. Imagine drawing the top line of the square in your head. As you do this, breathe in. Now draw the line down one side of the square. As you do this, breathe out. Then draw the bottom line of the square and breathe in. Now draw the other side of the square and breathe out. Did all your lines join together to make a square?



Brain break – Throw and Clap



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If you're outside: use a tennis ball (make sure you have plenty of space around you).

If you're inside: use a teddy, a rolled-up pair of socks or a scrunched up piece of paper (make sure you have plenty of space around you).

1. Throw the ball up in the air and catch.
2. Throw the ball up, clap while it's in the air and catch.
3. Throw the ball up, clap twice while it's in the air and catch.

Challenge: How many claps can you do before you catch the ball? What is your highest number?



Physical activity



Scan the QR code to watch the Physical Activity video or read the instructions below.

8. Collect the items you need (see the things you need list)
9. Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds. Spend 3 minutes stretching your muscles.
10. Using your racquet pick up 1 ball and do 10 little hits up then pick up the next ball and do 10 little hits. How many balls can you get through in 30 seconds?

11. Stand side on. Hold your racquet and practice slowly swinging your racket in the forehand motion (see picture) and pretending to hit a ball.

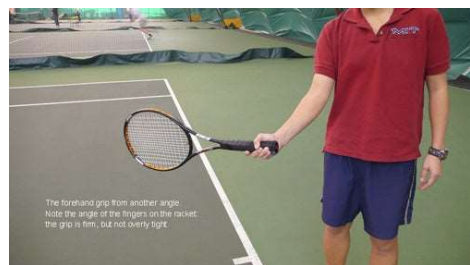
12. Using a ball of socks and your basket or bucket practice standing side on and hitting the socks gently towards the basket or bucket. How many times can you hit the basket or bucket with the socks in 30 seconds?

13. Turn and face the other side. Hold your racquet in the same hand and practice slowly swinging your racket in a backhand motion and pretending to hit a ball.

14. Repeat step 5 doing your backhand with

15. If you don't have a racquet you could do these activities using your hand

16. Challenge: How far away can you have the basket or bucket and still hit your socks into it?



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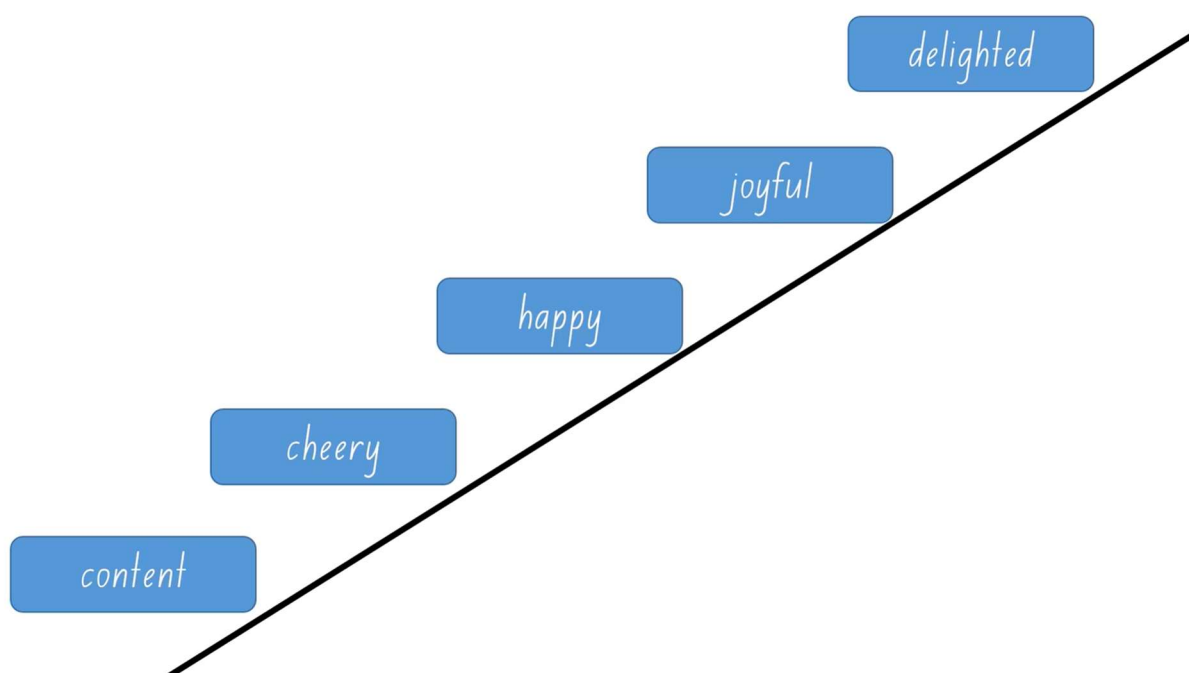
English – Activity 1 – Vocabulary: Word cline



Scan the QR code for today's lesson or read the following information.

A word cline shows words that have a similar meaning. The words are placed on a 'cline' (or along a line) in the order of their strength.

For example:

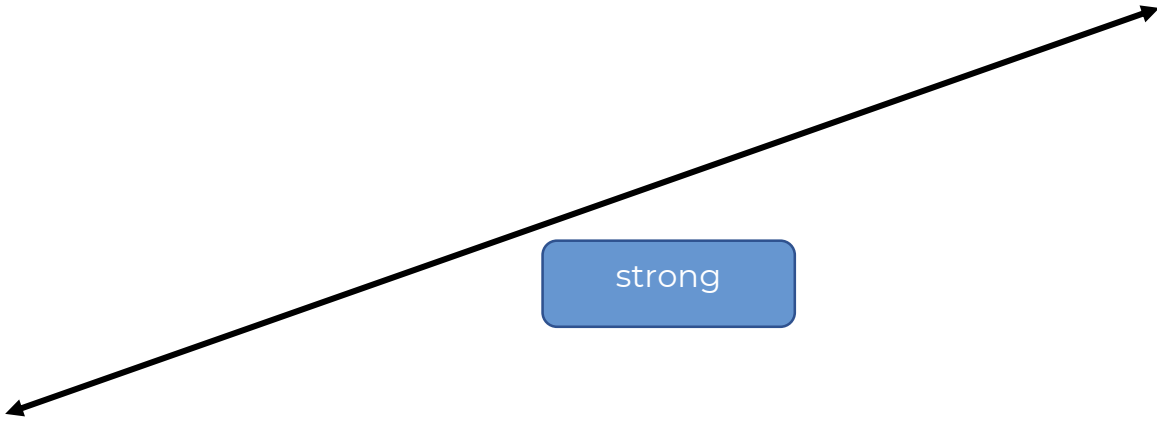


In this example, happy is in the middle. If you are feeling happier than happy, you might be feeling delighted. That word goes higher on the cline. If you are feeling content, you can still be happy, but you are not necessarily cheery. That word will go lower on the cline.



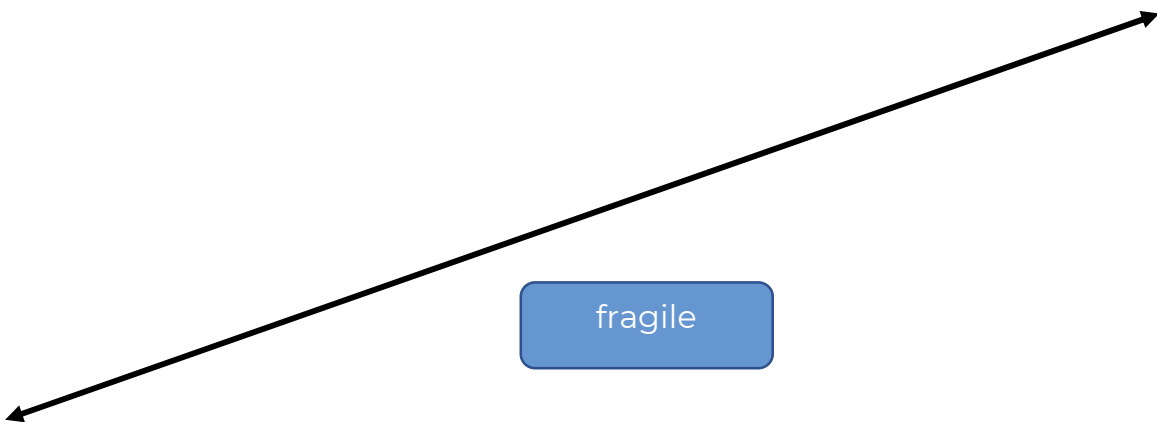
Use these four words and put them in order. Strong has been placed on the cline for you. What word is the word that means strongest? Put that at the top of the cline. What word means the least strong? That word goes at the bottom.

powerful firm sturdy tough



Complete the task for words that mean fragile. Which word means the most fragile? Which word means the least fragile?

weak flimsy delicate frail



English – Activity 2 – Reading and vocabulary: Delightful dogs

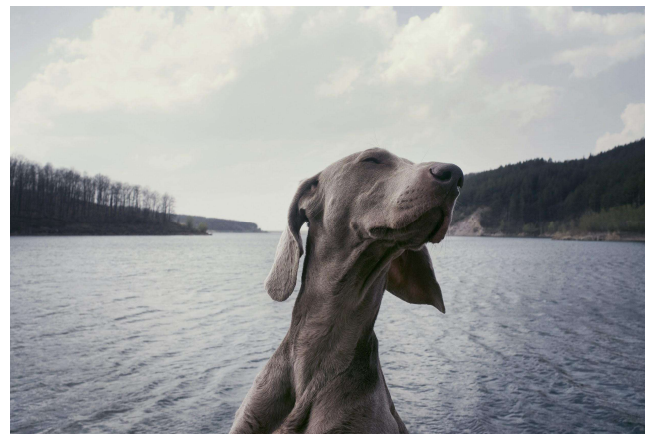


Scan the QR code for today's lesson or read the instructions below.



Task 1

Look at this photograph of a dog. Brainstorm some words about the image. You may like to include details about the physical features of dogs, adjectives to describe dogs such as 'playful' or 'curious' and verbs such as 'howl' or 'inquire'. You could use a thesaurus, dictionary or some of your own research to add new words.



"Dog" by Atanas Teodosiev is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



Task 2

Read the following text and highlight any words you do not know.

Delightful Dogs

Article by Emma Heyde

Dogs have been our companions for thousands of years. In fact, they were probably the very first species that human beings domesticated. Read on to find out more about these devoted companions, loyal workers and favourite friends.

Doggy ancestors

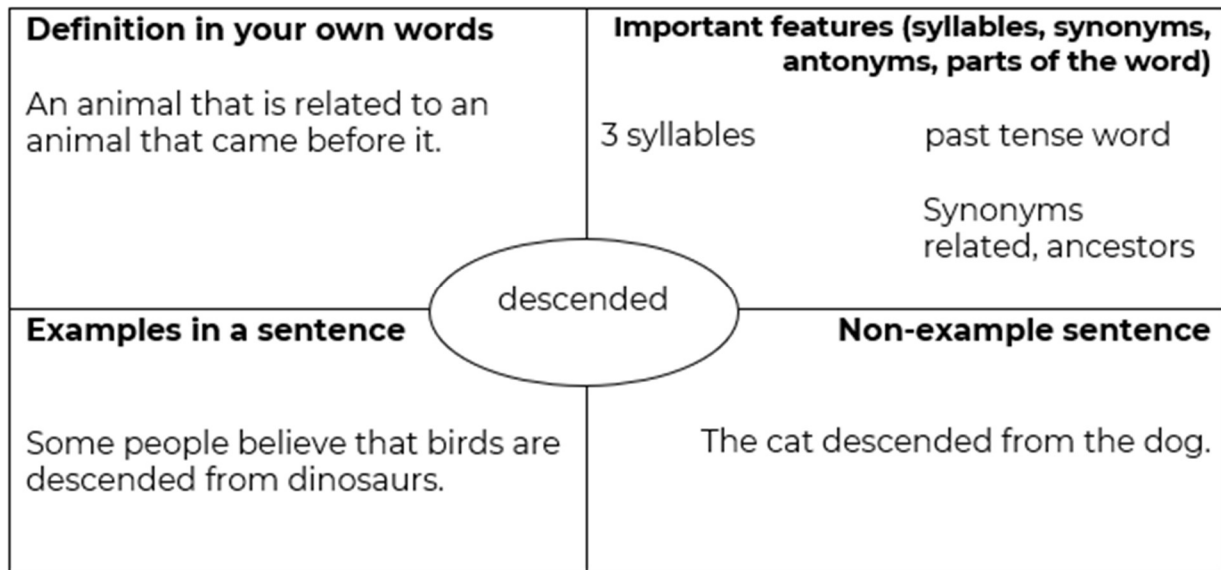
Dogs are descended from the small wolves that once roamed across Asia. Wolves are social creatures. They live in big family groups with a powerful leader in charge of lower-ranked, less powerful, and younger animals. Wolves are intelligent and loyal animals. They form strong bonds of trust and affection with one another, which is important to their survival as they hunt for prey in a pack.

Why did people thousands of years ago take an interest in wolves, and try to tame them?

Over time, generations of wolves that lived near human settlements became used to human food scraps and human company, and were tolerated by people because they kept away vermin like mice and rats. Their puppies were kept as pets—for warmth in winter, for food, and as hunting companions.

As time passed, humans selected the animals they liked the best: the gentlest and friendliest dogs, the ones with the softest fur, or the best hunters. Gradually, as these selected dogs interbred, the shape and size of these semi-wild animals began to change. Their thick pelts became softer, their long muzzles got shorter, and the shape of their bodies changed.

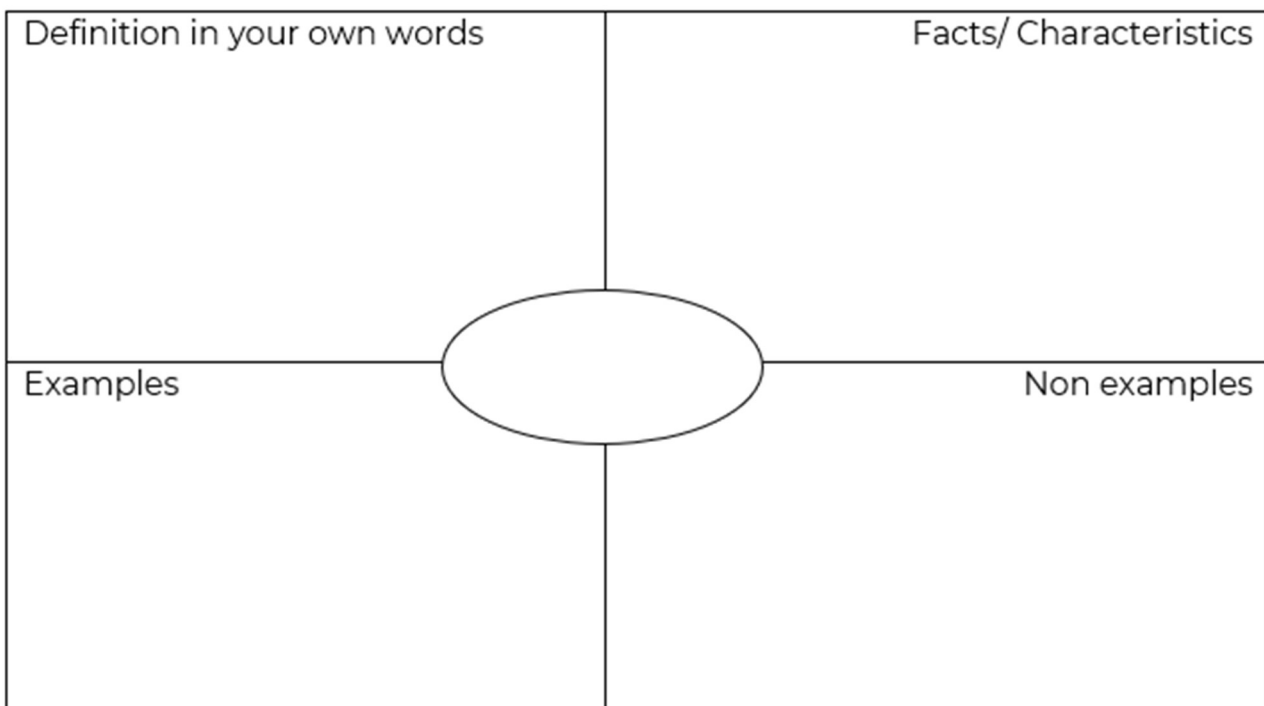
A “Frayer model” helps us to look at words closely. We have completed an example for you, focusing on the word “descended”.



Your Turn

Choose a word you highlighted in the “Delightful Dogs” text you have just read.

Complete the Frayer model for the word you chose. You might like to use an online dictionary to help you.



English – Activity 3 – Writing: Simile poem 'All about me'



Scan the QR code for today's lesson or read the instructions below.

If someone described you, what are five words that they would use? For example, you might be busy, creative, hardworking, happy and sleepy.



Write your five words that describe you.

For each word, write a simile. For example,

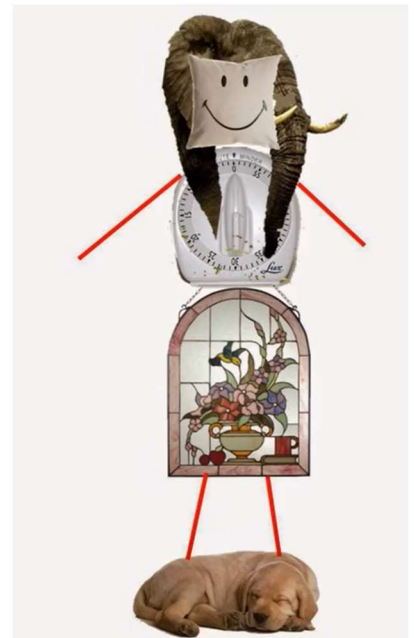
I'm as busy as a timer,

As creative as a stained-glass window,

As hardworking as an elephant,

As happy as a well-loved dog,

And as sleepy as a pillow.





Write your own poem and draw or create an image of yourself using the objects from the simile poem.

A large, empty rectangular box with a black border, intended for students to write their poem and draw or create an image.



Mathematics – Activity 1 –reSolve fruit shop 1

Welcome to the reSolve fruit shop. There are lots of lovely fresh fruit. Can you see the way it is neatly arranged? You can probably notice lots of arrays.



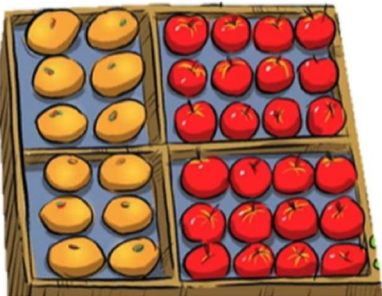
What else do you notice? Add some things you notice here:



How are the Mangos and apples similar and different? Record your thinking here

Similar

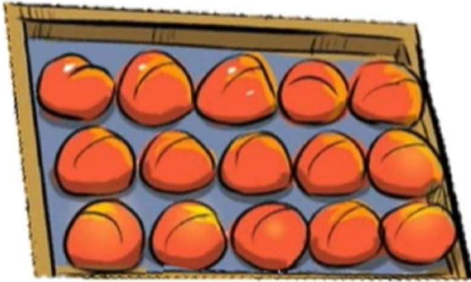
Different



Scan the QR code to see what the maths team found



Can you use the number of apples from the picture above to help work out the number of peaches? What can you see in both? Can you draw what you are thinking?



Look at the picture at the top again. What other connections can you make? List them all here:

Scan the QR code too see what the maths team found and for the next activity





Mathematics – Activity 2 – reSolve fruit shop 2

We are back in the resolve fruit shop with another challenge;



Task

There are four bags of lemons. The picture tells us that there are 6 lemons in a bag. The owner of the fruit shop wants to take the lemons out of the bags and arrange them in a box like the oranges, apples, peaches, apricots and mangos. She wants more than one lemon in each row and column.

- How could the owner arrange all the lemons in an array? Can you find more than one way?
- Draw pictures of the arrays so the owner can make some decisions about which one she likes.
- Record your thinking here or in your student workbook.

Science and Technology – Option 1 – Caesar Cipher



Scan the QR code to watch the teaching video on Caesar Cipher or read the instructions below.

We are exploring how data and information can be represented in many ways, including through codes.

The Caesar Cipher is a code system that hides messages by changing each letter of each word. The new message cannot be read unless the reader has the secret key to reverse the coded letters. Below you can see the English alphabet. In the table underneath is the Caesar Cipher. If you look closely between the English alphabet and the Caesar Cipher you will see that the Caesar Cipher has the English alphabet lower case letter of the letter 3 places after it e.g. a=D, B=E, c=F and so on.



The English alphabet:

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

The Caesar Cipher text alphabet with key 3.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
| D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | A | B | C |

Practice activity: the Caesar Cipher code for the word **cat**.

c = F, a = D, t = W

Answer in Caesar Cipher: FDW.

Change these words into a Caesar Cipher code that uses a key of 3.

| | | |
|------------|------------|-------------|
| a) school: | b) friend: | c) teacher: |
|------------|------------|-------------|

Choose 2 words of your own to change into Caesar Cipher code words that use a key of 3.

| | |
|---------|---------|
| Word 1: | Word 2: |
|---------|---------|

| | |
|-------------|-------------|
| Coded word: | Coded word: |
|-------------|-------------|

Science and Technology – Option 2 – Caesar Cipher

Part 2



Scan the QR code to watch the teaching video on Caesar Cipher or read the instructions below.

We are exploring how data and information can be represented in many ways, including through codes. The Caesar Cipher is a code system that hides messages by changing the letters of each word. The new message cannot be read unless the reader has a secret key to unlock the coded letters. In this second activity you will change the key of your Caesar Cipher and decode a full sentence. You will also create and email a full message to your teacher.



Task 1 – a key of 3

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 0 | 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 |
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
| D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | A | B | C |

Solve this Caesar Cipher sentence using the table above. (The first word is done for you.)

WKHVH FDHVDU FLSKHUV DUH UHDOOB IXK! GR BRX WKL QN BRX

These _____

FRXOG PDNH BRXU RZQ PHVVDJH ZLWK D NHB RI VHYHQ ?

Task 2 – a key of 7

Complete the grid below to shift your key to 7. The first letter has been started for you.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 0 | 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 |
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
| H | | | | | | | | | | | | | | | | | | | | | | | | | |

Now email a short message to your teacher with a key of 7. They might email you back using the same key of 7.

17. Write a short message

18. Use the new code to rewrite message to make it a coded message

Looking for a challenge?

Write a message and use the Caesar Cipher to code your message. Use the Caesar Cipher with a different key, to code your coded message for extra mystery! Ask someone to decode the double-coded message.